

FOREWORD BY MEC

The statistical profile of the Eastern Cape in demographic, economic and educational terms, paints a disquieting picture of underdevelopment, and if interrogated, tells a history of inequity and disadvantage.

Key programmes that my department is undertaking is to empower people with knowledge and skills in order that they can add value to the economy, thus meeting

During the academic year 2006, we saw an increase in the matric results from 56.7% in 2005 to 59.3% or by 2.6%. We are aiming for at least an overall 5% increase in the matric pass rate for 2007. The fluctuating and poor performance of the Eastern Cape of can no longer be justified in the light of urgently needed human capital development in our Province.

In the current cycle of LTSM delivery, covering 2005/06, the delivery of LTSM has not improved significantly compared to previous years, and certainly this is not acceptable to all of us. As the department, we are thus committing ourselves that, in the 2008 academic year, the prevailing logistical challenges will be eliminated as we are currently re-evaluating the whole LTSM delivery model.

Since inception we have received no less than 11 disclaimers from the Auditor General. Taking into account the alarming nature of this non compliance with public service and finance management legislation, within the first quarter of this Financial Year the department shall have reviewed the performance of both the External Audit Committee and Internal Audit Team as they are vital in turning around this worrying situation.

Key interventions that we will undertake in improving the quality and accelerating access to Public Quality Education include the following:

The Department will continue to explore creative interventions to ensure improvement both in quality and quantity of learner outcomes from Grade R-12.

The department has taken seriously the urgency of improving our performance in our Dinaledi schools by prioritising the employment of more mathematics and science teachers, as well as the utilisation of retired mathematics and science professionals including un-employed graduates. In this regard, it is the Department's intent to seek and consolidate mutual benefiting initiatives with the corporate world.

The high prevalence of violence in our schools which manifests itself in the form of substance abuse, rape, assault, vandalism and theft has prompted the Department of Education to resuscitate the School Safety Programme in partnership with the Department of Safety and Security.

The Province has declared more "no-fee schools" and the majority of them are in poverty stricken areas.

In order to strengthen District Offices a comprehensive and accelerated skills development programme with specific emphasis on finance and personnel management will also be rolled out.

79 infrastructure projects will be completed, and they include, amongst others, rehabilitation of at least three (3) worst mud structured schools per district.

The National Department of Education through the National Student Financial Assistance has allocated funding to support learners in the Provinces FET.

A key priority and challenge is Education sector is the response to the impact of HIV/AIDS scourge on the teaching fraternity as we are fast losing teachers and potential graduates on an unprecedented scale through this epidemic.

The department is currently undertaking a comprehensive overhaul of our communications unit. We realise that part of the incessant negative publicity that regularly comes our way has been partly as result of our failure to effectively communicate the strides that we have made since 1994 in our endeavour to effect meaningful transformation of the educational landscape.

At this point it is important to recognize and pay tribute to the valuable contribution made to educational transformation in this Province by the British Department for International Development (DFID) over the past 10 years. This contribution, totaling £24.5 million (translating to approximately R300m) comes to an end in the 2007/08 financial year.



A handwritten signature in blue ink, appearing to read 'J Makgato', written in a cursive style.

J Makgato, MPL

MEC for EDUCATION

Eastern Cape Department of Education

FOREWORD BY ACCOUNTING OFFICER

Early Childhood Development (ECD) remains the bedrock of overall human development. Grade R learner enrolment has increased by more than 610% over the last 6 years: from 20, 885 in 2000 to 126,293 in 2006. Enrolment in Grade R will continue to increase significantly in the next three years (up to 2010) in line with the requirements of the ECD White Paper, probably settling at around 150,000 Grade R learners, the number of 5 year olds in the population. The current subsidy will be increased by 50% from R1,000 to R1,500 per month from 1 April 2007. On account of the importance of the work they do, ECD practitioners will be paid through PERSAL with the effect from 1st April 2007.

The recapitalisation of Further Education and Training Colleges will continue in 2007/08. The President's positive remarks about progress made in this regard are noted. The conditional grant will be increased by about R17.8 million in the new financial year for recapitalisation of our eight FET Colleges. This year FET Colleges offer a completely revised curriculum, which is more in tune with the requirements of commerce and industry. The ECDoE will align ABET and FET College programmes. ABET level 4 is basic and produces semi-skilled learners. The new FET vocational curriculum is accessible to ABET level 4 graduates, and the admission level to Further Education and Training (FET) colleges have been relaxed to NQF level one. The ECDoE, in collaboration with the Office of the Premier, is looking into providing ABET classes at the workplace of the various departments.



This year the Department has allocated an additional amount of R102 million to the Infrastructure Programme. The programme will continue to address infrastructure backlogs, specifically in the form of dangerous school buildings and mud structures. The Department will continue to explore alternative methods to fast-track infrastructure delivery.

There will be additional focus on transparency, accountability and the economic, effective and efficient utilisation of resources within the Education system. This will be achieved through effective performance management at all levels.

Teachers will benefit from the current year budget in the form of the implementation of accelerated pay progression based on performance of teachers through IQMS. A project team has been established within the Department to facilitate implementation.

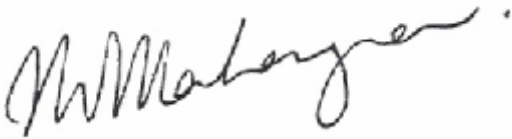
In line with our dedication and commitment to "Not abandon the poor" the Department has extended no fee schools in the Province to include both Quintile 1 and 2 schools representing 64.7% of public schools in the Province. Resource target funding for schools has shown a significant increase over the last two years and this trend will continue over the MTEF period.

The School Nutrition Programme which has recently been in the public domain is a priority area for the Department. We reaffirm our commitment to ensuring that programme will be effectively run and all deserving children in the Province will be fed.

The Department will implement or continue implementing the following initiatives, programmes and projects with the available budget:

- Implementing a significantly enhanced Learner Attainment Improvement Strategy across the grades with priority given to under-performing schools;
- Improving Teacher Supply and Development;
- Empowering and building effective and efficient District Offices;
- Implementation of NCS (Grades R7 – 12);
- Expanding National Systemic Evaluation and Quality Management of School-Based Assessment;
- Enhancing the effectiveness, efficiency and productivity of public adult learning centres through proper governance, funding and oversight;
- Rolling out e-Education to schools;
- Improving data integrity in the Education Management System (EMIS);
- Establishing greater capacity and more effective policies and systems for the administration of school fees and public school finances including budgets, school funds, financial statements and school audit reports;
- Expanding Grade R at public primary schools as part of the Early Childhood Development and Expanded Public Works Programmes;
- Strengthening policy frameworks for learner admissions in Public Schools;
- Creating greater equity and efficiency in the governance, funding and oversight of public schools;
- Amending/revising Provincial Education legislation and publication thereof;
- Prioritizing policies to be promulgated according to the Review of Policies document;
- Rolling out of service standards (as part of the national *Batho Pele* implementation);
- Establishing policies and support systems for enhancing the performance of Learner Representative Councils;
- Recapitalizing public Further Education and Training institutions and improvement of their responsiveness to ASGISA/JIPSA through proper governance, funding and oversight;
- Ensuring the adequacy of resources and facilities for the proper administration and delivery of education (QIDSUP);
- Creating effective and efficient systems and policy for managing learner conduct and disciplinary hearings;
- Maintaining integrity and efficiency in the conduct of examinations and assessments;

- Enhancing policies, systems and monitoring structures for the registration, subsidizing and oversight of independent schools;
- Strengthening of Inclusive Education and Specials Schools;
- School Nutrition Programme (as part of the Agrarian Transformation and Food Security Programme);
- HIV and AIDS and Life skills (as part of scaling up HIV and AIDS prevention and support);
- Safety in Schools (as part of Community mobilisation against crime); and
- In School Sport (as part of 2010 FIFA Soccer World Cup preparations).



Ms. N V Mahanjana
SUPERINTENDENT-GENERAL
Eastern Cape Department of Education

ABOUT THIS DOCUMENT

The *Annual Performance Plan* of the Eastern Cape Provincial Department of Education explains the plans for education of the Department for the coming three years, with a special focus on what will happen during the financial year starting in April 2007 and ending in March of 2008. This document also provides much information about the current situation in education: what the major challenges are, what government interventions are planned, and the timelines for achieving results.

There are three main parts to this document.

Part A is aimed at the public in general. It explains what the national strategic goals and strategic objectives are, and how they are supported by the strategies and plans of the Province and the Department. Successes and challenges in the Department are described. Part A also explains the way forward for pre-school services, schools, FET colleges and Adult Education. The aim is to provide information that is relevant and understandable to the public in general. While detailed information on programmes and budgets does not appear in Part A, the general focus of departmental activities is noted.

Part B is aimed at a more specialised audience, and provides more details about the services of the Provincial Department of Education, and the social and economic challenges faced. Key elements used to organise the information in Part B are:

- **Provincial budget programmes.** There are eight such programmes. These constitute the sub-sections of Part B. Each programme is described in detail according to a set format of presentation
- **Strategic objectives.** These were introduced in Part A, but in Part B they are linked to individual budget programmes. There are 9 strategic goals and 47 strategic objectives in total, and they indicate the strategic direction for the various budget programmes and sub-programmes
- **Measurable objectives.** These are more specific than the strategic objectives, and are mostly linked to specific programmes. There are 35 nationally prescribed measurable objectives. But, in order to further specify, plan, evaluate and report on its own programmes the Department has formulated significantly more measurable objectives.
- **Performance measures.** These fall under the measurable objectives, and are specific statistics that Government regards as important, for example percentage of school-age children and youths enrolled in the system. Performance measures are specific outcome based and measurable performance indicators. There are 39 nationally prescribed performance measures. Many more have been identified by the Department of Education to derive performance targets for the provincially specific measurable objectives. While the Department has not yet fully developed all the Performance Measures for its measurable objectives, it has set the basic framework for proper planning and monitoring and for effectively reporting on performance.
- **Performance targets.** Each performance measure has three performance targets, one for each of the next three years. These targets, which receive much attention in the analysis and plans provided in this document, indicate how Government intends improving service delivery in the coming years. Quantitative targets are identified for each Performance Measure. Actual targets are noted from 2003/4 to 2005/6 and projected targets are noted for 2006/07 to 2009/10.

The measurable objectives and performance measures are standardised for the country, in other words they are the same in each Province. Performance targets will often differ from Province to Province, depending on the specific circumstances of the Province.

Part C is aimed mainly at planners and analysts within Government. It tends to be very technical, and there is no prescribed format for Part C. Whilst Part C is available to the public, in order to reduce costs, the Government will often provide versions of this document for public consumption that include only Parts A and B. Part C is published on the website

The full document is presented according to the prescribed format as set out in the Table of Contents that follows. While the prescribed format is followed, some additional information is presented to meet the planning and reporting needs of the Provincial Department. Here the Department of Education has sought to present the document in a manner so that it could be used by staff members.

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GLOSSARY OF TERMS

The definitions attached to particular terms *in this document* are provided below. These definitions may differ slightly from definitions employed in other Government planning contexts, for instance that of the Provincial Governments in general or that of another sector at the national level, e.g. health.

Measurable Objective (MO)	Measurable objectives are objectives where attainment can be relatively easily measured. Their focus is largely on fairly universal measures of access, adequacy, equity, efficiency, output and quality. They complement the strategic objectives. Most measurable objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.
Performance Measure (PM)	Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic.
Performance Target (PT)	A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.
Strategic Goal (SG)	Strategic goals are goals that determine the overall medium to long-term direction of the pre-tertiary education system. They reside at the top of the hierarchy of planning elements.
Strategic Objective (SO)	Strategic objectives are one level below the strategic goals. Their focus is more specific than that of the strategic goals. Most strategic objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.

ACRONYMS

ABET	Adult Basic Education and Training
BAS	Basic Accounting System
CASS	Continuous Assessment
DFID	Department for International Development
eAdministration	Electronic Administration
EAP	Employees Assistance Programme
ECD	Early Childhood Development
ECDOE	Eastern Cape Department of Education
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	Expanded Public Works Programme
ETDP-SETA	Education, Training and Development Practices – Sector Education and Training Authority
FET	Further Education and Training
FETC	Further Education and Training Certificate (at Grade 12)
FETIs	Further Education and Training Institutions
GET	General Education and Training
GETC	General Education and Training Certificate
Grade R	Reception Grade in the year before Grade 1
GTZ	Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation)
HEIs	Higher Education Institutions
HOD	Head of Department
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information and Communications Technology
IMET	Inter-Sectoral Monitoring and Evaluation Team
IMT	Interim Management Team
INSET	In-Service Training
IQMS	Integrated Quality Management System
JMT	Joint Management Team
Logis	Logistics Information System
LoLT	Language of Learning and Teaching
LSEN	Learners with Special Educational Needs
LTSM	Learning and Teaching Support Material
MEC	Member of the Executive Council
MIP	Matric Intervention Programme
MTEF	Medium Term Expenditure Framework
NCS	National Curriculum Statement
NDOE	National Department of Education
NGOs	Non-Governmental Organizations

OBE	Outcomes Based Education
Persal	Personnel and Salary System
PFMA	Public Finance Management Act, 1999 (Act No 1 of 1999), as amended
PGDP	Provincial Growth and Development Plan
PSA	Public Service Act, 1994
RPL	Recognition of Prior Learning
SAEF	South African Excellence Foundation
SAMDI	South African Management Development Institute
SASA	South African Schools Act (Act No 84 of 1996)
SCM	Supply Chain Management
SETA	Sector Education and Training Authority
SG	Superintendent General
SGB	School Governing Body
SNP	School Nutrition Programme
WSE	Whole School Evaluation
NGO	Non-government organisation
PED	Provincial Department of Education
DoE	Department of Education
MTEF	Medium term expenditure framework
APP	Annual Performance Plan
PFMA	Public Finance Management Act
EFA	Education for All

OVERVIEW AND STRATEGIC PLAN UPDATE

This Annual Performance Plan (APP) is presented as both a statement of what will be accomplished over the next 3 years, and a commitment by the Provincial Department of Education (PDE) to overcome the challenges which have affected education delivery in the Province over the last decade. The APP is organized in a manner which will ensure that the focus of Departmental activities and expenditures is clear, that the location of responsibilities to Departmental Units is complete and comprehensive, and the contextual circumstances which continue to have an impact upon delivery are properly communicated and understood. In this manner, the APP will serve as an overall guide and benchmark for the achievements which are to be accomplished within its term of operation. The content of the APP is based on the context of the Province, the priorities of the National and Eastern Cape Department of Education and the circumstances and developments which have influenced educational delivery in the Province. As an introduction to Section A of the APP, this overview will highlight and cover:

- The Nature of the Province;
- The Scope and Structure of the Educational Enterprise;
- The National, Provincial and Local Priorities which must be addressed by Education;
- The Contextual Challenges and Constraints affecting Educational Delivery;
- The Key Pillars of Development for an Enhanced System of Education Delivery, and;
- Strategic Plan Update.

GENERAL OVERVIEW OF THE PROVINCE

Vision

The vision of the Eastern Cape Department of Education is:

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

Mission

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

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

Values

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

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

Service Standards

Service Standards have been formulated and consulted within the Department and are currently on route for approval.

THE NATURE OF THE PROVINCE

Statistics South Africa estimated the population of the Eastern Cape at 6,894,300 in June 2006¹, representing 14.5% of the national population. Despite annual improvements in socio-economic conditions, the most recently available indicators continue to show deep provincial poverty. 34% of adults are functionally illiterate² and the expanded unemployment rate is 35%³. The human development index ranges between a high of 0.66 in the Nelson Mandela Metropole and a low of 0.45 in the OR Tambo district, which comprises much of the former Transkei.

SCOPE AND STRUCTURE OF THE EDUCATION ENTERPRISE

According to the EMIS Annual Survey of October 2006 compiled in the ECDoE, the Provincial public education system in 2006 comprised 6,181 schools. Of these, 867 are High Schools, 2,635 Combined or Junior Secondary Schools; 2,409 Primary Schools; 41 schools for Learners with Special Educational Needs (LSEN); and 229 state-subsidized Early Childhood Development (ECD) Centres, with many more of these Centres being run as community and private facilities. This same data revealed that there were 2,146,776 learners being served in the formal public education system, with 106,353 of these being grade R learners in public schools. There were a further 6,509 Learners with Special Educational Needs in Special Schools. There were 62,501 educators in schools in 2006, of which 842 were in special schools.

The Eastern Cape is the largest Provincial Education Department in terms of the number of schools to be administered, and the second largest behind KwaZulu Natal in terms of the number of educators and learners. The sheer size of this education system has ensured that in spite of the significant progress that has been made over the years, there are still major backlogs in school infrastructure. In 2006 1,797 public schools (36%) did not have electricity and 1,254 schools (21%) did not have pipe-borne water. 939 public schools (16%) have been identified as mud structures needing replacement by 2010 with most of these schools being in the ex-Transkei.

There are 8 FET Colleges in the Province, which in 2006 had an estimated headcount enrolment of 25,000 with a full time equivalent enrolment of 14,144. An estimated 15,000 of these students were female (60%), with an estimated 20% of all female students being in technical fields of study.

This and other information will show that, in spite of its efforts and successes over the last 10 years, the Department of Education still has not fully accomplished its mandate of changing the lives of citizens and enriching the welfare of communities through education. Conditions of disadvantage and inequity still exist in the education system, the under-performance of the system continues, and the contribution of the educational enterprise to the development and transformation of the Province is still not properly orchestrated. Education as a partner in transformation remains outside of the development dynamics of the Province.

NATIONAL, PROVINCIAL AND LOCAL EDUCATION PRIORITIES

National Education Priorities

National priorities for education are framed by (a) a variety of general policy initiatives of the National Government for which the education sector must play a key role, and by (b) more specific educational initiatives which are intended to enhance delivery in the education sector. There are four main drivers of National priorities. These are:

- poverty alleviation
- reduction of unemployment – especially among youth
- developing skills among the disadvantaged, and
- addressing the social issues which affect the welfare of citizens and their communities e.g. HIV and AIDS

In all of these areas, education plays a key role. In this respect the more general National priorities which affect the education sector are as follows:

- ASGISA – the Accelerated and Shared Growth initiative of South Africa
- Growth and development planning initiatives including IDPs of Local Government
- Developing capacity among Local Government to effectively deliver an integrated set of services to communities
- The National Skills Development Strategy (NSDSII)
- Recapitalization of the FET Sector so that training is more effectively linked to employment outcomes
- Addressing the needs of those who are infected and affected by HIV and AIDS which include its impact in the reduction of the workforce; the increase in the number of orphaned children; the increase of homeless youth; and, among others, the increase in the number of households managed by children

¹ Statistics South Africa: Mid-Year Population Estimates 2006, August 2006 (Statistical Release P0302). The Umzimkulu municipality was transferred from Eastern Cape to KwaZulu-Natal in time for the local government elections in March 2006, resulting in a reduction in the provincial population.

² Statistics South Africa: General Household Survey July 2005, May 2006 (Statistical Release P0318). In the GHS the statistic refers to the percentage of adults aged 20 years or over who have less than a primary (grade 7) education.

³ Statistics South Africa: Labour Force Survey, March 2006 (Statistical Release P0210). Unemployment by expanded definition includes people of working age stating that they are available for but not seeking work (discouraged work seekers). It does however exclude people who have worked in the previous week on part-time or subsistence activities, which many commentators term 'disguised unemployment'.

These are issues that must be accommodated in the plans and activities of the Education Sector.

The National Educational priorities which are more directly related to Education are as follows:

- Ensuring an adequate supply of teachers since South Africa is likely to face increasing shortages of educators due to resignations, death and age-based retirements
- In-service development of teachers linked to teacher IQMS (i.e.) licensing as a measure for ensuring that teachers remain sufficiently competent to undertake their responsibilities
- The development and enhancement of systematic evaluation in education so that more information is available on learner attainment
- The development of eEducation so that inequalities are reduced in ICT for administration, teaching and learning
- Improvement of adult education and training so that more progress is made in the reduction of illiteracy among adults and youth.

Provincial Education Priorities

While Provincial education priorities are framed in the Education Transformation Agenda for the Province, in a more practical manner, they are based on the challenges the Provincial Department of Education encounters in the management and delivery of educational services. As a result, the priorities outlined below are based partly on the objectives of the Transformation Agenda, and partly on the efforts of the Department to address the challenges that are currently faced. The Provincial priorities are noted below. Here again, there are general development priorities in which the Department of Education plays an important role; and there are particular educational priorities for which the Department is responsible. These are noted below:

General Provincial Priorities

The general priorities of the Province as reflected in the Social Needs Cluster are:

- Support programmes targeting gender and race
- Support for EPWP
- Use FET to link massive skills development and learnership strategies
- Use of ABET linking it to a comprehensive programme to reduce or eliminate illiteracy and numeracy
- Development of a comprehensive strategy on HRD and Skills Development
- Implementation of a comprehensive HIV and AIDS plan using conditional grants
- Promoting food security and nutrition through a comprehensive nutrition programme in schools
- Addressing the outstanding structural, systems and service delivery backlogs as identified in the IMET report.
- Ensuring that service delivery is monitored and evaluated in terms of critical norms and standards (National and Provincial).

As part of the Social Needs Cluster, the Department of Education takes responsibility for the following:

- **Poverty Eradication:** Comprehensive HIV and AIDS and TB programme (along with Departments of Health and Social Development)
- **Agrarian Transformation and Strengthening of Household Food Security:** Comprehensive Integrated Nutrition Programme (along with Departments of Social Development and Agriculture)
- **Human Resource Development:**
 - FET (and Technical Colleges) and Higher Education Transformation Programmes
 - Scarce skills for the Public Sector Programme (along with other Departments)
 - Adult Basic Education Programme
 - Early Childhood Development (along with the Department of Social Development)
- **Public Sector and Institutional Transformation:** District coordination (integrated service delivery sites). This responsibility is undertaken along with other Departments.

Some of the other Provincial priorities in Education are itemized in the Accounting Officer's Foreword.

General District Priorities

- Filling the staffing establishment especially in the areas of Corporate Services and in respect to District based IQMS staff; EDOs and Subject Advisors.
- Collaboration with other Departments and with the requisite municipal structures so as to ensure that effective social and support services are provided to learners and their parents.
- Rationalization of schools to promote efficiency and smoothness of operation and to provide more opportunities to learners.
- Establishment of the requisite systems and infrastructure at the district and school levels for the effective functioning of the education system.
- Providing quality education in all rural schools through the adoption of teacher incentives for scarce skills and through the adoption of more equitable funding; structures and systems to enable schools to work.

Some of the more specific and targeted priorities for Districts are as follows:

- Supporting schools in the submission of effective Annual Financial Statements (AFS).
- Enhancing the geographic accessibility of some rural schools, and ensuring that learners have adequate transport to schools.

THE CONTEXTUAL CHALLENGES AND CONSTRAINTS

Although the contextual challenges facing the education sector will be addressed in some detail in Section A2, it is necessary to present here an overview of the fundamental contextual issues from which these challenges arise. As noted in the Educational Transformation Agenda of the Province, the educational challenges currently faced by the Province stem from its historical legacy of deprivation, segregation and under-development. The core challenge facing the Department, therefore, is to overcome its historically induced backlogs and deficits, and create a system of education which can meet the educational vision for a new South Africa and a system which complies with the regulatory and social expectations that set the standards for what must be achieved. There are four factors which are fundamental to the challenges currently experienced. These are as follows: *i) the historical under-funding and under-resourcing of education; ii) the segregated development of the part which has given rise to significant inequities; iii) the inheritance and amalgamation from the past of diverse administrative systems and cultures; iv) the socio-economic circumstances of communities which impose excessive demands on education to deliver adequate educational services.* Each of these will be described briefly below.

Historical Under-Funding: The historical under-funding of education in the Province has resulted in a system that is significantly under-resourced in terms of infrastructure, staffing and the availability of materials and resources for education. The result has been an overall under-performance of the education system, both educationally and administratively.

Segregated Development: Segregated development combined with a history of preferential funding based on race has resulted in significant inequities in the current education system where many rural and semi-urban disadvantaged communities struggle to produce adequate educational results because of past under-development. The results are clearly evident in the performance of learners in standardized exams, where, in general, learners from deprived communities, mostly rural, perform less well. In general, these communities have less learning resources, a lower probability of having a full "contingent" of qualified teachers in all learning areas and a higher probability of having an SGB that is less capable of effective and efficient governance.

Diverse Administrative Systems: The educational sector of the Province has not yet overcome the disadvantages of the fragmented administrative systems that were inherited from the past. Until today efforts are still being made to roll out administrative systems to the Districts so that the educational establishment could be more effectively governed.

Socio-economic Challenges: The challenges of unemployment, poverty and HIV and AIDS, among others, undermine the welfare of communities and spill over into schools. Poverty and hunger affect both school attendance and the performance of learners. The destructive effect of HIV and AIDS on communities in terms of orphaned children, and on schools in terms of the attendance and performance of the teaching cadre, among other effects, are well known. The education sector cannot turn a blind eye. It must seek to respond to these social and economic challenges which affect schools and schooling.

A commitment to addressing these challenges has informed the strategic vision and intent of the Department. The action to be taken in response has duly informed the strategic plan of the Department and related objectives and activities are reflected in the APP.

KEY PILLARS OF DEVELOPMENT

Enhanced performance and service delivery in education require a host of interventions and multi-year investment in all areas of education. In this respect, one of the fundamental requirements is growth in and efficient expenditure of the educational budget. Accordingly, there are five key pillars of development which will be reflected in the objectives of the APP. These are as follows:

- An increase in staffing and staff capacity in the most critical areas of educational management and delivery.
- Strengthening and rolling out administrative systems for improving the efficiency of administrative functions and the articulation of administrative activities between the Province, Districts and Institutions.
- Building capacity for enhanced learner performance in terms of Learner Teacher Support Materials (LTSM), teacher development, in school social and support services, and enhancement of management and leadership capacity.
- Strengthening and clarifying policy frameworks, the definition of roles and responsibilities and the establishment of quality standards as a basis for enhanced performance and performance management.
- Adequate monitoring, evaluation and reporting on performance so that achievements can be tracked and support can be rendered in sustaining development.

STRATEGIC PLAN UPDATE

The Strategic Plan 2005/06 to 2009/10 was prepared through a highly consultative process where all managers participated in the development of strategic and measurable objectives in line with the goals of the Province's Educational Transformation Agenda. The process then was intended as both a technical and development exercise. The technical aspect of the exercise sought to adhere to the necessary guidelines and requirements and to ensure that the planning process leads to a document which could be compliant but which could simultaneously frame the Educational Development Agenda of the Province. As an educational exercise, the process sought to capacitate managers in fully understanding the circumstances of the Department; in clarifying the manner in which the Department's strategic vision could address these circumstances; and in understanding how strategic planning, monitoring, evaluation and reporting are essential in enhancing the Department's performance, and in fulfilling its responsibility to the Province and the Nation. Through this process, the Department took a significant leap forward in securing "buy in" for the process of strategic planning.

Because the timelines for the planning process was so short in light of the task at hand, and because the circumstances to be addressed were so wide in scope and so complex, it was not possible to reach final decisions on many issues affecting the content and orientation of the plan. This period was also a time of changes and restructuring in the Department. In light of the changes that were taking place in the Department in relation to its organogram and other structural issues, it was also not possible to fully conceive responsibilities, and assignments in relation to the objectives of the plan. The plan was written in detail to set out the Department's strategic vision and to document understandings and agreements that had taken place during the planning process. It was intended that the strategic plan would be supplemented and enhanced during the course of its implementation as gaps are identified and structures and responsibilities became clearer. In this respect, the APP seeks to document the changes and updates that have taken place since the publication of the 2005/06 to 2009/10 Strategic Plan. There are 5 areas in which the Strategic Plan should have been updated. These are as follows:

- Focus on enduring issues and priorities over the planned period
- Changes in measurable objectives
- Linkages to PGDP and Social Needs Cluster priorities
- Fuller accommodation of initiatives and issues within programmes and sub-programmes
- Adjustments in the allocate of responsibilities to Chief Directorates, Directorates and Districts

Each of these will be addressed separately as follows:

Enduring Issues and Priorities: In distinguishing the different roles to be served by the Strategic Plan and the Annual Performance Plan, it was determined that the currently available Strategic Plan was much too detailed in the specification of issues, challenges and action to be taken as a result. Many of the issues mentioned were not enduring issues, and in fact, many of the issues cited have already been addressed.

Linkages to PGDP and Social Needs Cluster Priorities: While the Transformation Agenda of the Department and its Strategic Plan placed a heavy emphasis on issues related to equity and transformation through education, there were gaps in the manner in which these addressed the PGDP and Social Needs Cluster priorities. None of the strategic or measurable objectives addressed, specifically, the quantified targets in the framework for Provincial Growth and Development. As a result, some critical areas were not presented in sufficient detail. These areas are as follows:

- To ensure universal primary education (UPE) by 2014, with all children proceeding to the first exit point in secondary education. (Grade 9).
- To improve the literacy rate in the Province by 50% by 2014.
- To eliminate gender disparity in education and employment by 2014.
- To attain an enrolment of 100,000 in FET Colleges by 2014.

Enhancement of Programme and Sub-Programme Description: In the 2005/6-2009/10 Strategic Plan Overview details were provided on programmes and sub-programmes. Among the information provided was an overview of challenges and constraints. Some of these challenges have been overcome and new ones have arisen in many cases. In updating the presentation of programmes and sub-programmes in the APP the challenges and constraints section has been updated to reflect what is currently the case. While the APP should normally address challenges and constraints that are pertinent to the current year only, it is now structured to address both long term and short term constraints since the Strategic Plan document will not be updated and reproduced. The detailed analysis of sub-programmes is presented in Section B of the Annual Performance Plan.

Adjustments in the Allocation of Responsibilities: In presenting the Strategic Plan due note was taken of the allocation of responsibilities to Chief Directorates, but not to Directorates. As a result, responsibilities are not sufficiently articulated so that tasks related to particular strategic and measurable objectives could be properly traced to the actual point of action where they can be properly mentioned. While some of this more detailed work is accommodated in Operational Plans, it is critical that the framework of responsibilities be properly laid out in the Strategic Plan.

But there are other issues and gaps related to the manner in which responsibilities are allocated. The organizational structure of the Department has changed since the completion of the Strategic Plan. This has resulted in a slight shift in the conception and allocation of responsibilities, and a different understanding regarding authority, delegations and District level obligations. This shift is not currently reflected in the Strategic Plan, and is accommodated in both the table allocating responsibilities and in a description of designated responsibilities in light of the new organizational structure in this update of the APP.

In addition to this, the structure of responsibilities is made even more complex since responsibilities for SOs and MOs are shared between organizational units and will not be accomplished independently by any one unit. It is therefore essential that some structure and process be considered when amending the current organogram to "projectize" strategic objectives so that relevant teams collaborate in taking responsibility for their accomplishment.

CAPITAL INVESTMENT, MAINTENANCE AND ASSET MANAGEMENT PLAN

Capital Investment

There is a considerable backlog of school maintenance to overcome; new schools/ additional facilities to be built; and a backlog of classroom furniture to be supplied. At the same time, Eastern Cape is one of the poorest provinces in South Africa.

The Eastern Cape Department of Education has an infrastructure stock, which comprises 6 159 schools and, houses just over 2.14million learners together with various other facilities such as FET colleges, etc. These schools, were 939 in 2003/04 and are further categorized as:

- 367 to be considered for rationalization in terms of their enrollment being below the target group of 100.
- 572 remaining schools that are 100% mud structures of which 202 remain. 370 received new buildings of which 22 were completed in the financial year 2005/06.
- In 2006/2007 there are still 569, this include the schools not re-aligned. 108 of the remaining schools are targeted for replacement over the current and next financial years.

Over the past ten years, the Department has made significant inroads into eradicating backlogs and improving physical conditions at schools throughout the Province, at a cost of some R2.2 billion. There are, however, still substantial backlogs to be overcome. It is estimated that the cost of removing the classroom shortage, replacing mud structures, and providing water, sanitation, fencing and telephones to schools will amount to R12.7 billion at today's costs. In addition, R3.2 billion is required to address renovations, replacement of unsuitable and poorly community build structures and to bring existing schools up to an acceptable and a uniform equitable standard bringing the total required to R15,9 billion.

The challenge for the next ten years is to deal with these backlogs in the shortest possible time so that more funds can be used for maintenance, thereby ensuring that facilities are conducive to quality teaching and learning. Funding for maintenance needs to be increased substantially to meet this responsibility. The Directorate completed a ten year Infrastructure plan based on sound information retrieved from its Education Facilities Management data base (EFMS) and has correlated this with the Education Management Information System (EMIS) statistics. The challenges that the Infrastructure Plan sets out to meet, are set out below.

It will be necessary to develop diverse asset delivery and management strategies to:

- meet the current requirement as rapidly and comprehensively and cost-effectively as possible, consistent with maintaining adequate safety standards
- develop systems which can sustain the quality of physical infrastructure for the lowest capital and recurrent expenditure consistent with maintaining the safety of the physical fabric

In developing these strategies, the Infrastructure Plan of the Department of Education seeks to bring contractors, local authorities communities, parents and educators together to ensure that at all times physical infrastructure development takes into account educational requirements. This is particularly important in a programme that seeks to enhance the repertoires of classroom practice.

The Directorate will also deliver an approach that considers local traditions aspirations, while taking account of the need to optimize cost-effectiveness. In particular, the Directorate will investigate the degree to which locally available technologies and materials can be utilized to reduce cost, and, through the use of local resources, contribute to providing alternative employment in work scarce areas. The Focus will also now be on the establishment of contractual links with registered Cooperatives when implementing the school Building Programme. This would be achieved by allocating points to the contractor in a similar fashion as is the case with Gender, Equity, Youth and disabled people.

To give meaning to this Plan, the Department has embarked on the following actions:

- The development of the Education Facilities Management System (EFMS) that enabled it to establish a comprehensive database of all its public schools through site visits, photos and sketch plans of the schools' layout. All the relevant officials at Head Office and District Offices have been trained to use the system for planning purposes. The Planning Tool has now been completed and further training will be done in the 2006/07 financial year to capture all the projects and use the database to generate reports and prepare priority lists
- this information is currently being updated by a National audit and this information will supplement and confirm the current status of infrastructure already known to the Province and the Department

The continued updating and technical support for the system was interrupted by the "belt tightening" financial measures put in place by the Province in the first quarter of 2005. The second phase of the system has been implemented in 2006 and all implementing agents have been trained this year to enable them to update the database of work done at schools on a continuous basis.

The Directorate analytically engaged the information from the surveyed information and this has led to a conclusive plan. Following are the special items that were investigated and analysed in preparing the data:

- What is the current status of the existing schools with respect to the definition of a basic school? Condition surveys of the existing buildings were done to determine the deficiencies. Based on this, a comparison was done to calculate the funds required to bring all schools to the same level of national standards
- How many schools are under utilized and where are they located? Established why it is the case! Is there a better school in the vicinity where the learner prefers to go? A micro-planning exercise by involving the EDO's may reveal the facts. It is advisable to look at the last five years' data to establish if there has been a steady decline or whether it has been static. This information is currently being downloaded manually and discussions are in place to create the required electronic link
- Is there any general drop in enrolment and why? What role did HIV and AIDS, urbanization or poor performance of the school play?
- Since the government's responsibility is to give access to all children, in particular between the age 7-15 (grade 1 to 9), it is important to know how many school-less habitations exist in the Eastern Cape:
 - Information on distance of the schools from the communities: school wise
 - How many primary schools per secondary school in a particular community
 - Disaster affected schools: is there a zone which is disaster prone? Carry out the zoning
 - Combine small schools that are scattered and possibly provide hostels where necessary
 - Adding classrooms and other facilities to existing schools rather than building complete schools as in the past
- Districts have been provided with draft lists of priorities for sanitation, water, mud-structured classrooms and a priority list of schools for new buildings, which they had to confirm, and to reprioritise in terms of current needs
- These lists have been submitted to the Cluster Managers for scrutiny and then submitted to the Facilities Management Directorate for verification and forms an annexure in the Infrastructure Plan that was distributed to stakeholders at the end of April 2005. Once all inputs were received by 31 March 2006, the Infrastructure Plan will be amended and signed off by the MEC as the Departments' strategic document to address all its infrastructure backlogs by 2014 as per the PGDP document
- The Department wants to eradicate almost 8500 mud-structured classrooms at 939 schools by 2009 and provide sanitation and water to all schools by 2008 as indicated in the table below
- The process of considering rationalisation and amalgamation of smaller schools is a process that could greatly reduce the backlogs experienced in the mud structure component. This could thus reduce the figure of 939 to 572 and the related classrooms requirement would thus be projected to be 4 070
- The reduced infrastructure budget during the 2005/06 financial year (from R 462m to R 283m) has affected the delivery targets considerably, but at the same time has created opportunity to improve the planning and prioritisation process. The Department has already commenced the roll out of the 2006/07-infrastructure programme in a far more cost effective manner. The escalations incurred due to the budget cuts will however impact negatively on achieving the expected outcomes
- Donor funding and partnership with business will continuously be explored to assist government in dealing with this huge problem and to realize its objectives within the specific timeframes mentioned above
- The Department is currently investigating cost effective construction methods through a pilot project in Maluti Educational District, at Mavundleni JSS. The lessons learned in Mqanduli whereby the community of Bantwanana JSS built their school is incorporated into the Mavundleni pilot. It is envisaged that a considerable saving in construction cost can be realized. The school will be completed by the end of August 2007. The lessons learnt would be incorporated in the EPWP programme for 2006/07 with adaptations to suite the Cooperatives to be established
- The Directorate will be concluding its research on cost effective construction methods by involving the Nelson Mandela Metropolitan University to conduct the research

Table 1: Accelerated Implementation Programme Over The MTEF Period

Department Of Education, Eastern Cape								
Description	SRN 2000	Number of schools as at April 2004	Corrective Measures 2005/06		Corrective Measures 2006/07		Corrective Measures 2007/08	
			Priority list	Budget '000	Planned	Budget '000	Planned	Budget '000
Schools/ unsafe Mud	6,260	939	197	277,000	65	65,000	320	575,559
Without Water	2,571	1,279	197	20,298	42	10,000	463	28,000
Without Sanitation	1,177	1,138	197	20,109	42	10,000	375	73,000
Without Electricity	3,786	1,924	233	10,706	230	12,880	450	14,000

Mainstream School Building Programme

By December 2006, 187 schools were completed under the phase 3 part of the IDT programme from a total of 197 and the following facilities were provided: 166 of these projects have reached final account stage. A further group of 141 projects have been approved with 105 being under construction. 22 close-out reports have been received and 3 have gone for tender.

New:

A total of 745/1403 classrooms, 129/314 staff rooms and offices, 74 strong rooms and store rooms, 29/68 laboratories and 24 computer labs, 1679 toilets and 641/665 water tanks with all the schools receiving fencing.

Renovated:

357 classrooms, 24 staff rooms and offices, 27 storerooms and strong rooms, 10 laboratories and 448 toilets. A total of 27 000 jobs have been created of which 11 000 are women, 8800 men, 4 736 are youth, 971 disabled men, 116 disabled women.

No of learners to benefit from projects:

50 985 Learners; 1539 educators.

Mud structure intervention programme:

57 projects of which 56 were approved. 51 are under construction with 1 under re-tender. 5 schools have reached partial completion.

51 Learnership projects are being contractually agreed between the Implementing agent Coega and the 51 Learner contractors in terms of the EPWP conditions of contract.

Maintenance

- R 44 million has been set aside for minor repairs to Section 20 and 21 GET and FET schools. This amount has been divided according to the quintiles which meant that some schools received amounts compared to their overall needs. There are a large number of schools that need urgent repairs due to vandalism, delayed intervention due to budget cuts and damage caused by strong winds and heavy rains
- Some serious interventions are needed at the FET Colleges. The budget set aside for this is very minimal and it will need additional funding from other source to deal with this problem in a reasonable timeframe, taking into consideration the ever-increasing importance of this sector. An amount of R 39 million has been set aside only to deal with some of the colleges and this budget will be expended.
- PWD has not been budgeting for District Offices maintenance and this place an additional burden on the limited funds available for infrastructure. R5 million had to be sourced from DFID funding to improve the conditions at 4 district offices. A further 6 district offices will receive additional office space during 2006/2007 to an amount of R 16 million. Another 4 districts will receive additional office space in 2007/2008.
- The preferred norm of spending 2-3 % of its original value on maintenance to maximise on the life cycle of any facility is almost impossible with the current funding. This area places the Department in a position of compromise, hence the constant negative press releases and frustrations of the communities concerned. The Directorate will request funds for this intervention.

ASSET MANAGEMENT

The Department has developed the EFMS system on which all its capital projects are being captured and updated. Due to problems with the availability of staff the capturing of all the projects has come to standstill. The section will have to outsource this initiative until staff have been appointed and trained.

The current state of the department's capital stock: (Includes all infrastructure in accordance with EFMS)

Condition	Number	Percentage
Very Weak (mud)	1,225	19
Weak	1,844	28
In Need of Repair	2,197	35
Good Condition	747	12
New Building	191	3
Being Upgraded	197	3
No Response		
TOTAL		100

The Department had set aside R44 million for routine maintenance during the 2006/07 financial year over and above the general funds already transferred in terms of the school funding norms. This area requires refinement in terms of considering the capacity of the District Offices in effectively managing the minor repairs to schools. The lack of technical personnel is a major constraint.

There are 569 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 EFMS system 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. The Schedule for major maintenance forms part of the over-all capital works programme.

List of schools for implementation in the MTEF period has already been submitted to, our Implementation Agent and discussed at the EPWP Provincial Steering Committee. The scope of work is being determined and the documentation for the tendering process will be completed.

The Department is currently doing repairs to 140 Disaster schools to the value of R 60,000,000.00. The fund for this was created due to non-movement by the EPWP Learnership programme administered by National Department of Public Works.

MEDIUM TERM REVENUE

Summary of revenue

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R'000	Audited				Medium-term estimates		
Sales of goods and services produced by department (excl. capital assets)	28,052	24,844	40,307	31,012	30,976	32,308	33,762
Other sales	28,052	24,844	40,307	31,012	30,976	32,308	33,762
Of which							
Boarding and Lodging	2,325	788	4,861	5,104	5,364	5,595	5,847
Commission on insurance	20,047	24,056	21,592	24,995	23,827	24,852	25,970
External Examinations			169	196	187	195	204
Other sales	5,680		13,685	717	1,598	1,666	1,741
Total departmental own source receipts	28,052	24,844	40,307	31,012	30,976	32,308	33,762

Departmental revenue collection

The Department is in the social service sector and is not predominately a revenue generating department.

Revenue generated by the Department includes:

- Commission received (garnishee orders and medical and insurance premiums)
- Hostel revenue
- Examination fees
- Sale of receipt books
- Interest received

Commission received represents majority of the revenue which is electronically deducted from employees salaries when the transaction occurs.

Sale of receipt books and examination fees is recorded once received.

Hostel revenue is monitored monthly and revenue returns are received by the Department to support funds deposited into the Departments bank account.

Interest is received from implementing agents for infrastructure on monies held between date of receipt from the Department and date of payover to contractors.

Conditional Grants

The Eastern Cape Department of Education received the following Conditional Grants as part of the National Grant Transfer, in the quarter under review. These are as follows:

- HIV and AIDS
- School Nutrition Programme (SNP)
- Recapitalisation of FET Colleges

Donor Funding

The Department received foreign aid assistance during this quarter, details are presented here, indicating the amount and purpose

Imbewu II programme

Background Information

This British Department for International Development (DFID) funded project (£17 million or R 187 million) aims to increase significantly the learning achievement of children from the Eastern Cape Province. The Imbewu II Programme (2002-2007) is a sequel to the highly effective Imbewu I Project (1998-2000). This new 'Project to Programme' mode in phase II envisages outputs being firmly lodged within various Directorates of the ECDoE with Departmental 'drivers' taking ownership of activities. The Programme ends in November 2007.

Swedish International Development Agency (SIDA)

Intsika project

Background Information

Intsika is a project under the Eastern Cape Human Resources and Education Management Programme. The programme is a part of the Swedish Development Support to the Eastern Cape Province. The Intsika project was started in January 2004 and is scheduled to run until the end of 2007.

Coordination, Cooperation And Outsourcing

The Department is a member of the Social Needs Cluster of which the Departments of Health, Social Development, Sport, Recreation, Arts and Culture, and Safety and Liaison make up the rest of the membership. The Department also attends meetings of the Premier's Provincial Coordinating Committee and Integrated Development Planning Structures.

The Department has outsourced project management and implementation of infrastructure projects to the Independent Development Trust, Roschkon (Eskom), Amatole Water Board, Coga Development Corporation.

Financial Management

Strategies to Address Audit Queries

The Internal Control Unit within the department has been tasked with the responsibility of following up on the audit queries as they appear in the audit report and in the management letter. The strategy adopted is as follows:

- Queries are allocated to specific directorates and Senior managers are allocated to each query
- An action plan template is developed recording the query, responsible person, agreed due date and status.
- At regular intervals, follow up meetings will be held with managers to monitor the progress of items not yet resolved.

- An evaluation of the implemented controls is performed by internal audit to establish whether the controls are adequate to ensure that such queries are prevented in the future and that there are also detection controls in place to identify weaknesses.
- An internal oversight team will be overseeing progress on the plans.
- An intervention projects has been implemented with the assistance of treasury to deal with the issues.

Table 2: Frequency of Audit Qualification Items

	Number of Departments				
	2006	2005	2004	2003	2002
Treasury Balance	✓	✓	✓	✓	✓
Inadequate reconciliations between BAS / FMS / PERSAL	✓	✓	✓	✓	✓
Revenue Management	✓			✓	✓
Suspense / Ledger accounts not reconciled and cleared		✓	✓	✓	✓
Unauthorised expenditure				✓	✓
Conditional grants	✓	✓	✓	✓	✓
Journals	✓	✓			
Fixed assets	✓	✓	✓	✓	✓
Accruals	✓	✓			
Payables	✓	✓			
Receivables	✓	✓			
Procurement	✓	✓			
Annual financial Statement Presentation and disclosure	✓	✓			
Supporting documentation not submitted		✓	✓	✓	✓
Transfer payments	✓	✓	✓	✓	✓
Contingent liabilities / guarantees	✓	✓			
Leave records and related accrual	✓	✓	✓	✓	✓
Fleet Maintenance / Leases		✓	✓		
Commitments	✓	✓			
TOTALS	15	17	9	10	10

Implementation of the PFMA

The following projects are aimed at successful implementation of the PFMA:

- PFSA integrated financial management training project
- CFO support programme with the support of provincial treasury
- Normative measure – PFMA compliance monitoring annually by Treasury
- Audit outcomes by internal audit and Auditor General (PFMA compliance specific)

A1. Strategic Goals and Objectives

The Transformational Agenda of the Department seeks to ensure redress by pursuing a course of development that is responsive to the social and economic circumstances in communities, the Development Agenda of the Province, and the historically derived pockets of inequitable services that still exist in the Province. In this regard, this section of the document highlights priorities and presents an outline of strategic goals and objectives.

Table 1 presents the strategic goals and objectives which govern the activities of the APP. These goals and objectives are consistent with those set out in the strategic plan. They have been derived from both a review of the legislative and policy framework governing education, and from an analysis of the context and circumstances in which education is currently being delivered in the Province. Consistent with the transformational focus for education in the Province, the goals and objectives focus on the enhancement of performance and service delivery in the provision of educational services. This is to be done in a manner that is more efficient, more equitable and more effective in terms of quality, organization and commitment to excellence.

In order to set the foundation for operational planning, each strategic goal is presented with its associated set of strategic objectives. For each strategic objective, note is made of the related measurable objectives, the Chief Directorates and Directorates that will undertake the responsibility for implementation, and the sub-programme to which each measurable objective is assigned. Here, presentation is made of a reduced set of measurable objectives in order to comply with National guidelines on the number of measurable objectives and performance measures to be specified. In this presentation of objectives, an effort is made to highlight where the nationally mandated measurable objectives fit within the set of goals and objectives which have been identified for educational development and service delivery in the Province.

The list of strategic goals and objectives is presented in Table 1. The following Table 2 presents the allocation of national measurable objectives and performance measures to chief directorates and directorates, together with the associated performance targets for 2007/08 to 2009/10.

Table 3: Strategic Goals and Objectives

GOALS AND OBJECTIVES	STATEMENT OF GOALS WITH ASSOCIATED STRATEGIC OBJECTIVES
Strategic Goal 1:	Equity in educational achievements for all learners regardless of race, gender, disability and geographic location
Strategic Objective 1:	Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN
Strategic Objective 2:	Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities
Strategic Objective 3:	Improved enrolment, participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners
Strategic Objective 4:	Increased access to and utilization for ICTs also in rural schools, in order to exploit the transformative equalizing potential of eEducation
Strategic Objective 5:	High quality relevant teaching and learning materials and equipment reach the poorest schools
Strategic Goal 2:	All school learners equipped with skills for further employment (including self-employment), training and participation in society
Strategic Objective 1:	Potential of GET and FET learners increased for employment and self-employment through improved skills, especially in Mathematics, science, technology and ICT
Strategic Objective 2:	School and FET learners with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers
Strategic Objective 3:	Increased access, throughput and success through quality, relevant learning programmes in well resourced FET colleges
Strategic Objective 4:	Potential of FET learners increased for employment and self-employment through improved linkage to key government initiatives and skills training programmes
Strategic Goal 3:	Improved quality of teaching and learning at all educational levels throughout the Province
Strategic Objective 1:	Integrated implementation of the curriculum coordinated and supported in accordance with national policies
Strategic Objective 2:	Developed and supported a professional, committed and well trained teaching corps
Strategic Objective 3:	Teacher utilization and performance improved and managed
Strategic Objective 4:	A quality foundation for teaching and learning provided and supported through self managing and well resourced ECD Centres and Schools
Strategic Objective 5:	Increased literacy and relevant skills through high quality ABET programmes
Strategic Objective 6:	Access to quality teaching and learning for LSEN in accordance with the policy and principals of inclusive education
Strategic Objective 7:	Enhanced integration of HIV and AIDS and life skills into and across the curriculum
Strategic Objective 8:	Improved literacy and proficiency in the language of learning and teaching (LoLT)

GOALS AND OBJECTIVES	STATEMENT OF GOALS WITH ASSOCIATED STRATEGIC OBJECTIVES
Strategic Goal 4:	Increased levels of service integration at the local level
Strategic Objective 1:	Well managed schools with strong community involvement
Strategic Objective 2:	Effective professional support services from EDOs, Subject Advisors and Special Needs Staff
Strategic Objective 3:	The range and intensity of training and development programmes offered to high priority head office and district staff increased, and well articulated, comprehensive and accredited training programmes available
Strategic Objective 4:	Well managed education districts with strong links to municipalities and education stakeholders
Strategic Objective 5:	Improved service delivery in education: develop and implement a decentralization plan in line with the Provincial Decentralization Plan (PGDP)
Strategic Objective 6:	Strengthened coordination and partnerships within the Department and with government, social partners and civil society
Strategic Goal 5:	Performance Management Systems and processes for enhanced service delivery are enhanced
Strategic Objective 1:	Strong, locally-based corporate services established in District offices
Strategic Objective 2:	Effective performance management and accountability processes for all employees
Strategic Objective 3:	Incentives proved to make rural areas more attractive for educators and other public servants, e.g. access to housing, land tenure, schooling, etc.
Strategic Objective 4:	Strategic role of the Department enhanced by making management and administration systems work effectively
Strategic Objective 5:	Optimal provisioning and utilization of human resources
Strategic Objective 6:	HIV and AIDS considerations mainstreamed into all policies, programmes and procedures of the Department
Strategic Objective 7:	Strategic management of the Department that promotes the transformation agenda
Strategic Goal 6:	Optimal configuration of the school system in order to balance access and efficiency
Strategic Objective 1:	Realignment of schools to comply with the national phases (Grade 1-7 Primary, Grade 8-12 secondary)
Strategic Objective 2:	School construction redirected in order to facilitate reconfiguration
Strategic Objective 3:	Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrolments per school
Strategic Goal 7:	Balanced funding and deployment of resources to maximize discretionary support to strategic priorities
Strategic Objective 1:	Appropriate determination of post-baskets and ensuring that every staff member is optimally utilized
Strategic Objective 2:	Closely managed appointment of additional staff so that resources can be freed up for non-personnel expenditure intended to improve quality and service delivery meeting nationally set targets for personnel : non-personnel expenditure
Strategic Objective 3:	Carefully targeted additional resources to improve physical facilities, increase supply of teaching and learning resources and equipment to schools, to train, develop and support existing personnel better, and to implement the norms and standards for school funding
Strategic Objective 4:	International and local donor community harnessed as partners in education delivery and access additional resources
Strategic Goal 8:	Social issues affecting schooling addressed
Strategic Objective 1:	Schools and departmental structures and processes established to respond adequately to the social issues which affect schools and schooling
Strategic Objective 2:	Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools
Strategic Objective 3:	A safe and healthy environment and employee wellness in the workplace
Strategic Objective 4:	A new model developed and introduced for the school nutrition programme which involves community participation through cooperatives
Strategic Objective 5:	Care and support for those who are infected or affected by HIV and AIDS
Strategic Goal 9:	Adequate physical and institutional infrastructure to support teaching and learning at all levels
Strategic Objective 1:	Adequate school buildings appropriately placed and conducive to teaching, learning and administration
Strategic Objective 2:	A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate
Strategic Objective 3:	Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society

GOALS AND OBJECTIVES	STATEMENT OF GOALS WITH ASSOCIATED STRATEGIC OBJECTIVES
Strategic Objective 4:	FET colleges properly upgraded and recapitalized in order to respond to labour market needs
Strategic Objective 5:	Education District Offices upgraded to provide adequate space and facilities

Table 4: National Education Performance Measures - Chief Directorate and Directorate Responsibilities 2007/08

NATIONAL MEASURABLE OBJECTIVES	NATIONAL PERFORMANCE MEASURES	CHIEF DIRECTORATE	DIRECTORATE
* MO001: To ensure that the population of compulsory school-going age in the province attends schools.	► PM001: Percentage of children of compulsory school going age that attend schools	Institutional Development and Support District Coordination and Management	Education Resourcing ECD Centres and GET Band
* MO002: To make education progressively available to youth and adults above compulsory school-going age.	► PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions	Institutional Development and Support Vocational Education Services	FET Band and Extra Curricular Programmes FET Colleges and ABET Centres
* MO003: To ensure that overall the poor are favoured in the public resourcing of education.	► PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	Institutional Development and Support Financial Management	Education Resourcing: ECD and GET Education Resourcing: FET and Extra-Curricula Financial Planning and Budget Management
* MO004: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	► PM004: Years input per FETC graduate	Institutional Development and Support Curriculum Management	ECD and GET FET and Extra-Curricular ECD and GET FET and ABET
* MO005: To ensure that the output of graduates from the education system is in line with economic and social needs.	► PM005: Average highest school grade attained by adults in the population	Vocational Education Services	FET Colleges and ABET Centres
* MO006: To build a society that is literate.	► PM006: Adult literacy rate	Vocational Education Services	FET Colleges and ABET Centres
* MO101: To bring about effective management at all levels of the education system.	► PM101: Percentage of schools implementing the School Administration and Management System	Strategic Management Monitoring and Evaluation	Resources Planning and Targeting
	► PM102: Percentage of schools that can be contacted electronically by the department	Facilities and Infrastructure Management	Information Technology and Systems Infrastructure
	► PM103: Percentage of black women in senior management positions	Human Resource Management and Development	Human Resource Planning and Provisioning Services
* MO104: To realise an optimal distribution of financial, physical and human resources across the system.	► PM104: Percentage of current expenditure going towards non-personnel items	Financial Management Services	Accounting Services
* MO201: To provide access in the public ordinary schooling system in accordance with policy.	► PM201: Percentage of learner days covered by the nutrition programme	Education and Social Support Services	School Nutrition and Poverty Alleviation Programmes
	► PM202: Percentage of learners in public ordinary schools with special needs	Education and Social Support Services	Inclusive Education
* MO203: To put the basic infrastructure for public ordinary schooling in place in accordance with policy.	► PM203: Percentage of public ordinary schools with a water supply	Facilities and Infrastructure Management	Facilities management

NATIONAL MEASURABLE OBJECTIVES	NATIONAL PERFORMANCE MEASURES	CHIEF DIRECTORATE	DIRECTORATE
	▶ PM204: Percentage of public ordinary schools with electricity	Facilities and Infrastructure Management	Facilities Management
	▶ PM205: Percentage of schools with an adequate number of functional toilets	Facilities and Infrastructure Management	Facilities Management
	▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	Facilities and Infrastructure Management	Facilities Management
* MO207: To provide adequate human resourcing in public ordinary schools.	▶ PM207: Percentage of schools with more than 40 learners per class	Institutional Development and Support	Education Resourcing: ECD Centres and GET Band FET Band and Extra Curricular Programmes
* MO208: To provide adequate Learner Teacher Support Materials to public ordinary schools.	▶ PM208: Percentage of non-Section 21 schools with all LSMs and other required materials delivered on day one of the school year	Institutional Development and Support	Education Resourcing ECD Centres GET Band FET Band and Extra- Curricular Programmes
* MO209: To bring about effective and efficient self-managing public ordinary schools.	▶ PM209: Percentage of schools with Section 21 status	Institutional Development and Support	Education Resourcing ECD Centres GET Band FET Band and Extra- Curricular Programmes
* MO210: To foster a culture of effective learning and teaching in public ordinary schools.	▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools	Institutional Development and Support	Education Resourcing: ECD Centres and GET Band FET Band and Extra Curricular Programmes
	▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools	Institutional Development and Support	Education Resourcing ECD Centres GET Band FET Band and Extra Curricular Programmes
* MO212: To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3	Institutional Development and Support	Education Resourcing: ECD Centres and GET Band
* MO213: To ensure that the progression of learners through public primary schools is optimal.	▶ PM213: Repetition rate in Grades 1 to 7	Institutional Development and Support	Education Resourcing: ECD Centres and GET Band FET Band and Extra-Curricular Programmes
* MO214: To attain the highest possible educational outcomes amongst learners	▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards

NATIONAL MEASURABLE OBJECTIVES	NATIONAL PERFORMANCE MEASURES	CHIEF DIRECTORATE	DIRECTORATE
in public primary schools.	► PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards
* MO212: To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	► PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3	Institutional Development and Support	Education Resourcing: ECD Centres and GET Band FET Band and Extra-Curricular Programmes
* MO213: To ensure that the progression of learners through public primary schools is optimal.	► PM213: Repetition rate in Grades 1 to 7	Institutional Development and Support	Education Resourcing: ECD Centres and GET Band
* MO214: To attain the highest possible educational outcomes amongst learners in public primary schools.	► PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards
	► PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards
* MO216: To promote the participation of historically marginalised groups of learners in public secondary schools.	► PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12	Curriculum Management	Curriculum FET and ABET programmes
* MO217: To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	► PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate	Institutional Development and Support	FET Band and Extra-Curricular Programmes
* MO218: To ensure that the progression of learners through public secondary schools is optimal.	► PM218: Repetition rate in Grades 8 to 12	Institutional Development and Support	FET Band and Extra-Curricular Programmes
* MO219: To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes.	► PM219: Pass ratio in Grade 12 examinations	Institutional Development and Support	FET Band and Extra-Curricular Programmes
	► PM220: Pass ratio in Grade 12 for mathematics and science	Institutional Development and Support	FET Band and Extra-Curricular Programmes
* MO221: To attain the highest possible educational outcomes amongst learners in public secondary schools.	► PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards
* MO301: To ensure that quality education occurs in independent schools.	► PM301: Percentage of funded independent schools visited for monitoring purposes	Education Social Support Services	Scholar Support Services and Special Schooling Management

NATIONAL MEASURABLE OBJECTIVES	NATIONAL PERFORMANCE MEASURES	CHIEF DIRECTORATE	DIRECTORATE
* MO401: To provide access in special schools in accordance with policy and the principles of inclusive education.	► PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions	Education Social Support services	Inclusive Education Scholar Support Services and Special Schooling Management
* MO501: To expand the FET college sector in terms of the economic and social needs of the country.	► PM501: Number of FET students relative to youth in the province	Vocational Education Services	Further Education and Training Colleges and ABET Centres
* MO502: To promote the participation by historically marginalised groups in public FET institutions.	► PM502: Percentage of female students who are in technical fields	Vocational Education Services	Further Education and Training Colleges and ABET Centres
* MO503: To improve the success rate in the FET college sector	► PM503: FET college throughput rate	Vocational Education Services	Further Education and Training Colleges and ABET Centres
* MO504: To provide relevant and responsive quality FET learning opportunities	► PM504: Percentage of learners placed in learnerships through FET colleges	Vocational Education Services	Further Education and Training Colleges and ABET Centres
* MO601: To ensure that adults without basic education access to ABET centres.	► PM601: Number of ABET learners relative to eligible adults in the province	Vocational Education Services	Further Education and Training Colleges and ABET Centres
* MO701: To provide publicly funded Grade R in accordance with policy	► PM701: Percentage of learners in publicly funded Grade R	Institution Development and Support	Education Resourcing ECD Centres and GET band

A.2. The Challenges facing the Education Sector

A.2.1. EDUCATION CHALLENGES

According to the EMIS Annual Survey of October 2006 compiled in the ECDoE, the Provincial public education system in 2006 comprised 6,181 schools. Of these, 867 are High Schools, 2,635 Combined or Junior Secondary Schools; 2,409 Primary Schools; 41 schools for Learners with Special Educational Needs (LSEN); and 229 state-subsidized Early Childhood Development (ECD) Centres, with many more of these Centres being run as community and private facilities. This same data revealed that there were 2,146,776 learners being served in the formal public education system, with 106,353 of these being grade R learners in public schools. There were a further 6,509 Learners with Special Educational Needs in Special Schools.

The same statistics show that there were 62,501 educators in public ordinary schools in 2006. Of these, 18,124 were in primary schools, 13,609 were in secondary schools, 29,926 were in combined schools, and 842 were educators in special schools.

In spite of significant progress, there are still major backlogs in school infrastructure. In 2006, 1,797 schools (30%) did not have electricity and 1,254 schools (21%) did not have pipe-borne water. 939 schools (16%) have been identified as mud structures needing replacement by 2010 with most of these schools being in the ex-Transkei.

School performance in terms of internal efficiency and academic success is less than desirable. In 2006 the average repetition rate in Grades 1-7 was 3.6% in primary schools and 6.7% in combined schools. The repetition rate in Grades 8-12 was 15%, and exceeded 20% at the senior Grades (Grades 10-12) in many of the most disadvantaged Districts. According to data supplied by the National Department of Education, appropriately-aged enrolment for compulsory education (Grades R-9) was a very high 98% in 2006, but was lower at 89% for the post compulsory FET phase (Grades 10-12). The matric pass rate in 2006 was 59.6%. Although the pass rate for the Province has been consistently low, it is beginning to show a long term improvement. These results are not without their reasons, and the true account of the factors that give rise to these circumstances are generally hidden and not subject to public discourse. An analysis of this and other available information, however, reveals a picture of inequity, disadvantage, and under-resourcing. It also highlights the effects of poverty, history and marginalization on the performance of education in the Province.

A.2.2. SOCIO-ECONOMIC CHALLENGES

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 9 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 standardized index ranging from 1 (most poor) to 0 (least poor). 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 characterized by:

- High unemployment
- 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 1) in the Eastern Cape was Lusikisiki with a score of 0.972, followed closely by Dutywa with 0.970 and Bizana with 0.908. Other districts with high relative deprivation 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. These poorer districts 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.

The main winners and losers are shown in Tables 2 and 3. Libode District has improved its overall ranking the most, followed by 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.

Graph 1: Comparative Socio-Economic Deprivation by District

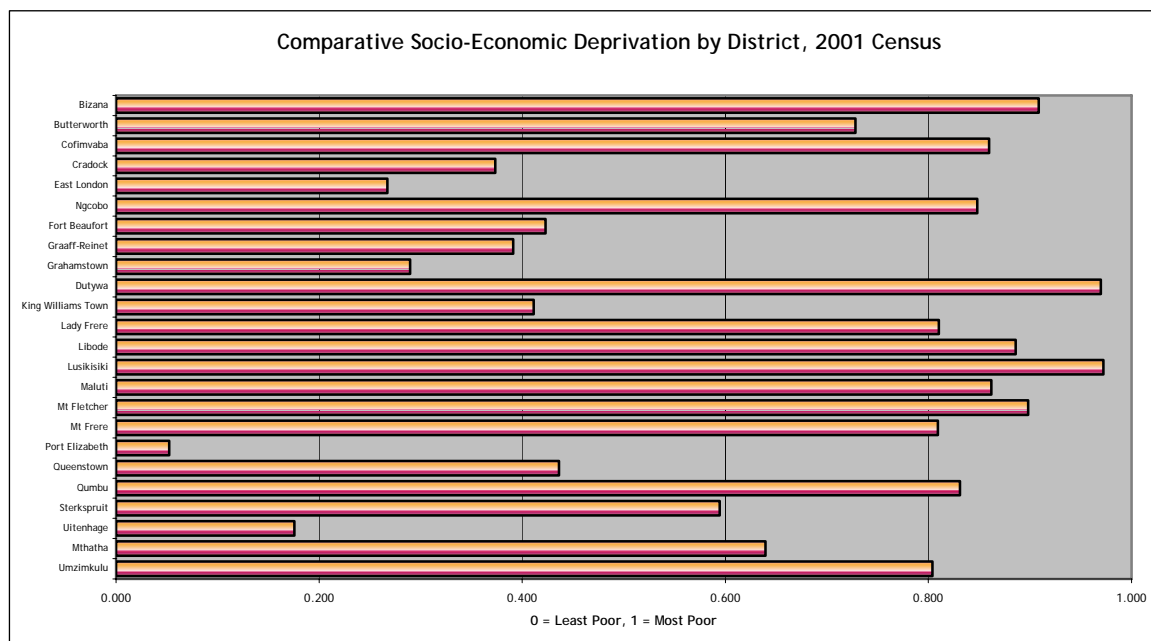


Table 5: Socio-economic Deprivation Index 1996 and 2001 - Main Winners (relatively better off)

District	Poverty Index 1996	Relative Rank 1996	Poverty Index in 2001	Relative Rank 2001	Rank Improvement
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
Ngcobo	0.874	7	0.848	8	1
Fort Beaufort	0.606	16	0.423	17	1
King Williams Town	0.560	17	0.411	18	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

Table 6: Socio-economic Deprivation Index 1996 and 2001. Main Losers (relatively worse)

District	Poverty Index 1996	Relative Rank 1996	Poverty Index in 2001	Relative Rank 2001	Rank Decline
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
Dutywa	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

* An identical poverty index was created in an earlier report using the 1996 Census, so it is possible to identify districts that have improved in terms of their overall provincial poverty ranking and those that have declined.

A.2.3. POLICY CHALLENGES

Some of the main policy challenges in the Eastern Cape are summarised below, with special reference to the context of relative poverty described in the previous section. These challenges are analysed in greater detail under the relevant programme in section B.

eEducation

The national policy on eEducation, August 2003 provides an overall policy goal to the effect 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'.

Implementation of this policy in the province is in the context of limited availability of ICT in schools. Only 4.8% of public schools had access to computers for any purpose in 2004/05, a figure which is estimated to rise to 10% in 2005/06. Due to repayment of debt the Department of Education has not had significant funding to implement the policy, and will only be able to access significant funding from its own budget in 2007/08. Many donors and foundations are already involved providing computers in the province. Good co-ordination, dedicated project management and high levels of public and private funding will be needed to meet the targets of the eEducation policy.

ECD

Recognising the vital importance of early schooling, it is a national goal to provide all children with a formal grade R (reception) year of schooling at age 6 to 7, as part of the first year of the compulsory phase of schooling. It is also policy to progressively extend the availability of pre-schooling as resources permit.

Limited available funding has been concentrated on public schooling until relatively recently. The conditional grant for ECD has enabled the Department to significantly extend access to Grade R. Now that the Department will be responsible for providing Grade R from its own resources, the ECD budget is set to grow significantly during the APP. Nevertheless, much work remains to be done. In 2004/05 45% of learners were in a publicly funded Grade R class. With improved spending and capacity in the Department this is set to rise to an estimated 85% in 2006/07. Availability of pre-Grade R schooling is currently very limited outside urban centres. The Department is however extending the ECD subsidy to pre-Grade R centres as resources become available.

FET

The Further Education and Training Act, 1998 requires the Province to provide for the establishment, governance and funding of public further education and training institutions. This responsibility extends to monitoring and supporting these institutions.

FET colleges have also been under-funded in recent years. Progress was however made with the rationalisation into 8 FET colleges in the province in 2000. As the Department begins to recover from debt, greater funding is being devoted to the sector.

The recapitalisation funding from the national Department of Education from 2006/07 is proving vital in this regard. The FET chief directorate co-ordinated business plans from the 8 FET colleges and submitted a request for a total of R500 million of recapitalisation funding. R61 million has been made available in 2006/07, to be followed by R79 million in 2007/08. It is vital to monitor expenditure to ensure that the intended purposes of the funds are fulfilled.

No fee schools

The Department has prepared for the implementation of the no fee schools policy in 2006/07 and has identified the schools that are eligible. There are, however, two main issues to address:

- **Insufficient funding:** The Department at present has insufficient funding to meet the national resource targets under the norms and standards (NSSF). Learners will have been funded to only 50% of the target level in 2006/07, but will be funded to the full target level for the first time in 2007/08. It should be noted however that the Department is including learner material allocations and top-ups under the National Curriculum and FET Curriculum in its NSSF allocations, whereas more adequately funded provinces fund these items as additional to the norms and standards.
- **Due to low systems capacity and lack of staff in the districts, and due to lack of administrative capacity in schools, poorer schools have often not spent their full allocation under the norms and standards. Until this capacity has been fully developed, it will remain a challenge to fully implement the pro-poor funding provisions of the norms and standards. Because of the No Fee Schools policy, some schools have increased their budget substantially. Unfortunately, many of these schools do not have systems in place to account for expenditure. The product of Audited Financial Statements (AFS) is expected to be a major problem.**

Inadequate per learner funding

The Eastern Cape, like most of the poorer provinces, has suffered from long term under-funding. In 1994 the new democratic government committed itself to equalising per learner funding in five years. Based on these commitments, the national Department of Education began implementing policy to equalise per learner funding by 2000/01. From 1997/98 however strong controls on government expenditure greatly slowed progress towards this target. While further progress has been made since 2000, by 2005/06 the Eastern Cape still had the second lowest expenditure per public school learner of R4,593 in comparison to R5,631 in the Western Cape and R5,822 in the Northern Cape.

The lack of funding to meet the policy commitment of equalising per learner funding has been reflected in a smaller management complement, weaker systems and insufficient learning materials in schools, in comparison to the better off and already advantaged provinces of Gauteng and Western Cape.

A.2.4. ORGANISATIONAL CHALLENGES

In 2005 the Department again reviewed its organizational structure in order to ensure alignment with the new five-year Departmental Strategic Plan. A revised organogram was approved by the MEC in January 2006 and is being implemented from April 2006. This will strengthen delivery capacity in the Districts and Head Office. Significant progress has been made in filling posts from April 2006.

Posts have been filled from 1 June 2005, including senior managers to support the FET College Chief Executive Officers and has been followed by Deputy and Assistant Director, Chief and Deputy Education Specialist, Curriculum Advisor, Secretary and other administrative posts during 2006/07.

In addition, the Department has absorbed surplus staff from Teacher Training Colleges into existing vacancies. As of January 2007, the vacancy rates in the Department at all levels remain high. The vacancy rate overall is 55.5%. On average the vacancy rate in District Offices is 52.5%, while in some districts it is as high as 82%. The average head office vacancy rate is 64.5%.

A.3. Achievements to date

This section sets out the achievements in each programme during 2006/07 and points towards some of the service delivery targets expected to be attained during the coming three year life of the APP. These targets are set out in section B.

Programme 1: Administration

CORPORATE SERVICES

Human Resource Management

Achievements:

- Development of HRM policies
- Substantive reduction in disciplinary cases – 143 cases / 99 finalized
- Upgrading of all HR registries – 24 districts and head office
- 527 posts advertised, 387 filled
- HR delegations developed and issued
- All schools graded according to new grading norms
- Conversion of more than 3,044 qualifying educators to permanent educators
- Payment of pay progression backlogs
- Establishment of HRM Forum
- Continuous training of district HR Deputy Directors
- Training of managers on critical HRM policies
- Establishment of a Labour Relations Newsletter

Supply Chain Management

Achievements:

- Ongoing vestment of sound procurement practices across the SCM Unit / Department;
- Improvement in staff motivation levels within the SCM Unit despite high vacancy rate;
- Improvement in customer perception levels on Departmental SCM governance;
- Improvement in LTSM delivery despite logistical challenges / constraints.

Financial Management

Achievements:

- Budget for 2006/07 loaded on time and timely submission of budget submissions and in-year monitoring (IYM)
- Payroll control improved to 70% average monthly
- Tax reconciliations backlog eliminated
- Finance forum with districts started during this year – improved communication
- Development of policies and procedures

Facilities and Infrastructure Management

Achievements:

- Phandulwazi Agric School completed in collaboration with Luxumburg Government.
- The expenditure trends have been consistent for the past four years and the rhythm will remain. We topped all the other Provinces with both quantity and expenditure rate.
- The Planning tool, the EFMS exists and functions only in the Eastern Cape Department of Education. The National Department has adopted its framework for the rest of the country.
- The National Treasury intervention through the PTATS took off smoothly in the province and the relationship with the technical teams gelled from the very onset and is still as fruitful as ever in planning and budgeting.
- It is the Eastern Cape Province that has patiently planned and implemented the EPWP process with the results as given in the achievements.
- The Province was able to successfully pilot an alternative method of construction that involved the entire community without serious challenges: the Bantwanana School.
- 51 learners on learnerships are on sites. The Province has scored a victory point in this regard. It is envisaged that more learners will be recruited.

Information Technology

Achievements:

- 17 schools received computers ranging from 5 PCs and a printer to 10, or 20 PCs, some with printers, connectivity, cabling valued at R1,55m
- Mobile connectivity using 3G cards were provided for all Directors and above (nearly 70).
- Weekly monitoring of IT service levels in districts has been instituted.
- A monthly IT Forum meeting continues to be held.
- 4,816 computer users received support services.

Internal Audit and Audit Committee

Achievements:

- Completion of 78 internal audits (External service provider – contract ending October 2007)
- 20 of Audit Committee meetings (Contracts of 3 of the members ending May 2007)
- Actual expenditure since inception: R1,800,000
- Cost of Internal Audit function to date: R6,800,000
- Draft fraud prevention plan – ready for presentation to Top Management meeting.

STRATEGIC MANAGEMENT MONITORING AND EVALUATION

Strategic Planning, Policy, Research and Secretariat Services

Achievements:

- Facilitated and completed the redrafting of Strategic Plan (SP) and Annual Performance Plan (APP) on time
- Preparation of Operational Plans, Quarterly Reports and Annual Report
- Convened Summit and Summit Review Workshop, 4 Strategic Planning workshops
- Research database of all research and projects done in education from 2000 – 2005 completed
- Completion of two sets of draft regulations on Communication and Misconduct of Learners
- Facilitated consultation process with MEC and candidates for ECEAC
- Developed draft regulations for the Eastern Cape Education Advisory Council
- Establish Internal Policy Register
- Developed Corporate Calendar Format
- Trained managers in Quarterly report writing and writing of operational plans
- Gathered 502 research projects and in process of capturing it in database for managers to utilize to base policy on research
- Trained District Clusters in 3 Cluster workshops on Operational Planning
- Convened Budget Planning workshop for SMS members

Quality Promotion and Standards

Achievements:

- Busy with second Public Perception Survey to inform Service Standards for improved service delivery
- Integrated Comprehensive Evaluation of ECDE system (from school, district, communities to HO levels) in Quality Promotion and Standards Directorate from IMBEWU II programme
- Produce annual Comprehensive Quantitative Study (incorporating 25 evaluation studies) to form backdrop for planning and budgeting

Resource Targeting and Systems Planning

Achievements:

- Completed surveys: 2005 10th day; annual surveys (4) Ordinary schools, ELSEN, FET, ABET, ECD
- SA-SAMS training 275 schools in 2005 and 600 in 2006
- 97% Average rate of return on surveys
- Timeous calculation of posts for schools and distribution of paper budget
- 48 hour turnaround time for data requests
- EMIS integration with transversal systems (PERSAL EFMS EXAMS)

Curriculum Management

Achievements:

- Curriculum management Vision and Motto directs all personnel at Head Office and Districts.
- Development of Policies, Systems, Structures and Procedures, namely Provincial Curriculum Guidelines (PCG).
 - PCG 01 – Provincial Curriculum Co-ordinators Committee.
 - PCG 02 - Organizing and Conducting Workshops.
 - PCG 03 – Guidelines for Phase/LA/Subject Committees.
 - PCG 04 – Role Functions and Responsibilities of Curriculum Personnel.
 - PCG 05 – Conducting On-site School Support visits.
- Provincial year plan for 2007 was released on 15 Dec 2006 after three stages of consultation.
- Training of subject advisors as National Curriculum Statement (NCS) and Maths, Science and Technology (MSTE) master trainers/facilitators.
- Orientation of Grade 8, 9, 11 and 12 teachers in the NCS.
- Literacy Programme – Foundation Phase and Home Language.
- Launch of on-site school support programme for effective curriculum implementation.
- Establishment of the Curriculum Website.
- Credible examinations for grades 10 to 12:
 - ABET level 4 exams.
 - National Senior Certificate for Grade 12.
 - Provincial Common Tests for Grade 12.
 - Provincial Exams for Grade 11.
 - Grade 10 Pilot Exams.
- Administration of Common Tasks for Assessment (CTA) for Grade 9.

PROFESSIONAL SERVICES

Education Leadership Institute

Achievements:

- Concept Document approved
- Three campuses acquired; two refurbished with assistance from Imbewu
- School Management Manual re-written in preparation for training
- Successful training courses held for Subject Advisors, EDOs and Principals
- Institute ready to move into high gear in 2007

District and Management Support

Achievements:

- Develop and implement a decentralization plan for improved service delivery in education
 - Circuit offices will be established in central venues within circuits or alternatively in the most appropriate part of the circuit.
 - The Cluster Chief Directors will identify the venues for the circuit offices in collaboration with the Districts by 28 February 2007
 - The schools that will be left vacant by the process of rationalization could be converted into Circuit Offices.
 - The Chief Directorate of Infrastructure and Facilities Planning is a partner that must provide mobile offices for circuits. Since budget cannot allow construction everywhere in the Province at one go, this project will come in sizeable pockets (number of circuit offices) in each cluster per financial year to be completed over the MTEF cycle.
 - Simultaneously attention will have to be given to building more offices in the District Office itself as many are in dire need of office space.
 - Also related to the above-mentioned issues is the decentralization of budgets and increased delegations for district officials to enable them to utilize the allocated funds and be able to make instant interventions at local level.

Programme 2: Public Ordinary Schooling

The programme to rationalize small schools, a priority of the SPP, has commenced. Great attention was given to ensuring that all schools were fully supplied with learner support material (LSM) and equipment. 70% were supplied by the first day of the school term in 2005 and the Department will further improve this performance in future years. Provisioning of basic learning and teaching materials took place, as well as the design and delivery of literacy and numeracy programmes and material. Priority lists of schools to be provided with furniture have been compiled. Delivery of school furniture took place from November 2005 to March 2006 for the first time in years.

A further focus was on educator training. Trainers and teachers were prepared for the intermediate phase RNCS implementation in 2005. Despite disruption by educator unions, educators in grades 7 and 10 were trained and oriented for the introduction of the National Curriculum in those grades. An INSET programme was implemented for the Foundation Phase. 834 under-qualified teachers were upgraded through the NPDE in 2005. 8,000 teachers participated in the National Teacher Awards (NTA). Educators were trained on the IQMS system, which will be a continuing area of focus during the APP.

It is a priority to address the language policy in schools in order to improve the pass rate. The Department has undertaken preparatory work to prioritise the promotion of indigenous languages under the Language in Education Policy (LiEP) and a study has been commissioned funded by Imbewu.

Achievements:

- Funding levels increased from R214 from previous year to R373 in the current year for quintile 1.
- 2 074 schools in quintile 1 declared as 'No Fee Schools'
- All 400 contestations dealt with
- Of the 2 195 Sec 21 schools, 1 704 (77.63%) have complied in submitting AFS and 1 655 (75.4%) schools have had their first tranche transferred to their accounts.
- 1 691 (77.03%) schools have complied for the second tranche and 1 641 (74.47%) schools have had their monies transferred to their accounts.
- All implementing grades allocated funding for LTSM and all schools supplied with stationery (see detailed report)
- All Technical High Schools allocated funding for purchase of equipment and consumables for practical subjects
- Catalogue for science, technology and consumer studies equipment developed and specification being finalized.
- Delivery for school furniture has commenced after a long legal battle
- Intervention to support underachieving secondary schools enhanced, particularly for 0-20%, category which led to the increase in matric pass rate from 56.7 to 59.3 with only one school obtaining 0%.
- A contract to support struggling secondary schools in LoLT has been awarded to two NGOs. Training of educators to commence in February.
- Programme for election of new SGBs completed for all schools. Contract for training of EDOs to induct and support SGBs on governance awarded. Training to commence in February.

School Nutrition Programme (SNP)

The Primary School Nutrition Programme unit was established in 2005/06 consisting of 1 Chief Director, 1 Director and 23 administrative staff. 8 staff were appointed on contract for a year, while 14 were permanent. Two Assistant Directors have been appointed by the National Department and placed in the Provincial SNP unit to promote school gardening and food education.

A total of 948,574 learners in grades R-4 and in the case of quintile 1, 2 and 3 schools, grades R-7 benefited from this programme. School Nutrition is in operation in approximately 5,046 pre-primary and primary schools of the poor communities and up to higher primary (grades R-7) schools in farm schools throughout the province. There has been improved learner attendance. and an increase in the number of unallocated schools, due to unsatisfactory tender procedures.

Approximately 6,500 meal servers were employed for a stipend of R200 per month which contributed to poverty alleviation in especially the rural areas of the province. Food suppliers are distributed by 102 service small, medium and micro enterprises.

A new feeding model was introduced in May 2006 whereby seven secondary co-operatives were piloted to feed six districts.

Achievements:

- 3 hot cooked meals per week provided.
- 2 bread and soup provided per week.
- 2 school garden competitions in Uitenhage district.
- All feeding schemes received 2 pots, 1 gas stove and 1 gas cylinder.
- 668 food gardens were established in schools
- 12 permanent administrators were employed by the province and 2 Assistant Directors were employed by the National Department of Education.
- The stipend for meal servers was increased from R50 to R200 per month.
- Drilling of boreholes was undertaken at Manzimdaka Primary School.
- Feeding took place up to grade 7 in quintile 1, 2 and 3 schools.

Programme 3: Independent Schools

All subsidies due to registered independent schools were paid in 2005/06. Any non-payment was only due to overpayment in the previous year, problems with supplier numbers, and non-submission of annual financial statements.

The subsidy has been withdrawn from three schools due to poor grade twelve results for two consecutive years. In 2005/06 two schools received a subsidy for the first time. A further 29 schools applied for subsidies and will qualify for subsidy after the 12 months waiting period.

Achievements:

- Visited 40 schools to check managerial capacity
- 36 of the visited schools receiving subsidy currently
- Transferred payments in 3rd quarter to 88 schools. Last payment due in Feb 07.
- Five new schools approved for establishment in 2007
- Been able to attend to all queries successfully

Programme 4: Special Needs in Education

Achievements:

- Inclusive Education Field Testing in the Nodal Areas has been rolled out.
- 2 Primary Schools in nodal areas – Lusikisiki and Mdantsane have been upgraded to be fully service schools and also to cater for learners experiencing barriers to learning.
- Task teams on rationalisation issues in special schools have been established in districts affected.
- Provincial Co-ordinating Committee for Inclusive Education has been established.
- Bhisho Reform School site has been handed over and construction has started.
- An invitation for suitable service providers to render Technical assistance to JUserfontein was advertised and adjudication is in progress.
- 42 Principals have been trained on Financial Management.
- 11 Special Schools in disadvantaged areas have been allocated additional funding for redress.
- Funding for assistive devices and equipment in Special Schools in disadvantaged areas has been allocated.

Programme 5: Further Education and Training (FET)

The Chief Directorate and FET colleges have prepared during 2005/06 for recapitalization funding which will be available from the national Department of Education in 2006/07. Recapitalization plans were finalized and submitted to the National Department of Education. Committees were established to drive these plans once they have been approved.

23 senior managers were appointed in FET colleges with effect from July 2005. FET college educators were trained as assessors and moderators in preparation for curriculum transformation. College educators were trained in IQMS for implementation during 2006.

Learnerships were implemented and delivered at selected colleges in line with national targets for the delivery of learnerships through FET colleges. A provincial policy on student support services and provincial guidelines for the provision of student financial assistance were developed.

Achievements:

- Senior manager posts of all 8 FET Colleges filled.
- Memoranda of understanding are in place with SETA's.
- Learnership programmes are on the increase.
- 8 colleges finalized their 2nd draft recap plans and operational plans for 2007/8
- Transfer payments made on time
- Training of educators for the new programmes
- Formation of mega committees to coordinate college matters (Curriculum, staffing marketing
- Bursary for learners in the new programme (National certificate curriculum)
- Limited number of bursaries still available for the N programmes
- Partnership with Lower Saxony functioning well and they have continued to support the FET college with donations of equipment]
- Received and transferred R61m for the recapitalisation project to colleges

Programme 6: ABET

The Provincial Literacy Programme targeting 20,600 illiterate people was introduced in October 2004. The goal of the programme is to make an impact on the provincial illiteracy rate by tutoring these learners to read and write within 6 months. 19,350 learners were in the programme that was completed in March 2005. 16,518 learners completed the programme (81% of the target). 15 000 learners are currently in the programme that is due for completion in October 2005.

Skills' training was provided to women, men and youth in agriculture, electricity, construction and tourism through their respective Sector Education and Training Associations (SETAs). 1,296 educator jobs were created (CHECK AGAINST STs). 1,560 adults were trained: 480 in agriculture, 180 in electricity, 180 in tourism and 720 in construction. Training has been provided to 115 learners on learnerships at NQF levels 4 and 5. A further 24 people have been trained in mentoring and assessment, and another 100 people are currently being trained in assessment and 60 in mentoring through the ETDP SETA.

Public Adult Learning Centre (PALC) training has been provided at NQF levels 1 to 4 for 49,298 learners in 2004. As a result of this programme 4,532 educator jobs were created for a 10-month period.

Achievements:

- More districts are continuing to engage the Department of Labour in their skills programme for their learners e.g. Graaff-Reinet.
- Recruitment of learners done very well by all Districts .
- Public Adult Learning centres opened.
- Centre Managers have been trained on administrative and management issues in all districts
- ABET learners put into learnership programmes with SETAs
- Equipment and LSM procured and delivered to centres
- The ABET Directorate is piloting a Senior Certificate Programme for adults in eight identified districts. Training for the educators for the programme has been done. A follow up training programme for the District Coordinators is due. Tuition will start in the next financial year.
- The NQF 4 ABET Learnership is still continuing smoothly at the identified districts

Programme 7: ECD

One of the Department's priorities is to extend grade R to all pupils of the province and to extend pre-grade R as widely as possible. It undertakes this by a programme of subsidizing grade R and pre-grade R sites. During 2005/06 the number of Grade R learners has increased in publicly funded schools. 1,000 public schools were selected for a Grant-In-Aid programme that started in January 2005. Practitioner subsidies were paid to 1,359 public schools. A further 716 community based sites receive the practitioner subsidy as well as support for learner nutrition.

There are 825 community based ECD practitioners and 673 of these have received accredited training to a NQF level 4. The remaining 115 will be included in the 2006/07 training programme.

Schools and community based sites received basic LSM packs and furniture. Learner Support Material was delivered to 275 community based sites. Furniture was provided to 1,301 Grade R classes and 1,003 community based sites.

Achievements:

- 3,251 of the existing 5,901 Primary Schools have attached Grade R classes. A maximum of 1,000 sites to be attached in 2008 and 2009 respectively with the remaining 650 to be attached in 2010
- Policy requires that ECD practitioners be trained to obtain at least NQF level 4. A tender for the training has been awarded and to run for 3 years starting from the 8th January 2007 to 2010
- A comprehensive audit report on payment backlogs for practitioners, dating back from 2003 to 2005 has been finalized and awaiting approval.
- A proposal for the increment of practitioners' monthly stipends from R1 000 to R1 500 has been tabled and awaiting approval from Provincial Treasury
- Qualifying practitioners under Department of Social Development have received their first tranche due to them in December 2006

Programme 8: Auxiliary Services

Assessment and Examinations

In 2006 in March and June examinations for under performing schools was successfully implemented without problems. The Grade 12 and ABET level 4 candidates who wrote their examinations in 2005 received their certificates on time before June 2006.

Over one thousand students and unemployed educators were successfully used as examination assistants in 2006, contributing to the PGDP poverty alleviation strategy. 90% of all personnel who performed examination related work were paid in January 2007 less than 30 days after the rendering of the service.

The Directorate has managed to administer a credible examination and assessment service for Grade 12 and ABET level 4 for the last six years and 3 years respectively. The Department is rolling out the NCS and the assessment mode of all the question papers is adopting an OBE approach from 2004 onwards. Grade 10 pilot spearheaded by National department of Education and the question paper translation project were successful. Implementation of School-Based-Assessment has taken off well and the acceleration process is in place. There is a clear move towards focusing on moderation and quality issues.

Looking to the future, in March and June 2007, all schools performing below 60% will write common tests. The focus will be on subjects that have had a pass rate of less than 60%. A Learner Tracking System (LTS) is being implemented in co-operation with EMIS and Quality Assurance. Likewise the project to improve education service standards continues in collaboration with Quality Assurance and the Office of the Premier. The Comprehensive Evaluation programme between IMBEWU II and Eastern Cape Department of Education (Strategic Management, Quality Promotion, Monitoring and Evaluation Directorates) started in 2004 and is providing valuable information on learner performance over time.

Achievements:

- Production of procedures and policy documents in Provincial Curriculum Guidelines (PCG)
 - PCG 06: Inter District Assessment and Examination committee (IDAEC)
 - PCG 07: Exam regulations, procedures, etc.
- Credibility and integrity of exams
- Increasing national mandates
- Planning and Administration: Comprehensive day-by-day Year Plan - 2007
- Co-operation from Head Office and Districts and excellent working relations and buy-in with service providers (Internal / External, e.g. printer) SITA, and full management of the Service Level Agreements (SLA's)
- Full management team: A cadre of committed staff at Head Office and Districts
- Impumelelo Newsletter: 2 Issues
- CASS: Moderation of oral and practical subjects (25% of SCE)
- Improved management of irregularities
- Staffing has been improved by almost 10%
- The Directorate has been moved to more secured premises that is compliant with Umalusi requirements
- The permanent Examination building construction shall be underway in 2007

Programme 8: HIV and AIDS and Lifeskills Programme

Achievements

- Launch of partnership with religious leaders to discuss their role in the management of HIV and AIDS in their communities on 11 May 2006.
- Candlelight memorial held at Head Office on 25 May 2006.
- Annual provincial HIV and AIDS Youth Conference held from 23 to 25 June at Fort Hare University.
- The Roadshow took place in Sterkspruit, Cofimvaba, Lady Frere, Lusikisiki, Qumbu, and Butterworth. 2,096 educators were trained and 102 workshops were held on the abstinence programme from April 2006 to date.
- 542 educators were trained on the integration of HIV and AIDS into the curriculum from April 2006 to date.
- Printing and delivery of newly developed Peer Education manuals for the training that took place in the training sites.
- Peer Education Cluster training for newly selected 192 PGTs took place from 7 to 31 August 2006.
- 3,860 Peer Educators have been trained from August 2006 to date.
- 532 educators have been trained in the second phase of Basic Counselling from April 2006 to date.
- Intervention and empowerment of orphans and vulnerable children in terms of suicide deaths in Upper Corona SSS in Libode district on 10-11 July 2006.
- Intervention counseling sessions held in NgubeZulu SSS in Libode for 70 learners on 29 August 2006.
- Distribution of 2,000 school bags and health packages to orphans in Mount Fletcher and Libode on 27 and 28 November 2006 respectively.
- The Roadshow took place in Sterkspruit, Cofimvaba, Lady Frere, Lusikisiki, Qumbu and Butterworth from 6 to 14 September 2006.

A.4. The Way Forward

It should be noted here that this APP follows from a revision and update of the previously published strategic performance plan of the Department for 2005/6 to 2009/10. As a result, the planning process described in this section refers to the analysis, engagements and activities which resulted in this updated version of the Department's SPP for education within the planned period. The major components of the planning process were analysis, consultation, rationalization and prioritization, and plan preparation, review and approval.

A reconsideration of the Department's strategic position was initiated by the MEC when he requested the preparation of a paper on the manner in which the Department should transform in order to fulfill its obligations and be responsive to the development circumstances of the Province. On this basis, an in-depth analysis was conducted on the circumstances of the Department historically and currently in order to isolate critical problem areas which affect the overall performance of the system. The result of this investigation was the preparation of a monograph on 'A Transformation Agenda 2005-2014' for the Department. This agenda of objectives and activities sought to overcome the problems which exist in the Department and set out a new framework for the equitable and efficient delivery of educational services. A Province-wide consultation involving all stakeholders was convened on the monograph as a basis for service "buy-in", but more importantly as a basis for enabling stakeholders to secure a better understanding of the issues which affect education and thereby soliciting further input for the improvement.

When the consultation was completed, it was evident from the input provided that the strategic plan for the Department had to be revised in order to respond to a variety of issues raised and the scope of solutions rendered. Even more so, it was now more critical than before to ensure that the strategic plan of the Department serve as a clear and articulated statement of the manner in which the Department seeks to meet its obligations and priorities and in the process continue to enhance its performance. A consultative process was set in place to secure input for the development of the plan.

A series of consultative workshops were convened involving all managerial staff of the Department. These workshops sought to delineate strategic objectives for each of the strategic goals of the Department, to identify measurable objectives and performance measures and to decide on organizational assignments for undertaking responsibilities under the plan. The Department sought to make the planning process both informative and empowering as a measure to enable a more in-depth understanding of the plan. However, this process also served as a vehicle to secure commitment, promote inter-unit collaboration and instill renewed vigour for facilitating the transformation of the Department.

Because of the level of broad-based consultation, the number of strategic objectives generated was unmanageable. It was necessary, therefore, to engage in a rationalization and prioritization process in order to reduce the complexity of plan implementation. These objectives were reduced by shifting some objectives to performance measures, by consolidating related objectives and by eliminating objectives that were duplicative. In spite of this, all the inputs regarding the critical activities to be undertaken were retained in the presentation of the plan.

Managers in the Department undertook several interactions of revision and review in order to prepare the document for approval.

All input was prepared in accordance with the National Treasury Guidelines. On occasions it was necessary to go beyond these guidelines so that the document will serve its purpose in enlightening and empowering Department officials.

A.4.1. Pre-School Services

ECD is one of the key priorities in the Provincial Growth and Development Plan. It is the foundation for the future realization of a competent and productive Human Resource base in the Province. Publicly funded Grade R enrolment in 2006/07 was 106,353 in Grade R in Public Schools; 23,924 in Grade R in Community Centres and 3,984 in pre-Grade R in Public Schools. This figure is expected to increase to 115,355 in Grade R in Public Schools, but to simultaneously decrease in Grade R in Community Centres (16,097) and in Pre-Grade R in Community Centres (no enrolment). Significant advance is being made on one of the pivotal considerations of ECD delivery – to ensure that the full cohort of 5 and 6 year olds participate in some form of high quality ECD Centre. By 2010 it is anticipated that all new Primary Schools should have Grade R classes and 3,251 of the existing 5,901 Primary Schools should have attached Grade R classes. A maximum of 1,000 sites is to be attached in 2008/09, with the remaining 650 to be attached in 2010.

A.4.2. Schools

Schools under Programme 2 – Public Ordinary Schools – include Public Primary Schools and Public Secondary Schools. There are 2,409 Public Primary Schools; 2,635 Public Combined Schools and 867 Public Secondary Schools. Of these, 3,727 are non-Section 21 Schools, 2,173 are Section 21. In 2006 the total number of learners in public Primary, Combined and Secondary Schools was 571,323, 1,141,056 and 434,397 respectively.

Funding levels for Public Ordinary Schools have increased from R214 per learner from 2005/06 to R373 in 2006/07 for quintile 1, or the poorest schools, and 2,074 schools in quintile 1 have been declared as "no fee" schools.

Of the 2,184 Section 21 schools, 1,704 (78%) have complied in submitting annual financial statements.

All implementing grades have been allocated funding for LTSM, and all schools have been supplied with stationery. Interventions to support under-achieving Secondary Schools have been enhanced, particularly for 0-20% category. This has led to an increase in the matric pass rate from 56.7% to 59.3% with only one school achieving 0%.

The conditions and performance of schools is expected to improve in 2007/08. The percentage of schools with a water supply is expected to increase by 3% (from 79% to 82%) in 2007/08. Similarly, the percentage of schools with electricity is expected to increase by 4% from 70% to 74%. The percentage of schools with Section 21 status is also expected to increase from 37% to 42%.

A.4.3. FET Colleges

The Province has an FET system comprised of 8 multi campus FET colleges spread across the Province. There are 26 campus sites. Of the 8 colleges 3 are urban, 2 peri-urban and 3 are rural colleges. Total full time equivalent students in 2006/07 were 14,144 and are expected to increase to 15,912 in 2007/08. Total student headcount in 2006/07 was 25,000. This is also expected to increase in 2007/08 to 28,125.

The FET sector is critical to the development agenda of the Province and the nation, and is seen as crucial in responding to the high unemployment levels among youth. As a result, initiatives to revitalize the FET sector are at the top of the FET agenda in the Province. Among the key priorities are: Construction of Administration Blocks for the Transkei Colleges; improvement of facilities and workshops and training of personnel to deliver on new programmes. Much progress has been made in this regard. A total of R61 million has been received and has been transferred to colleges for the recapitalization project. Senior management posts in 8 FET colleges have been filled and programmatic support is being received from the SETAs and from Lower Saxony College.

Colleges continue to experience problems. Many graduates are not absorbed by industries; lack of skilled personnel in the colleges; and low pass rate in the engineering field. Measures are being taken to alleviate these problems.

A.4.4. Adult Education and Training

Enrolment in ABET in 2006/07 was 45,354. This enrolment is expected to decrease by approximately 4,000 in 2007/08. The number of educators is also expected to decrease for the same period from 4080 to 3916, due to unfavourable conditions of service for ABET practitioners. The number of ABET institutions have decreased consistently since 2005/06, from 320 in 2005/06 to an anticipated 297 in 2007/08. Notwithstanding, the overall cost for ABET programming has remained relatively constant with consistent increases in the compensation of employees – educators and non-educators.

In spite of the apparent decline there is increased funding for ABET. But there is a projected increase in literacy programmes. There have been some achievements of note. More ABET learners have been put into learnerships, equipment and LSM have been procured and delivered to Centres, and ABET Centre Managers in all Districts have been trained on administrative and management issues.

Among the priorities for ABET are: the expansion of literacy programmes, the creation of posts and the appointment of personnel at the District level, the provision of LSM and the training of ABET tutors.

PART A: SECTOR, PROGRAMME AND SUB-PROGRAMME PLANS

This section presents a detailed analysis of each of the programmes and sub-programmes linked to the performance targets and budgets for the three MTEF years 2007/08 to 2009/10. The analysis is intended to present the essential details about the circumstances, constraints and intended activities of each programme and sub-programme over the life of the APP.

The section starts with an analysis of the education sector as a whole (section B.0) based upon the relevant statistical tables and performance targets. Programmes and sub-programmes are then analysed in turn (sections B.1 to 8). The analysis follows the following structure:

- Each programme starts with a description and a table of its sub-programmes. The measurable objectives and performance targets for the programme are then set out, discussed and analysed. Performance targets in all cases have been set from a two year baseline (2004/05 and 2005/06 actual), estimated for the current year 2006/07 and projected forward for the three years of the APP.
- Following from this, detail is then presented on the constraints and intended activities for each sub-programme in relevant sub-sections. The relevant strategic objectives are also presented for each sub-programme, along with the policies which affect them and the priorities which have arisen from the situational analysis of the sub-programme. Table 4 presents the structure of information for the presentation of each of the sub-programmes. The table briefly describes the eight sections within which information is presented for each sub-programme, and it outlines the purpose and rationale for each section.

The following table is the framework for the analysis of programmes and sub-programmes.

Table 7: Framework for the Analysis of Programmes and Sub-Programmes

TOPIC	PURPOSE, DESCRIPTION AND RATIONALE
Objective of Programme or Sub-Programme	The statement of the objective of the programme seeks to note its purpose and to set out a framework of activities which could be included as part of the programme. The objectives and purpose here are stated in general terms and are consistent with both regulated definitions and the objective routinely prescribed by the respective Directorate in their Quarterly and Annual Reports.
Goods, Services and Payments included and Excluded	This brief section seeks to clarify what services and payments are legitimate within the respective programme. In light of the many sub-programmes which seem to be closely related, it is sometimes necessary to have an additional means of verification and a more extended set of guidelines to ensure clarity.
Situation Analysis	The situation analysis is intended to present a general overview of the status and circumstances in the programme or sub-programme. It generally provides information on scope, issues and general circumstances within which the programme activities are undertaken. The respective analysis may differ depending on the nature of the information submitted by the respective Directorates. Sometimes the situation analysis is used to make the case for the transformational orientation of the programme.
Policies, Priorities and strategic objectives	This section presents the framework of policies which inform and govern the operation of the programme. It also presents the critical priorities and strategic objectives which define the work that will be undertaken within the programme. While most of the educational policies are related to many of the sub-programmes, this section seeks to cite the specific policies from which the sub-programme gets its guidelines for operation. The strategic goals and objectives of the plan are disaggregated into sub-programmes for budgetary and funding purposes.
Constraints and Measures Planned to Overcome them	The activities of each sub-programme are sometimes compromised by particular constraints and issues which affect the programmes' level of effectiveness and efficiency. This section seeks to note these constraints and to identify measures which will be taken to address them.
Organizational Structures and Components	A section is added on organizational structures and arrangements because the structure of the programmes does not always define the organizational structures of the Department. In order to understand implementation issues and possibilities, and in order to note the opportunities and limitations which arise in actual operations, it is necessary to place programme activities within the relevant "slots" in the organizational structure. Generally, reference is made to the Directorate or Directorates that are responsible for programme activities. It will be noted however, that one programme may operate within one or in several Directorates. In some cases, one Directorate or Chief Directorate takes responsibility for the operation of many programmes and sub-programmes. This section also refers to particular organizational arrangements which either assist or constrain programme operations.

A0. The Provincial Education Sector

Table 8: Measurable Objectives and Performance Measures: Education as a whole

	MEASURABLE OBJECTIVES	PERFORMANCE MEASURES
Access	* MO001: To ensure that the population of compulsory school-going age in the province attends schools.	▶ PM001: Percentage of the population aged 6 to 15 attending school
	* MO002: To make education progressively available to youth and adults above compulsory school-going age.	▶ PM002: Percentage of the population aged 16 to 18 attending schools and other educational institutions
Equity	* MO003: To ensure that overall the poor are favoured in the public resourcing of education.	▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners
Efficiency	* MO004: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	▶ PM004: Years input per FETC graduate
Output	* MO005: To ensure that the output of graduates from the education system is in line with economic and social needs.	▶ PM005: Average highest school grade attained by adults in the population
Quality	* MO006: To build a society that is literate.	▶ PM006: Adult literacy rate

On the following two pages Statistical Table ST001 is set out showing overall trends and the calculation of the performance measures. Data is mostly from the relevant EMIS Annual Surveys, and the StatsSA General Household Survey.

Table 9: ST001 Provincial Education Sector - Key Trends

ST001	PROVINCIAL EDUCATION SECTOR – Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
REVENUE (thousand Rands)						
Voted by legislature	10,460,964	11,262,612	12,766,955	14,382,564	16,216,206	17,377,615
Conditional grants	193,482	260,546	355,132	343,497	399,867	303,336
Donor funding						
Other						
TOTAL	10,654,446	11,523,158	13,122,087	14,726,061	16,616,073	17,680,951
PAYMENTS BY PROGRAMME (thousand Rands)						
1 Administration	673,525	796,219	968,143	968,591	1,026,061	1,066,337
2 Public ordinary school education (see further split below)	9,330,214	10,009,326	11,169,342	12,609,444	14,176,744	15,324,441
3 Independent school subsidies	15,557	18,342	27,770	35,241	46,756	58,410
4 Public special school education	185,497	210,394	312,201	336,880	461,005	354,298
5 Further education and training	169,876	167,932	246,528	302,200	362,737	323,147
6 Adult Basic Education and Training	126,047	136,348	143,069	149,383	164,262	173,073
7 Early Childhood Development	36,937	38,823	64,346	105,753	150,343	181,550
8 Auxiliary and associated services	116,793	145,774	190,688	218,569	228,167	199,695
TOTAL	10,654,446	11,523,158	13,122,087	14,726,061	16,616,075	17,680,951
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (thousand Rands)						
2.1 Public primary schools	3,179,773	3,311,481	3,836,106	4,117,200	4,719,490	5,221,463
2.2 Public secondary schools	5,976,460	6,466,184	6,946,151	8,148,610	9,065,998	9,688,158
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand Rands)						
Current payment	9,988,939	10,827,926	12,018,126	13,438,603	14,786,569	15,477,505
Compensation of employees	9,323,558	9,915,990	10,447,980	11,836,246	12,982,373	13,638,500
Educators						
Non-educators						
Goods and services	665,381	911,936	1,571,537	1,602,357	1,804,196	1,839,005
Transfers and subsidies	349,168	355,478	439,879	523,267	713,741	748,698
Payments for capital assets	316,339	339,754	662,691	764,191	1,115,765	1,454,748
TOTAL	10,654,446	11,523,158	13,122,087	14,726,061	16,616,073	17,680,951
STAFFING						
Number of Educators (publicly employed)	66,863	68,664	67,122	65,614	64,548	63,697
Number of Non-educators (publicly employed)	8,873	8,711	9,050	9,544	10,449	11,468
ENROLMENT AT COMPULSORY LEVEL						
Learners aged 7 to 14 in public ordinary schools	1,290,094	1,268,572	1,250,462	1,254,213	1,257,976	1,261,750
Learners aged 7 to 14 in public special schools	4,639	3,179	3,163	3,321	3,487	3,661
Learners aged 7 to 14 in independent schools	8,716	11,720	15,232	15,994	16,794	17,634
TOTAL	1,303,449	1,283,471	1,268,857	1,273,528	1,278,257	1,283,045
ENROLMENT AT POST-COMPULSORY LEVEL						
Learners aged 15 to 17 in public ordinary schools	375,770	380,210	390,897	392,070	393,246	394,426
Learners aged 15 to 17 in public special schools	3,952	3,392	3,123	3,279	3,443	3,615

ST001		PROVINCIAL EDUCATION SECTOR – Key trends				
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
Learners aged 15 to 17 in independent schools	2,900	4,164	4,831	5,073	5,327	5,593
Students aged 15 to 17 in FET colleges						
TOTAL	382,622	387,766	398,851	400,422	402,016	403,634
ENROLMENTS OVER POPULATION						
Age 7 to 14	1,421,279	1,519,924	1,376,908	1,338,848	1,300,138	1,261,750
Age 15 to 17	505,867	492,378	538,715	535,309	531,181	525,867
▶ PERFORMANCE MEASURES						
▶ PM001: Percentage of children of compulsory school going age that attend schools	96%	97%	97.9%	95.1%	98.3%	101.7%
▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions	87%	88%	89.3%	90.5%	92%	93%
▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	700%	386.9%	601.8%	600.0%	600.8%	700.0%
▶ PM004: Years input per FETC graduate	15.2	15.1	14.8	14.5	14.2	13.9
▶ PM005: Average highest school grade attained by adults in the population	7.4	7.5	7.7	7.7	7.7	7.7
▶ PM006: Adult literacy rate	85.5%	84.3%	84.3%	84.5%	84.6%	84.8%

Discussion

The broad mandate of the Department is to provide for basic education (grades R to 9) in the Province and to adopt reasonable measures to progressively provide access to further education, as defined by the national and provincial policies set out in the Strategic Performance Plan. The Department is significantly constrained in the pursuit of this mandate by the following factors:

- Its status as one of the poorest provinces in South Africa with backlogs in education infrastructure, management and systems. Despite significant progress, the backlogs inherited from the Transkei and Ciskei remain amongst the worst in the country.
- Its continued under-funding in comparison to other provinces, despite the higher level of resource needs entailed by poverty and the dependence of much of the people of the province on public services. For example, in 2005/06 the Eastern Cape had the second lowest expenditure per public school learner of R4,593 in comparison to R5,631 in the Western Cape and R5,822 in the Northern Cape, provinces without the burden of a homeland inheritance.

These factors are discussed in the 'Education Transformation Agenda 2005-14'. These constraints continue to affect the extent to which the province can deliver on its mandate.

Expenditure and budget trends

Table ST001 shows strong real growth in the budget as expenditure recovers from the repayment of debt in the 2003/04 to 2005/06 period. Expenditure growth has risen from only 4.9% (0.8% in real terms) in 2004/05, and 8.2 (3.7% in real terms) in 2005/06, to a projected 13.4% (8.0% in real terms) in 2006/07. The rapid growth in 2006/07 is due to the final repayment of debt in the 2005/06 year. This relatively high budget growth is set to continue for the next two years with budget growth of 11.2% (5.9% in real terms) in 2007/08 and 10.7% (5.4% in real terms) in 2008/09.

These trends in budget growth are welcome, especially since the budget is set to grow by at least 5% in real terms for the next two financial years 2007/08 and 2008/09. The 'Education Transformation Agenda 2005-14' found that real budget growth needed to be at least 5% for the department to implement its strategic priorities.

Since the finalisation of the Transformation Agenda the Department has begun developing a costing model that calculates the resource needs and cost implications of the priorities of the Strategic Plan and of implementing national policy. The most recent version (October 2006) of the costing model reveals continued under-funding in comparison to these resource needs, as set out in the table below.

Table 10: MTEF funding versus Transformation Agenda funding needs - R'000

	Expend. 2005/06	Budget 2006/07	MTEF 2007/08-2009/10		
			2007/08	2008/09	2009/10
Expenditure and new MTEF	11,523,158	13,122,087	14,726,061	16,616,075	17,680,951
<i>Real growth</i>	3.0%	8.5%	6.9%	7.5%	1.3%
Transformation Agenda funding	11,539,084	13,225,203	15,800,573	16,790,146	18,074,974
<i>Real growth required</i>	3.7%	9.2%	13.8%	1.2%	2.5%
Additional funding required	-15,926	-103,116	-1,074,512	-174,071	-394,023

The table compares recent expenditure and current MTEF budget figures with the funding needed to meet national priorities through the Transformation Agenda, starting from its inception in 2005. Significant additional funding is needed in the years of the new MTEF to address previous under-funding and to enable national priorities to be met. The budget will need to grow at an average real rate of more than 5%. A large increase is needed in 2007/08 due to the moving back of strategic plan priorities due to the repayment of debt up to 2006/07. A total of R2.5 billion in additional funding is needed in the years 2007/08 to 2010/11 to compensate for previous under-funding and to ensure that national priorities are met. Thereafter resource needs can be met by real budget growth of 5% per year.

The core programme of public school education has shown significant real growth in recent years. Expenditure is estimated to have grown by an average real annual rate of 3.6% during 2002/03 to 2005/06, the main years of debt repayment. Real growth is expected to have risen to 6.0% in 2006/07, followed by projected real growth of 6.5% in 2007/08 and 4.7% in 2008/09.

The non-school programmes of Special Education, FET and ECD grew rapidly over the 2002/03 to 2005/06 period, despite debt repayment, with average annual real growth rates of 8.0%, 9.4% and 12.5% respectively. These programmes were however growing from a small base caused by years of under-funding. These trends are set to continue for the duration of the APP. Average annual real budget growth projected for the period 2005/06 to 2008/09 is 23.7%, 22.4%, and 45.8% for Special Education, FET and ECD. Independent schools funding will grow by an average annual rate of 30.1% over the same period as the Department brings subsidy levels up to those mandated nationally.

These are significant trends for education in the Eastern Cape. The non-school programmes have historically been under-funded, with limited resources devoted mostly to public schooling. Real budget growth is enabling the Department to devote more funding to these programmes, reflecting:

- The growing recognition of the vital importance of FET colleges, reflected in national policy and the new recapitalisation programme.

- The importance of further extending ECD coverage after the end of the ECD conditional grant, reflecting the policy of extending the availability of grade R.
- The prioritization in the Eastern Cape Provincial Growth and Development Plan (PGDP) 2004-14 of improved FET and ECD provision.

Enrolment and Access

The Department is refining its projections of learner enrolment in public schools and these will be included in future APPs. Actual learner enrolment in public ordinary schools was 2,146,776 in 2006. There has been a less than 2% variation around this figure between 2000 and 2006. 2006 was however the third successive year in which public ordinary school enrolment increased, indicating the beginning of a trend in enrolment growth. Enrolment is roughly projected at present to rise by 0.3% per year over the medium term.

Using the population figures set out in ST001 above, this figure gives an overall gross enrolment ratio (GER) for public schools of 112.0% in 2006. ST001 also gives the net enrolment ratio (NER) for the compulsory school GET phase of 92.2%.

Variation between the GER and NER indicates out-of-age enrolment. Statistical table ST002 below shows the age specific enrolment rate (ASER) for each year of the age range for public schooling in 2006. The figures must be treated with some caution as age specific enrolment figures are not available for FET colleges, therefore the ASER for ages 16 to 18 are an underestimate. There were however only 14,144 Full time Equivalent⁴ (FTE) learners in FET colleges in 2006, so the underestimation is not significant.

⁴ It is important that the difference between headcounts and FTEs (full-time teaching equivalents) are clearly understood since it has an impact on the interpretation and use of the findings. When headcounts are used, the number of individual students enrolled for study is considered. FTEs consider the number of full-time students enrolled for 1 year. For example, a student studying full-time for a year course would be 1 FTE while a student studying full time for a six-month semester course would be 0.5 FTE. It is likely that the headcounts might be greater than the FTEs and therefore the headcount is not a good indicator of what is required in terms of resources to adequately deal with the FET sector. Headcounts are a good way of finding out what the reach of FET colleges is, but FTEs are better to use when resource planning is conducted.

Table 11: ST002 Provincial Education Sector - Age Specific Enrolment Rates (2006)

ST002	PROVINCIAL EDUCATION SECTOR – Age-Specific Enrolment Rates (2006)							
	2.1 Public primary schools	2.2 Public secondary schools	2.3 Public combined schools	3 Independent schools	4 Special schools	5 FET colleges (headcount)	Population (Simkins)	Age-specific enrolment rate
< Age 6	31,327		51,697	2,012	84			
Age 6	48,482		62,840	1,788	91		150,696	75.1%
Age 7	65,554	7	87,317	2,084	130		151,881	102.1%
Age 8	66,200	29	91,531	1,967	206		156,106	102.5%
Age 9	65,715	21	93,548	2,109	293		163,370	99.0%
Age 10	64,122	59	96,763	1,938	400		173,226	94.3%
Age 11	60,479	125	93,382	1,850	357		181,056	86.3%
Age 12	58,059	1,664	95,854	1,739	537		184,998	85.3%
Age 13	43,995	13,521	98,649	1,787	546		185,052	85.7%
Age 14	23,739	30,817	99,312	1,758	694		181,219	86.3%
Age 15	11,806	49,690	85,663	1,673	994	1,406	179,671	84.2%
Age 16	4,903	66,426	61,749	1,651	1,202		180,714	75.2%
Age 17	1,619	71,794	37,247	1,507	927		178,330	63.4%
Age 18	546	62,740	20,740	1,039	546	8,351	172,518	54.5%
> Age 18	166	110,577	15,160	795	746	27,164		
TOTAL (age 6 to 18)	515,219	296,893	1,024,595	22,890	6,923	9,757	2,238,838	83.8%

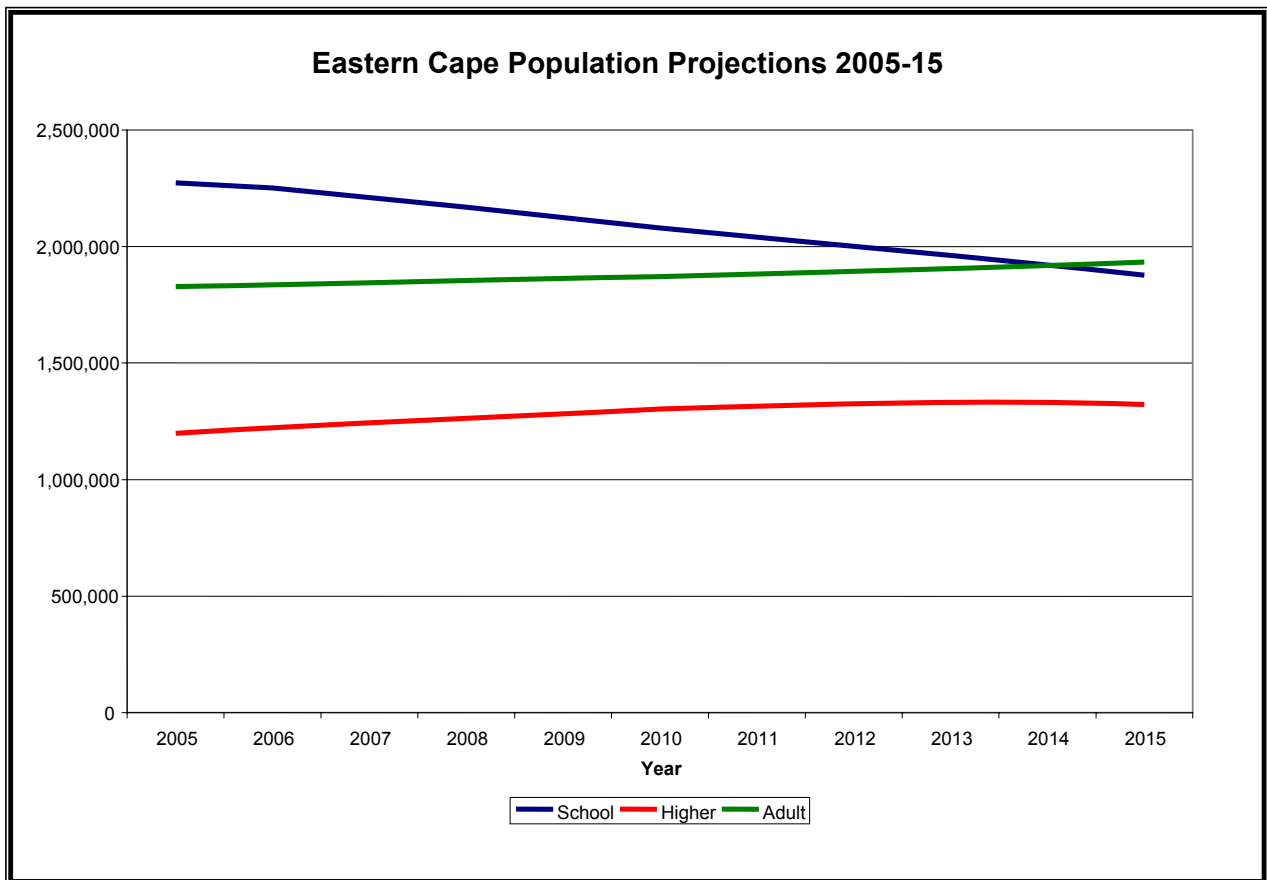
Table ST002 above shows high ASERs above 90% up to age 10, with moderately high ASERs above 80% up to age 15. Above this age the ASER falls steeply to 55% for 18 year olds. 6 year olds also have an ASER of only 75%. The figures reveal relatively good enrolment and access at the primary ages. The ASER for 6 year olds is however low, revealing that Grade R is still not available to all learners in the province. The ASER also falls rapidly for older learners showing significant inefficiency in the education system. This issue is addressed under programme 2.

ST002 also shows ASERs of more than 100% for some age groups, which reveals a problem in the figures for age specific enrolment and population. The overall calculation of an NER for the GET phase is also projected to rise above 100% by 2009/10. There are two potential causes for this problem:

- Age specific enrolments are over-reported or estimated, either by wrong reporting of the age of learners, or more likely, by inflation of enrolment figures by principals to justify additional educator posts.
- Under-estimation of the population figures provided by National Treasury for use in calculating age specific enrolment.

Over reporting of enrolment does undoubtedly occur in some schools. While this is difficult to spot, progressive improvements in EMIS data collection and checking are improving the reliability of enrolment data. Nevertheless, we feel that over-reporting of enrolment cannot fully explain the very high age specific enrolment rates that are calculated.

Graph 2: Eastern Cape Population Projections 2005-15



Data source: Simkins Population Estimates provided by the National Department of Education

The chart above sets out the projected population figures for the Eastern Cape that are used by National Treasury and which are included in Table ST001. The figures show a steady increase in the adult population (30-64 years), an increase in the higher education age group (20-29 years) up to 2013 followed by a slight fall, and a continuous fall in the school age group (7-19 years). These projections run counter to the enrolment trend in the Eastern Cape, which are beginning to show a slight increase.

A feature of the former homeland areas of the province is the prevalence of migration to the cities by adults of working age, while school children stay to complete their education. All population projections are based upon estimates drawn from Stats SA Census data. Previous censuses have reported difficulties in obtaining population figures from former homeland areas, which have had to be addressed by estimation techniques. There is a strong case that rural populations have been underestimated.

It is vital that the population projections used by National Treasury be interrogated further. Underestimation of the Eastern Cape's population, especially the population of school age, has and will continue to have a seriously detrimental affect on funding to education through the Equitable Share Formula (ESF).

Post Provisioning and Personnel

Part of the Department's strategy for prioritizing resources to the poorest learners is to maintain an appropriate and rational post provisioning for both educators and non-educators and to thereby release recurrent funding for school services and materials. Statistical table ST003 below shows the educator post provisioning norms for 2006, giving an establishment of 62,868.

Table 12: ST003 Provincial Education Sector - Resourcing Effected Via Post Provisioning Norms (2006)

ST003	PROVINCIAL EDUCATION SECTOR - Resourcing effected via the Post Provisioning Norms (2006)						
Programmes/Purpose of posts	Posts PL1	Posts PL2	Posts PL3	Posts PL4	Posts PL5	Posts PL6	Total
Posts top-sliced before model is run	100	0	0	0	0	0	100
Posts distributed by model	47,220	7,871	5,796	1,499	372	10	62,768
2. Public ordinary school education	46,089	7,589	5,723	1,479	359	7	61,246
2.1 Public primary schools	12,423	2,040	1,593	249	85	1	16,391
Posts attached to schools	12,423	2,040	1,593	249	85	1	16,391
Posts not attached to schools							0
2.2 Public combined phase	23,486	3,824	2,289	918	117	1	30,635
Posts attached to schools	23,486	3,824	2,289	918	117	1	30,635
Posts not attached to schools							0
2.3 Public secondary phase	10,180	1,725	1,841	312	157	5	14,220
Posts attached to schools	10,180	1,725	1,841	312	157	5	14,220
Posts not attached to schools							0
3 Public special school education	743	121	38	20	13	3	938
4 Stand Alone ECD Centres	388	161	35	0	0	0	584
TOTAL	47,320	7,871	5,796	1,499	372	10	62,868

Notes: Posts that are top sliced before the model is run are posts allocated for offices, colleges, ABET and special purposes e.g. poverty redress. The above figures exclude <number of posts> PL5 and PL6

In 2003 the Department declared a post establishment for the first time since 1999. Transfer and redeployment under the 1999 establishment had been largely completed by 2001. In the four years that had elapsed there were clearly new post requirements. A moratorium on new temporary and substitute teachers during the financial crisis had also made it difficult to provide teachers where needed. In 2003 there were close to 65,000 teachers in schools in the province. The Department of Education declared an establishment of 67,074, some 2,000 above the numbers in post.

During 2004 the Department concluded that this establishment was unaffordable and could not be implemented. The higher establishment of 67,074 was only partially implemented and the Department began discussions with the teacher unions over an affordable lower educator establishment. After a dispute with the teacher unions an establishment of 63,593 was declared by the MEC for Education in the first half of 2005. This has been followed by the affordable establishment of 62,868 for 2006. The Department of Education has also stated its intention to produce an annual educator establishment and to issue annual post bulletins for recruitment against the posts identified as vacant.

The impact of the changes in educator post provisioning on the learner:educator ratio (LER) and the resource balance (personnel:non-personnel and educator:non-educator) is discussed in later programme sections.

Table 13: ST004 Provincial Education Sector - Investment In Staff Skills Development (2006)

ST004	PROVINCIAL EDUCATION SECTOR – Investment in staff skills development (2006)							
	Prog 1 Admin	Prog 2 POS	Prog 3 Indep	Prog 4 Spec	Prog 5 FET	Prog 6 ABET	Prog 7 ECD	Total
Expenditure (thousand R)								
Trainees	7,200,000	21,300,000		430,400	189,600	87,900,000	440,922	29,560,922
Educators	7,200,000	21,300,000		430,400	189,600	87,900,000	440,922	29,560,922
Curriculum change training		10,000,000						10,000,000
Other in-service training	89,000,000							89,000,000
TTMA	42,000,000							42,000,000
PFSA	47,000,000							47,000,000
HIV and AIDS training								0
Non-educators	7,200,000							7,200,000

Note: This table reflects all Departmental expenditure on the skills development of Department staff. It includes the cost of Department-employed trainers.
 TTMA: Transversal Training Management Agency; PSMA: Public Financial Services Training Agency

Performance targets

The following discussion follows from the figures reported in ST001.

- ▶ **PM001: Percentage of the population aged 7 to 14 attending school⁵:** Based on gradually increasing efficiency in public schools and an increase in the resources devoted to public schools, the target is expected to rise steadily from 97.9% in 2006/07 to 98.3% in 2008/09. The comments made on population projections above should however qualify this target.
- ▶ **PM002: Percentage of the population aged 15 to 17 attending schools and other educational institutions⁶:** On the same basis the target is expected to rise steadily from 89.3% in 2006/07 to 92% in 2008/09. Again, the same qualification on the reliability of population projections applies.
- ▶ **PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners⁷:** Figures on public expenditure for learners in each of the quintile levels have proved difficult to calculate. While budget figures per learner are available and are discussed later (see programme 2 performance measures), actual expenditure per learner is not easily available by quintile. Nevertheless, targets have been set, despite the lack of funding in recent years for learner allocations under the Norms and Standards. In recent years budgeted expenditure per learner under the norms and standards has been between six and seven times greater for quintile 1 learners in comparison to quintile 5 learners. Accordingly, the target is set of improving this by reaching a target of 700% for quintile 1 learners by 2009/10.
- ▶ **PM004: Years input per FETC graduate:** Based on the gradual improvements in school efficiency and in the resourcing of public schools, the target is expected to improve steadily from a baseline of 15,1 years in 2005/06 to 13,9 years in 2009/10.⁸
- ▶ **PM005: Average highest school grade attained by adults in the population⁹:** Based upon a similar argument, the target is expected to rise gradually from grade 7.5 in 2005/06 to grade 7.7 by 2009/10.
- ▶ **PM006: Adult literacy rate:** The adult literacy rate will take a long time to improve and is therefore projected to stay close to the 2005/06 baseline levels of 84,3%, improving to 84,8% by 2009/10.

⁵ This is the number of persons reported to be in school (any grade) divided by the total number of persons age 7 to 14 as per the StatsSA General Household Survey. Note that slight discrepancies between enrolment rates calculated with EMIS enrolment data and those calculated with GHS data are expected.

⁶ This is the number of learners reported to be in school (any grade) divided by the total number of persons age 15 to 18 as per the StatsSA General Household Survey. Note that slight discrepancies between enrolment rates calculated with EMIS enrolment data and those calculated with GHS data is expected.

⁷ Per learner education expenditure (in other words the total education expenditure divided by the number of enrolled learners) for quintile one (most poor) schools are divided by the per learner education expenditure of quintile five (least-poor) schools. In order to allow maximum inter-provincial comparability, expenditure and enrolment figures for public ordinary schools are considered.

⁸ This calculation uses EMIS repeater and drop-out rates for the previous academic year, and deviates slightly from the specifications provided by National department of education. This is to maintain continuity in reporting over the different year. The PM aims to determine, on average, how many years are spent per learner to produce each matriculant. Note that large numbers of drop-outs and repeaters will have the impact of increasing this PM value.

⁹ For the purposes of calculating this PM, an adult is any person aged 19 years and older. If a person completed grade 1 or its equivalent, his/her highest school grade would carry a value of 1. If a person completed grade 12 or any further education, his / her highest school grade would carry a value of 12. The average of all people included in the StatsSA General Household Survey is calculated in this way.

A1. Administration

The Administration programme has the objective 'to provide overall management of the education system in accordance with the National Education Policy Act, The Public Finance Management Act, and other policies'. The goods, services and payments covered include educators, non-educators and office items, utilized for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilized in the provincial head office and its subsidiary regional, district and circuit offices.

Table 14: Sub-Programme Structure – Administration

Programme	Sub-programme
Programme 1 Administration	2.1. Office of the MEC 2.2. Corporate Services 2.3. Education Management 2.4. Human Resource Development 2.5. Conditional Grants 2.6. Education Management Information Systems (EMIS)

Service Delivery Measures

Table ST101 below sets out the national measurable objectives, performance measures and targets.

Efficiency

- ▶ **PM101: Percentage of schools implementing the school administration and management system (SAMS)¹⁰**: Prior to 2005/06 SAMS was not yet introduced in the Eastern Cape, but some progress was made with regards to this in the past financial year. Following the continued increase in the Department's capacity to roll SAMS out, it is estimated that a total of approximately 30% of schools would have implemented SAMS by 2009/10.
- ▶ **PM102: Percentage of schools that can be contacted electronically by the department¹¹**: The Department started from a low base of 4,8% of schools connected in 2004/05 and hope to be able to have 23% connected in 2009/10 due to the large scale programme that the Department is putting in place to implement the eEducation policy from 2006/7 onwards.

Equity

- ▶ **PM103: Percentage of black women in management positions¹²**: Partly as a result of new appointments of managers this percentage has risen from 13% in 2004/05 to an estimated 27% in 2006/07. The Department is targeting 2008/09 for the achievement of employment equity at 33% of managers being black women.

Resource balance

The Department has been through two serious financial crises from 1998/99 to 2000/01 and from 2003/04 to 2005/06. The chief factors involved have been both long term under-funding and an over-concentration of available funding on personnel. These factors are discussed in greater detail in the 'Education Transformation Agenda 2005-2014'.

- Based on the commitments of the new democratic government, in 1995 the national Department of Education began implementing policy to achieve equal per learner funding by 2000/01. From 1997/98 strong controls on government expenditure slowed progress towards this target. While progress has been made, by 2003/04 the Eastern Cape still had an expenditure of R4,870 per school learner in comparison to R5,532 in the Western Cape and R6,455 in the Northern Cape.

¹⁰ SAMS comprises different modules and revisions which are implemented as the software develops further. For the purposes of this indicator the specific version and variety of modules available to the school are not important. If the school has any of the SAMS modules installed, this is counted and divided by the total number of public ordinary schools in the Province.

¹¹ PM102 is the number of schools in the province that have an e-mail address listed on the ASS divided by the total number of public ordinary schools in the province

¹² According to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service "Black people" is a generic term that means Africans, Coloureds and Indians. The demographic profile of all Provincial Education Departments will differ according to race. Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. School principals are excluded from this PM.

- Based on national targets for learner: educator ratios the Department rapidly recruited additional educators from 1994 to 1997. Most of this additional recruitment was unbudgeted. In 2002, as the Department recovered from financial crisis, additional teachers were again recruited. Some of these factors are discussed further under programme 2.

From 1998/99 to 2000/01 the proportion of expenditure on personnel rose above 90%, peaking at 96,3% in 1999/00. Similarly, this proportion rose again to 90.2% in 2004/05 before falling under the impact of expenditure controls. During both of these crises the result was insufficient funding for school resourcing and materials, especially affecting the poorest schools with limited access to income from school fees. Given the history, the Department therefore takes the national target set for the balance of expenditure on personnel: on-personnel, of 85% in the short term and 80% in the long term, extremely seriously.

- ► **PM104: Percentage of current expenditure going towards non-personnel items**¹³: As noted, the baseline for this target is 9,8% in 2004/05 rising to an estimated 15.4% for 2006/07. As a result of rational post-provisioning in 2005 and renewed real growth in funding, the Department targets to meet the short term target in 2007/08 with expenditure of 14.8% on non-personnel items. It will be close to the long term target of 15.4% by 2009/10.

¹³ For the purposes of this analysis capital expenditure is excluded. According to Treasury's Standard Chart of Accounts (SCOA) the total annual Current Expenditure is comprised of Current Payments and Compensation of Employees. Current Payments is regarded as a non-personnel item. For the numerator, all amounts indicated under current expenditure other than compensation of employees are used. For the denominator all amounts for current expenditure is used.

Table 15: ST101 Administration - Key Trends

ST101	ADMINISTRATION - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
ST101: ADMINISTRATION - Key trends						
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
1.1 Office of the MEC	2,390	4,617	6,412	6,781	7,072	7,390
1.2 Corporate services	382,039	489,657	586,554	523,376	548,431	567,175
1.3 Education management	273,513	272,351	349,240	418,284	444,096	464,101
1.4 Human resource development	10,580	12,075	13,193	3,302	3,668	3,848
1.5 Conditional grants	3,056	17,519	1,108	0	0	0
1.6 Education Management Information System (EMIS)	1,947	0	11,636	16,848	22,794	23,823
TOTAL	673,525	796,219	968,143	968,591	1,026,061	1,066,337
PAYMENTS BY ECONOMIC CLASSIFICATION ('000 Rands)						
Current payment	647,774	771,557	924,048	919,624	980,734	1,019,466
Compensation of employees	513,170	554,267	656,616	692,261	739,682	775,999
Educators						
Non-educators						
Goods and services	134,604	217,290	267,432	227,363	241,052	243,467
Transfers and subsidies	15,601	7,018	12,952	6,816	7,259	7,612
Payments for capital assets	10,150	17,644	31,143	42,151	38,068	39,259
TOTAL	673,525	796,219	968,143	968,591	1,026,061	1,066,337
STAFFING						
Number of Educators (publicly employed)	742	1,423	2,160	2,218	2,272	2,322
Number of Non-educators (publicly employed)	3,042	3,042	3,042	3,320	3,598	3,875
STATISTICS ON ADMINISTRATION SYSTEMS						
Number of schools with SAMS (a)			257	307	407	507
Number of schools with e-mail	305	350	355	655	955	1,255
► PERFORMANCE MEASURES						
► PM101: Percentage of schools implementing the School Administration and Management System	0%	0%	4%	5%	20%	30%
► PM102: Percentage of schools that can be contacted electronically by the department	5%	6%	6%	11%	17%	23%
► PM103: Percentage of black women in senior management positions	13%	18%	27%	30%	33%	35%
► PM104: Percentage of current expenditure going towards non-personnel items	9.8%	11.3%	15.4%	14.8%	15.8%	15.4%

Table 16: ST102 Administration - Expenditure By Item (2006/07)

ST102	ADMINISTRATION – Expenditure by item (2006/07)							
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux
Current payments	630,666	8,219,440	0	129,441	86,588	131,915	124	110,718
Compensation of employees	511,593	7,878,439	0	128,294	81,573	128,753	0	36,867
CS educators	0	7,878,439	0	128,294	81,573	128,753	0	0
Salaries and wages	0	6,117,251	0	97,671	62,254	2,467	0	0
Social contributions	0	1,761,188	0	30,623	19,319	126,286	0	0
Non-educators	511,593	0	0	0	0	0	0	36,867
Salaries and wages	372,433	0	0	0	0	0	0	5,007
Social contributions	139,160	0	0	0	0	0	0	31,860
Goods and services	119,073	341,001	0	1,147	5,015	3,162	124	73,851
Inventory	6,348	132,444	0	87	0	789	0	37,317
Learning support material	0	126,133	0	0	0	320	0	0
Stationery and printing	6,348	6,311	0	87	0	469	0	37,317
Other	0	0	0	0	0	0	0	0
Consultants, contractors and special services	14,945	1,773	0	0	0	29	0	16,046
Equipment less than R5,000	2,993	10,780	0	60	0	100	0	0
Maintenance of buildings	370	29,312	0	0	0	0	0	0
Operating leases	2,430	2,690	0	0	4,297	0	0	0
Learner transport	0	0	0	0	0	0	0	0
Other goods and services	91,987	164,002	0	1,000	718	2,244	124	20,488
Interest and rent on land	0	0	0	0	0	0	0	0
Interest	0	0	0	0	0	0	0	0
Rent on land	0	0	0	0	0	0	0	0
Financial transactions in assets and liabilities	0	0	0	0	0	0	0	0
Unauthorized expenditure	0	0	0	0	0	0	0	0
Transfers and subsidies	5,101	59,596	15	333	675	220	0	104
Municipalities	514	14,074	0	126	71	136	0	-4
Public corporations and private entities	0	0	0	0	0	0	0	0
Non-profit institutions	144	121,102	17,051	36,643	97,511	0	39,714	6,932
Section 21 schools	0	121,102	0	103	0	0	0	0
LTSM	0	54,279	0	103	0	0	0	0
Utilities	0	23,316	0	0	0	0	0	0
Maintenance	0	43,305	0	0	0	0	0	0
Service rendered	0	202	0	0	0	0	0	0
Other educational institutions	144	0	17,051	36,540	97,511	0	39,714	6,932

ST102	ADMINISTRATION – Expenditure by item (2006/07)							
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux
Households	4,587	45,522	15	207	604	84	0	108
Payments for capital assets	6,918	332	0	0	0	1,206	0	8,058
Buildings and other fixed structures	3,216	166	0	0	0	603	0	4,029
Buildings	0	0	0	0	0	0	0	0
Hostels	0	0	0	0	0	0	0	0
New schools	0	0	0	0	0	0	0	0
Additional classrooms	0	0	0	0	0	0	0	0
Other additions	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Other fixed structures	6,685	379,487	0	32,717	6,037	0	0	0
Machinery and equipment	3,216	166	0	0	0	603	0	4,029
Transport equipment	0	0	0	0	0	0	0	0
Other machinery and equipment	3,216	166	0	0	0	603	0	4,029
Software and other intangible assets	486	0	0	0	0	0	0	0
GRAND TOTAL	642,685	8,279,368	15	129,774	87,263	133,341	124	118,880

B.1.1. Sub-Programme 1.1: Office of the M.E.C.

Objective of programme

To provide for the functioning of the Office of the Member of the Executive Council (MEC) for Education

Goods, services and payments included and excluded

Includes programme 1 goods and services offered to the Office of the MEC for Education, including services relating to communications, research, planning, etc., where the service is offered within the Office of the MEC.

Situation analysis

The services provided in this programme are required to lead, support, monitor and manage the organization as a whole. The MEC's Office therefore seeks to ensure that the Department establishes and maintains sound working relations with the National and Provincial legislatures, with relevant National and Provincial Departments and with the envisaged Provincial Education Advisory Council, the SG and all statutory bodies and other stakeholders. In so doing, the Office ensures sound and just policies, and good governance at all administrative levels. In undertaking these overall responsibilities the following should be noted:

- The Department has emerged from an intervention by the National Government in 2003 which resulted in the implementation of a Turnaround Plan and the assignment in 2004/05 of a team of senior officials from the National Department of Education to operate with the organizational structure of the Provincial Department of Education in a supportive role. The model has been successful, and significant achievements have been made in restructuring, reorienting and strengthening the performance of the Department.
- A new and more functional organogram was adopted in January 2006 and was implemented from April 2006 onwards.
- The senior management cadre in the Department has been strengthened with the appointment of 11 new senior managers. Strengthening the management and professional cadre continues with the filling of Deputy Director, Education Development Officer (EDO) and subject adviser posts in the districts.
- The Department has prepared and adopted a Transformation Agenda for 2005-2014 which seeks to ensure a more effective and equitable education system which more adequately advances the welfare and ensures a better life for all.

Policies, priorities and strategic objectives

The policies for which the MEC's Office takes responsibility are detailed in the Section on Legislative and other Mandates. In essence, the MEC's Office takes responsibility for all legislative and other mandates which affect the planning, design and delivery of education service in the Province. Chief among them are the Public Service Act, 1994 and Regulations, 2004, the South African Schools Act, 1996, the Employment of Educators Act, 1998 and the Public Finance Management Act, 1999.

The priorities of the Department are to stabilize its administrative structures, fill critical posts which will ensure effective performance and service delivery and implement the Transformational Agenda for education in the Province. These priorities are specified in the strategic goals and objectives as outlined. In particular, the strategic goals and objectives pertaining to sub-programme 1.1 are outlined below:

Constraints and measures planned to overcome them

Constraint 1: Slow progress in the establishment of the Eastern Cape Education Advisory Council.

Measures Planned: Fast tracking of the establishment of the advisory council has been prioritised.

Constraint 2: Lack of MEC Oversight Unit.

Measures Planned: Establishment of monitoring and evaluation unit.

Organizational structure and arrangements

The oversight responsibilities of the MEC's Office are extended to the Office of the Superintendent General (SG) and to other Chief Directorates and Directorates as appropriate. The core staff of the MEC's Office, however, will undertake responsibilities to ensure that the objectives and priorities of the office are adequately undertaken.

Planned quality input measures

- Establishment of a fully functional Customer Care Unit
- Community Liaison Services Unit for improving the delivery of community programmes
- Establishment of the Education Advisory Council for the Province
- Enhanced monitoring and evaluation for oversight of the implementation of the Transformation Agenda and Strategic Plans of the Department.

Implementation plan:

See next page

OFFICE OF THE M.E.C.									
FUNCTIONS To render management and administrative support to the Office of the MEC To render parliamentary services to the Office of the MEC To manage the office budget and staff To act as a principal contact point between MEC and all statutory and non statutory bodies To develop communication strategy for the Office of the MEC									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 5 : Performance Management Systems and processes for enhanced service delivery									
Strategic Objective 5.4: Strategic role of the Department enhanced by making management and administration systems work effectively									
To assist and brief the MEC in preparation for all meetings such as EXCO, CEM etc .	Prepare agendas, briefing documents venues and all necessary documentation for such meetings	Number of scheduled meetings and briefing documents forwarded to the MEC	Office of the MEC	DIRECTOR	100	25	25	25	25
To assist the MEC in Monitoring and Evaluation of Implementation of Education Sector Priorities at all levels	Assist the MEC in conducting Performance Audit and Evaluation of implementation of Education Sector Priorities at all levels	Substantive Monthly and Quarterly reports are generated for the MEC	Office of the MEC	DIRECTOR	12	3	3	3	3
To implement and monitor special projects allocated by MEC	Project planning ,implementation and evaluation	Clear and precise project outcomes	Office of the MEC	DIRECTOR	100%	25%	25%	25%	25%
To accompany MEC on meetings of strategic importance	Make appointments with relevant stakeholders	Number of strategic visits	Office of the MEC	DIRECTOR	60	15	15	15	15

OFFICE OF THE M.E.C.									
FUNCTIONS To render management and administrative support to the Office of the MEC To render parliamentary services to the Office of the MEC To manage the office budget and staff To act as a principal contact point between MEC and all statutory and non statutory bodies To develop communication strategy for the Office of the MEC									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
To receive submissions and briefing notes	Scrutinize for accuracy and quality control and amend or return to authors or forward to MEC	Number of submissions and briefing notes received	Office of the MEC	DIRECTOR	200	50	50	50	50
To establish and update a return date list for enquiries, speeches, submissions and briefing notes including formal requests for extension of return dates	Create an electronic register for record keeping and retrieval purposes	Number of electronic registers that are established	Office of the MEC	DIRECTOR	1	1			
To supervise the tracking of responses.	Manage and supervise the tracking of responses	Tracking system is in place	Office of the MEC	DIRECTOR	1	1			
To receive and manage parliamentary correspondence	Manage and supervise all parliamentary correspondence	Number of correspondence received and forwarded to parliament on time	Office of the MEC	DIRECTOR	200	50	50	50	50
To co-ordinate and prepare for Portfolio Committee Meetings	Receive notices from Parliament and co-ordinate accordingly	Number Parliamentary notices received and answered	Office of the MEC	DIRECTOR	20	5	5	5	5
To act as link between constituency offices and Office of the MEC	Attend to Petitions and correspondence emanating from constituency offices	Number of correspondence received and forwarded to constituency offices on time	Office of the MEC	DIRECTOR	100	25	25	25	25

OFFICE OF THE M.E.C.

FUNCTIONS

- To render management and administrative support to the Office of the MEC**
- To render parliamentary services to the Office of the MEC**
- To manage the office budget and staff**
- To act as a principal contact point between MEC and all statutory and non statutory bodies**
- To develop communication strategy for the Office of the MEC

Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
To plan and manage the monthly cash flow and budget for the office of the MEC	Scrutinise and approve all legitimate claims (S T, overtime) by staff in the office of the MEC	Number claims received and processed	Office of the MEC	DIRECTOR	200	50	50	50	50
To ensure that orders are placed on time, and invoices are processed for payment on time	Manage processes with staff to ensure that orders are placed on time and invoices are processed for payment on time	Number of orders issued and paid.	Office of the MEC	DIRECTOR	200	50	50	50	50
To ensure that the core staff members in the office of the MEC are engaged in human resource development programmes	Assist the core staff in drawing of their development plan for submission to HRD	All training courses attended by staff	Office of the MEC	DIRECTOR	8	2	2	2	2

OFFICE OF THE M.E.C.

FUNCTIONS

- To render management and administrative support to the Office of the MEC**
- To render parliamentary services to the Office of the MEC**
- To manage the office budget and staff**
- To act as a principal contact point between MEC and all statutory and non statutory bodies**
- To develop communication strategy for the Office of the MEC

Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
To render administrative support to all statutory bodies established and appointed by the MEC	Providing secretariat services to all statutory bodies established and appointed by the MEC	Appointment of all relevant statutory bodies and meaningful participation of Education Community in the Transformation Agenda of the Department	Office of the MEC	DIRECTOR	4	2	1	1	1
To manage external, internal communication and protocol services in the Ministry	Execute the communication strategy by organising and preparing press conferences, media briefing sessions and imbizos etc	Upholding the Integrity and image of the Ministry	Office of the MEC	DIRECTOR	100%	100%	100%	100%	100%
To scan the political, social, security and economic environment and accordingly advise the MEC	Provide continuous update to the MEC on political, social, security and economic environment as it relates to his or her portfolio	MEC is kept abreast of political, social, security and economic environmental dynamics in relation to her/his portfolio	Office of the MEC	DIRECTOR	100%	100%	100%	100%	100%

B.1.2. Sub-Programme 1.2: Corporate Services

Objective of programme

To provide management services which are not education specific for the education system.

Goods, services and payments included and excluded

Includes programme 1 goods and services if they are generic and not education specific, e.g. if they relate to financial management, legal services, provisioning, logistics, cleaning and security

Excludes any education specific services offered directly to institutions

In the structural arrangements of the Department, the Corporate Support Branch includes; Human Resource Management; Facilities and Infrastructure Management, including Information Technology and Systems Infrastructure; Supply Chain Management; and Financial Management Services, Internal Audit and Control. With the adoption of the new organogram in December 2005, Strategic Management, Monitoring and Evaluation now lies within the Planning Branch. However, under the programme structure Corporate Services is also deemed to include Strategic Management, Monitoring and Evaluation as well as the Office of the Superintendent-General. The responsibilities of programme 1.2 are therefore distributed between these organizational components.

Situation analysis

This situation analysis presents a general overview of the situation for these Chief Directorates and units. An overall point should be made however on Corporate Services, especially the Financial Management, Supply Chain Management and Human Resource Management Chief Directorates. The Department is in a process of restructuring, realignment and enhancing its capacity for service delivery, with the implementation of the new organisational structure being a priority. There is a strong emphasis on providing sufficient trained staff, systems and procedures for the effective operation of Corporate Services in the districts. Insufficient capacity in staff and systems in the districts has been a major challenge in the past. The many areas of accelerated development include increasing the staff complement, strengthening policies and systems, and strengthening financial management and control.

Policies, priorities and strategic objectives

All of the policies relating to education and the public service affect the operations in Corporate Services. The primary policies which govern the activities of the Corporate Services function are as follows: The Public Financial Management Act (PFMA) and Supply Chain Management; the Public Service Act and its associated regulations, the Employment Equity Act and the Occupational Health and Safety Act among others. The strategic goals and objectives of sub-programme 1.2 are presented in the table below.

Table 17: Related Strategic Goals and Objectives Sub-Programme 1.2

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender		
Strategic Objective 2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities		
* MO003: To ensure that overall the poor are favoured in the public resourcing of education	Institutional Dev and Support	Education Resourcing ECD
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery		
Strategic Objective 3: Incentives to make rural areas more attractive for educators and other public servants e.g. access to housing, land tenure, schooling, etc.		
*MO207: To provide adequate human resourcing in public institutions	IDS	Education Resourcing ECD Centres
Strategic Objective 5: Optimal provisioning and utilization of human resources		
* MO207: To provide adequate human resourcing in public institutions	IDS	Education Resourcing ECD Education Resourcing ECD Centres

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 7: Balanced funding and deployment of resources to maximize discretionary support to strategic priorities		
Strategic Objective 1: Appropriate determination of post-baskets and ensuring that every staff member is optimally utilized		
*MO104: To realise an optimal distribution of financial, physical and human resources across the system	Financial Management	Accounting Services
Strategic Objective 2: Nationally set norms for personnel and non-personnel expenditure are realised		
*MO104: To realise an optimal distribution of financial, physical and human resources across the system in line with the nationally set targets	Financial Management	Accounting Services
Strategic Objective 3: Prioritized resources are available for improvement of institutional facilities and human resources		
*MO104: To realize an optimal distribution of financial, physical and human resources across the system	Financial Management	Accounting Services
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels		
Strategic Objective 1: Adequate school buildings appropriately placed and conducive to teaching, learning and administration		
*MO203: To put the basic infrastructure for public ordinary schooling in place in accordance with policy	Facilities and Infrastructure Management Facilities Maintenance	Facilities Management
Strategic Objective 2: A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate		
*MO203: To put the basic infrastructure for public ordinary schooling in place in accordance with policy	Facilities and Infrastructure Management Facilities Maintenance	Facilities Management
Strategic Objective 3: Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society		
*MO216: To promote the participation of historically marginalized groups of learners in public secondary schools	Curriculum management	Curriculum FET and ABET programmes
Strategic Objective 5: Education District Offices upgraded to provide adequate space allocation and facilities		
*MO203: To put the basic infrastructure for public ordinary schooling and all education and institutions in place in accordance with policy	Facilities and Infrastructure Management	Facilities Management

Constraints and measures planned to overcome them

It is useful to note the constraints associated with each of the organizational units within Corporate Services. Each unit experiences specific constraints to their effectiveness. Overall, the constraints which seem to be most common across units are human resource allocation and capacity constraints; and the effectiveness and efficiency of systems and processes. The major constraints affecting each organizational unit are presented below.

Financial Management Services

Constraint 1: Implementation of the Norms and Standards for School Funding

Many schools under-spend their allocations under the NSSF, especially in rural areas. This is due to both their lack of school administrators and financial capacity, and also due to lack of financial staff and systems in the districts to promote spending in rural schools. Under-spending in rural schools has been used to meet bills for school services, mostly in township schools

Measure Planned: Finance posts under the new organogram are being filled, starting with deputy and assistant directors. Improved systems for monitoring expenditure under the NSSF are being introduced, together with improved co-ordination with the schools through the EDOs.

Constraint 2: Areas identified by the Auditor General's report

The 2005/06 Auditor General's report issued a disclaimer in seven areas: Procurement, Journal transactions, Capital assets and expenditure, Ledger Accounts, Leave, Liability disclosures, and Compensation of employees

Measures Planned: The Audit Report and the process for responding to disclaimers is still seen largely as a finance issue. To address the issues raised in the AG's report joint monitoring by head office, district and school managers must be strengthened, especially in the districts. All affected managers will prepare action plans to address disclaimer issues and a monitoring committee will report progress on a monthly basis.

Human Resource Management

Constraint 1: Timely implementation of sanctions, debt recovery and finalization of appeals

Most Districts do not have a full complement of qualified and capable administrative personnel. As a result, delays are experienced at district level with the timely implementation of sanctions thus compromising the principle that discipline must be a quick and fair process. The lack of trained staff at district level is hampering the effective utilization of grievance procedures.

Measures Planned: The advertising and filling of vacant posts with experienced and skilled labour relations officers is planned for Head Office and Districts. The levels of capacity among HR staff must be improved through the implementation of focused training programmes.

Constraint 2: Leave management

There is lack of effective management of leave by line function managers at all levels. This results in non-capturing of leave on PERSAL. This affects leave records which affects leave gratuity payouts.

Measures Planned: Weekly attendance register and leave monitoring tool has been developed. Line function managers must report weekly on the absences and submit leave application forms weekly.

Constraint 3: Non-declaration of 2007 post establishment

The 2007 post establishment is due to be released annually on 30 September. It has not been declared due to disagreement with the educator unions.

Measures Planned: Continuous engagement with the educator unions on post provisioning matters will be embarked upon. A budget workshop was held and a general MTEF workshop is planned.

Constraint 4: PMDS implementation

PMDS is not effectively and efficiently implemented and managed.

Measures Planned: PMDS advocacy has been intensified and is being conducted at all levels. PMDS will be integrated as one of the key result areas for managers at all levels. PMDS moderating committees will be established in all directorates and given clear terms of reference.

Constraint 5: Implementation of collective agreements

ELRC Collective Agreements for the previous financial years were not implemented timeously. This results in payment backlogs.

Measures Planned: Funds must be immediately released to avoid further backlogs. Projects have been put in place to process outstanding payments as per the relevant Collective Agreements.

Constraint 6: Displaced employees

There are a number of displaced employees due to disagreements between communities, stakeholders and affected employees. This affects the payroll and establishment management in the Department.

Measures Planned: Disputes and grievances must be resolved immediately at their point of origin. Labour Relations will conduct quarterly workshops on dispute and grievance resolution.

Information Technology

Constraint 1: Control of virus activity

The greatest threat to the stability of the network is the denial of service resulting from virus activity.

Measures Planned: A Windows Software Update Server (WSUS) has been purchased and being implemented to manage software updates which address weaknesses in Microsoft software exploited by viruses. A new anti-virus software solution NOD32 is also being implemented.

Constraint 2: Scarce Technical Skills

Senior technical staff are a scarce resource in the market. This requires high prices to be paid for such resources.

Measures Planned: The long term solution is to be able to fill technical posts and train staff to acquire the necessary skills. For the short term the engagement of contract staff is necessary to be able to provide an acceptable level of service to users.

Constraint 3: The provision of connectivity to all district offices

It is vital to provide network connectivity to all district offices throughout the province. All districts now have connectivity, although from all buildings. Many district offices are however in a poor state of repair and need infrastructure improvements as well as connectivity.

Measures planned: In the longer term it will be necessary to cable all district office buildings. Co-ordination with Facilities Management is taking place to ensure that network cabling is included in all district office upgrades and renovations.

Constraint 4: Unsatisfactory email service

Provincial departments have been struggling for a long time with an unreliable email service. This was the result of incorrect software as well as a lack of backups.

Measures planned: GroupWise has been installed to manage email. The department has also purchased its own district servers which will soon be installed. Backup servers have been purchased for Head Office.

Constraint 5: Cabling requirements for new buildings not planned for.

Measures Planned: Planning and coordination around new buildings to include IT.

Constraint 6: Poor data security causes loss of data e.g. exams analysis

Measures Planned: Must back up data and patch software regularly. Keep anti-virus software up to date.

Strategic Management, Monitoring and Evaluation

Constraint 1: Lack of provincial policies

Policies are not effectively documented and a number of policies are in draft format.

Measures Planned: A comprehensive policy review will be done to align provincial public policies with national policies and advise managers responsible for policy development implications.

Constraint 2: No policy cycle or route in place to guide managers in the process of policy development

Measures Planned: Policy Cycle to be developed

Constraint 3: Corporate calendar not completed and implemented

Measures Planned: Propose to curb input into corporate calendar to include only actual information

Constraint 4: Addressing the policy/regulatory vacuum with regard to certain policies

Measures Planned: Assist responsible managers in developing policies.

Facilities and Infrastructure Management

Constraint 1: Continued high school infrastructure backlogs

Despite the nationally recognized success of the school building programme over the last ten years, the magnitude of backlogs is such that many school learners are still in schools with sub-minimum facilities, as follows:

- Classrooms 26%
- Toilets 13%
- Libraries 82%
- Computer labs 78%
- Science labs 9%
- Electricity supply 40%
- Water supply (piped) 77%

Measures planned: The magnitude of the backlog is such that prioritisation of the infrastructure programme is essential. At present it is the Department's priority, in line with the mandate set by the President, to eliminate all unsafe structures (such as mud structures) and to ensure that all learners are housed in a classroom (to eliminate the classroom backlog) by 2010.

Constraint 2: Combined schools, senior secondary schools and small schools

The Eastern Cape is the only province that still has combined schools (grades R to 9) and senior secondary schools (grades 10 to 12). These schools form the bulk of the schooling system in the former Transkei. They are not aligned to the national primary (grades R to 7) and secondary (grades 8 to 12) school system. Combined schools suffer from problems of overcrowding, many over-age learners and therefore a very wide range of ages which creates social and management difficulties. Senior secondary schools suffer from a small number of grades and hence often a small school size and therefore insufficient enrolment to justify the investment in specialist facilities and teachers needed to implement the FET curriculum. Due to its rural nature the province also has many small schools with enrolment below 300. Small schools are expensive to run relative to their enrolment and are difficult to justify for specialist facilities.

Measures Planned: The province will endeavor to align its school system to the national primary and secondary system. Combined and senior secondary schools will be converted into primary and secondary schools by progressively transferring grades 8 and 9 into senior secondary schools. While this will greatly reduce overcrowding in combined schools, it will require building and renovating classrooms, specialist facilities and hostels at secondary schools. Small schools will be rationalized where possible by transferring learners to nearby schools, although some small schools will still be needed, especially primary schools. The school infrastructure programme will be realigned to these priorities over the next year to prepare for the start of the school rationalisation programme from 2008.

Quality Promotion and Standards

Constraint 1: Setting of standards and drafting of service delivery improvement plan.

Measures Planned: Newly appointed DCES for Whole School Evaluation (WSE) be utilized to drive this process until standards CES appointed.

Resource Targeting and Systems Planning

Constraint 1: Integrating SA-SAMS (e-admin) training and roll-out with e-learning training and rollout.

Measures Planned: Curriculum Management, agreed in principle, to start e-learning roll out at schools that completed SA-SAMS training.

Education Leadership Institute

Constraint 1: Lack of permanent staff and organogram incompatibility.

Measures Planned: Four posts advertised but not yet filled. Proposed structure submitted.

Organizational structures and arrangements

Corporate Services includes Human Resource Management and Development, Facilities and Infrastructure Management (including Information Technology and Systems Infrastructure), Supply Chain Management and Financial Management Services. The responsibilities of programme 1.2 are distributed between these organizational components.

Planned quality input measures

- Capacity building programmes linked to the Skills Development Fund
- Timely filling of funded posts in line with the Equity Plan
- Improvement of the per capita expenditure at the school level
- Cost effective and timeous procurement
- Implementation of effective ICT Systems
- Implementation of the eEducation strategy of government
- Implementation of the Fraud Prevention Policy
- Training of staff

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.

Implementation plan

See next page

OFFICE OF THE SUPERINTENDENT-GENERAL									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE OFFICIAL	Year 1: 2007/08 (target)	TARGET BY QUARTER			
						Q 1	Q 2	Q 3	Q 4
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.33: To ensure that the registry is established	Approach Human Resource Directorate for advertisement of Admin posts	5.4.33.1: Number of registries established	Office of the Superintendent General	Director					
5.4.34: To establish an advanced return date system for enquiries, speeches, submissions and briefing notes including formal requests for extension of return dates	Create an electronic register for record keeping purposes	5.4.34.1: Number of electronic registers that would be established	Office of the Superintendent General	Director	1		1		
5.4.35: To establish and supervise the tracking of responses.	Approach IT to develop a electronic return date system	5.4.35.2: Number of IT systems developed	Office of the Superintendent General	Director	1			1	
5.4.36: To ensure that submissions and briefing notes are gathered	Scrutinize for accuracy and quality control and amend or return to authors or forward to SG	5.4.36.1: Number of submissions, briefing notes gathered	Office of the Superintendent General	Director	1600	400	400	400	400
5.4.37: To receive parliamentary questions from Parliamentary Liaison Officer	Refer to relevant managers to respond	5.4.37.1: Number of responses received and forwarded to parliament on due dates	Office of the Superintendent General	Director	20	5	5	5	5
5.4.38: To co-ordinate and prepare for Portfolio Committee Meetings	Receive notice from Parliament and co-ordinate accordingly	5.4.38.1: Number Parliamentary notices prepared for Portfolio Committee Meetings	Office of the Superintendent General	Director	20	5	5	5	5
5.4.46: To plan and manage the monthly cashflow and budget for the office of the SG	Scrutinize and approve all legitimate claims (S T, overtime) by staff in the office of the SG.	5.4.46.1: Number of claims that are approved verified, and forwarded to personnel section for processing.	Office of the Superintendent General	Director	40	10	10	10	10
5.4.47: To ensure that orders are placed on time, and invoices are processed for payment on time	Manage processes with staff to ensure orders are placed on time and invoices processed for payment on time	5.4.47.1: Number of orders issued and % of orders placed on time.	Office of the Superintendent General	Director	260	65	65	65	65
5.4.48: To ensure that all staff members in the office of the SG are developed to ensure efficiency.	Draw a plan of training sessions for each staff member and submit it to Human Resource Development	5.4.48.1: Number of training courses attended by staff	Office of the Superintendent General	Director	20	5	5	5	5

OFFICE OF THE SUPERINTENDENT-GENERAL									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE OFFICIAL	Year 1: 2007/08 (target)	TARGET BY QUARTER			
						Q 1	Q 2	Q 3	Q 4
5.4.49: To assist the SG in preparation for all meetings, sit-in at meetings and record deliberations	Prepare agendas, venues and all necessary documentation for such meetings	5.4.49.1: Number of scheduled meetings 5.4.49.2: Number of meetings successfully convened	Office of the Superintendent General	Director	180	45	45	45	45
5.4.50: To accompany SG on certain visits to institutions	Make appointments with relevant stakeholders	5.4.50.1: Number of such visits 5.4.50.2: Number of visits successfully managed	Office of the Superintendent General	Director	100	25	25	25	25

CHIEF DIRECTORATE: STATUTORY ADVISORY UNIT AND PROTOCOL SERVICES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGET BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 5: Performance management systems and processes for enhanced service delivery Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.58: To develop and implement approved integrated communication strategy for the department	-Create communication structures at Head-Office and districts	5.4.58.1: 60% improvement in the coverage of the department by both print and radio.	Communications and Customer Care	Director	60	15	15	15	15
	Develop an internal newsletter	5.4.58.2: Internal communication strategy developed.		Director	1	1	0	0	0
5.4.59: To improve the image and branding of the department	- Project the department in a more positive way	5.4.59.1: Branding policy developed	Communications and Customer Care	Director	1	1	0	0	0
	Set up clear signage framework for the department	5.4.59.2: 40 % improvement of the image of the department		Director	40	10	1	10	10

CHIEF DIRECTORATE: STATUTORY ADVISORY UNIT AND PROTOCOL SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGET BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 5: Performance management systems and processes for enhanced service delivery Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.60: To facilitate and improve communication between the department and stakeholders	Organised briefing sessions with stakeholders	5.4.60.1: Number of briefing sessions and forums with stakeholders e.g. SGBs, Unions, Council of Churches and legislature	Communications and Customer Care	Director	12	4	4	2	2
	Manage customer care office with an effective call centre	5.4.60.2: Number of call centres in place with staff and appropriate technology		Director	1	0	0	0	0
5.4.61: To develop and implement customer care policy	Consult and develop customer care policy	5.4.61.1: Number of customer care policies developed and communicated to at least 50% of stakeholders	Communications and Customer Care	Director	50	15	15	10	10

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 4: Increased levels of service integration at the local level Strategic Objective 3: Increase the range and intensity of training and development programmes offered to Head Office and District staff, and ensure that training is well articulated, comprehensive and accredited									
4.3.10: Identification of developmental needs for all personnel for the Workplace Skills Plan.(WSP)	Skills Audit Needs Analysis Identification priority areas on training	4.3.10.1: - Two consultative workshops - Two training sessions for various target groups - WSP in place	HRD	Director	2007/08	50%	50%		
4.3.11: Training of personnel in scarce and critical skills through Bursary Programme.	Recruitment of 900 bursary holders for the year Managing the selection process through a bursary sub committee Capturing and managing of data. Linking with Higher Education Institutions (HEIs) Effecting payments	4.3.11.1: 900 bursary holders recruited and placed in HEIs	HRD	Director	2007/08	50%	50%		
4.3.12: Skilling of employees and learners through a Learnership programme	Identifying relevant Learnerships for the work force.	4.3.12.1: 836 learners placed in HEIs. Training of mentors for the learners Stipends organised for learners Exposure of learners in the work place.	HRD	Director	2007/08	50%	45%	5%	
4.3.13: To ensure full implementation and management of PMDS at all levels	One In-house workshop per district Signing of performance contracts, conducting of reviews and submissions of annual assessments.	4.3.13.1: 80% of staff in each District and Head Office will have been trained on PMDS Signed performance agreement by all SMS members and signed contracts by all staff at all levels.	HRD	Director	2007/08	80%	10%	10%	—
						100%			—

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Capturing and verifying of PMDS scores to effect payment.	PMDS scores captured. Incentives and cash bonuses have been paid.	Other Directorate and Districts.			25%	25%	25%	25%
	Monitoring and evaluating implementation of PMDS policies at all levels.	Number of Performance Agreements, Work plans and Standard Frameworks submitted to HRD.				100%	-	-	-
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 5: Improved service delivery in education through the development and implementation of a decentralization plan in line with the Provincial Growth and Development Plan (PGDP)									
4.5.2: To establish strong human resource management systems at head office and in Districts.	Management of PERSAL Help Desk	4.5.2.1: % of PERSAL queries resolved	HRPP	Director	100%	100%	100%	100%	100%
	Establish a PERSAL users' forum (to sit quarterly)	4.5.2.2: Number of PERSAL users' Forum Meetings held	HRPP	Director	4	1	1	1	1
	Monitor the establishment of effective PERSAL user structures	4.5.2.3: Number of PERSAL users databases established	HRPP	Director	1		1		
		4.5.2.4: Number of districts with effective PERSAL structures	HRPP	Director	1		1		
	Development of school establishment records for 2007 post establishments	4.5.2.5: % of schools with 2007 staff establishment records filed	HRPP	Director	100%				100%
	Development of PERSAL Control Systems to ensure NMIR compliance	4.5.2.6: % of employee records updated	HRPP	Director	50%				50%
4.5.2: To establish strong human resource management systems at head office and in Districts continued	Manage workflow processes for HR Administration matters:	4.5.2.7: Updated workflow charts after receipt of approval of policies/procedures	HRA	Director	2				2

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	<i>Workflow processes to be designed in respect of possible new policies and procedures or to be revisited in respect of current policies and procedures</i>								
	<i>To revisit all current pro forma documentation or design such documents where it is currently not available</i>	4.5.2.8: Availability of updated/revised pro forma "submissions", "letterheads", "advices" and "route forms"	HRA	Director	20	10		10	
	Co-ordinate all HR Administration practices in District Offices	4.5.2.9: Uniformity in respect of HR functions at all stations	HRA	Director	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
4.5.2: To establish strong human resource management systems at head office and in Districts continued	Develop policies and procedures for HR processes: <i>Revisit the recruitment policy with specific reference to equity issues and retention and succession plans</i>	4.5.2.10: Approved revised policy on "Recruitment"	HRA	Director	1	1			
	<i>Develop a "Study leave" Policy</i>	4.5.2.11: Approved "Study Leave" policy	HRA	Director	1		1		
	<i>Develop a "Sick Leave" Policy with specific reference to HIV and AIDS and its prevalence amongst educators/Public Service Act staff</i>	4.5.2.12: Approved "Sick Leave" policy	HRA	Director	1		1		
	<i>Revisit "Delegations" for both EE Act and PS Act</i>	4.5.2.13: Approved set of delegations for both Acts	HRA	Director	1 set		1 set		
	Administer "Conditions of Service": <i>To administer "appointments"</i>	4.5.2.14: Within 7 working days of receipt	HRA	Director	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Districts continued	<i>Design Pension Management Plan</i>	4.5.2.15: Approved plan in place	HRA	Director	37	1	12	12	12
	<i>Monitor HR backlogs at District Level</i>	4.5.2.16: Weekly reports Action Plan as and when required	HRA	Director	21	12	3	3	3
	<i>Monitoring of Leave Audit</i>	4.5.2.17: Monthly monitoring of leave audit	HRA	Director	4	3		1	
	<i>Leave Audit Project</i>	4.5.2.18: Progress in terms of the Service Level Agreement	HRA	Director	1	1			
	<i>Revisit submission procedures of PILIR to the HRM</i>	4.5.2.19: Revised procedure in place by end January 2007	HRA	Director		1			
	<i>Monitoring of "Redemption of State Guarantees"</i>	4.5.2.20: Monthly and decrease of total amount on "Redemption of State Guarantees"	HRA	Director	12	3	3	3	3
4.5.2: To establish strong human resource management systems at head office and in Districts continued	<i>Implementation of Resettlement Benefits</i>	4.5.2.21: Paid within 30 days of receipt of correct documentation	HRA	Director	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	<i>Administer and implement IODs</i>	4.5.2.22: Paid within 30 days of receipt of correct documentation	HRA	Director	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	<i>Administration of all HR functions for Provincial Office staff</i>	4.5.2.23: Within prescribed timeframes as indicated in "Procedural Manuals"	HRA	Director	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
4.5.3: Review of procurement delegations to devolve to Districts as capacity and systems are put in place	<i>Reconciliation of PERSAL suspense file on a monthly basis: Instruction to districts to clear</i>	4.5.3.1: Only transactions for current month on "Suspense File"	HRA	Director	Monthly	Monthly	Monthly	Monthly	Monthly
	<i>Reminders</i>	4.5.3.2: Written reminders issued where required	HRA	Director	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	<i>Monthly report to Top Management</i>	4.5.3.3: Report submitted by due date (10 th day of month)	HRA	Director	Monthly	Monthly	Monthly	Monthly	Monthly

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Reconciliation of "NOA" on a monthly basis: * <i>Verification of NOA on PERSAL against info received from HRP</i>	4.5.3.4: Exception report available and discrepancies addressed	HRA	Director	Monthly	Monthly	Monthly	Monthly	Monthly
4.5.3: Review of procurement delegations to devolve to Districts as capacity and systems are put in place	<i>Monthly report to top management</i>	4.5.3.5: Monthly report submitted by due date (10 th day of the month)	HRA	Director	Monthly	Monthly	Monthly	Monthly	Monthly
	Person-to-post matching (add-on function): <i>Finalization of Phase 4</i>	4.5.3.6: Finalization of placement of all PS appointees (Phase 4)	HRA	Director	31 Jan 2007	31 Jan 2007			
	<i>Management to deal with DSRAC Employees (Final placement Date 01/02/07)</i>	4.5.3.7: Management Plan approved and funds obtained from Treasury for the remainder of the financial year to effect transfers	HRA	Director	1 Feb 2007	1 Feb 2007			
	<i>Monthly report to Top Management</i>	4.5.3.8: Monthly report submitted by due date (10 th day of the month)	HRA	Director	4	2			2
	<i>Arrange PPTT Meetings</i>	4.5.3.9: Before finalization of phase 4 and prior to commencement of Phase 5 prior to placement of any advertisement	HRA	Director	9	3	3	3	
	<i>Verification of all vacancies prior to advertisement</i>	4.5.3.10: Updated list of vacancies each quarter	HRA	Director	100%	25%	25%	25%	25%
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 2: Effective performance management and accountability processes for all employees									
5.2.2: To effectively manage grievances and disputes and create labour peace in the workplace.	Submit monthly reports on grievances and disputes	5.2.2.1: Number of reports on grievances and disputes submitted	LR	Director	26	7	6	7	6

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Provide professional advisory services to Districts / stakeholders through workshops	5.2.2.2: Number of workshops on professional advice held	LR	Director	4	1	1	1	1
	Monitor adherence to procedures related to grievances and disputes	5.2.2.3: Percentage of grievances and disputes attended to within timeframes	LR	Director	100%	100%	100%	100%	100%
	Capturing of grievances and disputes on PERSAL	5.2.2.4: Percentage of grievances and disputes captured on PERSAL	LR	Director	100%	100%	100%	100%	100%
	Attend labour law seminars	5.2.2.5: Number of labour law seminars attended	LR	Director	4	1	1	1	1
5.2.3: To ensure full implementation and management of PMDS at all levels.	Ensure full implementation of PMDS at all levels	5.2.3.1: Departmental employees complying with PMDS	HRD	Director	100%	25%	25%	25%	25%
	Ensure that all departmental employees sign their performance contracts, conduct reviews and annual assessments are submitted according to the required formats and standards	5.2.3.1: Departmental employees complying with PMDS	HRD	Director	100%	25%	25%	25%	25%
	Capture and verify PMDS scores to effect payment	5.2.3.3: PMDS payment effected	HRD	Director	100%	100%			
	Monitor and evaluate the implementation of PMDS policies at all levels	5.2.3.4: Number of reports in place	HRD	Director	100%	25%	25%	25%	25%
	Raise awareness on PMDS	5.2.3.5: Knowledgeable employees on PMDS	HRD	Director	100%	100%			

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
5.2.3: To ensure full implementation and management of PMDS at all levels.	Finalize 2 nd and 3 rd notch appeals	5.2.3.6: 2 nd and 3 rd notch appeals programme in place	HRD	Director	100%	100%			
5.2.4: To ensure full implementation of IQMS.	Verify IQMS scores to effect payment	5.2.4.1: IQMS payment effected	HRD	Director	100%	100%			
5.2.6: To develop and implement prescribed policies, systems, processes and procedures.	Management and maintenance of human resource information system	5.2.6.1: Number of HR databases developed	HRPP	Director	24		4	8	12
	Provide HR information for management reports	5.2.6.2: Number of management reports submitted	HRPP	Director	4	1	1	1	1
	Provide monthly reports on establishment to HRM and HRD	5.2.6.3: Number of establishment reports submitted	HRPP	Director	8	2	2	2	2
	Development of HRP related policies and monitor implementation thereof (transfer, retention)	5.2.6.4: Number of policies developed	HRPP	Director	2				2
	To research and develop relevant policies	5.2.6.5: Number of policies developed	LR	Director	1				1
	Develop quarterly labour relations newsletter	5.2.6.6: Number of labour relations newsletters developed	LR	Director	4	1	1	1	1
	Training of line function managers on HRPP and PS policies	5.2.6.7: Number of workshops held	HRPP	Director	2		2		
5.2.7: To build capacity with regard to the handling of HR matters.	Prepare for, and participate in HRM forums	5.2.7.1: Number of HRM forums held	HRPP	Director	4	1	1	1	1
5.2.8: To manage negotiations, consultation and research processes.	Attend all bargaining council meetings	5.2.8.1: Number of bargaining council meetings attended	LR	Director	32	8	8	8	8

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Liaise with other Directorates regarding matters of mutual interest	5.2.8.2: Number of meetings with other Directorates held	LR	Director	4	1	1	1	1
	Develop proposals for mandating committee	5.2.8.3: Number of proposals developed	LR	Director	12	3	3	3	3
	Monitoring activities of sub-committees of Chamber through meetings	5.2.8.4: Number of meetings of sub-committees held	LR	Director	32	8	8	8	8
	Prepare and convene employer caucus meetings	5.2.8.5: Number of employer caucus meetings held	LR	Director	12	3	3	3	3
	Submit monthly reports on negotiations	5.2.8.6: Number of reports submitted	LR	Director	32	8	8	8	8
	Convene bilateral meetings with social partners regarding matters of mutual interest	5.2.8.7: Number of bilateral meetings held	LR	Director	4	1	1	1	1
5.2.8: To manage negotiations, consultation and research processes.	Management of employee relations through regular meetings with District Management	5.2.8.9: Number of meetings held	LR	Director	4	1	1	1	1
	Convene annual labour relations seminar	5.2.8.10: Number of labour relations seminars held	LR	Director	1	0	0	1	0
	Attend labour law seminars	5.2.8.11: Number of labour law seminars attended	LR	Director	4	1	1	1	1
	Monitor implementation of arbitration awards and collective agreements	5.2.8.12: Percentage of arbitration awards and collective agreement implemented within specified timeframes	LR	Director	100%	100%	100%	100%	100%

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Conduct workshops on draft and/or signed collective agreements	5.2.8.13: Percentage of workshops conducted	LR	Director	100%	100%	100%	100%	100%
	Attend meetings of Cluster Chief Directorates	5.2.8.14: Number of Cluster Chief Directors meetings attended	LR	Director	4	1	1	1	1
	Coordinate the annual appointment of FTSS both educators and non-educators	5.2.8.15: Number of submissions prepared and submitted for the appointment of FTSS	LR	Director	100%	0	0	0	100%
5.2.9: Develop service standards for all financial management components in head office, districts and schools	To administer/implement results of PMS: <i>Payment of "1% pay progression for P/O staff"</i>	5.2.9.1: Within 30 days of receipt from HRD	HRPP	Director	100%			100%	
	<i>Payment of Performance Bonuses for P/O staff</i>	5.2.9.2: Within 30 days of receipt from HRD	HRPP	Director	100%			100%	
	Submit monthly reports on disciplinary matters	5.2.9.3: Number of reports on disciplinary cases submitted	LR	Director	12	3	3	3	3
	Provide professional advisory services to Districts/stakeholders through workshops	5.2.9.4: Number of workshops on professional advice held	LR	Director	4	1	1	1	1
	Establish a disciplinary committee to oversee discipline in the Department	5.2.9.5: Number of disciplinary committees established	LR	Director	1	1	0	0	0
	Monitor adherence to disciplinary codes and procedures	5.2.9.6: Percentage of disciplinary codes and procedures adhered to	LR	Director	100%	100%	100%	100%	100%
	Monitor timely implementation of sanctions and appeals	5.2.9.7: Percentage of sanctions and appeals implemented timeously	LR	Director	100%	100%	100%	100%	100%
	Capturing of sanctions on PERSAL	5.2.9.8: Percentage of outcome of sanctions captured on PERSAL	LR	Director	100%	100%	100%	100%	100%

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
5.2.10: Proper delegation of financial management functions from head office to schools	To administer / implement results of PMS: <i>Payment of "1% pay progression for P/O staff"</i>	5.2.10.1: Within 30 days of receipt from HRD	HRPP	Director	100%			100%	
	<i>Payment of Performance Bonuses for P/O staff</i>	5.2.10.2: Within 30 days of receipt from HRD	HRPP	Director	100%			100%	
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 3: <i>Incentives proved to make rural areas more attractive for educators and other public servants, e.g. access to housing, land tenure, schooling, etc.</i>									
5.3.2: To provide adequate human resourcing in Departmental Administrative offices.	Management plan in respect of the filling of organogram posts: <i>To deal with the advertisement of residual posts</i> <i>To deal with the advertisement of posts funded in 2007/8 financial year</i>	5.3.2.1: Approved Management Plan	HRA	Director	1	1			
	Monthly report on vacancies (office and school-based)	5.3.2.2: Report submitted by due date (10 th of month)	HRA	Director	12	3	3	3	3
	Monthly reports on appointments (office and school-based)	5.3.2.3: Report submitted by due date (10 th of month)	HRA	Director	12	3	3	3	3
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 5: Optimal provisioning and utilization of Human Resources									
5.5.1: To provide adequate human resourcing in public institutions	Loading of school post establishments on PERSAL	5.5.1.1: % of school post establishments correctly loaded on PERSAL	HRPP	Director	100%	100%			
	Monitor alignment of post establishment with staff establishment on PERSAL	5.5.1.2: % of school establishments correctly aligned to post establishments	HRPP	Director	100%	100%			

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Dealing with recruitment, selection and retention of staff processes incl. advertising and publishing of bulletins: <i>Management Plan in respect of the filling of school-based posts</i>	5.5.1.3: Approved Management Plan	HRA	Director	1	1			
	Monthly report on vacancies (office and school based)	5.5.1.4: Report submitted by due date (10 th day of the month)	HRA	Director	12	3	3	3	3
	Monthly report on appointments (office and school based)	5.5.1.5: Report submitted by due date (10 th day of the month)	HRA	Director	12	3	3	3	3
5.5.4: To realize the optimal distribution of human resources across the system.	Facilitate transfer of employees (Internally and externally)	5.5.4.1: Number of reports on transfers processed	HRPP	Director	4	1	1	1	1
5.5.5: To provide relevant training/re-skilling, and assess impact thereof.	Re-skilling employees and assess impact	5.5.5.1: Number of employees trained	HRD	Director	80%	20%	20%	20%	20%
	Conduct HR workshops: <i>Quarterly workshops on HR Procedures</i>	5.5.5.2: Once every quarter	HRA	Director	4	1	1	1	1
5.5.7: To revise the Department's Employment Equity Plan.	Conduct advocacy on the Employment Equity Act	5.5.7.1: Number of workshops held	HRPP	Director	4	1	2	1	
	Monitor implementation of Employment Equity Plan	5.5.7.2: Number of reports submitted	HRPP	Director	4	1	1	1	1
5.5.9: To provide targeted training to designated groups.	Provided targeted training to departmental employees in line with relevant training plans	5.5.9.1: Number of employees trained	HRD	Director	75%	25%	50%	25%	
	Improve HR capacity	5.5.9.2: Number of HR Officials capacitated	HRD	Director	100%	25%	25%	25%	25%
	Provide bursaries in scarce skills across the departmental employees	5.5.9.3: Number of bursaries awarded	HRD	Director	100%	100%			

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Provide learnership in targeted areas for employability and sustainability of livelihood	5.5.9.4: Number of learnerships issues	HRD	Director	100%	100%			
5.5.10: To develop and implement a departmental HR plan.	Monitor the implementation of a HR plan	5.5.10.1: Number of reports submitted	HRPP	Director	2		1		1
	Facilitate and monitor conducting of exit interviews	5.5.10.2: % of exit interviews conducted	HRPP	Director	100%				100%
		5.5.10.3: Number of reports on exit interviews conducted	HRPP	Director	4	1	1	1	1
5.5.11: To ensure development of an organizational design/structure that is responsive to the needs and Strategic Plan of the Department.	Conduct investigations on the alignment of the organizational structure to the strategic plan of the department	5.5.11.1: Number of reports submitted	HRPP	Director	1			1	
		5.5.11.2: % of ad hoc queries attended to	HRPP	Director	100%	25%	25%	25%	25%
	Loading of organizational structure on PERSAL	5.5.11.3: Number of approved organizational structures loaded on PERSAL	HRPP	Director					1
	Validation of the organizational structure	5.5.11.4: Number of reports submitted	HRPP	Director	2		1		1
	Conduct organizational efficiency assessments	5.5.11.5: Number of reports submitted	HRPP	Director	4	1	1	1	1
		5.5.11.6: Number of time studies conducted	HRPP	Director	8	2	2	2	2
	Facilitate development of job profiles/descriptions	5.5.11.7: % of posts with job profiles/descriptions	HRPP	Director	100%	25%	25%	25%	25%
	Loading job descriptions on PERSAL	5.5.11.8: % of job descriptions captured on PERSAL	HRPP	Director	100%	10%	20%	35%	35%
	Conduct job analysis and evaluation	5.5.11.9: % of newly defined jobs evaluated	HRPP	Director	100%				100%
5.5.12: To supply human resources according to demand within the personnel/non-personnel expenditure split framework.	Coordinate the planning and provisioning of human resources according to post provisioning norms	5.5.12.1: Number of post establishments declared	HRPP	Director	1			1	

OPERATIONAL PLAN : HRM DIRECTORATE

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
5.5.13: To provide human resource to schools according to the post provisioning norms.	Facilitate grading of schools according to national norms	5.5.13.1: % of schools graded	HRPP	Director	100%			100%	
5.5.14: To ensure distribution of posts to schools according to the official post establishments.	Monitor the process of transfer of educators due to operational requirements (of the 2007 post establishment)	5.5.14.1: Number of reports submitted	HRPP	Director	2	1	1		
	Distribution of ad hoc posts to schools per need	5.5.14.2: Number of posts allocated to schools	HRPP	Director	100	50	50		
5.5.15: To develop and implement policies to promote a safe and healthy environment (SHE) and Employee Assistance Programmes in the Department	Provide employee wellness support to departmental employees	5.5.15.1: Number of workshops conducted	HRD	Director	100	25	25	25	25
5.5.16: To develop and implement staff development and training programmes on SHE and EAP health and safety.	Provide employee wellness support to departmental employees	5.5.16.1: Number of workshops conducted	HRD	Director	100	25	25	25	25
5.5.17: Establish strong staff components in the Districts in financial management	Re-visit HRD strategy	5.5.17.1: Refined/revisited HRD strategy in place	HRD	Director	100%	60%	40%		
Strategic Goal 8: Social issues affecting schooling learners and employees addressed									
Strategic Objective 3: <i>A safe and healthy environment and employee wellness in the workplace</i>									
8.3.2: To develop and implement programs that promote SHE at all levels	Identify and address potential health hazards in the workplace	8.3.2.1: Audit report on health hazards in place	HRD	Director	100%	20%	60%	20%	

OPERATIONAL PLAN : HRM DIRECTORATE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
8.3.3: To coordinate and effect the implementation of Safe and Healthy Environment (SHE) and Employee Assistance Programme (EAP) at all levels.	Integration of wellness programmes	8.3.3.1: Integrated wellness plan in place	HRD	Director	100%	25%	25%	25%	25%

CHIEF DIRECTORATE : FACILITIES and INFRASTRUCTURE MANAGEMENT									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE MANAGER	YEAR 1 2007-08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.4: Increased access to and utilization for ICTs also in rural schools, in order to exploit the transformative equalizing potential of eEducation									
1.4.13: Coordination of the ICT and EFMS programmes to enhance learning, teaching and administration in all Departmental institutions.	Plan, manage and coordinate the connectivity and maintenance of the systems according to policy through a systematic monitoring.	1.4.13.1: The effective use of the IT and ICT facilities in teaching, learning and administration.	Facilities and Infrastructure Management	Director	100	20	30	30	20

CHIEF DIRECTORATE : FACILITIES and INFRASTRUCTURE MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE MANAGER	YEAR 1 2007-08 TARGET	TARGETS BY QUARTER				
						Q1	Q2	Q3	Q4	
Strategic Goal 4: Increased levels of service integration at the local level										
Strategic Objective 4.6: Strengthened coordination and partnerships within the Department and with government, social partners and civil society										
4.6.10: Coordinate the community involvement in construction and maintenance of buildings through cooperatives and learnerships, EPWP to promote the principles of PGDP	Cooperatives and learnerships engaged in the construction and maintenance work in the school building programme Plan, manage and coordinate the SLA's of the Cooperatives and learnership in collaboration with Public Works Department and Implementing Agents	4.6.10.1: Cooperatives and learnerships engaged in the construction and maintenance work in the school building programme	Facilities and Infrastructure Management	Director	100	10	30	40	20	
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery										
Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems										
5.4.46: Coordinate and ensure good governance through effectively managed systems	Work with all sections in the directorate for improvements in administration and systems.	5.4.46.1: Existing systems maintained and upgraded for better services in administration	Facilities and Infrastructure Management	Director	100	40	20	20	20	
Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency										
Strategic Objective 6.2: School construction redirected in order to facilitate reconfiguration										
6.2.8: Coordinate and integrate the school reorganization process for effective classroom supply in schools	The number of schools rationalized and budget redirection in infrastructure Integration of the re-organization of schools to infrastructure planning using cluster information.	6.2.8.1: The number of schools rationalized and budget redirection in infrastructure	Facilities and Infrastructure Management	Director	100	5	15	45	35	

CHIEF DIRECTORATE : FACILITIES and INFRASTRUCTURE MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE MANAGER	YEAR 1 2007-08 TARGET	TARGETS BY QUARTER				
						Q1	Q2	Q3	Q4	
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels										
Strategic Objective 9.1: Adequate school buildings appropriately placed and conducive to teaching, learning and administration										
9.1.8: Coordination of the infrastructure programme to provide adequate facilities for learning and teaching as well as administration	Manage all SLA's effectively and monitor the delivery of the planned projects through coordination with the districts and Clusters.	9.1.8.1: School conditions and classroom supply improves and mud Structures eradication reduces dangerous structures.	Facilities and Infrastructure Management	Director	100	30	40	20	10	
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels										
Strategic Objective 9.2: A school environment and facilities that are conducive to effective education, safety, health, security and environmentally appropriate										
9.2.3: Manage and coordinate the provision of services for the departmental facilities	Manage all SLA's effectively and monitor the delivery of the planned projects through coordination with the districts and head office management	9.2.3.1: Cleaning and security services as well as maintenance are provided to the facilities across the board.	Facilities and Infrastructure Management	Director	100	30	30	20	20	
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels										
Strategic Objective 9.5: Education District Offices upgraded to provide adequate space allocation and facilities										
9.5.3: Plan, coordinate office space for head office, district, FET Colleges and circuit offices.	Coordinate the engagement and administration of service providers and SLA's where applicable to ensure quality delivery of office space	9.5.3.1: Administration staff is accommodated adequately in decent offices for service delivery	Facilities and Infrastructure Management	Director	100	25	25	38	12	

CHIEF DIRECTORATE : SUPPLY CHAIN MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.1: To provide adequate Learner Teacher Support Materials to public ordinary schools (MO208)	Render SCM support to all LTSM related activities to achieve stated goals and objectives	1.6.1.1: Percentage of non-section 21 schools with all LTSM and other required materials delivered on day one of school year	SCM	Director	180			85	95
	Render SCM support to all LTSM related activities to achieve stated goals and objectives	1.6.1.1: Percentage of non-section 21 schools with all LTSM and other required materials delivered on day one of school year	SCM: Asset and Fleet Management and Auxilliary Services	Director	180	-	-	85	95
	Render SCM support to all LTSM related activities to achieve stated goals and objectives	1.6.1.1: Percentage of non-section 21 schools with all LTSM and other required materials delivered on day one of school year	Acquisitions and Procurement	Director	180			85	95
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.5: Improved service delivery in education through the development and implementation of a decentralization plan in line with the Provincial Growth and Development Plan (PGDP)									
4.5.7: To ensure that Service Level Agreements (SLAs) are in place for contracts valued at >= R200 000,00	Draft and finalise SLAs for contracts valued >= R200 000,00	4.5.7.1: Percentage of SLAs signed off for contracts >= R200 000,00	SCM	Director	230	20	40	80	90
4.5.8: To ensure that the usage life cycle of LTSM materials is significantly improved	Conduct quarterly / cyclical stock-takes on LTSM and annual stock-take at end of academic year	4.5.8.1: LTSM asset register updated quarterly and at end of the academic year	SCM	Director	260	30	60	80	90
	Conduct quarterly cyclical stock take on LTSM and annual stock take at end of academic year	4.5.8.2: Percentage completion of updated LTSM asset register quarterly and at end of the academic year	SCM: Asset and Fleet Management and Auxilliary Services	Director	250	40	50	70	90

CHIEF DIRECTORATE : SUPPLY CHAIN MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
4.5.9: To ensure that an LTSM Registry file referencing system is correctly deployed across all District Offices	Conduct independent quarterly audits on all District Offices to gauge application of LTSM Registry file referencing system	4.5.9.1: Percentage of District Offices applying the recommended LTSM Registry file referencing system	SCM: Asset and Fleet Management and Auxilliary Services	Director	220	20	40	70	90
4.5.10: To ensure that Bid Specifications reflect actual needs and requirements for LTSM	Draft and finalise Bid Specifications responsive to user needs and requirements	4.5.10.1: Percentage of Bid Specifications signed off as per Departmental Procurement Plan	Acquisitions and Procurement	Director	260	20	60	80	100
4.5.7: To ensure that Service Level Agreements (SLAs) are in place for contracts valued at >/= R200 000,00	Draft and finalise SLAs for contracts valued >/= R200 000,00	4.5.7.2: Percentage of SLAs signed off for contracts >/= R200 000,00	Acquisitions and Procurement	Director	230	20	40	80	90
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery									
Strategic objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.17: Progressively strengthen and link financial management systems between head office, district and schools	Advertise for and appoint a service provider to strengthen LOGIS connectivity and support to the unconnected District Offices	5.4.17.1: Percentage of Districts with LOGIS connectivity and provided with necessary support	SCM	Director	220	20	40	60	80
	Advertise for and appoint a service provider to develop an electronic asset register for District Offices	5.4.17.2: Percentage of Districts provided with working LTSM asset registers	SCM	Director	200	20	40	60	80
	Advertise for and appoint a LOGIS practitioner to support rollout of LOGIS to all District Offices	5.4.17.3: Percentage of Districts with LOGIS capability to run asset management module	SCM: Asset and Fleet Management and Auxilliary Services	Director	200	20	40	60	80
5.4.60: To develop and implement an appropriate Records Management system at Head Office and District Offices	Advertise for and appoint a service provider to develop an appropriate Records Management system for Head Office and District Offices	5.4.60.1: Percentage of Districts provided with an appropriate Records Management system	SCM: Asset and Fleet Management and Auxilliary Services	Director	200	20	40	60	80

CHIEF DIRECTORATE : SUPPLY CHAIN MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
5.4.61: To ensure that Departmental Supplier Database meets rotation, BEE and other user needs and requirements	Put a Departmental Supplier Database in place to meet SCM Prescripts	5.4.61.1: Performance of Departmental Database in terms of user needs and requirements and SCM Prescripts	Acquisitions and Procurement	Director	200	20	40	60	80
5.4.62: To put in place contract management and monitoring tools / measures to ensure delivery in accordance with SLAs	Develop and implement contract management and monitoring tools to ensure delivery in accordance with SLAs	5.4.62.1: Percentage of contracts meeting delivery in accordance with SLAs	Acquisitions and Procurement	Director	200	20	40	60	80
5.4.63: To ensure that schools timely get the maximum volume of LTSM at least possible cost on first day of school	Subject LTSM distributors to stringent registration and accreditation process to ensure they have capacity to timely distribute LTSM to targeted schools	5.4.63.1: Perform accreditation of targeted suppliers including LTSM distributors before end July 2007	SCM	Director	166	66	100	-	-
	Conduct in-loco inspections on short listed suppliers to ensure they have capacity to timely distribute LTSM to targeted schools	5.4.63.2: Perform in-loco inspections on targeted suppliers including LTSM distributors before end July 2007	SCM	Director	166	66	100	-	-
5.4.64: To ensure that LTSM retention levels improve at all Provincial schools	Conduct surveys to gauge LTSM retention levels at targeted schools and recommend appropriate strategies to District Directors	5.4.64.1: Percentage improvement in LTSM retention levels reported at targeted schools	SCM: Asset and Fleet Management and Auxilliary Services	Director	200	20	40	60	80
5.4.65: To ensure that schools put in place control measures to oblige learners to responsibly better utilise and return LTSM at end of academic year	Conduct independent quarterly audits on all District Offices to gauge levels of LTSM utilisation and returns at Provincial schools	5.4.65.1: Percentage levels of utilisation and returns of LTSM at Provincial schools	SCM: Asset and Fleet Management and Auxilliary Services	Director	200	20	40	60	80

CHIEF DIRECTORATE : SUPPLY CHAIN MANAGEMENT									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
5.4.63: To ensure that schools timely get the maximum volume of LTSM at least possible cost on first day of school	Subject LTSM distributors to a stringent registration and accreditation process to ensure they have the capacity to timely distribute LTSM to targeted schools	5.4.63.3: Percentage of accredited targeted suppliers including LTSM distributors before end July 2007	Acquisitions and Procurement	Director	166	66	100	-	-
5.4.64: To put in place LTSM monitoring tools / measures to ensure that schools timely get LTSM at first day of school	Develop and implement LTSM monitoring tools to ensure full delivery of LTSM at first day of school	5.4.64.2: Percentage implementation of LTSM monitoring tool at Head Office and District Offices	Acquisitions and Procurement	Director	200	20	40	60	80

CHIEF DIRECTORATE : FINANCIAL MANAGEMENT SERVICES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery									
Strategic Objective 5.1: Strong, locally-based corporate services established in District offices and Colleges									
5.1.1: To bring about effective financial management of the education system through districts	Review/develop procedures/manuals for effective financial management throughout the system	Number of manuals developed	Financial Management Services	Director	2	1		1	
		Number of workshops held							

CHIEF DIRECTORATE : FINANCIAL MANAGEMENT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER				
						1	2	3	4	
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 5.2: Effective performance management and accountability processes for all employees										
5.2.9: Development of service standards for all financial management components in head office, districts and schools	Monitoring of service standards throughout the system	5.2.9.8: Monthly reports in compliance of service standards	Financial Management Services	Director	12	3	3	3	3	3
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems										
5.4.19: To strengthen and monitor operations of Accounting services, financial planning and payment services at Head office and districts through procedure manuals and finance forum	FINCOM and Finance forum meetings to exchange information and effectively manage finances throughout the system	5.4.19.1: Minutes of FINCOM and Finance Forum Meetings to be held	Financial Management Services		12	3	3	3	3	3
Strategic Goal 7: Balanced funding and deployment of resources to maximise discretionary support to strategic priorities Strategic Objective 7.2: Nationally set norms for personnel and non-personnel expenditure are realised										
7.2.3: Adherence to personnel budget allocations at 80:20 target	Monitoring the personnel budget and educator/non educator targets	7.2.3.1: Personnel budget allocation is maintained at 80:20 target for personnel / non-personnel Target at 85:15 for educator / non-educator	Financial Management Services		100%	100	100	100	100	100
Strategic Goal 7: Balanced funding and deployment of resources to maximise discretionary support to strategic priorities Strategic Objective 7.3: Prioritized resources are available for improvement of institutional facilities and human resources										
7.3.5: Progressively increase funding for core priorities over the next 5 years in order to improve service delivery and educational outcomes	Ensure funding is aligned to core priorities as identified over the next 5 years	7.3.5.1: Core priorities are identified annually and funding in each is allocated	Financial Management Services		100%	100	100	100	100	100
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic Objective 5.4: Strategic role of department enhanced through effective management and administration systems										
5.4.66: To set systems for prevention of fraud	Ensure 3 directorates adhere to fraud prevention measures as set out in the Fraud Prevention Plan (FPP)	5.4.66.1: Clean internal audits in respect of fraud in all directorates	Financial Management Services		100%	100	100	100	100	100

CHIEF DIRECTORATE : FINANCIAL MANAGEMENT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
OPERATIONAL PLAN : STRATEGIC MANAGEMENT MONITORING and EVALUATION									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery									
Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.81: To ensure the management of education research and planning the implementation of education policies and the evaluation of the efficacy of policies	Management of education research and planning the implementation of education policies and the evaluation of the efficacy of policies	5.4.81.1 Percentage policies and research evaluated and completed	Strategic Management, Monitoring and Evaluation	Director	50	10	20	15	5
5.4.14: To ensure the management of the education management information systems	Management of the education management information system	5.4.14.1: Number of reports rendered	Strategic Management, Monitoring and Evaluation	Director	10	3	3	2	2
5.4.82: To ensure the management of support for the strategic plans	Management of support for the strategic plans	5.4.82.1: Number of statutory documents submitted	Strategic Management, Monitoring and Evaluation	Director	6	2	2	1	1
5.4.83: To ensure the management of resource targeting and advice on policy choices made by the Department	Management of resource targeting and advice on policy choices made by the Department	5.4.83.1: Number of posts provided as per decaled post basket	Strategic Management, Monitoring and Evaluation	Director		-	-	-	-
5.4.84: To ensure the management of the co-ordination of operational plans of the Branches of the Department	Management of the co-ordination of operational plans of the Branches of the Department	5.4.84.1: SPM05 Number of operational plans submitted	Strategic Management, Monitoring and Evaluation	Director	14	-	-	14	-

CHIEF DIRECTORATE : FINANCIAL MANAGEMENT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
5.4.85: To ensure the management of modelling and forecasting to inform policy choices	Management of modelling and forecasting to inform policy choices	5.4.85.1: Number of modelling and forecasting projects to inform policy choices.	Strategic Management, Monitoring and Evaluation	Director	6	2	2	2	-
5.4.86: To facilitate standard setting and benchmarking to bring about effective service delivery at all levels of the education system	Facilitate the development of a service delivery charter framework	5.4.86.1: Number of Chief Directorates with service charters in place	Strategic Management; Monitoring and Evaluation	Director	10	-	-	10	-
5.4.86: To facilitate standard setting and benchmarking to bring about effective service delivery at all levels of the education system	Facilitate the development of a framework for a provincial standards body	5.4.86.2: A framework for provincial standards body in place	Strategic Management, Monitoring and Evaluation	Director	1	-	-	-	1
5.4.87: To evaluate and track school performance against nationally and provincially agreed guidelines and criteria	To facilitate and monitor desktop studies aimed for analysis of relevant education data to track system efficiency	5.4.87.1: Annual quantitative analysis of relevant education data to track system efficiency	Strategic Management, Monitoring and Evaluation	Director	1	-	1	-	-

B.1.3. Sub-Programme 1.3: Education Management

Objective of programme

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

A review of the priorities and issues of the three District Clusters and IDS presents a comprehensive overview of educational delivery in the Province.

Situation analysis

In 2006 the Province had 23 Districts with 6,181 public schools, 2,146,676 learners and 62,501 educators. The Districts are responsible for management, oversight, professional support and governance in public schools. The three District Co-ordination and Management Chief Directorates take overall responsibility for District Offices through three clusters that broadly correspond to the east, centre and west of the province:

- Cluster A: Maluti, Mount Frere, Mbizana, Lusikisiki, Libode, Qumbu, and Mount Fletcher.
- Cluster B: Mthatha, Dutywa, Butterworth, Cofimvaba, Ngcobo, Sterkspruit, Lady Frere, and Queenstown.
- Cluster C: East London, King William's Town, Fort Beaufort, Cradock, Graaff-Reinet, Uitenhage, Port Elizabeth and Grahamstown.

The purpose of District Co-ordination and Management is to co-ordinate and support the Districts within a Cluster for effective and efficient service delivery. The functions of District Co-ordination and Management are:

- to coordinate implementation of standard or uniform mode of operation for schools and districts within the cluster with regards to delivery of education services;
- To coordinate the implementation of a standard mode of operation for all districts in terms of human resource service, physical infrastructure, auxiliary services and governance, finance and supply chain management
- To provide a strategic leadership role and mentor management within the cluster
- To manage the interface between Head Office and District Offices by providing a guiding and supporting role to District offices by ensuring that government priorities are addressed
- Provide strategies to trouble-shoot any problems that arise within the Cluster

The Chief Directorate: Institutional Development and Support has the purpose of promoting policy regarding education provisioning in public ordinary schools. It develops and promotes policies and procedures for effective and accessible education provisioning in public ordinary schools, including policies on education resourcing, funding, management and governance.

Policies, Priorities and Strategic Objectives

The activities of sub-programme 1.3 are governed by almost all the policies set out in this document. The most pertinent among those policies are the South African Schools Act, 1996 (Act No 84 of 1996), The National Education Policy Act, 1996 (Act No 27 of 1996) and The Eastern Cape Schools Education Act, 1999 (Act No 1 of 1999). These policies are set within a network of other relevant policies, mandates and regulations that are critical to education and to the public sector as a whole. This framework of policies places significant demands on educational governance and administration, and plots the course for contribution of education to the Social and Economic Development Agenda of Government.

The three District Cluster Chief Directorates take responsibility for all the policies which affect schools and schooling. They are responsible for support to schools in implementing the policies which govern education delivery.

The Chief Directorate IDS is responsible for the development of all provincial policies and procedures affecting schooling, in line with national policies. It works closely with the three District Clusters to develop effective implementation strategies

Education policies and priorities in schools are covered under programme 2. The strategic objectives which are associated with this sub-programme are presented below:

Table 18: Related Strategic Goals and Objectives Sub-Programme 1.3

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 4: Increased levels of service integration at the local level		
Strategic Objective 1: Well managed schools with strong community involvement		
*MO101: To bring about effective management at all levels of the education system	Strategic Management Monitoring and Evaluation	Resources Planning and Targeting
*MO209: To bring about effective and efficient self-managing public ordinary schools	IDS	Education Resourcing and ECD centres
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery		
Strategic Objective 2: Effective performance management and accountability processes for all employees		
*MO101: To bring about effective management at all levels of the education system	Strategic Management Monitoring and Evaluation	Resources Planning and Targeting
Strategic Objective 4: Strategic role of the Department enhanced through effective management and administration systems		
*MO101: To bring about effective management at all levels of the education system.	Strategic Management Monitoring and Evaluation	Resources Planning and Targeting
Strategic Objective 7: Strategic Management of the Department that promotes the transformation agenda		
*MO101: To bring about effective management at all levels of the education system	Strategic Management Monitoring and Evaluation	Resources Planning and Targeting
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels		
Strategic Objective 3: Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society		
*MO216: To promote the participation of historically marginalized groups of learners in public secondary schools	Curriculum Management	Curriculum FET and ABET programmes
Strategic Objective 4: FET colleges properly upgraded and recapitalized in order to respond to labour market needs		
*MO501: To expand the FET collect sector in terms of the economic and social needs of the country	Vocational Education Services - FET	FET Colleges and ABET Centres

Constraints and measures planned to overcome them

Constraints and measures are presented that are relevant to both the District Clusters and the Chief Directorate: IDS. The division of responsibility in these issues is with CD: IDS responsible for the development of policies and procedures and for oversight of their implementation. The District Clusters are responsible for co-ordination and management of implementation through the Districts.

Constraint 1: Shortages of staff both for Education and Corporate Services.

Vacancy rates are especially high in the districts exist in all our districts. At the start of 2006/07 vacancy rates in the districts overall were 19% for EDOs (reduced by recruitment during 2005/06), 45% for curriculum advisers (with recruitment planned for 2006/07), and 44% for corporate services.

Measures Planned: During 2005/06 the Department started to recruit staff to fill critical posts, beginning with EDO's. Further recruitment of EDOs and subject advisers is taking place in 2006/07.

Recruitment of corporate service staff is starting with deputy directors and will then proceed to fill lower levels of the organogram.

Constraint 2: Shortage of educators in rural areas.

Open transfers and the redeployment has adversely affected many rural schools, leading to an exodus of educators to semi-urban/urban areas. It is also difficult to attract educators to rural areas. This has resulted in learners being left unattended and in temporary educators being used to fill spaces. This has in turn led to a situation where many grades are being taught by young, inexperienced and demotivated educators.

Measures Planned: The national framework of incentives for educators in rural areas is being finalised and will hopefully address this problem. Bursaries will also be offered to local learners who have matric mathematics so that they could be contracted to offer community service for a defined period of time.

Constraint 3: Shortage of educators in maths, science and specialist subjects.

There are insufficient educators to teach maths, especially the two subjects of mathematics and mathematical literacy at the FET level. There are also shortages in the sciences and ICT, and in specialist subjects including arts, crafts and music.

Measures Planned: The department is recruiting 4 000 maths educators in 2007/08, rising to 5 000 by 2009/10. Funds are needed for the further recruitment of educators in science, ICT and specialist subjects.

Constraint 4: Connectivity, networking and data line problems.

All District offices were connected with data lines during 2005/06, the last being Mbizana. Prior to this, officers had to travel to other Districts to perform their functions. This contributed to a backlog in payments of salaries and benefits in some Districts.

Measures Planned: A number of the districts have inadequate numbers of computers and internal networking. Providing a stable service for transversal systems, such as Persal and FMS, is a continuing challenge. Staff training is also needed to ensure that the available services, such as e-mail, are adequately used.

Constraint 5: Poor quality district infrastructure

An associated problem is the poor quality of buildings and lack of office space in some districts which leads, in some very extreme cases, to the district offices occupying five different properties e.g. Mt Fletcher. This complicates administrative operations and undermines effectiveness and efficiency. The Department of Public Works has been very slow in addressing these problems and the Department has been forced to provide temporary structures in Mbizana and Mount Fletcher.

Measures Planned: Lack of intervention by the Department of Public Works is a long running problem. The Department currently has only R1 million a year available under the infrastructure programme for temporary structures, which are not a long term solution. Further funding must be found.

Constraint 6: Non-compliance with the Admission Policy.

Whereas the Admission Policy of the Department requires schools to process their admissions in September and October of the preceding year, many schools still admit learners only in January at the start of the new academic year. This results in significant loss of teaching time. Many schools also admit and retain under- and over-aged learners.

Measures Planned: With the additional numbers of EDOs recruited in 2005 it will be possible to more closely monitor and support schools. EDOs are expected to check on compliance with the policy and to submit monthly monitoring reports on schools. Circuit managers are expected to require accountability from their EDOs.

Constraint 7: Lack of equipment in schools

Many schools, especially in rural areas, are poorly resourced with equipment and materials, including science laboratory equipment and kits, library books, sewing machines, computers, and equipment for technical schools

Measures Planned: Funding is increasing as the Department recovers from debt repayment. The budget is however still inadequate relative to the massive backlogs.

Constraint 8: School Transport

Communities struggled to adapt to the ban on using light delivery vehicles (bakkies) as a mode of transport to transport learners to schools, especially in rural areas.

Measures Planned: The Provincial Government is standing firm on this issue. The taxi industry discussions around use of safer commuter vehicles as part of the recapitalization plan should in the longer term alleviate this challenge.

Constraint 9: Implementation of the Norms and Standards for Schools Funding

There are many contestations from schools on their quintile allocation, especially from schools that are borderline and that are not placed in the higher funded quintiles 1 and 2. Many of the section 21 schools do not submit audited accounts on time and hence the transfer of their budgets is delayed. Many section 21 schools have indicated that they wish to revert to Section 20 status.

Measures Planned: Data that is used to place schools in the quintiles will in future be sent to schools as part of the decision on their allocation in the quintiles. It will be incumbent on the school to justify any contestation based on problems with the data. Centralised auditing of section 21 school accounts will be undertaken and schools will also be encouraged to use local accounting services.

Constraint 10: Lack of policies and procedures in critical areas

Many school policies and procedures need to be finalised to give clear guidance to schools and to improve management, governance and accountability.

Measures Planned: Policies relevant to schools that are currently being drafted and finalised are: Scholar Transport; Framework for Provincial, District and School Based Educators; Admission of Learners to Public Ordinary Schools; Establishment, Operationalization, Registration and De-registration of Schools; Extension of Curriculum and Addition of Grades; Implementation of SA-SAMS in all schools; Policy for the Registration of Learners for Home Education; Policy on Ordinary Public Schools Hostels; Education sector policy on HIV and AIDS; Policy for Early Childhood Development; and Provincial Curriculum Guidelines.

Constraint 11: Accessibility of budget for some projects delivered in Districts timeously.

Measures Planned: Budget for all projects that are implemented in the Districts should be load therein at the beginning of the financial year, coupled with concomitant authority and guidance for utilization thereof

Constraint 12: The limited delegations of District Directors. This restrict their capacity to make the necessary interventions at the appropriate time.

Measures Planned: Delegations should be increased to cover the full scope of district operations, such as finance, human resource administration.

Constraint 13: The centralized nature of certain programmes/provision of facilities.

Measures Planned: Decentralize processes determining the control and management of all such roll-out programmes to Districts for purposes of full responsibility and accountability

Constraint 14: Unavailability of discretionary fund at District level to deal with emergencies and/or disaster management issues

Measures Planned: Set aside and devote 10% of the infrastructural budget and delegate concomitant powers to handle such funding

Constraint 15: Conflicting authority directives flowing to Districts, coupled with non-observation of level-appropriate communication channels

Measures Planned: Level appropriate instructions to Districts, requiring uniform co-ordination and implementation, should, in all cases, be channeled through District Co-ordination

Constraint 16: Basic school necessities such as furniture; substitute and/or provisioning of educators in key subjects; non-educator personnel remain a huge challenge undermining service delivery in Districts.

Measures Planned: Appropriate delegations should be granted to District Offices and Cluster Chief Directors to enable them to effect timely interventions

Institutional Development and Support

Organizational structures and arrangements

The District coordination and management Cluster Chief Directorates are located in the Education Services Branch of the Department under the DDG for Institutional Operations Management. The Cluster Chief Directorates must work closely with other Chief Directorates and Directorates which take responsibility for specific operational functions that are undertaken by Districts and Schools

Planned quality input measures

More subject advisors must be appointed and trained in order to assist educators with subject content, teaching methods and other professional services that may be needed.

Resource information

Resources are needed to appoint more Subject Advisors.

Implementation plan

DIRECTORATE: DISTRICT CLUSTERS									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.9: To ensure access and success of learners in ECD	Ensure the promotion of attachment of ECD sites to public primary schools	1.1.9.1 No. of sites attached to public primary schools	DISTRICT CLUSTERS A B C	District Director	3448				3448
	Monitor compliance of ECD sites and Section 21 schools with Financial Management Reporting Requirements	1.1.9.2 No. of quarterly financial statements and annual certificates submitted	DISTRICT CLUSTERS A B C	District Director	5643	5643	5643	5643	5643
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.3: Improved enrolment participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners									
1.3.14: Enhanced capacity to monitor participation and performance in MST	Monitor implementation of INSET, provision of MSTE	1.3.14.1 No. of training workshops held	DISTRICT CLUSTERS A B C	District Director	12	3	6	9	12

DIRECTORATE: DISTRICT CLUSTERS

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER				
						Q1	Q2	Q3	Q4	
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society										
Strategic Objective 2.3: Increased access, through quality, relevant learning programmes in well resourced FET colleges										
2.3.13: Linking ABET learners from the skills programme and ABET centres to FET colleges for potential further education and skills for employment	Facilitate provision of a skills programme for ABET Centres	2.3.13.1 No. of training skills programmes provided	DISTRICT CLUSTERS A B C	District Director	3			3	3	
Strategic Goal 3: Improved quality teaching and learning at all education levels throughout the Province										
Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support										
3.1.11: To monitor and support teachers to ensure the successful and sustainable implementation of the NCS	Monitor implementation of new curriculum	3.1.11.1 No. of schools not implementing new curriculum	DISTRICT CLUSTERS A B C	District Director	-	-	-	-	-	-
3.1.12: Promote values in education through sports, art, culture and heritage through extra curricula activities	Promote participation of schools in extra-curricular programmes, in-school sport, Tirisano, Heritage and other learner enrichment programmes	3.1.12.1 No. of schools participating in extra-curricular activities	DISTRICT CLUSTERS A B C	District Director	1200	600	900	900	1200	
	Ensure establishment of ABET and PLP Centres and monitoring thereof	3.1.12.2 No. of ABET and PLP Centres established	DISTRICT CLUSTERS A B C	District Director	15				15	
3.1.8: To promote adequate LTSM to public ordinary schools	Collated annual LTSM requisitions in time and monitor delivery.	3.1.8.1 % of schools receiving LTSM on time	DISTRICT CLUSTERS A B C	District Director	100%			75%	100%	

DIRECTORATE: DISTRICT CLUSTERS

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all education levels throughout the Province									
Strategic Objective 3.6: Access to quality teaching and learning for LSEN in accordance with the policy and principals of inclusive education									
3.6.3: To provide assistance devices to all learners experiencing barriers to learning	Ensure curriculum adaptation for learners who experience barriers	3.6.3.1: % increase of learners benefiting from new adapted curriculum	DISTRICT CLUSTERS A B C	District Director	3%	1%	3%	3%	3%
3.6.5: To establish DBSTs and to develop training programmes for learner support teams	Ensure that DBSTs operate in districts to support implementation of Inclusive Education.	3.6.5.1 No. of schools visited by DBST	DISTRICT CLUSTERS A B C	District Director	240	80	160	240	240
3.6.7: To adequately resource and train, monitor and support special schools according to the policy and principles of inclusive education	Ensure learners experiencing barriers to learning are identified and provided better access to education and/or support	3.6.7.1 % increase of learners identified as experiencing barriers to learning	DISTRICT CLUSTERS A B C	District Director	4%	1%	2%	4%	4%
Strategic Goal 3: Improved quality teaching and learning at all education levels throughout the Province									
Strategic Objective 3.7: Enhanced integration of HIV and AIDS and life skills into and across the curriculum									
3.7.2: To promote relevant information to ensure that HIV and AIDS is integrated in and across the curriculum	Integrate HIV and AIDS and Life Skills into all educator training and INSET	3.7.2.1 No. of integrated curriculum training sessions	DISTRICT CLUSTERS A B C	District Director	6	3	6	6	6

DIRECTORATE: DISTRICT CLUSTERS

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
3.7.5: HIV and AIDS considerations mainstreamed into all policies, programmes and procedures of the Department	Monitor the implementation and impact of HIV and AIDS programmes	3.7.5.1 No. of workshops conducted	DISTRICT CLUSTERS A B C	District Director	6		3	3	6
Strategic Goal 4: Increased levels of service integration at the local level Strategic Objective 4.1: Well managed schools with strong community involvement									
4.1.2: To bring about effective and efficient self-managing public ordinary schools	Monitor, support and ensure SMTs are trained on policy implementation, management and school administration.	4.1.2.5 No. of schools with trained SMTs	DISTRICT CLUSTERS A B C	District Director	450	150	300	300	450
	Set standards for school functionality and performance, as well as monitor implementation.	4.1.2.1 No. of schools with all the resources	DISTRICT CLUSTERS A B C	District Director	1600	625	125	1500	1500
4.1.2: To bring about effective and efficient self-managing public ordinary schools	Support, monitor and train SGBs on policy implementation, roles and responsibilities	4.1.2.2 No. of training sessions for SGBs	DISTRICT CLUSTERS A B C	District Director	6	3	3	6	6
	Ensure development and implementation of SDPs; SIPs, and Year Plans	4.1.2.3 No. of schools with SIPs	DISTRICT CLUSTERS A B C	District Director	5932	5932	5932	5932	5932
		4.1.2.6 No. of schools with SDPs			450	450	450	450	450
Ensure implementation of IQMS and systemic evaluation.	4.1.2.4 No. of schools submitted base-line scores and developed	DISTRICT CLUSTERS A B C	District Director	2000	2000	2000	2000	2000	

DIRECTORATE: DISTRICT CLUSTERS

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.4: Well managed education districts with strong links to municipalities and education stakeholders									
4.4.1: To bring about effective management of the eEducation system through districts	Promote the integration of independent schools into relevant circuit management programmes	4.4.1.27 No. independent schools submitting quarterly reports to Circuit Managers	DISTRICT CLUSTERS A B C	District Director	-				
	Monitor and support the maintenance of good labour relations in the Districts	4.4.1.1 % increase of resolved labour disputes ok up go here	DISTRICT CLUSTERS A B C	District Director	10%	4%	6%	8%	10%
	Ensure provision and implementation of all delegations	4.4.1.10 No. of Districts with delegations and reporting accordingly	DISTRICT CLUSTERS A B C	District Director	23	23	23	23	23
	Bring about the establishment of efficient procurement services in Districts	4.4.1.13 No. of well resourced schools and offices in compliance with procurement procedures	DISTRICT CLUSTERS A B C	District Director	1500	625	1125	1500	1500
	Facilitate the rendering of reliable auxiliary services in Districts	4.4.1.14 % of office services timeously provided to staff	DISTRICT CLUSTERS A B C	District Director	35%	15%	30%	35%	35%
		4.4.1.28 No. of Districts with 100% submission rate of monthly returns			23	23	23	23	23
Ensure the provision of fleet management services the responds to the needs of Districts	4.4.1.15 Impounded vehicles not exceeding 5% every month	DISTRICT CLUSTERS A B C	District Director	5%	5%	3%	2%	2%	

DIRECTORATE: DISTRICT CLUSTERS

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
4.4.1: To bring about effective management of the eEducation system through districts	Monitor the implementation of decentralized school construction and renovation programmes	4.4.1.18 No. of classrooms constructed and upgraded	DISTRICT CLUSTERS A B C	District Director	-				
	Update Districts on policy development and changes, and monitor implementation, including compliance	4.4.1.19 No. of schools receiving circulars and policy documents	DISTRICT CLUSTERS A B C	District Director	5932	5932	5932	5932	5932
	Co-ordinate and monitor the implementation of training programmes for all managers in the cluster	4.4.1.20 No. of managers attending training courses	DISTRICT CLUSTERS A B C	District Director	120				
	Prepare an drive the implementation of the devolution of functions to Districts in co-operation with relevant head Office Chief Directorates	4.4.1.21 Percent and scope of functions devolved to Districts	DISTRICT CLUSTERS A B C	District Director	100%	25%	25%	25%	25%
	Ensure participation of Districts in the Social Needs Cluster Departments Programmes	4.4.1.21 (duplication) No. of meetings between Districts and Social Development	DISTRICT CLUSTERS A B C	District Director	4	1	2	3	4
	Ensure participation of Districts in local government IDP programmes and Cluster Chief Directors in District Municipal Programmes	4.4.1.22 No. of interactive meetings with local government structures in the District	DISTRICT CLUSTERS A B C	District Director	6	3	3	6	6
4.4.1: To bring about effective management of the eEducation system through districts	Monitor the performance of Districts to counteract the necessity for intervention to address problem areas	4.4.1.23 No. of Districts identified with problems	DISTRICT CLUSTERS A B C	District Director	6	6	6	6	6
	Resolve and trouble-shoot emerging problems on the basis of policy initiatives	4.4.1.24 No. of reported cases resolved	DISTRICT CLUSTERS A B C	District Director	-				
	Ensure that all Districts have Operational Plans, and that they monitor implementation of SIPs and SDPs	4.4.1.25 No. of schools with SIPs and SDPs	DISTRICT CLUSTERS A B C	District Director	450	450	450	450	450

DIRECTORATE: DISTRICT CLUSTERS

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	Monitor implementation of the school fee exemption policy through the Districts	4.4.1.26 No. of "No Fee" schools	DISTRICT CLUSTERS A B C	District Director	-				
Strategic Goal 5: Performance Management and Development Systems and processes for enhanced service delivery Strategic Objective 5.5: Optimal provisioning and utilization of human resources									
5.5.4: To realize the optimal distribution of human resources across the system	Ensure eradication of HR backlogs and substance of appropriate services standards	5.5.4.2 % reduction of backlogs in the emergence of acceptable service standards	DISTRICT CLUSTERS A B C	District Director	5%	2%	3%	4%	5%
	Timeous filling of vacant substantive posts and provision of substitutes and temporary educators	5.5.4.3 No. of filled vacant posts and substitute appointments	DISTRICT CLUSTERS A B C	District Director	-				
Strategic Goal 5: Performance Management and Development Systems and processes for enhanced service delivery Strategic Objective 5.7: Strategic management of the department that promotes the transformation agenda									
5.7.2: Identify policies and policy gaps critical to the transformation agenda, evaluate existing policies and develop a policy monitoring system	Conduct research on District education conditions, attainment and resource equity in co-operation with Head Office planning	5.7.2.1 No. of action research studies and surveys produced	DISTRICT CLUSTERS A B C	District Director	3	1	2	3	3
	Identify implementation gaps within the District and ensure that policy guidelines are developed	5.7.2.2 No. of reported problem areas where policy is needed	DISTRICT CLUSTERS A B C	District Director					
Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency Strategic Objective 6.3: Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrolments per school									
6.3.4: To promote subsidized scholar transport (including bicycles)	Ensure provision of scholar transport where needed	6.3.4.1: % increase of schools with scholar transport	DISTRICT CLUSTERS A B C	District Director	15%	7%	10%	10%	15%
		6.3.4.2: No. of learners on scholar transport			-	-	-	-	-

DIRECTORATE: DISTRICT CLUSTERS									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 8: Social issues affecting schooling learners and employees addressed Strategic Objective 8.4: A new model developed and introduced of the school nutrition programme which involves community participation through cooperatives									
8.4.1: To provide access to SNP in the public ordinary school system in accordance with policy	Monitoring implementation of school Nutrition Programme, including involvement of CBOs and co-operatives	8.4.1.1 No. of learners fed 8.4.1.2 No. of co-ops, small business that participate	DISTRICT CLUSTERS A B C	District Director	- -				
	Development strategy for ensuring equitable allocation and distribution of resources to schools and monitor implementation	No. of schools expending their allocated budget according to standard items	DISTRICT CLUSTERS A B C	District Director	450	150	300	300	450

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location Strategic Objective 1.1: Increased admission in ECD, as well as participation and success rates in GET and FET especially of rural learners, girls and LSEN									
1.1.13: To ensure increased admission in ECD, as well as participation and success rates in GET and FET especially of rural learners, girls and LSEN	To monitor the increased admission in ECD, as well as participation and success rates in GET and FET especially of rural learners, girls and LSEN	1.1.13.1: Percentage of children with special needs of compulsory age not enrolled in educational institutions	ESSS	Director	20	5	5	5	5

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
1.1.8: To ensure that quality education occurs in independent schools	To ensure that independent schools are monitored regularly	1.1.8.1: Percentage of funded independent schools visited for monitoring purposes	ESSS	Director	100	25	50	75	100
1.1.1: To ensure that the population of compulsory school going age attend schools	To ensure that the registration and monitoring of Home schooling is monitored regularly	1.1.1.1: Percentage of the population aged 6 to 15 attending school	ESSS	Director					
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities									
1.2.8: To ensure that special schools are adequately strengthened to become resource schools in accordance with the principles of inclusive education	To ensure the implementation of targeted resourcing of special schools in previously disadvantaged areas (rural areas) in respect of transport and staffing and in other areas	1.2.8.1: Percentage of schools receiving resources to cover transport and staff shortages	ESSS	Director	40		10	20	10
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.18: To ensure that overall the poor are favoured in the public resourcing of education	To monitor the provision of assistive devices to all learners experiencing barriers to learning in special schools e.g. Braille, hearing aids, wheelchairs, computers etc	1.6.18.1: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	ESSS	Director	8	2	2	2	2
1.6.8: To ensure the provision of adequate Learner Teacher Support Material to public ordinary schools through proper budgeting	To monitor the development ,adaptation, procurement and deliver age, language, and learner appropriate LTSM to schools in 23 districts	1.6.8.1: Number of LTSM and other required material delivered	ESSS	Director	18,450		450	10000	8000

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support									
3.1.7: To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes	Set guidelines for monitoring of Dinaledi schools.	3.1.7.1: Percentage of girl learners who take maths and science in the FET band	ESSS	Director	30	30	0	0	0
3.1.25: To ensure that special schools are adequately strengthened to become resource schools in accordance with the principles of inclusive education	To monitor the facilitation of the training and support of Special schools / Full Service schools with curriculum adaptation programmes	3.1.25.1: Number of educators trained in curriculum adaptation	ESSS	Director	50		25	25	NIL
8.5.1: To provide care and support for those who are infected or affected by HIV and AIDS (MO801)	To ensure the Development of systems for identification and referral of orphans and vulnerable learners to social development in conjunction with the relevant Departments and EMIS	8.5.1.1: Percentage of orphans and vulnerable children (OVC) in schools	ESSS	Director	20	0	0	20	0
8.3.4: To monitor and evaluate the impact of health education programmes in the education system	To ensure the Incorporation of all HIV and Health related indicators into EMIS	8.3.4.1: Number of reports available, accessible and analysed with the view to disseminate information to all stakeholders and institutions	ESSS	Director	1	0	1	0	0

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the province									
Strategic Objective 3.6: Access to quality teaching and learning for LSEN in accordance with policy and principles of Inclusive education									
3.6.8: To ensure the development of a framework to promote access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a district model	To monitor and to supervise the facilitation of training of District Based Support Teams(DBST) and Institution Based Support Teams (IBST)	3.6.8.1: Number of officials trained as DBST members and number of educators trained as LBST members	ESSS	Director	77	20	20	27	10
3.6.8: To develop a framework to ensure access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a district model	To monitor the facilitation of the training of District Based Support Teams(DBST) and Institution Based Support Teams (IBST)	3.6.8.2: Number of DBST's and LBST's members trained on how to support gifted children	ESSS	Director	48			24	24
Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.7: Enhanced Integration of HIV and AIDS and Life skills into and across the curriculum									
3.7.6: To ensure the Capacity building of office and school based educators in life skills, curriculum and values education	To supervise the facilitation of the establishment, capacity development and monitoring of Health Advisory Committees	3.7.6.1: Percentage of schools with Health Advisory Committees (HAC)	ESSS	Director	75		20	30	25
	To ensure that Provincial and district officials, SGBs, managers, SMTs and RCLs trained on modules on how to govern schools in relation to non racism and equality	3.7.6.2: Numbers of educators trained on HIV and AIDS, abstinence, life skills and values education	ESSS	Director	600		200	200	200

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
3.7.6: To ensure the Capacity building of office and school based educators in life skills, curriculum and values education	To ensure the development of instrument in partnership with SAHRC, SACE, ELRC and EMIS for Provincial monitoring and reporting to asses compliance by schools	3.7.6.3: Number of instruments developed	ESSS	Director	1		1		
	To ensure the development of advocacy materials and advocacy strategy that would ensure participation of the youth in cross cultural issues and values	3.7.6.4: Number of advocacy materials developed.	ESSS	Director	3,000		1,000	1,000	1,000
	To ensure the facilitation and monitoring of training sessions on the abstinence enrichment programme	3.7.6.5: Number of schools able to implement the abstinence programme which will result in learners displaying morally acceptable behaviours	ESSS	Director	600		200	200	200
3.7.6: To ensure the Capacity building of office and school based educators in life skills, curriculum and values education	To ensure the facilitation and monitoring of training sessions on the understanding, importance, and integration of values education into the curriculum by educators	3.7.6.6: Number of schools able to promote and implement the values of respect, equality and non discrimination during teaching and learning	ESSS	Director	600		200	200	200
3.7.7: To ensure the increase in the number of educators who are trained in counselling skills	To ensure the facilitation and monitoring of training sessions on counselling skills for educators	3.7.7.1: All schools able to provide care and support to infected and affected learners	ESSS	Director	600		200	200	200

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
3.7.8: To coordinate advocacy initiatives for safe circumcision practices supported in partnership with the relevant stakeholders	To ensure the development of terms of reference and plan of action with all the relevant stake holders(traditional surgeons, leaders, chiefs, parents, RLCLs and other government departments	3.7.8.1: Number of schools receive education on safe measures	ESSS	Director	35	0	20	15	0
3.7.8: To coordinate advocacy initiatives for safe circumcision practices supported in partnership with the relevant stakeholders	To monitor the impact of the number of road shows and education sessions in schools throughout the Province	3.7.8.2: Number of well advocated and sustained strategy aimed at addressing safe circumcision.	ESSS	Director	6	0	4	2	0
3.7.9: Collaboration with social partners, churches and all faith based organisations to address social issues that affect schools	To ensure the facilitation of meetings and develop Terms of Reference for the involvement of all religious bodies in all programmes relating to HIV and AIDS taking place at school level	3.7.9.1: Number of Social Partners (churches and faith based organisation) mobilised	ESSS	Director	10	0	5	5	0
	To ensure the Coordination of information sharing and lay counselling capacity building sessions for leaders of all religious formation in all the districts	3.7.9.2: Number of lay counselling trained	ESSS	Director	100	0	50	50	0
	To ensure the facilitation and honouring of all annual HIV and AIDS days of importance	3.7.9.3: The number advocacy events of all annual HIV and AIDS days of importance at all levels(Head office, districts and schools)	ESSS	Director	24	0	12	12	0

Abstinence Week
School AIDS month
AIDS conference
Peer Ed launches

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
	Human Rights Candle lights-schools World AIDS Day								
	Ensure Candle light memorials in all districts	3.7.9.4: Number of candlelight memorials to ensure a level of advocacy done to demonstrate the Departmental response and commitment to HIV and AIDS	ESSS	Director	24	0	12	12	0
3.7.10: Training of all employees and learners on care and support	To ensure the provisioning of equipment and skills to ensure the practice of universal precautions	3.7.10.1: Number of First Aid Boxes distributed in schools and offices(districts and Head office)	ESSS	Director	46	0	0	23	23
3.7.10: To ensure the provision of training of all employees and learners on care and support	To monitor and to ensure the Lunch time talks on talks on HIV and AIDS and Wellness issues	3.7.10.2: Number of lunch time talks	ESSS	Director	12	0	4	4	4
	To ensure facilitation of access to VCT and ARVs	3.7.10.3: Number of Staff members access VCT and ARVs	ESSS	Director	300	0	100	100	100
3.7.11: To ensure capacity building for learners as Peer Educators in order to provide an immediate support structure to both infected and affected learners	To ensure the training of 10 000 learners as Peer Educators	3.7.11.1: Number of schools which benefit from the roll out of the programme	ESSS	Director	10 000	-	400	400	300
	To ensure the Roll out of Peer Education	3.7.11.2: Number of new schools with learners trained as Peer Group Trainers	ESSS	Director	800	-	400	400	-

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 8: Social issues affecting schooling learners and employees addressed									
Strategic Objective 8.3: A safe and healthy environment and employee wellness in the workplace									
8.3.4: To ensure a safe and conducive environment for workers	To ensure the Facilitation of the Peer Education and Counselling training roll out	8.3.4.2: Number of educators trained as Peer Educators	ESSS	Director	1000	-	250	500	250
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.6: Access to quality teaching and learning for LSEN in accordance with the policy and principals of inclusive education									
3.6.8: To ensure the development of a framework to ensure access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a district model	To monitor the facilitation of training of Districts to implement transformational guidelines on Screening, Identification, Assessment, Admission and support.	3.6.8.2: Number of district officials trained on guidelines for screening, identification, assessment, admission and support	ESSS	Director	50		20	20	10
	To ensure that Educators and non educators receive initial training and INSET on how to handle learners experiencing barriers to learning	3.6.8.3: Number of educators and non educators receive accredited certificates	ESSS	Director	60		30		30
	To monitor the Field test Inclusive Education in Nodal Areas in partnership with the NDOE	3.6.8.4: Number of districts field testing inclusive education	ESSS	Director	4	6	2	2	10
3.6.8: To ensure the development of a framework to ensure access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a district model	To supervise and facilitate Advocacy strategies on Inclusive education targeting, SMTs, SGBs, parents, including ECD, ABET, HEIs at district level , educators and communities	3.6.8.5: Percentage of disabled out of school children and youth including children in distress are accommodated in special schools	ESSS	Director	40	10	10	10	10

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 5: Performance Management Systems and processes for enhanced service delivery are enhanced									
Strategic Objective 5.6: HIV and AIDS considerations mainstreamed into all policies, programmes and procedures of the Department									
5.6.3: To ensure that all Departmental policies identified and reviewed to accommodate for HIV and AIDS	To ensure that an integrated HIV and AIDS Education Sector Steering Committee is established	5.6.3.1: Number steering committee meetings held in order to assist in the support and monitoring of all HIV and AIDS activities at all levels	ESSS	Director	4	1	1	1	1
	To ensure that a Consultative workshop is held with Steering committees and key stake holders to adopt the Draft HIV and AIDS Policy of the department	5.6.3.2: Number of Policy developed and adopted	ESSS	Director	1	0	0	1	0
Strategic Goal 6: Optimal configuration of the school systems in order to balance access and efficiency									
Strategic objective 6.3: Subsidized scholar transport (incl. bicycles) and/or accommodation of learners particularly at secondary level in order to achieve higher enrolments per school									
6.3.1: To ensure that the population of compulsory school-going age in the province attends school	To ensure the facilitation of the Liaising with relevant directorate to ensure that deserving learners have access to scholar transport	6.3.1.1: Percentage of the population aged 16-18 attending schools and other educational institutions	ESSS	Director	30	0	0	0	30
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic objective 1.2 : Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities									
1.2.8: To ensure that special schools are adequately strengthened to become resource schools in accordance with the principles of inclusive education	To ensure that systems are Devised to enable schools to receive transfer payments timeously	1.2.8.2: Percentage of subsidy transferred to special schools	ESSS	Director	100	25	25	25	25
	To facilitate the development of provincial policies for provision of Norms and Standards for funding in special schools	1.2.8.3: Number of policies on funding developed	ESSS	Director	2	1		1	

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 8: Social issues affecting schooling addressed									
Strategic objective 8.2: Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools									
8.2.9: To ensure the strengthening of , co-ordination and partnerships within departments interdepartmentally and inter-sectorally	To ensure the development of Provincial policies for gifted children, street children and Hospital school children as well as sports	8.2.9.1: Number of policies on gifted ,street and hospital school children developed	ESSS	Director	2		1		1
Strategic Goal 8: Social issues affecting schooling addressed									
Strategic objective 8.1: Establish educational institutions and administrative structures and processes to respond adequately to the social issues which affect schools and schooling									
8.1.11: To develop a Provincial Policy and comprehensive framework to cater for learners who are truant and have behavioural problems	To ensure the development and implementation of integrated programmes for vulnerable youth and learners in need of care	8.1.11.1: Number of policies developed with strategies that will provide capacity building for all officials involved, clarifying roles and responsibilities and guidelines that are revised and improved when the need arises	ESSS	Director	1	0	0	1	0
Strategic Goal 8: Social issues affecting schooling addressed									
Strategic Objective 8.4: A new model developed and introduced for the School Nutrition which involves community participation through cooperatives									
8.4.5: To provide access in the public ordinary schooling system in accordance with policy	To ensure that learners are fed for the all the school days of the year	8.4.5.1: Percentage of learner days covered by the school nutrition programme	ESSS	Director	98	0	0	0	98
8.4.6: Extension of SNP to Grade 7 in all quintiles 1 and 2 schools.	To ensure that schools in quintiles 1 to 2 are targeted and feed in those quintiles from grade R to 7	8.4.6.1: Number of learners fed in quintiles 1to2 in Grade 1 to 7.	ESSS	Director	310 006	0	103 335	206 670	310 005
8.4.7: To ensure establishment of support system through collaboration with other departments and local authorities to empower co-ops involved in the SNP.	To facilitate the formalisation of concept document and approval by HOD.	8.4.7.1: Number Inter-sectoral committees established. And SLAs' signed	ESSS	Director	4	1	1	1	1

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
8.4.1: Introducing cooked menus in schools through a phased in approach.	To ensure and to supervise the Identification of schools ready to cook. Needs analysis for cooking utensils. Identifying functional school and community gardens. Database of ready schools. Award new tender.	8.4.1.2: Number of Schools served with cooked menu.	ESSS	Director	3088	13	1038	2063	3088
8.4.3: To ensure the promotion of food security and the sustainability thereof through the introduction of food gardens in schools and communities.	To ensure that meetings are held with SGBs' and food gardens are established in schools and partnerships with Social Needs Cluster departments are strengthened.	8.4.3.1: Number of food gardens established in SNP schools.	ESSS	Director	1000	250	500	750	1000
8.4.4: To ensure the participation of Coops in the School Nutrition Programme	To monitor and supervise the involvement of communities in the SNP through incorporation via the tender processes and organise workshops for cooperatives on Departmental procedures. Meeting with LED Managers. Arrange Cooperatives imbizos.	8.4.4.2: Number of cooperatives participating in the SNP.	ESSS	Director	15	4	4	4	3
8.4.5: To ensure the improvement of the performance of the SNP by strengthening data management system and payments to suppliers	To facilitate and supervise the establishment of a reliable database and payment system .	8.4.5.2: Percentage of improvement in the payment to suppliers paid on time	ESSS	Director	100	100	100	100	100

CHIEF DIRECTORATE: EDUCATION SOCIAL SUPPORT SERVICES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
	To supervise and facilitate the devolvement of the capturing of invoices and staffing of SNP section in the district offices. SLA signed with DOH	8.4.5.3: Percentage of improvement in the number of learners fed	ESSS	Director	100	90	10	0	
	To monitor the number of schools visited and reports submitted	8.4.5.4: Percentage of SNP schools visited	ESSS	Director	80	20	20	20	20
Strategic Goal 8: Social issues affecting schooling addressed.									
Strategic Objective 8.5: Care and support for those who are infected or affected by HIV and AIDS									
8.5.1: To ensure the facilitation and capacity building for learners as Peer Educators in order to provide an immediate support structure to both infected and affected learners	To ensure the implementation and monitoring of the tender on retraining the previously contracted out of school youth as Peer Group trainers	8.5.1.2: Number of out of school youth trained as Peer Group Trainers	ESSS	Director	251		251		
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.18: To ensure that overall the poor are favoured in the public resourcing of education	Managing Section 14 agreements with regard to provision of services to farm and schools on private property.	1.6.18.2: Percentage of the population aged 5 to 15 attending farm schools on private property	ESSS	Director	40	0	0	0	40

CHIEF DIRECTORATE: VOCATIONAL EDUCATION SERVICES

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 (TARGET)	Q1	Q2	Q3	Q4
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment, training and participation in society).									
Strategic Objective 2.3: Increased access, throughput and success through quality, relevant learning programmes in well-resourced FET colleges									
2.3.3: To expand the FET College Sector in terms of the economic and social needs of the country	Monitor development, maintenance and implementation of policies, systems and programmes	2.3.3.1: Number of college students relative to youth in the province		Director	16,759	4,190	4,190	4,190	4,190
2.3.3 To expand the FET college sector in terms of the economic and social needs of the country	Monitor and evaluate provision of physical resources, upgrading learning programmes and teacher development - capacity building through the recapitalisation project	2.3.3.2 Number of FET colleges with upgraded infrastructure		Director	8	2	2	2	2
2.3.1: To promote the participation by historically marginalised groups in FET institutions	Monitor the recruitment of female learners in technical fields	2.3.1.1: Percentage of female students who are in technical field		Director	60	15%	15%	15%	15%
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society									
Strategic Objective 2.4: Potential of FET learners increased for employment and self-employment through improved linkage to key government initiatives and skills programmes									
2.4.2: To provide relevant and responsive quality FET learning opportunities	Monitor, evaluate and assess the impact of partnerships with SETAs, the number of MOUs signed and local, national and international partnerships	2.4.2.1: Percentage of learners placed in learnerships		Director	10	10	10	10	10

OPERATIONAL PLAN : INSTITUTIONAL MANAGEMENT DEVELOPMENT AND GOVERNANCE (IMD and G)

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	CHIEF DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.3: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets	Ensure finalization of the regulations, print and distribute policy to schools and conduct advocacy	1.1.3.1: Regulations promulgated and distributed to schools in respect of areas of policy gap	IMD and G	Director	5	1	2	1	1
1.1.16: To facilitate the strengthening of strategy for improvement of learner performance across the system.	Develop an integrated strategy for learner performance improvement in conjunction with other sister Directorates that will deal with teacher support, SMT training, Literacy, LOLT, etc	1.1.16.1: Number of interventions implemented to assist learner performance improvement	IMD and G	Director	8	8	8	8	8
To coordinate all functions related to the management and provisioning of education services in the GET and FET Bands	Coordination and ensuring the implementation of all programs within the GET Band	Number of programs successfully implemented	IMD and G	Director	12	12	12	12	12
To coordinate all functions related to the management and provisioning of education services in the GET and FET Bands	Coordination and ensuring the implementation of all programs within the FET Band	Number of programs successfully implemented	IMD and G	Director	11	11	11	11	11

OPERATIONAL PLAN : INSTITUTIONAL MANAGEMENT DEVELOPMENT AND GOVERNANCE (IMD and G)

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	CHIEF DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
To coordinate the implementation of programs on institutional development, support and governance through IQMS or any other oversight monitoring tools / instruments	Coordination and ensuring the implementation of all programs within IDS and G	Number of programs successfully implemented within the directorate	IMD and G	Director	16	16	16	16	16

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER				
						Q1	Q2	Q3	Q4	
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender										
Strategic Objective 1.1: Increased admission, participation, progression and success rates in GET and FET including rural learners, girls and LSEN.										
1.1.7: To ensure that the progression of learners through public primary schools is optimal.	To provide strategic management for the establishment and maintenance of systems and procedures to ensure the optimal of progression of learners through the system	1.1.7.1: Number of training and support modules developed for GET curriculum advisors and teachers 1.1.7.2: Number of training and support modules developed for FET curriculum advisors and teachers	Curriculum Management	Director	8	8				
					18	18	11			

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.3: Improved enrolment, participation and performance in Mathematics, Science e and Technology and Economic Management Sciences, particularly amongst girls and rural learners									
1.3.2: To ensure that an adequate proportion of the population attains grade 12 in particular with Mathematics and Science passes.	To provide strategic management of assessment and examination processes for the FET and GET bands	1.3.2.1: Pass rate in grade 12 examinations, Maths and Science	Curriculum Management	Director		53.5%		60%	
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support									
3.1.5: To obtain the highest possible educational outcomes amongst learners in public secondary schools		3.1.5.1: PM 221 Percentage of learners in grade 9 attaining acceptable educational outcomes		Director	55			55	
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.3: Improved enrolment, participation and performance in mathematics, science and technology and economic management sciences, particularly amongst rural learners.									
1.3.1: To promote the participation of historically marginalized groups of learners in public secondary schools		% of girl learners who take maths and science in grade 12		Director					
1.3.2: To ensure that an adequate proportion of the population attains grade 12 in particular with Mathematics and Science passes	To provide strategic management for the promotion of Mathematics, Science and Technology	1.3.2.2: Pass ratio in grade 12 in Mathematics and Science	Curriculum Management	Director	97	47		50	
1.3.14: Coordinate the provision of the ACE programme in Maths, Science and Technology for selected Senior Phase teachers	To strategically manage the coordination of the training of teachers in MST	1.3.14.1: Number of teachers completing the first year of the two-year ACE course in Maths Science and Technology course		Director	120			120	

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
1.3.11: To ensure the success of the Maths and Science Dinaledi schools project	To provide strategic direction for the coordination of focused Maths and Science schools	1.3.11.1: Pass rates in Maths and Science in Dinaledi schools	Curriculum Management	Director	75	40	50	60	75
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender Strategic Objective 1.4: Increased access to and utilization for ICTs also in rural schools, in order to exploit the transformative equalizing potential of eEducation									
1.4.8: To conceptualise a provincial framework for effective use of ICTs in teaching and learning	To provide strategic direction for the introduction of ICTs in teaching and learning	1.4.8.1: Number of meetings held	Curriculum Management	Director	8	2	2	2	2
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.1: To provide access to learner teacher support materials to Public Ordinary Schools and ensure that LTSM packages and catalogues are in line with redress measures	To develop guidelines for relevant LTSM for schools in line with curriculum policy requirements	1.6.1.3: Number of guidelines developed for LTSM packages	Curriculum Management	Director	1	1			
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies									
3.1.5: To ensure the optimal progression of learners through the GET and FET bands in accordance with Assessment policies.	To provide strategic management for the development of guidelines to ensure uniform interpretation of assessment policies in GET and FET	3.1.5.2: Number of guidelines developed	Curriculum Management	Director	1		1		

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 4: Increased levels of service integration at the local level Strategic Objective 4.2: Effective professional support services from EDOs, Subject Advisors and Special Needs staff									
4.2.2: Provide effective professional support services to Media Advisors	To provide strategic direction for the development of district media officials	4.2.2.1: Number of district media officials developed	Curriculum Management	Director	23			23	
Strategic Goal 3: Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province Strategic Objective 3.2: Developed and supported a professional, committed and well trained teaching corps									
3.2.2: To ensure that all teachers are adequately qualified	To provide strategic management for the coordination of orientation and INSET courses in the GET and FET bands	3.2.2.1: Percentage of teachers qualified below REQV 13	Curriculum Management	Director	4796 2			2	
Strategic Goal 4: Increased levels of service integration at the local level Strategic Objective 4.2: Effective and professional support services from EDOs, Subject Advisors and Special Needs Staff									
4.2.2 To ensure that Subject and Curriculum Advisors are adequately prepared to orientate and support teachers on the NCS for the GET and FET band	To provide strategic management for the coordination of orientation and INSET courses in the GET and FET bands	4.2.2.2: Number of GET curriculum advisors orientated and supported 4.2.2.3: Number of FET curriculum facilitators orientated and supported	Curriculum Management	Director	460 800	230 400	184 400		46
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support									
3.1.1: To monitor and support teachers to ensure the successful and sustainable implementation of the NCS	Develop and ensure the implementation of monitoring and support tools for curriculum advisors	3.1.1.1: Number of school support visits conducted per curriculum advisor	Curriculum Management	Director	4	1	1	1	1

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
3.1.20: To promote the integration of life skills, social justice, HIV and AIDS, inclusively, healthy environment, human rights and other social and environmental issues in the curriculum	To serve on and advise collaborative structures with relevant sections to ensure that social and environmental issues are integrated into the curriculum	3.1.20.1: Number of meetings attended	Curriculum Management	Director	4	1	1	1	1
3.1.2: To review, develop and support curriculum adaptation programmes	To provide support for the development of guidelines on curriculum adaptation	3.1.2.1: Number of curriculum adaptation guidelines developed	Curriculum Management	Director	1	1			
Strategic Goal 4: Increased levels of service integration at the local level Strategic Objective 4.1.1: Well managed schools with strong community involvement									
4.1.1: To bring about effective management at all levels of the education system.	To strategically manage establishment of curriculum coordinating structures and the dev of procedural guidelines to enhance performance of provincial and district curriculum officials	4.1.1.3: Number of meetings held	Curriculum Management	Director	6	1	2	2	1
		4.1.1.4: Number of procedural guideline documents for curriculum coordination and implementation developed			2	1	1		

B.1.6. Sub-Programme 1.6: EMIS

Objective of programme

To provide reliable, accurate and relevant information to education managers and stakeholders.

Situation analysis

The EMIS is responsible for the collection, capturing, cleansing, warehousing and reporting of data from 6 304 institutions within the Province. Presently this is done through paper based surveys to various sectors within the system. During 2005 the following surveys were completed: 10th day return of public ordinary schools; 4 Annual Surveys of Ordinary schools, LSEN, FET, ABET, and ECD. EMIS also undertakes the post provisioning survey to support the calculation and allocation of posts to schools, and undertakes the calculation of budgets for all schools under the Norms and Standards for Schools Funding (NSSF).

Under the new organogram approved in December 2005 EMIS falls under a new Directorate of Resource Planning and Targeting. This Directorate will be represented in each district through the sub-section: EMIS and Policy Implementation. These new units are still to be filled. Presently the EMIS does not have official representation at district level but this will be addressed through the creation of forums at district level to deal with strategic planning and information. This district forum will be responsible for the timely collection of data from institutions, quality assurance of data, verification of data and supporting of the EMIS at a district level.

Policies, priorities and Strategic Objectives

The primary policy under which EMIS functions is the newly adopted Education Information Policy. Other acts and policies are: The Promotion of Access to Information Act, 2000, The Statistics Act, 1999, The Norms and Standards for Schools Funding 2000 and 2004; and the Post-Provisioning policies and norms.

Constraints and measures planned to overcome them

Constraint 1: Shortage of Staff

Although the Eastern Cape EMIS Unit is responsible for the most institutions of any province, it has one of the smallest EMIS sections in the country. Currently there are numerous vacant posts at EMIS.

Measures Planned: Technical support hours have been purchased from a service provider to assist with technical work to be done. Under the new organogram posts for the Directorate of Resource Planning and Targeting have been advertised and a Director and Deputy Director has been appointed.

Constraint 2: Slow Return Rate of Survey Forms

The return rate of survey forms to EMIS is currently very slow due to various reasons. One of the reasons is due to the geographical entrapment of certain schools in rural areas. Other reasons vary from staff shortages at district level to distances that have to be travelled by managers to collect forms.

Measures Planned: With the introduction of the new organogram, provisioning will be made for the establishment of Strategic Planning and Information Forums at district level. It will be the responsibility of this staff member to ensure that forms are returned within the allotted timeframes and that the quality of data is at an acceptable level. This should alleviate the pressure from EDOs. School managers are also to be trained in the importance of EMIS.

Constraint 3: No dedicated EMIS Officials at District Level

At the present moment there are no dedicated EMIS staff members on the organogram at District level. This complicates the collection and quality assurance processes.

Measures Planned: With the adoption of the new organogram, EMIS will be represented in each district through the sub-section: EMIS and Policy Implementation. These new units are still to be filled, however the staff member that will be appointed at District level will take responsibility for all strategic planning matters. This includes the collection, quality assurance and dissemination of EMIS information.

Planned quality input measures

The EMIS budget is rising rapidly to R15 million in 2007/08 to enable the recruitment of staff on the new organogram and to strengthen data collection and processing systems.

EDOs are being trained in the Annual Survey for 2007 to improve the quality of data emanating from institutions. Further initiatives include the implementation of the South African Schools Administration Software package. This package will enable schools to collect information from individual learners and generate meaningful reports for school, circuit, district, provincial and national education managers. EMIS awareness programmes are also envisaged at district level.

An interactive EMIS website is also planned to enable managers at various levels within the system to access information for planning purposes.

Resource information

Financial and human resources are needed to reduce vacancies and to implement quality improvement programmes. There is a vital need to fill the new sub-section: EMIS and Policy Implementation in the districts.

Table 19: Annual Survey dates for 2007

Survey	Survey date	Completion date
Ordinary Schools	6 th March 2007	30 th November 2007
ECD	6 th March 2007	December 2007
LSEN	Sept 2007	December 2007
ABET	May 2007	January 2008
FET	October 2007	February 2008

This table demonstrates the disjuncture between the planning requirements and the data availability schedule. Data is collected for the Tabulation Tool after the submission dates that National Treasury prescribes, so the data included in the APP is always a year late.

Implementation plan

DIRECTORATE: RESOURCES PLANNING AND TARGETING									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery Strategic objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.88: To promote the collection of data on the percentage of working days lost due to educator absenteeism in public ordinary schools. Percentage of learner days lost due to learner absenteeism in public schools.	1. Develop survey instrument. 2. Print forms. 3. Distribute forms. 4. Develop capture tool. 5. Monitor collection and return of forms. 6. Capture forms. 7. Verify data. 8. Integrate data into the EMIS system. 9. Report data findings.	5.4.88.1: Number of schools' data received and captured	Resources Planning and Targeting	Director	400	100	100	100	100
5.4.89: To promote the collection of data on the percentage of learner days lost due to learner absenteeism in public schools.	1. Develop survey instrument. 2. Print forms. 3. Distribute forms. 4. Develop capture tool. 5. Monitor collection and return of forms. 6. Capture forms. 7. Verify data. 8. Integrate data into the EMIS system. 9. Report data findings.	5.4.89.1: Number of schools' data received and captured	Resources Planning and Targeting	Director	400	100	100	100	100
5.4.90: To promote the collection of data from Public Ordinary schools through the Annual Survey	1. Develop survey instrument. 2. Print forms. 3. Distribute forms. 4. Develop capture tool. 5. Monitor collection and	5.4.90.1: % of ordinary schools submitting data through the annual survey.	Resources Planning and Targeting	Director	295	-	95	100	100

DIRECTORATE: RESOURCES PLANNING AND TARGETING

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	return of forms. 6. Capture forms. 7. Verify data. 8. Integrate data into the EMIS system. 9. Report data findings.								
5.4.91: To promote the collection of data from ECD centres through an Annual Survey for ECD.	1. Develop survey instrument. 2. Print forms. 3. Distribute forms. 4. Develop capture tool. 5. Monitor collection and return of forms. 6. Capture forms. 7. Verify data. 8. Integrate data into the EMIS system. 9. Report data findings.	5.4.91.1: % of ECD centres submitting data through the ECD annual survey.	Resources Planning and Targeting	Director	200	-	-	100	100
5.4.92: To promote the collection of ABET data through an Annual Survey for ABET.	1. Develop survey instrument. 2. Print forms. 3. Distribute forms. 4. Develop capture tool. 5. Monitor collection and return of forms. 6. Capture forms. 7. Verify data. 8. Integrate data into the EMIS system. 9. Report data findings.	5.4.92.1: % of ABET centres submitting data through the ABET Annual Survey.	Resources Planning and Targeting	Director	250	-	50	100	100
5.4.93: To promote the collection of FET data through the FET Annual Survey.	1. Develop survey instrument. 2. Print forms. 3. Distribute forms. 4. Develop capture tool. 5. Monitor collection and return of forms.	5.4.93.1: % of FET institutions submitting data through the FET Annual Survey.	Resources Planning and Targeting	Director	150	-	-	50	100

DIRECTORATE: RESOURCES PLANNING AND TARGETING

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	6. Capture forms. 7. Verify data. 8. Integrate data into the EMIS system. 9. Report data findings.								
5.4.94: To ensure a fully populated post provisioning database ready for calculation	1. Harvest data from Annual Survey. 2. Populate post provisioning database according to data needs. 3. Adjust calculation criteria. 4. Do preliminary calculations. 5. Effect further adjustments. 6. Obtain post pool from HR. 7. Calculate pre-final post establishments. 8. Deal with any data anomalies. 9. Do final calculations. 10 Release final post establishments.	5.4.94.1: % data received, captured and verified	Resources Planning and Targeting	Director	275	75	100	100	
5.4.95: To ensure that the verification and updating of GPS co-ordinates of institutions takes place	1. Identify any schools without co-ordinates. 2. Write specifications for the task. 3. Appoint service provider. 4. Verify collected co-ordinates and photographs. 5. Update GPS co-ordinates in the EMIS system.	5.4.95.1: % of institutions with co-ordinates	Resources Planning and Targeting	Director	395	97	98	100	100

DIRECTORATE: RESOURCES PLANNING AND TARGETING

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 4: Increased levels of service integration at local level									
Strategic Objective 4.1: Well managed schools with strong community integration at the local level									
4.1.1: To bring about effective management at all levels of the education system.	1. Write tender specifications for a two-year contract. 2. Advertise tender. 3. Appoint service provider. 4 Districts to identify schools to be trained. 5. Train schools. Monitor training. 6. Evaluate training. 7. Complete close-out report.	4.1.1.2: Percentage of schools implementing the school administration and management system	Resources Planning and Targeting	Director	12	4	4	4	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities									
1.2.2: To reach the minimum per learner funding level under the Norms and Standards for Schools Funding.	1. Generate master list of schools for the Funding Norms. 2. Plot schools into wards. 3. Allocate poverty score to wards based on Stats SA calculations. 4. Create Resource Targeting Table and rank schools according to poverty scores. 5. Print pre-final paper budgets to schools by September 2007. 6. Deal with contestations. 7. Do final adjustments. 8. Release final paper budgets to schools.	1.2.2.4: % of public ordinary schools ranked on the resource targeting table.	Resources Planning and Targeting	Director	400	100	100	100	100

DIRECTORATE: RESOURCES PLANNING AND TARGETING

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
1.2.1: To ensure that overall the poor are favoured in the public resourcing of education.	1. Generate master list of schools for the Funding Norms. 2. Plot schools into wards. 3. Allocate poverty score to wards based on Stats SA calculations. 4. Create Resource Targeting Table and rank schools according to poverty scores.	1.2.1.1: To assist with the targeting of funds for the poorest learners.	Resources Planning and Targeting	Incumbent to be appointed.		-	-	-	-

Resource plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
ADMINISTRATION						
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
1.1 Office of the MEC	2,390	4,617	6,412	6,781	7,072	7,390
1.2 Corporate services	382,039	489,657	586,554	523,376	548,431	567,175
1.3 Education management	273,513	272,351	349,240	418,284	444,096	464,101
1.4 Human resource development	10,580	12,075	13,193	3,302	3,668	3,848
1.5 Conditional grants	3,056	17,519	1,108	0	0	0
1.6 Education Management Information System (EMIS)	1,947	0	11,636	16,848	22,794	23,823
TOTAL	673,525	796,219	968,143	968,591	1,026,061	1,066,337

B.2 Public Ordinary School Education

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

Table 20: Sub-Programme Structure – Public Ordinary Schools Education

Programme	Sub-programme
Programme 2 Public Ordinary Schools 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)

Service delivery measures

Before proceeding to the measurable objectives, performance measures and performance targets required in the APP, reporting is undertaken on the PGDP Report Card. The table on the next page presents the Provincial Growth and Development Plan (PGDP) Report Card for Education for 2006/07. The overall vision of the PGDP is for the Eastern Cape to be 'A compelling place to live work and invest in'. The Report Card targets for education indicate progress towards the attainment of the six PGDP objectives.

The three key objectives are:

- Systematic eradication of poverty through a holistic, integrated and multi-dimensional approach to pro-poor programming.
- Agrarian transformation and strengthening of household food security.
- Consolidation, development and diversification of the manufacturing base and tourism potential.

These key objectives are supported by three foundation objectives:

- Infrastructure development.
- Human resource development.
- Public sector and institutional transformation.

Table 21: PGDP Education Report Card 2006/07

Targets		2003 Baseline	2004/05	2005/06	2006/07	2006/07 Progress Indication
Target 6	To ensure universal primary education (UPE) by 2014, with all children proceeding to the first exit point in secondary education					
Indicator 1	Net enrolment ratio in primary education in the Province	91%	96%	97%	97.9%	98%
Indicator 2	Proportion of pupils starting Grade 1 who reach Grade 5	65%	65%	66%	71%	73%
Indicator 3	Proportion of pupils starting Grade 1 who reach the first exit point in secondary education (Grade 9)	46%	47%	49%	55%	57%
Target 7	To improve the literacy rate in the Province by 50% by 2014					
Indicator 1	Functional literacy rate in the Province ¹⁴	44%	45%	49%	n/a	n/a
Indicator 2	Youth literacy rate (ages 15-28 years)*					
Target 8	To eliminate gender disparity in education and employment by 2014					
*The data for youth literacy depends on the definition of literacy. Three options are available: To take an educational cut off point as an indication of literacy, to use the GHS self report data on whether persons could read and write. No data or targets are therefore provided until clarity about the definition is obtained.						

¹⁴ The Functional Literacy Rate calculated uses the new definition of all adults aged 20 years and over with at least a Grade 9 education. Grade 9 is the first exit point from school at the end of ten years of compulsory schooling.

The table below sets out the measurable objectives and performance measures.

It is followed by Statistical Tables ST201, ST202 and ST203 for public ordinary schools and for public primary, combined and secondary schools, setting out the key trends. It should be noted that the Eastern Cape still retains combined schools, and data on these schools is presented separately. While combined schools can be thought of as extended primary schools covering grades R to 9, they are funded as secondary schools under sub-programme 2.2.

Table 22: Measurable Objectives and Performance Measures – Public Ordinary Schools

PROGRAMME 2: PUBLIC ORDINARY SCHOOL EDUCATION		
	Measurable objective	Performance measure
Access	* MO201: To provide access in the public ordinary schooling system in accordance with policy.	<ul style="list-style-type: none"> ▶ PM201: Percentage of learner days covered by the nutrition programme (Note 1) ▶ PM202: Percentage of learners in public ordinary schools with special needs
Adequacy	* MO203: To put the basic infrastructure for public ordinary schooling in place in accordance with policy	<ul style="list-style-type: none"> ▶ PM203: Percentage of public ordinary schools with a water supply ▶ PM204: Percentage of public ordinary schools with electricity ▶ PM205: Percentage of schools with at least two functional toilets per classroom ▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure
	* MO207: To provide adequate human resourcing in public ordinary schools.	▶ PM207: Percentage of public ordinary schools with a LER of more than 40 learners
	* MO208: To provide adequate Learner Teacher Support Materials to public ordinary schools	▶ PM208: Percentage of non-section 21 schools with all LTSM and other required materials delivered on day one of school year
Efficiency	* MO209: To bring about effective and efficient self-managing public ordinary schools.	▶ PM209: Percentage of schools with section 21 status
	* MO210: To foster a culture of effective learning and teaching in public ordinary schools.	<ul style="list-style-type: none"> ▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ▶ PM211: Percentage of learner days lost due to learner absenteeism in public schools

Table 23: ST201 Public Ordinary Schooling: Key Trends

ST201	PUBLIC ORDINARY SCHOOLING - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
2.1 Public primary schools	3,179,773	3,311,479	3,836,106	4,117,200	4,719,490	5,221,463
2.2 Public secondary schools	5,976,460	6,466,184	6,946,151	8,148,610	9,065,998	9,688,158
2.3 Professional services	2,755	6,162	51,767	28,576	34,775	36,340
2.4 Human resource development	316	13,773	28,804	34,020	55,935	58,278
2.5 In-school sport and culture	0	0	39,295	43,153	45,009	47,034
2.6 Conditional grants	170,910	211,726	267,219	237,885	255,537	273,168
TOTAL	9,330,214	10,009,326	11,169,342	12,609,444	14,176,744	15,324,441
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand Rands)						
Current payment	8,825,961	9,509,406	10,498,727	11,813,674	13,005,294	13,592,924
Compensation of employees	8,378,010	8,908,917	9,332,100	10,577,455	11,618,345	12,196,093
Educators						
Non-educators						
Goods and services	447,951	600,489	1,166,627	1,236,219	1,386,949	1,396,831
Transfers and subsidies	216,958	212,579	181,450	268,804	398,624	505,839
Payments for capital assets	287,295	287,341	489,165	526,966	772,826	1,225,678
TOTAL	9,330,214	10,009,326	11,169,342	12,609,444	14,176,744	15,324,441
EFFICIENCY STATISTICS						
Learners (a)	2,106,945	2,139,478	2,146,776	2,153,216	2,159,675	2,166,154
Total possible learner days per learner (b)	195	195	194	194	194	194
Total learner days lost due to absenteeism (c)						
Number of Educators (publicly employed) (d)	61,911	62,765	61,659	60,201	59,234	58,488
Number of permanent educators who have left public ordinary schools (e)	60	70				
Attrition rate for permanent educators (e/d)	0.10%	0.11%				
Total possible working days per educator (f)	199	199	199	200	202	205
Total working days lost due to educator absenteeism (g)						
Non-section 21 schools receiving LSMs by day one of the school year (h)						
INCLUSIVE EDUCATION STATISTICS						
Learners with high level special needs in public ordinary schools (i)	5,197	7,170	21,033	22,085	23,189	24,348

ST201	PUBLIC ORDINARY SCHOOLING - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
SCHOOL NUTRITION STATISTICS						
Learners benefiting from the school nutrition programme (j)	876,601	983,412				
Programme reach in terms of average days per learner (k)						
SCHOLAR TRANSPORT STATISTICS						
Learners benefiting from scholar transport (l)	12,937	13,216	12,384	13,003	13,653	14,336
► PERFORMANCE MEASURES						
► PM201: Percentage of learner days covered by the nutrition programme ((j x k) / (a x b))	0%	0%	30%	35%	40%	50%
► PM202: Percentage of learners in public ordinary schools with special needs (i / a)	0.2%	0.3%	1.0%	0.7%	1.1%	1.1%
► PM203: Percentage of public ordinary schools with a water supply	64%	68%	75%	79%	83%	88%
► PM204: Percentage of public ordinary schools with electricity	52%	60%	64%	69%	74%	81%
► PM205: Percentage of schools with an adequate number of functional toilets	10%	10%	11%	23%	45%	66%
► PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	NA	NA	NA	NA	NA	NA
► PM207: Percentage of schools with more than 40 learners per class	48%	45%	43%	41%	40%	39%
► PM208: Percentage of non-Section 21 schools with all LSMs and other required materials delivered on day one of the school year	70%	80%	85%	95%	100%	100%
► PM209: Percentage of schools with Section 21 status	31%	33%	37%	42%	54%	59%
► PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools (g / (d x f))	NA	NA	1.5%*	1.3%*	1.1%*	1.0%*
► PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))	NA	NA	NA	NA	NA	NA
<p>The actual number of learners benefiting from the SNP could not yet be verified for 06/07 since a change in the model of delivery has been introduced in the past financial year.</p> <p>*Educator Absenteeism data is collected by the department but mechanisms to capture and verify this data has not yet been put in place. Consequently the calculation of PM210 could not be done and an estimate for 06/07 is provided together with targets for 07/10 which may be adjusted when verified data becomes available.</p> <p>PM206 is not available because total value of school infrastructure was not available. Value of School infrastructure would need to be obtained from the Department of Public Works Asset Register in future</p> <p>PM211 is not available because Number of learner days lost is not yet available. Systems have been rolled out to ensure that this data is captured more regularly.</p>						

Statistical Tables

Table 24: ST202 Public Primary Schools Key Trends¹⁵

ST202	PUBLIC PRIMARY SCHOOLS – Key trends					
	<i>2004/05 Actual</i>	<i>2005/06 Actual</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>	<i>2009/10 Estimated</i>
Current payment	2,961,311	3,056,505	3,400,912	3,823,569	4,224,851	4,391,266
Compensation of employees	2,744,138	2,934,295	3,001,829	3,565,615	3,809,859	3,996,936
Educators						
Non-educators						
Goods and services	217,173	122,253	574,259	260,054	480,272	480,489
Transfers and subsidies	41,398	48,306	73,113	66,002	77,391	134,390
Payments for capital assets	177,064	206,627	186,905	225,529	351,968	609,648
TOTAL	3,179,773	3,311,481	3,836,106	4,117,200	4,719,490	5,221,463
STAFFING						
Number of Educators (publicly employed) (a)	18,657	18,445	18,124	17,533	17,580	17,627
Number of Non-educators (publicly employed)	1,477	1,492	1,536	1,576	1,616	2,219
ENROLMENT						
Learners in public primary schools (b)	631,824	650,414	571,323	573,037	574,756	576,480
L:E ratio in public primary schools (b/a)	33.9	35.3	31.5	32.7	32.7	32.7
Learners Grade 1 to Grade 7 (c)	606,442	610,393	526,372	527,951	529,535	531,124
of which disabled learners	4,106	5,504	5,779	6,068	6,371	6,690
of which females	306,845	290,843	255,204			
Gender parity index	1.04	0.92	0.95			
INSTITUTIONS and INFRASTRUCTURE						
Schools	2,610	2,510	2,409	2,409	2,409	2,409
Number of schools with SASA Section 21 functions	384	384	482	614	821	1,135
Number of schools declared no fee schools	0	0	598	1,047	1,047	998
Number of schools with a water supply	1,503	1,569	1,700	1,816	1,932	1,963

¹⁵ Note: This table needs to be read in conjunction with the additional Provincial Statistical table PST202 for Combined schools. Combined schools make up a significant portion of the total number of schools in the Eastern Cape and a large number of learners that would otherwise fall in Primary schools, are reported in that table. The NDoE specification requires that the staff and learner figures for the majority of combined schools in the Eastern Cape should be added to the secondary school table (As indeed the financial data is at this moment), but this would lead to a significant skewing in the apparent ratio of primary to secondary school learners and educators. A detailed analysis of this Eastern Cape specific challenge is provided in Part C of this APP, published separately.

ST202		PUBLIC PRIMARY SCHOOLS – Key trends				
	<i>2004/05 Actual</i>	<i>2005/06 Actual</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>	<i>2009/10 Estimated</i>
Number of schools with electricity	1,149	1,347	1,475	1,661	1,802	1,858
Number of schools with at least 2 toilets per classroom	209	211	275	541	1,103	1,618
Classrooms (d)	18,627	18,016	19,240	21,819	22,043	22,258
Learner/classroom ratio (b/d)	33.9	36.1	29.7	26.3	26.1	25.9
Schools with more than 40 learners per class	834	764	673	639	607	577
EXPENDITURE ON MAINTENANCE (thousand Rands)						
Expenditure on school maintenance	9,600,000	9,900,000	10,500,000	19,800,000	21,000,000	23,100,000.0
Replacement value of all immobile school infrastructure	7,547,100	8,203,500	9,434,000	9,564,000	9,899,000	10,434,000
OUTPUT AND EFFICIENCY STATISTICS						
Number of Grade 3 learners sitting for standardised tests (e)	NA	NA	NA	NA	NA	NA
Number of Grade 3 learners attaining acceptable outcomes (f)	NA	NA	NA	NA	NA	NA
Number of Grade 6 learners sitting for standardised tests (g)	NA	NA	NA	NA	NA	NA
Number of Grade 6 learners attaining acceptable outcomes (h)	NA	NA	NA	NA	NA	NA
Number of Grades 1 to 7 learners repeating their grade (i)	24,729	24,159	22,260	21,147	20,090	19,086
PERFORMANCE MEASURES						
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3	NA	NA	NA	NA	NA	NA
▶ PM213: Repetition rate in Grades 1 to 7 (i/c)	4.1%	4.0%	3.6%	3.4%	3.3%	3.2%
▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy (f/e)	NA	NA	NA	NA	NA	NA
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences (h/g)	NA	NA	NA	NA	NA	NA
Note: PM212, and Grade 3 learner attainment data is not available since Systemic Evaluation Data cannot be disaggregated by Quintile and it is not updated annually. The same holds for PM215 and Grade 6 learner attainment data. PM214 is not available since Systemic Evaluation data has not been collected for the relevant periods. The Systemic Evaluation is a National Programme.						

Table 25: PST202 Public Combined Schools Key Trends¹⁶

PST202: PUBLIC COMBINED SCHOOLS - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
STAFFING						
Number of Educators (publicly employed) (a)	29,623	30,057	29,414	30,280	29,233	27,503
Number of Non-educators (publicly employed)	816	1,190	1,467	1,650	2,200	2,288
ENROLMENT						
Learners in public combined schools (b)	1,057,733	1,054,166	1,141,056	1,144,479	1,147,912	1,151,356
L:E ratio in public combined schools (b/a)	35.7	35.1	38.8	37.8	39.3	41.9
Learners Grade 1 to Grade 12 (c)	1,057,733	1,054,166	1,071,615	1,074,830	1,078,054	1,081,288
of which disabled learners	623	754	4,758	4,996	5,246	5,508
of which females	525,266	556,153	534,864	536,469	538,078	539,692
Gender parity index	1.00	1.13	1.01	1.01	1.01	1.01
INSTITUTIONS and INFRASTRUCTURE						
Schools	2,561	2,552	2,635	2,635	2,635	2,635
Number of schools with SASA Section 21 functions	809	809	941	1,116	1,348	1,506
Number of schools declared no fee schools	0	0	1,279	2,238	2,238	2,199
Number of schools with a water supply	1,680	1,754	2,163	2,248	2,391	2,423
Number of schools with electricity	1,430	1,526	1,866	1,905	2,004	2,123
Number of schools with at least 2 toilets per classroom	266	270	493	605	1,161	1,699
Classrooms (d)	20,700	22,095	22,927	24,566	24,646	24,716
Learner/classroom ratio (b/d)	51.1	47.7	49.8	46.6	46.6	46.6
Schools with more than 40 learners per class	1,663	1,557	1,640	1,558	1,480	1,406
EXPENDITURE ON MAINTENANCE (thousand Rands)						
Expenditure on school maintenance						
Replacement value of all immobile school infrastructure						
OUTPUT AND EFFICIENCY STATISTICS						
Number of Grade 3 learners sitting for standardized tests (e)						
Number of Grade 3 learners attaining acceptable outcomes (f)						

¹⁶ Note: This table is an additional Provincial Statistical table that needs to be read in conjunction with the tables for Public Primary and Secondary Education. Combined schools make up a significant portion of the total number of schools in the Eastern Cape. Adding the staff and learner figures of combined schools to the secondary school table (as per the NDoE specification) would lead to a significant skewing in the apparent the ratio of primary to secondary school learners. More detail on this is provided in Part C of this APP, published separately.

PST202: PUBLIC COMBINED SCHOOLS - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
Number of Grade 6 learners sitting for standardized tests (g)						
Number of Grade 6 learners attaining acceptable outcomes (h)						
Number of Grades 1 to 7 learners repeating their grade (i)	60,780	58,806	56,832	53,990	51,291	48,726
PERFORMANCE MEASURES						
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3			62%	64%	66%	70%
▶ PM213: Repetition rate in Grades 1 to 7 (i/c)	5.7%	5.6%	6.7%	6%	5.3%	4.5%
▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy (f/e)						
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences (h/g)						

Table 26: ST203 Public Secondary Schools - Key Trends¹⁷

ST203	PUBLIC SECONDARY SCHOOLS – Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY ECONOMIC CLASSIFICATION ('000)						
Current payment	5,690,807	6,221,456	6,539,133	7,644,381	8,323,915	8,700,690
Compensation of employees	5,631,694	5,969,639	6,325,087	7,006,726	7,803,022	8,193,424
Educators						
Non-educators						
Goods and services	59,113	251,817	214,046	637,655	520,893	507,266
Transfers and subsidies	175,559	164,257	108,311	202,792	321,223	371,438
Payments for capital assets	110,094	80,471	298,707	301,437	420,858	616,030
TOTAL	5,976,460	6,466,184	6,946,151	8,148,610	9,065,996	9,688,158
STAFFING						
Number of Educators (publicly employed) (a)	13,631	13,850	13,609	12,388	12,421	13,358
Number of Non-educators	1,979	1,899	2,000	2,000	2,000	2,000
ENROLMENT						
Learners in public secondary schools (b)	417,388	434,898	434,397	435,700	437,007	438,318
L:E ratio in public primary schools (b/a)	30.6	31.4	31.9	35.2	35.2	32.8
Learners Grade 8 to Grade 12 (c)	409,581	431,270	432,992	434,291	435,594	436,901
of which disabled learners	468	1,084	1,138	1,195	1,255	1,318
of which females (d)	226,619	234,084	234,695			
Gender parity index	1.25	1.20	1.20			
Females in Grades 10 to 12 taking both maths and science						
INSTITUTIONS and INFRASTRUCTURE						
Schools	869	871	867	867	867	864
Number of schools with SASA Section 21 functions	708	766	761	775	823	851
Number of schools declared no fee schools	0	0	197	345	345	341

¹⁷ Note: This table needs to be read in conjunction with the additional Provincial Statistical table PST202 for Combined schools. Combined schools make up a significant portion of the total number of schools in the Eastern Cape and a large number of learners that would otherwise fall in Primary schools, are reported in that table. The NDoE specification requires that the staff and learner figures for the majority of combined schools in the Eastern Cape should be added to the secondary school table (As indeed the financial data is at this moment), but this would lead to a significant skewing in the apparent ratio of primary to secondary school learners and educators. A detailed analysis of this Eastern Cape specific challenge is provided in Part C of this APP, published separately.

ST203	PUBLIC SECONDARY SCHOOLS – Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
Number of schools with a water supply	700	726	794	808	823	841
Number of schools with electricity	581	672	773	791	812	827
Number of schools with at least 2 toilets per classroom	124	128	127	239	419	604
Number of schools with a science laboratory	356	361	356	374	393	413
Classrooms (f)	11,115	11,064	11,242	12,063	12,499	12,959
Learner/classroom ratio (b/f)	37.6	39.3	38.6	36.1	35.0	33.8
Schools with more than 40 learners per class	383	366	386	367	349	332
EXPENDITURE ON MAINTENANCE (thousand Rands)						
Expenditure on school maintenance	12,800,000	13,200,000	14,000,000	26,400,000	28,000,000	32,500,000
Replacement value of all immobile school infrastructure	10,062,800,000	10,938,000,000	12,579,000,000	12,752,000,000	13,199,000,000	13,372,000,000
OUTPUT AND EFFICIENCY STATISTICS						
Number of Grade 9 learners sitting for standardized tests	NA	NA	NA	NA	NA	NA
Number of Grade 9 learners attaining acceptable outcomes	NA	NA	NA	NA	NA	NA
Number of Grades 8 to 12 learners repeating their grade	64,199	60,378	65,937	62,640	59,508	56,533
Population of age 18 (j)	169,597	171,293	172,518	172,818	173,051	172,996
Number of learners writing SC examinations (k)	57,320	66,599	67,322	68,048	68,777	69,510
Number of learners passing SC examinations (l)	30,306	37,947	40,112	42,317	44,562	46,847
Number of learners passing with endorsement		3,041	3,193	3,353	3,521	3,697
SC pass rate (l/k)	52.9%	57.0%	59.6%	62.2%	64.8%	67.4%
Number of SC candidates passing both mathematics and science (m)	NA	NA	NA	NA	NA	NA
Number of schools writing SC examinations	781	871	871	871	871	864.0
Number of schools with an SC pass rate below 40%	305	252	230	200	190	175.0
SC pass rate of quintile 1 schools (n)	46.8%	49.8%	52.0%	53.0%	55.0%	56.6%
SC pass rate of quintile 5 schools (o)	71.0%	71.6%	72.0%	73.0%	74.0%	74.7%
PERFORMANCE MEASURES						
► PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12 (e/d)	NA	NA	NA	NA	NA	NA
► PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate (n/o)	66%	70%	72%	73%	74%	76%

ST203		PUBLIC SECONDARY SCHOOLS – Key trends				
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
▶ PM218: Repetition rate in Grades 8 to 12 (i/c)	16%	14%	15%	14%	14%	13%
▶ PM219: Pass ratio in Grade 12 examinations (l/j)	17.9%	22.2%	23.3%	24.5%	25.8%	27.1%
	NA	NA	NA	NA	NA	NA
▶ PM220: Pass ratio in Grade 12 for mathematics and science(m/j)						
▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas (h/g)	NA	NA	NA	NA	NA	NA
<p>Note: No Standardised Gr 9 Assessment or moderated Gr 9 GETC results are available as yet. Consequently, PM221 could not be calculated. The number of SC candidates passing both mathematics and science was not available. Figures for maths OR Science was available. Consequently PM220 could not be calculated PM216 is not available since the number of Grade 10 – 12 girl learners taking science (as per the PFMA pm specifications) was not yet available for 2006. Mechanisms have been put in place to collect this data in future.</p>						

Expenditure and Budget Trends

As the Department recovers from debt repayment, the resources available for public school education are growing significantly in real terms. Real expenditure on programme 2 grew by 6.3% in 2006/07 and will continue to grow at an average annual real growth of 4.1% over the coming MTEF from 2007/08 to 2009/10.

This strong real growth will be devoted to two main areas. Funding for school materials and services is continuing to rise over the new MTEF period, from R1,167 million in 2006/07 to R1,397 million as the Department targets meeting the NSSF per learner funding levels. Capital expenditure will rise from R489 million in 2006/07 to 1,226 million in 2009/10 as increasing resources are devoted to addressing school infrastructure backlogs.

The School Nutrition Programme (SNP) conditional grant will continue to increase up to 2009/10 as the SNP is extended to more learners. In 2007/08 the SNP will be extended from foundation phase (grades 1-4) to all grades in primary schools up to grade 7.

Access

Issues of education access for the 6 to 18 years age group were covered earlier under section B.0. Under programme 2 education access for the poor learners and for learners with special educational needs is covered.

Poverty is a major factor impeding access to education in the Eastern Cape. High proportions of learners go to school without a meal. The national conditional grant for the school nutrition programme (SNP) has the purpose of ensuring that all poor learners in primary school have access to a free school meal on each school day, with the dual purpose of boosting attendance and improving learner concentration in class.

PM201: Percentage of learner days covered by the nutrition programme¹⁸: The SNP has been beset with recent difficulties caused by management and logistical problems associated with the transition to a co-operative model of service provision. It has consequently been difficult to collect reliable statistics. Nevertheless, with the increase in expenditure on the SNP coverage is set to increase from an estimated 30% of learner days in 2006/07 to 50% by 2009/10.

PM202: Percentage of learners in public ordinary schools with special needs¹⁹: Special needs provision has been under-funded in the Eastern Cape. However, with recent and planned increases in funding the low proportion of LSEN learners in public ordinary schools is increasing. From a baseline of 0,3% of learners in 2005/06 it is projected that 1,1% of learners will be LSEN learners by 2009/10. National policy is to mainstream learners with special educational needs into public ordinary schools wherever possible, providing support and therapy in the school.

Infrastructure Adequacy

Baselines and targets for school infrastructure provision set out in the relevant Statistical Table need to be seen in the context of the extreme deprivation of the Eastern Cape and the progress that has been made. According to the 1996 School Register of Needs the Eastern Cape had a Learner Classroom Ratio (LCR) of 55, and 21% of schools had electricity. In 1996, 11 out of 24 education districts, all in the former Transkei, had a LCR of 70 or more.

The Eastern Cape school building programme has been widely praised as a model. Infrastructure backlogs have been greatly reduced and building quality has been improved. The baseline and targets below show both the impact that the programme has made and the work that remains to be done.

The success is all the more surprising when it is realised that the Eastern Cape has spent only the third highest on school infrastructure out of its own resources. From 1995/96 to 2002/03 Kwazulu-Natal, Gauteng and the Eastern Cape spent R2 106 million, R1 554 million and R907 million on capital from their own budget, overwhelmingly on school infrastructure. The Eastern Cape and Kwazulu-Natal have had significant access to donor funding that will have offset this under-funding to some extent. Nevertheless the discrepancy is all the more surprising when the LCR in the Eastern Cape and Gauteng at the start of the new dispensation are compared: 55 and 34 respectively in 1996.

The relevant Statistical Table shows continuing progress towards meeting the national performance targets set out for school infrastructure that will continue over the duration of the new APP. The magnitude of infrastructure backlogs is so great, however, they will not all be fully addressed by 2009/10 without additional funding.

PM203: Percentage of public ordinary schools with a water supply²⁰: 75% of schools had a water supply in 2006/07. Water access will continue to improve with 88% of schools targeted to have on-site water supply by 2009/10.

¹⁸ The ASS contains data on the number of days on which meals are provided to each school. This amount is divided by the total possible number of learner days. The total possible number of learner days is calculated by taking the number of learners in the public schools where data was provided, and multiplying that by the number of school days as per the school calendar or as per the DORA guidelines.

¹⁹ Schools are asked to indicate the number of learners with a variety of Special Education Needs in the ASS. These learners could be in mainstream classes or in special classes within mainstream schools. This figure is divided by the total number of learners in public ordinary schools in the province to yield the value for PM202.

²⁰ For the purposes of PM203 schools with piped water, delivered water or "Other" (which probably includes borehole water) is considered as having water on site. Schools that report that no water is available or that water is available within walking distance or that water is available from a communal tap are considered not having access to water. Figures are reported for all public ordinary schools since these schools complete the ASS annually. Although the figures as per the ASS should be used for this calculation, it is important to check the number of public ordinary schools for which ASS data is available against the actual number of public ordinary schools in the Province, and also take into account the number of non-responses on this indicator.

PM204: Percentage of public ordinary schools with electricity²¹: 64% of schools had electricity in 2006/07. Electricity access is targeted to rise to 88% by 2009/10.

PM205: Percentage of schools with an adequate number of functional toilets per classroom²²: An estimated 11% of schools met this target in 2006/07. As sanitation provision rises to meet the level of water supply this proportion will continue to rise to 66% of schools meeting this target in 2009/10.

PM206: Expenditure on maintenance as a percentage of the value of school infrastructure: Accurate figures for the calculation of this PM was not available in the preparation of this APP. Due to under-funding and a poor resource balance, the Department has, however, struggled in the past to safeguard a maintenance budget for infrastructure. It is estimated that less than 0.1% of the capital value of school buildings has been spent on maintenance- a figure that is not likely to increase by 2009/10.

Efficiency

The Eastern Cape had an estimated 2,635 public combined schools, 2,409 public primary schools and 867 public secondary schools in 2006. The combined schools make up approximately 45% of the total number of schools in the province and the 425 grade 10 to 12 senior secondary schools makes up 7% of the total number of schools. This means that about half of all Eastern Cape schools do not align with the national primary and secondary phases.

Statistical table ST204 illustrates this point by showing the highest and lowest grades in schools.

Table 27: ST204: Public Ordinary Schooling: Schools According To Lowest And Highest Grade (2006)

ST204	PUBLIC ORDINARY SCHOOLING - Schools according to lowest and highest grade (2006)											
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Gr 1	5	5	145	251	89	683	1,071	109	2,371	3		54
Gr 2			1	1	3	3	4					
Gr 3							1					1
Gr 4						4	8	1	1			3
Gr 5							64	2	4			1
Gr 6									1			
Gr 7									27	1		
Gr 8									2	43		389
Gr 9												1
Gr 10											2	417
Gr 11												
Gr 12												
TOTAL	Total primary schools					2,450	Total secondary schools					3,321

Note: The grades in the left-hand column indicate lowest grade available in each school, and the grades along the top row indicate the highest grade. **Sources:** Annual Survey of Schools (2005).
Note that the grade allocation was unavailable for approximately 60 schools. The total number of schools in the province is 6064 and not 6004 as indicated in this table.

²¹ For the purposes of PM204 any form of electricity indicated on the ASS (e.g. Wired and supplied by ESKOM, Self-generated using generators, Solar panels) qualifies a school as having electricity. Although the figures as per the ASS should be used for this calculation, it is important to check the number of public ordinary schools for which ASS data is available against the actual number of public ordinary schools in the Province, and also take into account the number of non-responses on this indicator.

²² For PM 205 two approaches are possible: One approach would be to determine what percentage of schools has a toilet to class ratio of at least 1.5 toilets per classroom used for teaching. This could be established by calculating the toilet to class ratio at each individual school by dividing the number of toilets by the number of classes used for teaching. The number of schools that have a ratio of 1.5 or higher are then divided by the total number of schools in the province. Another approach would be to determine what percentage of schools has a toilet to learner ratio of at least 1 toilet to 20 learners (this is the same as 1 divided by 20 which is 0.05 toilets per learner). This could be established by calculating the toilet to learner ratio at each school by dividing the number of functional toilets at the school by the number of learners. The number of schools that have a value of 0.05 toilets per learner or higher are then divided by the total number of schools in the province.

Statistical table ST205 below sets out figures for drop out and repetition in the public school system. In section B.0 it was noted that low rates of appropriate age enrolment above 14 years old were due to inefficiency in the schooling system. The table supports this conclusion, with high wastage in the FET phase.

Table 28: ST205: Public Ordinary Schooling: Enrolment And Flow Rate Details (2006)

ST205	PUBLIC ORDINARY SCHOOLING - Enrolment and flow rate details (2006)					
	Learners 2005	Learners 2006	Repeaters 2006	Repeater rate	Dropouts	Dropout rate
Gr 1	279,179	276,104	18,452	6.7%	4,734	1.7%
Gr 2	211,268	219,445	12,260	5.6%	2,821	1.3%
Gr 3	197,497	207,259	11,402	5.5%	2,748	1.3%
Gr 4	188,653	196,274	11,765	6.0%	2,976	1.5%
Gr 5	180,732	183,152	9,354	5.1%	2,913	1.6%
Gr 6	174,450	176,465	7,320	4.1%	2,968	1.7%
Gr 7	168,095	173,339	8,539	4.9%	3,453	2.0%
TOTAL GRADES 1 TO 7	1,399,874	1,432,038	79,092	5.5%	22,613	1.6%
Gr 8	153,361	160,536	10,519	6.6%	4,299	2.7%
Gr 9	130,253	135,827	6,735	5.0%	4,276	3.1%
Gr 10	149,682	153,675	28,393	18.5%	7,241	4.7%
Gr 11	104,011	111,669	22,052	19.7%	5,336	4.8%
Gr 12	65,430	75,030	8,884	11.8%	2,518	3.4%
TOTAL GRADES 8 TO 12	602,737	636,737	76,583	12.0%	23,670	3.7%

The average repetition rate was 9% in public schools in 2006, with high repetition rates of close to 20% in the FET grades. Based on EMIS figures, repetition is far higher in the poorer education districts of the province and rises above 25% in the FET grades in some parts of the Transkei²³. High repetition is a function of both poverty and lack of the main inputs to education: educators, infrastructure and learning materials. It creates a cycle of deprivation through increasing class sizes as repeat learners are added to those coming from the grades below, making teaching increasingly difficult.

Lack of recurrent funding for educational inputs in schools, especially for non-personnel items, has made it difficult to address inefficiency in the schooling system. As set out in the SPP, the Department is committed to prioritizing resources to the poorest learners and schools to achieve equity in educational outcomes. As real resources for education increase in the province over the duration of the APP the Department is targeting resources to achieve this long term result, as has already been discussed.

There is some evidence that efficiency is increasing in the education system. The same review reports that repetition fell from between 12% and 13% in 1998 to 2002 to 9% in both 2003 and 2004. Much of this fall is probably due to implementation of national policy to reduce repetition. The real test however is whether educational attainment is improving.

The persistence of a combined and senior secondary school system was also noted as another factor impeding the efficiency of the school system. Research conducted by the Department²⁴ has concluded that realignment of the schooling system to the national primary/secondary phases would improve educational efficiency primarily by:

- Reducing overcrowding and the pressure for additional posts inherent in the combined school system.
- Reducing the social and management problems resulting from having a wide age range of learners in the combined schools system.
- Clustering specialist resources such as ICT, technical and arts subjects in larger grade 8 to 12 high schools, enabling efficiencies of scale and the offering of a wider subject choice in the FET phase.
- Improving the utilization of educator time by achieving a better balance and utilisation of resources, especially in high schools.

PM209: Percentage of schools with section 21 status²⁵: 37% of public ordinary schools had section 21 status in 2006/07. It is targeted that this will increase further to 59% by 2009/10.

PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools²⁶: Data collected by

²³ Eastern Cape DoE EMIS: 'Review of Education Indicators 1995-2004', 2005, p. 57

²⁴ Department of Education/Imbewu Programme: 'A Comparative Analysis of Education Expenditure in Eastern Cape Schools', 2004, pp. 36-40.

²⁵ For the purposes of PM209 schools that indicate they have Section 21 status on the ASS, are counted.

²⁶ PM210 is the number of educator working days that have been lost expressed as a percentage of the total number of available educator working days. This performance measure takes into account any absence of educators from schools, for any reason, where there was no

EMIS from school registers (Table 22 overleaf) shows that 4,1% of educator days were lost due to absenteeism in 2006/07. The quality of the information available from school registers is however poor. It is targeted that this will fall to 1,0% by 2009/10.

PM211: Percentage of learner days lost due to learner absenteeism in public schools²⁷. The same data source from EMIS indicates that 5,7% of learner days were lost due to absenteeism. Targets have however not been set due to concerns about the quality of the data. The same points of accuracy as for the previous PM also apply²⁸.

Table 29: ST206: Public Ordinary Schooling

ST206 PUBLIC ORDINARY SCHOOLING - Educator and learner attendance (2006)				
	Headcount	Potential learning and teaching days	Days lost	% days lost
EDUCATORS				
2.1 Public primary schools	16,572	3,214,968	134,201	4.2%
2.2 Public combined schools	29,414	5,706,316	230,617	4.0%
2.3 Public secondary schools	12,671	2,458,174	116,526	4.7%
TOTAL	58,657	11,379,458	481,344	4.2%
LEARNERS				
2.1 Public primary schools	571,323	110,836,662	5,913,668	5.3%
2.2 Public combined schools	1,141,056	221,364,864	12,507,839	5.7%
2.3 Public secondary schools	434,397	84,273,018	5,450,584	6.5%
TOTAL	2,146,776	416,474,544	23,872,091	5.7%

Educator Adequacy

In programme 1 the issue of the resource balance between personnel and non-personnel and the related performance targets was addressed. It was noted that in the first years of democracy extensive teacher recruitment took place to address the appalling conditions in schools in the Transkei and to meet the target LERs set by the national Department of Education. With this recruitment the Learner Educator Ratio (LER) improved rapidly from 47.0 in 1995 to 35.4 in 1998. The LER continued to fall however for a number of reasons:

- The ELRC agreement of 1999 required the conversion of long term (more than one year) temporary teachers to permanent posts. There were many temporary teachers recruited in the province up to 1997 to address backlogs in the Transkei. These teachers were all converted to permanent posts from 1999 onwards.
- In 1999 the Department determined a relatively high 'affordable pool' of 68 464 total teachers, giving a relatively favourable LER in public schools of 34,3:1.
- The post provisioning model implemented in all provinces from 1999 onwards tended to allocate more posts to small schools and combined schools, of which there were many in the Eastern Cape.
- After 1999 there were around 10% less learners in the system resulting in a reduction in the LER to around 31:1. There were however no further educator establishment declarations until 2003, to align the number of educators to this reduced enrolment.
- There was further recruitment of between 1,500 and 2,000 educators in 2002 in the climate of renewed available resources to bring the numbers of educators in post up to the 1999 establishment.

The combined result of these measures was that at 32.2, the Eastern Cape had one of the most favourable LERs in the country by 2004.

Statistical table ST207 below sets out the 2006 LERs by quintile for the three levels of school. The poorest schools in quintiles 1 and 2 have significantly worse educator provisioning. These schools are also likely to be rural and hence have the greatest difficulties attracting staff. Nevertheless, even the poorest schools have an acceptable LER of 40 or less.

replacement educator. For schools to function properly, it is important that learners should not be without their educators. The aim should be to keep the result of this performance measure as low as possible.

²⁷ Once again, learner absenteeism is likely to impact on the quality of education and ideally should be as close to 0 as possible. Absence due to any reason is considered in this PM. Guidelines used for completing the attendance register at school determine what is considered learner absence in the cases where learners are absent for part of the day. The total number of "Learner days" is computed by multiplying the number of learners in the province with the number of school days as determined annually by the Education Department. The "learner days lost" is computed by adding together the number of days that each learner in the province was absent, irrespective of the reason for non attendance (e.g. illness etc.).

²⁸ EMIS data collected in 2006 to calculate PM211 and PM212 are held to be under-estimates and reflect systemic problems with poor completion of registers and monitoring of educator presence by principals. A headcount of teachers undertaken by the IMT late in 2002 established that 23% were either ill, absent on the day the count was taken, or were fictitious or 'ghost' teachers.

Table 30: ST207: Public Ordinary Schooling: Learner/Educator Ratios By Quintile (2006)

ST207	PUBLIC ORDINARY SCHOOLING - Learner/educator ratios by quintile (2006)					
	Learners	Publicly employed educators	Public LER	Privately employed educators	Total educators	Effective LER
2.1 Public primary schools	571,155	16,567	34.5	868	17,435	32.8
Quintile 1 (poorest)	114,113	2,774	41.1	73	2,847	40.1
Quintile 2	81,362	2,678	30.4	54	2,732	29.8
Quintile 3	149,798	4,766	31.4	100	4,866	30.8
Quintile 4	116,221	3,444	33.7	87	3,531	32.9
Quintile 5 (least poor)	109,661	2,905	37.7	554	3,459	31.7
2.1 Public combined schools	1,141,056	29,414	38.8	807	30,221	37.8
Quintile 1 (poorest)	570,415	13,846	41.2	250	14,096	40.5
Quintile 2	300,514	8,335	36.1	143	8,478	35.4
Quintile 3	178,490	4,805	37.1	245	5,050	35.3
Quintile 4	54,801	1,455	37.7	49	1,504	36.4
Quintile 5 (least poor)	36,836	973	37.9	120	1,093	33.7
2.1 Public secondary schools	434,213	12,667	34.3	742	13,409	32.4
Quintile 1 (poorest)	76,846	1,821	42.2	85	1,906	40.3
Quintile 2	77,843	2,412	32.3	81	2,493	31.2
Quintile 3	112,554	3,504	32.1	119	3,623	31.1
Quintile 4	85,344	2,523	33.8	93	2,616	32.6
Quintile 5 (least poor)	81,626	2,407	33.9	364	2,771	29.5

The table shows the success of educator provisioning and redeployment in bringing a far more equitable distribution of educators.

As described under programme 1, it is the policy of the Department to achieve a rational and affordable post establishment and to achieve a balanced resourcing of education. Implementation of the 2005 educator post provisioning is a major step in this direction and will result in an average LER of around 35. Future educator provisioning is likely to be based close to this LER.

Schools with a higher LER than 40 are likely to be deeply rural schools that have difficulty attracting and retaining staff. The nationally planned rural incentives are likely to improve this situation. The Department intends to introduce further incentives, such as housing, access to better schools, with the co-operation of other provincial departments.

PM207: Percentage of public ordinary schools with a LER of more than 40 learners²⁹. In 2006/07 it is estimated that 43% of schools have a LER of more than 40. It is targeted that this ratio should fall to 37% by 2009/10.

Equity

Long term under-funding of education and the over-concentration of resources on educator personnel have severely limited the availability of recurrent funding for learners in schools.

Statistical table ST208 shows the per learner allocations for 2006 in the Eastern Cape under the NSSF. It should be noted that this table differs from the format mandated by national as it separates the three levels of schooling in the province: primary, combined and secondary.

²⁹ PM207 is not concerned with the physical number of class rooms per school. It is concerned with the ratio between the average number of children per class group or per educator. This PM is different from other calculations of this kind in that it does not consider the learner to educator ratio at the provincial level (i.e. taking the total number of learners in the province and dividing it by the total number of educators in the province), but takes into account how many schools have an average learner to educator ratio exceeding 40:1. This is done to clearly demonstrate the level of intervention required at school level. This PM reports the number of schools where, when you divide the total number of learners in the school by the total number of teaching staff members (including the principal and teachers funded by non-departmental sources) a ratio of 40:1 is exceeded.

Table 31: ST208 Public Ordinary Schooling: Resourcing Effected Via The School Funding Norms (2006)

ST208	PUBLIC ORDINARY SCHOOLING - Resourcing effected via the School Funding Norms (2006)			
Programmes/Legal status/Poverty quintiles	Schools	Total expenditure	Learners	Expenditure per learner
2.1 Public primary schools				
Non-Section 21 schools	1,937	47,120,759	398,591	118
Quintile 1 (poorest)	531	18,753,163	99,227	189
Quintile 2	467	9,308,271	66,193	141
Quintile 3	545	11,306,954	98,729	115
Quintile 4	256	5,937,329	71,516	83
Quintile 5 (least poor)	138	1,815,042	62,926	29
Section 21 schools	487	15,415,400	172,564	89
Quintile 1 (poorest)	67	2,720,071	14,886	183
Quintile 2	75	1,987,328	15,169	131
Quintile 3	154	5,720,901	51,069	112
Quintile 4	95	3,742,452	44,705	84
Quintile 5 (least poor)	96	1,244,648	46,735	27
TOTAL	2,424	62,536,159	571,155	109
2.1 Public combined schools				
Non-Section 21 schools	1,696	201,719,610	687,302	293
Quintile 1 (poorest)	867	129,261,766	374,261	345
Quintile 2	500	45,540,365	167,890	271
Quintile 3	234	20,681,629	92,336	224
Quintile 4	62	5,047,226	32,151	157
Quintile 5 (least poor)	33	1,188,623	20,664	58
Section 21 schools	943	132,283,383	453,754	292
Quintile 1 (poorest)	412	69,065,954	196,154	352
Quintile 2	309	37,497,939	132,624	283
Quintile 3	167	20,196,168	86,154	234
Quintile 4	34	4,362,788	22,650	193
Quintile 5 (least poor)	21	1,160,534	16,172	72
TOTAL	2,639	334,002,993	1,141,056	293
2.2 Public secondary schools				
Non-Section 21 schools	106	18,002,641	49,969	360
Quintile 1 (poorest)	8	1,257,082	2,909	432
Quintile 2	20	2,231,049	3,841	581
Quintile 3	40	7,636,402	16,098	474
Quintile 4	23	5,493,279	16,243	338
Quintile 5 (least poor)	15	1,384,828	10,878	127
Section 21 schools	762	137,502,208	384,244	358
Quintile 1 (poorest)	189	35,833,435	73,937	485
Quintile 2	194	31,015,959	74,002	419
Quintile 3	194	39,240,138	96,456	407
Quintile 4	99	23,351,313	69,101	338
Quintile 5 (least poor)	86	8,061,363	70,748	114
TOTAL	868	155,504,848	434,213	358
Total for Non-section 21 schools	3,739	266,843,009	1,135,862	235
Total for Section 21 schools	2,192	285,200,991	1,010,562	282
Total for Quintile 1	2,074	256,891,471	761,374	337
Total for Quintile 2	1,565	127,580,912	459,719	278

ST208		PUBLIC ORDINARY SCHOOLING - Resourcing effected via the School Funding Norms (2006)		
Programmes/Legal status/Poverty quintiles	Schools	Total expenditure	Learners	Expenditure per learner
Total for Quintile 3	1,334	104,782,192	440,842	238
Total for Quintile 4	569	47,934,387	256,366	187
Total for Quintile 5	389	14,855,039	228,123	65
GRAND TOTAL	5,931	552,044,000	2,146,424	257
Prog. 2 non-personnel non-capital budget				
Level of 'top-slicing'				

This rather complicated table makes a number of points:

- The Eastern Cape allocation of R257 per learner is less than half of the national target of R554. This was however supplemented by expenditure on 'top-up' learner material, which is included in the norms and standard calculations in the Eastern Cape. Once these funds are included a total of R339 per learner is expected to have been spent in 2006/07.
- As might be expected, per learner allocations rise from primary to combined to secondary schools as schooling becomes more expensive.

With real increases in funding over the duration of the APP it will become possible to meet the national targets under the NSSF, and the Department is allocating recurrent funding to schools to ensure that the target is met. In 2007/08 and 2008/09 the Department will meet the national per learner allocation targets of R554 and R581 respectively.

Learning Materials Adequacy

The provision of learning materials is directly linked to the adequacy of per learner allocations under the norms and standards. Since 1999 allocations for the annual order of learning materials have been ring-fenced by the provincial Treasury to ensure that funding is available. Systems capacity to process orders and to monitor delivery to school has also progressively improved.

PM208: Percentage of non-section 21 schools with all LTSM and other required materials delivered on day one of school year³⁰: It is estimated that 85% of LTSM was delivered on time to non-section 21 schools in 2006. Further improvements in delivery are targeted to reach 100% delivery by the start of the 2009 school year.

Constraints and measures planned to overcome them

The most significant constraints which affect this public schooling and impact the Department as a whole are noted below:

Constraint 1: Shortage of educators in rural areas.

Open transfers and the redeployment have adversely affected many rural schools, leading to an exodus of educators to semi-urban/urban areas. It is also difficult to attract educators to rural areas. This has resulted in learners being left unattended and in temporary educators being used to fill spaces. This has in turn led to a situation where many grades are being taught by young, inexperienced and demotivated educators.

Measures Planned: The national framework of incentives for educators in rural areas is being finalised and will hopefully address this problem. Bursaries will also be offered to local learners who have matric mathematics so that they could be contracted to offer community service for a defined period of time.

Constraint 2: Shortage of educators in maths, science and specialist subjects.

There are insufficient educators to teach maths, especially the two subjects of mathematics and mathematical literacy at the FET level. There are also shortages in the sciences and ICT, and in specialist subjects including arts, crafts and music.

Measures Planned: The department is recruiting 4 000 maths educators in 2007/08, rising to 5 000 by 2009/10. Funds are needed for the further recruitment of educators in science, ICT and specialist subjects.

Constraint 3: Inadequate Resourcing of Schools

As described above, all schools have been funded well below the national average and the national target per learner according to the Norms and Standards for Schools Funding (NSSF). As a result, schools are unable to cope with all the demands upon them and all the resource requirements for the implementation of policies.

Measures Planned: Schools in quintile 1 are being designated as 'no fee' schools. They will receive additional funding for the financial year 2006/7 so that they may not charge school fees. The national target for per learner funding under the NSF will be met in 2007/08 at a level of R554 per learner.

³⁰ For PM208 the number of non-section 21 schools that reported on the ASS that they did not receive all their LTSM by day 1 of the school year is divided by the total number of non-section 21 schools. Although schools could have certain Section 21 functions awarded to them, the particular function that is of interest in this PM is function c which allows schools the power to purchase their own text books and LSM. If schools do not have function c awarded to them, they are dependent on the Department of Education to select and purchase LSM for the school and regarded as a non-Section 21 school for the calculation of this PM.

Constraint 4: Educational provisioning for small schools

The Province is still characterized with too many small schools which are not economically viable. According to criteria and guidelines for funding, this places limits on the level to which small schools could be funded. They cannot be adequately resourced to deliver services at the required standard.

Measures Planned: The Department's Transformation Agenda has established a programme for the rationalization of small schools, so that reconfigured schools meet criteria to be adequately resourced and supported to deliver quality educational services.

Constraint 5: Lack of Governance and Management Capacity

Many SGB members (especially those in rural schools) lack the capacity to govern, and many principals are unable to lead and manage schools. There is a lack of understanding of school policies and principles of policy management. This has a negative effect upon learners, staff members and communities at large.

Measures Planned: An intense programme of capacity building of School Governing Bodies and School Management Teams is to be pursued in order to improve their understanding and application of policies related to education, finance and management. Computers are also needed by staff so that they will be able to manage the load of work. This should be part of the E-strategy of the Department.

Constraint 6: Capacity of Section 21 Schools to manage

About 2,222 schools out of 6,041 have been awarded Section 21 status, and a strategy is in place to convert all schools into Section 21 schools by 2010. There are concerns, however that some schools which have been allocated this status are unable to undertake their financial responsibilities. As a result, many do not use the funds allocated to them, and many do not submit their audited financial statements on time. This affects transfer payments.

Measures Planned: A programme of training must be provided to SGBs and SMTs of Section 21 schools so that they are better able to manage their financial responsibilities. On-site support must be provided to school managers and SGBs. Despite recent progress recruiting EDOs, this remains a challenge in the Districts because of the general absence of financial management skills among staff that are currently in place.

Constraint 8: Lack of equipment in schools

Many schools, especially in rural areas, are poorly resourced with equipment and materials, including science laboratory equipment and kits, library books, sewing machines, computers, and equipment for technical schools

Measures Planned:

Funding is increasing as the Department recovers from debt repayment. The budget is however still inadequate relative to the massive backlogs.

Constraint 9: Scholar Transport

Communities struggled to adapt to the ban on using light delivery vehicles (bakkies) as a mode of transport to deliver learners to schools, especially in rural areas. Very few providers are in possession of vehicles permitted by law to transport passengers. Prototypes of modified bakkies, adapted to carry passengers have been approved,

Measures Planned: The Provincial Government is standing firm on this issue. The taxi industry discussions around use of safer commuter vehicles as part of the recapitalization plan should in the longer term alleviate this challenge.

Constraint 10: A lot of unhappiness about criteria for declaring 'No Fee' schools.

Measures Planned: Incremental declaration of other quintiles will assist.

Constraint 11: Late submission of AFS delays transfers.

Measures Planned: Engagement with Auditing firms assisting the process.

Constraint 12: Non-provisioning of Audit fees for schools.

Measures Planned: Need to top slice funding for Audit fees.

Constraint 13: Late processing of the 10% No-Fee allocation.

Measures Planned: Urgent intervention in place to fast track the transfers.

Constraint 14: Low levels of financial competency and functionality in most schools.

Measures Planned: Training of district officials to support schools – programme started.

Constraint 15: Low levels of spending on maintenance budget by S20 schools.

Measures Planned: Creativity needed to fast track spending by schools at district level.

Constraint 16: Legal battle on school furniture delays supply of furniture to schools.

Measures Planned: Urgent intervention needed to resolve the impasse.

B.2.1 Sub-Programme 2.1: Public Primary Schools

Objective of Sub-programme

The overall objective of programme 2 is to provide public ordinary school education for grades 1-12 in accordance with the South African Schools Act. Sub-programme 2.1 is directed at Public Primary Schools. The objective of this programme is to provide specific public primary ordinary schools with resources required for the Grades 1 to 7.

Goods, services and payments included and excluded

Includes all programme 2 goods and services utilized in the schools themselves, or goods, services or payments allocated to specific schools, e.g. educators provisioned through the post provisioning model and attached to institutions, or school-specific funds allocated through the Norms and Standards for School Funding, where these resources are used for education in the Grades 1 to 7 phase.

Despite the fact that combined schools offer grades mostly in the primary phase (Grades 1 to 7) they are catered for under sub-programme 2.2: public secondary education.

Table ST202 below is extended to set out the key trends for public combined schools. Combined schools operate almost exclusively in the Transkei from grades R to 9. They are however budgeted under sub-programme 2.2 for secondary schools, so no financial data is included in the table. For similar reasons, performance measures are also not included in the table. The relevant performance measures for grades R to 9 from both primary and secondary schools should be applied.

The disadvantaged status of combined schools can be clearly seen from the data. The learner classroom ratio, although falling as schools are built and upgraded, is above 50:1. Under a third of combined schools are section 21 schools, or have electricity.

Service delivery measures

Table 32: Measurable Objectives and Performance Measures - Public Primary Schools

PROGRAMME 2: PUBLIC ORDINARY SCHOOL EDUCATION		
	Measurable objective	Performance measure
Sub-programme 2.1: Public Primary Phase		
Equity	* MO212: To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	► PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to grade 3
Efficiency	* MO213: To ensure that the progression of learners through public primary schools is optimal.	► PM213: Repetition rate in grades 1 to 7
Quality	* MO214: To attain the highest possible educational outcomes amongst learners in public primary schools.	► PM214: Percentage of learners in grade 3 attaining acceptable outcomes in numeracy, literacy and life skills ► PM215: Percentage of learners in grade 6 attaining acceptable outcomes in numeracy, literacy and life skills

Equity

PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to grade 3: The last Systemic Evaluation for Grade 3 was completed in 2001 and therefore no standardised measures for the relevant period was available.

Efficiency

PM213: Repetition rate in grades 1 to 7³¹: Inefficiency in the school system has been discussed above under programme 2. Repetition in primary schools is not high at 3.6% in 2006/07 and is targeted to fall to 3.2% by 2009/10. Repetition in combined schools is higher at 6.7% and is targeted to fall to 4.5% in 2009/10.

Quality

PM214: Percentage of learners in grade 3 attaining acceptable outcomes in numeracy, literacy and life skills³²: Again,

³¹ This PM requires that the number of repeaters from Grade 1 to 7 in public ordinary schools is divided by the total number of learners in Grade 1 to 7 in public ordinary schools. The result is a percentage value. Only repeater rates for Grade 1 to 7 are used in this calculation since it allows for an easily comparable cohort of learners across the different provinces. Furthermore, repeater rates for public ordinary schools only are considered. Learner enrolment figures in public ordinary schools (i.e. the number of learners that were enrolled in Grade 1 to 7 as per the EMIS records) for the previous year are usually used together with the current year's repeater numbers for this calculation.

³² For PM214 some of the same limitations applying to PM212 apply here. Although this PM does not require the results to be disaggregated by quintile, it still depends on the Grade 3 assessment in the Systemic Evaluation which is currently not implemented on an annual basis. For now it will therefore not be possible to refresh the figures every year (when the programme is fully operational, it should be possible to refresh the figures every third year).

the same issues of data availability apply here and we have chosen not to set targets until data is available from the quality assurance process.

PM215: Percentage of learners in grade 6 attaining acceptable outcomes in numeracy, literacy and life skills³³: Again, the same issues of data availability apply here and we have chosen not to set targets until better data is available from the quality assurance process.

Situation analysis

Sub-programme 2.1 is a major sub-programme within the vote comprising just over a third of the budget in 2006/07. It is responsible for 2,409 primary schools out of a total of 5,911 public ordinary schools within the Eastern Cape Province. Many of the challenges of the Department are essentially those associated with sub-programme 2.1.

All of the strategic goals of the plan and the transformation agenda of the Department are relevant to the objectives of this sub-programme. One of the transformational issues that is central to the plan is the notion of equity. The historical legacy of the Province has created significant inequities in the school system. Some schools are systematically under-resourced and learners in these schools do not have an equal chance to achieve and be successful. These inequities are evident in almost all of the statistical data pertaining to schools.

In order to provide a quality, efficient and relevant teaching and learning environment from Grades 1-7, the sub-programme renders the following services:

- Implementation of policy for the establishment and management of schools
- Providing an efficient and 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 the National School Funding Norms
- Development of plans, policies and guidelines to ensure learner achievement performance and success
- Capacity building programme to train and support schools and SGBs for their new additional functions
- Funding levels for schools need ongoing attention to deal with backlogs and the legacy of previous systems
- Strengthened schools and district monitoring and support mechanisms for improved performance

Policies, priorities and strategic objectives

To a greater or lesser extent, the activities of sub-programme 2.1 are governed by all policies as set out in this document. The most pertinent among those policies are the South African Schools Act, 1996 (Act No 84 of 1996), The National Education Policy Act, 1996 (Act No 27 of 1996) and The Eastern Cape Schools Education Act, 1999 (Act No 1 of 1999). These policies are set within a network of other relevant policies, mandates and regulations that are critical to education and to the public sector as a whole. This framework of policies places significant demands on educational governance and administration, and plots the course for contribution of education to the Social and Economic Development Agenda of Government.

Among the critical priorities for public primary schools are the following:

- Implementing the norms and standards for school funding
- Amalgamation of small schools into viable larger schools which can be more adequately resourced
- Development of policy for establishment and disestablishment of schools
- Refinement of policy for home schooling
- Refinement of policy on scholar transport
- Refinement of admissions policies
- Enhancement of policy on hostel management
- To ensure equity in educational achievement for all learners regardless of race, gender and urban/rural location
- Strategy to convert all schools to Section 21 schools by 2010
- Development of systems for resourcing of schools
- Implementation of Quality Improvement Development and Support (QIDS) upliftment program

³³ This PM depends on the Grade 6 assessments in the Systemic Evaluation. As this programme is not implemented on an annual basis, for now it will not be possible to refresh the figures every year (when the programme is fully operational, it should be possible to refresh the figures every third year).

The strategic objectives associated with this programme are outlined and presented below:

Table 33: Sub -Programme 2.1 – Public Primary Schools

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender		
Strategic Objective 1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN		
* MO001: To ensure that the population of compulsory school-going age in the Province attends schools.	Institutional Development and Support	Education Resourcing and ECD Centres Education Resourcing ECD Centres
* MO004: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	IDS	FET Band and Extra Curricular
* MO005: To ensure that the output of graduates from the education system is in line with economic and social needs.	Vocational Education Services	FET Colleges and ABET centres
* MO201: To provide access in the public ordinary schooling system in accordance with policy.	Facilities and Infrastructure	Facilities Management
* MO213: To ensure that the progression of learners through public primary schools is optimal.	IDS	Education Resourcing ECD centres Education Resourcing ECD Centres
Strategic Objective 3: Improved enrolment participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners		
* MO216: To promote the participation of historically marginalized groups of learners in public primary and secondary schools.	Curriculum Management	Curriculum FET and ABET programmes
Strategic Objective 6: High quality relevant teaching and learning materials and equipment reach the poorest schools		
* MO208: To provide adequate Learner Teacher Support Materials to public ordinary schools	IDS	Education Resourcing ECD Centres
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society		
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province		
Strategic Objective 1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support		
* MO212: To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	IDS	Education Resourcing ECD Centres Education Resourcing ECD Centres
* MO214: To attain the highest possible educational outcomes amongst learners in public primary schools.	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards
* MO208: To provide adequate Learner Teacher Support Materials to public ordinary schools	IDS	Education Resourcing ECD Centres FET Band and extra Curricular programmes
Strategic Objective 5: Increased literacy and relevant skills through high quality ABET programmes		
* MO006: To build a society that is literate.	Vocational Education Services	FET Colleges and ABET Centres
Strategic Objective 8: Improved literacy and proficiency in the language of learning and teaching (LoLT)		
* MO006: To build a society that is literate.	Vocational Education Services	FET Colleges and ABET Centres
Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency		
Strategic Objective 3: Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrolments per school		
* MO001: To ensure that the population of compulsory school-going age in the Province attends schools.	IDS	Education and Resourcing Centres GET Band FET Band

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
		and extra curricular programmes
* MO201: To provide access in the public ordinary schooling system in accordance with policy	Education and Social Support Services	Inclusive Education
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels		
Strategic Objective 3: Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society.		
* MO216: To promote the participation of historically marginalized groups of learners in public secondary schools.	Curriculum Management	Curriculum FET and ABET programmes

Organizational structure and arrangements

Most activities of programme 2.1 are undertaken within the authority structure of the Deputy Director General for Institutional Operations Management. Policy, procedures, standards and oversight for the programme for Primary Schools is undertaken by the Directorate: Education Resources ECD Centres and GET Band within the Institutional Development Chief Directorate. However, other activities which affect schools are undertaken in other parallel Directorates such as Curriculum Development and Management.

Planned quality input measures

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 2007 the ECDoE will implement the Quality Improvement, Development, Support and upliftment program (QUIDS-UP) target 692 quintiles 1 and 2 "no fee" schools in Lusikisiki and Libode districts. The targeted districts are the poorest in the province and have the highest dropout rate in grade 12 as well as the highest pupil-teacher ratio in the Province. The key deliverables for 2007 include: a baseline study to establish learner competencies in literacy and numeracy; improving basic infrastructure and to assist schools to develop and implement School Improvement Plans.

Resource information

Resources are needed for placement, training and development of staff associated with primary schools and for ensuring that schools are properly resourced. The reconfiguration of schools in an attempt to rationalize small schools will require an injection of additional resources.

Implementation plan

See next page

DIRECTORATE : ECD CENTRES AND GET BAND									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.1: To ensure that the population of compulsory school-going age learners in the Province attend school in the public ordinary schooling system in accordance with policy.	Liaise with Districts to ensure that admissions are finalised in all schools by end of October	1.1.1.1: Percentage of children of compulsory school going age that attend schools in ECD and GET Band	ECD Centres and GET Band	Director	95%	95	95	95	95
1.1.12: Design strategy and a special programme to assist rural and farm schools to cope with multi-grade / phase teaching.	Engage a service provider to conduct research on challenges of multi-grade teaching and identify best practises in other Provinces	1.1.12.1: No of programmes developed and implemented to assist educators with multi-grade teaching	ECD Centres and GET Band	Director	2	-	1	1	-
1.1.16: To facilitate the strengthening of strategy for improvement of learner performance across the system.	Develop an integrated strategy for learner performance improvement in conjunction with other sister Directorates that will deal with teacher support, SMT training, Literacy, LOLT, etc	1.1.16.1: Number of interventions implemented to assist learner performance improvement	ECD Centres and GET Band	Director	8	4	-	-	4
1.1.17: *Identify policy gaps and ensure development of the necessary regulatory framework for promulgation according to the Review of Policies document	Development of regulatory framework and circulars flowing from SASA including learner pregnancy, registration and de-registration of schools, use of cell-phones, LTSM retrieval,	1.1.17.1: Number of policies and regulatory frameworks developed to address policy gaps	ECD Centres and GET Band	Director	8	2	3	2	1

DIRECTORATE : ECD CENTRES AND GET BAND									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	etc								
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.10: Facilitate provisioning of library books in schools to promote an accelerated programme for language literacy and communication for mother tongue and LoLT	Provide Library boxes for Foundation Phase Schools and FET underachieving Schools	1.6.10.1: Number of schools supplied with Library books	ECD Centres and GET Band	Director	300	-	200	100	-
1.6.11: *Ensuring the adequacy of resources and facilities for the proper administration and delivery of Education.	Procure teaching - learning equipment for GET/FET schools	1.6.11.1: Number of schools with requisite equipment and teaching devices	ECD Centres and GET Band	Director	200	-	150	50	-
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.5: Increased literacy and relevant skills through high quality ABET programmes									
3.5.3: Develop strategy to implement language, literacy and communication programmes from Grade R – GET	Liaise with Curriculum to develop LOLT competences	3.5.3.1: Number of educators trained on LOLT competencies in Grade R-GET	ECD Centres and GET Band	Director	6,000	1,500	1,500	1,500	1,500
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.1: Well managed schools with strong community involvement									

DIRECTORATE : ECD CENTRES AND GET BAND									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
4.1.2: To bring about effective and efficient self-managing public ordinary schools.	Schools trained on financial management and evaluated on readiness to be declared and Gazetted	4.1.2.5: Number of schools declared as section 21	ECD Centres and GET Band	Director	1,500	-	1,500	-	-
*Enhancing the rationalisation of schools to enhance the efficiency of Education and promote greater equity in the availability of curriculum options and quality education	Develop guidelines on rationalisation of schools	Guideline document available	ECD Centres and GET Band	Director					
	Advocacy on guidelines								
	Implementation of amalgamation of schools	Number of schools amalgamated		Director					

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES									
Measurable objectives	Activities	Performance measures	Directorate	Responsible person	Year 1 2007/08 target	Targets by quarter			
						Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners, regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.6: To ensure that the progression of learners through public primary schools is optimal.	To coordinate the development of guidelines on the progression of learners through all phases of the system.	1.1.6.1: Number of assessment guidelines developed for GET curriculum advisors and teachers	ECD and GET Programmes	Director	8	8			

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES

Measurable objectives	Activities	Performance measures	Directorate	Responsible person	Year 1 2007/08 target	Targets by quarter			
						Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners, regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.13: To provide access to learner teacher support materials to Public Ordinary Schools and ensure that LTSM packages and catalogues are in line with redress measures	To develop guidelines for relevant LTSM for schools in line with curriculum policy requirements	1.6.13.1: Number of guidelines developed for LTSM packages	ECD and GET Programmes	Director	1	1			
Strategic Goal 3: Improved quality of teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.2: Developed and supported by a professional, committed and well trained teaching corps									
3.2.2: To ensure that all teachers are adequately qualified	To support the coordination of Upgrading programmes for teachers in the GET band	3.2.2.2: Percentage of teachers qualified below REQV 13	ECD and GET Programmes	Director	2,0			2,0	
	To develop a framework for teacher development to empower teachers to cope with curriculum change	3.2.2.3: Number of development meetings held	ECD and GET Programmes	Director	2	1	1		
	Coordinate the development of a provincial framework for Continuing Professional Development of teachers								

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES

Measurable objectives	Activities	Performance measures	Directorate	Responsible person	Year 1 2007/08 target	Targets by quarter			
						Q1	Q2	Q3	Q4
3.2.2. To ensure that all teachers are adequately qualified	To manage the coordination of the training of teachers in MST Coordinate the provision of the ACE programme in Maths, Science and Technology for selected Senior Phase teachers	3.2.2.4: Number of teachers completing the first year of the ACE course in Maths Science and Technology	ECD and GET PROGRAMMES	Director	200			200	
	Coordinate the provision of a English Second Language Programme for selected Intermediate Phase teachers To manage the coordination of the training of teachers in ESL	3.2.2.5: Number of teachers completing the ESL course	ECD and GET Programmes	Director	200		200		
	To coordinate programmes to motivate teachers and schools To manage the coordination of the National Teaching Awards	3.2.2.6: Number of meetings held	ECD and GET Programmes	Director	3	1	1	1	

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES

Measurable objectives	Activities	Performance measures	Directorate	Responsible person	Year 1 2007/08 target	Targets by quarter			
						Q1	Q2	Q3	Q4
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.2: Effective and professional support services from EDOs, Subject Advisors and Special Needs Staff									
4.2.2: Effective professional support services for EDOs, Subject Advisors and Special Needs Staff	To ensure that Curriculum Advisors are adequately prepared to orientate and support teachers on the NCS for the GET band	4.2.2.4: Number of GET curriculum advisors orientated and supported	ECD and GET Programmes	Director	460	230	184	46	
	To manage the coordination of INSET courses for curriculum advisors in the GET band			Director	2	2			
4.2.1: To bring about effective management of the education system through districts	To provide district curriculum units with curriculum resource material for the improvement of learning and teaching in the GET band	4.2.1.1: Number of INSET modules developed	ECD and GET Programmes	Director	8	8			
	To coordinate the development of INSET material for GET teachers			Director	2	2			
4.2.2: To ensure that districts have sufficient and adequately trained subject and curriculum advisers for the implementation of curriculum programmes.	To monitor and support teachers to ensure the successful and sustainable implementation of the NCS Develop and ensure the implementation of monitoring and support tools for curriculum advisors	4.2.2.5: Number of school support visits conducted per curriculum advisor	ECD and GET Programmes	Director	4 1	1 1	1	1	1

B.2.2 Sub-Programme 2.2: Public Secondary Schools

Objective of programme

To provide specific public secondary ordinary schools with resources required for the Grades 8 to 12 levels

Goods, services and payments included and excluded

Includes: all programme 2 goods and services utilized in the schools themselves, or goods, services or payments allocated to specific schools, e.g. educators provisioned through the post provisioning model and attached to institutions, or school-specific funds allocated through the Norms and Standards for School Funding, where these resources are used for education in the Grades 8 to 12 phase. Combined schools are included in this sub-programme, even though they include learners in Grades 1 to 7, as their highest grades offered fall in the secondary phase of Grades 8 to 12.

Service delivery measures

The table below sets out the measurable objectives, performance measures for secondary schools

Table 34: Measurable Objectives and Performance Measures - Public Secondary Schools

PROGRAMME 2: PUBLIC ORDINARY SCHOOL EDUCATION		
	Measurable objective	Performance measure
Equity	* MO216: To promote the participation of historically marginalised groups of learners in public secondary schools.	► PM216: Percentage of girl learners who take maths and science in the FET band
Equity	* MO217: To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	► PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate
Efficiency	* MO218: To ensure that the progression of learners through public secondary schools is optimal.	► PM218: Repetition rate in grades 8 to 12
Output	* MO219: To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes.	► PM219: Pass ratio in grade 12 examinations ► PM220: Pass ratio in grade 12 for mathematics and science
Quality	* MO221: To attain the highest possible educational outcomes amongst learners in public secondary schools.	► PM221: Percentage of learners in grade 9 attaining acceptable educational outcomes

Equity

PM216: Percentage of girl learners who take maths and science in the FET band³⁴: We have not been able to access data for the percentage of girls taking maths and science in the FET band and so have not set targets. We will however attempt to do so in the future through examinations data or from modification to the EMIS survey.

PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate³⁵: The performance ratio between the poorest and richest schools is easier to calculate for grade 12. Data from the examinations database shows that this ratio has risen consistently from 66% in 2004 to 72% in 2006 and is targeted to rise to 76% by 2009/10.

Efficiency

PM218: Repetition rate in grades 8 to 12³⁶: It has already been noted that repetition is higher in secondary schools. With a

³⁴ Ideally PM216 should be calculated by taking into account the number of girl learners that take both Mathematics and Science at FET level. Currently, the data sources at the disposal of the Education Department does not provide information on the number of male and female learners that are enrolled in each or both learning areas.

³⁵ Although Data for PM217 was not available from examinations broken down by quintile, the following will apply for future calculations. Until 2008, learners that write their senior Certificate examination, will receive a mark out of 400 or 300 (depending on whether the subject they wrote was at higher grade or standard grade level) for each subject that they write in the senior certificate examination. For the purposes of this PM the total mark achieved by each learner at all of the quintile 1 schools (i.e. least advantaged schools) are divided by the total number of learners in quintile 1 schools which yields an average Senior Certificate mark per quintile 1 learner. The same should be done for the quintile 5 schools (Most advantaged schools) yielding an average Senior Certificate mark per quintile 5 learners. The quintile 1 value is then divided by the quintile 5 value to yield a percentage. 'Quintile' for this PM should be understood as the poverty quintile into which each school is placed in accordance with national policy. Only Public school results are considered in the calculation of this PM since it intends to compare schools by their quintile status. According to Government Notice 744 of 2005 the Senior Certificate that will be awarded from 2008 onwards, will no longer provide marks out of 300 or 400 for the various subjects. Instead, learners will be required to achieve certain minimum percentages in the combination of their subjects in order to pass. From 2009 onwards, therefore this PM will be calculated in a different way.

³⁶ PM218 requires that the number of repeaters from Grade 8 to 12 in public ordinary schools be divided by the total number of learners in Grade 8 to 12 in public ordinary schools. The result is a percentage value, but PEDs should take care to ensure that the actual numbers on which this percentage is based, is reflected in the relevant statistical table. Only repeater rates for Grade 8 to 12 are used in this calculation since it allows for an easily comparable cohort (what would be in most cases secondary school learners) of learners across the different provinces. Furthermore, repeater rates for public and independent ordinary schools only are considered in this PM. The learner numbers of the previous year is used in this calculation as this is the convention for calculating repeater rates.

baseline of 15% in 2006/07, repetition is targeted to fall to 13% by 2009/10.

Output

The matriculation pass rate has fluctuated in recent years but has remained one of the lowest in South Africa in all years. Long term improvements in funding, the resource balance and the culture of learning and teaching in schools will be needed to gradually improve the pass rate of the school completion examinations.

PM219: Pass ratio in grade 12 examinations: In 2004 the matric pass ratio³⁷ was 17.9%. It has risen consistently in recent years and is targeted to improve to reach 27.1% in 2009.

PM220: Pass ratio in grade 12 for mathematics and science³⁸: Similarly, to the performance figures for girls in maths and science, we do not have pass rates in maths and science. These will however be collated from exams in future years.

Quality

PM221: Percentage of learners in grade 9 attaining acceptable educational outcomes³⁹: Similarly to assessment targets in primary school, data has not been collected for grade 9. Data will however be available in the future from the quality assurance process. The footnote on page 95 applies.

Situation analysis

Sub-programme 2.2 is responsible for 867 secondary schools and for the funding of 2,635 combined schools, although these schools can be best thought of as extended primary schools. It accounts for nearly two thirds 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 and 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.

The Department's ability to monitor educator absenteeism, proper administration and the 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 must be applied. 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.

Successful initiatives have been undertaken to improve the quality of Secondary Schools. 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 continue to strengthen the implementation of these school development programmes.

The implementation of norms and standards to effect redress and equity remains a critical challenge. Few secondary schools have been declared as Section 21. Assessment to attain Section 21 status and empowerment to perform effectively will remain a priority over the next 5 years.

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 the curriculum. Rationalization of these schools will be critical in order to render them functional for optimal utilization of resources.

Public Secondary Schools will play a critical role in the Transformation Agenda of the Department, especially in relation to the strategic goal number 2 which seeks to equip all school learners with skills for employment, further training and participation in society. These schools are now seen as important instruments for bridging the gap between education and the world of work and a critical conduit for enabling the marginalized to participate in the economy and benefiting from the wealth of the country.

Especially important in this regard are Technical High Schools. There are 86 Technical High Schools in the Province offering 14 types of practical subjects, and a total of 234 different subjects. There are about 60,000 learners and 2,000 educators who are currently in Technical High Schools. These schools, however, face several challenges in terms of delivery.

Among the challenges are educators who lack formal teacher training, most of whom are approaching retirement age; a limited curriculum which only provides 4 streams of skills; lack of adequate and up-to-date equipment and facilities; and the high cost

³⁷ The grade 12 pass ratio (as opposed to the matric pass rate) is the ratio of the number of grade 12 students passing the matriculation exam in comparison to the 18 year old population. Although many of the learners that annually pass the Senior certificate examinations are not 18 years old (i.e. they are older or younger than 18 years old), in the absence of grade repetition, one would expect that the majority of the learners that write the examinations are 18 years turning 19 in the year of the examination.

³⁸ This PM intends to track how many learners pass Mathematics or Science (or both subjects) in the Senior Certificate Examination as expressed in terms of the expected number of learners who could be eligible to write the examinations. Note that this is not the same as pass rates (as explained in detail under PM219). Note that the rationale for selecting the cohort of 18 year olds for this PM is discussed in more detail under the further specifications of PM219.

³⁹ Although there are no systematically collected comparable data available to compute this PM, two potential information sources might become available in the future. On the one hand this PM might focus on the results of the Grade 9 Systemic evaluation once they become available. On the other hand the results of the GETC examinations might be more appropriate since it could provide annual updates on the data. At this stage though, neither of these data sources are being collected systematically.

of operating workshops in light of the electrical draw of equipment and machinery. The cost of upgrading is high and is estimated at R59.7 million per institution. This cost is much too exorbitant to render a quick response to the problems which exist.

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 5-year period of the Department 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 and Monitoring of the Integrated Quality Management System
- Addressing the language policy in schools to improve the pass rate
- The promotion of school development programmes
- Increasing the number of schools able to attain section 21 status
- Rationalization of under-sized schools
- Ongoing planning of the activities of the sub-programme
- Sourcing of adequate funding
- Provision of school infrastructure and facilities
- Better articulation between Secondary Schools, FETIs and HEIs.

Table 35: Sub-Programme 2.2. Public Secondary Schools

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender		
Strategic Objective 1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN		
* MO002: To make education progressively available to youth and adults above compulsory school-going age.	IDS	FET Band and Extra Curricular programmes
* MO004: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	IDS	FET Colleges and ABET Centres
* MO005: To ensure that the output of graduates from the education system is in line with economic and social needs.	Vocational Education Services	FET Colleges and ABET Centres
* MO201: To provide access in the public ordinary schooling system in accordance with policy.	Education and Social Support Services	School Nutrition and Poverty alleviation programmes
* MO218: To ensure that the progression of learners through public secondary schools is optimal.	IDS	FET Band and Extra Curricular programmes
Strategic Objective 3: Improved enrolment participation and performance in Mathematics, Science and Technology and Economic Management Sciences, particularly amongst girls and rural learners		
* MO216: To promote the participation of historically marginalized groups of learners in public primary and secondary schools.	Curriculum Management	Curriculum FET and ABET programmes
* MO219: To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes.	IDS	FET Band and Extra Curricular programmes
Strategic Objective 6: High quality relevant teaching and learning materials and equipment reach the poorest schools		
* MO208: To provide adequate Learner Teacher Support Materials to public ordinary schools	IDS	Education Resourcing ECD centres GET band FET band and Extra Curricular programmes
Strategic Objective 2: School and FET learners equipped with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers		
* MO005: To ensure that the output of graduates from the education system is in line with economic and social needs.	Vocational Educational Services	FET Colleges and ABET centres
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province		
Strategic Objective: 1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support		

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
* MO221: To attain the highest possible educational outcomes amongst learners in public secondary schools.	Strategic Management Monitoring and Evaluation	Quality Promotion and Standards
* MO217: To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	IDS	FET Band and Extra Curricular Programmes
Strategic Objective: 1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support		
* MO219: To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes	IDS	FET Band and Extra Curricular Programmes
* MO208: To provide adequate Learner Teacher Support Materials to public ordinary schools	IDS	Education Resourcing ECD Centres GET Band FET Band and extra curricular programmes
Strategic Objective 5: Increased literacy and relevant skills through high quality ABET programmes		
* MO006: To build a society that is literate.	Vocational Educational Services	FET Colleges and ABET Centres
Strategic Objective 8: Improved literacy and proficiency in the language of learning and teaching (LoLT)		
* MO006: To build a society that is literate.	Vocational Education Services	FET Band and Extra Curricular Programmes
Strategic Goal 6: Optimal configuration of the school system in order to balance access and efficiency		
Strategic Objective 3: Subsidized scholar transport (including bicycles) and/or accommodation of learners, particularly at secondary level in order to achieve higher enrolments per school		
* MO001: To ensure that the population of compulsory school-going age in the Province attends schools.	IDS	Education Resourcing ECD centres GET band FET band and Extra Curricular programmes
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels Strategic objective 3: Collaboration of our school building programme with publicly administered programmes which deal with poverty, unemployment and other social and economic challenges in society		
* MO216: To promote the participation of historically marginalized groups of learners in public secondary schools.	Curriculum Management	Curriculum FET and ABET Programmes

Organizational structure and arrangements

The structural arrangements for the responsibilities associated with this sub-programme are located in the Institutional Operations Management Branch of the Department under the authority of the DDG for Institutional Operations Management. Policy, procedures, standards and oversight for the programme for Secondary Schools is undertaken by the Directorate: Education Resources FET Band and Extra-Curricular Programmes within the Institutional Development and Support Chief Directorate. However, other activities which affect schools are undertaken in other parallel directorates such as curriculum development and management. It is important to note also, that the support for schools within this sub-programme is complemented with funds that are available through other sub-programmes for specific purposes as designated.

Planned quality input measures

It also encompasses improvement of the quality of education provision, registration of schools and school safety. There should be an increased emphasis on service delivery based on monthly and quarterly performance reports to be submitted within specified timeframes.

School Management Teams are to be trained on how to implement the South African Schools Act. Road shows are to be held during the 5 year plan period in order to familiarize officials with the policies of the Department and the requirements for implementation.

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 these subjects. Each school that offers grades 10 to 12 programmes will be included in the training.

Measures will be taken to ensure that there is a greater flow of Secondary School graduates into further education, employment and self-employment.

Tracking systems will be set up in order to track improvements in the number, status and profile of learners who become employed or pursue further education.

The LAIS is integrated into the normal operations of the Department of Education. Apart from budgetary allocations specifically assigned to this strategy all other activities within specific directorates must be funded by the applicable budgetary allocations of those directorates. Learner attainment improvement is a core function of the Department of Education and requires long term intervention over the full thirteen year span of operation and throughout the system. It is essential to distinguish between short term, medium term and long term objectives. In this regard it is inevitable that schools will also have to be categorized with regard to prioritizing them for attention. In prioritizing schools it is essential that schools that achieve very low pass rates (0-

20%) will enjoy high priority for attention. The next category is schools that achieve pass rates below the target of 60% and especially schools that show a fluctuation in pass rate of greater than 10%. The plan sets forth ideal strategic objectives but recognizes the existence of constraining factors and therefore specifies particular priorities for focussed action.

Grade 9 to 12 and ABET level 4 candidates are registered electronically and all marking centres have been established and grade 12 examination papers have been set.

Resource information

Additional resources are required for the following:

- To suitably equip Technical High Schools to be more effective in their training and in responding to economic and social needs. There must be a special focus on modern equipment for practical subjects.
- The need to improve the existing learner starting package to make it educationally sound and responsive to the new curriculum statements
- The need to reach the minimum per learner funding levels under the norms and standards for school funding
- More adequate funding for electricity so that payment of electrical bills does not detract from educational programmes
- More adequate funding for values in education in order to restore an effective culture of teaching and learning and propagate the principles of values in education which will include rural regeneration
- To restructure funding principles and practices so as to ensure greater equity in opportunity through disproportionate funding based on both need as arisen in historical circumstances
- To increase funding for subsidized transport in the absence of the accommodation of learners, particularly at Secondary Schools, in order to achieve a higher enrolment per school, and in order to equalize opportunities for youth to achieve educationally
- Targeted and preferential financing and resourcing of education in order to enhance achievement prospects for the most disadvantaged learners and education communities
- Ensuring that quality teaching and learning materials reach the poorest schools
- More investment is needed to maintain schools in order to preserve their physical appropriateness for teaching and learning
- More investment is needed to improve the participation and performance of learners in mathematics, science, technology and economic management sciences, particularly among girls, disabled learners, and the rural, poor and marginalized individuals.

Implementation plan

DIRECTORATE: FET BAND AND EXTRA-CURRICULAR PROGRAMMES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.1: To ensure that the population of compulsory school-going age learners in the Province attend school in the public ordinary schooling system in accordance with policy.	Liaise with Districts to ensure that admissions are finalised in all schools by end of October	1.1.1.1: Percentage of children of compulsory school going age that attend schools in ECD and GET Band	FET Band and Extra Curricular Activities	Director	95	95	95	95	95
*Implementing a significantly enhanced Learner Attainment Improvement strategy across the grades with priority given to underperforming schools	Develop an integrated strategy for learner performance improvement in conjunction with other sister Directorates that will deal with teacher support, SMT training, Literacy, LOLT, etc	Number of interventions implemented to assist learner performance improvement	FET Band and Extra Curricular Programmes	Director	8	4	-	-	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.1: *To provide adequate Learner Teacher Support Materials to public ordinary schools	Lobby for additional funds to improve LTSM package for learners	1.6.1.2: % increase per learner expenditure	FET Band and Extra Curricular Programmes	Director	10				
1.6.9: *Structure and process in place to identify, monitor and track resource provision in the poorest schools.	Conduct audit of resource needs for rural schools	1.6.9.1: % provisioning and retrieval of LTSM and equipment per school	FET Band and Extra Curricular Programmes	Director	80%	-	-	80%	80%
1.6.10: Facilitate provisioning of library books in schools to promote an accelerated programme for language literacy and communication for mother tongue and LoLT	Provide Library boxes for Foundation Phase Schools and FET underachieving Schools	1.6.10.1: Number of schools supplied with Library books	FET Band and Extra Curricular Programmes	Director	300	-	200	100	-

DIRECTORATE: FET BAND AND EXTRA-CURRICULAR PROGRAMMES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
1.6.11: To facilitate progressive provisioning of equipment and devices to enhance effective teaching and learning in schools.	Procure teaching - learning equipment for FET schools	1.6.11.1: Number of schools with requisite equipment and teaching devices	FET Band and Extra Curricular Programmes	Director	200	-	150	50	-
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support									
3.1.12: *Promote values in education through sports, art, culture and heritage through extra curricula activities	Coordinate implementation of programmes encouraging mass participation in Extra curricula programmes, Heritage and indigenous games	3.1.12.1% of schools per district participating in extra-curricular programmes	FET Band and Extra Curricular Programmes	Director	100	70%	70%	-	30%
*Facilitate in school sport activities in preparation for 2010 FIFA Soccer World Cup	Coordinate implementation of programmes encouraging mass participation in in-school-sport	% of schools per district participating in extra-curricular programmes	FET Band and Extra Curricular Programmes	Director	100	70%	70%	-	30%
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.8: Improved literacy and proficiency in the language of learning and teaching (LoLT)									
3.8.3: Develop strategy to improve efficiency in the language of learning and teaching of educators and learners	Liaise with Curriculum to develop LOLT competences	3.8.3.1: Number of educators trained on LOLT competencies in the FET Band	FET Band and Extra Curricular Programmes	Director	4,800	1,200	1,200	1,200	1,200
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.6: Strengthened coordination and partnerships within the Department and with government, social partners and civil society									
4.6.1: To establish linkages with other government Departments, Directorates, social Partners, commerce and industry to enhance internal coordination in the Department through the implementation of the matrix management system	Develop and implement strategy for safe and health promotion schools in conjunction with relevant departments	4.6.1.1: Strategy for Safe Schools in place	FET Band and Extra Curricular Programmes	Director	1	1	-	-	-

DIRECTORATE: FET BAND AND EXTRA-CURRICULAR PROGRAMMES									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
4.6.1: To establish linkages with other government Departments, Directorates, social Partners, commerce and industry to enhance internal coordination in the Department through the implementation of the matrix management system	Develop and implement programmes for intervention in hot spots	4.6.1.2: Number beneficiary schools	FET Band and Extra Curricular Programmes	Director	920	230	230	230	230
*Promoting school safety through integrated service delivery with sister departments	Develop and implement programmes to create safer environments for learning Support the development of systems and policies for managing learner conduct	Number of schools implementing the programme	FET BAND and Extra Curricular programmes	Director	100	-	30	75	100

DIRECTORATE: CURRICULUM: FET AND ABET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in GET and FET including rural learners, girls and LSEN.									
1.1.6: To ensure that the progression of learners through public secondary schools is optimal.	To develop guidelines on the progression of learners through the system	1.1.6.2: Number of FET assessment guidelines developed	Curriculum: FET and ABET Programmes	Director	29	15	14	-	-
	To empower EDOs and School Management Teams on assessment	Number of workshops held		Director	4	1	1	1	1
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.3: Improved enrolment, participation and performance in mathematics, science and technology and economic management sciences, particularly amongst rural learners.									
1.3.2: To ensure that an adequate proportion of the population attains grade 12 in particular with Mathematics and Science passes	Implement a comprehensive Maths/Science competency improvement strategy in schools	1.3.2.1: 100% Pass rate in grade 12 in Mathematics and Science	Curriculum: FET and ABET Programmes	Director		20%		23%	
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.13: To provide access to learner teacher support materials to public ordinary schools and ensure that LTSM packages and catalogues are in line with redress measures	To develop guidelines for the relevant LTSM for schools in line with curriculum policy requirements Expand the LTSM catalogue and budgetary allocations to include all forms of LTSM	1.6.13.1: The number of LTSM guidelines developed	Curriculum: FET and ABET Programmes	Director	1		1		
		Basic pack per subject		Director	29	29			
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies									

DIRECTORATE: CURRICULUM: FET AND ABET PROGRAMMES

Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
3.1.11: To monitor and support teachers to ensure the successful and sustainable implementation of the NCS in FET	Provide on site monitoring and support for teaching, learning, assessment and moderation	3.1.11.3: Number of school monitoring and support visits conducted by curriculum advisors	Curriculum: FET and ABET Programmes	Director	4	1	1	1	1
	Develop and implement programmes to address content gaps Monitor the implementation of subject improvement plans	Number of teachers attending the programmes 5% increase in the performance of all subjects			2,000 5%	150	1,500	300	50 5%
3.1.4: To ensure the optimal progression of learners through the FET band in accordance with Assessment policies.	To manage the development of guidelines to ensure uniform interpretation of assessment policies in FET Develop and implement a comprehensive language competency improvement strategy in schools	3.1.4.1: Number of guidelines developed Number of subjects implementing the strategy	Curriculum: FET and ABET Programmes	Director	1 8	4	1 4		
3.1.17: Effect and sustain the transformation of curriculum in disadvantaged and rural schools	To evaluate and monitor the accessibility and relevance of school curricula	3.1.17.1: Number of school curricula evaluated	Curriculum: FET and ABET Programmes	Director	20	5	5	5	5

DIRECTORATE: CURRICULUM: FET AND ABET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
3.1.20: To promote the integration of life skills, social justice, HIV and AIDS, inclusivity, health environment, human rights and other social and environmental issues in the curriculum	To serve and advise on the collaborative structures to ensure that social and environmental issues are integrated in curriculum	3.1.20.2: No of meetings attended	Curriculum: FET and ABET Programmes	Director	4	1	1	1	1
3.1.21: To review, develop and support curriculum adaptation programmes	To provide support for the development of curriculum adaptation guidelines	3.1.21.1: No of curriculum adaptation guidelines developed	Curriculum: FET and ABET Programmes	Director	1	1			
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.2: Effective and professional support services from EDOs, Subject Advisors and Special Needs Staff									
4.4.2: To ensure that Subject and Curriculum Advisors are adequately prepared to orientate and support teachers on the NCS for the FET band	To manage the coordination of orientation and INSET courses for subject and curriculum facilitators in the FET bands	4.2.2.6: Number of FET curriculum facilitators orientated and supported	Curriculum: FET and ABET Programmes	Director	800	200	200	200	200
	Professional Development programmes for school management staff, EDOs, SAs and educators	Number of professional development programmes held			4	1	1	1	1
Strategic Goal 5: Performance Management and Development systems and processes for enhanced service delivery									
Strategic Objective 5.2: Effective performance management and accountability processes for all employees									
5.2.1: To bring about effective management at all levels of the education system through districts.	To manage the establishment and maintenance of curriculum structures and the development of procedural guidelines to enhance the performance of provincial and district curriculum officials	5.2.1.1: Number of functional committees	Curriculum: FET and ABET Programmes	Director	4	1	1	1	1

DIRECTORATE: CURRICULUM: FET AND ABET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	Develop provincial curriculum guidelines to ensure effective curriculum delivery in the districts	5.2.1.2: Number of procedural guideline documents for curriculum coordination and implementation developed	Curriculum: FET and ABET Programmes	Director	4	1	1	1	1
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects or the most disadvantaged learners and communities									
1.2.5: To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	To coordinate the programme targeting Grade 12 poorly performing subjects and schools	1.2.5.5: Performance ratio of the least advantaged schools to the most advantaged schools with respect to Grade 12	Curriculum: FET and ABET Programmes	Director	78%	38%			40%

DIRECTORATE: TELE-COLLABORATIVE LEARNING

FUNCTIONS:

To manage and co-ordinate the use of multi-media information communication services, including resource centres.

Ensure the appropriate development and selection of learning and teaching support materials to schools.

Oversee the development and functioning of school libraries and the processing of library materials.

Ensure the evaluation, development and updating of learning and teaching support material

To coordinate the Strategy for Mathematics, Science and Technology Education and all developmental programmes related to Mathematics, Science and Technology Education

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.4 : Increased access to and utilization for ICTs also in rural schools, in order to exploit the transformative equalizing potential of eEducation									
1.4.1: To provide an integrated programme of ICT facilities, training and curriculum support to schools, including rural schools, in line with eEducation priorities by 2013.	To ensure the optimal use of multi-media information communication services, including resource centres	1.4.1.3: Number of Advocacy meetings/workshops held	Tele-collaborative Learning	Director	4	1	1	1	1
	Conduct advocacy on the use of multi-media centres								
	Coordinate orientation courses on use of ICTs	1.4.1.4: Number of ICT orientation courses held			4	1	1	1	1
	Develop guidelines on the use of multi-media centres, including Resource Centres	1.4.1.5: Draft guidelines developed			1			1	
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.2: Developed and supported a professional, committed and well trained teaching corps									
3.2.2: To ensure that all teachers are adequately qualified	To ensure that teachers are able to select, develop and use appropriate material	3.2.2.5 Guidelines developed	Tele-collaborative Learning	Director	1	1			
	Develop guidelines for identification and use of appropriate material								

DIRECTORATE: TELE-COLLABORATIVE LEARNING

FUNCTIONS:

To manage and co-ordinate the use of multi-media information communication services, including resource centres.

Ensure the appropriate development and selection of learning and teaching support materials to schools.

Oversee the development and functioning of school libraries and the processing of library materials.

Ensure the evaluation, development and updating of learning and teaching support material

To coordinate the Strategy for Mathematics, Science and Technology Education and all developmental programmes related to Mathematics, Science and Technology Education

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
	Coordinate book exhibitions of grade 8, and 9 materials	3.2.2.6 No of book exhibitions held			23	23			
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6 : High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.1: To provide adequate Learner Teacher Support Materials to ordinary schools	PSOM 5: To ensure that school libraries are functional Liaise with infrastructure on building of school libraries Conduct a survey on number of school libraries Develop a catalogue of minimum school library material Align provincial the draft policy with the National policy. Train Media advisors and school librarians	1.6.1.4: Number of school libraries set up	Tele-collaborative Learning	Director	23	5	8	5	5
		1.6.1.5: Report of the survey			1		1		
		1.6.1.6: Catalogue of library material developed			1			1	
		1.6.1.7: Provincial policy for school libraries is developed			1				1
		1.6.1.8: No. of media advisors trained			23				23
1.6.1.8: No. of media advisors trained	23					23			
1.6.1: To provide adequate Learner Teacher Support Materials to public ordinary schools	To ensure that material supporting curriculum policies are available Coordinate the process of submission of material Manage the evaluation process	1.6.1.9: Grades 8 and 9 materials received by due date	Tele-collaborative Learning	Director	1	1			
		1.6.1.10: Evaluation reports available 1.6.1.11: Catalogues printed and distributed to each school			1			1	

DIRECTORATE: TELE-COLLABORATIVE LEARNING

FUNCTIONS:

To manage and co-ordinate the use of multi-media information communication services, including resource centres.

Ensure the appropriate development and selection of learning and teaching support materials to schools.

Oversee the development and functioning of school libraries and the processing of library materials.

Ensure the evaluation, development and updating of learning and teaching support material

To coordinate the Strategy for Mathematics, Science and Technology Education and all developmental programmes related to Mathematics, Science and Technology Education

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
1.6.1: To provide adequate Learner Teacher Support Materials to public ordinary schools	Coordinate the development of catalogue for grades 8, 9 and 11 Procure the printing of catalogues to schools Develop guidelines of each stage of LTSM process	1.6.1.12: Guidelines available			3 1	1 1	2		
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender, disability and geographic location									
Strategic Objective 1.3: Improved enrolment, participation and performance in Mathematics, Science and Technology, particularly amongst girls and rural learners									
1.3.2: To ensure that an adequate proportion of the population attains Grade 12 in particular with mathematics and science passes	Coordinate the provision of the ACE programme in Maths, Science and Technology for selected Senior Phase teachers INSET for teachers on content and methodology. Recruit teachers for ACE programmes.	1.3.2.1: Number of teachers completing the first year of the two-year ACE course in Maths, Science and Technology course	Tele-collaborative Learning	Director	120 60%			120	60%
1.3.1: To promote the participation of historically marginalized groups of learners in public primary and secondary schools	Coordinate the promotion of girl-learners in MSTE Coordinate Dinaledi project	1.3.1.1: Percentage of girl learners who take maths and science in Grade 10 to 12 1.3.1.2: Pass rates in Maths and Science in Dinaledi schools	Tele-collaborative Learning	Director	80%	80%	80%	80%	80%

DIRECTORATE: TELE-COLLABORATIVE LEARNING

FUNCTIONS:

To manage and co-ordinate the use of multi-media information communication services, including resource centres.

Ensure the appropriate development and selection of learning and teaching support materials to schools.

Oversee the development and functioning of school libraries and the processing of library materials.

Ensure the evaluation, development and updating of learning and teaching support material

To coordinate the Strategy for Mathematics, Science and Technology Education and all developmental programmes related to Mathematics, Science and Technology Education

MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	RESPONSIBLE OFFICIAL	YEAR 1: 2007/08 TARGET	Q1	Q2	Q3	Q4
1.3.2: To ensure that an adequate proportion of the population attains Grade 12 in particular with mathematics and science passes	MO219: To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes	1.3.2.3: Pass ratio in grade 12 for mathematics and science	Tele-collaborative Learning	Director	23%	20%		23%	
	INSET for teachers on content and methodology.								
	2. Recruit teachers for ACE programmes.								
	3. Coordinate learner development programmes								
	Training of MSTE teachers for 10 hours in 4 modules	Number of teachers completing 100 hour training	Tele-Collaborative Learning	Director	1,080	360	360	360	
	Assessment of teachers in these 4 modules	Number of MSTE teachers meeting the assessment requirements			1,080	360	360	360	

B.2.3 Sub-Programme 2.3: Professional Services

Objective of programme

To provide educators and learners in public ordinary schools with departmentally managed support services. The purpose of this sub-programme is to provide support services to educators, district based officials and relevant school managers in implementing the NCS and providing effective leadership for curriculum transformation and outcomes based education in schools.

Goods, services and payments included and excluded

Includes all programme 2 goods and services utilized by educators and learners at schools where those goods and services are not specifically and annually attached to the school e.g. psychological counselling offered by district-based counsellors, advisors and support personnel promoting inclusive education or supporting ELSEN in ordinary schools, services offered from a teachers centre or a resource centre, and district-based learner assessment services.

Excludes programme 2.4 services relating to human resource development, and professional services provided by the school itself using its sub-programme 2.1 or 2.2 resources.

Situation analysis

In providing professional development services, the Department seeks to enable the transformation of the curriculum in schools through professional development services and support to relevant schools and district personnel. Curriculum transformation is at the heart of educational transformation in the Province and is part of a process that is driven by the National Department of Education and implemented by the ECDOE.

The National Curriculum Statement (NCS) for the General and Further Education and Training (GET and FET) bands reflect the national standard 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 GET and FET Curriculum Directorates conduct orientation programmes for all teachers in the year preceding the year of national implementation in a particular grade of 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 ECDoE to deliver on the national mandate of phasing in the implementation of the NCS from 2004 to 2008, all 330 curriculum advisors, in conjunction with all school governance and management officials, must be trained to assist in the orientation as well as in the provision of in-service training courses for all teachers.

These endeavours require the development 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.

Status of existing services

To date the GET Curriculum Directorate has conducted the initial orientation programmes for all the Foundation and Intermediate Phase teachers and for all curriculum advisors in the Province. The NCS was implemented in the Foundation Phase in 2004. A model for the In-Service Training programme was piloted and was rolled out to all Primary schools in 2005. The qualitative successes of our orientation programmes for the Foundation and Intermediate Phases have 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 NCS.

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

Policies, priorities and strategic objectives

Professional development, particularly of educators and school managers, has always been high on the agenda of the Department. The focus is based on the recognition that quality schooling depends on the capacity of educators in facilitating learning, and on the leadership ability of school managers. Professional development as conceived in this sub-programme is consistent with this focus and compliant with the emergent policy framework for teacher education.

The National Framework of Teacher Education (NFTE) that was open for public review in August 2005 seeks to establish an entirely new and innovate framework for governing the professional development of educators. The framework essentially establishes two routes of professional Development – PRESET or the Institutional Professional Development of Teachers, and INSET or the continuing professional development of teachers. PRESET is essentially undertaken by HEIs in collaboration with the Department of Education, and INSET remains the sole responsibility of Professional Departments of Education working with partners where necessary. One critical aspect of this policy framework is the accumulation of professional development points and the establishment of a licensing framework based to ensure that educators remain fully capacitated and equipped to undertake their responsibilities.

The Framework for Professional Development within this sub-programme must be responsive to the essence of this policy initiative as it seeks to build a foundation for educators to develop and remain ready to undertake their responsibilities.

Among the priorities for the provision of professional development services are the following:

- Realizing a full complement of well trained curriculum advisors to roll out the orientation and INSET programmes in Districts. At the start of 2006/07 330 curriculum advisers out of an establishment of 600 have been appointed. The focus is to ensure that they fully understand their responsibilities, and that they are properly trained so that they can be effective in the tasks that they are assigned. The acute shortage of curriculum advisors in Districts like Grahamstown, Cradock and Graaff-Reinet has compelled the Department to use classroom teachers as trainers in these Districts
- To secure more funding for the activities of this sub-programme so that there will be less reliance on donors to fund materials development and the training of educators.
- Filling of posts in the District so that schools can benefit from a full complement of curriculum advisors in District Offices. The starting point should be the appointment of ex-college lecturers, most of whom are providing yeoman services in the Districts.
- The staff in professional development in the Province should be strengthened with the addition of new staff so that there is a full complement of staff for the orientation programme of two grades per year for the next four years. It is advised that competent District officials should be seconded.
- The enrichment and sustenance of structures and processes to allow schools and districts to ensure that the content and principles of the new curriculum are well understood and effectively applied, and that educators and school managers alike, can continue to develop themselves over time.
- Full implementation of NCS
- Orientation and further training of educators to be able to successfully implement the NCS

Constraints and measures planned to overcome them

The key constraints and planned solutions which are associated with this sub-programme are as follows:

Constraint 1: Shortage of Curriculum Advisors

The shortage of learning area and subject specialists at district level.

Measures Planned: Prioritization is needed to direct financial resources to the filling of these posts. Reducing the number of small schools could release educators for this purpose. Appropriate appointments should be made within the newly approved organogram. A medium term target of 1 curriculum adviser for every 50 educators has been set by the Chief Directorate: Curriculum Management.

Constraint 2: Insufficient monitoring of curriculum implementation

There has been insufficient monitoring and evaluation of schools to assess levels of curriculum implementation. This is partly due to lack of staff, but also due to lack of emphasis on in-school support to educators because curriculum personnel have been engaged in NCS orientation and training workshops.

Measures planned: Provincial Curriculum Guidelines PCG 05/2006 will guide and increase the frequency of school-based monitoring and support visits by district curriculum personnel.

Organizational structures and arrangements

Curriculum Management Chief Directorate is responsible for undertaking professional support to curriculum advisors, schools and educators under the national curriculum frameworks.

Planned quality input measures

A weakness in the NCS 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: Curriculum Management 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.

Resource information

The limited number of office-based curriculum officials in the districts poses a constraining factor within the sub-programme and this is likely to compromise the provincial LAIS.

Implementation plan

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.2: Developed and supported a professional, committed and well trained teaching corps									
3.2.2: To ensure that all teachers are adequately qualified	To support the coordination of Upgrading programmes for teachers in the GET band	3.2.2.2: Percentage of teachers qualified below REQV 13	ECD and GET Programmes	Director	2%			2%	
	To develop a framework for teacher development to empower teachers to cope with curriculum change Coordinate the development of a provincial framework for Continuing Professional Development of teachers	3.2.2.3: Number of development meetings held	ECD and GET Programmes	Director	2	1	1		
3.2.2: To ensure that all teachers are adequately qualified	To manage the coordination of the training of teachers in MST Coordinate the provision of the ACE programme in Maths, Science and Technology for selected Senior Phase teachers	3.2.2.4: Number of teachers completing the first year of the ACE course in Maths Science and Technology	ECD and GET PROGRAMMES	Director	200			200	

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES										
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER				
						Q1	Q2	Q3	Q4	
	Coordinate the provision of a English Second Language Programme for selected Intermediate Phase teachers To manage the coordination of the training of teachers in ESL To coordinate programmes to motivate teachers and schools To manage the coordination of the National Teaching Awards	3.2.2.5: Number of teachers completing the ESL course 3.2.2.6: Number of meetings held	ECD and GET Programmes ECD and GET Programmes	Director Director	200 3		200			
Strategic Goal 4: Increased levels of service integration at the local level										
Strategic Objective 4.2: Effective and professional support services from EDOs, Subject Advisors and Special Needs Staff										
4.2.2: Effective professional support services for EDOs, Subject Advisors and Special Needs Staff	To ensure that Curriculum Advisors are adequately prepared to orientate and support teachers on the NCS for the GET band To manage the coordination of INSET courses for curriculum advisors in the GET band	4.2.2.4: Number of GET curriculum advisors orientated and supported	ECD and GET Programmes	Director	460	230	184	46		
4.2.2: To ensure that districts have sufficient and adequately trained subject and curriculum advisers of the implementation of	To monitor and support teachers to ensure the successful and sustainable implementation of the NCS	4.2.2.5: Number of school support visits conducted per curriculum advisor	ECD and GET Programmes		4	1	1	1	1	1

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
curriculum programmes.	Develop and ensure the implementation of monitoring and support tools for curriculum advisors								

DIRECTORATE: CURRICULUM: FET AND ABET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum coordinated and supported in accordance with national policies									
3.1.11: To monitor and support teachers to ensure the successful and sustainable implementation of the NCS in FET	Provide on site monitoring and support for teaching, learning, assessment and moderation	3.1.11.3: Number of school monitoring and support visits conducted by curriculum advisors	Curriculum: FET and ABET Programmes	Director	4	1	1	1	1
	Develop and implement programmes to address content gaps	Number of teachers attending the programmes			2,000	150	1,500	300	50
	Monitor the implementation of subject improvement plans	5% increase in the performance of all subjects			5%			5%	
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective 4.2: Effective and professional support services from EDOs, Subject Advisors and Special Needs Staff									
4.4.2: To ensure that Subject and Curriculum Advisors are adequately prepared to orientate	To manage the coordination of orientation and INSET courses for subject and	4.2.2.6: Number of FET curriculum facilitators orientated and supported	Curriculum: FET and ABET Programmes	Director	800	200	200	200	200

DIRECTORATE: CURRICULUM: FET AND ABET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
and support teachers on the NCS for the FET band	curriculum facilitators in the FET bands Professional Development programmes for school management staff, EDOs, SAs and educators	Number of professional development programmes held	Curriculum: FET and ABET Programmes	Director	4	1	1	1	1

B.2.4 Sub-Programme 2.4: Human Resource Development

Objective of programme

To provide departmental services for the professional and other development of educators and non-educators in public ordinary schools

Goods, services and payments included and excluded

Includes programme 2 goods and services required for in-service training of schools-based staff, including the services of teacher trainers, and distance education acquired through bursaries offered to educators

Excludes HRD provided by the school itself using its sub-programme 2.1 or 2.2 relating to human resource development, and professional services provided by the school itself using its sub-programme 2.1 or 2.2 resources

Situation analysis

In a Department of Education that is advancing such a broad-based agenda of transformation, Human Resource Development (HRD) stands out as one of the interventions which could be central to facilitating the organization's process of transformation and development. The Department has over 75,000 employees representing over 105 job classes or occupational categories. It is essential therefore that an HRD Strategy is in place so that training can be prioritized to ensure priority is given to occupational classes and training content which best advances the Department's agenda. In this regard consideration is given to delivery demands, legislative mandates and relevant quality criteria and standards. For this purpose, therefore, the HRD Agenda has focused on training for the most essential roles in the Department; training areas of high priority; capitalizing on the services which could be accessed through a broad-based training network; and, establishing plans and strategies to lay a sound foundation for the future.

Among the critical areas of training, courses have been made available in ICT, Public Financial Management, PGDP, NPDE Training, HIV and AIDS, Project Management, Labour Relations, Strategic Planning and Leadership, Assessor Training, Mentoring and Coaching, and Skills Development for SDC members, among others. These courses sought to address some of the critical challenges which face the Department.

Full advantage has been taken of existing training opportunities provincially and nationally. Training opportunities have been sought from the Public Financial Services Training Agency (PFSA), the Transversal Training Management Agency (TTMA), Education, Training and Development Practices – Sector Education and Training Authority (ETDP-SETA) and the South African Management Development Institute (SAMDI); this, in addition to courses delivered by a variety of public service providers.

In 2004, 3716 individuals benefited from short courses made available through the HRD Directorate. In addition, a comprehensive skills audit was conducted of departmental staff and an HRD Strategy was prepared for the Department.

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 taken into account 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 supplied to the society by various educational institutions.

Policies, priorities and strategic objectives

HRD in the Department operates within the framework of an established set of public policies, guidelines and legislation. Among the most critical, are the following:

- 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 and Development Plan of the Eastern Cape Provincial Government
- White Paper on Education Transformation
- White Paper on Human Resource Development
- Reconstruction and Development Plan

Among the priorities for the 5-year period of the plan are the following:

- Contextualization of the role of HRD within the National and Provincial Skills Development Agenda

- Contextualization of the role of HRD within the plans and developments of the DoE as a whole.
- Train and support line managers to meet the Department's objectives through strategic use of HRD Services
- Create a more focused and cohesive delivery structure for HRD in the Department
- Establish and sustain linkages between HRD, performance management and the productivity of staff
- Specify critical areas of training and development that should be undertaken in the Department in order to advance the welfare of staff and create capacity to accelerate service delivery improvement
- Establish proper monitoring and evaluation strategies in HRD so that the impact of training could be assessed on an ongoing basis

The strategic goals and objectives related to this sub-programme are outlined below:

Table 36: Related Strategic Goals and Objectives Sub-Programme 2.4

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province		
Strategic Objective 2: Developed and supported by a professional, committed and well trained teaching corps		
* MO207: To provide adequate human resourcing in public ordinary schools.	IDS	Education Resourcing ECD centres GET band FET band and Extra Curricular programmes
Strategic Objective 3: Teacher utilization and performance improved and managed		
* MO207: To provide adequate human resourcing in public ordinary schools.	IDS	Education Resourcing ECD centres GET band FET band and Extra Curricular programmes

Constraints and measures planned to overcome them

Constraint 1: The fragmented and uncoordinated approach to training existing within the province.

The level of fragmentation in HRD has resulted in an ad hoc approach to training which may not focus on the real needs of the Department.

Measures Planned: This is to be addressed through the development of a training plan for the entire Department.

Organizational structures and arrangements

The HRD activities of this sub-programme are coordinated through the HRD Directorate of the HRM Chief Directorate. However, HRD is accommodated in other sub-programmes and is undertaken by other Directorates which bear a budget responsibility. This contributes to the degree of fragmentation observed. The HRD Strategy and the skills planning and reporting process should assist in decreasing this fragmentation.

Planned quality input 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.

Resource information

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

- Adequate staffing of the Directorate

Implementation plan

OPERATIONAL PLAN : INSTITUTIONAL DEVELOPMENT SUPPORT and GOVERNANCE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 5: Performance Management and Development Systems and Processes for Enhanced Service Delivery									
Strategic Objective 5.4: Strategic role of the Department enhanced through effective management and administration systems									
5.4.29: *Develop strategy to ensure effective implementation of the IQMS policy	Develop and monitor implementation of IQMS as an integrated support system to schools including relevant stakeholders	5.4.29.1: Number of moderated summative scores	IMD and G	Director	100%	-	-	-	100%
5.4.32: To coordinate the capture and analysis of evaluation data and effect pay progression of teachers.	Data capturers capturing and verifying scores	5.4.32.1: Number of scores captured and verified	IMD and G	Director	100%	-	-	-	100%

OPERATIONAL PLAN : INSTITUTIONAL DEVELOPMENT SUPPORT and GOVERNANCE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 4: Increased levels of service integration at the local level									
Strategic Objective: 4.3: Increase the range and intensity of training and development programmes offered to Head Office and District staff, and ensure that training is well articulated, comprehensive and accredited									
4.3.7: To develop, implement and report on the Departmental Workplace Skills Plan.	Analyse skills audit report	4.3.7.1: Number of training reports submitted	HRD	Director	100%	25%	25%	25%	25%
4.3.10: identification of developmental needs for EDOs, Subject Advisors and	Monitor progress of bursary holders and	4.3.10.1: Number of bursary reports in place	HRD	Director	100%			50%	50%

OPERATIONAL PLAN : INSTITUTIONAL DEVELOPMENT SUPPORT and GOVERNANCE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Special Needs staff	provide relevant report								
4.3.11: Targeted training and refresher courses linked to developmental needs	Induct newly appointed officials	4.3.11.1:Skills Audit analysis report available	HRD	Director	100%		45%	55%	
Strategic Goal 5: Performance Management and Development Systems and processes for enhanced service delivery									
Strategic Objective 5.2: Effective performance management and accountability processes for all employees									
5.2.4: To ensure full implementation of IQMS.	Verify IQMS scores to effect payment	5.2.4.1: IQMS payment effected	HRD	Director	100%	100%			

B.2.6 Sub-Programme 2.6: Conditional Grants - School Nutrition Programme (SNP)

Objective of programme

To provide for projects under programme 2 specified by the Department of Education and funded by conditional grants.

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

Situation analysis

Learners who are hungry do not have equal access to high quality education. They do not have access to opportunities for equal educational achievement, and, as a result, they do not have access to further education and employment opportunities that will change their social and economic circumstances and thereby enable them to benefit from the economic successes of the new South Africa. The School Nutrition Programme, therefore, is central to the Transformation Agenda of the Department which seeks to create opportunities for success through equalizing opportunities to achieve and succeed in education. The tenet of the programme is that any level of nutritional deprivation that is associated with poverty and social neglect should not automatically result in a situation where the disadvantaged is educationally deprived with the result that the cycle of poverty and underdevelopment is perpetuated. Social transformation requires that the poor be given an equal chance. Nutrition is one of the vehicles in education for equalizing opportunities to succeed.

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 programme 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 DoE came into effect on 1 April 2004.

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

Currently, the School Nutrition Programme is utilizing service providers that were previously working with the Department of Health after the Department of Education's tender was challenged. Though the matter has since been resolved these suppliers are still engaged as an interim measure in preparation for the engagement of co-operatives in the programme. In terms of the menu that is to be provided in the DoE administered programme, a more nutritious menu will be made available, which will include fresh food supplies that are sourced locally from school communities.

It should be noted that the services currently being provided do not reach the entire population that is in need and is eligible. About 40% of needy and qualifying learners are currently not benefiting from the programme.

Policies, priorities and strategic objectives

The School Nutrition Programme is set within a policy framework which governs and authorizes its structures, activities and processes. The main legislation and policy instruments which are applicable to the School Nutrition Programme are as follows:

- 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 (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 SNP should be administered by the DoE in future
- Integrated Food Security Programme of the PGDP
- The Transformation Agenda of the Eastern Cape Department of Education 2005-2014

In light of the circumstances which currently exist in the Province, and in view of the situational analysis presented above, the following key priorities are noted as critical areas of focus for the Department over the next 5 years. These priorities 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 by school communities
- Finalization of a school feeding model which reflects a comprehensive and integrated School Nutrition strategy that benefits the school, its learners and its community that also seek to encompass PGDP principles
- To ensure strengthening of nutrition education in the school curriculum and among parents and the rest of the community serviced by the schools
- To strengthen monitoring and evaluation and to conduct impact studies as a basis for enhancing the efficiency, effectiveness and sustainability of the School Nutrition Programme

The programme has significant benefits. Among them are the following:

- Improved learner attendance and academic performance
- Contribution to poverty alleviation and to the economic welfare of local communities
- Contributing to health through nutrition education

The strategic goals and objectives associated with the School Nutrition Programme are presented in the table below:

Table 37: Related Strategic Goals and Objectives Sub-Programme 2.6

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 8: Social issues affecting schooling learners and employees addressed		
Strategic Objective 4: A new model developed and introduced for the school nutrition programme which involves community participation through cooperatives		
*MO201: To provide access to SNP in the public ordinary school system in accordance with policy.	Education Social Support Services	School Nutrition and Poverty alleviation programmes

Constraints and measures planned to overcome them

Constraint 1: Payments Process is slow

Slow processing of payments and no proper tracking of transactions which leads to large discrepancies between commitments and expenditure. Payments to service providers are taking too long and are not complying with the PFMA standard that they must be settled with 30 days of the receipt of invoices

Measures Planned: This requires the establishment of core 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. Monthly deadlines have been set for suppliers to submit invoices to avoid backlogs. Also Treasury has in principle agreed to introduce a system called "Procure to Pay" to address this.

Constraint 2: Staffing Shortage

There is a shortage of staff to run the programme, especially in Districts where 80% are seconded teachers with no support. The new organogram provides for increased staffing, including a dedicated unit in each district, but requires filling of these posts. As a result of insufficient staffing management and monitoring of the programme is not as strong as required.

Measures Planned: Prioritization of staffing in the population of organizational structure. Head Office is also running at 20% vacancy levels.

Constraint 3: Unavailability of locally produced food supplies.

In many cases food supply must be imported into the local communities. This contributes to expense and undermines quality and efficiency. In addition, it does not contribute to local economic development.

Measures Planned: This requires the correct identification of the reasons for this situation and the intensive promotion of local food producing initiatives.

Constraint 4: Inadequate Infrastructure

Inadequate infrastructure at the District level to administer the programme, including the security at schools, cooking equipment, kitchens and water.

Measures Planned: This requires the intensive involvement of districts, schools and communities. Additional funding from the Department is required.

Constraint 5: Diminishing Local Capacity

Baking projects are not growing in size as required to meet the demand. Instead they are shrinking as a result of the slow payments.

Measures Planned: There must be constant monitoring of payments with the aim of identifying and addressing problems as a matter of urgency, and there must be a prioritization of payment to service providers for baking projects.

Constraint 6: Back-feeding

Back-feeding by suppliers still continues despite directives to stop this practice

Measures Planned: Substituting defaulting suppliers and instructing School Principals not to accept back-feeding by School Principals

Constraint 7: Inflexible Menu

Menu is set nationally and is thus inflexible and does not address local nutrition and economic requirements.

Measures Planned: Cooked menu is to be introduced on 1 March 2006 to cater also for local requirements and products. Changes in menu though must be approved by the Department.

Constraint 8: Lack of integration and contribution to Local Government LED Initiatives

Programme does not speak to IDPs and LED policies of local municipalities and PGDP

Measures Planned: The new model to be introduced on the 1 March 2006 addresses this problem.

Constraint 9: Programme Inefficiencies

Programme still plagued by problems of late deliveries and poor food quality.

Measures Planned: A new monitoring strategy has been designed which stresses constant oversight of supplies by Department officials.

Constraint 10: Lack of Funds

Not all eligible children benefit from the scheme as feeding only takes place up to Grade 4 in most public schools and grade 7 in farm schools.

Measures Planned: Additional funding from the national conditional grant and from the provincial Treasury will enable the programme to be extended to all primary schools from the new financial year 2007/08.

Constraint 11: Lack of business acumen and financial capacity of suppliers

Measures Planned: Stricter control and monitoring measures in conjunction with DOH

Constraint 12: In 7 districts suppliers struggled to sustain the food supply daily

Measures Planned: Issuing of regulations to EDO's to monitor school nutrition

Constraint 13: Poor quality food in some schools

Measures Planned: OTP intervened and set up an independent monitoring body

Constraint 14: Conflict amongst co-operatives and non-delivery in some cases

Measures Planned: Stricter control over Service Level Agreements

Planned quality input 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, as stated, has reviewed the model in use and a new one is now to be implemented as from 1 March 2006.

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 programme
- Capacity building for School Management Teams and School Governing Bodies for sound financial management of schools. This would make it possible to decentralize 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
- Lack of equipment for the introduction of cooking in schools and introduction of school community gardens
- The honorarium given to Meal Servers needs to be reviewed for a possible increase

Implementation plan

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 8 : Social issues affecting schooling learners and employees addressed									
Strategic Objective 8.1: Establish Educational institutions and administrative structures and processes to respond adequately to the social issues which affect schools and schooling									
8.1.3: To accommodate disadvantaged learners in hostels	Advise GET about cases for rationalisation	8.1.3.1: Percentage of cases catalogued and advice rendered	School Nutrition	Director					
Strategic Goal 8: Social issues affecting schooling learners and employees addressed									
Strategic Objective 4: A new model developed and introduced for the school nutrition programme which involves community participation through cooperatives									
8.4.1: To provide access to SNP in the public ordinary school system in accordance with policy	Put an advocacy plan in place	8.4.1.3: 100% Advocacy plan complete	School Nutrition	Director	100%		100%		
	Hold SNP awareness and information days	8.4.1.4: One day in 23 districts for awareness and information sharing	School Nutrition	Director	23				
	Identify target groups and their needs	8.4.1.5: Needs assessment conducted and communicated	School Nutrition	Director	100%	50%	50%		
	Revive community awareness through local Imbizos	8.4.1.6: One Imbizo per district	School Nutrition	Director	23	23			
8.4.1: To provide access to SNP in the public ordinary school system in accordance with policy	Information dissemination through pamphlets and radio talk shows	8.4.1.7: All community radios reached 8.4.1.8: 23 districts distributed pamphlets to their schools	School Nutrition	Director	100%	100%	100%	100%	100%
	Celebrate national events e.g. World Food Day, Arbour Week, etc.	8.4.1.9: All days of significance celebrated	School Nutrition	Director	100%	50%	50%		
	Provide prefab kitchens to schools	8.4.1.10: 10% of targeted schools have kitchens	School Nutrition	Director	700	200	200	300	
	Establish a means test	8.4.1.11: List of needy high schools prepared based upon approved criteria	School Nutrition	Director	100%				100%
	Encourage participation of farm school learner parents	8.4.1.12: Number of SGB involvement in SNP programme	School Nutrition	Director	100%				100%
	Develop concept document of required resources for farm	8.4.1.12: Concept document completed	School Nutrition	Director	100%			100%	

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	schools including equity and allocation policies								
8.4.3: To promote food security through the introduction of school gardens	Continue with borehole programme	8.4.3.2: 100% coverage of bore hole development for schools under SNP	School Nutrition	Director	120	30	30	30	30
	Develop inter-sectoral concept document with important departments and directorates within the department	8.4.3.3: All budget used All stakeholders signed	School Nutrition	Director	100%	100%			
	Hold networking sessions	8.4.3.4: Two for the year	School Nutrition	Director	100%	50%	50%	50%	50%
	Formation of steering committees with relevant departments	8.4.3.5: Steering committee with relevant departments in place	School Nutrition	Director	100%	50%	50%		
	Drafting memorandums of understanding with relevant stakeholders	8.4.3.6: All identified stakeholders have signed MOU	School Nutrition	Director					
	To establish food production units	8.4.3.7: All targeted schools covered	School Nutrition	Director	100%	25%	25%	25%	25%
	Collect profile and maintain a provincial database of food gardens	8.4.3.8: All schools with gardens	School Nutrition	Director	100%	20%	30%	50%	
	Establish 500 gardens	8.4.3.9: 100% establishment in targeted schools	School Nutrition	Director	500	100	200	100	100
8.4.3: To promote food security through the introduction of school gardens	Form food garden committees	8.4.3.11: 100% complete	School Nutrition	Director	100%	50%	50%		
	Embark on food security and education capacity building programmes	8.4.3.12: 20% of districts having food production gardens	School Nutrition	Director	100%	25%	25%	25%	25%
	Participate in Ilima Agric Park Pilot	8.4.3.13: 100% participation	School Nutrition	Director	100%	50%	50%		
	Develop training manuals, posters and pamphlets	8.4.3.14: All manuals in place	School Nutrition	Director	100%		100%		
	Conduct workshops of master trainers	8.4.3.15: All workshops held	School Nutrition	Director	100%	100%			

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Identify and forge links with government programmes that relate to food security	8.4.3.16: Links with all identified departments	School Nutrition	Director	100%		100%		
	Hold a collaboration workshop	8.4.3.17: Workshop completed	School Nutrition	Director	100%			100%	
	Develop models of successful food production	8.4.3.18: Each food production area to have a model	School Nutrition	Director	100%	25%	25%	25%	25%
8.4.3: To promote food security through the introduction of school gardens	Involve cooperatives in our programmes	8.4.3.19: Co-ops in six districts	School Nutrition	Director	100%	100%			
	Identify required skills for development through FET colleges	8.4.3.20: All skills identified with relevant FET colleges	School Nutrition	Director					
8.4.4: To establish a development fund to empower cooperatives involved in the SNP	Liaise with ABET for a cooperative development institute to be established	8.4.4.3: 50% of institute established	School Nutrition	Director	100%	25%	25%	25%	25%
	Develop a market share strategy for SNP and other programmes – manufacturers, SMMEs and Coops	8.4.4.4: 100% complete development of strategy	School Nutrition	Director	100%	100%			
	Resuscitating banking projects	8.4.4.5: Two baking projects operational in each district	School Nutrition	Director	100%	60%	10%	10%	20%
	Develop pro poor procurement policies for approval by SCM	8.4.4.6: Policy 100% complete	School Nutrition	Director	100%		100%		
8.4.4: To establish a development fund to empower cooperatives involved in the SNP	Capacitation, financing and development of coops and CBO	8.4.4.7: 100% of organizations financed are successful	School Nutrition	Director	100%			100%	
	Develop norms and standards for Directorate	8.4.4.8: Norms and standards developed	School Nutrition	Director	100%	100%			
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and	Revise ratio of food handlers	8.4.5.5: Ratio of food handlers in schools revised	School Nutrition	Director	100%	100%			
	Finalise Provincial Manual	8.4.5.6: All schools with a copy of manual	School Nutrition	Director	100%	100%			

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
intensification of community participation.	Decentralise some functions of SNP to districts – especially payments	8.4.5.7: 100% decentralization of targeted functions	School Nutrition	Director	100%	100%			
	Ensure appointment and accreditation of newly appointed food handlers	8.4.5.8: All new food handlers accredited after appointment	School Nutrition	Director	100%	100%			
	Review SNP Model for effectiveness	8.4.5.9: New revised model	School Nutrition	Director	100%		100%		
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community participation	Revise SNP organogram to include monitors, nutritionists and home economics	8.4.5.10: H/O and districts have an approved organogram	School Nutrition	Director	100%	100%			
	Delivery of SNP stationery to schools	8.4.5.11: All SNP schools have stationery	School Nutrition	Director	100%	100%			
	Carry out menu survey so as to also accommodate cultural and developmental needs and review present menus and also to cut wastage	8.4.5.12: All SNP schools surveyed	School Nutrition	Director	100%	100%			
	Capacitate schools and districts in reporting	8.4.5.13: All coordinators capacitated. 100% schools capacitated	School Nutrition	Director	100%	50%	50%		
	Engage volunteers to determine baseline data	8.4.5.14: All SNP schools covered	School Nutrition	Director	100%				100%
	Engage economist to determine viability threshold of SNP	8.4.5.15: Study finalized	School Nutrition	Director	100%				100%
	Put in place an early warning system	8.4.5.16: Warning system put in place	School Nutrition	Director	100%	100%			
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community participation	Develop a risk management plan and strategy	8.4.5.17: Risk management plan and strategy developed	School Nutrition	Director	100%		100%		
	Develop competency tool kit and performance benchmarks	8.4.5.18: Competency toolkit and performance benchmarks developed	School Nutrition	Director	100%	100%	100%		

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Review payment procedures of food handlers	8.4.5.19: New procedures for food handlers developed.	School Nutrition	Director	100%	100%			
	Implement district assistance programme including K.M., appointment of programme support manager and coaching teams	8.4.5.20: All districts benefiting from Distance Assistance Programme	School Nutrition	Director	100%	50%	50%		
	Carry out a directorate workflow analysis and develop a workflow chart	8.4.5.21: Workflow chart 100% complete	School Nutrition	Director	100%	100%			
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community participation	Involve management and governance in SNP in districts	8.4.5.22: All districts	School Nutrition	Director	23		23		
	Put in place delegations	8.4.5.23: All districts functions covered	School Nutrition	Director	100%	100%			
	Utilize conditional grant to fill SNP posts in districts	8.4.5.24: At least two SNP posts filled in all districts	School Nutrition	Director	46	46			
	Explore possibility of providing monitors and coordinators with subsidized vehicles – H/O and Districts (if option is cheaper)	8.4.5.25: Motivation submitted and decisions made in respect to subsidized vehicles for monitors and coordinators;	School Nutrition	Director	100%	100%			
	Utilization of interns for development purposes	8.4.5.26: Interns engaged in SNP	School Nutrition	Director	100%				100%
	Embark on leadership and management development and project management programmes	8.4.5.27: All staff trained in identified courses	School Nutrition	Director	100%	10%	30%	40%	20%
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community	Workshop districts and schools on SNP procedures and manual	8.4.5.28: All schools workshopped on SNP procedures and manual	School Nutrition	Director	100%	100%	100%	100%	100%
	School quarterly returns to include quality of food	8.4.5.29: All reports including quality of food and learner	School Nutrition	Director	100%	100%	100%	100%	100%

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
participation	and learner numbers	numbers							
	Purchase scales for districts	8.4.5.30: Percentage of Scales purchased	School Nutrition	Director	100%	100%			
	Analyse monitoring tools and give feedback to schools	8.4.5.31: All schools to receive feedback	School Nutrition	Director	100%	100%	100%	100%	100%
	Introduce monitoring panels	8.4.5.32: One district monthly to have a monitoring panel introduced	School Nutrition	Director	16	4	4	4	4
	Involvement of SABS and DoH as partners	8.4.5.33: Both signed MOUs by SABS and DoH	School Nutrition	Director	100%	100%			
	Train coordinators in food quality and ISO900	8.4.5.34: Two per cluster trained in food quality ISO900	School Nutrition	Director	8	2	2	2	2
	Ensure cooperation between teachers, officials and suppliers	8.4.5.35: All schools cooperating with suppliers	School Nutrition	Director	100%	100%	100%	100%	100%
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community participation	Document and showcase successes	8.4.5.36: All success stories documented per district or for each district	School Nutrition	Director	23	3	10	10	
	Establish SNP schools area/ward/cluster forum	8.4.5.37: Twenty initial forums per cluster established	School Nutrition	Director					
	Start district information sharing sessions with targeted categories of staff	8.4.5.38: 2 meetings quarterly	School Nutrition	Director	8	2	2	2	2
	Introduce project teams	8.4.5.38: Project teams introduced	School Nutrition	Director	100%	100%			
	Hold team building workshop/s	8.4.5.39: 5 team building Workshops held	School Nutrition	Director	5	5			
	Establish district/supplier forums	8.4.5.39: 5 district supplier forums convened	School Nutrition	Director	5	5			
	Establish manufacturers forum	8.4.5.40: Manufacturers Forum in place	School Nutrition	Director	1	1			
Provide payment feedback to suppliers	8.4.5.41: Sessions convened for payment feedback to suppliers	School Nutrition	Director	100%	100%	100%	100%	100%	
8.4.5: To improve the performance of the SNP by	Improve reporting systems in all levels	8.4.5.42: All suppliers covered	School Nutrition	Director	100%	30%	30%	40%	

DIRECTORATE : SCHOOL NUTRITION PROGRAMME									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
strengthening the monitoring mechanisms and intensification of community participation	Develop minimum performance standards for suppliers	8.4.5.43: 100%	School Nutrition	Director	100%		100%		
	Export new SNP system to suppliers	8.4.5.44: 100% distribution to suppliers	School Nutrition	Director	100%		100%		
	Establish paymaster account	8.4.5.45: All suppliers covered	School Nutrition	Director	100%		100%		
	Put in place mentorship programmes	8.4.5.46: All service providers in the account	School Nutrition	Director	100%	100%			
	Allocation of manufacturers to areas	8.4.5.47: Manufacturers allocated to particular areas	School Nutrition	Director	100%	100%			
	Train suppliers on departmental processes and procedures	8.4.5.48: All areas allocated suppliers	School Nutrition	Director	108	36	36	36	
	Assess and determine infrastructure backlog	8.4.5.49: Report prepared on infrastructure backlog	School Nutrition	Director	10	2	2	3	3
	Provide serving tables	8.4.5.50: 500 schools targeted have enough serving tables	School Nutrition	Director	100%			100%	
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community participation	To engage Curriculum to identify teachers to be trained in Nutrition Education	8.4.5.51: 100% completion of concept document	School Nutrition	Director	100%			50%	50%
8.4.5: To improve the performance of the SNP by strengthening the monitoring mechanisms and intensification of community participation	Identify eating problem areas causing obesity – conduct nutrition workshop	8.4.5.52: Concept document on nutrition education and a training programme	School Nutrition	Director	100%				100%
	Identify projects per strategic issue	8.4.5.53: All projects identified	School Nutrition	Director	100%	100%			
	Neutralize dependency syndrome or fears of farm workers	8.4.5.54: 10 Workshops	School Nutrition	Director	100%	30%	20%	30%	20%
	Check compliance with the HR charter in farm schools	8.4.5.55: 100% leave roster completion	School Nutrition	Director	100				100%

Resource Plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PUBLIC ORDINARY SCHOOLS						
PAYMENTS BY SUB-PROGRAMME (Rands thousand)						
2.1 Public primary schools	3,179,773	3,311,479	3,836,106	4,117,200	4,719,490	5,221,463
2.2 Public secondary schools	5,976,460	6,466,184	6,946,151	8,148,610	9,065,998	9,688,158
2.3 Professional services	2,755	6,162	51,767	28,576	34,775	36,340
2.4 Human resource development	316	13,773	28,804	34,020	55,935	58,278
2.5 In-school sport and culture	0	0	39,295	43,153	45,009	47,034
2.6 Conditional grants	170,910	211,726	267,219	237,885	255,537	273,168
TOTAL	9,330,214	10,009,326	11,169,342	12,609,444	14,176,744	15,324,441

B.3 Independent school subsidies

Sub-programme structure

Table 38: Independent School Subsidies Sub-Programme Structure

Programme	Sub-programme
Programme 3 Independent School Subsidies	3.1 Primary Phase 3.2 Secondary Phase

Service delivery measures

Table 39: Programme 3 Independent Schools Service Delivery Measures

	Measurable objective	Performance measure
Quality	* MO301: To ensure that quality education occurs in independent schools.	► PM301: Percentage of funded independent schools visited for monitoring purposes

PM301: Percentage of funded independent schools visited for monitoring purposes⁴⁰: Independent schools can only be subsidised once they have been registered and have operated for a year within the Departments guidelines. Independent schools are regularly visited for monitoring and all schools are visited at least once a year. During 2006/07 100% of the independent schools were visited for monitoring purposes. This is in compliance with section 38J of the PFMA.

Table 40: ST301 Independent School Subsidies: Key Trends

ST301	INDEPENDENT SCHOOL SUBSIDIES - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
3.1 Primary phase	8,518	10,822	14,028	19,012	24,830	30,721
3.2 Secondary phase	7,039	7,520	13,742	16,229	21,926	27,689
TOTAL	15,557	18,342	27,770	35,241	46,756	58,410
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand Rands)						
Current payment	0	0	0	0	0	0
Compensation of employees						
Goods and services						
Transfers and subsidies	15,557	18,342	27,770	35,241	46,756	58,410
Payments for capital assets	0	0				
TOTAL	15,557	18,342	27,770	35,241	46,756	58,410
STAFFING						
Educators			1,027			
ENROLMENT						
Learners in independent schools receiving a subsidy	23,916	27,034	28,386	29,805	31,295	32,860
3.1 Primary phase	15,186	14,955	15,703	16,488	17,312	18,178
3.2 Secondary phase	8,730	12,079	12,683	13,317	13,983	14,682
Learners in non-subsidized independent schools	0	0	0	0	0	0
TOTAL (all independent school learners)	23,916	27,034	28,386	29,805	31,295	32,860
INSTITUTIONS						
Schools receiving a subsidy (a)	0	113	112	137	151	162

⁴⁰ For this PM the number of independent schools that received at least one monitoring visit from the province is divided by the total number of independent schools that receive a government subsidy in the province.

ST301		INDEPENDENT SCHOOL SUBSIDIES - Key trends					
		<i>2004/05 Actual</i>	<i>2005/06 Actual</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>	<i>2009/10 Estimated</i>
3.1 Primary phase			65	65	79	87	95
3.2 Secondary phase			48	47	58	64	67
Schools not receiving a subsidy			46	46	56	62	66
TOTAL		0	159	158	193	213	228
Subsidized schools visited during the year for monitoring purposes (b)			113	112	137	151	162
PERFORMANCE MEASURE							
▶ PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)			100%	100%	100%	100%	100%

Table 41: ST302 Independent School Subsidies: Resourcing Effected Via School Funding Norms (2006)

ST302		INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2006)		
Subsidy Level	Schools	Total expenditure	Learners	Expenditure per learner
60 % (poorest)				
40%				
25%				
15%				
0% (least poor)				
TOTAL				

Figures disaggregated by quintiles were unavailable for 2006 when the APP was prepared.

Objective of programme

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

Goods, services and payments included and excluded

Includes transfer payments to independent schools, Primary and Secondary, in accordance with the Norms and Standards for School Funding to support the provisioning of goods and services required for education in those schools.

At Primary level subsidy is granted for Grade 1-7, and at Secondary level, Grade 8-12. Funding is split for combined schools.

Situation analysis

- There are 158 independent schools, of which 112 are receiving a subsidy (3 new schools were registered in January 2007).
- 28,386 learners were subsidised in 2006.
- It was estimated in 2005 that total enrolment was approximately 36,147 learners.
- Independent schools are presently funded at 50% of the norms and standards. For 2007/08, funding will be at 65%.
- An additional 4 schools were transferred from KwaZulu-Natal.

The independent school programme involves the transfer of funds 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 50% 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 of the school get less than 50% for two consecutive years. The province faces a serious challenge of having to deal with schools that operate without approval of registration in some districts.

Newly registered independent schools continuously apply for transfer payments. In 2005/06, 29 new schools were registered and will qualify for subsidy after the 12 month waiting period.

Policies, priorities and strategic objectives

In particular, schools are expected to comply with the equity and quality criteria in Goals 1 and 3 of the Transformation Agenda and the Strategic Plan. Independent schools are also governed by the South African Schools Act and the associated regulations that are applied to public schools. Specific priorities related to independent schools are as follows:

- Ensure that the approved independent schools add value to the education system
- Continuous monitoring of independent schools to ensure that they meet education quality and performance standards required for registration and state funding.
- To strive to attain the level of funding which is in line with the norms and standards for independent schools

Table 42: Related Strategic Goals and Objectives for Programme 3

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender Strategic Objective 1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN		
MO004: To reach a point where educational outcomes are maximized in terms of access and quality given the available education budgets.	Education Social Support Services	Scholar Support Services and Special Schooling Management

Constraints and measures planned to overcome them

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

Constraint 1: Schools that are operating without being registered with the ECDoE. A number of schools, particularly in the Transkei and a few across the Province, are operating without the approval of the Department. The SA Schools Act prescribes that all schools must be registered before being operationalized.

Measures Planned: The challenge during the 5 year term is to list all unregistered schools and normalize their legality or close them.

Constraint 2: Under-budgeting.

Independent schools are currently under-funded receiving 50% of the prescribed amount. Two of these schools have now taken the department to Court and should they win the case, all the independent schools will claim. The Department has a responsibility to address under-funding of independent schools.

Measures Planned: The Department will seek additional funding and 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.

Constraint 3: High failure rate in independent schools.

Many schools are not performing up to the required standard. The qualifications of educators in some independent schools are not in line with Departmental regulations. Some are unqualified and others are under-qualified.

Measures Planned: The Department is going to facilitate the rectification of the situation during the next five years.

Constraint 6: Location of these schools and mushrooming thereof, employment of under qualified educators and inadequate documents.

Measures Planned: Directorate is visiting schools to monitor and verify approval for establishment, qualifications, physical existence, ownership and distances in-between.

Schools found not to be compliant given 90 days to comply as the case may be.

Constraint 8: Implementation of National Norms and Standards for funding (inadequate budget).

Measures Planned: Additional budget needed to ensure adequate funding.

Constraint 9: Delay by schools to submit audited financial statements.

Measures Planned: Directorate working towards fixing clear time frames for submissions.

Planned quality input 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 be carried out by the Department to ensure that independent schools operate at an acceptable standard for the benefit of the public.

Subsidies are withdrawn from schools which perform poorly.

Resource information

- Budget for independent schools will need to be significantly increased if all independent schools are subsidized.
- Independent schools not coping financially and opting for Public School status, will cause a budgetary constraint

The Department will endeavour to fund up to at least 70% of the Norms and Standards for independent schools.

Implementation plan

OPERATIONAL PLAN : SCHOOL SUPPORT SERVICES and SPECIAL SCHOOLING MANAGEMENT DIRECTORATE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	SUB-DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.13: Ensure that all learners of school going age get access to schooling within ECD, GET and FET including LSEN	Registration and deregistration of independent schools (including verification)	1.1.13.2: Number of independent schools registered 1.1.13.3: Number of independent deregistered	Independent Schools	Provincial and District Coordinators	100%	25%	25%	50%	
Development of year plan and capacity building	Organizing cluster meetings and planning workshops for principals and district officials	1.1.17.1: Number of Year plan developed	Independent Schools	Provincial and District Coordinators	1				1
		1.1.17.2: Number of cluster meetings held			4	1	1	1	1
		1.1.17.3: Number of workshops for principals and district officials			3	1	1	1	1
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities									
1.2.2: To reach the minimum per learner funding level under the Norms and Standards for Schools Funding.	Verification of enrolment in all schools that receive subsidy.	1.2.2.1: Number of verification forms administered in all schools that receive subsidy	Independent Schools	Provincial and District Coordinators	161	42	58	40	21
	Transfer payments to subsidized independent schools	1.2.2.2: Number of schools subsidies paid	Independent Schools	Provincial and District Coordinators	4	1	1	1	1
		1.2.2.3: Number of budget reports reflecting transfer payments							

Resource Plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
INDEPENDENT SCHOOL SUBSIDIES						
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
3.1 Primary phase	8,518	10,822	14,028	19,012	24,830	30,721
3.2 Secondary phase	7,039	7,520	13,742	16,229	21,926	27,689
TOTAL	15,557	18,342	27,770	35,241	46,756	58,410

B.4 Public Special School Education

Sub-programme structure

Table 43: Public Special School Education Sub Programme Structure

Programme	Sub-programme
Programme 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

Service delivery measures

Table 44: Programme 4 Special School Education Service Delivery Measures

PROGRAMME 4: SPECIAL SCHOOL EDUCATION		
	Measurable objectives	Performance measure
Access	* MO401: To provide access in special schools in accordance with policy and the principles of inclusive education	► PM401: Percentage of children with special needs aged 6 to 15 not enrolled in educational institutions

PM401: Percentage of children with special needs aged 6 to 15 not enrolled in educational institutions⁴¹: High proportions of learners with special educational needs (LSEN) are not enrolled in educational institutions. Data is difficult to collect and unreliable. Data from the General Household Survey supplied by the national Department of Education give an estimate for 2006 that 7.0% of such learners are not enrolled. This problem will not easily be rectified. Nevertheless, with the current expansion of the number of special schools in the province it is expected that this proportion will fall to 4% by 2009/10.

⁴¹ PM401 should be clearly distinguished from PM202 which deals with the percentage of LSEN learners in public ordinary schools. Although Annual School Survey data is available to make estimates about the LSEN in schools, this is obviously not available for LSEN who are out of school. General Household Survey data is used for the calculation of this PM. For the purposes of this PM children of compulsory school going age include anyone of age 7 to 14. The population of children of the age 7 – 14 years that have special needs can easily be determined from the GHS since the age of the person is clearly indicated and a question is included to find out if someone is disabled: The GHS asks of each household member whether he/she is "limited in his/her daily activities, at home, at work or at school, because of a long-term physical, sensory, hearing, intellectual, or psychological condition, lasting six months or more?". The percentage of these individuals that are out of school can also be determined since the GHS includes a question which asks whether someone is currently attending school.

Table 45: ST401 Public Special School Education - Key Trends

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
4.1 Schools	183,731	209,543	308,026	333,205	457,171	350,292
4.2 Professional services	0	755	3,150	2,175	2,269	2,371
4.3 Human resource development	1,766	96	525	500	522	545
4.4 In-school sport and culture	0	0	500	1,000	1,043	1,090
4.5 Conditional grants	0	0	0	0	0	0
TOTAL	185,497	210,394	312,201	336,880	461,005	354,298
PAYMENTS BY ECONOMIC CLASSIFICATION ('000 Rands)						
Current payment	133,738	146,197	162,235	171,316	182,958	191,926
Compensation of employees	131,972	145,334	158,560	167,641	179,124	187,920
Educators						
Non-educators						
Goods and services	1,766	863	3,675	3,675	3,834	4,006
Transfers and subsidies	39,676	43,204	52,896	55,338	59,126	68,986
Payments for capital assets	12,083	20,993	97,070	110,226	218,921	93,386
TOTAL	185,497	210,394	312,201	336,880	461,005	354,298
STAFFING						
Number of Educators (publicly employed)	795	842	842	900	964	1,032
Number of Non-educators (publicly employed)	913	757	800	883	946	1,014
ENROLMENT						
Up to and including Grade 7	8,087	8,521	2,780	2,919	3,065	3,218
Grade 8 and above			3,729	3,915	4,111	4,317
INSTITUTIONS and INFRASTRUCTURE						
Schools	42	42	41	41	41	41
PERFORMANCE MEASURES						
► PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions			7.0%	6.0%	5.0%	4.0%

Objective of programme

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education.

Goods, services and payments included and excluded

Includes all publicly funded goods and services specific to the provisioning of Grades R to 12 education in public special schools. Both goods and services purchased by the Department, and those purchased by schools using transfer payments from the state are included here.

Excludes goods and services offered from special schools, but aimed primarily for utilization by ordinary schools on a resource centre basis. These should be included under sub-programme 2.3.

Programme 4 includes: 4.1 Schools; 4.2 Professional Services; 4.3 Human Resource Development, 4.4 In-school Sport and Culture and 4.5 Conditional Grants.

The goods and services included in each are noted below.

Schools

Includes: All programme 4 goods and services utilized in the school themselves, or goods, services or payments allocated to specific schools e.g. educators provisioned through the post provisioning model and attached to institutions, or school-specific funds, where these resources are used for education in the Grades R to 12 phases. (There is no split between primary and secondary phases, and Grade R is included)

Professional Services

Includes: All programme 4 goods and services utilized by educators and learners at schools where those goods and services are not specifically and annually attached to the school, e.g. physiological counselling offered by district-based counsellors, services offered from a teachers' centre or a resource centre, and district-based learner assessment services. Excludes programme 4.3 services relating to human resource development, and professional services provided by the school itself using its sub-programme 4.1 resources

Human Resource Development

Includes: Programme 4 goods and services required for in-service training of schools-based staff, including the services of teacher trainers, and distance education acquired through bursaries offered to educators.

Excludes: HRD provided by the school itself using its sub-programme 4.1 resources.

In-school Sport and Culture

Includes: All programme 4 goods and services used by the department to provide sporting and cultural activities in schools in addition to such activities offered by the school itself.

Excludes: Sporting and cultural activities which are provided by the school itself using its sub-programme 4.1 resources.

Situation analysis

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 of special schools and transport.

Mobilization of out-of-school disabled children and youth is also 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, schools of industry, street children, orphans and children under the care of the Department of Labour. Efforts are being undertaken to mobilize disabled children and youth. This is scheduled to begin in nodal areas.

Policies, priorities and strategic objectives

The Department seeks to comply with all laws, policies and generally accepted practices pertaining to inclusive education. The critical priorities among these are as follows:

- In school sport and culture for special schools
- Building and renovation of special schools as well as the current building of a reform school to accommodate sentenced learners
- Reduction of the number of disabled out-of-school children on waiting lists

- Regulation of public special schools on private property
- Phase out schools that do not qualify in terms of White Paper 6
- Implement training and development of staff to meet the needs of learners
- Implement targeted resourcing of special schools in previously disadvantaged areas (rural schools) in respect of transport and staffing and in other areas
- Rationalization of institutions to serve the needs of the children as reflected on the database
- White paper 6 – Mobilization of out of school children and youth including disabled children, street children, children in conflict with the law (in prisons and awaiting trial children in places of safety)
- Establishing and strengthening the special schools as resource centres for the surrounding area, providing guidance and support to educators working with learners with special needs in mainstream schools.
- Establishing 'full service' mainstream public schools that have sufficient support and adapted equipment and facilities to properly cater for learners with special educational needs.
- Institutions reflecting the demographics of the country, meeting the standards laid down in the Constitution, South African Schools Act and White Paper 6
- Advocacy campaign on inclusive education
- Intersectoral collaboration

The table below presents the strategic goals and objectives pertaining to Public Schools Special Education:

Table 46: Related Strategic Goals and Objectives Programme 4

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender		
Strategic Objective 1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN		
*MO004: To reach a point where educational outcomes are maximized in terms of access and quality given the available education budget.	Education Support Services	Social Inclusive Education

Constraints and measures planned to overcome them

Constraint 1: Difficulty in the mobilization of out of school children

Mobilization of out of school disabled children and youth represent one of the biggest challenges in the development of a truly inclusive education and training system.

Measures Planned: Data has been collected to ensure that out of school learners have access to educational services.

Constraint 2: Unavailability of resources to learners in rural areas

There are too few special schools in the former Transkei and Ciskei, especially in rural areas.

Measures Planned: In the long term the priority is to provide a special school in each of the education district. The priority is to provide a special school in each educational district.

Constraint 3: Provision of teaching and non-teaching staff

The filling of teaching posts through redeployment does not seem to work in special schools as redeployed educators do not stay because of the severity of the challenges. Educators who are not specifically prepared for the environment of these schools cannot cope. There is a challenge of the non-availability of non-teaching staff in special schools because of the current moratorium. This has an impact on the management of hostels and the safety of learners. There are no psychologists or therapists in the rural areas.

Measures Planned: Provincial norms and standards for provisioning of non-teaching and teaching staff have been developed and is in the process of approval. This will assist. A programme of training is now being provided to special school staff, and the programme will continue. More attention will be given to staff and professional development in special schools. The new organogram provides posts for psychologists and therapists in the districts, which will need to be filled to provide services to learners with special needs in rural areas.

Constraint 4: Lack of racially integrated special schools and exclusion of poor learners

Special school facilities and equipment still reflect the racial inheritance from the former apartheid education departments. Language issues and high school fees are also used to exclude poor and black learners.

Measures Planned: The Department is in the process of integrating all special schools.

Organizational structures and arrangements

Special schools are served through the Inclusive Education Directorate within the Education Social Support Services Chief Directorate. Special schools are administered directly by this Directorate, through the District Offices.

Planned quality input 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 to fill critical posts within the section
- Build and operate a reformed school
- Facilitate building of schools where necessary
- Establish and strengthen special schools as resource centres
- Establish district-based support teams for special schools
- Establish 'full service' public schools
- Develop norms and standards for funding
- Advocacy on the Inclusive Model of Education
- Provide Psychosocial support in all schools
- Field testing inclusive education in nodal areas
- Curriculum adaptation

Resource information

- Communication systems to schools and districts should be enhanced
- Support systems should be firmly reinforced and strengthened
- Stronger collaboration with other departments, parents and communities
- More effective use should be made of available resources and skills

Implementation plan

DIRECTORATE : INCLUSIVE EDUCATION									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 7: Balanced funding and deployment of resources to maximize discretionary support to strategic priorities									
Strategic Objective 7.4: International and local donor community harnessed as partners in education delivery and access additional resources									
7.4.5: Strengthening co-ordination and partnership within departments inter departmentally and inter-sectorally	Development of Provincial policy with WP6, Child Justice Bill and Child Care Act through inter-sectoral and inter-dept collaboration	7.4.5.1: Number of policies developed	Inclusive Education	Director	3	1	1	1	0
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.2: Targeted and preferential funding to enhance achievement prospects for the most disadvantaged learners and communities									
1.2.8: To adequately strengthen Special Schools to become Resource Centres through Human and Financial Resources, Physical Infrastructure, Materials Development and Transport in accordance with the policy and principles of Inclusive Education	Special schools receive transfer payments timeously	1.2.8.4: Percentage of subsidy transferred to special schools	Inclusive Education	Director	100	50	25	25	-
1.2.8: To adequately strengthen Special Schools to become Resource Centres through Human and Financial Resources, Physical Infrastructure, Materials Development and Transport in accordance with the policy and principles of Inclusive Education	Development of Provincial interim policies for provisioning of norms and standards for funding in special schools	1.2.8.5: Number of interim policies on funding development	Inclusive Education	Director	4	1	1	1	1
	Implement targeted resourcing of special schools in previously disadvantaged areas of transport (i.e. redress and in school sport and culture)	1.2.8.6: Targeted percentage of Special Schools receive funds to cover transport shortage and in school sport	Inclusive Education	Director	30%	9%	9%	9%	3%

DIRECTORATE : INCLUSIVE EDUCATION									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.6: Access to quality teaching and learning for LSEN in accordance with the policy and principals									
3.6.10: To ensure that learners experiencing barriers to learning are provided with adequate resources in accordance with policy and the principles of Inclusive Education	To facilitate the provision of learner support material and adjusted equipment for all learners experiencing barriers to learning in Special Schools	3.6.10.1: Number of Special Schools receiving learner support and adjusted equipment (physically disabled)	Inclusive Education	Director	5	2	1	1	1
3.6.10: To ensure that learners experiencing barriers to learning are provided with adequate resources in accordance with policy and the principles of Inclusive Education	Strengthening of special schools as resource centres facilitate provision of assistive devices for special schools	3.6.10.2: A number of special schools for the blind that receive assistive devices	Inclusive Education	Director	3	1	1	1	-
		3.6.10.3 A number of special schools for deaf that receive assistive devices	Inclusive Education	Director	4	1	1	1	1
3.6.8: To provide a framework to ensure access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a District Model	To facilitate training to DBSTs and ILST on curriculum adaptation	3.6.8.2: Number of DBSTs (District Based Support Teams) trained in curriculum adaptation	Inclusive Education	Director	7	2	2	2	1
		3.6.8.14 Number of districts with trained ILSTs (Institution Level Support Teams)	Inclusive Education	Director	7	2	2	2	1
	To facilitate training of educators in full service and special schools on curriculum adaptation e.g. NCS, Adaptation, Assessment, CASS, monitoring and support	3.6.8.3: Number of educators in full service and special schools trained in curriculum adaptation	Inclusive Education	Director	100	25	25	25	25
	Mobilization strategies for out of school disabled youth of school going age including children in distress	3.6.8.4: Percentage of disabled out of school children and youth including children in distress accommodated	Inclusive Education	Director	20	5	5	5	5

DIRECTORATE : INCLUSIVE EDUCATION									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
		in Special Schools/Full Service Schools							
	Facilitate establishment and functionality of DBSTs in all districts	3.6.8.5: Number of districts with established DBSTs	Inclusive Education	Director	7	2	2	2	1
3.6.8: To provide a framework to ensure access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a district model.	Facilitate training of DBSTs to implement transformational guidelines on SIAS	3.6.8.6: Number of districts with trained DBSTs on SIAS in full	Inclusive Education	Director	7	2	2	2	1
	Facilitate training of DBSTs on Psychosocial support programmes	3.6.8.7: Number of districts with trained DBSTs	Inclusive Education	Director	7	2	2	2	1
		3.6.8.15 : ILST on psychosocial support programmes	Inclusive Education	Director	7	2	2	2	1
	Facilitate process of assessment of identified out-of -school disabled children of school going age for the purposes of placement	3.6.8.8: Percentage of identified out of school disabled youth of school going age placed appropriately	Inclusive Education	Director	8	2	2	2	2
	Advocacy strategies on IE targeting HO, Districts, Schools and communities	3.6.8.9: Number of advocacy workshops held	Inclusive Education	Director	4	1	1	1	1
3.6.8: To provide a framework to ensure access to quality teaching and learning for all learners experiencing barriers to learning in accordance with Inclusive Education using a district model	Coordinate disability awareness campaigns in districts	3.6.8.10: No of disability awareness campaign observed	Inclusive Education	Director	4	1	1	1	1
	Review the structure of PCCIE and identify the relevant stakeholders	3.6.8.11: Number of PCCIE Meetings held	Inclusive Education	Director	20	5	5	5	5
	Educators and non-educators receive initial training and insert on how to handle learners experiencing barriers to learning	3.6.8.12: Number of educators and non-educators trained on sign language	Inclusive Education	Director	40	10	10	10	10
		3.6.8.16 Number of educators and non-educators trained on Braille	Inclusive Education	Director	30	10	10		10

DIRECTORATE : INCLUSIVE EDUCATION									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
		3.6.8.17 Number of educators and non-educators trained on BQCC (Basic Qualification in Child Care)		Director	40		20		20
		3.6.8.18 Number of educators and non-educators trained on Financial Management		Director	40		20		20
	Facilitate the process of rationalisation and transformation of special schools to reflect demographics of the country in line with constitution, SASA and WP6	3.6.8.13: Targeted number of special schools transformed and rationalized	Inclusive Education	Director	6	1	1	2	2
3.6.1: To provide access in special schools in accordance with policy and principles of Inclusive Education	Development of database of out of school youth of school going age in line with the Child Justice Bill and Inclusive Education	3.6.1.1: Percentage of children experiencing barriers to learning age 6-15 years not enrolled in Education Institutions	Inclusive Education	Director	20	5	5	5	5
To provide access in the public ordinary schooling system in accordance with policy MO201		Percentage of learners in public ordinary schools with special needs (pilot schools)	Inclusive Education	Director	4%	1%	1%	1%	1%

Resource Plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PUBLIC SPECIAL SCHOOL EDUCATION						
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
4.1 Schools	183,731	209,543	308,026	333,205	457,171	350,292
4.2 Professional services	0	755	3,150	2,175	2,269	2,371
4.3 Human resource development	1,766	96	525	500	522	545
4.4 In-school sport and culture	0	0	500	1,000	1,043	1,090
4.5 Conditional grants	0	0	0	0	0	0
TOTAL	185,497	210,394	312,201	336,880	461,005	354,298

B.5 Further Education and Training

Sub Programme structure

Table 47: FET Sub-Programme Structure

Programme	Sub Programme
Programme 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

Service Delivery Measures

Table 48: Programme 5 FET Service Delivery Measures

PROGRAMME 5: FURTHER EDUCATION AND TRAINING		
	Measurable objectives	Performance measures
Access	* To expand the FET college sector in terms of the economic and social needs of the country.	► PM501: Number of FET college students relative to youth in the province*
Equity	* To promote the participation by historically marginalised groups in public FET institutions.	► PM502: Percentage of female students who are in technical fields
Output	* To improve the success rate in the FET college sector	► PM503: FET college throughput rate
Quality	* To provide relevant and responsive quality FET learning opportunities	► PM504: Percentage of learners placed in learnerships through FET colleges

PM501: Number of FET college students relative to youth in the province⁴²: FET enrolment has been increasing in recent years with the prioritization of the sector. It is estimated that approximately 5% of youth were registered in FET Colleges in 2006/07. With the expansion of available bursaries and the FET recapitalization programme it is expected that this will increase to 7% by 2009/10

PM502: Percentage of female students who are in technical fields⁴³: From a baseline of 20% in 2006 the province is targeting an increase in the proportion of female students in technical fields to 36% by 2009/10.

PM503: FET college throughput rate⁴⁴: It is targeted that FET throughput will improve from an estimated 72% in 2006/07 to 79% in 2009/10.

PM504: Percentage of learners placed in learnerships through FET colleges⁴⁵: High proportions of FET learners are

⁴² For the calculation of this PM, the age cohort consisting of all 16 to 18 year olds are selected. This is not because it is meant to be a reflection of who the FET colleges are targeting - Many 16 to 18 year olds are in school and, and many more people outside of this cohort attend colleges. It is, however, a convenient category to use in order to identify what the reach of FET colleges is in relation to the funding it receives, and in order to compare the performance of PEDs to each other. Actual headcounts are used and not FTEs (full-time teaching equivalents).

⁴³ Currently the data for the calculation of this PM is not regularly collected by the Department of Education. Until the data collection issue is addressed, PEDs will not be in a position to accurately calculate this PM. Most FET institutions collect information about the gender of their students. This PM is interested in the number of females that are enrolled for courses in engineering or other technical fields expressed as a percentage of the total number of students that choose to study in technical fields at Public FET Colleges. The National Qualifications Framework (NQF) categorises all courses according to twelve Organising Fields. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner. For the purposes of this PM any course that falls within the organising fields of "Manufacturing, Engineering and Technology" or "Physical, Mathematical, Computer and Life Sciences" are considered "Technical Fields".

⁴⁴ Ideally this PM should track how long (on average) it takes to produce each FET graduate. This will, however, require that learners are tracked from enrolment to graduation and reliable data on the drop out and repeater rates should be collected. Since this data is not available currently, an alternative approach for the calculation of this PM is suggested. This PM is calculated by dividing the number passes by the number of enrolments for examinations administered by public FET Colleges at any level (i.e. FET level, N4, N5 etc) of FET education. For example, a throughput rate of 80% means that for every 100 students who enrolled 80 passed and 20 dropped out or failed. Every student who writes an examination has to enrol for the examination at the beginning of the course. Note that this PM is different from the pass rate since it uses the number of students that enrolled as the denominator and not the number of students that wrote the examinations. The pass rate considers how many of the learners that actually wrote examinations passed it while this PM considers an additional component – how many learners dropped out. It would logically follow that the throughput rate would be lower than the pass rate.

⁴⁵ All learnerships leading to a NQF qualification is registered with the relevant Sector Education and Training Authority (SETA). Although all SETAs and the Department of Labour are expected to keep track of the number of learners that enrol/ complete learnerships (e.g. figures are reported in the annual reports of the SETAs and the Department of Labour), current data sources do not sufficiently disaggregate the number of learners that complete learnerships according to the type of institution (e.g. FET College, Higher Education Institution, Private Training institution)

placed in learnerships. From a baseline of 78% in 2006/07, it is targeted that 92% of learners will be placed in learnerships by 2009/10.

Table 49: ST501 FET - Key Trends

ST501	FURTHER EDUCATION AND TRAINING - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
ST501: FURTHER EDUCATION AND TRAINING - Key trends						
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
5.1 Public institutions	167,633	167,685	181,240	217,448	240,756	316,676
5.2 Youth colleges	0	0	0	0	0	0
5.3 Professional services	0	0	0	0	0	0
5.4 Human resource development	2,243	247	525	1,993	2,079	2,172
5.5 In-college sport and culture	0	0	3,763	3,944	4,114	4,299
5.6 Conditional grants	0	0	61,000	78,815	115,788	0
TOTAL	169,876	167,932	246,528	302,200	362,737	323,147
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand Rands)						
Current payment	139,149	128,592	110,219	141,051	150,662	158,051
Compensation of employees	136,648	127,914	103,551	139,058	148,583	155,879
Educators (publicly employed)						
Non-educators (publicly employed)						
Goods and services	2,501	678	6,668	1,993	2,079	2,172
Transfers and subsidies	24,218	31,924	99,650	127,171	170,711	75,851
Payments for capital assets	6,509	7,416	36,659	33,978	41,364	89,245
TOTAL	169,876	167,932	246,528	302,200	362,737	323,147
STAFFING						
Educators	0	678	811	896	979	1,061
In posts		447	541	597	653	707
Employed by college		231	270	299	326	354
Non-educators	0	240	326	418	490	531
In posts		145	196	251	294	319
Employed by college		95	130	167	196	212
ENROLMENT						
Full-time equivalent students	14,128	12,795	14,144	15,912	17,680	19,448
Students (headcount) (a)	24,500	22,693	25,000	28,125	31,250	34,375
of which females	14,700	10,634	15,000	16,875	18,750	20,625
of which females in technical fields (b)	12,000	2,163	3,000	4,500	6,000	7,500
Students completing programmes successfully during the year (c)	5,880	16,128	18,000	21,000	24,000	27,000
STATISTICS ON LEARNERSHIPS						
Active learnership agreements in the province (d)	12	16	18	20	22	24
Number of agreements involving FET colleges as provider (e)	10	12	14	16	20	22
PERFORMANCE MEASURES						
►PM501: Number of FET students relative to youth in the province	5%	5%	5%	5%	6%	7%
►PM502: Percentage of female students who are in technical fields (b/a)	82%	20%	20%	27%	32%	36%
►PM503: FET college throughput rate (c/a)	24%	71%	72%	75%	77%	79%
►PM504: Percentage of learners placed in learnerships through FET colleges (e/d)		75%	78%	80%	91%	92%

that offers the theoretical component of the learnership. The new FET college funding norms (released in draft form in 2005 as Notice 1207 and being finalised in 2006) require colleges to enter the number of learners in learnerships in a new standardised 'formula funding grid'. This should be used together with DoL statistics on the total number of learnerships per province.

Objective of programme

To provide Further Education and Training (FET) at public FET colleges in accordance with the Further Education and Training Act.

Goods, services and payments included and excluded

Includes all publicly funded goods and services used for the provisioning of education in FET colleges and FET youth colleges. Both goods and services purchased by the Department, and transfer payments to colleges from the state are included here.

Excludes all goods and services offered to the FET band, i.e. Grades 10, 11 and 12, in public schools governed by the South African Schools Act. Schools serving the FET band fall within programme 2.

This programme includes 5.1 Public Institutions; 5.2 Youth Colleges; 5.3 Professional Services; 5.4 Human Resource Development; 5.5 In-College Sport and Culture; and 5.6 Conditional Grants.

Situation analysis

Programme 5 co-ordinates and supports the delivery of a coherent FET system through 8 multi campus FET colleges that are spread across the Province. There are 26 campus sites of delivery of teaching and learning within these 8 colleges. Of the 8 Colleges, 3 are urban, 2 peri-urban and 3 are rural colleges. The headcount enrolment in FET institutions was an estimated 25,000 in 2006, with 60% women. With most students undertaking part-time study, this was equivalent to a 14,144 FTE enrolment. The provincial plan for FET recapitalisation targets an annual increase of 5% in FTE enrolment.

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 5 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 of 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 potential to attract more learners to the college sector and consequently increase the number of FET enrolments.

- Capacity problems in some of the colleges result in low enrolment and bad results and there is a need to improve this
- There are infrastructure needs in all colleges, 3 colleges have no administration blocks, some colleges are in need of classrooms and hostels, whilst others require workshops and equipment
- Training needs exists in the college sector in respect of assessment, moderation and curriculum development

The FET Sector has become central to the strategy of economic and social development in the Province and Nationally. The FET colleges are expected to promote employability and employment, reduce unemployment among youth, contribute to the economic vibrancy of their respective communities and be responsive to labour market needs and the needs of business and industry. Simultaneously, however, FET colleges have a social agenda to serve by creating opportunity among rural disadvantaged and marginalized groups. In this respect, FET colleges are responsible for attaining and retaining learners who have not had opportunity and access in the past. They are responsible for creating the facilities, support and environments where they can complete their studies and obtain employment.

In order to do this many colleges must be restructured, resourced and revitalized so that they could be responsive both socially and economically. There is need for new facilities and equipment, staff must be retrained, curricula must be revised and developed, a new range of supportive services must be provided and creative initiatives must be sought to bridge employment and education. In effect, colleges must be recapitalized in order to meet current needs and priorities.

Policies, priorities and strategic objectives

The FET Sector is governed by a variety of National legislation and policies. But since the sector has become a critical area of focus, the policy framework and environment is becoming even more crowded as more attention is given to the contribution that the FET Sector could possibly make.

Among the critical policies affecting the FET programme are:

- White Paper No 4
- Further Education and Training Act (Act no 98 of 1998) / Further Education and Training Colleges Act (16 of 2006)

- Skills Development Act (Act No 97 of 1998)
- The South African Qualifications Authority Act
- GENFETQA Act
- Policy Guidelines on FET Recapitalization
- The Provincial Growth and Development Plan (PGDP)
- National and Provincial Human Resource Development Strategy

The priorities for FET grow out of its centrality to the Transformation Agenda of the Province and the nation. Among the critical priorities to be pursued within the next five years are the following:

- Alignment of the programmes of FET colleges to the needs of the economy
- Mobilization and provision of adequate resources
- Rendering sufficient institutional support and guidance for the development of FET colleges, and the enhancement of the effectiveness and efficiency of their structures, systems and procedures.
- Ensuring that colleges are sensitive and responsive to the social needs and transformation agenda of the Province and the Department
- Training and retraining of FET college personnel so that they enhance their capacity to undertake their responsibilities
- More extensive use of learnerships as a vehicle to bridge the gap between education and employment and enhance the practical value of vocational and technical programmes
- Development of Human Resource capacity in line with the National HRD Strategy and the PGDP
- Re-equip and recapitalize FET to be effective and responsive
- Increased access to historically disadvantaged groups in the FET system
- Enhanced student support services, especially for marginalized groups
- To build partnerships as a strategy for enhancing the services of FET

FET has been identified as central to the Transformation Agenda of the Department in equipping all learners with skills for further employment, training and participation in society. The goals and strategic objectives that are pertinent to the FET sector are noted in the table below:

Table 50: Related Strategic Goals and Objectives Programme 5

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender		
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN		
* MO002: To make education progressively available to youth and adults above compulsory school-going age.	IDS	FET Band and Extra Curricular Programmes
* MO004: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	IDS	FET Band and Extra Curricular Programmes
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment), training and participation in society		
Strategic Objective 2.2: School and FET learners equipped with skills in line with economic and social needs through a relevant and well supported curriculum and well trained teachers		
* MO005: To ensure that the output of graduates from the education system is in line with economic and social needs.	Vocational Education Services	FET Colleges and ABET Centres
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province		
Strategic Objective 3.5: Increased literacy and relevant skills through high quality ABET programmes		
* MO006: To build a society that is literate.	Vocational Education Services	FET Colleges and ABET Centres
* MO601: To ensure that adults without basic education have access to ABET centres.	Vocational Education Services	FET Colleges and ABET Centres
Strategic Objective 3.8: Improved literacy and proficiency in the language of learning and teaching (LoLT)		
* MO006: To build a society that is literate.	Vocational Education Services	FET Colleges and ABET Centres

Constraints and measures planned to overcome them

Constraint 1: Monitoring of Examinations.

Examinations are properly monitored, but not at all 25 campuses due to staff shortages in the provincial office, the length of exam period and the distance between college campuses.

Measures Planned: Planned training in examination procedures so that monitoring does not have to be done in all centres

Constraint 2: Dearth of Resources

The most constraining factors are 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.

Measures Planned: Mobilization and provision of appropriate resources, promotion of Public Private Partnerships, continuous capacity building for the management and practitioners

Constraint 3: Lack of lecturer skills

Many lecturers in the FET colleges lack skills and are out of date in their technical area. There is a strong need for re-skilling and updating.

Measures Planned: Daimler-Chrysler provided support to engineering education for lecturers in 2005 and further use will be made of public private partnerships (PPPs) to train lecturers. The recapitalisation plan has a component for lecturer training and skills development.

Constraint 4: Lack of corporate service capacity and systems

FET colleges are now required to operate under the Department's guidelines and procedures for financial and supply chain management. They have limited administrative and systems capacity, especially in the rural FET colleges.

Measures Planned: Weaker colleges have been twinned with stronger FET colleges that can provide systems advice and support. There remains however a strong need to recruit financial and administrative staff, especially in the rural FET colleges.

Organizational structures and measures

The Chief Directorate Vocational Education Services is responsible for FET colleges. Colleges are managed by CEOs who take responsibility for all planning and operational issues affecting their colleges.

Planned quality input 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. In addition to this, it is necessary to have adequate systems for monitoring and evaluation on critical priorities.

Resource information

- Resources for recapitalization
- Adequate and appropriately capacitated educators, non-educators and management at FET Colleges
- Legislation that will allow flexibility in the employment of staff at colleges
- Application of funding norms for FET Colleges
- 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
- Creative ways to populate the organogram of FET colleges, such as translating some CS educators to PS personnel will be explored.

Implementation plan

DIRECTORATE : FURTHER EDUCATION AND TRAINING COLLEGES AND ABET CENTRES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/8 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal2: All school learners equipped with skills for further employment (including self-employment), training and participation in society									
Strategic Objective 2.3: Increased access, throughput and success through quality relevant learning programmes in well resourced FET Colleges									
2.3.2: To improve the success rate of the FET College Sector	Monitoring the implementation of FET programmes at Colleges.	2.3.2.1: Percentage of FET college throughput rate	FET Colleges and ABET	Director	72%	45%	45%	45%	20
	Administration of colleges in terms of general administration, including finances and assets	2.3.2.2: Percentage of FET college throughput rate	FET Colleges and ABET	Director	72%	45%	45%	5%	20
2.3.3: MO 501 : To expand the FET sector in terms of economic and social needs of the country	Promotion of colleges to attract learners	2.3.3.3: PM 501: Number of FET college students relative to youth in the province	FET Colleges and ABET	Director	16,759	4,190	4,190	4,190	4,190
	Upgrading colleges infrastructure in line with the niche areas	2.3.3.4: PM 505: Number of FET college students relative to youth in the province	FET Colleges and ABET	Director	16,759	4,190	4,190	4,190	4,190
	Ensure the implementation of the recapitalisation project	Percentage of colleges with recap plans	FET Colleges and ABET	Director	100%				
2.2.11: To promote the participation in learnerships	Monitor skills development programmes and learnerships with SETAs and other private providers	2.2.11.1 Percentage of learners placed in learnerships through FET colleges	FET Colleges and ABET	Director	10%	10 %	10 %	10%	10
Strategic Goal2: All school learners equipped with skills for further employment (including self-employment), training and participation in society									
Strategic Objective 2.4: Potential FET learners increased for employment and self-employment through improved linkage to key government initiatives and skills training programmes									
2.3.14: To promote the participation by historically marginalised group in public FET Institutions	Assist colleges in operating as private providers for RPL, community projects and self employment ventures	2.3.14.1: Percentage of learners linked to cooperatives placed in FET colleges	FET Colleges and ABET	Director	10%	10 %	10 %	10 %	10 %
	Assist colleges in	2.3.14.2: PM502 :	FET Colleges and	Director	60%	15 %	15 %	15 %	15%

DIRECTORATE: : FURTHER EDUCATION AND TRAINING COLLEGES AND ABET CENTRES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/8 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	operating as private providers for RPL, community projects and self employment ventures	Percentage of female students who are in technical fields	ABET						

CHIEF DIRECTORATE: VOCATIONAL EDUCATION SERVICES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment, training and participation in society).									
Strategic Objective 2.3 Increased access, throughput and success through quality relevant learning programmes in well resourced FET Colleges									
MO 501: To expand the FET College Sector in terms of the economic and social needs of the country	Monitor college enrolment, also monitor enrolment on key programmes such as engineering, monitor the bursary awards to needy students by college	PM 501: Number of college students enrolling for NC(V) level 2 programmes	Vocational Education Services	Chief Director	2,810	2,810	2,810	2,810	2,810
MO 502: To promote the participation by historically marginalised groups in FET institutions	Colleges buy equipment for workshops to train students in the scarce skills	PM 502: Percentage of students who are in engineering fields	Vocational Education Services	Chief Director	20%	5%	5%	5%	5%
Strategic Goal 2: All school learners equipped with skills for further employment (including self-employment, training and participation in society).									
Strategic Objective 2.4 : Potential of FET learners increased for employment and self-employment through improved linkage to key government initiatives and skills programmes									
To provide relevant and responsive quality FET learning opportunities	Colleges train lecturers and non-academic staff. Organise S.C.M. to train colleges on procurement	Number of college lecturers trained and number of recapitalisation managers trained.	Vocational Education Services	Chief Director	8	8	8	8	10

CHIEF DIRECTORATE: VOCATIONAL EDUCATION SERVICES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	processes								
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels									
Strategic Objective 9.4: FET Colleges properly upgraded and recapitalised in order to respond to labour market needs									
Conditional Grant(FET-Recapitalisation)	College visits	Number of workshops built and upgraded	Vocational Education Services	Chief Director	2				2
Strategic Goal 9: Adequate physical and institutional infrastructure to support teaching and learning at all levels									
Strategic Objective 9.2: A school environment and facilities that are conducive to effective education, safely, health, security and environmentally appropriate									
MO501: To expand the FET college sector in terms of the economic and social needs of the country	Monitor through college visit and evaluate provision of physical resources, upgrading learning environment for programme implementation and whether colleges have signage and conducive teaching and learning environment	Number of FET colleges with upgraded infrastructure	Vocational Education Services	Chief Director	8	2	2	2	2

Resource Plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
FURTHER EDUCATION AND TRAINING						
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
5.1 Public institutions	167,633	167,685	181,240	217,448	240,756	316,676
5.2 Youth colleges	0	0	0	0	0	0
5.3 Professional services	0	0	0	0	0	0
5.4 Human resource development	2,243	247	525	1,993	2,079	2,172
5.5 In-college sport and culture	0	0	3,763	3,944	4,114	4,299
5.6 Conditional grants	0	0	61,000	78,815	115,788	0
TOTAL	169,876	167,932	246,528	302,200	362,737	323,147

B.6 Adult Basic Education and Training

Sub Programme structure

Table 51: ABET Sub-Programme Structure

Programme	Sub Programme
Programme 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

Service Delivery Measures

Table 52: Programme 6 ABET Service Delivery Measures

PROGRAMME 6: ADULT BASIC EDUCATION AND TRAINING		
	Measurable objectives	Performance measures
Access	* MO601: To ensure that adults without basic education get access to ABET centres.	► PM601: Number of ABET learners relative to adults in the province*
Note that the values in this table differ significantly from the estimates provided in the previous APP since a new formula has been used for the calculation. Previously, all adults were used as the denominator and now only adults who have not yet completed Grade 9 are used as the denominator.		

PM601: Number of ABET learners relative to eligible adults in the province⁴⁶: The proportion of ABET learners relative to eligible adults (i.e. people older than 19 that have not yet completed education up to grade 9) is very limited. Approximately 1.3% of the eligible adults are reached every year through the education department's initiatives. Nevertheless, with conditional grant funding to ABET and the PGDP priority of ABET training, it is targeted that this proportion will rise to 9.8% by 2009/10.

⁴⁶ For the purposes of calculating PM601, an eligible adult is any person aged 19 years and older who has not yet completed Grade 9. ABET is intended for people above school going age and the equitable share formula regards anyone up to age 18 as eligible for school or FET college, therefore 19 years old as bottom limit is appropriate. There is no upper age limit for this PM since any adult with limited literacy or skills needs, no matter how old, are regarded as a potential ABET learner. People who have completed schooling beyond grade 9 are excluded from the numerator in this calculation, since this PM intends to indicate how well the ABET uptake is amongst those who are eligible for it. Since General Education and Training (in other words education up to grade 9) is a basic right, those adults who have not at least completed grade 9 are regarded as the ones who would be eligible. Any skills training programme or literacy class provided through ABET centres (Excluding SETA provisioning) should be considered for this PM. This PM includes also privately funded ABET since the policy framework provides for private ABET provisioning to be facilitated by the PEDs: PEDs are involved in promoting private provisioning of ABET through NGOs, and many ABET centres are donor funded. Focusing only on public provisioning might place a PED at a disadvantage in terms of accessibility of ABET.

Table 53: ST601 ABET - Key Trends

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends					
PAYMENTS BY SUB-PROGRAMME (Rands thousands)	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
6.1 Public centres	121,933	136,021	142,544	148,858	163,262	171,873
6.2 Subsidies to private centres	0	0	0	0	0	0
6.3 Professional services	0	0	0	0	0	0
6.4 Human resource development	4,114	327	525	525	1,000	1,200
6.5 Conditional grants	0	0	0	0	0	0
TOTAL	126,047	136,348	143,069	149,383	164,262	173,073
PAYMENTS BY ECONOMIC CLASSIFICATION (1,000 Rands)						
Current payment	126,047	135,745	142,930	147,383	162,176	170,893
Compensation of employees	114,955	130,472	133,475	134,381	142,616	148,301
Educators						
Non-educators						
Goods and services	11,092	5,273	9,455	13,002	19,560	22,592
Transfers and subsidies	0	531	139	0	0	0
Payments for capital assets	0	72	0	2,000	2,086	2,180
TOTAL	126,047	136,348	143,069	149,383	164,262	173,073
STAFFING						
Number of Educators (publicly employed)	4,157	4,610	4,080	3,916	3,697	3,470
Number of Non-educators (publicly employed)	0	0	0	0	0	0
ENROLMENT						
GET level	42,113	45,783	45,354	41,573	38,491	35,409
FET level						
TOTAL (a)	42,113	45,783	45,354	41,573	38,491	35,409
POPULATION						
Population aged 19 and above (b)	3,241,472	3,421,582	3,417,800	3,451,171	3,483,504	3,514,584
INSTITUTIONS						
Public centres	315	320	305	297	255	213
PERFORMANCE MEASURES						

ST601 ADULT BASIC EDUCATION AND TRAINING - Key trends						
PAYMENTS BY SUB-PROGRAMME (Rands thousands)	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
▶ PM601: Number of ABET learners relative to eligible adults in the province (a/b)	2.2%	2.3%	1.3%*	1.2%**	3.5%	9.8%
If the values for PM601 is recomputed for 2006 and 2007 as per the adjusted NDOE definition (eligible adults- i.e. all persons older than 16 who have not yet completed at least Grade 9-) instead of all adults are used as the denominator), it is *2.3% and **3.0% respectively. Targets for 2008/09 and 2009/10 is based on the adjusted definition.						

Objective of the programme

To provide Adult Education and Training (AET) in accordance with the Adult Basic Education Act. ABET is provided at publicly funded ABET centres and private ABET centres that are eligible for a public subsidy. The ABET programme also provides professional support services to educators and students at public centres.

Goods, services and payments included and excluded

Includes all publicly funded goods and services utilized at ABET sites to offer adults basic education and training. Both goods and services purchased by the Department, and any transfer payments from the state to ABET sites are included here.

Situation analysis

The number of adult learners enrolled in Public ABET Centres is 45,354 in 2006/07. There are 301 public ABET Centres in the Province. Enrolment is slightly down from the previous year.

In addition to the formal AET programme, there are also two six month cycles of basic literacy training targeting approximately 20 000 learners at a time (thus 40 000 learners in total). This is to address the challenge of illiteracy in the Province in accordance with the Provincial Growth and Development Plan. Approximately 15.7% of all people older than 16 indicate that they cannot read and write, but based on other definitions of literacy, up to 50% of the population can be considered illiterate. During 2005/06 only one cycle of the literacy training was completed due to budgetary constraints, but the programme continued as planned during 2006/07.

Population statistics indicate that the highest average school grade of the population over the age of 19 is 7.7, that 16% (1,042,746 out of 6,436,775) of individuals in the Province have had no schooling, and as much as 50% of the population is illiterate. The situation calls for a massive literacy programme to be put in place so that by the year 2014 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 and AIDS and related conditions. As a result, ABET is a critical component of the national agenda to advance the welfare of all citizens. It is a critical feature of the social transformation agenda since it is a first step on the ladder of opportunity for the marginalized.

Because of the nature of adult learners in public adult learning centres, there is more interest in skills- and project-oriented programmes (e.g. poultry farming, sewing projects etc.) than in academic curricula as spelt out in the ABET policy document. ABET is also expected to bridge the gap between education and employment.

The ABET curriculum has been very rigid in following an academic trend from ABET NQF level 1 to level 4, which does not necessarily follow the needs of its clientele. This is being transformed in such a way that it meets the needs of the adult learners so that they can improve their socio-economic status. There is more involvement of the broader community and other stakeholders in the programme. Skills programmes are being implemented in a number of centres.

Policies, priorities and strategic objectives

ABET is a critical priority on the Transformation Agenda of the Department and of Government. It is highlighted in educational policies, in the National Skills Development Strategy (NSDS), in the Provincial Growth and Development Plan, in the National Human Resource Development Strategy and a part of various social and community development initiatives. The private sector, in response to national policy initiatives, has also implemented ABET programmes.

In this respect, ABET extends beyond the authority and control of the Department. As a result, it is essential to ensure that Public and Private ABET initiatives are coordinated, monitored and orchestrated as part of an agenda to eradicate illiteracy in the future and reduce it by at least 50% by 2010. In this respect, the following priorities are highlighted.

- Reduction of illiteracy to virtually 0% by 2014
- Implementation of poverty alleviation programmes through ABET
- To provide more learner spaces in public ABET centres in accordance with policy
- Establishment of day centres in selected communities
- Develop and implement appropriate curricula in line with the PGDP
- Expansion of reach of ABET through implementation of the Provincial Literacy Programme
- To pilot and implement open learning strategy at formal and informal learning sites
- Implementation of poverty alleviation programmes in all districts and nodal points
- Development of modular skills based programmes.
- Implementation of learnerships

- Incorporation of HIV and AIDS and voter education in curriculum
- Acquisition of appropriate LSM for ABET

Constraints and measures planned to overcome them

Constraint 1: Staff allocations under the organogram perpetuates academic only focus of AET programmes.

At district level the posts in the new organogram for ABET are aligned with specialist competence for the different academic programmes. There are also 8 districts in which there are no AET coordinators which leads to difficulties with monitoring the programmes implemented in each district.

Measures Planned: Use matrix management to manage available resources most efficiently.

Constraint 2: Facilitators' Conditions of Service Employment

The conditions of service for AET facilitators are very unstable due to the influence of contextual factors. This means that the retention of facilitators is very difficult.

Measures Planned: Continue to explore options for improvement of conditions in collaboration with National Department of Education.

Constraint 3: Lack of Funds

Budgetary constraints seriously limited the implementation of the massive campaign on illiteracy as envisaged for the Provincial Literacy Programme during the previous year.

Measures Planned: Initiatives have to be taken to monitor expenditure and allocate more funds.

Constraint 4: Lack of Service to the Disabled

The needs of the physically disabled in terms of literacy programmes like the blind and those who are hard at hearing are not being adequately addressed.

Measures Planned: A plan for addressing this matter over the next five years will be drafted as, constitutionally, education (also AET) must be accessible to everybody.

Constraint 5: Use of Multi-purpose Centres

Multi-purpose Community Centres are not being adequately used for the promotion of ABET programmes.

Measures Planned: This is to be addressed through developing and implementing a strategy for using these centres more intensively as information centres, coordination points or even as delivery sites for ABET and literacy programmes for the surrounding communities

Constraint 6: Curriculum unsuitable

The current curriculum in ABET is too formalistic and school-based and not addressing the actual needs of adults, resulting in dropping out.

Measures Planned: Continue investigating options for partnering with other institutions, continue with roll-out of a variety of skills programmes in all districts.

Constraint 7: Inadequate access.

Many illiterate adults do not have access to ABET programmes because of a lack of exposure to information. It is therefore necessary to implement a massive campaign to eradicate illiteracy with the involvement of community members and other role players like traditional leaders. During the last year the Department of Education were able to secure a weekly slot on a local radio station dedicated to the issue of AET. The department has also continued with its celebrations of Literacy week and National Literacy day and have noticed an increase in enrolments in those districts where the initiative focused most energy.

Measures Planned: Continue with established initiatives and explore opportunities for expanding the scope and reach of the already established initiatives.

Organizational structures and arrangements

The ABET programme is administered as programme 6 within the ABET Directorate as part of the FET Chief Directorate. Public ABET centres are directly accountable to this Directorate. There is a wide variety of ABET centres in the Province that are not accountable to the Education Department and the FET Chief Directorate. It is necessary, therefore to establish some linkages among ABET programmes in the Province so that there could be a well coordinated and articulated process for the promotion of literacy.

Planned quality input 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 to 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.

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 physical 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 continue to be involved in the rollout 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:
- The programme is delivered at four NQF ABET levels using the outcomes based approach in 301 of the Public Adult Learning Centres
- The Provincial Literacy Programme has been initiated as a pre-ABET programme to address illiteracy
- 1000 literacy units established with 15-20 learners per unit in each of the 45 literacy units in each district
- Adult learners who pass level 4 and wish to acquire an academic qualification will be enrolled in the ASECA programme. This is a programme designed for adults in a modular form. The learners receive face to face tuition and also self designed distance learning.

Implementation plan

DIRECTORATE: FURTHER EDUCATION AND TRAINING COLLEGES AND ABET CENTRES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.5: Increased literacy and relevant skills through high quality ABET programmes									
3.5.2: MO006 : To ensure that adults without basic education get access to ABET centres	Establish and register Public Adult Learning Centres, implement the Adult Senior Certificate programme in pilot districts	PM601: Number of ABET learners relative to adults in the province	FET and Training Colleges and ABET Centres	Director	44,000 84.5%		44,000		84.5%
Verification of learner and educator figures in all centres	Monthly visits to ABET centres by district and provincial officials. District officials submit monthly reports	Number of centres visited,	FET and Training Colleges and ABET Centres	Director	314	192		122	
Development of a Data base for educator payments, develop policy guidelines regarding centre management	Collecting and analysing data on payments , set up working teams to draft policy documents for the management of centres	Data base on payments per centre is established	FET and Training Colleges and ABET Centres	Director	1			1	
		Policy guideline document is developed			1				1
Develop and Coordinate skills programmes in conjunction with SETAs and the Department of Labour	Identification of skill requirements in districts, draw up service level agreements with SETAs and the DOL, implement	Data base of skills is set up	FET and Training Colleges and ABET Centres	Director	1			1	
		Service level agreements are available			4	1	3		

DIRECTORATE: FURTHER EDUCATION AND TRAINING COLLEGES AND ABET CENTRES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	programmes	Number of learners participating in skills programmes			1,500			1,500	
Develop regulations for the election of centre governing bodies, develop and implement training programmes for centre governing bodies	Working group is set up to draft election regulations, draft regulations are forwarded to legal services for scrutiny, regulations are gazetted, governing bodies are elected, training programmes are implemented	Draft regulations for elections are produced, regulations are gazetted	FET and Training Colleges and ABET Centres	Director	1			1	
		Number of governing bodies trained			314		152	162	
Number of learners registered and participating in the pilot programme	Provision of learning and teaching	Number of sites operating the pilot programme	FET and Training Colleges and ABET Centres	Director	8	8	8	8	8
	Provision of support programmes to learners and educators	Number of learners participating in the programme			200	200	200	200	200
		Number of educators participating in the programme			32	32	32	32	32
Implementation of the Provincial Literacy Programme	Recruitment of learners, appointment of voluntary educators appointment of	Number of learners recruited	FET and Training Colleges and ABET Centres	Director	32,400		16,200		16,200
		Number of voluntary educators appointed			2,160		1,080		1,080
		Number of literacy units number set up			2,160		1,080		1,080

DIRECTORATE: FURTHER EDUCATION AND TRAINING COLLEGES AND ABET CENTRES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	supervisors setting up of literacy units	No. of learners who complete each phase			16,200				16,200

Resource Plan

PAYMENTS BY SUB-PROGRAMME (thousand Rands)	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
ADULT BASIC EDUCATION AND TRAINING						
6.1 Public centres	121,933	136,021	142,544	148,858	163,262	171,873
6.2 Subsidies to private centres	0	0	0	0	0	0
6.3 Professional services	0	0	0	0	0	0
6.4 Human resource development	4,114	327	525	525	1,000	1,200
6.5 Conditional grants	0	0	0	0	0	0
TOTAL	126,047	136,348	143,069	149,383	164,262	173,073

B.7 Early Childhood Development

Sub Programme Structure

Table 54: Early Childhood Development: Sub-Programme Structure

Programme	Sub Programme
Programme 7 Early Childhood Development	7.1 Grade R in Public Schools 7.2 Grader R in Community Centres 7.3 Pre Grade R 7.4 Professional Services 7.5 Human Resource Development 7.6 Conditional Grants

Service Delivery Measures

Table 55: Programme 7: ECD Service Delivery Measures

PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT		
	Measurable objective	Performance measure
Access	* MO701: To provide publicly funded Grade R in accordance with policy	► PM701: Percentage of learners in publicly funded grade R

PM701: Percentage of learners in publicly funded grade R⁴⁷: Strong commitment by the department to the policy to extend access to grade R, and rapidly rising funding for ECD have enabled the Department to increase access from a baseline of 45% of learners in 2004/05 to 85.4% in 2006/07. The department targets to reach 89.3% in 2009/10.

⁴⁷ The calculation of this PM requires dividing the number of learners in an appropriate age cohort (i.e. 5 year olds or 6 year olds) in publicly funded Grade R, by the total number of learners in that appropriate age cohort. Two challenges exist: The first challenge is to determine the number of learners in publicly funded grade R. Provincial Education Departments are responsible for funding Grade R provisioning at school-based and community-based sites. The second challenge is to determine what denominator to use for this calculation. This requires that the PED determines which age cohort, or which portions of which age cohorts, would constitute the Grade R cohort in any given year. The approach suggested for overcoming this challenge in the calculation of this PM is that the Grade R cohort should be considered to consist of 50% six year olds and 50% five year olds in the GHS. This approach then assumes more or less a proper application of the age of admission norms for Grade 1. It is far from an entirely accurate approach, but is reported to tally fairly well with PED statistics on pre-Grade 1 enrolment.

Table 56: ST701 ECD Key Trends

ST701	Early Childhood Development- Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
7.1 Grade R in public schools	17,060	28,287	39,631	71,968	108,076	138,690
7.2 Grade R in community centres	14,025	7,696	10,372	11,569	13,816	13,916
7.3 Pre-Grade R	0	0	10,500	21,681	16,900	16,900
7.4 Professional services	0	2,062	3,318	0	11,001	11,464
7.5 Human resource development	4,160	0	525	535	550	580
7.6 Conditional grants	1,692	778	0	0	0	0
TOTAL	36,937	38,823	64,346	105,753	150,343	181,550
PAYMENTS BY ECONOMIC CLASSIFICATION ('000 Rands)						
Current payment	5,852	2,062	6,753	85,413	135,439	166,646
Compensation of employees	0	0	0	72,072	96,714	114,714
Educators						
Non-educators						
Goods and services	5,852	2,062	6,753	13,341	38,725	51,932
Transfers and subsidies	31,085	34,761	57,593	14,215	14,904	14,904
Payments for capital assets	0	2,000	0	6,125	0	0
TOTAL	36,937	38,823	64,346	105,753	150,343	181,550
ENROLMENT (PUBLICLY FUNDED ONLY)						
Grade R in public schools (a)	45,470	74,859	106,353	115,355	121,868	128,349
Grade R in community centres (b)	27,456	27,287	23,924	16,097	10,731	5,366
Pre-Grade R in public schools	4,081	5,612	3,984			
Pre-Grade R in community centres						
TOTAL	72,926	102,146	130,277	131,452	132,599	133,715
POPULATION						
Population aged 5 (c)	160,631	164,751	152,552	151,196	150,336	149,739
PERFORMANCE MEASURES						
► PM701: Percentage of learners in publicly funded Grade R ((a+b)/c)	45.4%	62.0%	85.4%	86.9%	88.2%	89.3%

Objective of programme

To provide Early Childhood Education (ECD) at the Grade R and earlier levels in accordance with White Paper 5.

Goods, services and payments included and excluded

Includes all publicly funded goods and services specific to Grade R and earlier levels at any sites or school. Both goods and services purchased by the Department, and transfer payment from the state are included here.

Situation analysis

- According to the figures used by National Treasury, the Eastern Cape Province has a total population of 152,552 children aged 5-6 years old in 2006, which is the Grade R cohort. Of this, the number of 5 year olds in public funded schools Grade R is 106,353. The number in education funded community based ECD sites is 23,924.
- 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)
- The percentage of learners in Grade 1 who have received some pre-Grade 1 education has increased from 14.1% in 2004/5 to 25.3% in the first quarter of 2005/6
- The percentage of 5 year olds in publicly funded schools in Grade R has increased from 47.6% in 2004/5 to 101.7% in the first quarter of 2005/6

Policies, priorities and strategic objectives

ECD ranks high on the National Agenda for Social and Economic Development, and is considered as most critical in creating a sound foundation for learning. The education foundation laid in the early years forms the basis for the high achievement of learners and constitutes the essential foundation for developing a sound human resource base for the future. ECD is a key component of the National and Provincial HRD Strategy and is considered as one of the pillars of the PGDP. One of the pivotal considerations for effective ECD delivery is to ensure that the full cohort of 5 and 6 year olds is in some form of high quality ECD centre. As part of the Transformational Agenda of the Department, it is particularly important to ensure that residents of rural, difficult to access and disadvantaged areas also have access to ECD centres of high quality.

Table 57: Related Strategic Goals and Objectives Programme 7

SUB-PROGRAMME	CHIEF DIRECTORATE	DIRECTORATE
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender		
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN		
* MO004: To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	IDS	FET Band and Extra Curricular Programmes
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province		
Strategic Objective 3.4: A quality foundation for teaching and learning provided and supported through self managing and well resourced ECD Centres and Schools		
* MO701: To provide publicly funded Grade R in accordance with policy	IDS	Education Resourcing ECD Centres and GET Band

- In compliance with White Paper 5 – all learners must have gone through a reception year programme by year 2010
- By 2010 all primary schools must have reception (grade R) class
- All community based centres must have been incorporated into all primary schools
- All ECD practitioners must have gone through the 2 year practitioners course
- All approved sites must have appropriate furniture and equipment
- Infrastructure budget to incorporate grade R class for each primary school where necessary

- Special attention must be given to ensure that rural, difficult to access and disadvantaged areas have the benefits of high quality ECD Centres
- In order to meet the 2010 target the Department has to ensure that reception classes are implemented at all primary schools at a rate of 1000 sites per annum.

Constraints and measures planned to overcome them

Constraint 1: Unqualified Practitioners

The rollout of ECD sites in the previous years has left a gap in the capacity building and training of ECD practitioners and this has had an adverse effect on the quality of education at this level. There are still large numbers of unqualified ECD practitioners.

Measures Planned: Training will be provided to these practitioners up to NQF level 4.

Constraint 2: Lack of adequate Funding

The lack of funding results in the slowing down the implementation of ECD programmes.

Measures Planned: A larger allocation of funding will be required.

Implementation plan

DIRECTORATE : ECD CENTRES AND GET BAND									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.1: To ensure that the population of compulsory school-going age learners in the Province attend school in the public ordinary schooling system in accordance with policy.	Liaise with Districts to ensure that admissions are finalised in all schools by end of October	1.1.1.1: Percentage of children of compulsory school going age that attend schools in ECD and GET Band	ECD Centres and GET Band	Director	95%	95	95	95	95
1.1.9: To ensure access and success of learners in ECD	Liaise with Districts to ensure Grade R intake	1.1.9.1: No of new learners enrolled in Grade R	ECD Centres and GET Band	Director	19,320				19,320
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.6: High quality relevant teaching and learning materials and equipment reach the poorest schools									
1.6.11: *Ensuring the adequacy of resources and facilities for the proper administration and delivery of Education.	Procure teaching - learning equipment for GET/FET schools	1.6.11.1: Number of schools with requisite equipment and teaching devices	ECD Centres and GET Band	Director	200		150	50	
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.4: A quality foundation for teaching and learning provided and supported through self managing and well resourced ECD Centres and Schools									
*Expanding Grade R at public primary schools as part of the ECD and Expanded Public Works Programmes	Sustain 15% provision for Grade R in community centres	3.4.1.1: Number of learners in publicly funded Grade R centres	ECD Centres and GET Band	Director	15,090	15,090	15,090	15,090	15,090
	Sustain 85% in Public Schools	3.4.1.1: Number of learners in publicly funded Grade R centres			97,530	97,530	97,530	97,530	97,530
3.4.2: To provide publicly funded Pre-	Coordinate the training of Pre Grade R practitioners	3.4.2.1: Number of Practitioners trained in	ECD Centres and GET Band	Director	6,000	1,500	1,500	1,500	1,500

DIRECTORATE : ECD CENTRES AND GET BAND									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Grade R in accordance with EPWP framework		Pre-Grade R centres							
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.5: Increased literacy and relevant skills through high quality ABET programmes									
3.5.3: Develop strategy to implement language, literacy and communication programmes from Grade R – GET	Liaise with Curriculum to develop LOLT competences	3.5.3.1: Number of educators trained on LOLT competencies in Grade R-GET	ECD Centres and GET Band	Mrs Nongogo	6,000	1,500	1,500	1,500	1,500

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.7: Enhanced integration of HIV and AIDS and life skills into and across the curriculum									
3.7.2: To provide relevant information to ensure that HIV and AIDS is integrated in and across the curriculum	To promote the integration of life skills, social justice, HIV and AIDS, inclusivity, healthy environment, human rights and other social and environmental issues in the curriculum To serve on and advise collaborative structures with relevant sections to ensure that social and environmental issues are integrated into the curriculum	3.7.2.3: Number of meetings attended	ECD and GET Programmes	Director			1	1	1

DIRECTORATE: CURRICULUM : ECD and GET PROGRAMMES

Measurable Objectives	Activities	Performance Measures	DIRECTORATE	RESPONSIBLE PERSON	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	Develop provincial curriculum guidelines to ensure effective curriculum delivery in the districts	4.1.1.7: Number of procedural guidelines developed for district personnel	ECD and GET Programmes	Director	2	1	1		

Resource Plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
EARLY CHILDHOOD DEVELOPMENT						
7.1 Grade R in public schools	17,060	28,287	39,631	71,968	108,076	138,690
7.2 Grade R in community centres	14,025	7,696	10,372	11,569	13,816	13,916
7.3 Pre-Grade R	0	0	10,500	21,681	16,900	16,900
7.4 Professional services	0	2,062	3,318	0	11,001	11,464
7.5 Human resource development	4,160	0	525	535	550	580
7.6 Conditional grants	1,692	778	0	0	0	0
TOTAL	36,937	38,823	64,346	105,753	150,343	181,550

B.8 Auxiliary and Associated Services

Sub-programme structure

Table 58: Programme 8: Auxilliary Associated Services: Sub-Programme Structure

Programme	Sub-programme
Programme 8 Auxilliary and Associated Services	8.1 Payments to SETA 8.2 Conditional Grant Projects (HIV and Aids) 8.3 Special Projects 8.4 External Examinations

Service Delivery Measures

No national measurable objectives, performance measures and performance targets are set for programme 8.

Table 59: Auxilliary And Associated Services - Key Trends

ST801	Auxiliary and Associated Services - Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (thousand Rands)						
8.1 Payments to SETA	6,412	8,361	6,141	7,350	7,666	8,011
8.2 Conditional grant projects	19,516	31,301	25,805	26,797	28,542	30,168
8.3 Special projects	0	0	0	10,000	10,480	10,983
8.4 External examinations	90,865	106,112	158,742	174,422	181,479	150,533
TOTAL	116,793	145,774	190,688	218,569	228,167	199,695
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand Rands)						
Current payment	110,418	134,367	173,214	160,142	169,306	177,599
Compensation of employees	48,803	49,086	63,678	53,378	57,309	59,594
Educators						
Non-educators						

ST801 Auxiliary and Associated Services - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
Goods and services	61,615	85,281	109,536	106,764	111,997	118,005
Transfers and subsidies	6,073	7,119	7,430	15,682	16,361	17,096
Payments for capital assets	302	4,288	10,044	42,745	42,500	5,000
TOTAL	116,793	145,774	190,688	218,569	228,167	199,695

B.8.1 Sub-Programme 8.1: Payment to Seta

Objective of programme

To provide employee HRD in accordance with the Skills Development Act

Goods, services and payments included and excluded

Includes transfer payments to the Sector Education and Training Authorities (SETAs)

Situation analysis

The provision of HRD Services in the Department is located primarily under sub-programme 1.4, while accommodation for specific areas of HRD is made in sub-programmes 2.4, 4.3, 5.4, 6.4 and 7.5. However sub-programme 8.1 is used for transfer payments to the SETA. The Department belongs to the Budget Chamber of the Education Training and Development Practices (ETDP) Sector Education Training Authority and secures a variety of benefits from SETA programmes and services. The ETDP-SETA has funded computer hardware and software, Skills Audit of Departmental Staff and the HRD Strategy of the Department, among others.

Policies, priorities and strategic objectives

The critical policies which govern the Department's activities with the SETA are: The Skills Development Act; The Skills Development Levies Act; The National Skills Development Strategy 2005-2010; The National HRD Strategy; and the South African Qualifications Authority Act. Priorities in respect to the Department's relationship with the SETA are:

- Participation in Budget Chamber and Board Meetings to ensure that policies and programmes meet the needs of the Province
- Secure funding under the Discretionary Grants programme
- Participate in Learnership Programmes, especially in ECD and ABET
- Prepare Workplace Skills Plans and Annual Reports in compliance with established policy

Constraints and measures planned to overcome them

No significant constraints

Organizational structures and arrangements

The HRD Directorate in the HRM Chief Directorate maintains contact with the ETDP-SETA. The Financial Management Services Chief Directorate takes responsibility for the transfer of funds.

Planned quality input measures

- Accessing and complying with Guidelines for WSP for PDEs
- Use of SETA reports on WSPs for improvement of WSP submissions
- Maintaining close contact with SETA Provincial Advisor and SETA Regional Office

Resource information

The amount transferred is 10% of the skills levy for the Department which is 1% of its personnel budget. Transfers are made in terms of the Skills Development Act (Act No 97 of 1998)

B.8.2 Sub-Programme 8.2: Conditional Grants

Objective of programme

To provide for projects specified by the Department of Education that is applicable to more than one programme and funded with conditional grants

The objective of the HIV and AIDS sub-programme is to develop and implement an integrated and inter-sectoral approach that provides education, prevention, care and support to the infected and affected learners, educators and their schools.

Goods, services and payments included and excluded

Includes all goods, services and payments funded by conditional grants from the Department of Education in relation to the HIV and AIDS programme.

Situation analysis

The programme is aimed at dealing urgently and purposefully with the HIV and AIDS pandemic and has been restricted largely to those conditions provided for under the conditional grant from the National Department of Education (NDoE).

Accordingly, this sub-programme has 4 priority areas: prevention; treatment, care and support; workplace programmes, prevention, care and support; and management of the response to HIV and AIDS. The programme therefore results in advocacy; educator development; peer education; care and support services; LTSM; monitoring and evaluation and management and administration.

Among the critical interventions to be made, the Department of Education is responsible for the implementation of the HIV and 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 and AIDS, to deliver life skills, sexuality and HIV and AIDS education in primary and secondary schools and FET Colleges.

Awareness raising events have taken place in all 23 districts; 5,430 educators have been trained in life skills; 47,500 red ribbon books have been procured and delivered to 3,500 schools; on-site training is taking place for 10,000 Grade 7-11 learners in secondary schools; 500 educators have been trained in using first aid kits. First aid kits have been procured and delivered to 6,500 schools; HIV and AIDS Policy (Health Policy) has been developed for 3,300 schools; 240 lecturers and college staff have been trained in life skills

Policies, priorities and strategic objectives

Addressing the HIV and AIDS pandemic is of high priority nationally and provincially. The response to this pandemic is not framed in one overarching policy document, but filters as a golden thread or common developmental theme in all policies of government. The intent is a multi-dimensional approach which applies the resources and strategic position of agencies to make an impact on the pandemic. Perhaps, few Departments are as well positioned as the Department of Education to have an impact on the crisis.

It is with this sentiment that the HIV and AIDS activities in this programme integrate the activities of many directorates and institutions into a concerted and unified framework of action. HIV and AIDS is critical to the curriculum development and management activities of the Department, as well as the activities of EAP, HRD, Educational Policy Services and Management and Education Management Development and Governance, among others. In this light, the activities of this programme are framed within strategic goal 8 of the Transformation Agenda and the Strategic Plan which focuses on the social issues which affect schools and schooling in communities.

The bond between school and community, the adequate preparation of human resources and the establishment of the appropriate policy framework and organizational process to respond are all critical features and priorities of this programme.

Constraints and measures planned to overcome them

Constraint 1: Lack of Organizational Integration

HIV and AIDS is still treated as an add-on. It is not properly integrated and continuous with departmental programmes.

Measures Planned: It is necessary to integrate and mainstream all issues relating to the management of the pandemic within Departmental activities as a whole.

Constraint 2: Ongoing Nature of Advocacy

Every year there is a new cohort of learners coming into the school system who need to be informed about the dangers of HIV and AIDS, as well as the fact that not everyone within the system, both at school level and within the administration is adequately informed. Even if people have heard the message the 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 to avoid infection, to know their HIV status and to obtain timely treatment if necessary.

Measures Planned: A comprehensive communication and advocacy strategy is required to address this need on an ongoing basis. A follow-up strategy is required to ensure sustainability.

Constraint 3: Lack of Wellness Programme

At present there is no coherent wellness programme which emphasizes healthy living habits.

Measures Planned: A wellness programme combined with an Employee Assistance Programme is to be put in place

Constraint 4: Slow Payments Process

Slow processing of payments in Districts and Head Office leads to large discrepancies between commitments and expenditure.

Measures Planned: Identification and removal of logjams and bottlenecks in the procurement and payment processes of the Department

Constraint 5: Lack of IT Equipment

Shortage of IT Equipment to run the project successfully

Measures Planned: Procurement and purchase of IT equipment as soon as possible to ensure smooth running of HIV and AIDS projects.

Constraint 6: Shortage of staff to run the programme

Measures Planned: Prioritization of HIV and AIDS section of the Provincial Office in the population of the organizational structure

Organizational structure and arrangements

The HIV and AIDS programme is operated within the Directorate of HIV and AIDS and School Enrichment Programmes. This Directorate is placed within the Chief Directorate of Specialized Education Services

Planned quality input measures

- Departmentally integrated HIV and AIDS programme that will facilitate mainstreaming the programme 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 and AIDS and related issues to inform planning for the programme.
- 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 and AIDS emergency

Resource information

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

- A smooth flow of financial resources are essential for operating the programme
- Adequately and appropriately capacitated educators, non-educators and management at all public schools, FET colleges and ABET centres
- Operationalization and staffing of all HIV and AIDS Units at all levels (Districts and Head Office)
- Funding of the workplace programme so that the necessary case and support services are available

Implementation plan

OPERATIONAL PLAN : HIV and AIDS and SOCIAL PLANNING DIRECTORATE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
Strategic Goal 8: Social issues affecting schooling, learners and employees addressed									
Strategic Objective 8.2: Collaborative relationships within the school community and social structures to reinforce the family and to manage social issues which affect schools									
8.2.7 : Building of strategic partnerships within the department and government, social partners and civil society in order to address social issues which affect schools and schooling	District based HIV and conducting AIDS awareness activities in 23 Districts	8.2.7.1: Greater awareness and knowledge of life skills and HIV and AIDS amongst 2,1 million learners in the Province.	HIV and AIDS and Social Planning	Director	1	1			
		Activities to mark the following HIV and AIDS calendar days in 23 Districts and schools:		Director	18,400			18,400	
		World AIDS Day Abstinence Week (Feb) Human Rights Day (Mar)		Director	57,500 41,000				57,500 41,000
		School HIV and AIDS Month (Sep)		Director	92,000		92,000		
		Candle Light Memorials (May)		Director	1,890,000	1,890,000			
		Learners for Annual Youth Conference		Director	1,100	1,100			
8.2.7 : Building of strategic partnerships within the department and government, social partners and civil society in order to address social issues which affect schools and schooling	Hosting of Health Advisory Committee Conference	8.2.7.2: HAC conference to review the implementation of formation and capacity building of Health Advisory Committees in schools	HIV and AIDS and Social Planning	Director	1,000		1,000		
	Hosting of Provincial Youth Conference	8.2.7.3: World Aids Day Renewal of current Peer Education programmes Sharing of best practices	HIV and AIDS and Social Planning	Director					
8.2.6: Mobilization and capacity building of communities on how to access funds to provide	Road Shows: Collaborate with Govt departments and organizations and agencies conducting HIV and AIDS	8.2.6.1: Road shows - Project team participates in Provincial, District AIDS Councils	HIV and AIDS and Social Planning	Director	45,600	11,400	11,400	11,400	11,400

OPERATIONAL PLAN : HIV and AIDS and SOCIAL PLANNING DIRECTORATE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
services at school level (abstinence programmes and values in education)	activities through participation in meetings, workshops and road shows	Project team participates in Social Needs Cluster activities		Director	23	23	23	23	23
		Partnership with religious bodies; CBOs; NGOs			23	23	23	23	23
8.2.5: Initiatives for safe circumcision practices supported in partnership with the relevant stakeholders	Initiatives for safe circumcision practices supported, in partnership with relevant stakeholders	8.2.5.1: Partnership on safe circumcision in place with DoH and Hours of Traditional Leaders Workshops for traditional leaders, iingcibis, and RCLs in 23 Districts on life skills and safe circumcision (2000 people)	HIV and AIDS and Social Planning	Director	2	-	1	1	-
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.7: Enhanced integration of HIV AND aids and life skills into and across the curriculum									
3.7.4: Capacity building of office and school based educators in HIV and AIDS	Training of 1000 educators on integration of HIV and AIDS and life skills into the curriculum	3.7.4.1: 1000 educators, Grade 8,9,10 and 11 trained in the integration of life skills, HIV and AIDS into the curriculum	HIV and AIDS and Social Planning	Director	1,000	200	300		500
3.7.3: To enhance integration of HIV and AIDS across the curriculum to an abstinence enrichment programme	Training of 3438 educators in an abstinence based character building life skills programme for Intermediate Phase (Grade 7)	3.7.3.1: 3438 educators (2 educators per school) indicate a high degree of motivation and are confident to implement programmes in class. In case where the schools are sending one educator, learners' camps will be organised in districts.	HIV and AIDS and Social Planning	Director	3,438	1,146	1,146		1,146
3.7.3: To enhance integration of HIV and AIDS across the curriculum to an abstinence enrichment programme	Train 200 out- of -school youth as facilitators and provision of stipend of R1500 x 10 months	3.7.3.2: 200 out-of-school youth trained as facilitators (part of (Extended Public Works Programme)	HIV and AIDS and Social Planning	Director	200		200		
	Training of 800 educators in Peer Education	3.7.3.3: 800 educators trained in Peer Education Curriculum			800	200	200	200	200

OPERATIONAL PLAN : HIV and AIDS and SOCIAL PLANNING DIRECTORATE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
	Identify and train 8000 peer educators from 800 schools	3.7.3.4: 8,000 peer educators from 800 schools trained			8,000	2,000	2,000	2,000	2,000
Strategic Goal 5: Performance Management and Development Systems and processes for enhanced service delivery									
Strategic Goal 5.6: HIV and AIDS considerations mainstreamed into all policies, programmes and procedures of the Department									
5.6.2: To provide relevant policies and guidelines to mainstream HIV and AIDS programmes.	Establishment and capacity building of health advisory committees in additional 460 schools	5.6.2.1: Healthy Advisory Committees 460 schools established and capacitated in the following: HIV and AIDS Policy Care and Support	HIV and AIDS and Social Planning	Director	460	115	115	115	115
Strategic Goal 8: Social issues affecting schooling, learners and employees addressed									
Strategic Objective 8.5: Care and support for those who are infected or affected by HIV and AIDS									
8.5.1: To provide care and support for those who are infected or affected by HIV and AIDS	Lay counselling training of 600 educators	8.5.1.3: Lay counselling skills for 600 educators	HIV and AIDS and Social Planning	Director	600		200	200	100
8.5.2: To develop, implement and monitor a programme for children who are vulnerable and in need of care	Training of 100 school based care givers and 20 cluster Coordinators with clear curriculum in Mentoring and Coaching; Basic Counselling Skills; Rural and Community Development and Leadership Skills. One month training split into four training periods (first two weeks in April 2007 and two weeks in July)	8.5.2.1: Training for 120 school based care givers and cluster coordinators Establish Health Advisory Committees in 200 primary schools	HIV and AIDS and Social Planning	Director	120	120			
		8.5.2.3: A mentoring and support system, for the trainees			1			1	
		Number of educators trained in HIV and AIDS, abstinence, life skills and values education			3,438	1,146	1,146	1,146	1,146
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.7: Enhanced integration of HIV AND aids and life skills into and across the curriculum									
3.7.2: To provide relevant information to ensure that HIV and AIDS across the curriculum to an abstinence enrichment	Reproduction, adaptation and distribution of grade R to 11 life skills HIV and AIDS LTSM	3.7.2.2: Development and printing of 7000 Grade R life skills and HIV and AIDS board games for 2600 early childhood and	HIV and AIDS and Social Planning	Director	6,884	1,721	1,721	1,721	1,721
					2600	650	650	650	650

OPERATIONAL PLAN : HIV and AIDS and SOCIAL PLANNING DIRECTORATE									
MEASURABLE OBJECTIVES	ACTIVITIES	PERFORMANCE MEASURES	DIRECTORATE	PERSON RESPONSIBLE	YEAR 1 2007/08 TARGET	TARGETS BY QUARTER			
						1	2	3	4
programme LTSM		development centres							
3.7.11: To properly administer the departmental HIV and AIDS programme	Regular submission of monthly, quarterly and annual reports	3.7.11.1: 12 x monthly, 4 x quarterly and 1 x annual reports compiled and submitted to EC DoE and National DoE	HIV and AIDS and Social Planning	Director	368 4	92 1	92 1	92 1	92 1
	Meetings of District Coordinators x 23 Districts	3.7.11.2: 4 meetings annually	HIV and AIDS and Social Planning	Director	4	1	1	1	1
3.7.11: To properly administer the departmental HIV and AIDS programme	Fleet Africa vehicle lease x 23 districts and 3 Head Office	3.7.11.3: Monitoring and support visits to 23 districts annually by Provincial Coordinators	HIV and AIDS and Social Planning	Director	92 12	23 3	23 3	23 3	23 3
	Skills Development for key staff	3.7.11.4: Training of 30 coordinators in Project Management	HIV and AIDS and Social Planning	Director	40	10	10	10	10
	Attendance of national meetings, seminars and conferences	3.7.11.5: Provincial representation at national meetings, relevant seminars, workshops and conferences	HIV and AIDS and Social Planning	Director	4	1	1	1	1

B.8.4 Sub-Programme 8.4: External Examinations

Objective of programme

To provide for special departmentally managed examination services. Specifically, the programme seeks to provide an effective and efficient external examination for grade 12, GET and ABET.

Goods, services and payments included and excluded

Includes: goods and services required for the Grade 12 or any other examinations in the education system, where the resources are managed centrally by the department, and not allocated to individual institutions

Situation analysis

Enhancing the integrity and credibility of the General and Further Education and Training Certificate (GETC and FETC) is an ongoing challenge with which the directorate must contend. The examination enterprise is large and complex.

The Eastern Cape examinations and assessment process involves a total of around 89,000 candidates each year. In 2006 67,322 school based candidates took the Senior Certificate, with a pass rate of 59.3%. In addition, there is a supplementary examination in February to March the following year for some of the Senior Certificate candidates. ABET NQF level 4 examinations, equivalent to grade 9, are written in June and October each year and involve around 15,000 candidates.

Significant achievements have been made in the planning, management and execution of external exams. Among these achievements are the following:

The inherited context

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

- The NATED 550 schools curriculum lacks a clearly defined set of generic core competencies.
- The curriculum comprises of 124 subjects, with the multiplier effect of higher grade, standard grade and lower grade (HG, SG and LG), it accumulates to 264 subjects
- 90% of candidates in Grade 12 are offered 10 "popular" subjects with the rest viewed "exotic". The majority of subjects are outdated and irrelevant to the Human Resource Development (HRD) needs of a new democratic South Africa

Dealing with the transition

To prepare for the transition to the new Curriculum, 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 Grades 10 and 11.
- Inconsistent use of CASS.
- Curriculum overload.
- Poor teacher preparation.
- Incapacity to handle new assessment approaches.
- Inadequate LTSM provided to schools.

In order to achieve a successful transition to the new Curriculum there needs to be a standardization of examinations, nationally or provincially set and provincially administered. The transitional arrangements must be well placed and CASS must be implemented on the basis of 50/50 at Grade 10 (i.e. 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 Statement requires changed assessment practices based on the concept of continuous assessment.

In order to achieve credible international qualifications, examination and assessment organizations must work in partnership with the National DoE to ensure the successful implementation of quality GET and FET Certificates in line with the needs and aspirations of the South African public. The advent of National Senior Certificate to be implemented in 2008 is a big achievement for the new South Africa. This would be the first new post-apartheid Senior Certificate qualification introduced at NQF level 4.

Policies, priorities and strategic objectives

The activities, processes and standards relating to and governing examinations and assessment are framed in the following legislation and key policy documents:

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

- Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate (Act No 1044, 21 October 2005)

Among the priorities of the Department in respect of examinations and assessment are the following:

- Staff training for more efficient and effective work habits.
- Attracting and retaining high calibre staff members through a structure that allows vertical career-pathing.
- Improvement of physical infrastructure in Districts to improve security of examination-related activities.

Constraints and measures planned to overcome them

Constraint 1: Insufficient Staff.

The increase of the mandates assigned to this Directorate for Gr 9 – 12, ABET Level 4 and Common Exams has increased the pressure on managers. Especially with regards to the management of exams in Districts. Staff retention because of low salary skills is problematic.

Measures Planned: Negotiation to redesign the organisational structure to include more staff in order to facilitate delivery on numerous mandates.

Organizational structure and arrangements

The assessment and examinations function is located in the Assessment and Examination Directorate which is one component of the Chief Directorate Curriculum Management.

Planned quality input measures

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

- Quality monthly meetings with districts will be planned.
- The district information sharing session and results analysis sessions will be held in all the 23 districts.
- Invigilators will be trained and accredited.
- The training of examiners, moderators and markers on the assessment and moderation courses will be scheduled.

The following needs to be put in place:

- Training assessors and moderators to conduct an outcomes-based quality improvement programme.
- Question papers for the National Senior Certificate 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.
- Policy documents and procedure manuals need to be developed.
- Scanning of all CASS mark sheets.
- Upgrade the storage and office space facilities in all District Offices.
- Decentralise a portion of operational budget.

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. Immediate attention should be paid to staff retention strategies and the redesign of the organisational structure.

Implementation plan

DIRECTORATE: ASSESSMENT AND EXAMINATIONS									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support									
3.1.25: To ensure all learners attain highest possible educational outcomes in public and independent schools.	The development of the guideline documents and procedure manuals for implementing assessment and examination procedures	3.1.25.1: Number of staff members trained on the development and implementation of assessment and examination procedures.		P Edley D Mgabadeli	150	55	15	80	
Strategic Goal 1: Equity in educational achievements for all learners regardless of race, gender									
Strategic Objective 1.1: Increased admission, participation, progression and success rates in ECD, GET and FET including rural learners, girls and LSEN									
1.1.7: To ensure that the progression of learners through public secondary school is optimal.	The development of the assessment instructions, guidelines and the procedure manuals. The compilation of past question papers, memoranda, exemplars, examiners' reports and printing and distributing them to all schools with Grades 11 and 12.	1.1.7.3: 6.1 Number of Assessment and Examination related information documents developed and distributed to all examination centres		Director	40	6	10	20	4
Strategic Goal 5: Performance Management and Development Systems and processes for enhanced service delivery									
Strategic Objective 5.4: Strategic role of the department enhanced through effective management and administration systems									
5.4.96: To ensure accurate marking by qualified markers and secure storage of marked scripts and promotion schedules and lotto mark sheets.	The appointment, monitoring and evaluation of Examiners and moderators, markers of all scripts to be marked and marking moderators for Gr 11,12, ABET Level 4	5.4.96.1: 7.1 Number of Markers, Examiners, Moderators, Exam Assistants selected for marking.		Director	3,500	300	200	2,900	100
	The sorting and the packing of the written scripts, promotion schedules and lotto mark sheets. The	5.4.96.2: Percentage of written scripts, promotion schedules and lotto mark sheets received, marked					10	70	10

DIRECTORATE: ASSESSMENT AND EXAMINATIONS									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	extraction of recheck remark scripts. The development of depot manual and the training of the depot staff.	and stored at the depot.							
	Formal evaluation of potential marking centres for selection. Signing of agreements after approval.	5.4.96.3: Number of marking centres established with signed agreements					13		
	Collection of the mark sheets. The setting up of the capturing and scanning plan. The capturing and scanning of the data and the provision of the statistics.	5.4.97.1: Percentage of registered candidates for Senior Certificate and AET level 4 receiving the statement of results on the release day of results.						94.9%	
5.4.97: To ensure the accurate capturing and processing of the learner details and results.	The capturing and scanning of the examination data. The running of the resulting process and the generation of results statistics for ABET level 4 and Senior Certificate	5.4.97.2: Percentage of the SBA and written marks in the computer system		Director	100%			99.9%	100%
5.4.98: To ensure that all learners in Secondary schools are exposed to the assessment and exams instruments of high standard.	The appointment of Examiners, moderators, translators and editors for the setting, moderation, editing and translation of assessment instruments.	5.4.98.1: Number of Assessment and Examination Instruments developed, moderated, printed, packed, securely stored, distributed and written according to UMALUSI acceptable standards.		Director	125	60	60	5	-
Strategic Goal 3: Improved quality teaching and learning at all educational levels throughout the Province									
Strategic Objective 3.1: Integrated implementation of the curriculum in accordance with national policies with appropriate coordination and support									
3.1.25: MO221 To ensure all learners attain highest possible educational outcomes in public and independent schools.	The appointment of examiners, moderators for setting of the common papers for March, June and September. The printing and the distribution of question	3.1.25.2: Number of schools that have subjects with a pass rate of less than 60% in 2006 Senior Certificate results who participate in all Common		Director	600	600	600 1	600	-

DIRECTORATE: ASSESSMENT AND EXAMINATIONS									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
	papers to schools and the submission of mark schedules by schools for analysis and storage.	Examinations. 3.1.25.3: Number of analyzed data reports provided			3	1	1		1
3.1.5: To ensure the progression of learners through the GET and FET bands in accordance with Assessment policies.	The registration of all Grade 11 candidates. The collection, editing, preparation, printing, packing, distribution, monitor the writing, marking, moderation and analysis of exemplars and Grade 11, 12, ABET Level 4 question papers.	3.1.5.11: Number of Grade 11, 12, ABET Level 4 schools that participate in 2007 end of the year nationally set examinations.		Director	230,000	230,000	230,000	230,000	
Strategic Goal 5: Performance Management and Development Systems and processes for enhanced service delivery									
Strategic Objective 5.4: Strategic role of the department enhanced through effective management and administration systems									
5.4.4: To manage, monitor and appraise School Based Assessment policy implementation at all exit points (GET, FET and AET Level 4).	The holding of CASS review meetings and the updating of the already existing documents and the use of Umalusi CASS report to re-engineer CASS implementation strategy in the province. Printing and distribution of addendums of updated sections.	5.4.4.1: Number of SBA policy documents updated and developed		Director	5	1	1	2	1
		Number of moderation reports tabled and discussed.			4	1	1	1	1
	The development of the provincial irregularities management and monitoring plan. The establishment and training of irregularities handling structures, appointment and training of the monitors and the generation of the irregularities and monitoring reports per term.	5.4.4.2: Number of Irregularities and Monitoring reports received and analyzed from all 23 districts.			4	1	1	1	1
5.4.1: To develop, manage and	Development of registration forms for centres and	5.4.1.4: Number of examination centres		Director	1,200	600	600		

DIRECTORATE: ASSESSMENT AND EXAMINATIONS									
Measurable Objectives	Activities	Performance Measures	DIRECTORATE	Responsible Official	Year 1: 2007/08 (target)	TARGETS BY QUARTER			
						Q1	Q2	Q3	Q4
operationalize systems and procedures to ensure smooth administration and conduct of AET Level 4, Grade 9, 11 12 assessment and examinations.	learners. Approval of the centres and the capturing of the centres and learners into the data base.	registered and participating in Public Examination.							

Resource Plan

	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
AUXILIARY AND ASSOCIATED SERVICES						
PAYMENTS BY SUB-PROGRAMME (Rands thousands)						
8.1 Payments to SETA	6,412	8,361	6,141	7,350	7,666	8,011
8.2 Conditional grant projects	19,516	31,301	25,805	26,797	28,542	30,168
8.3 Special projects	0	0	0	10,000	10,480	10,983
8.4 External examinations	90,865	106,112	158,742	174,422	181,479	150,533
TOTAL	116,793	145,774	190,688	218,569	228,167	199,695

Organogram of the Eastern Cape Department of Education

The following is the approved organogram of the Eastern Cape Department of Education which became effective on 1 April 2006.

