

# **Western Cape Education Department**

## **Annual Report: 2004/2005**

<b>Contents</b>	<b>Pages</b>	
<b>General Information</b>	<b>1-6</b>	(Part 1)
<b>Programme Performance</b>	<b>1-54</b>	(Part 2)
<b>Report of the Audit Committee</b>	<b>1-32</b>	(Part 3)
<b>Annual Financial Statements</b>	<b>1-56</b>	(Part 4)
<b>Human Resource Management</b>	<b>1-28</b>	(Part 5)

# **Western Cape Education Department**

## **Annual Report: 2004/2005**

### **SUBMISSION OF ANNUAL REPORT 2004/2005 TO THE EXECUTIVE AUTHORITY**

The 2004/2005 Annual Report of the Western Cape Education Department is hereby submitted in accordance with Section 40(1)(d) of the Public Finance Management Act, 1999 (Act No 1 of 1999) as amended, the Public Service Act, 1994 (Act No 103 of 1994) as amended and the National Treasury Regulations.

A handwritten signature in black ink, appearing to read 'RB Swartz', is positioned above the printed name.

**RB Swartz**  
**Accounting Officer**  
**Date: 2005:09:23**

# **WESTERN CAPE EDUCATION DEPARTMENT**

## **PART 1**

### **GENERAL INFORMATION**

#### **HIGHLIGHTS 2004/05**

The Western Cape Education Department (WCED) experienced a busy year in 2004/05 as it sought to build a learning home for all in the province.

Key developments included a change in leadership, as Mr Cameron Dugmore took over as MEC for Education from Adv André Gaum, following the April 2004 elections.

South Africa celebrated the first 10 years of democracy during the period under review. The WCED marked the occasion by reflecting on the progress made in education in the Western Cape to date and what remains to be done to ensure quality education for all.

The WCED continued an extensive series of consultations initiated in 2003 to determine our long-term vision for education in the province. At the same time, we joined our colleagues in other departments to consider what we have to do to ensure that the Western Cape can provide a Home for All, that meets the needs of all our citizens.

The key result of this process was the development of a comprehensive Human Capital Strategy for the Western Cape, which will guide planning for education in the province in the long-term. The provincial government has appointed the WCED as the lead department responsible for developing the human and social capital of the Western Cape.

Transformation, access, redress and equity are key principles of the strategy, which sets clear, realistic targets for every stage of education, with a special focus on meeting the needs of our poorest learners.

Other highlights for 2004/05 included the Western Cape's 85% pass rate in the 2004 Senior Certificate examinations, the highest in the country. While celebrating this achievement, we also acknowledge the high drop-out rate in our schools and the work that remains to be done to ensure equal access to success by all learners.

The WCED negotiated funding for teaching posts in late 2004, which averted the possible retrenchment of 1 800 teachers, and secured an increase of 365 additional posts for the 2005 post basket. The WCED reduced the number of teachers in posts declared in excess of requirements in schools during the year from more than 1 200 to about 200.

The department's Early Admission Campaign and Open Days ensured a relatively smooth start to the 2005 school year. Active engagement with schools and communities helped to resolve most accommodation issues in "hot-spot" areas before the start of the year.

The provincial government started building seven new schools during 2005. The WCED worked with Eskom to ensure that all schools in the Western Cape had access to electricity by the end of 2004.

### **Highlights in various sectors included the following:**

#### **Early Childhood Development (ECD)**

The WCED developed a strategy for coordinating the ECD activities of the provincial departments of Education, Health and Social Services, to improve access to ECD for children aged 0 to 6.

The WCED launched special Grade R kits to support teaching and learning in Grade R classes. The kits are designed to assist learners in achieving Grade R curriculum outcomes.

The department met its target of providing access to Grade R by an additional 5 000 learners in 2005. The WCED is on track towards meeting its objective of universal Grade R enrolment by 2010.

The WCED increased its daily per capita subsidy for pre-schools for Grade R learner from R3 to up to R6, according to a sliding scale based on the relative poverty of the pre-school concerned. The aim is to improve access to ECD in poor communities.

#### **General Education and Training (GET)**

The WCED introduced the Revised National Curriculum Statement (RNCS) for the Foundation Phase in 2004, following extensive preparations and training in 2003. Provincial education departments are introducing the RNCS in stages.

The WCED trained more than 7 780 Intermediate Phase teachers and 1 840 school managers during the July 2004 holiday, to prepare for introducing the RNCS in this phase in 2005. Teachers attended training courses at about 150 venues throughout the province.

In 2004, the WCED assessed the literacy and numeracy skills 34, 487 Grade 3 learners in all schools with more than four Grade 3 learners. The study found that an average of 39.5% of learners passed the literacy test on a Grade 3 level, compared to 35.3% in 2002. An average of 37.3% passed the numeracy test, compared to 36.6% in 2002.

While the results show a slight improvement, they indicate that much remains to be done to improve performance. The WCED has appointed a task team to strengthen and drive the department's strategies to improve learner performance in numeracy and literacy.

Meanwhile, literacy advisers distributed 100 books to every Foundation Phase classroom in the Western Cape during 2004, as part of the WCED's literacy strategy. Every Foundation Phase child will be encouraged to read at least 100 books during the year.

The WCED tested all Grade 8 learners for the first time in 2004, to inform study and career guidance for learners entering Grade 9. The tests formed part of preparations for the roll-out of the new curriculum for Grades 10 to 12, being phased in from 2006. The WCED trained 620 teachers on how to use the Pace career guidance system, starting with Grade 9 learners in 2005.

The WCED took over the Primary School Nutrition Programme from the Department of Health in April 2004. The WCED has extended the feeding programme from the national norm of 156 days to 170 days.

## **Further Education and Training (FET)**

In 2004, the WCED entered the second year of a three-year programme to prepare for the introduction of the new FET curriculum in schools in 2006, starting with Grade 10. Preparations have included research and development of policies and materials and initial teacher training.

The department has increased the number of Dinaledi schools focusing on mathematics in the Western Cape in 2005 from 10 to 50, as one of several strategies to improve learner performance in mathematics in high schools.

Meanwhile, FET colleges have introduced a wide range of new courses specifically designed to meet the needs of the Western Cape. The WCED increased the budget for student loans at FET colleges by 100% in 2005, to R20-million.

## **Teacher training and support**

Ongoing teaching support is a key feature of the work of our curriculum advisers based in both our head office and our Education Management and Development Centres (EMDCs).

Inservice training includes training programmes on the revised national curriculum and the work of the WCED's Cape Teaching Institute, which provides indepth, inservice training for periods of six to eight weeks.

Meanwhile, the WCED is actively encouraging young people to opt for teaching as a career, and increased the number of bursaries for student teachers planning to teach Mathematics and Science from 61 in 2004 to 82 in 2005.

The WCED has introduced new services to support teachers and other members of staff needing specialised support.

The WCED's new Call Centre completed its first year of operation during 2004/05. The centre provides specialised services to teachers and officials inquiring about human resource and salary matters. The centre handles about 18 500 calls a month.

In October 2004, the WCED launched a new telephone counseling service for teachers and officials as part of the department's Employee Wellness Programme. The service provides expert counseling on a wide range of issues, including depression, relationships, alcoholism, drug abuse, stress, debt, gambling, family problems, bereavement and health problems such as HIV/AIDS.

The WCED has launched an online database of unemployed teachers, to make it easier for schools to look for contract, temporary and substitute staff, and for unemployed teachers to find work.

## **Technology**

The Khanya Project is among a number of projects initiated by the WCED to improve the quality of education using information and communication technologies (ICT). Khanya uses ICT to enhance teaching and learning.

During 2004, the Khanya project continued to attract both national and international recognition for excellence. Judges for the international Stockholm Challenge listed the project as a finalist in May 2004, while in September 2004, Khanya won the Standard Bank Centre for Public Sector Innovation Award in the category Innovative Service Delivery Institutions.

By April 2004, Khanya had installed more than 320 computer laboratories in Western Cape schools since 2001, and is on track for ensuring that every high school in the province has a computer laboratory by the end of 2005.

The Khanya project has identified more than 100 schools where the department is using ICT to support curriculum delivery in mathematics. Early studies have shown that this approach is contributing to improving results.

Meanwhile, the WCED was well on track for completing the Dassie Project in 2005, which is using ICT to improve education and administration in FET colleges.

## **School achievements**

Three Western Cape schools are among the Most Improved Schools Awards in 2004/05. They are Edgemoor High School, first place in Mathematics; Atlantis Secondary School, first place in Technology Enhanced Learning and Teaching; and Zola Secondary School, first place in Special Consistency Improvement. Muizenberg Primary Schools received a special award in the category Consistent Improvement and Racial Integration Award, for providing the best example in the Western Cape.

## **MISSION STATEMENT**

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

## LEGISLATIVE MANDATE

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

Mandates	Brief description
The Constitution of South Africa, 1996 (Act No 108 of 1996)	Requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). After extensive consultation, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
The Constitution of the Western Cape Province, 1997	Subject to the national Constitution, it is the highest law in the Western Cape.
The South African Schools Act (SASA), 1996 (Act No 84 of 1996) as amended.	To provide for a uniform system for the organisation, governance and funding of schools. It promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.
The National Education Policy Act, 1996 (Act No 27 of 1996)	To provide for the determination of national policy for education, including the determination of policy on salaries and conditions of employment of educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, inter alia, curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.
The Further Education and Training Act, 1998 (Act No 98 of 1998)	To regulate further education and training; to provide for the establishment, governance and funding of public further education and training institutions; to provide for the registration of private further education and training institutions; to provide for quality assurance and quality promotion in further education and training. Together with the Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001), it provides the basis for the development of a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.

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



## PART 2

### PROGRAMME PERFORMANCE

#### 1. Voted Funds

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Over/Under Expenditure
R5 466 585 000	R5 516 384 000	R5 451 372 000	R65 012 000
Responsible Minister	Provincial Minister of Education		
Administering Dept	Department of Education		
Accounting Officer	Head of Department, Western Cape Education Department (WCED) (Superintendent-General of Education)		

#### 2. Aim of the Vote

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

#### 3. Summary of programmes

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

Programme	Sub-programme
1. Administration	1.1. Office of the MEC 1.2. Corporate Services 1.3. Education Management 1.4. Human Resource Development
2. Public Ordinary School Education	2.1. Public Primary Schools 2.2. Public Secondary Schools 2.3. Professional Services 2.4. Human Resource Development 2.5. National School Nutrition Programme
3. Independent School Subsidies	3.1. Primary Phase 3.2. Secondary Phase
4. Public Special School Education	4.1. Schools 4.2. Professional Services 4.3. Human Resource Development
5. Further Education and Training	5.1. Public Institutions 5.2. Professional Services 5.3. Human Resource Development

Programme	Sub-programme
6. Adult Basic Education and Training	6.1.Subsidies to Private Centres 6.2.Professional Services 6.3.Human Resource Development
7. Early Childhood Development	7.1.Grade R in Public Schools 7.2.Grade R in Community Centres 7.3.Professional Services 7.4.Human Resource Development 7.5.Conditional Grant
8. Auxiliary and Associated Services	8.1.Payments to SETA 8.2.Conditional Grant Projects-HIV/ AIDS 8.3.External Examinations 8.4. Teacher Training 8.5.iKapa Elihlumayo

#### 4. Overview of the service delivery environment in 2004/05

The population of the Western Cape has grown rapidly over the last five years and continues to grow. In 1996 there were 3 956 000 people in the Western Cape and this number grew by over half a million persons to 4 524 000 in 2001. The majority of those entering the Western Cape are black people in search of work. This phenomenon has changed the age, race and poverty profile of the Western Cape.

One consequence of this increase in population is that every form of education and training in the province has experienced growth in numbers in the past five years: ECD sites, schools, FET colleges, adult centres and learnerships.

The data for the school system from 1995 to 2004 is provided in **Table 1** below to illustrate the growth in learner numbers in the Western Cape and illustrates the first of the service delivery challenges faced by the Western Cape Education Department (WCED). While some provinces face a decline in enrolments, the WCED continues to experience growth. This growth is also unpredictable as there is considerable in-migration and intra-migration in the province. This makes planning of service delivery, especially classrooms and teachers, extremely complex.

**Table 1: Enrolment in public ordinary schools 1995 - 2004**

Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
1995	99158	84963	80921	79199	76789	72293	68795	67473	61079	50698	41124	34659	817151
1996	99998	84845	81137	79996	77673	74142	69474	72116	62696	54440	43574	36764	836855
1997	97854	84892	80608	81191	76894	74368	70967	73261	64892	57070	44586	38940	845523
1998	99380	90168	85625	85188	80881	76716	73928	76949	67644	61926	46115	40980	885500
1999	87436	92925	88613	88014	83074	78495	74661	79043	69674	63479	49247	40206	894867
2000	64844	81865	92343	91949	85766	80658	75813	80026	70634	63840	48934	40996	877668
2001	81790	62960	81832	94302	89254	83305	77778	82190	71966	67034	50206	39910	882527
2002	86969	77026	64134	83022	93188	86786	80865	75601	80450	69752	51618	40468	889879
2003	86916	82454	75931	66033	82383	92341	84514	81154	73200	81739	51746	39644	898055
2004	104105	82130	81489	76781	66060	82574	89614	85053	78964	80756	54199	39451	921176

*Data Source: Annual Survey for Schools (Public ordinary schools, including pre-primary)*

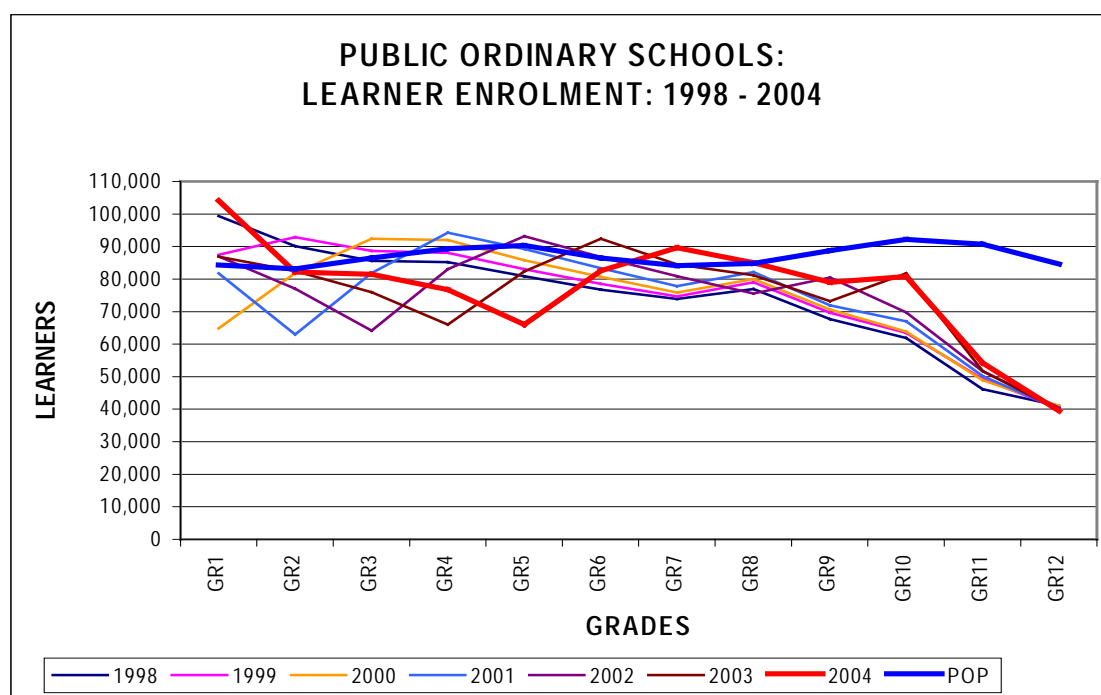
The second service delivery challenge facing the WCED is to improve the education levels of the citizens of the Western Cape. While there has been some improvement in the five-year period 1996 to 2001, large numbers of people have not had access to education at the level required for dignified participation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

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

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

*Source: Statistics South Africa Census 1996 and 2001*

Current enrolment figures for public ordinary schools suggest that the worrying situation described above will not change substantially in the foreseeable future. The enrolment figures for the period 1999 - 2004 show that only 50% of learners that enrolled in Grade 1 reach Grade 12 (See Figure 1 below). The throughput rate in schools is also highly correlated with race. While enrolment in school up to the age of 17 is almost 100% amongst Whites, enrolment is much lower among Africans and even lower among Coloured adolescents. (Seekings, 2003 and WCED EMIS)



**Figure 1**

*Source: EMIS*

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

The Western Cape Human Resource Development Strategy (HRDS) describes the way in which the Western Cape Provincial Government intends to intervene decisively and strategically in the development of its human resources. In other words the HRDS sets out clearly what the vision and priorities of government are, it sets targets and timelines for achieving these priorities and declares how it will intervene to achieve these priorities.

## 5. Overview of the organisational environment in 2004/05

The WCED consists of a provincial head office, 7 Education Management and Development Centres (EMDCs), 6 FET Colleges, 1 459 schools, 112 Community Learning Centres and various other educational institutions. Four of the EMDCs are in the metropolitan region of Cape Town, and three are in rural areas. The organogram of the Department is reflected in **Schedule 1** and the map of the education management and development districts is indicated in **Schedule 2**.

### WCED activities – scope and scale

Learners *	955 225
Public ordinary schools *	1 459
Districts	7
Schools for learners with special needs #	70
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
Educators (Post Provisioning Model)	30 080
Public service staff (approved establishment)	8 885

\* Source - 2004 Annual Survey (All public ordinary schools, Grades Pre-Gr R to Post Matric)

# Source - 2004 Snap Survey

### 5.1 Internal environment

The provincial head office is responsible for policy co-ordination and mediation and strategic management, whereas the EMDCs are responsible mainly for policy implementation. This is not a rigid dividing line since EMDCs are involved in the design and development of policies at various levels, including the national level as far as curriculum policy is concerned. It is essential, therefore, that EMDCs should also have strong policy analysis, mediation and facilitation capacities.

The EMDCs offer a range of services, provided by teams of specialists, assisted by the WCED's Head Office in Cape Town. These services include the following:

- Curriculum development and support
- Specialised learner and educator support
- Institutional management and governance support
- Administrative services, including institutional development and support for Section 21 and non-Section 21 schools, labour relations assistance, and internal administration services.

The EMDCs also promote parental involvement in schools through school governance, local participation in the WCED's Safe Schools Project, and a culture of teaching and learning in schools and local communities.

The immense size of the WCED also presents an enormous responsibility to ensure that its employees are provided with continuous and lifelong development programmes. This holds true for the public service sector, where the demands for effective and efficient service delivery increase with every passing year, and for the educator sector, where the rapid developments in education, knowledge management and education technology demand that educators stay abreast of new forms of knowledge and methodology. The WCED's programme for workplace skills development and its programme for in-service development of educators play key roles in this regard.

## 5.2 Organisational efficiency

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

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

- The rate at which schools become Section 21 institutions is being increased. A range of development programmes for School Governing Bodies (SGBs) and school managers have been launched to ensure that the management capacity exists for schools to take control of certain key functions.
- By devolving key management functions to schools, much of the responsibility for provisioning and logistical services has shifted to schools, enabling the Head Office and EMDCs to focus on policy mediation, support and monitoring.
- Head office has improved the Client Services office to ensure that principals and educators receive a high quality service and that, as far as possible, enquiries are dealt with immediately.
- The WCED Call Centre became operational during 2004. This Call Centre provides the education community and the public at large with a wide range of services and information relating to the management of education in the province. This form of access to the department is augmented by the WCED website (WCED Online), where the public can access information ranging from recent news to examinations developments and curriculum issues.

## 6. Strategic overview and key policy developments for the 2004/05 financial year

The strategic goals of the WCED are to -

1. Support an integrated approach to the physical, social and cognitive development of all 0 to 4 year olds living in the province.
2. Provide high quality Grade R tuition to all 5 year olds so that they are ready for school learning.
3. Ensure that all learners from Grade 1 to Grade 6 read, write and calculate at the levels determined by the National Curriculum.
4. Ensure that all learners in Grades 7 - 9 are provided with a high quality general education.
5. Provide advice on subject choice and career guidance to all learners in Grade 9 so that they make appropriate choices in the Further Education and Training band.
6. Increase the participation and success rates of learners, especially black learners, participating in the Further Education and Training band at both schools and colleges.
7. Increase the number of FET learners who qualify to enter higher education.
8. Increase access to higher education especially for learners from poor families.
9. Increase the provision of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities.
10. Increase the number of adult learners in basic education programmes through economic and social programmes such as the Expanded Public Works Programme.

In practical terms this means that the WCED, together with its social partners, is ensuring a dramatic increase in the number of young people participating in and succeeding in FET and Higher Education programmes that contribute to the growth and development of the province. In this way the WCED addresses the current dropout rate in the school system and ensures much higher retention rates in further and higher education. But success in further and higher education depends on the exposure of young children to a healthy, active and stimulating environment and a good general education. In order to ensure that these goals are achieved, the WCED has endeavoured to -

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

A number of interventions and projects address various aspects of quality education in schools. These projects and interventions are managed either by the department (through the EMDCs) directly, or through several Education non-governmental organisations (NGOs). Amongst others, the projects and intervention in operation in schools include the following:

- Public ordinary schools:
  - The allocation of funds in accordance with the Norms and Standards Funding for Schools (N&S) is now made according to the financial year of the Western Cape Education Department (WCED), i.e. from 01 April to 31 March of each year. This change has been necessitated by the fact that the WCED has changed to a new financial management system w.e.f. 01 April 2004 as well as to effect improved budget control over the allocation of funds to schools.
  - Identifying, managing and responding to challenging learner behaviour in public schools: The focus is on capacity building workshops and skills training programmes for specialised learner and educator support staff and teachers in order to assist them to understand learner behaviour and peer pressure and respond to behavioural issues in and outside the classroom in a developmental and restorative way. Facilitators are being trained for implementing developmental and restorative programmes for learners manifesting challenging behaviour with a view to reduce the incidences of suspension and expulsion. Intersectoral collaboration regarding training of WCED staff has been established.
  - Policy on Minimum Standards for Special Education Services for Learners Manifesting, or at risk of Experiencing Emotional and/or Behavioural Difficulties has been approved. The Minimum Standards are underpinned by the United Nations Convention on the Rights of the Child, ratified by South Africa in 1995, and provide policy guidelines, minimum requirements and quality assurance for educators to ensure that the rights of learners are protected and that learners at risk receive a quality service.
  - Identification of dysfunctional schools: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
  - Multi-grade Intervention: To support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction.

- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
  - Over-age learners: The number of over-age learners in the system is being reduced gradually, as no over-age learners were admitted into the system. Those who are already in the system are encouraged to register at ABET Centres.
  - Work on assessment guidelines, tasks, processes and procedures to inform the development of a GET Certificate policy.
  - Extensive work on the development of a National Curriculum Statement for Grades 10 to 12 (General) and a Qualifications and Assessment Policy for Grades 10 to 12 (General).
  - Development of Teacher Guides and training material in preparation for the implementation of the Revised National Curriculum Statement in Grades R to 3 in 2004.
  - Managing the development of institutional management and governance policy.
  - Developing new learning programmes responsive to the needs of the economy and community needs.
  - School library workshops: planning and facilitating workshops on basic school library organisation (jointly presented by EDULIS specialists and EMDC Curriculum Advisers: school libraries and information literacy skills and Resource Centre librarians) for teachers in charge of the administration of school libraries in order to improve access by learners to library resources as curriculum support.
  - Since September 2002, the WCED has phased-in the development of an Institute for the in-service training of teachers according to needs identified through empirical research.
- Public special schools  
Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.
- Further Education and Training institutions (FET institutions)
    - Access to FET colleges promoted and an articulation between GET and Higher Education sought.
    - A FET college curriculum strategy and supportive structures developed and maintained.
    - Developing new learning programmes responsive to the needs of the economy and community needs.
- Adult Basic Education and Training (ABET):
    - A new Multi-Year Implementation Plan for the period 2005-2009 was compiled. This plan relates to, amongst other, the alignment of ABET delivery to Expanded Public Works Programme, Non-Formal and Formal Education.
    - ABET policies regarding the ABET funding formula and staff establishments were revised and updated. Policies regarding information dissemination and curriculum assessment matters were developed. These were geared to providing more relevant and purpose-driven programmes.

- Circular 67/2005 was distributed to all CLCs. This circular outlines the policy of the WCED regarding the recruitment and appointment of staff at Community Learning Centres.
- Early Childhood Development (ECD):
  - A Draft ECD Provincial Policy was developed and widely consulted.
  - Controlling the Provincial Business Plan with respect to implementing national ECD Policy and making quality Grade R education available progressively to all 5 year olds.
- iKapa eliHlumayo
 

Human resource development remains a strategic development challenge in the province. The human capital model maintains that as people receive more education they become more productive and can more easily adapt to changing circumstances and technology than those workers who did not receive any further education. As workers become more productive (e.g. by acquiring additional skills) the market will be willing to pay them more. In general this means that workers with more education will receive a higher remuneration package than those with less education. Through these mechanisms, human resource development can, therefore, make a contribution to all the goals of iKapa eliHlumayo. The WCED has a key role to play in conceptualising and driving such a Human Resource Development Strategy (HRDS) in the fight against poverty and the expansion of the economy, as the main driver of human capital accumulation, in achieving the goals of iKapa eliHlumayo through:

  - GET that provides the bedrock or foundation for all Human Resource Development (HRD) in the province; and
  - FET that provides opportunities to further develop the skills and knowledge required for employment and economic participation.
- Teacher training:
 

Targeted bursaries are offered to students wishing to enter the profession. Such bursaries will be available to students wishing to enter fields specifically identified through research as in need of more teachers.

Highlights of the past year's achievements include –

- Introducing the national curriculum in the Foundation Phase, and preparations for introducing the General Education and Training (GET) curriculum in subsequent phases.
- In 2004 the Department completed various projects to support staff and education in general, in addition to ongoing efforts by the education management and development centres (EMDCs) and the various agencies, ranging from the Safe Schools Programme to HIV/AIDS education.
- Projects in 2004 included electrifying almost 100% of the schools, continued expansion of Information and Communication Technology (ICT) support, a new call centre for staff queries, and a new telephone counselling service for employees.
- High matriculation pass rates were sustained. The overall pass rate in the 2004 Senior certificate examinations was 85%, which although is a decrease compared to the 2003 results, the number of endorsements increased from 26,6% to 27,1%. Furthermore, the number of candidates passing Mathematics and Science on the Higher Grade also increased.



- A Mathematics, Science and Technology Strategy was developed and implemented. The foci of the Strategy includes teacher development, provision of learning support materials, diagnostic testing to determine location and nature of the problem and focus schools at the Further Education and Training (FET) level.
- In conjunction with the National Department of Education a SETA Skills Training Programme was implemented at 4 Centres in the Nodal areas of Mitchells Plain, Khayelitsha, Lwandle and Crossroads. This poverty alleviation initiative targeted the unemployed. Accredited skills programmes were offered to 59 learners by the Energy SETA, 67 Learners were reached by the Tourism and Hospitality SETA and 233 learners by the Construction SETA. It is envisaged that 460 learners will be reached through this skills development programme.
- The conceptualization and implementation of the iKapa Elihlumayo intervention in a Human Resource Development Strategy that will impact of both GET and FET.

## Departmental receipts

(R'000)

Receipts	2003/04	2004/05		
	Actual Revenue	Budgeted Revenue	Actual Revenue	% Over or under-collection
<b>Equitable share</b>	<b>5 041 594</b>	<b>5 455 784</b>	<b>5 454 042</b>	<b>-</b>
<b>Conditional grants</b>	<b>34 989</b>	<b>47 160</b>	<b>47 160</b>	<b>-</b>
<b>Departmental receipts</b>	<b>15 589</b>	<b>13 440</b>	<b>9 962</b>	<b>(25.9)</b>
- Current revenue	15 589	13 440	9 962	(25.9)
Tax revenue	-	-	-	-
Non-tax revenue	15 589	13440	9 962	(25.9)
- Capital revenue	-	-	-	-
<b>Financing</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total receipts</b>	<b>5 092 172</b>	<b>5 516 384</b>	<b>5 511 164</b>	<b>(0.1)</b>

The main sources of own revenue collected were –

- Administration fees (insurance premium collections);
- Reprographic services; and
- Refunds in respect of previous years.

The collection of departmental receipts for the 2004/05 financial year was overestimated by 25,9%. This was mainly due to –

- Less revenue being received than anticipated in respect of reprographic services; and
- Refunds in respect of previous years' being less than expected.

## 7. Departmental payments

### Expenditure according to Programme (R'000)

Programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or under-spending
1. Administration	194 497	232 291	(8 692)	223 599	215 094	(3.8)
2. Public ordinary school education	4 227 298	4 582 236	5 014	4 587 250	4 533 324	(1.2)
3. Independent school subsidies	26 243	29 762	-	29 762	29 761	-
4. Public special school education	325 294	347 329	(1 565)	345 764	345 224	(0.2)
5. Further education and training	145 255	150 562	1 851	152 413	152 383	-
6. Adult basic education and training	18 473	21 782	(286)	21 496	21 151	(1.6)
7. Early childhood development	56 310	59 599	536	60 135	60 135	-
8. Auxiliary and associated services	121 515	92 823	3 142	95 965	94 300	(1.7)
<b>Total expenditure</b>	<b>5 114 885</b>	<b>5 516 384</b>	<b>-</b>	<b>5 516 384</b>	<b>5 451 372</b>	<b>(1.2)</b>

### Expenditure according to Economic classification ((R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or under-spending
<b>Current payments</b>	<b>4 731 687</b>	<b>5 062 369</b>	<b>(44 255)</b>	<b>5 018 114</b>	<b>4 959 415</b>	<b>(1.2)</b>
Compensation of employees	4 316 446	4 653 269	(26 530)	4 626 739	4 567 683	(1.3)
Other current	415 241	409 100	(17 725)	391 375	391 732	0.1
<b>Transfer and subsidies</b>	<b>339 772</b>	<b>423 976</b>	<b>48 392</b>	<b>472 368</b>	<b>466 209</b>	<b>(1.3)</b>
<b>Payment for capital assets</b>	<b>43 426</b>	<b>30 039</b>	<b>(4 137)</b>	<b>25 902</b>	<b>25 748</b>	<b>(0.6)</b>
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	39 909	30 039	(4 137)	25 902	25 748	(0.6)
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	3 517	-	-	-	-	-
<b>Total expenditure</b>	<b>5 114 885</b>	<b>5 516 384</b>	<b>-</b>	<b>5 516 384</b>	<b>5 451 372</b>	<b>(1.2)</b>

The majority of this department's budget is spent on personnel. The ratio of actual spending on personnel to non-personnel for 2004/05 was 83,8:16,2. This is in line with the national norms in this regard of 85:15. This, however, excludes actual education-related expenditure in respect of Works and Information Technology, included on the budgets of the Department of Transport and Public Works and the Department of the Premier, respectively. Should these expenditures be included then the non-personnel expenditure on education will increase in relation to the personnel expenditure.

The majority of the non-personnel allocation is allocated to the Norms and Standards Funding for Schools, which includes the provision for learning support materials. This provision has increased over the period from R129 million for the 2001 school year to R229 million for the 2004 school year. Other major non-personnel expenditure includes learner transport and transfers to ELSEN schools, FET colleges, independent schools as well as to ABET and ECD centres.

The under-expenditure of R65,012 million for the 2004/05 financial year is solely due to the following–

- As no decision had been taken at a national level regarding the calculation of the payments for the further pay progression for educators based on the principle of granting one notch for every consecutive 24 months in the post, no payments could be effected during the 2004/05 financial year despite the fact that an additional allocation of R59,0 million was included for this purpose in the 2004/05 Adjustments Estimate. This amount has been approved as a roll-over to the 2005/06 financial year.
- Provision had been made in the 2004/05 budget for the grade progression of the salaries of senior teachers with effect from 01 July 2004, in accordance with the Education Labour Relations Council (ELRC) Resolution 4/2003. However, no directive was received from the national Department of Education (DoE) to be able to effect the payments before 31 March 2005. The grade progression process was meant to have coincided with the implementation of the Integrated Quality Management System (IQMS), but due to the IQMS not having been implemented yet, the grade progression will now be instituted in terms of a directive to be issued by DoE. The amount of R5,579 million has been approved as a roll-over to the 2005/06 financial year.
- Underspending of R0,426 million (or 1,2%) for the National School Nutrition Programme Conditional Grant. This amount has been approved as a roll-over to the 2005/06 financial year.
- Underspending of R0,007 million (or 0,07%) on the HIV/AIDS Conditional Grant. This amount has been approved as a roll-over to the 2005/06 financial year.

## 8. Programme Performance

### 8.1 Programme 1: Administration

#### Programme objective

To provide overall management of and support to the education system.

#### The Administration programme consists of the following sub-programmes:

##### *Office of the Provincial Minister*

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

##### *Corporate services*

- to provide management services that are not education specific

##### *Education management*

- to provide education management services

##### *Human resource development*

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

#### Programme policy developments

##### Norms and Standards Funding of Schools –

The allocation of funds in accordance with the Norms and Standards Funding for Schools (N&S) is now made according to the financial year of the Western Cape Education Department (WCED), i.e. from 01 April to 31 March of each year. This change has been necessitated by the fact that the WCED has changed to a new financial management system w.e.f. 01 April 2004 as well as to effect improved budget control over the allocation of funds to schools.

The advantage of the change is that the N&S allocation is made known well in advance and therefore -

- Schools can do better planning;
- Better procurement planning and prices can be negotiated with suppliers for LTSM; and
- Better expenditure planning and control

#### Delivery against performance targets

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 1.A: To bring about effective management at all levels of the system.	PM 1.A.a: Percentage of schools with Section 21 status	51%	52%	52%
	PM 1.A.b: Number of leave records to be audited	0 (all leave records audited)	0 (all leave records audited)	0 (all leave records audited)

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
	PM 1.A.c: Percentage of schools with at least one Internet-linked computer for administration and support purposes	98%	98%	98%
	PM 1.A.d: Number of SMT members trained	2 500	2 500	2 714
MO 1.B: To realise an optimal distribution of financial, physical and human resources across the system.	PM 1.B.a: Average real per learner allocation for recurrent non-personnel items using funding supplied via the School Funding Norms	R256	R264	R264
	PM 1.B.b: Percentage of non-Section 21 schools with most Learner and Teacher Support Material (LTSM) and other required materials delivered on day one of the school year	100% of schools received 100% of LTSM that was available on the market.	100% of schools will receive 100% of LTSM that is available on the market.	100% of schools received 100% of LTSM that was available on the market.
MO 1.C: To ensure that the flow of learners through the system is optimal.	PM 1.C: Years input per Senior Certificate/FETC graduate	Information not available		
MO 1.D: To provide management, research and curriculum-related library and information support services.	PM 1.D: Average percentage of operational time spent by EDULIS staff in providing support to EMDC resource centres, mobile libraries and institutional libraries	40%	40%	40%

### Specific challenges and responses

- During the 2004/05 financial year the department was faced with the implementation of various systems and processes. The following were successfully implemented –
  - The Basic Accounting System (BAS) in the department w.e.f. 01 April 2004
  - Roll out of the Supply Chain Management System in the department
  - Establishment of Audit Committee and Internal Audit Component.
- The Section 21 'advocacy campaign' to encourage schools to accept the functions in terms of Section 21 of the SASA, thereby becoming more autonomous in the use of funds, has borne fruit with the assistance of the EMDC's. 52% of all public ordinary schools have already accepted these functions and currently 107 new applications are being dealt with.
- The delivery of Learner and Teacher Support Material (LTSM) on first day of school remains a challenge. The department has again managed to ensure that 100% delivery achieved in respect of LTSM that is available on the market.
- The reorganisation of the former WCCE library as the EDULIS Kuils River branch library to support the WCED components on the campus, including EMDC Metro East – the library re-opened in January 2005 in time to support the CTI INSET courses.
- The management by EDULIS of the establishment of Resource Centres (RCs) at EMDCs Metro South and Breede River/Overberg (EMDC West Coast/Winelands RC launched in February 2004) – both RCs launched on schedule during 2004/05.

## Issues requiring ongoing attention

The following issues require ongoing attention –

- Capacity building at schools to ensure compliance with prescripts.
- Improvement of schools around financial independence and administration.

## Transfer payments

Name of institution	Amount Transferred R'000
Telecommunications Project at public ordinary schools	6 424
Khanya Project at public ordinary schools	5 150
Maths and Science Project at public ordinary schools	2 703
Maintenance projects at public ordinary schools, LSEN Schools, State pre-primary schools, hostels, WC College of Education, Teachers' Centres, Museum schools, EMDCs, Art Centres, Music Centres, School Clinics	1 912
<b>Total</b>	<b>16 231</b>

The Department complied with Section 38(1)(j) of the PFMA.

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Office of the MEC	2 711	2 437	747	3 184	3 182	(0.1)
Corporate services	92 809	113 075	(9 029)	104 046	98 044	(5.8)
Education management	96 724	104 456	1 647	106 103	104 775	(1.3)
Human resource development	2 253	12 323	(2 057)	10 266	9 093	(11.4)
<b>Total expenditure</b>	<b>194 497</b>	<b>232 291</b>	<b>(8 682)</b>	<b>223 599</b>	<b>215 094</b>	<b>(3.8)</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current payments</b>	<b>152 962</b>	<b>192 873</b>	<b>(13 657)</b>	<b>179 216</b>	<b>171 114</b>	<b>(4.5)</b>
Compensation of employees	113 065	125 117	(1 194)	123 923	115 931	(6.4)
Other current	39 897	67 756	(12 463)	55 293	55 183	(0.1)
<b>Transfer and subsidies</b>	<b>18 360</b>	<b>12 018</b>	<b>9 325</b>	<b>21 343</b>	<b>21 093</b>	<b>(1.1)</b>
<b>Payment for capital assets</b>	<b>23 175</b>	<b>27 400</b>	<b>(4 360)</b>	<b>23 040</b>	<b>22 887</b>	<b>(0.6)</b>
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	23 175	27 400	(4 376)	23 024	22 871	(0.6)
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	16	16	16	-
<b>Total expenditure</b>	<b>194 497</b>	<b>232 291</b>	<b>(8 692)</b>	<b>223 599</b>	<b>215 094</b>	<b>(3.8)</b>

## 8.2 Programme 2: Public Ordinary School Education

### Programme objectives

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

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

#### *Public primary schools*

- to provide education for the Grades 1 to 7 phase at public primary ordinary schools

#### *Public secondary schools*

- to provide education for the Grades 8 to 12 levels at public secondary ordinary schools

#### *Professional services*

- to support public ordinary schools

#### *Human resource development*

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

### Programme policy developments

The WCED has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. These projects and interventions are managed either by the WCED (through the EMDCs) directly, or through several education NGOs. Amongst others, the projects and interventions in operation in schools include the following:

- Identifying, managing and responding to challenging learner behaviour in public schools: The focus is on capacity building workshops and skills training programmes for specialised learner and educator support staff and teachers in order to assist them to understand learner behaviour and peer pressure and respond to behavioural issues in and outside the classroom in a developmental and restorative way. Facilitators are being trained for implementing developmental and restorative programmes for learners manifesting challenging behaviour with a view to reduce the incidences of suspension and expulsion. Intersectoral collaboration regarding training of WCED staff has been established.
- Policy on Minimum Standards for Special Education Services for Learners Manifesting, or at risk of Experiencing Emotional and/or Behavioural Difficulties has been approved. The Minimum Standards are underpinned by the United Nations Convention on the Rights of the Child, ratified by South Africa in 1995, and provide policy guidelines, minimum requirements and quality assurance for educators to ensure that the rights of learners are protected and that learners at risk receive a quality service.
- Identification of dysfunctional schools: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the

leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.

- Multi-grade Intervention: To support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction.
- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
- Over-age learners: The number of over-age learners in the system is being reduced gradually, as no over-age learners were admitted into the system. Those who are already in the system are encouraged to register at ABET Centres.
- Inclusive Education: In each EMDC, a minimum of two public ordinary schools have been identified for development into full-service schools (14 schools in total), and professional support and development has been rendered to these full-service schools by both the EMDC and the Directorate: Specialised Education Support Services. In addition, 20 special schools are being supported in their development into resource centres, so that they can fulfil a support service to the full service schools and other public ordinary schools.
- Inclusive education: Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.
- Work on assessment guidelines, tasks, processes and procedures to inform the development of a GET Certificate policy.
- Extensive work on the development of a National Curriculum Statement for Grades 10 to 12 (General) and a Qualifications and Assessment Policy for Grades 10 to 12 (General).
- Development of Teacher Guides and training material in preparation for the implementation of the Revised National Curriculum Statement in Grades R to 3 in 2004.
- Managing the development of institutional management and governance policy.
- Developing new learning programmes responsive to the needs of the economy and community needs.
- School library workshops: planning and facilitating workshops on basic school library organisation (jointly presented by EDULIS specialists and EMDC Curriculum Advisors: school libraries and information literacy skills and Resource Centre librarians) for teachers in charge of the administration of school libraries in order to improve access by learners to library resources as curriculum support.
- Since September 2002, the WCED has phased-in the development of an Institute for the in-service training of teachers according to needs identified through empirical research.



## Delivery against performance targets

### Sub-programme 2.1: Public primary phase

**Sub-programme objective:** To provide education for the Grades 1 to 7 phase at public primary ordinary schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.1.A: To provide spaces for learners in public primary ordinary schools in accordance with policy.	PM 2.1.A: Number of learners in public primary ordinary schools	570 572	572 500	582 753
MO 2.1.B: To provide educators at the public primary ordinary schools in accordance with policy.	PM 2.1.B.a: Number of educators provided at public primary ordinary schools	15 069	14 870	15 156*
	PM 2.1.B.b: L:E ratio in public primary ordinary schools	37,8	38,5	38,4
MO 2.1.C: To put the basic physical infrastructure for public primary ordinary schooling in place in accordance with policy.	PM 2.1.C.a: Number of new classrooms built	114	107	182
	PM 2.1.C.b: L:C ratio in public primary ordinary schools	28,2	35	27,2 #
	PM 2.1.C.c: Number of new toilets built	145	32	99
	PM 2.1.C.d: Percentage of schools with a water supply	99%	100%	99,4% ♦
	PM 2.1.C.e: Percentage of schools with electricity	98%	100%	98,7% ♦
	PM 2.1.C.f: Percentage of capex budget spent on maintenance.	55%	59%	47,2%
MO 2.1.D: To promote the participation of historically marginalised groups of learners.	PM 2.1.D.a: Gender parity index in public primary schools.	0,96	1	0,96
	PM 2.1.D.b: Percentage of learners in public primary schools who are experiencing barriers to learning (including disabled).	26,4%	10%	10%
	PM 2.1.D.c: Number of ordinary full-service schools per 100,000 learners at the primary phase.	7 (in total/ one per EMDC)	14 (two per EMDC)	14
	PM 2.1.D.d: Percentage of learners receiving mother-tongue education.	90%	91%	91%

\* Based on 2005 staff establishment

# Based on Annual survey 2004. Calculated by excl Grade R learners and including specialist rooms

♦ Annual Survey 2004, Primary schools

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.1.E: To foster a culture of effective learning and teaching.	PM 2.1.E.a: Percentage of learner days lost due to learner absenteeism in the primary phase.	3,6%	3,6%	3,6%
	PM 2.1.E.b: Percentage of working days lost due to educator absenteeism in the primary phase.	5,2%	5%	4,7%
MO 2.1.F: To provide learners and educators with basic learning and teaching support materials (LTSM) in accordance with curriculum needs.	PM 2.1.F.a: Amount allocated for LSM in public ordinary primary schools (R'm)	117	127	127
	PM 2.1.F.b: Number of resource centres in public ordinary primary schools	619	625	627
MO 2.1.G: To ensure that the flow of learners through public primary schools is optimal.	PM 2.1.G.a: Repetition rate in the Foundation phase (Grades 1 – 3)	4,1%	3,8%	5,2%
	PM 2.1.G.b: Repetition rate in the Intermediate phase (Grades 4 – 7)	2,8%	2,6%	3,4%
	PM 2.1.G.c: Dropout rate in the Foundation phase (Grades 1 – 3)	0,8%	0,7%	0,6%
	PM 2.1.G.d: Dropout rate in the Intermediate phase (Grades 4 – 7)	1,5%	1,4%	0,6%
	PM 2.1.G.e: Percentage of under-aged learners in public primary ordinary schools	2,8%	2,6%	3,8%
MO 2.1.H: To ensure that learners attain the highest possible educational outcomes.	PM 2.1.H.a: Percentage improvement in learners in Grade 3 attaining acceptable outcomes in numeracy, literacy and life skills per year	5%	5%	4%
	PM 2.1.H.b: Percentage improvement in learners in Grade 6 attaining acceptable outcomes in numeracy, literacy and life skills per year	5%	5%	4%

## Sub-programme 2.2: Public secondary phase

**Sub-programme objective:** To provide education for the Grades 8 to 12 levels at public secondary ordinary schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.2.A: To provide spaces in public secondary ordinary schools in accordance with policy.	PM 2.2.A: Number of learners in public secondary ordinary schools	327 483	337 307	338 423

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.2.B: To provide educators at public secondary ordinary schools in accordance with policy.	PM 2.2.B.a: Number of educators provided at public secondary ordinary schools	9 848	9 848	9 448 *
	PM 2.2.B.b: L:E ratio in public secondary ordinary schools	33,2	33	35,8*
MO 2.2.C: To put the basic physical infrastructure for public secondary ordinary schooling in place in accordance with policy.	PM 2.2.C.a: Number of new classrooms built	81	34	124
	PM 2.2.C.b: L:C ratio in public secondary ordinary schools	28,8	31	27,3 #
	PM 2.2.C.c: Number of new toilets built	48	0	77
	PM 2.2.C.d: Percentage schools with water supply	99%	100%	99% ♦
	PM 2.2.C.e: Percentage of schools with electricity	99%	100%	99%
	PM 2.2.C.f: Percentage of capex budget spent on maintenance	55%	24%	47,1% ♦
	PM 2.2.C.g: Percentage of public secondary ordinary schools with functioning science laboratories	88%	88%	90,5%
MO 2.2.D: To promote the participation of historically marginalised groups of learners.	PM 2.2.D.a: Gender parity index in public secondary ordinary schools.	1	1	1,10
	PM 2.2.D.b: Percentage of learners in public secondary ordinary schools who are experiencing barriers to learning (including disabled)	19,6%	10%	10%
	PM 2.2.D.c: Number of Grade 12 learners participating in mathematics.	21 950	22 600	21 282 ♣
	PM 2.2.D.d: Number of Grade 12 learners participating in science.	12 108	12 475	11 465 ♠
MO 2.2.E: To foster a culture of effective learning and teaching.	PM 2.2.E.a: Percentage of learner days lost due to learner absenteeism in public secondary ordinary schools	4,5%	4,5%	4,5%
	PM 2.2.E.b: Percentage of working days lost due to educator absenteeism in public secondary ordinary schools	4,8%	4,2%	4,7%

\* Based on 2005 staff establishment

# Based on Annual Survey 2004. Calculated by excluding Grade R learners and including specialist rooms

♦ Annual Survey 2004, Secondary schools

♣ Totals include Functional Mathematics, Commercial Mathematics and Mathematics

♠ Totals include Functional Physical Science, Physical Science

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.2 F: To provide learners and educators with basic learning and teaching support materials (LTSM) in accordance with curriculum needs.	PM 2.2.F.a: Amount allocated for LSM in public ordinary secondary schools (R'm)	78	85	85
	PM 2.2.F.b: Number of resource centres in public ordinary secondary schools	303	320	305
MO 2.2.G: To ensure that the flow of learners through the public secondary ordinary schools is optimal.	PM 2.2.G.a: Repetition rate in public secondary ordinary schools	9,2%	8,5%	11,4%
	PM 2.2.G.b: Dropout rate in public secondary ordinary schools	10,8%	10%	9,5%
	PM 2.2.G.c: Percentage of over-aged learners in public secondary ordinary schools	4,5%	4%	5,3%
MO 2.2.H: To ensure that learners attain the highest possible educational outcomes.	PM 2.2.H.a: Percentage of learners in Grade 9 attaining acceptable educational outcomes	74%	76%	76%
	PM 2.2.H.b: Pass ratio in Grade 12 examinations	87,1%	88%	85%
	PM 2.2.H.c: Percentage of schools with a Grade 12 pass rate of less than 40%	2,3%	0%	1,2%

### Sub-programme 2.3: Professional services

**Sub-programme objective:** To support public ordinary schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.3.A: To provide professional support to all public ordinary schools.	PM 2.3.A Number of actual contact hours spent on support services at schools by professional support staff	16 000	16 000	16 000

### Sub-programme 2.4: Human resource development

**Sub-programme objective:** To provide for the professional development of educators and non-educators in public ordinary schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.4.A: To develop the educator corps	PM 2.4.A.a: Average hours of development activities per educator	80	80	80

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
	PM 2.4.A.b: Percentage of 26 000 educators who have undergone the Integrated Quality Management System (IQMS) training.	Not applicable	100%	100%

### Sub-programme 2.5: National Primary School Nutrition Programme

**Sub-programme objective:** To provide identified poor and hungry learners in primary schools with the minimum food they will need to learn effectively in school.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 2.5.A: To provide 149 000 identified poor and hungry learners in 859 primary schools with the minimum food they will need to learn effectively in school.	PM 2.5.A: Number of targeted learners fed for 170 planned feeding days	Not applicable	149 000 learners at 866 schools	156 617 learners were fed for 170 schools days at 859 schools, i.e. 7 617 learners more learners than the target could be fed

### Specific challenges and responses

- Funding of capacity building programmes and skills training of personnel at all levels in respect of managing and responding to challenging behaviour in schools.
- The significant growth in learner number in many areas of the Western Cape posed a huge challenge at the start of 2004. The procurement of temporary classrooms assisted in alleviating the huge challenge. Most of these classrooms were, however, only erected in the 2004/05 financial year. The communities were made aware of the actions that had already been taken to alleviate the classroom shortages in a specific area or the steps that are to be taken to address the classroom shortage.
- The timeous appointment of NSNP staff was delayed due to, among others, the following factors: the late approval of the staff establishment (25 August 2005) and the slow rate of the appointment of permanent staff. As from February 2005, substantive vacancies were filled on a temporary basis in order to ensure that all EMDCs had staff in place and were represented in the programme.
- Implementation of developmental and restorative programmes for learners manifesting challenging behaviour in schools, and ongoing capacity building of educators in order to improve school discipline.

### Issues requiring ongoing attention

- Implementation of developmental and restorative programmes for learners manifesting challenging behaviour in schools, and ongoing capacity building of educators in order to improve school discipline.

## Transfer payments

Name of institution	Amount Transferred R'000
Public ordinary primary schools	102 183
Public ordinary secondary schools	80 369
Safe Schools Project at public ordinary schools	15 436
National school nutrition programme	35 616
<b>Total</b>	<b>233 604</b>

The Department complied with Section 38(1)(j) of the PFMA.

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Public primary schools	2 426 915	2 605 687	7 632	2 613 319	2 578 428	(1.3)
Public secondary schools	1 648 616	1 760 748	(1 424)	1 759 324	1 750 134	(0.5)
Professional services	143 559	174 406	344	174 750	165 385	(5.4)
Human resource development	8 208	4 778	(1 538)	3 240	3 186	(1.7)
National school nutrition programme	-	36 617	-	36 617	36 191	(1.2)
<b>Total expenditure</b>	<b>4 227 298</b>	<b>4 582 236</b>	<b>5 014</b>	<b>4 587 250</b>	<b>4 533 324</b>	<b>(1.2)</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current payments</b>	<b>3 991 676</b>	<b>4 357 418</b>	<b>(31 132)</b>	<b>4 326 286</b>	<b>4 272 765</b>	<b>(1.2)</b>
Compensation of employees	3 689 695	4 050 546	(22 915)	4 027 631	3 974 199	(1.3)
Other current	301 981	306 872	(8 217)	298 655	298 566	-
<b>Transfer and subsidies</b>	<b>223 760</b>	<b>222 179</b>	<b>36 070</b>	<b>258 249</b>	<b>257 845</b>	<b>(0.2)</b>
<b>Payment for capital assets</b>	<b>11 862</b>	<b>2 639</b>	<b>76</b>	<b>2 715</b>	<b>2 714</b>	<b>-</b>
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	11 862	2 639	76	2 715	2 714	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>4 227 298</b>	<b>4 582 236</b>	<b>5 014</b>	<b>4 587 250</b>	<b>4 533 324</b>	<b>(1.2)</b>

The under-expenditure for 2004/05 is mainly ascribed to savings on compensation of employees. Under-expenditure with respect to the NSNP Conditional Grant relates mainly to the slow rate of staff appointments, resulting in that the component of staff as anticipated in the approved staff establishment was not employed for the entire financial year.

### 8.3 Programme 3: Independent school subsidies

#### Programme objective

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

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

#### *Primary phase*

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

#### *Secondary phase*

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

#### Programme policy developments

No key programme policy developments.

#### Delivery against performance targets

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 3.A: To support independent schooling, especially if catering for poorer communities, as a complement to public schooling.	PM 3.A.a: Percentage of qualifying individual school learners receiving a state subsidy	98%	100%	100%

#### Specific challenges and responses

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

#### Issues requiring ongoing attention

The Senior Certificate results of all independent schools are closely scrutinised and where necessary the WCED intervenes with a view to ensuring quality teaching and learning.

Home schooling by families is an increasing phenomenon. While there are 70 pupils from 35 families registered for home schooling, effective measures of ensuring that parents register as providers of home schooling are difficult to implement.

## Transfer payments

Name of institution	Amount Transferred R'000
Independent primary schools	15 673
Independent secondary schools	14 088
<b>Total</b>	<b>29 761</b>

The Department complied with Section 38(1)(j) of the PFMA.

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expendi- ture	Adjusted Appropri- ation	Virement	Final Allocation	Actual Expendi- ture	% Over or (under) spending
Primary phase	14 385	16 896	(1 223)	15 673	15 673	-
Secondary phase	11 858	12 866	1 223	14 089	14 088	-
<b>Total expenditure</b>	<b>26 243</b>	<b>29 762</b>	<b>-</b>	<b>29 762</b>	<b>29 761</b>	<b>-</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expendi- ture	Adjusted Appropri- ation	Virement	Final Allocation	Actual Expendi- ture	% Over or (under) spending
<b>Current payments</b>	-	-	-	-	-	-
Compensation of employees	-	-	-	-	-	-
Other current	-	-	-	-	-	-
<b>Transfer and subsidies</b>	<b>26 243</b>	<b>29 762</b>	<b>-</b>	<b>29 762</b>	<b>29 761</b>	<b>-</b>
<b>Payment for capital assets</b>	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>26 243</b>	<b>29 762</b>	<b>-</b>	<b>29 762</b>	<b>29 761</b>	<b>-</b>



## 8.4 Programme 4: Public special school education

### Programme objective

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

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

#### *Schools*

- to provide education at public special schools

#### *Professional services*

- to support public special schools

#### *Human resource development*

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

### Programme policy developments

Key programme policy developments include:

Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.

### Delivery against performance targets

#### Sub-programme 4.1: Schools

**Sub-programme objective:** To provide education at public special schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 4.1.A.a: To provide spaces in public special schools in accordance with policy and the principles of inclusive education.	PM 4.1.A.a: Number of learners in public special schools	14 585	15 000	14 217
MO 4.1.A.b: To provide spaces for out-of-school disabled children to return to learning in public special schools	PM 4.1.A.b: Percentage increase in the number of disabled children in public special schools	12%	4%	4,4%
MO 4.1.B: To ensure that the flow of learners through public special schools is optimal.	PM 4.1.B: Percentage of learners returned to full-service or mainstream schools	2%	3%	3%

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 4.1.C: To attain the highest possible educational outcomes amongst learners.	PM 4.1.C.a: Percentage increase in Grade 12 pass rate	5% (93% passed)	5%	2%
	PM 4.1.C.b: Percentage of school leavers getting jobs	73%	78%	78%

### Sub-programme 4.2: Professional services

**Sub-programme objective:** To support public special schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 4.2.A: To provide professional support to all public special schools.	PM 4.2.A: Hours of support provided to public special schools	880	970	750

### Sub-programme 4.3: Human resource development

**Sub-programme objective:** To provide for the professional development of educators and non-educators in public special schools.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 4.3.A: To provide human resource development in accordance with the Skills Development Act.	PM 4.3.A: Enhanced skills of employees in the service of the WCED	Enhanced skills	Enhanced skills	Enhanced skills*

\* Training and development took place according to the Workplace Skills Plan

### Specific challenges and responses

- The increase in numbers of learners experiencing barriers to learning in mainstream schools on waiting lists for admission to special schools pose a particular challenge regarding the provision of specialised support services to learners needing it. Learning support educators are supporting learners experiencing barriers to learning in mainstream schools as far as is practically possible.
- The escalation of young people in conflict with the law referred to youth centres is putting pressure on the current capacity of youth centres to accommodate the increased number of referrals. For the interim internal arrangements to increase the capacity for boys has been done for the EMDC: South Cape/Karoo.

### Issues requiring ongoing attention

- Ongoing attention is being given to the strengthening and restructuring of special schools and specialised education support services in order to promote accessibility, equity, redress, inclusivity and quality education.
- Planning of sufficient accommodation for learners referred to youth centres in terms of the relevant legislation will need further attention in order to prevent young people from being detained in prison.

## Transfer Payments

Name of institution	Amount Transferred R'000
Public special schools	68 008

The Department complied with Section 38(1)(j) of the PFMA.

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Schools	325 294	347 327	(1 565)	345 762	345 224	(0.2)
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
<b>Total expenditure</b>	<b>325 294</b>	<b>347 329</b>	<b>(1 565)</b>	<b>345 764</b>	<b>345 224</b>	<b>(0.2)</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current payments</b>	<b>258 586</b>	<b>279 697</b>	<b>(3 723)</b>	<b>275 974</b>	<b>275 433</b>	<b>(0.2)</b>
Compensation of employees	256 862	275 713	(1 860)	273 853	273 314	(0.2)
Other current	1 724	3 984	(1 863)	2 121	2 119	-
<b>Transfer and subsidies</b>	<b>66 708</b>	<b>67 632</b>	<b>2 158</b>	<b>69 790</b>	<b>69 791</b>	-
<b>Payment for capital assets</b>	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>325 294</b>	<b>347 329</b>	<b>(1 565)</b>	<b>345 764</b>	<b>345 224</b>	<b>(0.2)</b>

## 8.5 Programme 5: Further education and training

### Programme objective

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

**The FET programme comprises the following sub-programmes:**

#### *Public institutions*

- to provide specific public FET colleges with resources

#### *Professional services*

- to support public FET colleges

#### *Human resource development*

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

### Programme policy development

Key programme policy developments include:

- Access to FET colleges promoted and an articulation between GET and Higher Education sought.
- A FET college curriculum strategy and supportive structures developed and maintained.
- Developing new learning programmes responsive to the needs of the economy and community needs.

### Delivery against performance targets

#### Sub-programme 5.1: Public institutions

**Sub-programme objective:** To provide specific public FET colleges with resources.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 5.1.A: To provide spaces in FET colleges in accordance with policy.	PM 5.1.A.a: Percentage of adults (over 21 years of age) enrolled in FET institutions	1,5%	1,75%	1,5%
	PM 5.1.A.b: Number full-time equivalent enrolments in FET colleges	20 460	19 000	19 350
	PM 5.1.A.c: Number of actual enrolments in FET colleges	38 844	66 500	49 185
MO 5.1.B: To promote the participation by historically marginalised groups in public FET colleges.	PM 5.1.B.a: Percentage of students who are girls or women	44%	50%	36%
	PM 5.1.B.b: Percentage of educators who are African	2,4%	8%	4%

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 5.1.C: To provide relevant and responsive quality FET learning opportunities.	PM 5.1.C.a: Percentage of students' success rate per level	60%	66%	68%

### Sub-programme 5.2: Professional services

**Sub-programme objective:** To support public FET colleges.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 5.2.A: To provide professional support to all public FET colleges.	PM 5.2.A: Hours of support provided to public FET colleges	4 000	4 000	3 000

### Sub-programme 5.3: Human resource development

**Sub-programme objective:** To provide for the professional development of educators and non-educators in public FET colleges.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 5.3.A: To provide human resource development in accordance with the Skills Development Act.	PM 5.3.A: Enhanced skills of employees in the service of the WCED	Enhanced skills	Enhanced skills	Enhanced skills*

\* Training and development took place according to the Workplace Skills Plan

### Specific challenges and responses

- The most significant challenge hinges on resources for the FET college sector. The response has been to restrict growth to within the budgetary constraints.

### Issues requiring ongoing attention

- Human resource management issues: Matching of educators to posts in the post merger phase and the filling of vacancies. Ongoing consultation with the employee parties and the relevant internal departments.
- Accreditation of learning programmes. Consultation with the relevant Education and Training Quality Assurers
- Demand led programmes aligned with the needs of commerce and industry. Ongoing research and consultation with the relevant role-players.
- Sector Education and Training Authorities relationships. Twenty SETA's identified for formal relationship. Eleven Memoranda of Understanding (MOU) signed. Two further MOUs under negotiation.

## Transfer payments

Name of institution	Amount Transferred R'000
Public FET institutions	29 866

The Department complied with Section 38(1)(j) of the PFMA.

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Public institutions	145 255	150 560	1 851	152 411	152 383	-
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
<b>Total expenditure</b>	<b>145 255</b>	<b>150 562</b>	<b>1 851</b>	<b>152 413</b>	<b>152 383</b>	<b>-</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current payments</b>	<b>113 688</b>	<b>120 403</b>	<b>1 565</b>	<b>121 968</b>	<b>121 977</b>	<b>-</b>
Compensation of employees	113 688	120 403	1 565	121 968	121 969	-
Other current	-	-	-	-	8	-
<b>Transfer and subsidies</b>	<b>31 567</b>	<b>30 159</b>	<b>286</b>	<b>30 445</b>	<b>30 406</b>	<b>-</b>
<b>Payment for capital assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>145 255</b>	<b>150 562</b>	<b>1 851</b>	<b>152 413</b>	<b>152 383</b>	<b>-</b>

## 8.6 Programme 6: Adult basic education and training

### Programme objective

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

**The ABET programme comprises the following sub-programmes:**

#### *Subsidies to private centres*

- to support specific private ABET sites through subsidies

#### *Professional services*

- to support ABET sites

#### *Human resource development*

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

### Programme policy development

Key programme policy developments include:

- A new Multi-Year Implementation Plan for the period 2005-2009 was compiled. This plan relates to, amongst other, the alignment of ABET delivery to Expanded Public Works Programme, Non-Formal and Formal Education.
- ABET policies regarding the ABET funding formula and staff establishments were revised and updated. Policies regarding information dissemination and curriculum assessment matters were developed. These were geared to providing more relevant and purpose-driven programmes.
- Circular 67/2005 was distributed to all CLCs. This circular outlines the policy of the WCED regarding the recruitment and appointment of staff at Community Learning Centres.
- In conjunction with the national Department of Education a SETA Skills Training Programme was implemented at 4 Centres in the Nodal areas of Mitchell's Plain, Khayelitsha, Lwandle and Crossroads. This poverty alleviation initiative targeted the unemployed. Accredited skills programmes were offered to 59 learners by the Energy SETA, 67 learners were reached by the Tourism and Hospitality SETA and 233 by the Construction SETA. It is envisaged that 460 learners will be reached through this skills development programme.

### Delivery against performance targets

#### Sub-programme 6.1: Subsidies to private centres

**Sub-programme objective:** To support specific private ABET sites through subsidies.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 6.1.A: To provide spaces in public ABET centres in accordance with policy.	PM 6.1.A.a: Number of full-time equivalent enrolments in public ABET centres *	6 962	7 222	7 444

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
	PM 6.1.A.b: Percentage of illiterate adults in the province enrolled in public ABET centre programmes	*1,7%	*1,8%	*1,9%
	PM 6.1.A.c: Number of CLCs offering a condensed ABET level 1 & 2 curriculum	188	136	193
	PM 6.1.A.d: Number of CLCs offering a packaged ABET level 3 & 4 curriculum	147	108	166
	PM 6.1.A.e: Number of FET learners accessing relevant curriculum	**3 400	**3 512	3 567
	PM 6.1.A.f: Number of CLCs supplied with a curriculum resource kit	8	84	0
	PM 6.1.A.g.: Improved pass rates	0,2%	1%	0%
	PM 6.1.A.h: Number of learners obtaining a GETC	46	60	24

*\*Includes learners studying for ABET and FET; FTE = 4.5 learning programmes per full-time learner*

*\* Statistics and percentages provided based on 2001 Census*

*\*\* 500 (25%) out of a target of 2000 new learners to be FET*

## Sub-programme 6.2: Professional services

**Sub-programme objective:** To support ABET sites.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 6.2.A: To provide professional support to all ABET sites.	PM 6.2.A: Hours of training and other support provided to ABET sites	265	4 000	750

## Sub-programme 6.3: Human resource development

**Sub-programme objective:** To provide for the professional development of educators and non-educators at ABET sites.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 6.3.A: To provide human resource development in accordance with the Skills Development Act.	PM 6.3.A: Enhanced skills of employees in the service of the WCED	Enhanced skills	Enhanced skills	Enhanced Skills*

*\* Training and development took place according to the Workplace Skills Plan*



## Specific challenges and responses

- Lack of adequate funding.  
ABET Centres are encouraged not to depend on WCED funding only. Centres generate additional income through partnerships and becoming service providers for provincial government departments.
- Late submittance of quarterly expenditure report (WCED-043) by CLCs to EMDCs and this delays the EMDC recommendation to Head Office for payments to the CLCs thereby causing delays in processing of transfer payments.
- Site-based training and information sharing sessions at EMDC Centre Managers' meetings were conducted by EMDC School-based Management Teams.

## Issues requiring ongoing attention

- Additional norms and standards funding for maintenance must be considered for CLCs. Host institutions, in most cases schools, increasingly demand that CLCs contribute to municipal levies, e.g. electricity, water, etc.
- The Basic Conditions of Employment for ABET Staff at Centre Level is presently being addressed at the ELRC and national level. The ABET Sub-directorate is in the process of conducting research into the funding formula for ABET centres and the manner in which centres operate. It focuses on the operational hours of CLCs, management and staffing of centres, governance of centres and the curriculum being offered.
- In order to establish a reliable Education Management and Information System (EMIS) for ABET, geographical readings (co-ordinates) were done for 80% of all registered sites. This will enable the ABET Sub-directorate, with the assistance of Directorate: Education Research, to map all sites.

## Transfer payments

Name of institution	Amount Transferred R'000
Community learning centres	15 574

The Department complied with Section 38(1)(j) of the PFMA

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Subsidies to private centres	18 473	21 780	(286)	21 494	21 151	(1.6)
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
<b>Total expenditure</b>	<b>18 473</b>	<b>21 782</b>	<b>(286)</b>	<b>21 496</b>	<b>21 151</b>	<b>(1.6)</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expendi- ture	Adjusted Appropria- tion	Virement	Final Allocation	Actual Expendi- ture	% Over or (under) spending
<b>Current payments</b>	<b>5 721</b>	<b>5 718</b>	<b>121</b>	<b>5 839</b>	<b>5 564</b>	<b>(4.7)</b>
Compensation of employees	5 078	5 473		5 473	5 198	(5.0)
Other current	643	245	121	366	366	-
<b>Transfer and subsidies</b>	<b>12 752</b>	<b>16 064</b>	<b>(407)</b>	<b>15 657</b>	<b>15 587</b>	<b>(0.4)</b>
<b>Payment for capital assets</b>	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>18 473</b>	<b>21 782</b>	<b>(286)</b>	<b>21 496</b>	<b>21 151</b>	<b>(1.6)</b>

## 8.7 Programme 7: Early childhood development

### Programme objective

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

### The ECD programme comprises the following sub-programmes:

#### *Grade R in public schools*

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

#### *Grade R in community centres*

- to support particular community centres at the Grade R level

#### *Professional services*

- to support ECD sites

#### *Human resource development*

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

#### *Conditional grant*

- to provide for projects for poor children eligible for the reception year specified by the Department of Education

### Programme policy development

Key programme policy developments include:

- A Draft ECD Provincial Policy was developed and widely consulted.
- Controlling the Provincial Business Plan with respect to implementing national ECD Policy and making quality Grade R education available progressively to all 5 year olds.

### Delivery against performance targets

#### Sub-programme 7.1: Grade R in public schools

**Sub-programme objective:** To provide specific public ordinary schools with resources required for Grade R.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 7.1.A: To provide Grade R spaces in public ordinary schools in accordance with policy, but specifically White Paper 5.	PM 7.1.A: Percentage of 5 year olds in publicly funded school Grade R	44,5%	58%	61%

### Sub-programme 7.2: Grade R in community centres

**Sub-programme objective:** To support particular community centres at the Grade R level.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 7.2.A: To provide Grade R spaces in education-funded community-based sites in accordance with policy, but specifically White Paper 5.	PM 7.2.A: Number of learners in education-funded community-based ECD sites	10 710	11 468	14 520

### Sub-programme 7.3: Professional services

**Sub-programme objective:** To support Early Childhood Development (ECD) sites.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 7.3.A: To provide professional support to all ECD sites.	PM 7.3.A: Hours of training and other support provided to ECD sites	4 000	4 000	4 000

### Sub-programme 7.4: Human resource development

**Sub-programme objective:** To provide for the professional development of educators and non-educators at ECD sites.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 7.4.A: To provide human resource development in accordance with the Skills Development Act.	PM 7.4.A: Enhanced skills of employees in the service of the WCED	Enhanced skills	Enhanced skills	Enhanced skills*

*\* Training and development took place according to the Workplace Skills Plan*

### Specific challenges and responses

- Advocacy and identification of areas of need for the establishment of Grade R Classes on an incremental basis so that every 4½ - 5 year old child has access to a quality year of education prior to entering Grade 1.
- A strong working relationship between the role players within government and the NGO sector has been established through regular meeting and interactions with a body called the Provincial Co-ordinating Committee on Early Childhood Education.
- Each EMDC (District Office) has an ECD Specialist as part of the Foundation Phase who continues to identify and encourage registration of new classes in the most needy areas. Ensuring delivery of quality education remains a challenge. The Curriculum Advisers in the EMDCs monitor and report on the delivery of the curriculum at the sites offering Grade R.
- Kits which support teaching and learning to Grade R have been supplied to 32 new sites in the most impoverished areas, together with training for the teachers in the effective use of such equipment and materials.

## Issues requiring ongoing attention

- Registration – the suitability of sites for the admission of classes in the most impoverished areas needs to be monitored.
- Governing bodies change more frequently than at the Primary and High Schools because of the natural changes in parent bodies. Monitoring and support to ensure efficacy of management is required.
- The quality of qualification to deliver the Grade R curriculum.
- Continued interaction with the departments of Health, Social Services and the NGOs must be promoted.

## Transfer payments

Name of institution	Amount Transferred R'000
Early childhood education in public schools	6 850
Early childhood education in community centres	8 527
<b>Total</b>	<b>15 377</b>

The Department complied with Section 38(1)(j) of the PFMA

## Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Grade R in public schools	43 753	47 704	812	48 516	49 243	1.5
Grade R in community centres	3 930	11 893	(1 043)	10 850	10 125	(6.7)
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
Conditional grant	8 627	-	767	767	767	-
<b>Total expenditure</b>	<b>56 310</b>	<b>59 599</b>	<b>536</b>	<b>60 135</b>	<b>60 135</b>	<b>-</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current payments</b>	<b>41 765</b>	<b>46 354</b>	<b>(1 808)</b>	<b>44 546</b>	<b>44 544</b>	<b>-</b>
Compensation of employees	41 589	45 166	(3 001)	42 165	42 170	-
Other current	176	1 188	1 193	2 381	2 374	-
<b>Transfer and subsidies</b>	<b>14 487</b>	<b>13 245</b>	<b>2 344</b>	<b>15 589</b>	<b>15 591</b>	<b>-</b>
<b>Payment for capital assets</b>	<b>58</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	58	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>56 310</b>	<b>59 599</b>	<b>536</b>	<b>60 135</b>	<b>60 135</b>	<b>-</b>

## 8.8 Programme 8: Auxiliary and associated services

### Programme objective

To provide the education institutions as a whole with support.

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

#### *Payments to SETA*

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

#### *Conditional grant projects*

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

#### *External examinations*

- to provide for departmentally managed examination services

#### *Teacher training*

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

#### *iKapa eliHlumayo*

- to assist with the building of human capital

### Programme policy development

Key programme policy developments include:

- iKapa eliHlumayo  
Human resource development remains a strategic development challenge in the province. The human capital model maintains that as people receive more education they become more productive and can more easily adapt to changing circumstances and technology than those workers who did not receive any further education. As workers become more productive (e.g. by acquiring additional skills) the market will be willing to pay them more. In general this means that workers with more education will receive a higher remuneration package than those with less education. Through these mechanisms, human resource development can, therefore, make a contribution to all the goals of iKapa eliHlumayo. The WCED has a key role to play in conceptualising and driving such a Human Resource Development Strategy (HRDS) in the fight against poverty and the expansion of the economy, as the main driver of human capital accumulation, in achieving the goals of iKapa eliHlumayo through:
  - GET that provides the bedrock or foundation for all Human Resource Development (HRD) in the province; and
  - FET that provides opportunities to further develop the skills and knowledge required for employment and economic participation.
- Teacher training  
Targeted bursaries are offered to students wishing to enter the profession. Such bursaries are available to students wishing to enter fields specifically identified through research as in need of more teachers.

## Delivery against performance targets

### Sub-programme 8.1: Payments to SETA

**Sub-programme objective:** To provide employee human resource development in accordance with the Skills Development Act.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 8.1.A: To support the Education Training and Development Practices (ETDP) Sectoral and Education Training Authority (SETA) with regard to the administration of the sector.	PM 8.1.A: 10% of 1% of taxable personnel costs to be paid over to the ETDP SETA	10% of 1% of taxable personnel costs	10% of 1% of taxable personnel costs	10% of 1% of taxable personnel costs

### Sub-programme 8.2: Conditional grant projects

**Sub-programme objective:** To provide for projects specified by the Department of Education that is applicable to more than one programme and funded from conditional grants.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 8.2.A: To deliver HIV/AIDS life skills education in primary and secondary schools; and to ensure access to an appropriate and effective integrated system of prevention, care and support ( <i>ref Division of Revenue Act, 2004</i> )	PM 8.2.A.a: Cumulative number of primary and secondary schools' educators trained in the HIV and AIDS Life Skills Programme	10 000	14 000	15 910
	PM 8.2.A.b: Number of HIV and AIDS Life Skills peer educators trained	2 500	4 500	6 500
	PM 8.2A c: Number of schools (SMTs and SGBs) trained in the management of HIV and AIDS in their school community	15	700	17

### Sub-programme 8.3: External examinations

**Sub-programme objective:** To provide for departmentally managed examination services.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 8.3.A: To manage the examinations and certification.	PM 8.3.A: Successful and timeous finalisation of sub-activities culminating in the writing of the annual examinations and the publication of results with integrity	Successful and timeous finalisation	Successful and timeous finalisation	Successful and timeous finalisation

## Sub-programme 8.4: Teacher training

**Sub-programme objective:** To assist with the supply of qualified and competent educators for the teaching profession.

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 8.4.A: To assist with the supply of qualified and competent teachers.	PM 8.4.A.a: Number of new bursaries allocated	40	40	62

## Sub-programme 8.5: iKapa eliHlumayo

**Sub-programme objective:** To develop systems and programmes to improve the throughput rate and employment opportunities of learners

Measurable Objective	Performance measure	Actual Outputs 2003/04	Target Outputs 2004/05	Actual Outputs 2004/05
MO 8.5.A: To support the provincial goals of iKapa elihlumayo: <ul style="list-style-type: none"><li>increased economic growth</li><li>increased employment and participation in the economy</li><li>reduced socio-economic and geographic inequality</li><li>maintenance of a sustainable safety net</li></ul>	PM 8.5.A.a: Number of study loans awarded	1 100	700	1016
	PM 8.5.A.b: Number of FET programmes developed	52	50	60
	PM 8.5.A.c: Percentage of Grade 8 learners tested	98%	90%	98%
	PM 8.5.A.d: Career Guidance Programme developed	Programme completed and translated	Programme developed	Programme developed
	PM 8.5.A.e: Number of educators trained as career and guidance counsellors	420	400	620

## Specific challenges and responses

- **HIV/AIDS**  
Educator training targets have been exceeded: Over 80% of primary school educators have been trained to implement HIV and AIDS life skills education in the classroom (Life Orientation learning area). Secondary school educators are being trained as the National Curriculum Statement is being rolled out. Training has also been provided for pre-school centre managers, ABET centre educators and FET college lecturers.

3 600 peer educators (Grades 10 and 11) were trained by the end of 2004 (having received over 100 hours of continuous training and support per annum). An additional 2 900 peer educators were recruited in 2005, and will receive continuous training throughout the year.

Whilst approximately 520 schools, represented by educators, SMT and SGB members, have attended a two-day orientation conference, a structured process designed to ensure that all schools have AIDS policies, advisory committees and HIV/AIDS action plans (inclusive of a care and support strategy) will be phased in over the next 2-3 years.



- **IKapa elihlumayo**  
Preparing teachers to deliver the curriculum in support of the General Education and Training Certificate to be issued in 2008.

Teachers from Grade R and the Foundation Phase as well as those in the Intermediate Phase up to Grade 6 have been orientated/trained to deliver the Revised National Curriculum Statement. (Those who teach Grade 7 will be orientated during July and September 2005.)

The mergers of the Further Education and Training Colleges have been successfully completed. Concerted efforts are underway to ensure that the programmes offered in these colleges are as a response to the needs of Business and Industry within the Western Cape, to ensure employability and participation in the local economy.

To ensure that pupils at schools are fully apprised of career opportunities and pathways, a comprehensive Career Guidance Programme has been developed, and which Life Orientation teachers are able to use to assist young people in choosing their subjects/learning fields.

In order to make access to college education possible for young persons from impoverished and marginalized communities, study loans have been instituted and awarded.

### **Issues requiring ongoing attention**

- **HIV/AIDS**  
HIV/AIDS has the potential to exacerbate every other challenge facing education. Conversely, dealing effectively with it will improve all other aspects of education delivery. An holistic, co-operative and integrated management system is required at every level, coupled with concerted, visible support from all educational leaders.
- **Ikapa elihlumayo**  
The development of programmes, which are demand driven according to the economic needs of the citizens as well as the economy of the Western Cape, must be monitored and ensured.

Monitoring and support of students who have been awarded study loans must be instituted to ensure efficacy of the initiative.

The recapitalisation initiative of the College sector to support relevant programme delivery needs constant monitoring and support.

- **Teacher education**  
Recruitment of quality students to enter the teaching profession in the fields of mathematics, science and engineering continues to be a challenge.

## Transfer payments

Name of institution	Amount Transferred R'000
ETDP SETA	3 659
Bursaries to student teachers	1 344
IKapa elihlumayo Projects at FET Colleges	21 068
<b>Total</b>	<b>26 071</b>

The Department complied with Section 38(1)(j) of the PFMA

## Use of appropriated funds

Spending according to sub-programme (R'000)

Programme	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Payments to SETA	3 485	3 745	(86)	3 659	3 659	-
Conditional grant projects:	10 725	-				
HIV/AIDS	19 031	9 821	-	9 821	9 814	(0.1)
Finance and quality enhancement						
External examinations	50 143	48 381	3 055	51 436	41 436	-
Teacher training	11 956	1 051	293	1 344	1 345	0.1
IKapa eliHlumayo	26 175	29 825	(120)	29 705	28 046	(5.6)
<b>Total expenditure</b>	<b>121 515</b>	<b>92 823</b>	<b>3 142</b>	<b>95 965</b>	<b>94 300</b>	<b>(1.7)</b>

Spending according to economic classification (R'000)

Expenditure Classification	2003/04	2004/05				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current payments</b>	<b>98 660</b>	<b>63 091</b>	<b>4 938</b>	<b>68 029</b>	<b>68 020</b>	<b>-</b>
Compensation of employees	42 024	34 036	875	34 911	34 903	-
Other current	56 636	29 055	4 063	33 118	33 117	-
<b>Transfer and subsidies</b>	<b>17 792</b>	<b>29 732</b>	<b>(1 943)</b>	<b>27 789</b>	<b>26 133</b>	<b>(5.9)</b>
<b>Payment for capital assets</b>	<b>5 063</b>	<b>-</b>	<b>147</b>	<b>147</b>	<b>147</b>	<b>-</b>
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	5 063	-	67	67	67	-
Software & other intangibles	-	-	80	80	80	-
Land and subsoil assets	-	-	-	-	-	-
<b>Total expenditure</b>	<b>121 515</b>	<b>92 823</b>	<b>3 142</b>	<b>95 965</b>	<b>94 300</b>	<b>(1.7)</b>

## 9. Capital investment, asset management and maintenance

### 9.1 Fixed capital investment

#### 9.1.1 Building projects completed during 2004/05

##### Summary:

Project Type	Projects completed		
	Institution type	Number of projects	Projects
Upgrading projects	Primary schools	1	Eindhoven Radio Building PS
	Secondary school	0	
	Special school	0	
School building projects	Primary school	0	
	Secondary school	1	Usasazo SS
Instruction rooms completed as part of each new school or as separate projects	Primary school	182	Lukhanuo PS, Heinz Park PS, Samora Marchall PS, Kranshoek PS, Steenberg Cove, Conville PS, Zoar PS, Zoar RP Botha PS, Rooiheuvel PS, Rondwe PS, Eden PS, Mispah PS, Ikhaya PS, Ekuthuleni PS, Klapmuts PS, Imboniselo PS, Langabuya PS, Sedgfield PS, Eindhoven Radio Building PS, Rietvlei PS, Eindhoven No 2 PS
	Secondary school	124	Inkwenkwezi SS, Intsebenziswana SS, Kuilsrivier SS, Usasazo SS, Murraysbutg SS, Uniondale SS, Naphakade SS, Weston SS, Wellington SS, Masiphumelele SS, Desmond Tutu SS
	Special schools	0	
Relocation of mobile classrooms		17	Conville PS (2), Montagu HS (2), Leyton PS (3), Bruintjiesrivier PS (1), Ekuthuleni PS (2), Ekulukweni PS (1), Masibambambani SS (4) Breerivier SS (2)
Forums completed	Primary schools	1	Sid G Rule PS
	Secondary schools	2	Wolseley SS, South Peninsula SS
Toilets completed	Primary school	8	Heinz Park PS, Ekuthuleni PS, Samora Marchall PS, Mfuleni PS, Eindhoven Radiogebou, Rietvlei PS, Eindhoven PS, Sedgfield PS
	Secondary school	5	Inkwenkwezi SS, Intsebenziswana SS, Kuilsrivier SS, Usasazo SS, Masiphumelele SS

The Department of Transport and Public Works has allowed the contractor an additional 12 months for the completion of Usasazo Secondary School in Khayelitsha.

### 9.1.2 Maintenance projects undertaken during 2004/05

The estimated cost of replacing all existing school buildings in the Western Cape is R12 billion.

According to the Civil Service Code, 1,5% of the replacement value of a building should be made available to maintain it annually. An amount of R180 million should thus be budgeted annually for the maintenance of education buildings in the Western Cape.

The annual maintenance budget for 2004/05 was R105,637 million, an amount representing only 58,6% of what is required. However, due to the slow expenditure on construction projects, it was possible to spend more on maintenance, and an amount of R113,321 million had been spent, amounting to 62,9% of what was required.

The total maintenance budget for the past four years amounts to R317,728 million. According to the calculation using the figure of 1,5% of replacement value, the indications are that the buildings are deteriorating and the backlogs are increasing.

#### Number of maintenance projects completed on schedule and within cost:

Number of projects	Budget R'000	Final cost R'000
868	105 637	113 321

#### Number of maintenance projects that were delayed:

Number of projects	Budget R'000	Expenditure R'000
0	0	0

### 9.1.3 Asset management

The WCED uses the Education Management Information System (EMIS) and the Schools Register of Needs Information System (SRNIS) to manage the immovable assets.

## 9.2 Moveable asset management

### 9.2.1 Inventories

#### (a) Head office and EMDCs (including offices linked to EMDCs)

All furniture and equipment for these offices are electronically purchased by means of the Logistical Information System (LOGIS). These assets are automatically captured on the inventories of the users.

Annual stocktaking is carried out to ensure that the WCEDs Asset Register remains up to date. Each inventory item now also has a unique number, which allows for the item to be traced to a specific location.

(b) Schools

All furniture and equipment financed by the WCED for use in schools are purchased in bulk for direct delivery to the relevant schools. These items are not purchased via LOGIS to ensure that the additions do not accrue to the WCED Asset Register. Schools, however, keep their own inventories.

**9.2.2 Plans regarding moveable assets, such as motor vehicles**

The provision, withdrawal and replacement of old and/or damaged Government Motor Transport (GMT) motor vehicles is managed by the provincial Department of Transport and Public Works. That department also sees to the licensing, maintenance and fuelling of the vehicles, as well as the maintaining of an asset register on the Fleetman System. That department is also responsible for the formulation of provincial policy with regard to the use of GMT vehicles.

The WCED ensures that the provincial policy is adhered to and formulates departmental policy accordingly. The WCED also maintains an asset register, monitors vehicle usage by means of logsheets and ensures that the vehicles are maintained in a roadworthy condition.

**9.2.3 Current state of the moveable capital stock**

The WCEDs current moveable assets are in a fair to good condition. Those moveable assets that are found to be in a bad condition are written off and replaced, where necessary.

## 10. Conditional grants

### Summary of Conditional Grants for 2004/05 (R'000)

Conditional Grant	Allocation 2004/05	Roll-over from 2003/04	Total Allocation 2004/05	Total transfers	Actual Expenditure	Over/under expenditure
HIV/AIDS	10 543	(722)	9 821	10 543	9 814	(729)
National School Nutrition Programme	36 617		36 617	36 617	36 191	(426)
<b>TOTAL</b>	<b>47 160</b>	<b>(722)</b>	<b>46 438</b>	<b>47 160</b>	<b>46 005</b>	<b>(1 155)</b>

It is certified that all transfers received in terms of the Division of Revenue Act, 2004 (Act No 1 of 2004) were deposited into the Department's bank account.

All conditions of the conditional grants were met.

### Objectives achieved:

#### Conditional Grant: HIV/AIDS

Project Objectives	Achievements
<p>1. Advocacy:</p> <p>Development, communication and dissemination of HIV/AIDS policy, information and advocacy materials; regional HIV/AIDS Principals/SGB conferences; stakeholder meetings; development of an "enabling environment".</p>	<p>Six out of approximately 20 planned 2-3 day sub-district conferences for school principals, SGB chairpersons, School HIV/AIDS Co-ordinators and a school-community rep (representing some 1 800 delegates) have been held (in EMDCs South and East Metropole and South Cape/Karoo). These conferences will now be replaced by more intensive cluster-based workshops from 2005/06. They will deal with (i) HIV/AIDS integration into all learning areas and the improvement of sexuality education teaching methodologies (Curriculum-managed); (ii) HIV/AIDS policy, institutional management, leadership and governance (IMG component); and (iii) care and support for orphans and vulnerable children and the management of HIV/AIDS as a barrier to learning (SLES component).</p> <p>A video designed to assist schools in hosting parent meetings around HIV/AIDS and sexuality education was finalised and distributed in 2004/05. A resource guide to HIV/AIDS and the law, entitled 'Children in Schools, HIV/AIDS and Human Rights', was developed for SMTs and SGBs and will be distributed in 2005/06. This also deals with the development of school HIV/AIDS policies. The HIV/AIDS Programme has a website on the WCED intranet, but a more substantial presence is planned.</p> <p>Numerous advocacy events took place during the year, including a poster competition during School AIDS Month (September). An additional 500 schools reported engaging in other AIDS awareness programmes and events, whilst over 100 buses transported 5 000 learners to the national World AIDS Day festivities held in Athlone (1 December) where learners and educators were addressed by the then Deputy President. Other regional and local advocacy activities held through the year included EMDC stakeholder meetings (leading to the establishment of District HIV/AIDS Management Units or multi-functional teams), sector-specific meetings (including ECD, HEIs, publishers, religious groups, NGO forums, MSATs, health promoting schools) and meetings with literally hundreds of local organisations and stakeholder groups.</p>

Project Objectives	Achievements
1. Advocacy: (continued)	<p>Inter-sectoral MSAT meetings are regularly attended (sub-district level) and the Provincial Inter-Departmental AIDS Committee (representing all provincial departments, three national departments and local government) meets monthly. The MEC represents the WCED on the Provincial AIDS Council, which also meets regularly.</p> <p>The bi-annual, four-day, NACOSA Western Cape Masibambisane Conference (attended by over 320 NGOs, CBOs, FBOs and local government structures) again dedicated a full day to the education sector response. This, and the regional conferences held in alternate years, serves to ensure that the broader community is kept well-informed with respect to the WCED's HIV/AIDS response, and that the NGO-sector is correctly positioned to play a complementary role in support of the WCED, at a local level.</p> <p>All WCED schools have been clustered for training and support purposes (ideally, in communities of approximately 5-15 schools) and many clusters are already meeting on a regular basis to share ideas and best practice, identify common needs and provide mutual support. All WCED schools have a designated HIV/AIDS Co-ordinator (or co-ordinating team/committee) who represent the schools at cluster meetings and who assist with the organisation of school-based activity (staff development, parent workshops, support groups, etc.).</p>
<p>2. Educator training and development:</p> <p>Training of primary and secondary school educators; appointment of contract support personnel; integration of HIV/AIDS across the curriculum; ECD, ABET and FET training initiated.</p>	<p>By the end of the 2004/05 financial year, the Western Cape's HIV/AIDS Life Skills Programme had seen to the training of 15 910 educators, with almost 6 000 educators having been trained during this year alone. Training took place over 2-3 days, or the equivalent thereof. This represents almost 2 000 educators more than the projected target for the year. PIDAC, in 2002/03, set a target for the WCED of 80% of primary school educators to be trained directly (i.e. no cascade training, vs only one educator per phase as originally required by the National Integrated Programme). This target of 80% (average 15 educators per school) has now been exceeded.</p> <p>All training attendance is recorded in signed registers and a comprehensive electronic database that further serves to manage further training requirements. Schools in the Khayelitsha Presidential Nodal Area have benefited from especial focussed attention.</p> <p>The Western Cape has probably trained more educators per capita than any other province. However, training of secondary school educators is progressing slower than anticipated, but despite this is keeping pace with the roll out of the RNCS so as to minimise educator overload and confusion. Thus, the first cohort of almost 200 Grade 10 Life Orientation educators was trained only in March 2005. All Grade 8 and 9 educators and learners have also received curriculum-based teaching and learning support material (TLSM).</p> <p>All Grade 1-7 educators and learners have also received TLSM (since 2002/03) and, for learners, this is replenished each and every year, at no cost to the school. All curriculum-based TLSM is available in the language/s of choice - English, Afrikaans (the dominant language of the province, at 60%) and, for Grades 1-7, in isiXhosa.</p>

Project Objectives	Achievements
<p>2. Educator training and development: (continued)</p>	<p>The strict adherence to 'no training during contact time' and the demands of the roll out of the RNCS posed significant challenges to meeting the demand for educator training and further development. However, HIV/AIDS continues to remain high on the curriculum agenda and the HIV/AIDS Management Unit enjoys a high degree of support from the Curriculum Development Directorate and from the EMDC Curriculum component.</p> <p>Care and Support training for educators, and institutional management and governance (IMG) training for School Management Teams and Governing Bodies, with respect to HIV and AIDS, have only just begun, and an integrated approach will be followed to ensure that schools receive an holistic and seamless support service. These two processes will also add value to the adoption, by schools, of Education White Paper 6 (inclusive education) and Whole School Development/Evaluation. They will furthermore support the HIV/AIDS Workplace Programme.</p> <p>As at March 2005, 80 EMDC-based school psychologists had been trained as accredited HIV/AIDS Counsellors (target 120), 42 of which have also been trained in mentorship and supervision. Several other master training sessions were also held.</p> <p>ABET centres, FET Colleges (with the support of DANIDA funding) and ECD centres (with the support of the Department of Social Services) have all begun to benefit from a more organised approach to HIV/AIDS management, despite the relatively small financial allocations. In the ABET curriculum, Ancillary Health Care has become the fastest growing subject in the Western Cape.</p> <p>The provisioning of short-term contract staff (including secondments), with effect from October 2003, has significantly improved this programme's ability to deliver since the demise of the School Clinics (previously responsible for HIV/AIDS training). Each EMDC has been allocated two dedicated HIV/AIDS personnel (and three each in the cases of EMDC East and South Metropole), although this remains below the target of six that was identified by a work study investigation in 2002/03. The incumbents' challenge is to ensure that the EMDCs' HIV/AIDS response is appropriately managed by each of the Curriculum, SLES and IMG components - in an integrated manner. Thus, the HIV/AIDS response should be mainstreamed, and the need for the out-sourcing of training and support is minimised (leading to a more cost-effective and sustainable educational response to HIV and AIDS).</p>
<p>3. Teaching and learning support material (TLSM):</p> <p>LSM audit, selection and development; translations (English, Afrikaans, Xhosa); procurement and/or printing; distribution; and resource centres</p>	<p>An intensive TLSM distribution process was begun in July 2003 and is still continuing. This includes the provision of both RNCS-based material, as well as a substantial amount of supplementary material. By February 2005 approximately 7 200 tons of TLSM was distributed to schools. TLSM is packaged for each and every school on an individual basis, with all due attention given to the exact requirements of each with respect to the number of learners per grade, languages, etc. The intention remains to ensure the effective facilitation of delivery of TLSM: National and provincial research has indicated that unless distribution is carefully managed, the bulk of the TLSM procured does not end up in the hands of learners.</p>



Project Objectives	Achievements
<p>3. Teaching and learning support material (TLSM) (continued)</p>	<p>A TLSM database is maintained to provide exact record of all TLSM distributed to schools and other beneficiaries, and enables to cost-effective management of procurement. Added to the cost-effective management of printing, as well as an increasing number of sponsored materials, the HIV/AIDS Management Unit has been able to leverage significant cost savings that have been ploughed back into the procurement of additional TLSM. The Western Cape thus has probably significantly more teaching and learning support materials in schools than in other provinces.</p> <p>Most of the curriculum-based TLSM has been revised, re-formatted and/or upgraded. In addition, where possible, supplementary TLSM has also been translated into the three official languages of this province.</p> <p>The HIV/AIDS Programme continues to work closely with materials developers and publishers, to ensure the development and provision of the best and most appropriate TLSM possible. Consequently, several pilot studies are underway, and several books have already been funded and provided to schools. This arrangement also benefits other provinces. TLSM so developed has already been shared with all other provinces, over 30 other African countries, as well as a number of other countries elsewhere in the world. TLSM is also provided to the four Western Cape universities for pre-service educator training. A three-hour video, designed to improve lesson delivery by primary school educators, was also finalised in 2004/05. A NCS-based CD-ROM for Grade 10-11 educators, jointly developed by the Curriculum Directorate and the University of Stellenbosch, was also finalised this year, and a similar project for Grades 5-7 is currently underway with the University of Cape Town.</p> <p>Public libraries will be resourced with the curriculum-based TLSM in 2005/06, and EMDCs will also receive additional TLSM to enable it to serve as a resource centre to its schools.</p>
<p>4. Peer education:</p> <p>Advisory committee and management team established; Teacher training; Orientation for NGO service providers; NGO-driven programmes in prioritised schools; Support to schools; Learner conferences; Publications</p>	<p>The pilot peer education programme initiated in 2002/03 was expanded to 60 schools in August 2004, and a further 40 schools at the outset of 2005, with the additional support of funding coming from the international Global Fund.</p> <p>The WCED peer education programme is a rigorous one, and is managed and implemented through NPO service-providers. The model has now been standardised for the province, and has been branded as 'GOLD'. The model requires 100 hours of training in Track 1 (generally, Grade 10) and a minimum of 80 hours of output in Track 2 (Grade 11). Track 3 is a mentorship track whilst Track 4 is a post-school learnership whose unit standards have still to be developed (an application to SAQA for the establishment of a Standards Generating Body in this regard was also submitted this year).</p> <p>Approximately 20-30 peer educators per track, per school, participate in this programme. The programme is designed to benefit their peers and younger learners. This is achieved through role-modelling, listening (counselling), teaching and participation in community-based initiatives (such as promoting access to adolescent health services).</p> <p>The target output for 2004/05 was 4 500. The actual output achieved was 6 500. This reflects 3 600 peer educators (graduates) trained during the 2004 academic year (the majority continuing with Track 2) and a new intake of 2 900 at the outset of the 2005 academic year.</p>

Project Objectives	Achievements
<p>4. Peer education: (continued)</p>	<p>Several provincial management committees to co-ordinate various components of the programme have been established, and a manager to oversee the Global Fund expenditure has been appointed (by the Department of Health, for Education). Ten service providers are currently involved, and all have received comprehensive training. An additional 60 Western Cape service organisations have requested training for implementation of the GOLD quality-assured model in their own communities, but the first cohort will only receive training only in September 2005. Similarly, educators will only be trained from 2006.</p> <p>The peer education programme continues to work closely with the Harvard School of Public Health in terms of technical support, and with the provincial Department of Health in terms of financial support and meeting the challenges of reducing infection rates amongst adolescents. The programme also has a productive working relationship with the national loveLife campaign - to ensure that its response in the Western Cape is shaped to match to the needs of its school-communities. A productive relationship also exists with a number of other local organisations - including faith-based organisations.</p> <p>Schools are already reporting benefits from the programme (such as reduced risk-taking levels, improved academic performance, improved discipline), and a high percentage of RCL members are being drawn from the ranks of the peer educators. An external evaluation (to be conducted by UCT with support from UWC) has been initiated.</p> <p>Version 1 of the Track 1 Learners' portfolio and Supervisors' guide has been completed. This will be 'field-tested' in the 100 schools during 2005 before being revised for 2006.</p> <p>A promotional video was also produced during 2004/05. At the local or cluster level, peer educators participated in numerous camps, talk shows, school and community events and mini-conferences. A provincial peer education conference is planned for September 2005.</p>
<p>5. Monitoring, evaluation and support:</p> <p>Monitoring and evaluation of implementation and efficacy; support for trained educators; support for development of integrated systems response</p>	<p>Six-weekly meetings are held between EMDCs and head office, as well as six-weekly support visits to EMDCs. EMDCs have also established District HIV/AIDS Management Units (or multi-functional teams). <i>These should meet regularly, but are not doing so yet in all the EMDCs.</i> They co-ordinate the programme across all EMDC components, as well as drawing upon other local government departments and service providers (effectively, a District Support Team in terms of White Paper 6). EMDC personnel also meet regularly with the sub-district-based multi-sectoral AIDS teams (MSATs - a local government co-ordinating initiative). These all support an integrated, system-wide response.</p> <p>A monitoring instrument has been developed for the programme. Schools are visited on a daily basis by EMDC HIV/AIDS coordinators and fieldworkers (often co-ordinated with TLSM distribution or training). Cluster meetings further enable the provision of monitoring and support, and the development of additional training requirements that are tailor-made to meet specific, identified needs. Additional training is also now being increasingly self-sourced, and cluster meetings are also being used to share 'best practice'.</p> <p>Several research processes are being supported (inclusive of a substantial Masters/PhD programme at the University of the Western Cape) - all of which yield valuable insights into the programme.</p>

Project Objectives	Achievements
5. Monitoring, evaluation and support: (continued)	No external evaluation was commissioned in 2004/05. A substantial investment in evaluation will, however, be made in 2005/06, and will be further supported by a country-wide initiative commissioned by the national Department of Education.
<p>6. Management and administration:</p> <p>Regional implementation plans developed; Project and financial management training provided to regions; Contractual administrative support staff appointed; Provincial management meetings; Systems development.</p>	<p>At EMDCs, District HIV/AIDS Management Units are being established to ensure that the HIV/AIDS Life Skills programme is jointly managed by the three EMDC components of Curriculum Services, Specialised Education Support Services, and Institutional Management and Governance - each with different but complementary roles and responsibilities.</p> <p>These District HIV/AIDS Management Units are also now able to deal with HIV/AIDS Workplace issues - without detracting from the HIV/AIDS Life Skills Programme. In fact, they are able to co-ordinate all HIV/AIDS-related activity at the regional level (including the imminent EMGD/IMG and care and Support training).</p> <p>There now exists a high degree of co-operation between the EMDC components of SLES, Curriculum Services and IMG (enabling a multi-functional team, or matrix, approach to HIV/AIDS) as well as between Specialised Education Support Services, Curriculum Services, HRD, EMIS, Personnel, Finance, Labour Relations and other head office components.</p> <p>The decisions of the District Management Unit, on behalf of the EMDC, and in accordance with the nationally- and provincially-approved Business Plan, are effected by the District HIV/AIDS Co-ordinator (full-time contract post), with assistance from a field-worker (or two, in the case of EMDC South and East Metropole).</p> <p>At Head Office, co-operation between the Directorates: Specialised Education Support Services, Curriculum Development, Human Resource Development and Institutional Management and Governance, in particular, has been successfully secured. The establishment of a WCED HIV/AIDS Management Unit is imminent.</p> <p>At a provincial level, inter-departmental co-operation is also high - especially with regard to the Departments of Health, Social Services and Cultural Affairs and Sport. The Provincial Inter-Departmental AIDS Committee (PIDAC) meets monthly, and provides the province with a high degree of co-ordination and direction.</p> <p>A three week international programme: Mitigating the Impact of HIV/AIDS on Education Systems, was held at the University of KZN in August 2004. It was attended by the HIV/AIDS Life Skills programme manager, the Workplace manager, the HIV/AIDS in the curriculum senior curriculum planner, the Research and EMIS deputy director, and the two chief directors for Regional Services (urban and rural). This programme went a long way to ensuring the development of a more integrated institutional response.</p> <p>Several provinces, countries and international agencies have visited the Western Cape HIV/AIDS Life Skills Programme. Still more have sought advice or support with respect to the development of an effective, integrated HIV/AIDS management model. Whilst the programme has still much to achieve, it is nonetheless believed that the WCED HIV/AIDS management structure is one of the best internationally.</p> <p>The Conditional Grant budget allocation during 2004/05 was R10,543m. 99.6% of this budget was effectively apportioned. The under-expenditure challenges that seem to plague many other provinces is not one that is shared by this department.</p>

## Conditional Grant: National School Nutrition Project (NSNP)

Project Objectives	Achievements
<p>1. To feed targeted poor and hungry learners in targeted (mainly) primary schools with the minimum food they will need to enhance active learning capacities and to improve attendance patterns in these learners.</p> <p>2. Facilitating food gardens or other sustainable food production projects in targeted schools.</p> <p>3. To raise an awareness of the importance of good nutrition and healthy lifestyles among the learners and educators in targeted schools.</p> <p>(Objectives 2 &amp; 3 will be realised in the 2005/06 financial year)</p>	<ol style="list-style-type: none"> <li>1. All targeted learners were fed.</li> <li>2. EMDC management teams were consulted with respect to NSNP staff appointments &amp; placements in EMDCs and staff at EMDCs (Co-ordinators and Liaison Officers) had been placed in specific pillars under the supervision of the pillar head.</li> <li>3. Infra-structural needs of NSNP staff had been taken care of.</li> <li>4. All new NSNP staff underwent orientation.</li> <li>5. All vacancies had been advertised and most substantive NSNP vacancies have been or are in the process of being filled. Temporary contract appointments were made where the appointment process had not yet been completed.</li> <li>6. The Bid Tender process for the 2005/06 financial year had successfully been completed. Two-year contracts were entered into with three Service Providers.</li> <li>7. Positive networks had been established with relevant officials in the Department of Health and other relevant parties.</li> <li>8. The programme is represented on an inter-provincial forum consisting of representatives from the Departments of Health, Agriculture and Social Services. The purpose of this forum is to co-operate effectively with respect to food security programmes.</li> <li>9. Several workshops and meetings had been held with NSNP staff to discuss relevant matters pertaining to the objectives of the programme.</li> <li>10. Regular meetings were held with Service Providers.</li> <li>11. A Business Plan for 2005/06 had successfully been drawn up and approved.</li> <li>12. Pfizer Pharmaceutical Company and Standard Bank respectively committed themselves to cash donations with respect to the development of food gardens at specific schools and the purchase and distribution of 30 000 plastic mugs.</li> </ol>

## **11. Co-ordination, co-operation and outsourcing plans**

### **11.1 Interdepartmental linkages**

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

Regular meetings and discussions are held with the national Department of Education and the other provincial education departments regarding education policy.

Discussions with sister departments on intersectoral collaboration also take place on a regular basis, especially with the Departments of Health (HIV/AIDS and life skills, health and wellness in schools, early identification and school health services), Community Safety (Safe Schools Project and Learner Support Officers Project to reduce truancy and juvenile offending), Premier (Office of the Status of Disabled Persons – Provincial Integrated Disability Strategy), Economic Development and Tourism (Learning Cape Festival and economic growth sectors) and Transport and Public Works (capital projects and maintenance). Quarterly meetings are held with the ISLP co-ordinating committee for the provision of school buildings in previously disadvantaged areas. Discussions with sister departments on Integrated Holistic Development also take place on a regular basis.

The ABET Sub-directorate of the WCED is involved in numerous partnerships with other provincial departments. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. A Transversal Policy for the Delivery of ABET to Employees of Provincial Government Departments was developed and launched on 02 December 2004. Partnerships are being formed at provincial and centre level. These guidelines, includes, amongst other, phases in the implementation of a partnership, roles and responsibilities of those involved, cost and cost drivers. 10 Provincial Departments as well as the national Departments of Water Affairs and Department of Correctional Services form part of these partnerships. To formalise the partnerships, Memorandums of Understandings (MOU) were developed. Both parties, i.e. the WCED, as the service provider, and the partner (e.g. provincial department) must sign this MOU. A MOU has also been signed with Metrorail. Draft MOUs were compiled and must be finalised with the Provincial Departments of Social Services, Transport and Health.

### **11.2 Local government linkages**

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

Some discussions took place between the WCED and the City of Cape Town with regard to –

- aligning the HIV/AIDS and Life Skills Programme;
- aligning the WCED's ICT initiatives with the Smart Cape initiatives; and
- the approval of structure plans (Town Planning).

### **11.3 Public entities**

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

### **11.4 Public, private partnerships, outsourcing etc**

Public-private partnerships (PPPs) will be a key area of intervention for the WCED, both from the perspective of rationalising existing projects in our schools, as well as mobilising more resources for deployment in education development.

The WCED has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. These projects and interventions are managed either by the WCED (through the EMDCs) directly, or through several education non-governmental organisations (NGOs).

The Global Fund, through the Department of Health, supports a rigorous HIV/AIDS peer education initiative in 100 secondary schools.

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

The WCED has also collaborated with –

- PETRO SA - They completed a R12m school for Rietvlei Primary School in Mossel Bay and have fully equipped all 4 ex DET schools in Mossel Bay with state-of-the-art computer and science laboratories
- Chamber of Commerce – Technopreneur competition Grade 10
- SANTAM – Funding best Practices for EMS
- Cape Town Holocaust Centre – Facing History and Ourselves Grades 9 – 12.

The first draft of the WCED's Strategic Accommodation and Infrastructure Plan mentions that the WCED and the Department of Transport and Public Works should make a co-ordinated attempt to create joint ventures with business to assist with capital and maintenance expenses at schools and by so doing alleviate infrastructure shortages at schools. The Department of Transport and Public Works is at present seeking a PPP to build a new special school. The WCED anticipates that negotiations will be concluded during the 2005/06 financial year.

### **11.5 Donor Funding**

The WCED received no donor funding during 2004/05.

## PART 3

### REPORT OF THE AUDIT COMMITTEE

#### REPORT OF THE WESTERN CAPE PROVINCIAL GOVERNMENT AUDIT COMMITTEE ON THE DEPARTMENT OF EDUCATION (VOTE5) FOR THE FINANCIAL YEAR ENDED 31 MARCH 2005

##### 1. Introduction

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

##### 2. Audit Committee Members Attendance

2.1 On 18 July 2003 the Education MEC appointed an independent audit committee.

2.2 Members for the year

Mr RG Nicholls (Chairperson)	7
Mr R Lalu	6
Mr J January	5
Mr VW Sikobi	5
Dr LG Kathan	2 (Appointed November 2004).

2.3 To date the audit committee has acted in compliance with the requirements of the adopted charter. A quorum has been present at all official meetings.

Audit Committee members attended training as supplied by the Provincial Treasury to empower us in correctly undertaking the audit committee role.

2.4 The audit committee charter allows for five audit committee members and the Accounting Officer was requested to fill a vacant position with a person who is skilled in the education field to balance the skills necessary on the audit committee. Dr Kathan was appointed and has attended two meetings.

##### 3. Audit Committee Responsibility

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

##### 4. Audit

Internal Audit service providers have reported similar findings related to systems, procedures and controls as contained in our 2004 report. We report as follows:

##### 5. Internal departments for compliance testing

5.1 Head Office and seven regional offices administration compliance – This department performs inspections to report on adequacy of internal control and compliance with the laws and regulations of the areas in the subheading. This department is independent in that they plan their

own inspection coverage. They report functionally to the Chief Financial Officer, while inspection findings are reported to the director responsible for correction of the inspection findings. On enquiry our finding is that these report items, have not been followed-up adequately and correction is still needed. This observation was confirmed by report items supplied by other audit committee service providers.

- 5.2 Schools compliance – This department performs inspections to develop and ensure financial management capacity exists in the schools. We are informed that many of the schools inspected do not have adequate administrative and financial skills in place. They also lack adequate systems, procedures and controls and in many cases the required documentation is not in place. This department reports functionally to the Chief Financial Officer, while inspection findings are reported to the responsible Regional office Director for capacity building in the school. On enquiry, we have learnt that report findings follow-up is not administered to ensure the correction required. The Forensic Audit service provider confirms that the lack of financial control and discipline has allowed the financial irregularities, which they have had to investigate.

## **6. Provincial Forensic Investigation Department**

- 6.1 This department provides a re-active mechanism for the investigation of irregularities, which have been detected in the Western Cape Education environment. They report that the necessary fraud prevention plan required by the PFMA is correctly in place. Investigation findings are reported to the Head of Department. These reports include action points on internal control, law and labour law for follow-up. We have been informed that the action points reported have not been followed-up and corrected in most instances and remain outstanding. The follow-up mechanism to be instituted at a senior level to ensure adequate correction related to the action points reported has been discussed with senior management by the audit committee chairperson.
- 6.2 We are informed that only completed investigations are reported on. We have also learnt from our meetings with the Forensics Audit representatives that the fraud phone-in line, which is the main source of feedback from departmental employees and the general public needs to be substantially improved to become both confidential and professional.

## **7. Internal Audit**

- 7.1 Internal Audit was fully functional on a co-sourced basis during the 2004/05 financial year.
- 7.2 84% of Internal Audit time was spent on control mapping and therefore the 16% remaining was available to audit high risk items identified by management and to address concerns of the audit committee.
- 7.3 Internal Audit have concluded control mapping reporting with the assistance of resources from the department and input from management.
- 7.4 Management has responded in writing to the audit points raised and we are informed that corrective steps will be implemented.
- 7.5 At the request of the audit committee the internal audit have evaluated the correction procedures and achievement from matters raised in 2003/04 by the Auditor-General's audit. This area is still weak and must receive the correct attention.



- 7.6 The internal auditors were requested by the committee to conclude on this reporting year and in their opinion based on their audit findings the internal controls are inadequate in many instances and where policies are in place many findings of non-compliance exists.

## **8. Auditor General**

- 8.1 For the purpose of the report, we met with the Auditor General and senior management of the department. As reported by them in paragraph 5.13 of their report in the Annual Financial Statement additional audit work was needed in order to ensure adequate audit coverage was obtained to express an appropriate opinion. This report is qualified related to the disclosure figure of Operating Leases and Capped Leave.

The department has undertaken to investigate these qualification items, as these matters have no history of being incomplete or inaccurate.

### **8.2 Emphasis of Matter**

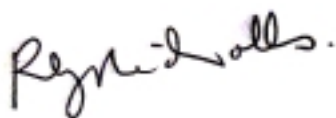
Included under emphasis of matter on the Auditor General's detailed report is reference to a general finding that in many instances control does not exist and where instituted it does not function as required. The Auditor General was asked to conclude his opinion on the adequacy of control measures and he believes that this must once again be prioritised for attention towards necessary improvement.

- 8.3 We note that the Auditor General has raised twelve items under emphasis of matter, many of which include a lack of adequate record and / or documentation.

## **9. Conclusion**

In our opinion, based on feedback to the audit committee, the Education Department strategy and key performance indicators are being monitored and achieved, within the environmental and budget constraints the department faces.

Good corporate governance and effective controls must be the prioritised matters for attention and improvement in the financial year ending March 2006.



**RG NICHOLLS**  
**DATE: 8 AUGUST 2005**  
**CHAIRPERSON OF THE WESTERN CAPE**  
**EDUCATION DEPARTMENT AUDIT COMMITTEE**



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**Annual Financial Statements  
for the year ended 31 March 2005**

**PART 4**

<b>Contents</b>	<b>Page</b>
Report of the Accounting Officer and approval.....	1
Report of the Auditor-General .....	7
Statement of Accounting Policies and related matters .....	14
Appropriation Statement .....	21
Notes to the Appropriation Statement .....	31
Statement of Financial Performance .....	32
Statement of Financial Position.....	33
Statement of Changes in Net Assets .....	34
Cash Flow Statement.....	35
Notes to the Annual Financial Statements .....	36
Disclosure Notes to the Annual Financial Statements.....	43
Annexures	
Annexure 1A .....	45
Annexure 1C .....	46
Annexure 1D .....	47
Annexure 1H .....	48
Annexure 1I.....	49
Annexure 1J .....	50
Annexure 3.....	51
Annexure 4.....	52
Annexure 4 (continued).....	53
Annexure 5.....	54
Annexure 6.....	55
Annexure 7.....	56

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2005**

Report by the Accounting Officer to the Executive Authority and Western Cape Provincial Parliament of the Republic of South Africa

**1. General review of the state of financial affairs**

Important policy decisions facing the department:

The preparation and roll out of the new FETC phase for grade 10 to 12 will remain the main challenge for the department for the forthcoming financial year. The Minister of Education still needs to make a decision based upon the readiness of all provincial departments.

This department is the main driver for the iKapa strategy i.e. the Human Resource Development strategy. During the year the department was engaged with various stakeholders regarding input into finalising the strategy. This led to the Provincial Education Conference that was held in March 2005. The conference was a sounding success and was attended by various stakeholders in education.

The Western Cape Education Department (WCED) underspent on its budget for the 2004/2005 financial year by R60m compared to the overspending in the previous financial year of R23m. However, this did not impact on service delivery since the underspending is due to certain labour agreements that could not be finalised and executed before year end. It should be mentioned that the continuous migration of learners from the Eastern Cape places the department's financial resources under tremendous pressure.

The department also under-collected on its revenue budget of R13,4m to the tune of R3,5m. Effectively, a surplus of R65m for the 2004/2005 financial year is reflected in the Statement of Financial Performance.

**Balance Sheet**

The Balance Sheet shows the assets and liabilities as at 31 March 2005

***Current Assets***

***R215m***

The net decrease in current assets of R47m is mainly due to the shift of mopping-up items which will be cleared by way of a Finance Act.

***- Unauthorised expenditure***

The amount of R29m constitutes overspending for the 2003/2004 financial year. The matter of overspending is still being dealt with by the Provincial Treasury.

***- Cash and cash equivalents***

The amount of R91m represents short-term investment with commercial banks.

***- Receivables***

The amount of R94m represents amounts owing by other state departments and staff and other debtors. R57,6m is included in the other debtors which have been identified as doubtful. The department has embarked on a process whereby the irrecoverable debts will be written off against realised surpluses. During the financial year under review 1658 debt cases amounting to R6.2m (excluding interest) were written off.

# WESTERN CAPE EDUCATION DEPARTMENT VOTE 5

## REPORT OF THE ACCOUNTING OFFICER for the year ended 31 March 2005

**Non-current Assets** **R9m**  
-Investments

These are investments in respect of the trust funds at the Public Investments Commissioner.

**Current Liabilities** **R129m**  
-Voted funds to be surrendered: R67m  
-Departmental revenue to be surrendered: R2m  
-Bank overdraft: R39m.  
-Payables: R22m

**Non-current Liabilities** **R26m**  
The net decrease of R98m is mainly due to the shift of mopping-up items.  
-Payables: R26m

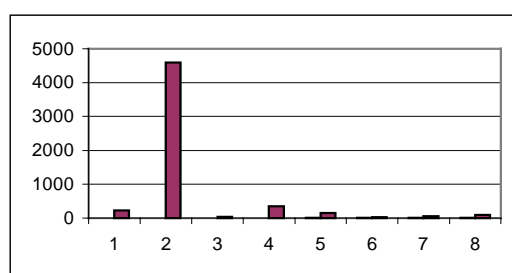
**Capitalisation reserve** **R9m**  
Capital of trust funds administered by the WCED and invested as mentioned above. By far the largest portion has to do with the School Building Trust Fund.

**Recoverable Revenue** **R60m**  
The proceeds from debts originating from previous years which accrued to the Revenue Fund, are not credited to revenue at the time of taking on the debt as these amounts are yet to be collected from the debtors. At the time of taking on these debt types, the Recoverable Revenue Account is credited.

**Income Statement**  
The Income Statement is the result of the activities for the year ended 31 March 2005.

### **Division of amounts voted per program Rm**

1	Administration	224	4%
2	Public ordinary school education	4,587	83%
3	Independent school subsidies	30	1%
4	Public special school education	346	6%
5	Further education and training colleges	152	3%
6	Adult basic education and training	21	0%
7	Early childhood development	60	1%
8	Auxiliary & associated services	96	2%
		<u>5,516</u>	



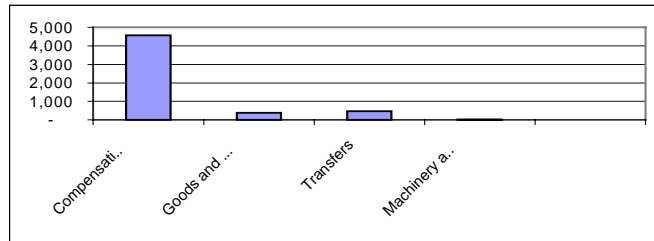
Programme 1 incorporates Personnel and Financial Management, senior management, the ministry, Curriculum Development, Information Technology, Edumedia, Building Management and Management of Schools with Special Educational Needs. Programmes 2 to 7 represent the various categories of education institutions and comprises 94% of the department's total expenditure. The management of schools and development centres are included in Programme 2. Programme 8 includes Examination Administration, Conditional Grants (HIV/AIDS as well as Financial Management and Quality Enhancement) and iKapa Elihlumayo.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2005**

Division of amounts expended per economic classification of payments Rm

Compensation of employees	4,568	84%
Goods and services	389	7%
Transfers	466	9%
Machinery and equipment	26	0%
Financial transactions	2	0%
	<u>5,451</u>	



## 2. Services rendered by the department

### 2.1 The department rendered services to:

- ☐ Public Ordinary Schools
- ☐ Independent Schools
- ☐ Schools for pupils with special educational needs
- ☐ Further Education and Training Colleges
- ☐ Adult Basic Education and Training
- ☐ Early Childhood Development

### 2.2. Tariff Policy

None of the services rendered by the department were subjected to any tariffs.

### 2.3. Free Services

This department rendered no free services which would have yielded significant revenue had a tariff been charged.

## 3. Capacity Constraints

There were no material constraints, which impacted on the service delivery of the department.

## 4. Other organisations to whom transfer payments have been made

Transfer payments amounting to R431m were made to approximately 1900 schools and other educational institutions primarily for maintenance, utilities and the acquisition of the support materials.

Schools are responsible for their own internal control procedure and are supported and monitored by the School Based Management Teams in this regard in terms of the relevant guidelines. In terms of the South African Schools Act accountability for funds managed by schools rests with the governing bodies. These funds include amounts received from the department and amounts raised by the schools independently. Schools have to submit audited annual financial statements, quarterly reports of income and expenditure compared to budgets, and certificates of proper internal control. Schools are subjected to inspections by the School Based Management Teams, Internal Audit and Forensic Audit, when appropriate.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2005**

**5. Corporate governance arrangements**

This is the first financial year that the audit committee came into operation. The internal audit function has been outsourced to the Sihluma Sonke Consortium. They have performed the approved audit plan as indicated by the independent audit committee. The consortium has also completed the risk assessment phase for the department and have proceeded to audit processes and procedures in order of priority. The department is in the process of implementing

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

No activities have been discontinued during the year under review.

**7. New/Proposed new activities**

The primary nutrition program was shifted from the Department of Health to this department with effect 1 April 2004. This is a conditional grant from the National Education Department and all the financial implications were covered by the funds that were transferred as new staff were appointed to manage the new activity. The department is still enjoying support from the Department of Health in this regard.

**8. Events after the accounting date**

There are no known events that took place after the accounting date that could materially influence the department's state of financial affairs.

**9. Performance information**

The department obtains its performance information from the EMIS system that obtains all info from schools and other institutions. This info is used to measure progress on targets as applicable to the various programs, on a quarterly basis.

Through monthly budget meetings with program managers the outputs and spending levels are measured against the stated objectives and budgets. Monthly or quarterly reports are submitted to the Provincial Treasury for evaluation.

For detailed information on overall and program performance please refer to Part 2 of the Annual Report.

**10. SCOPA resolutions**

Reference to previous audit report and SCOPA resolutions	Subject	Findings in progress
<b>Resolution 1:</b> Audit report 2004 Paragraph 5.2.1	<b>Unauthorised expenditure</b> The department exceeded the budget of program 2 by R29.455m and the vote by R22.713m.	The committee recommended that the unauthorised expenditure as stated be referred to the Provincial Parliament for authorisation.
<b>Resolution 2:</b> Audit report 2004 Paragraph 5.4(ii)	<b>Unauthorised expenditure</b> Expenditure on literacy programme 1991/92 – R21.949m and over expenditure on vote former Administration: House of Representatives 1995/96 – R10.707m.	The committee recommended that the department and the Provincial Treasury again make urgent representations to the National Treasury to expedite the matter.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER  
for the year ended 31 March 2005**

**11. Departmental response to the Auditor -General report**

The department has taken cognisance of the opinion expressed by the Auditor-general. The department is however, of the opinion that the qualification of the audit report is not justified. The reasons are as follows:

- (a) Operating leases and capped leave – The department does not possess a lease register and also responded sufficiently on the capped leave issue. We therefore regard these as control environment aspects. This matter should be included as an 'emphasis of matter'. Attention should be drawn to the fact that these items were not qualified in the prior year.

**Approval**

The attached financial statements reflecting the department's financial performance for the year under review have been approved by the Accounting Officer.



**RB Swartz  
Accounting Officer  
Date: 2005:09:23**



## REPORT OF THE AUDITOR-GENERAL TO THE PROVINCIAL PARLIAMENT OF THE WESTERN CAPE ON THE FINANCIAL STATEMENTS OF THE WESTERN CAPE DEPARTMENT OF EDUCATION (VOTE 5) FOR THE YEAR ENDED 31 MARCH 2005

### 1. AUDIT ASSIGNMENT

The financial statements as set out on pages 14 to 56, for the year ended 31 March 2005, have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 4 and 20 of the Public Audit Act, 2004 (Act No. 25 of 2004). These financial statements, the maintenance of effective control measures and compliance with relevant laws and regulations are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements, based on the audit.

### 2. NATURE AND SCOPE

The audit was conducted in accordance with Statements of South African Auditing Standards. Those standards require that I plan and perform the audit to obtain reasonable assurance that the financial statements are free of material misstatement.

An audit includes:

- examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements,
- assessing the accounting principles used and significant estimates made by management, and
- evaluating the overall financial statement presentation.

Furthermore, an audit includes an examination, on a test basis, of evidence supporting compliance in all material respects with the relevant laws and regulations which came to my attention and are applicable to financial matters.

The audit was completed in accordance with Auditor-General Directive No. 1 of 2005.

I believe that the audit provides a reasonable basis for my opinion.

### 3. QUALIFICATION

#### 3.1 Operating leases

The department had not performed an exercise to quantify the lease obligations in terms of the lease contracts that existed as at year end disclosed in note 24 of the Disclosure Notes to the Annual Financial Statements. The department applied an escalation percentage of 18% against the actual lease expenditure incurred for the 2005 financial year to calculate the lease liability.

Uncertainty exists relating to the accuracy and completeness of the lease liability amounting to R43 million.

### **3.2 Capped leave**

Errors relating to the number of days used to calculate the capped leave liability disclosed in note 20 of the Disclosure Notes to the Annual Financial Statements were identified, where leave days on the PERSAL system did not agree to the leave days documented on the personnel files and in certain cases no documentation of the capped leave was available on the personnel files.

Uncertainty exists relating to the validity and accuracy of the capped leave liability amounting to R773 million.

## **4. AUDIT OPINION**

In my opinion, except for the effect on the financial statements of the matters referred to in paragraph 3, the financial statements fairly present, in all material respects, the financial position of the Department of Education at 31 March 2005 and the results of its operations and cash flows for the year then ended, in accordance with the prescribed accounting practice and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999).

## **5. EMPHASIS OF MATTER**

Without further qualifying the audit opinion expressed above, attention is drawn to the following matters:

### **5.1 Accounts receivable**

- (a) Included in the total balance of accounts receivable amounting to R94 million are debtors of approximately R57,6 million which is doubtful in terms of its existence and recoverability. The department has implemented measures to write-off these irrecoverable debts against future surpluses to be realised.
- (b) The department did not have a formal and approved debt policy that also included bursary administration for the financial year under review. Numerous cases were found where there was inadequate follow-up of debt relating to both the bursary administration and debtors' sections. A list of 538 cases identified as bursary defaulters by the bursary section with a value of at least R6 million were not yet taken on as debt at year-end.

### **5.2 Suspense accounts**

- (a) During the audit it was noted that suspense accounts were not cleared in a timely manner and as a result several suspense accounts reflected balances at year end, including the Salary Reversal Control Account with a balance of R6 million.
- (b) Internal control weaknesses, including *inter alia*, inadequate reviewing and control of suspense accounts, irregular follow up of suspense accounts, processing of erroneous journals and insufficient evidence of journal approval, were identified and brought to the attention of management.

### **5.3 Transfer payments**

- (a) The department had effected payments to special schools according to a formula derived by management. However, there were no approved policies and procedures in place to demonstrate how management had assessed the allocations to special schools. Based on the above, it could not be determined whether fair distribution of funding was applied.
- (b) According to section 38(j) of the Public Finance Management Act, 1999 (Act No. 1 of 1999) the accounting officer should obtain written assurance that the entity implements effective, efficient and transparent management and internal control before transferring any funds to the entity. However, in 19 cases tested amounting to R2 million no supporting evidence could be found on the respective files that the assurance as mentioned above was obtained.
- (c) Several other shortcomings in the internal control framework relating to transfer payments were also identified and brought to the attention of management.

### **5.4 Commitments**

A sample of commitments tested revealed that the quantification of the obligations reflected in note 21 of the financial statements was not accurately calculated. The full period relating to the completion of the contracts was not quantified, an error amounting to R0.3 million was identified on a sample basis.

### **5.5 Asset management**

The audit of asset management revealed that there was no complete asset register in place as the department was still in the process of updating and finalising the asset register. The official register of the department namely LOGIS was not updated to reflect the additions, disposals, transfers, asset description, unique asset number and location to facilitate an audit verification process.

### **5.6 Non-submission of supporting documentation**

During the course of the audit several documents requested could not be submitted for audit purposes:

- (a) Twelve payment vouchers in respect of transfer payments and purchases of goods and services amounting to R0.9 million could not be submitted for audit purposes.
- (b) Vouchers for 24 payments amounting to R1,1 million could not be furnished for audit purposes.

The validity and accuracy of the above transactions could not be verified.

## 5.7 Human resource management

A value-added audit was performed concurrently and in conjunction with the audit of the financial statements for the year ended 31 March 2005, focusing on human resource management. The following findings refer:

### (a) Vacancies

- (i) The average vacancy rate norm was set as 5% by the National Treasury's Framework of Normative Measures for Financial Management. The vacancy rate in several components in the department ranged from 33% to 100%:

### (ii) Frozen positions

The staff establishment was reviewed and it was noted that certain positions in several components on the establishment were frozen, prohibiting filling of these appointments due to the posts not being funded.

### (iii) Duration of vacancies exceeding 3 months

The average duration of vacant posts was calculated and it was found that posts were vacant for longer than the 3 months norm as determined by the National Treasury's Framework of Normative Measures for Financial Management.

### (iv) Cabinet approval for filling of posts

Although a submission made to Cabinet in April 2001 indicated that the filling of the vacant posts will be phased in as funds become available and that vacancies could not all be filled simultaneously due to capacity constraints, it was found that these capacity constraints were not addressed in the 2004/05 Strategic Plan of the department.

- (v) The compulsory 10 days vacation leave as required by the leave policy for the leave cycle were not always utilised and should have been excluded from the leave liability balance, since the leave has been forfeited.

## 5.8 Conditional grants

Approval for the retention of the conditional grants in respect of HIV/AIDS and the Primary school nutrition programme (PSNP) that were not fully utilized at 31 March 2005 as disclosed in Annexure 1A to the annual financial statements could not be submitted for audit purposes.

## 5.9 Weaknesses in internal control

Various internal control weaknesses were identified and reported in the management letter and informal queries that were issued during the audit. The internal control weaknesses included, *inter alia*, the following:

- (a) A payment amounting to R1,4 million made to schools for equipment was incorrectly allocated to capital expenses instead of transfer payments, resulting in the overstatement of assets and understatement of transfer payments with the above amount.

- (b) Assets received from another department during the year under review in terms of Chapter 21.24 of the National Treasury regulations, were not disclosed in Annexure 4 to the financial statements and no specific measures existed to control the movement of these items.
- (c) Paysheets were not certified and returned in a timely manner to confirm that all the officials listed therein were entitled to payment and payroll reports were not always signed where cheque payments were made.
- (d) The department did not have an all encompassing revenue management policy in place that clearly indicates responsibility and it was not possible to isolate responsibility to certain revenue items that appeared on the trial balance. Detailed reports generated from BAS could also not be used to identify the source of these revenue items. Furthermore, the own revenue budget amount has remained unchanged for the past three financial years, which could be an indication that the department did not compile an appropriate budget for its own revenue.

#### **5.10 Previous audit report**

- (i) Trading account for Stores Branch and Requisite Depot

With reference to paragraph 5.4 on page 13 of the 2003/04 Auditor-General report, a submission has been drafted and submitted to the Premier to obtain in principal approval from the Provincial Legislature for the proposed amendment to the Provincial Capital Fund Ordinance, 1962.

#### **5.11 Performance audit**

**During the year under review a performance audit was performed on the Education Management and Development Centres for which a separate audit report was issued on 30 November 2004 [PR 209/2004].**

#### **5.12 Matters of public interest**

An audit was performed on the HIV/AIDS Life Skills programme during the 2004/05 financial year. Summarised below are the more significant audit observations:

- (a) Teaching of HIV/AIDS life skills in the classroom

The National Curriculum (Curriculum 2005 and the Revised National Curriculum Statement) mandates that age-appropriate HIV/AIDS and sexuality education be integrated into learning programmes at all levels. The implementation of HIV/AIDS education in the classroom is not optional in Curriculum 2005 but is a mandatory part of the curriculum. The Department advised schools that a minimum of a half an hour a week or 20 hours per annum of HIV/AIDS and sexuality life skills education, per class, is mandatory for primary, intermediate and senior phases.

HIV/AIDS life skills education was not fully implemented in Grades 10 to 12 nor were learner support material developed for these grades. Training rendered to educators in Grades 10 to 12 therefore had limited value, in the absence of any teaching and learning support material.

(b) HIV/AIDS Learner support material (LSM)

- (i) To assist both the educator and the learner with HIV/AIDS life skills education, Curriculum 2005 compliant learning support material had been developed and widely distributed. The learner support material includes learner activity books, resource manuals for teachers, teacher guides, educational charts, etc. Schools experienced delays in the delivery of LSM at the commencement of the academic year which impacted on the teaching hours of the HIV/AIDS Life Skills programme as required by the curriculum.
- (ii) The Department has attributed this to operational problems at the Distribution centre at Valkenberg Hospital, staff shortages at the EMDC's, the rejection of the request to formally appoint a driver to assist schools with distribution and the budgetary constraints within the conditional grant associated with the programme that prohibit the outsourcing of this function.

(c) HIV/AIDS Life Skills Programme in schools

During the visits conducted at the nine primary schools selected, the following observations were made:

- Three schools (33 percent) had failed to achieve the 80 per cent norm set by the Department for the training of educators in the HIV/AIDS life skills programme;
- No training in "Care and Support" (basic counseling and referral skills for educators to enable them to support learners affected by HIV/AIDS) were provided to educators at all 9 primary schools; and
- A general apathy existed at these schools with regard to the displaying of HIV/AIDS promotional material.

(d) Monitoring and evaluation of the HIV/AIDS life skills programme by the EMDC's

During the visits to three Education Management and Development Centre's (EMDC's) the following observations were made regards to the HIV/AIDS Life Skills programme:

- EMDC's do not have the capacity to perform the monitoring and evaluation at schools owing to staffing constraints; and
- Proper record keeping and reporting on the visits to schools did not exists at EMDC's contributing to a failure to assess the effectiveness of the monitoring of the programme at schools.

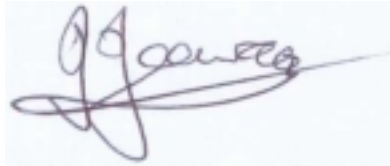
### 5.13 Delay in the finalisation of the audit report

In terms of section 40(2) of the Public Finance Management Act, 1999 (Act No. 1 of 1999), the Auditor-General must audit the financial statements and submit an audit report on those statements to the accounting officer within two months of the receipt of the statements.

The audit report was not finalised in terms of the requirements stipulated above as additional audit work needed to be performed in order to ensure adequate audit coverage was obtained to express an appropriate audit opinion.

## 6. APPRECIATION

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



I Jeewa for Auditor-General  
Cape Town  
01 September 2005



**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

The Annual Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Annual Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act and the Division of Revenue Act, Act 5 of 2004. The following issued, but not yet effective Standards of Generally Recognised Accounting Practice have not been fully complied with in the Annual Financial Statements: GRAP 1, 2 and 3.

**1. Basis of preparation**

The Annual Financial Statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosure items. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid. Under the accrual basis of accounting transactions and other events are recognised when incurred and not when cash is received or paid.

**2. Revenue**

**Appropriated funds**

Voted funds are the amounts appropriated to a department in accordance with the final budget known as the Adjusted Estimates of Provincial Expenditure. Unexpended voted funds are surrendered to the Provincial Revenue Fund, unless otherwise stated.

**Departmental revenue**

***Tax revenue***

A tax receipt is defined as compulsory, irrecoverable revenue collected by entities. Tax receipts are recognised as revenue in the Statement of Financial Performance on receipt of the funds.

***Sale of goods and services other than capital assets***

This comprises the proceeds from the sale of goods and/or services produced by the entity. Revenue is recognised in the Statement of Financial Performance on receipt of the funds.

***Fines, penalties and forfeits***

Fines, penalties and forfeits are compulsory receipts imposed by court or quasi-judicial body. Revenue is recognised in the Statement of Financial Performance on receipt of the funds.



**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

***Interest, dividends and rent on land***

Interest and dividends received are recognised upon receipt of the funds, and no provision is made for interest or dividends receivable from the last receipt date to the end of the reporting period. They are recognised as revenue in the Statement of Financial Performance of the department and then transferred to the Provincial Revenue Fund.

Revenue received from the rent of land is recognised in the Statement of Financial Performance on receipt of the funds.

***Sale of capital assets***

The proceeds from the sale of capital assets is recognised as revenue in the Statement of Financial Performance on receipt of the funds.

***Financial transactions in assets and liabilities***

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

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

***Local and foreign aid assistance***

Local and foreign aid assistance is recognised in the Statement of Financial Performance on receipt of funds. Where amounts are expensed before funds are received, a receivable is raised. Where amounts have been inappropriately expensed using Local and Foreign aid assistance, a payable is raised. In the situation where the department is allowed to retain surplus funds, these funds are shown as a reserve.

**3. Expenditure**

***Compensation of employees***

Salaries and wages comprise payments to employees. Salaries and wages are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system. The expenditure is classified as capital where the employees were involved, on a full time basis, on capital projects during the financial year. All other payments are classified as current expense.

Social contributions include the entities' contribution to social insurance schemes paid on behalf of the employee. Social contributions are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system.

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

*Short-term employee benefits*

The cost of short-term employee benefits is expensed in the Statement of Financial Performance in the reporting period when the final authorisation for payment is effected on the system. Short-term employee benefits, that give rise to a present legal or constructive obligation are disclosed as a disclosure note to the Annual Financial Statements and are not recognised in the Statement of Financial Performance.

*Long-term employee benefits and other post employment benefits*

*Termination benefits*

Termination benefits are recognised and expensed only when the final authorisation for payment is effected on the system.

*Medical benefits*

The department provides medical benefits for its employees through defined benefit plans. Employer contributions to the fund are incurred when the final authorisation for payment is effected on the system. No provision is made for medical benefits in the Annual Financial Statements of the department.

*Post employment retirement benefits*

The department provides retirement benefits for certain of its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions. Employer contributions to the fund are expensed when the final authorisation for payment to the fund is effected on the system. No provision is made for retirement benefits in the Annual Financial Statements of the department. Any potential liabilities are disclosed in the Annual Financial Statements of the Provincial Revenue Fund and not in the Annual Financial Statements of the employer department.

*Other employee benefits*

Obligations arising from leave entitlement, thirteenth cheque and performance bonus that are reflected in the disclosure notes have not been paid for at year-end.

***Goods and services***

Payments made for goods and/or services are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system. The expense is classified as capital if the goods and services was used on a capital project.

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

***Interest and rent on land***

Interest and rental payments resulting from the use of land, are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system. This item excludes rental on the use of buildings or other fixed structures.

***Financial transactions in assets and liabilities***

Financial transactions in assets and liabilities include bad debts written off. Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or underspending available to the department. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts.

***Unauthorised expenditure***

Unauthorised expenditure, is defined as:

- The overspending of a vote or a main division within a vote, or
- Expenditure that was not made in accordance with the purpose of a vote or, in the case of a main division, not in accordance with the purpose of the main division.

Such expenditure is treated as a current asset in the Statement of Financial Position until such expenditure is approved by the relevant authority, recovered or written off as irrecoverable.

***Irregular expenditure***

Irregular expenditure, is defined as:

expenditure, other than unauthorised expenditure, incurred in contravention or not in accordance with a requirement of any applicable legislation, including:

- the Public Finance Management Act
- the State Tender Board Act, or any regulations made in terms of this act, or
- any provincial legislation providing for procurement procedures in that provincial government.

It is treated as expenditure in the Statement of Financial Performance. If such expenditure is not condoned and it is possibly recoverable it is disclosed as receivable in the Statement of Financial Position at year-end.

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

***Fruitless and wasteful expenditure***

Fruitless and wasteful expenditure, is defined as:  
expenditure that was made in vain and would have been avoided had reasonable care been exercised, therefore

- it must be recovered from a responsible official (a debtor account should be raised), or
- the vote. (If responsibility cannot be determined.)

Such expenditure is treated as a current asset in the Statement of Financial Position until such expenditure is recovered from the responsible official or written off as irrecoverable.

**4. Transfers and subsidies**

Transfers and subsidies include all irrecoverable payments made by the entity. Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system.

**5. Expenditure for capital assets**

Capital assets are assets that can be used repeatedly and continuously in production for more than one year. Payments made for capital assets are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system.

**6. Investments**

Investments include; Investments in Associates; Joint ventures; Investments in controlled entities and Other investments.

Investments are shown at cost. On disposal of an investment, the surplus/(deficit) is recognised as revenue in the Statement of Financial Performance.

**7. Receivables**

Receivables are not normally recognised under the modified cash basis of accounting. However, receivables included in the Statement of Financial Position arise from cash payments that are recoverable from another party, when the payments are made.

Receivables for services delivered are not recognised in the Statement of Financial Position as a current asset or as income in the Statement of Financial Performance, as the Annual Financial Statements are prepared on a modified cash basis of accounting, but are disclosed separately as part of the disclosure notes to enhance the usefulness of the Annual Financial Statements.

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

**8. Cash and cash equivalents**

Cash and cash equivalents consists of cash on hand and balances with banks, short term investments in money market instruments and demand deposits. Cash equivalents are short term highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

**9. Payables**

Payables are not normally recognised under the modified cash basis of accounting. However, payables included in the Statement of Financial Position arise from advances received that are due to the Provincial Revenue Fund or another party.

**10. Lease commitments**

Lease commitments for the period remaining from the reporting date until the end of the lease contract are disclosed as part of the disclosure notes to the Annual Financial Statements. These commitments are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance as the Annual Financial Statements are prepared on the cash basis of accounting.

Operating lease expenditure is expensed when the payment is made.

Finance lease expenditure is expensed when the payment is made, but results in the acquisition of the asset under the lease agreement. A finance lease is not allowed in terms of the Public Finance Management Act.

**11. Accruals**

This amount represents goods/services that have been received, but no invoice has been received from the supplier at the reporting date, OR an invoice has been received but final authorisation for payment has not been effected on the system. These amounts are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance as the Annual Financial Statements are prepared on a modified cash basis of accounting, but are however disclosed as part of the disclosure notes.

**12. Contingent liability**

This is a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the department; or a present obligation that arises from past events but is not recognised because:

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

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**ACCOUNTING POLICIES  
for the year ended 31 March 2005**

Contingent liabilities are not recognised in the Statement of Financial Position, but the information is disclosed as part of the disclosure notes.

**13. Commitments**

This amount represents goods/services that have been approved and/or contracted, but no delivery has taken place at the reporting date. These amounts are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance as the Annual Financial Statements are prepared on a modified cash basis of accounting, but are however disclosed as part of the disclosure notes.

**14. Capitalisation reserve**

The capitalisation reserve represents an amount equal to the value of the investment and/or loans capitalised. On disposal, repayment or recovery, such amounts are transferred to the Revenue Fund.

**15. Recoverable revenue**

Recoverable revenue represents payments made and recognised in the Statement of Financial Performance as an expense in previous years due to non-performance in accordance with an agreement, which have now become recoverable from a debtor. Repayments are transferred to the Revenue Fund as and when the repayment is received.

**16. Comparative figures**

Where necessary, comparative figures have been restated to conform to the changes in the presentation in the current year. The comparative figures shown in these Annual Financial Statements are limited to the figures shown in the previous year's audited Annual Financial Statements and such other comparative figures that the department may reasonably have available for reporting. Reclassification of expenditure has occurred due to the implementation of the Standard Chart of Accounts. It is not practical to present comparative amounts in the Cash Flow Statements as this would involve reclassification of amounts dating back to the 2002/03 year-end.

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement for the year ended 31 March 2005**

**Appropriation per Programme**

	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1. Administration</b>									
Current payment	192,873	-	(13,657)	179,216	171,113	8,103	95.5%	153,381	152,963
Transfers and subsidies	12,018	-	9,325	21,343	21,093	250	98.8%	16,742	18,360
Expenditure for capital assets	27,400	-	(4,360)	23,040	22,888	152	99.3%	26,451	23,174
<b>2. Public ordinary school education</b>									
Current payment	4,357,418	-	(31,132)	4,326,286	4,272,763	53,523	98.8%	3,958,393	3,991,676
Transfers and subsidies	222,179	-	36,070	258,249	257,846	403	99.8%	228,975	223,760
Expenditure for capital assets	2,639	-	76	2,715	2,715	-	100.0%	10,475	11,862
<b>3. Independent school subsidies</b>									
Transfers and subsidies	29,762	-	-	29,762	29,761	1	100.0%	26,377	26,243
<b>4. Public special school education</b>									
Current payment	279,697	-	(3,723)	275,974	275,434	540	99.8%	264,490	258,586
Transfers and subsidies	67,632	-	2,158	69,790	69,790	-	100.0%	61,666	66,708
<b>5. Further education and training colleges</b>									
Current payment	120,405	-	1,565	121,970	121,976	(6)	100.0%	114,548	113,688
Transfers and subsidies	30,157	-	286	30,443	30,407	36	99.9%	30,707	31,567
<b>6. Adult basic education and training</b>									
Current payment	5,720	-	121	5,841	5,563	278	95.2%	5,611	5,722
Transfers and subsidies	16,062	-	(407)	15,655	15,588	67	99.6%	13,015	12,751
<b>7. Early childhood development</b>									
Current payment	46,356	-	(1,808)	44,548	44,543	5	100.0%	43,545	41,764
Transfers and subsidies	13,243	-	2,344	15,587	15,592	(5)	100.0%	13,479	14,488
Expenditure for capital assets	-	-	-	-	-	-	0.0%	63	58
<b>8. Auxiliary and associated services</b>									
Current payment	63,091	-	4,938	68,029	68,020	9	100.0%	100,636	98,660
Transfers and subsidies	29,732	-	(1,943)	27,789	26,133	1,656	94.0%	18,596	17,792
Expenditure for capital assets	-	-	147	147	147	-	100.0%	5,022	5,063
<b>Subtotal</b>	<b>5,516,384</b>	<b>-</b>	<b>-</b>	<b>5,516,384</b>	<b>5,451,372</b>	<b>65,012</b>	<b>98.8%</b>	<b>5,092,172</b>	<b>5,114,885</b>

<b>Statutory Appropriation</b>									
Current payments				-			0.0%		
Transfers and subsidies				-			0.0%		
Payment for capital assets				-			0.0%		
<b>Total</b>	<b>5,516,384</b>	<b>-</b>	<b>-</b>	<b>5,516,384</b>	<b>5,451,372</b>	<b>65,012</b>	<b>98.8%</b>	<b>5,092,172</b>	<b>5,114,885</b>

<b>Reconciliation with Statement of Financial Performance</b>									
Prior year unauthorised expenditure approved with funding				-				-	
Departmental receipts				-				2,145	
Local and foreign aid assistance				-				-	
<b>Actual amounts per Statement of Financial Performance (Total Revenue)</b>	<b>5,516,384</b>	<b>5,451,372</b>	<b>65,012</b>	<b>98.8%</b>	<b>5,094,317</b>	<b>5,114,885</b>			
Investments acquired and capitalised during the current financial year, but expensed for appropriation purposes									
Other payments in Appropriation Statement, not accounted for in the Statement of Financial Performance									
Local and foreign aid assistance				-					-
Prior year unauthorised expenditure approved									
Prior year fruitless and wasteful expenditure condoned									
<b>Actual amounts per Statement of Financial Performance Expenditure</b>		<b>5,451,372</b>							<b>5,114,885</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement for the year ended 31 March 2005**

**Appropriation per Economic classification**

	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation %	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current payments</b>									
Compensation to employees	4,656,454	-	(26,530)	4,629,924	4,567,683	62,241	98.7%	4,282,897	4,262,001
Goods and services	405,081	-	(15,331)	389,750	389,638	112	100.0%	357,707	398,557
Interest and rent on land	2,484	-	(2,394)	90	-	90	0.0%	-	-
Financial transactions in assets and liabilities	1,535	-	559	2,094	2,094	-	100.0%	-	2,500
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	11,214	-	766	11,980	11,663	317	97.4%	9,945	10,801
Departmental agencies & accounts	3,745	-	(54)	3,691	3,722	(31)	100.8%	3,485	3,485
Non-profit institutions	385,359	-	48,001	433,360	431,280	2,080	99.5%	350,655	338,803
Households	20,473	-	(880)	19,593	19,544	49	99.7%	45,472	58,580
<b>Payment on capital assets</b>									
Machinery & equipment	30,039	-	(4,233)	25,806	25,652	154	99.4%	42,011	40,158
Software & other intangible assets	-	-	96	96	96	-	100.0%	-	-
<b>Total</b>	<b>5,516,384</b>	<b>-</b>	<b>-</b>	<b>5,516,384</b>	<b>5,451,372</b>	<b>65,012</b>	<b>98.8%</b>	<b>5,092,172</b>	<b>5,114,885</b>



**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 1 – Administration for the year ended 31 March 2005**

Programme persubprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1.1 Office of the MEC</b>									
Current payment	2,428		743	3,171	3,171	-	100.0%	2,577	2,607
Transfers and subsidies	9			9	7	2	77.8%	8	5
Expenditure for capital assets			4	4	4	-	100.0%	97	99
<b>1.2 Corporate services</b>									
Current payment	109,855		(9,570)	100,285	94,607	5,678	94.3%	92,385	89,614
Transfers and subsidies	2,137		545	2,682	2,510	172	93.6%	189	2,071
Expenditure for capital assets	1,083		(4)	1,079	927	152	85.9%	1,202	1,125
<b>1.3 Education Management</b>									
Current payment	68,946		(3,159)	65,787	64,534	1,253	98.1%	56,302	58,501
Transfers and subsidies	9,193		9,166	18,359	18,284	75	99.6%	16,421	16,284
Expenditure for capital assets	26,317		(4,360)	21,957	21,957	-	100.0%	25,152	21,938
<b>1.4 Human resource development</b>									
Current payment	11,644		(1,671)	9,973	8,801	1,172	88.2%	2,117	2,241
Transfers and subsidies	679		(386)	293	292	1	99.7%	124	-
Expenditure for capital assets								-	12
<b>Total</b>	<b>232,291</b>	<b>-</b>	<b>(8,692)</b>	<b>223,599</b>	<b>215,094</b>	<b>8,505</b>	<b>96.2%</b>	<b>196,574</b>	<b>194,497</b>

Economic classification	2004/05							2003/04	
	Adjusted appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Payment
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation to employees	125,117		(1,194)	123,923	115,930	7,993	93.6%	115,229	113,065
Goods and services	66,221		(13,022)	53,199	53,089	110	99.8%	38,152	37,397
Financial transactions in assets and liabilities	1,535		559	2,094	2,094	-	100.0%		2,500
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	548		(21)	527	278	249	52.8%	313	270
Departmental agencies & accounts			32	32	33	(1)	103.1%		
Non-profit institutions	8,788		9,221	18,009	18,009	-	100.0%	16,066	16,066
Households	2,682		93	2,775	2,774	1	100.0%	363	2,024
<b>Payments for capital assets</b>									
Machinery & equipment	27,400		(4,376)	23,024	22,871	153	99.3%	26,451	23,175
Software & other intangible assets			16	16	16	-	100.0%		
<b>Total</b>	<b>232,291</b>	<b>-</b>	<b>(8,692)</b>	<b>223,599</b>	<b>215,094</b>	<b>8,505</b>	<b>96.2%</b>	<b>196,574</b>	<b>194,497</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 2 – Public ordinary school education for the year ended 31 March 2005**

Programme persubprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>2.1 Public Primary schools</b>									
Current payment	2,502,181		(6,683)	2,495,498	2,460,589	34,909	98.6%	2,288,871	2,297,163
Transfers and subsidies	101,555		14,727	116,282	116,300	(18)	100.0%	127,198	123,138
Expenditure for capital assets	1,951		(412)	1,539	1,539	-	100.0%	6,606	6,614
<b>2.2 Public Secondary schools</b>									
Current payment	1,689,730		(20,933)	1,668,797	1,659,600	9,197	99.4%	1,542,532	1,558,482
Transfers and subsidies	70,330		19,353	89,683	89,690	(7)	100.0%	71,334	86,402
Expenditure for capital assets	688		156	844	844	-	100.0%	2,108	3,732
<b>2.3 Professional services</b>									
Current payment	160,729		(2,410)	158,319	148,957	9,362	94.1%	118,826	127,838
Transfers and subsidies	13,677		2,564	16,241	16,238	3	100.0%	30,399	14,219
Expenditure for capital assets			190	190	190	-	100.0%	1,761	1,502
<b>2.4 Human resource development</b>									
Current payment	4,778		(1,538)	3,240	3,184	56	98.3%	8,164	8,193
Transfers and subsidies				-	2	(2)		44	1
Expenditure for capital assets				-		-	0.0%	-	14
<b>2.5 National school nutrition programme</b>									
Current payment			432	432	433	(1)	100.2%		
Transfers and subsidies	36,617		(574)	36,043	35,616	427	98.8%		
Expenditure for capital assets			142	142	142	-	100.0%		
<b>Total</b>	<b>4,582,236</b>	<b>-</b>	<b>5,014</b>	<b>4,587,250</b>	<b>4,533,324</b>	<b>53,926</b>	<b>98.8%</b>	<b>4,197,843</b>	<b>4,227,298</b>

Economic classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current</b>									
Compensation to employees	4,050,546		(22,915)	4,027,631	3,974,198	53,433	98.7%	3,700,091	3,689,695
Goods and services	304,388		(5,823)	298,565	298,565	-	100.0%	258,302	301,981
Interest and rent on land	2,484		(2,394)	90		90	0.0%		
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	9,702		529	10,231	10,232	(1)	100.0%	8,827	9,443
Dept agencies & accounts				-	25	(25)			
Non-profit institutions	197,067		36,964	234,031	233,605	426	99.8%	178,349	167,798
Households	15,410		(1,423)	13,987	13,985	2	100.0%	41,799	46,519
<b>Capital</b>									
Machinery & equipment	2,639		76	2,715	2,714	1	100.0%	10,475	11,862
<b>Total</b>	<b>4,582,236</b>	<b>-</b>	<b>5,014</b>	<b>4,587,250</b>	<b>4,533,324</b>	<b>53,926</b>	<b>98.8%</b>	<b>4,197,843</b>	<b>4,227,298</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 3 – Independent school subsidies for the year ended 31 March 2005**

Programme persubprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>3.1 Primary phase</b>									
Transfers and subsidies	16,896		(1,223)	<b>15,673</b>	15,673	-	100.0%	14,519	14,385
<b>3.2 Secondary phase</b>									
Transfers and subsidies	12,866		1,223	<b>14,089</b>	14,088	1	100.0%	11,858	11,858
<b>Total</b>	<b>29,762</b>	-	-	<b>29,762</b>	<b>29,761</b>	<b>1</b>	<b>100.0%</b>	<b>26,377</b>	<b>26,243</b>

Economic Classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	29,762		-	<b>29,762</b>	29,761	1	100.0%	26,377	26,243
<b>Total</b>	<b>29,762</b>	-	-	<b>29,762</b>	<b>29,761</b>	<b>1</b>	<b>100.0%</b>	<b>26,377</b>	<b>26,243</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 4 – Public special school education for the year ended 31 March 2005**

Programme persubprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>4.1 Schools</b>									
Current payment	279,695		(3,723)	<b>275,972</b>	275,434	538	99.8%	264,488	258,586
Transfers and subsidies	67,632		2,158	<b>69,790</b>	69,790	-	100.0%	61,666	66,708
<b>4.2 Professional services</b>									
Current payment	1			<b>1</b>		1	0.0%	1	
<b>4.3 Human resource development</b>									
Current payment	1			<b>1</b>		1	0.0%	1	
<b>Total</b>	<b>347,329</b>	<b>-</b>	<b>(1,565)</b>	<b>345,764</b>	<b>345,224</b>	<b>540</b>	<b>99.8%</b>	<b>326,156</b>	<b>325,294</b>

Economic classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current</b>									
Compensation to employees	275,713		(1,860)	<b>273,853</b>	273,315	538	99.8%	261,725	256,862
Goods and services	3,984		(1,863)	<b>2,121</b>	2,119	2	99.9%	2,765	1,724
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	544		142	<b>686</b>	686	-	100.0%	462	642
Non-profit institutions	66,088		1,920	<b>68,008</b>	68,008	-	100.0%	61,204	61,203
Households	1,000		96	<b>1,096</b>	1,096	-	100.0%		4,863
<b>Total</b>	<b>347,329</b>	<b>-</b>	<b>(1,565)</b>	<b>345,764</b>	<b>345,224</b>	<b>540</b>	<b>99.8%</b>	<b>326,156</b>	<b>325,294</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 5 – Further education and training colleges  
for the year ended 31 March 2005**

Programme persubprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>5.1 Public institutions</b>									
Current payment	120,403		1,565	<b>121,968</b>	121,976	(8)	100.0%	114,546	113,688
Transfers and subsidies	30,157		286	<b>30,443</b>	30,407	36	99.9%	30,707	31,567
<b>5.2 Professional services</b>									
Current payment	1			<b>1</b>		1	0.0%	1	
<b>5.3 Human resource development</b>									
Current payment	1			<b>1</b>		1	0.0%	1	
<b>Total</b>	<b>150,562</b>	<b>-</b>	<b>1,851</b>	<b>152,413</b>	<b>152,383</b>	<b>30</b>	<b>100.0%</b>	<b>145,255</b>	<b>145,255</b>

Economic Classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current</b>									
Compensation to employees	120,403		1,565	<b>121,968</b>	121,969	(1)	100.0%	114,546	113,688
Goods and services				-	8	(8)		2	
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	259		43	<b>302</b>	302	-	100.0%	266	268
Non-profit institutions	29,570		298	<b>29,868</b>	29,866	2	100.0%	30,441	30,441
Households	330		(55)	<b>275</b>	238	37	86.5%		858
<b>Total</b>	<b>150,562</b>	<b>-</b>	<b>1,851</b>	<b>152,413</b>	<b>152,383</b>	<b>30</b>	<b>100.0%</b>	<b>145,255</b>	<b>145,255</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 6 – Adult basic education and training  
for the year ended 31 March 2005**

Programme per subprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>6.1 Subsidies to private centres</b>									
Current payment	5,718		121	5,839	5,563	276	95.3%	5,609	5,722
Transfers and subsidies	16,062		(407)	15,655	15,588	67	99.6%	13,015	12,751
<b>6.2 Professional services</b>									
Current payment	1			1		1	0.0%	1	
<b>6.3 Human resource development</b>									
Current payment	1			1		1	0.0%	1	
<b>Total</b>	<b>21,782</b>	<b>-</b>	<b>(286)</b>	<b>21,496</b>	<b>21,151</b>	<b>345</b>	<b>98,4%</b>	<b>18,626</b>	<b>18,473</b>

Economic Classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current</b>									
Compensation to employees	5,473			5,473	5,198	275	95.0%	5,380	5,078
Goods and services	245		121	366	366	-	100.0%	231	643
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	81			81	13	68	16.0%	77	11
Non-profit institutions	15,983		(407)	15,576	15,574	2	100.0%	12,938	12,701
Households				-		-	0.0%		40
<b>Capital</b>									
<b>Total</b>	<b>21,782</b>	<b>-</b>	<b>(286)</b>	<b>21,496</b>	<b>21,151</b>	<b>345</b>	<b>98,4%</b>	<b>18,626</b>	<b>18,473</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 7 – Early childhood development for the year ended 31 March 2005**

Programme per subprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>7.1 Grade R in public schools</b>									
Current payment	45,354		(3,169)	<b>42,185</b>	42,178	7	100.0%	30,725	41,607
Transfers and subsidies	3,079		3,981	<b>7,060</b>	7,065	(5)	100.1%	2,924	2,146
Expenditure for capital assets				-		-	0.0%	63	
<b>7.2 Grade R in community centres</b>									
Current payment	1,000		594	<b>1,594</b>	1,598	(4)	100.3%	12,818	
Transfers and subsidies	10,164		1,637	<b>8,527</b>	8,527	-	100.0%	1,200	3,930
Expenditure for capital assets				-		-	0.0%		
<b>7.3 Professional services</b>									
Current payment	1			<b>1</b>		1	0.0%	1	
<b>7.4 Human resource development</b>									
Current payment	1			<b>1</b>		1	0.0%	1	
<b>7.5 Conditional grant</b>									
Current payment			767	<b>767</b>	767	-	100.0%		157
Transfers and subsidies				-		-	0.0%	9,355	8,412
Expenditure for capital assets				-		-	0.0%		58
<b>Total</b>	<b>59,599</b>	<b>-</b>	<b>536</b>	<b>60,135</b>	<b>60,135</b>	<b>-</b>	<b>100.0%</b>	<b>57,087</b>	<b>56,310</b>

Economic Classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current</b>									
Compensation to employees	45,166		(3,001)	<b>42,165</b>	42,170	(5)	100.0%	43,409	41,589
Goods and services	1,188		1,193	<b>2,381</b>	2,374	7	99.7%	136	176
Interest and rent on land				-		-	0.0%		
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities	80		26	<b>106</b>	106	-	100.0%		105
Dept agencies & accounts				-	5	(5)			
Non-profit institutions	13,165		2,214	<b>15,379</b>	15,376	3	100.0%	13,279	12,351
Households			104	<b>104</b>	104	-	100.0%	200	2,031
<b>Capital</b>									
Machinery & equipment				-		-	0.0%	63	58
<b>Total</b>	<b>59,599</b>	<b>-</b>	<b>536</b>	<b>60,135</b>	<b>60,135</b>	<b>-</b>	<b>100%</b>	<b>57,087</b>	<b>56,310</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Appropriation Statement**

**Detail per programme 8 – Auxiliary and associated services for the year ended 31 March 2005**

Programme per subprogramme	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>8.1 Payments to SETA</b>									
Transfers and subsidies	3,745		(86)	3,659	3,659	-	100.0%	3,485	3,485
<b>8.2 Conditional grant projects</b>									
Current payment	9,821		-	9,821	9,813	8	99.9%	29,570	29,362
Transfers and subsidies				-	1	(1)		504	4
Expenditure for capital assets				-			0.0%		389
<b>8.3 External examinations</b>									
Current payment	48,381		2,849	51,230	51,230	-	100.0%	42,841	45,480
Transfers and subsidies			59	59	59	-	100.0%	1,396	41
Expenditure for capital assets			147	147	147	-	100.0%	5,022	4,623
<b>8.4 Teacher training</b>									
Current payment				-		-	0.0%	13,642	9,691
Transfers and subsidies	1,051		293	1,344	1,345	(1)	100.1%	1,667	2,262
Expenditure for capital assets				-		-	0.0%	-	3
<b>8.5 iKapa Elihlumayo</b>									
Current payment	4,889		2,089	6,978	6,977	1	100.0%	14,583	14,127
Transfers and subsidies	24,936		(2,209)	22,727	21,069	1,658	92.7%	11,544	12,000
Expenditure for capital assets				-		-	0.0%		48
<b>Total</b>	<b>92,823</b>	<b>-</b>	<b>3,142</b>	<b>95,965</b>	<b>94,300</b>	<b>1,665</b>	<b>98.3%</b>	<b>124,254</b>	<b>121,515</b>

Economic Classification	2004/05							2003/04	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Payment	Variance	Payment as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current</b>									
Compensation to employees	34,036		875	34,911	34,903	8	100.0%	42,517	42,024
Goods and services	29,055		4,063	33,118	33,117	1	100.0%	58,119	56,636
<b>Transfers &amp; subsidies</b>									
Provinces & municipalities			47	47	46	1	97.9%		62
Dept agencies & accounts	3,745		(86)	3,659	3,659	-	100.0%	3,485	3,485
Non-profit institutions	24,936		(2,209)	22,727	21,081	1,646	92.8%	12,001	12,000
Households	1,051		305	1,356	1,347	9	99.3%	3,110	2,245
<b>Capital</b>									
Machinery & equipment			67	67	67	-	100.0%	5,022	5,063
Software & other intangible assets			80	80	80	-	100.0%		
<b>Total</b>	<b>92,823</b>	<b>-</b>	<b>3,142</b>	<b>95,965</b>	<b>94,300</b>	<b>1,665</b>	<b>98.3%</b>	<b>124,254</b>	<b>121,515</b>



# WESTERN CAPE EDUCATION DEPARTEMENT VOTE 5

## Notes to the Appropriation Statement for the year ended 31 March 2005

1. **Detail of transfers and subsidies as per Appropriation Act (after Virement):**  
Detail of these transactions can be viewed in note 11 (Transfers and subsidies) and Annexure 1 (A-K) to the annual financial statements.
  2. **Detail of specifically and exclusively appropriated amounts voted (after Virement):**  
Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the annual financial statements.
  3. **Detail on financial transactions in assets and liabilities**  
Detail of these transactions per programme can be viewed in note 8 (Details of special functions (theft and losses)) to the annual financial statements.
  4. **Explanations of material variances from Amounts Voted (after virement):**
- 4.1 Per programme:

	Voted Funds after virement	Actual Expenditure	Over/Under Expenditure R'000	% Variance
Administration	223,599	215,094	8,505	3.80%
	The underspending is due to a compulsory saving to pay for the backdated notch increases of CS-educators. The criteria for the payment were finalised too late in the financial year for payment before the end of March 2005.			
Public ordinary school education	4,587,250	4,533,324	53,926	1.20%
	The underspending is due to a compulsory saving to pay for the backdated notch increases of CS-educators. The criteria for the payment was finalised too late in the financial year for payment before the end of March 2005.			
Independent school subsidies	29,762	29,761	1	0.00%
Public special school education	345,764	345,224	540	0.20%
Further education and training colleges	152,413	152,383	30	0.00%
Adult basic education and training	21,496	21,151	345	1.60%
Early childhood development	60,135	60,135	-	0.00%
Auxiliary and associated services	95,965	94,300	1,665	1.70%

(In the case of surpluses on programmes, a detailed explanation must be given as to whether it is as a result of a saving or underspending.)

### 4.2 Per economic classification: R'000

#### Current expenditure

Compensation of employees	62,241
Goods and services	112
Interest and rent on land	90

#### Transfers and subsidies

Provinces and municipalities	317
Departmental agencies and accounts	(31)
Non-profit institutions	2,080
Households	49

#### Payments for capital assets

Machinery and equipment	154
-------------------------	-----

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Statement of Financial Performance for the year ended 31 March 2005**

	<i>Note</i>	<b>2004/05 R'000</b>	<b>2003/04 R'000</b>
<b>REVENUE</b>			
Annual appropriation	1.	5,516,384	5,092,172
Departmental revenue	2.	-	2,145
<b>TOTAL REVENUE</b>		<u>5,516,384</u>	<u>5,094,317</u>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	3.	4,567,683	4,262,001
Goods and services	4.	389,638	398,557
Financial transactions in assets and liabilities	5.	2,094	2,500
<b>Total current expenditure</b>		<u>4,959,415</u>	<u>4,663,058</u>
<b>Transfers and subsidies</b>	7.	466,209	411,669
<b>Expenditure for capital assets</b>			
Machinery and Equipment	8.	25,652	40,158
Software and other intangible assets	8.	96	-
<b>Total expenditure for capital assets</b>		<u>25,748</u>	<u>40,158</u>
<b>TOTAL EXPENDITURE</b>		<u>5,451,372</u>	<u>5,114,885</u>
<b>NET SURPLUS/(DEFICIT)</b>		65,012	(20,568)
Add back unauthorised expenditure	6.	-	22,713
<b>NET SURPLUS/(DEFICIT) FOR THE YEAR</b>		<u>65,012</u>	<u>2,145</u>
<b>Reconciliation of Net Surplus/(Deficit) for the year</b>			
Voted Funds to be surrendered to the Revenue Fund	13.	65,012	-
Departmental revenue to be surrendered to revenue fund	14.	-	2,145
<b>NET SURPLUS/(DEFICIT) FOR THE YEAR</b>		<u>65,012</u>	<u>2,145</u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Statement of Financial Position as at 31 March 2005**

	<i>Note</i>	<b>2004/05 R'000</b>	<b>2003/04 R'000</b>
<b>ASSETS</b>			
<b>Current assets</b>		214,553	261,650
Unauthorised expenditure	6.	29,456	55,369
Cash and cash equivalents	9.	90,621	2,037
Prepayments and advances	10.	418	2,210
Receivables	11.	94,058	202,034
<b>Non-current assets</b>		8,851	8,468
Investments	12.	8,851	8,468
<b>TOTAL ASSETS</b>		<u>223,404</u>	<u>270,118</u>
<b>LIABILITIES</b>			
<b>Current liabilities</b>		128,766	53,111
Voted funds to be surrendered to the Revenue Fund	13.	66,536	-
Departmental revenue to be surrendered to the Revenue Fund	14.	1,741	1,181
Bank overdraft	15.	38,848	5,763
Payables	16.	21,641	46,167
<b>Non-current liabilities</b>			
Payables	17.	26,035	124,255
<b>TOTAL LIABILITIES</b>		<u>154,801</u>	<u>177,366</u>
<b>NET ASSETS</b>		<u>68,603</u>	<u>92,752</u>
<b>Represented by:</b>			
Capitalisation reserve		8,962	8,719
Recoverable revenue		59,641	84,033
<b>TOTAL</b>		<u>68,603</u>	<u>92,752</u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Statement of Changes in Net Assets for the year ended 31 March 2005**

	<i>Note</i>	<b>2004/05 R'000</b>	<b>2003/04 R'000</b>
<b>Capitalisation reserve</b>			
Opening balance		8,719	7,833
Transfers		243	886
Closing balance		<u>8,962</u>	<u>8,719</u>
<b>Recoverable revenue</b>			
Opening balance		84,033	87,902
Debts written off	5.6	(4,268)	(928)
Debts recovered (included in departmental receipts)		(20,124)	(2,941)
Closing balance		<u>59,641</u>	<u>84,033</u>
<b>TOTAL</b>		<u><u>68,603</u></u>	<u><u>92,752</u></u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Cash Flow Statement for the year ended 31 March 2005**

	<i>Note</i>	<b>2004/05 R'000</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts		5,630,895
Annual appropriated funds received		5,511,165
Departmental revenue received		9,962
Net (increase)/decrease in working capital		109,768
 Surrendered to Revenue Fund		(9,402)
Current payments		(5,049,888)
Transfers and subsidies paid		(466,209)
<b>Net cash flow available from operating activities</b>	<b>18.</b>	<b>105,396</b>
 <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Payments for capital assets		(25,748)
<b>Net cash flows from investing activities</b>		<b>(25,748)</b>
 <b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Increase/(decrease) in loans received		(24,149)
<b>Net cash flows from financing activities</b>		<b>(24,149)</b>
 Net increase/(decrease) in cash and cash equivalents		55,499
 Cash and cash equivalents at beginning of period		(3,726)
 <b>Cash and cash equivalents at end of period</b>		<b>51,773</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

**1. Annual Appropriation**

**1.1 Annual Appropriation**

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

	Final Appropriation	Actual Funds Received	Variance over/(under)	Total Appropriation 2003/04
	R'000	R'000	R'000	R'000
Administration	223,599	218,380	5,219	196,574
Public ordinary school education	4,587,250	4,587,250	-	4,197,843
Independent school subsidies	29,762	29,762	-	26,377
Public special school education	345,764	345,764	-	326,156
Further education and training colleges	152,413	152,413	-	145,255
Adult basic education and training	21,496	21,496	-	18,626
Early childhood development	60,135	60,135	-	57,087
Auxiliary and associated services	95,965	95,965	-	124,254
<b>Total</b>	<b>5,516,384</b>	<b>5,511,165</b>	<b>5,219</b>	<b>5,092,172</b>

Explanation of material variances including whether or not application will be made for a rollover.

	<i>Note</i>	2004/05 R'000	2003/04 R'000
<b>1.2 Conditional grants</b>			
Total grants received	ANNEXURE 1A	46,438	39,499

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

**2. Departmental revenue to be surrendered to revenue fund**

Description			
Tax revenue		-	81
Sales of goods and services other than capital assets		5,711	6,946
Fines, penalties and forfeits		241	
Interest, dividends and rent on land		1,332	1,445
Financial transactions in assets and liabilities	2.1	2,678	6,936
Transfers received consist of:		-	177
Gifts, donations and sponsorships received	ANNEXURE 1J	-	177
Total revenue collected		9,962	15,585
Less: Departmental revenue budgeted		9,962	13,440
<b>Departmental revenue collected</b>		<b>-</b>	<b>2,145</b>

**2.1 Financial transactions in assets and liabilities**

Nature of loss recovered		
Cheques written back	576	383
Other	2,102	6,553
	<b>2,678</b>	<b>6,936</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

**3. Compensation of employees**

**3.1 Salaries and wages**

Basic salary	3,509,701	3,218,674
Performance award	6,560	6,250
Service Based	5,950	4,943
Compensative/circumstantial	31,024	995
Periodic payments	5,649	
Other non-pensionable allowances	343,848	400,857
	<u>3,902,732</u>	<u>3,631,719</u>

**3.2 Social contributions**

**3.2.1 Short term employee benefits**

	<i>Note</i>	<b>2004/05 R'000</b>	<b>2003/04 R'000</b>
Pension		445,138	416,870
Medical		218,846	212,535
UIF		-	(2)
Bargaining council		426	879
Official unions and associations		541	
		<u>664,951</u>	<u>630,282</u>

**Total compensation of employees**

	<u><b>4,567,683</b></u>	<u><b>4,262,001</b></u>
Average number of employees	<u>37,875</u>	<u>36,364</u>

**4. Goods and services**

Advertising		1,402	1,936
Attendance fees (including registration fees)		-	99
Bank charges and card fees		1,033	1,140
Bursaries (employees)		335	787
Communication		9,137	10,256
Consultants, contractors and special services		22,889	27,238
Courier and delivery services		1,455	2,736
Tracing agents & debt collections		214	
Entertainment		139	161
External audit fees	4.1	3,950	4,077
Equipment less than R5 000		14,144	5,404
Freight Service		-	1
Inventory	4.2	137,399	155,728
Legal fees		555	630
Maintenance, repair and running costs		5,408	3,950
Operating leases		11,961	8,880
Plant flowers and other decorations		2	
Printing and publications		5,265	2,299
Professional bodies and membership fees		1,135	
Resettlement costs		1,046	1,536
Subscriptions		195	
Owned and leasehold property expenditure		15,647	27,396
Translations and transcriptions		456	187
Transport provided as part of the departmental activities		116,755	105,297
Travel and subsistence	4.3	23,346	21,526
Venues and facilities		14,608	17,239
Protective, special clothing & uniforms		43	54
Training & staff development		1,119	
		<u>389,638</u>	<u>398,557</u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

	<i>Note</i>	2004/05 R'000	2003/04 R'000
<b>4.1 External audit fees</b>			
Regulatory audits		2,731	3,242
Performance audits		488	768
Other audits		731	67
<b>Total external audit fees</b>		<b>3,950</b>	<b>4,077</b>
<b>4.2 Inventory</b>			
Domestic Consumables		201	193
Learning and teaching support material		126,533	146,499
Other consumables		13	
Stationery and Printing		10,652	9,036
<b>Total Inventory</b>		<b>137,399</b>	<b>155,728</b>
<b>4.3 Travel and subsistence</b>			
Local		23,178	21,255
Foreign		168	271
<b>Total travel and subsistence</b>		<b>23,346</b>	<b>21,526</b>
<b>5. Financial transactions in assets and liabilities</b>			
Material losses through criminal conduct	5.1	-	22
Other material losses written off	5.2	160	1,057
Debts written off	5.4	1,934	1,421
		<b>2,094</b>	<b>2,500</b>
<b>5.1 Material losses through criminal conduct</b>			
Fraud		-	22
		<b>-</b>	<b>22</b>
<b>5.2 Other material losses written off in Statement of Financial Performance</b>			
<b>Nature of losses</b>			
Interest on municipal services		-	262
GG-accidents		152	646
Sundry		8	149
		<b>160</b>	<b>1,057</b>
<b>5.4 Bad debts written off</b>			
<b>Nature of debts written off</b>			
Employee tax		41	893
State guarantees		1,071	92
Salary overpayments		665	428
Other		157	8
		<b>1,934</b>	<b>1,421</b>
<b>5.5 Details of theft and losses</b>			
Programme 1		2,094	2,500
		<b>2,094</b>	<b>2,500</b>



**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

	<i>Note</i>	2004/05 R'000	2003/04 R'000
<b>5.6 Recoverable revenue debts written off</b>			
Salary debt		(261)	(377)
Criminal conduct		(199)	(296)
Bursary debt		(3,612)	(182)
Other		(196)	(73)
		<u>(4,268)</u>	<u>(928)</u>
<b>6. Unauthorised expenditure</b>			
<b>6.1 Reconciliation of unauthorised expenditure</b>			
Opening balance		55,369	32,656
Unauthorised expenditure – current year		-	22,713
Transfer to receivables for recovery		(25,913)	
Unauthorised expenditure awaiting authorisation		<u>29,456</u>	<u>55,369</u>
<b>6.2 Unauthorised expenditure</b>			
2003/2004 overspending of vote and overspending of program			29,456
			<u>29,456</u>
The amount of R25,913 in note 6.1 is i.r.o. R32,656 which forms part of the mopping-up and has been transferred and included in the net amount of R613 in note 17.2, less R6,743 i.r.o. overspending on the program during 2003/04.			
<b>7. Transfers and subsidies</b>	<i>Note</i>	2004/05 R'000	2003/04 R'000
Provinces and municipalities	ANNEXURE 1C	11,663	10,801
Departmental agencies and accounts	ANNEXURE 1D	3,722	3,485
Non-profit institutions	ANNEXURE 1H	431,280	338,803
Households	ANNEXURE 1I	19,544	58,580
		<u>466,209</u>	<u>411,669</u>
<b>8. Expenditure for capital assets</b>			
Machinery and equipment	ANNEXURE 4	25,652	40,158
Software and other intangible assets	ANNEXURE 5	96	-
<b>Total</b>		<u>25,748</u>	<u>40,158</u>
<b>9. Cash and cash equivalents</b>			
Cash on hand		3	3
Cash with commercial banks		90,618	2,034
		<u>90,621</u>	<u>2,037</u>
<b>10. Prepayments and advances</b>			
<b>Description</b>			
Travel and subsistence		418	353
Advances paid to other entities		-	1,857
		<u>418</u>	<u>2,210</u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

**11. Receivables**

		Less than one year	One to three years	Older than three years	Total	Total
Amounts owing by other entities	<i>ANNEXURE 6</i>	2,742	114	12,479	15,335	13,855
Staff debtors	<i>11.1</i>	12,735	377	237	13,349	13,983
Clearing accounts	<i>11.2</i>	903	3,947		4,850	7,606
Other debtors	<i>11.3</i>	1,223	1,715	57,586	60,524	166,590
		<b>17,603</b>	<b>6,153</b>	<b>70,302</b>	<b>94,058</b>	<b>202,034</b>

Amounts of R57,6 million for other debtors older than three years included above may not be recoverable and the existence is doubtful, but has not been written off in the Statement of Financial Performance for the reporting year.

**11.1 Staff debtors**

(Group major categories, but list material items)

Salary overpayments	8,458	6,538
Ex departments mopping up: Salary overpayments	-	7,445
Debt account	4,891	
	<b>13,349</b>	<b>13,983</b>

*Note*      **2004/05**      **2003/04**  
                         **R'000**      **R'000**

**11.2 Clearing accounts**

(Group major categories, but list material items)

Salary deductions: Income tax	3,947	4,051
Claims payable - GG transport		1,883
Claims payable - other		1,672
Miscellaneous	903	
	<b>4,850</b>	<b>7,606</b>

**11.3 Other debtors**

Nature of advances

(Group major categories, but list material items)

Outstanding debts		71,371
Breach of contract	47,902	
Ex employees	7,145	
State guarantees	1,902	
Criminal acts	1,713	
Miscellaneous	1,862	
Ex depts. Mopping up: amounts owing by other depts.		95,219
	<b>60,524</b>	<b>166,590</b>

**12. Investments**

Investee (Reflected at cost)	Nature of investment		
School Building Fund	Government stocks	8,492	7,928
JL Bisset Fund	Government stocks	274	256
Royal Reception Fund	Government stocks	35	36
De Waal Education Trust		-	203
Graham Civil Service Bursary Fund	Government stocks	39	35
Sir David Harris Trust	Government stocks	11	10
		<b>8,851</b>	<b>8,468</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

**13. Voted Funds to be surrendered to the Revenue Fund**

Opening balance	-	46,138
Transfer from Statement of Financial Performance	65,012	-
Voted funds not requested/not received	1,524	
Paid during the year	-	(46,138)
Closing balance	<u>66,536</u>	<u>-</u>

**14. Departmental revenue to be surrendered to revenue fund**

Opening balance	1,181	3,773
Transfer from Statement of Financial Performance	-	2,145
Departmental revenue budgeted	9,962	13,440
Paid during the year	(9,402)	(18,177)
Closing balance	<u>1,741</u>	<u>1,181</u>

**15. Bank overdraft**

Paymaster General Account	38,848	5,763
	<u>38,848</u>	<u>5,763</u>

**16. Payables – current**

Description		30 Days	30+ Days	2004/05 Total	2003/04 Total
Amounts owing to other depts.	ANNEXURE 7	-	-	-	
Clearing accounts	16.2	5,188	16,453	21,641	46,167
		<u>5,188</u>	<u>16,453</u>	<u>21,641</u>	<u>46,167</u>

**16.2 Clearing accounts**

Description			
(Identify major categories, but list material amounts)			
Disallowance miscellaneous		4,920	4,974
Salary deduction: pension fund		3,345	3,395
Other		1,917	1,018
Ex departments Mopping up		-	36,780
Advances from Western Cape		10,148	
Salary deduction: housing		1,067	
Other deduction accounts		244	
		<u>21,641</u>	<u>46,167</u>

**17. Payables – Non-current**

Description		One to two years	Two to three years	More than three years	Total	Total
Other payables	17.2			26,035	26,035	124,255
		<u>-</u>	<u>-</u>	<u>26,035</u>	<u>26,035</u>	<u>124,255</u>

**17.2 Other payables**

Description			
Ex departments mopping up - Voted funds to be surrendered		613	112,725
Ex departments mopping up - CPRS Trading Account		25,422	11,530
		<u>26,035</u>	<u>124,255</u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Notes to the Annual Financial Statements for the year ended 31 March 2005**

<b>18. Reconciliation of net cash flow from operating activities to surplus/(deficit)</b>	<b>Note</b>	<b>2004/05 R'000</b>	
Net surplus/(deficit) as per Statement of Financial Performance		65,012	
Non-cash movements		6,743	
(Increase)/decrease in receivables – current		107,976	
(Increase)/decrease in prepayments and advances		1,792	
(Increase)/decrease in other current assets		25,913	
(Increase)/decrease in other non-current assets		(383)	
Increase/(decrease) in payables – current		(24,526)	
Increase/(decrease) in non-current liabilities		(98,220)	
Surrenders		(9,402)	
Capital expenditure		25,748	
Voted funds not requested/not received		(5,219)	
Departmental revenue budgeted		9,962	
<b>Net cash flow generated by operating activities</b>		<b>105,396</b>	
<b>19. Appropriated funds and departmental revenue surrendered</b>			
Appropriated funds surrendered		-	46,138
Departmental revenue surrendered		9,402	18,177
		<b>9,402</b>	<b>64,315</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Disclosure notes to the Annual Financial Statements for the year ended 31 March 2005**

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

			<i>Note</i>	2004/05 R'000	2003/04 R'000
20.	Contingent liabilities				
	Liable to	Nature			
	Housing loan guarantees	Employees	ANNEXURE 3	53,834	58,052
	Claims			14,825	14,672
	Other departments (unconfirmed balances)		ANNEXURE 7	57	213
	Capped Leave Commitments			773,141	747,042
	Other				98
				<u>841,857</u>	<u>820,077</u>
21.	Commitments				
	Current expenditure				
	Approved and contracted			<u>127,029</u>	-
				<u>127,029</u>	-
	The omitted comparatives were not stated in 2003/2004. The amount of R127,029m is i.r.o. Learner Transport Schemes for the next five years.				
22.	Accruals				
	By economic classification	30 Days	30+ Days	Total	Total
	Goods and services	1,219	521	1,740	1,386
	Machinery and Equipment	3,787	-	<u>3,787</u>	<u>744</u>
				<u>5,527</u>	<u>2,130</u>
	Listed by programme level				
	Programme 1			2,278	334
	Programme 2			3,236	1,032
	Programme 5			13	-
	Programme 8			-	764
				<u>5,527</u>	<u>2,130</u>
	Confirmed balances with other departments		ANNEXURE 7	-	1,140
				<u>-</u>	<u>1,140</u>
23.	Employee benefits				
	Leave entitlement			41,866	17,394
	Thirteenth cheque			131,350	130,338
	Performance awards			-	98
				<u>173,216</u>	<u>147,830</u>
	There were no performance awards approved as at 31 March 2005 and awaiting payment.				

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Disclosure notes to the Annual Financial Statements for the year ended 31 March 2005**

**24. Leases**

24.1 Operating leases	Buildings & other fixed structures	Machinery and equipment	Total	Total
Not later than 1 year		12,087	12,087	
Later than 1 year and not later than 3 years		14,263	14,263	
Later than 3 years		16,831	16,831	
Total present value of lease liabilities	-	43,181	43,181	-

The omitted comparatives were not stated in 2003/2004.

**25. Senior management personnel**

The aggregate compensation of the senior management of the department and the number of individuals determined on a full time equivalent basis receiving compensation within this category, showing separately major classes of key management personnel and including a description of each class for the current period and the comparative period. Detail on each type of compensation should be disclosed.

MEC for Education: Western Cape	1	612	628
Superintendent-General	1	911	791
Deputy Directors-General	3	1,975	2,192
Chief Financial Officer	1	506	475
Chief Directors	5	2,722	2,675
		<u>6,726</u>	<u>6,761</u>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

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

NAME OF DEPARTMENT: EDUCATION	GRANT ALLOCATION				SPENT			2003/04	
	Division of Revenue Act	Roll Overs	Adjust- ments	Total Available	Amount received by Depart- ment	Amount spent by Depart- ment	% of Available funds spent	Division of Revenue Act	Amount spent by depart- ments
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Financial management enhancement and quality assurance							0.0%	20,071	19,031
HIV/AIDS	10,543	(722)		9,821	9,821	9,814	99.9%	10,003	10,725
Early childhood development				-			0.0%	9,355	8,627
Disaster management				-			0.0%	70	70
Primary School nutrition programme	36,617			36,617	36,617	36,191	98.8%		
	<b>47,160</b>	<b>(722)</b>		<b>46,438</b>	<b>46,438</b>	<b>46,005</b>		<b>39,499</b>	<b>38,453</b>

**WESTERN CAPE EDUCATION DEPARTEMENT**  
**VOTE 5**  
**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**Annexure 1C**  
**STATEMENT OF TRANSFERS PAID TO MUNICIPALITIES**

NAME OF DEPARTMENT: MUNICIPALITY	GRANT ALLOCATION				TRANSFER		2003/04			Division of Revenue Act  R'000
	Division of Revenue Act	Roll Overs	Adjust- ments	Total Available	Actual Transfer	% of Available funds trans- ferred	Amount received by municipi- pality	Amount spent by municipi- pality	% of available funds spent by municipality	
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	
Cape Metropolitan Council	7,490			7,490	7,490	100.0%			0.0%	10,801
Cape Winelands District Municipality	1,546			1,546	1,546	100.0%			0.0%	
Central Karoo District Municipality	201			201	201	100.0%			0.0%	
Eden District Municipality	1,511			1,511	1,511	100.0%			0.0%	
Overberg District Municipality	488			488	488	100.0%			0.0%	
West Coast District Municipality	427			427	427	100.0%			0.0%	
	<b>11,663</b>	<b>-</b>	<b>-</b>	<b>11,663</b>	<b>11,663</b>					<b>10,801</b>



**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**Annexure 1D**

**STATEMENT OF TRANSFERS PAID TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2003/04
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Appropriation Action
	R'000		R'000	R'000	R'000	%	R'000
SETA	3,745			3,745	3,689	98.5%	3,485
Education & Labour relations council					33	0.0%	
	3,745	-	-	3,745	3,722		3,485

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**Annexure 1H**

**STATEMENT OF TRANSFERS/SUBSIDIES PAID TO NON-PROFIT INSTITUTIONS**

NON PROFIT ORGANISATION	TRANSFER ALLOCATION				TRANSFER		2003/04
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Appropriation Action
	R'000		R'000	R'000	R'000	%	R'000
<b>Transfers</b>							
Public ordinary schools	229,719		22,321	252,040	251,615	99.8%	184,320
Independent schools	31,162		(1,400)	29,762	29,761	100.0%	26,377
Schools for learners with special education needs	68,074		(66)	68,008	68,008	100.0%	61,204
Further education and training colleges	31,059		21,656	52,715	50,945	96.6%	41,985
ABET: Private centres	14,762		814	15,576	15,574	100.0%	12,938
ECD: Gr-R-Public Schools	6,122		729	6,851	6,850	100.0%	2,924
ECD: Gr-R-Community Centres	8,528		-	8,528	8,527	100.0%	1,000
ECD: Conditional Grant	-		-	-	-	0.0%	9,355
	<b>389,426</b>		<b>44,054</b>	<b>433,480</b>	<b>431,280</b>		<b>340,103</b>
<b>TOTAL</b>	<b>389,426</b>		<b>44,054</b>	<b>433,480</b>	<b>431,280</b>		<b>340,103</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**Annexure 1I  
STATEMENT OF TRANSFERS/SUBSIDIES PAID TO HOUSEHOLDS**

HOUSEHOLDS	TRANSFER ALLOCATION				TRANSFER		2003/04
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Appropriation Action
	R'000		R'000	R'000	R'000	%	R'000
<b>Transfers</b>							
H/H Empl Social Benefit – Cash Res	19,422			19,422	16,518	85.0%	55,904
H/H Soc ASS-KIND: MEDICAL AID				-	45	0.0%	
CLAIMS AGAINST STATE HOUSEHOLDS				-	1,642	0.0%	1,674
STAFF DEBT WRITE OFF BURSARY H/H				-	4	0.0%	
BURSARIES	1,051		293	1,344	1,335	99.3%	1,000
	<b>20,473</b>	<b>-</b>	<b>293</b>	<b>20,766</b>	<b>19,544</b>		<b>58,578</b>
<b>TOTAL</b>	<b>20,473</b>	<b>-</b>	<b>293</b>	<b>20,766</b>	<b>19,544</b>		<b>58,578</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**ANNEXURE 1J**

**STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED FOR THE YEAR ENDED 31 MARCH 2005**

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2004/05 R'000	2003/04 R'000
Received in cash			177
Total		-	177

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**ANNEXURE 3  
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2005 - LOCAL**

Guaranteed institution	Guarantee in respect of Housing	Original Guaranteed capital amount  R' 000	Opening balance as at 01/04/2004  R' 000	Guarantees issued during the year  R' 000	Guarantees Released during the year  R' 000	Guaranteed interest outstanding at 31/03/2005  R' 000	Closing Balance 31/03/2005  R' 000	Realised losses i.r.o. claims paid out  R' 000
Standard Bank			7,819	484	806		7,497	32
Nedband (Cape of GHB)			879	70	37		912	11
Nedbank			1,904		209		1,695	39
FNB			5,229	340	609		4,960	164
BOE (Boland )			1,885		217		1,668	10
ABSA			21,153	458	2,734		18,877	548
Old Mutual Bank			701	81	210		572	
People's Bank			1,273				1,273	
Nedbank (Inc. BOE)			2,606				2,606	
FNB former Saambou			3,777		284		3,493	171
Old Mutual (Perm)			9,522		753		8,769	64
GBS Mutual Bank			49				49	5
Albaraka Bank			13				13	
BOE Priv Bank			30				30	
BOE Bank Ltd			1,030		54		976	
Greenstart Homeloans			105				105	
NHFC (Masikheni)			50	262			312	
*Dept. Public Works			15				15	15
*Other (No detail)			12				12	12
<hr/>								
	-		58,052	1,695	5,913	-	53,834	1,071
<hr/>								
	-		58,052	1,695	5,913	-	53,834	1,071
<hr/>								

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**ANNEXURE 4**

**PHYSICAL ASSET MOVEMENT SCHEDULE AS AT 31 MARCH 2005**

	Opening Balance R'000	Additions R'000	Disposals R'000	Transfers In R'000	Transfers Out R'000	Closing Balance R'000
<b>MACHINERY AND EQUIPMENT</b>		25,652		-	21,173	
Computer equipment		4,105				
Furniture and office equipment		470				
Other machinery and equipment		21,077			21,173	
		<b>25,652</b>		<b>-</b>	<b>21,173</b>	

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**ANNEXURE 4 (continued)**

**PHYSICAL ASSET MOVEMENT SCHEDULE AS AT 31 MARCH 2004**

	Opening Balance R'000	Additions R'000	Disposals R'000	Transfers In R'000	Transfers Out R'000	Closing Balance R'000
<b>MACHINERY AND EQUIPMENT</b>		40,158	-	-	35,222	
Computer equipment		4,659				
Furniture and office equipment		277				
Other machinery and equipment		35,222			35,222	
		<b>40,158</b>	<b>-</b>	<b>-</b>	<b>35,222</b>	

Disposals only relate to amounts included in the opening balances and the additions columns. If you have a disposal, the amount written off should be equivalent to the carrying value of the asset.

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**ANNEXURE 5**

**SOFTWARE AND OTHER INTANGIBLE ASSET MOVEMENT SCHEDULE AS AT 31 MARCH 2005**

	Opening Balance R'000	Additions R'000	Disposals R'000	Transfers In R'000	Transfers Out R'000	Closing Balance R'000
Computer software	-	96				96
	-	<b>96</b>	-	-	-	<b>96</b>



**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**Annexure 6  
INTER-GOVERNMENTAL RECEIVABLES**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding	
	31/03/2005	31/03/2004	31/03/2005	31/03/2004
	R'000	R'000	R'000	R'000
<b>Department</b>				
National Department of Education			253	365
Department of Education Gauteng			49	9
Department Education Eastern Cape			922	411
Department of Education Kwazulu/Natal			119	
Department of Education Northern Cape			433	
Department of Education Free State			198	
Department of Education North West			3	
Provincial Admin. Natal			394	
Provincial Admin. Transvaal			25	
Province P.W.V.			165	
Province Eastern Transvaal			6	
Province Orange Free State			1	
Conditional Grant Fund			0	238
Department Economic Dev & Tourism W.C.			0	65
Department of Internal Affairs			0	54
Western Cape Dept. of Agriculture			32	44
Dept. of Labour Pretoria			0	3
Dept. of Environmental Affairs Western Cape			43	34
Dept. Corporate Services			0	5
Dept. Correctional Services Gauteng			0	8
Dept. Social Services Western Cape			276	130
Cultural Affairs & Sport			29	8
ELRC			1625	713
S.A. Police Gugulethu			5	
S.A. Defence			7	
SADTU			689	
PAWC			926	87
National Treasury, Pensions			4401	4472
Western Cape Dept. Health			49	37
Western Cape Provincial Parliament			20	0
Western Cape Dept. Housing			7	0
Western Cape Provincial Treasury Dept. Finance			20	3
Western Cape Local Government			15	2
Other			4,623	7,167
	-	-	15,335	13,855
<b>TOTAL</b>	-	-	<b>15,335</b>	<b>13,855</b>

**WESTERN CAPE EDUCATION DEPARTEMENT  
VOTE 5**

**Annexures to the Annual Financial Statements for the year ended 31 March 2005**

**ANNEXURE 7  
INTER-DEPARTMENTAL PAYABLES – CURRENT**

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding	
	31/03/2005	31/03/2004	31/03/2005	31/03/2004
	R'000	R'000	R'000	R'000
<b>Department</b>				
<b>Amounts not included in Statement of Financial Position</b>				
<b>Current</b>				
Western Cape Department of Transport & Public Works		609	19	126
National Dept. of Justice & Constitutional Development			38	83
Provincial Administration of the Western Cape		245		
Department of Public Transport, Roads & Works: Gauteng				4
National Department of Education		286		
<b>Subtotal</b>	0	1,140	57	213
<b>Total</b>	0	1,140	57	213

## PART 5

### HUMAN RESOURCE MANAGEMENT

#### 1. Service delivery

All departments are required to develop a Service Delivery Improvement Plan (SDIP). The following tables reflect the components of the WCED's SDIP as well as progress made in the implementation of the plan.

**Table 1.1: Main services provided and standards**

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
<b>Development of Educators</b>				
On-site development of educators at the Cape Teaching Institute	Educators, Principals and Advisors	Institution-based educators, including principals	<ul style="list-style-type: none"> <li>• 50 employees accommodated per course for Foundation Phase Mathematics and Reading, Intermediate Phase Mathematics, Literacy &amp; Natural Science, Principals on the Revised National Curriculum Statement and Advisors on their roles &amp; responsibilities</li> <li>• Standards as set in tenders</li> <li>• Efficient and error-free registrations and appointments of substitutes</li> </ul>	<ul style="list-style-type: none"> <li>• 1181 employees were trained</li> <li>• Employees are making a difference in the classroom by applying the knowledge gained</li> <li>• Principals are equipped to manage the introduction of the new curriculum</li> </ul>
<b>Provisioning of Library Services</b>				
Providing a Library and Information Service (LIS)	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Public Service Staff</li> </ul>	Those not yet EDULIS (Education Library Information Service) clients	<ul style="list-style-type: none"> <li>• Easily accessible physical address</li> <li>• User-friendly EDUPALS library system</li> <li>• Availability of EDUPALS website</li> <li>• Various efficient access modes</li> <li>• Internal and external resource sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Extended client base</li> <li>• EDUPALS web site (Windows) is used for OPAC searches in place of PALSTAC (DOS) software</li> <li>• Available 99% of the time</li> <li>• Provided block loans to 369 schools (11553</li> </ul>
Supporting School Library (SL) development	<ul style="list-style-type: none"> <li>• Education researchers</li> <li>• Cape Administrative Academy</li> <li>• WCED institutions</li> <li>• Learners</li> <li>• Education students &amp; lecturers</li> </ul>			

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
	<ul style="list-style-type: none"> <li>• NGEs/ NGOs</li> <li>• Other education-related clients e.g. independent schools</li> </ul>		<ul style="list-style-type: none"> <li>• SL Policy and Guidelines drafted</li> <li>• SL manuals</li> <li>• Constant co-operation with SL Advisors at EMDCs</li> </ul>	<p>items)</p> <ul style="list-style-type: none"> <li>• Resource-sharing with EMDC RCs increased</li> <li>• Facilitated the Final Draft of the National SL Policy</li> <li>• Ongoing revision</li> <li>• Visited 15 schools</li> <li>• Co-ordinated and facilitated SL workshops together with EMDC Library and Information Service staff</li> </ul>

#### Enhancing Client Care

Provide professional client care support, via a walk-in centre, a call centre for staff and a Safe Schools call centre	<ul style="list-style-type: none"> <li>• Educator and public service staff</li> <li>• Learners</li> <li>• School-based management</li> </ul>	Broader community	Prompt, efficient service provided via telephone and a facility for receiving clients in person	<ul style="list-style-type: none"> <li>• The Walk-in Centre assisted 111 342 clients during the financial year. Most clients were teachers needing assistance on salary and employment benefit issues.</li> <li>• The WCED launched the Client Service Call-Centre on April 2004. The centre handled 205 788 calls, during the first year, of which 128 359 mainly involved salary and employment benefit issues.</li> <li>• The Safe Schools component handled 77 429 calls dealing mainly with safe school matters.</li> <li>• Client Services resolves more than 96% of queries immediately.</li> <li>• Back Office teams deal with queries requiring further research.</li> <li>• The average call queuing time in</li> </ul>
--	--	-------------------	---	---

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
				<p>the Call Centre is about 1 minute.</p> <ul style="list-style-type: none"> <li>• Average call length is between 1 and 2 minutes.</li> <li>• Clients are served in the 3 languages of the province.</li> <li>• Queues in the Walk-in Centre are managed carefully to reduce queuing times.</li> </ul>

**Table 1.2: Consultation arrangements with customers**

Type of arrangement	Actual Customers	Potential Customers	Actual achievements
<b>Development of Educators</b>			
Questionnaire/Evaluation report at the end of each course presented; Telephonic survey	<ul style="list-style-type: none"> <li>• Circuit managers</li> <li>• Curriculum advisers</li> <li>• Principals</li> </ul>	All employees	<ul style="list-style-type: none"> <li>• The nomination procedure for course attendants has been standardised.</li> </ul>
<b>Provisioning of Library Services</b>			
Services are extended by communicating with clients in respect of the type of information & services they would wish to have provided.	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Public Service Staff</li> <li>• Education researchers</li> <li>• Cape Administrative Academy</li> <li>• WCED institutions</li> <li>• Learners</li> <li>• Education students &amp; lecturers</li> <li>• NGEOS/NGOs</li> <li>• Other education-related clients e.g. independent schools</li> </ul>	<ul style="list-style-type: none"> <li>• Education sector</li> </ul>	<ul style="list-style-type: none"> <li>• Available resource material &amp; services are extended to incorporate identified topics and programmes, subject to availability of funds and staff</li> <li>• Information needs of the majority of clients are satisfied.</li> <li>• Depot was set up for EMDC Metropole Central on request of teachers in that EMDC.</li> </ul>
Type of arrangement	Actual Customers	Potential Customers	Actual achievements
<b>Enhancing Client Care</b>			
Surveys/interviews are conducted to determine client needs.	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Public Service Staff.</li> <li>• Employee parties (Unions)</li> <li>• Other departments</li> <li>• Learners</li> <li>• General Public</li> <li>• Service providers</li> <li>• NGEOS/NGOs</li> <li>• Private institutions</li> </ul>	Parent community	Based on the results of the survey the operating hours of the Walk-in-Centre have been amended to span from 07:45 to 17:00 and staff uses staggered break times in order to ensure continuity in service.

**Table 1.3: Service delivery access strategy**

Access Strategy	Actual achievements
<b>Development of Educators</b> To cater for the needs of rural educators who are not able to attend courses at the main campus in Kuils River, three decentralised courses were delivered (1 in Worcester, 1 Oudtshoorn and 1 in George).	150 educators attended these decentralised courses.
<b>Provisioning of Library Services</b> <ul style="list-style-type: none"> <li>•To make the services accessible to all clients in the province, EDULIS has extended access to the EDUPALS Library database via the Internet.</li> <li>•Documentation is provided in all 3 official languages, where applicable</li> <li>•Direct phone numbers have been re-instated</li> <li>•Decentralised Resource Centres are being developed</li> <li>•EDULIS involvement in the WCED Literary Strategy intends access possibilities</li> <li>•Staff hold quarterly meetings with EMDC-LIS staff to plan for co-ordinated access strategies at all levels</li> <li>•Establish the EDULIS Branch Library</li> </ul>	<p>The services to the client base have been extended, and the membership of EDULIS library increased by 1 319. Communication has been enhanced.</p> <p>Resource Centres to support educators have been built in 5 of the 7 EMDCs and resourcing of these has commenced. Four of them have been opened formally. Literacy programmes have resulted in increased use of EDULIS resources.</p> <p>School Library organisation and cataloguing manuals have been published &amp; used in workshops with teacher-librarian and/or co-ordinators of school libraries.</p> <p>Planned and facilitated the transformation of the library. Opened the library for use by WCED officials and educators at CTI and EMDC Metropole East.</p>
<b>Enhancing Client Care</b> <ul style="list-style-type: none"> <li>•Advocacy regarding Client Services</li> <li>•Manage staff allocation to meet peak demands appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>•By means of roadshows</li> <li>•Additional staff was allocated to the Client Services to ensure that clients receive prompt service.</li> </ul>

**Table 1.4: Service information tool**

Types of information tool	Actual achievements
<b>Development of Educators</b> An annual letter addressed to all institutions and other sites of the WCED which advertises the service and the procedure to ensure access. Regular visitations to Education Management and Development Centres and to Principals.	The process of information sharing is more efficient. Directories are disseminated so that information reaches all sites, and staff and site contact details are known.
<b>Provisioning of Library Services</b> <ul style="list-style-type: none"> <li>•EDUPALS library system</li> <li>•Regular exhibitions at EDULIS and at seminars, conferences, training session of IEP and FET, etc.</li> <li>•EDULIS website</li> <li>•Distributing brochures, bibliographies, Reviews (evaluated SL resources) and SL manuals</li> <li>•EDULIS Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>•Increased client base. Customers are making increased and more effective use of the resources and services that EDULIS is providing. Awareness of the link between information resources and the curriculum has been raised.</li> <li>•Use increased noticeably.</li> <li>•A link on the Curriculum web site enables clients to see the latest EDULIS acquisitions in their Learning Areas/subjects and to request from the EDULIS Library what they need on line.</li> <li>•EDULIS info newsletter, Issue 4 and 5, were distributed to Head Office, EMDCs and institutions.</li> </ul>

Types of information tool	Actual achievements
<b>Enhancing Client Care</b> <ul style="list-style-type: none"> <li>• Access to e-postmaster system for Educational institutions of the WCED.</li> <li>• WCED website</li> <li>• The access to information provided by Education Research Directorate.</li> <li>• Regular "Information-sharing roadshows" by the Chief Directorate: Human Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>• Educational institutions and remote service sites receive circulars, information etc. via electronic mail.</li> <li>• The WCED Web-Site provides greater accessibility to information pertaining to the services of the department.</li> <li>• A compact disc containing information based on the annual school surveys.</li> <li>• This communication initiative keeps EMDC- and school managers abreast of latest developments/information regarding HR – issues. Simultaneously these role-players' concerns are addressed and inputs solicited to improve service delivery.</li> </ul>

**Table 1.5: Complaints mechanism**

Complaints Mechanism	Actual achievements
<b>Development of Educators</b> <p>A system of co-ordinators exist at all EMDCs to co-ordinate and facilitates nominations to attend courses at the CTI. The CTI has an on-site manager with co-ordinators.</p>	<ul style="list-style-type: none"> <li>• By answering inquiries and listening to complaints the manager and co-ordinators managed to build capacity around knowledge of the processes and procedures, and are able to address most critical situations.</li> <li>• Training of officials and SGBs in the requirements</li> <li>• These officials now deal directly with all clients.</li> </ul>
Complaints Mechanism	Actual achievements
<b>Provisioning of Library Services</b> <ul style="list-style-type: none"> <li>• Everyday communication channels</li> <li>• Suggestion boxes</li> <li>• Evaluation forms</li> </ul>	<p>EDULIS service providers have been made aware of the need for improvements, and have effected changes, where feasible. The service has become more customer-oriented.</p>
<b>Enhancing Client Care</b> <ul style="list-style-type: none"> <li>• The Communication protocol invites complaints with regard to accessibility</li> <li>• Visitations to education institutions by Minister as well as management teams</li> <li>• Regular "Information-sharing Roadshows" by the Chief Directorate: Human Resource Management.</li> </ul>	<ul style="list-style-type: none"> <li>• Clients are encouraged to forward enquiries where they have experienced response problems to the relevant directors.</li> <li>• Communities, learners, educators and public service staff can voice their concerns directly to the department to improve access to services.</li> <li>• Quarterly visits to the EMDC regions.</li> <li>• EMDC- and school managers are provided with a mechanism to articulate their concerns and complaints.</li> </ul>

## 2. Expenditure

The tables below indicate the names of the programmes and the salary ranges attached to the different salary levels referred to in this report.

### Programmes

Programme	Programme Designation
Programme 1	Administration
Programme 2	Public Ordinary School Education
Programme 3	Independent School Education
Programme 4	Public Special School Education
Programme 5	Further Education and Training Colleges
Programme 6	Adult Basic Education and Training
Programme 7	Early Childhood Development
Programme 8	Auxiliary and Associated Services

### Salary Bands

Salary level	Description	Salary range
Salary level 1	Lower skilled	R 32 607 x 1% - R 32 933.07
Salary level 2	Lower skilled	R 36 522 x 1% - R 36 887.22
Salary level 3	Skilled	R 41 946 x 1% - R 42 365.46
Salary level 4	Skilled	R 49 227 x 1% - R 49 719.27
Salary level 5	Skilled	R 58 236 x 1% - R 58 818.36
Salary level 6	Highly skilled production	R 72 096 x 1% - R 72 816.96
Salary level 7	Highly skilled production	R 89 805 x 1% - R 90 703.05
Salary level 8	Highly skilled production	R 111 528 x 1% - R 112 643.28
Salary level 9	Highly skilled supervision	R 133 176 x 1% - R 134 507.76
Salary level 10	Highly skilled supervision	R 166 221 x 1% - R 167 883.21
Salary level 11	Highly skilled supervision	R 193 920 x 1% - R 195 859.20
Salary level 12	Highly skilled supervision	R 233 394 x 1% - R 235 727.94
Salary level 13	Senior Management Service (Band A)	R 453 147 x 1.5% - R 488 154
Salary level 14	Senior Management Service (Band B)	R 533 754 x 1.5% - R 574 998
Salary level 15	Senior Management Service (Band C)	R 647 727 x 1.5% - R 697 779
Salary level 16	Senior Management Service (Band D)	R 834 252 x 1.5% - R 898 716

**Note:**

It should be mentioned that the salary progression of employees on salary level 1-12 is 1% p.a., whilst that of the SMS is 1.5% every 24 months.

Departments budget in terms of clearly defined programmes. The following tables summarise final audited expenditure by programme (Table 2.1) and by salary bands (Table 2.2). In particular they provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the department.



**Table 2.1: Personnel cost in respect of all personnel by programme: 2004/05**

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Number of employees*	Average Personnel cost per employee (R'000)
1	215 094	115 930	15,698	0	2.41	802	144.55
2	4 533 324	3 974 198	17,501	0	73.22	33 176	119.79
3	29 761	0	0	0	0.00	0	0
4	345 224	273 315	0	0	5.01	2 445	111.78
5	152 383	121 969	0	0	2.24	995	122.58
6	21 151	* 1 518	0	0	0.10	*15	101.20
		**3 680					
7	60 135	42 170	0	0	0.77	312	135.16
8	94 300	***18 303	3,659	0	0.64	***140	130.74
		****16 600					
<b>Totals</b>	<b>5 451 372</b>	<b>4 567 683</b>	<b>36,858</b>	<b>0</b>	<b>84.40</b>	<b>37 874</b>	<b>120.60</b>

**Note:**

- \* The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R1.518m, is in respect of the 15 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- \*\* The amount of R3.680m reflects the amount in respect of the expenditure pertaining to 135 educators appointed on a per-hourly basis for tuition at ABET-centres. Their average expenditure amount to R27 259.
- \*\*\* The personnel expenditure in respect of Programme 8 (Auxiliary and Associated Services) amounting to R18.303m, is in respect of the 140 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- \*\*\*\* The amount of R16.6m reflects the amount in respect of the expenditure of the 2 200 Examiners/Moderators/Markers and 300 temporary administrative support staff (for the 2004-Matric examinations). Their average expenditure amount to R 6 640.

**Table 2.2: Personnel costs in respect of all personnel by salary bands: 2004/05**

Salary levels	Personnel Expenditure (R'000)	% of total personnel cost	Number of employees*	Average personnel cost per employee (R'000)
1-2	162 869	03.57	3 619	45.00
3-5	199 094	04.36	3 397	58.61
6-8	3 296 951	72.18	26 522	124.31
9-12	889 292	19.47	4 296	207.00
13-16	19 477	00.43	**40	486.93
<b>Total</b>	<b>4 567 683</b>	<b>100</b>	<b>37 874</b>	<b>120.60</b>

**Note:**

- \* The total number of employees indicated in tables 2.1 and 2.2 above includes both public service staff and educators.
- \*\* The number of employees in the band 13-16 includes the 5 CEO's attached to Further Education and Training colleges.

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

The following tables provide a summary per programme (Table 2.3) and salary bands (Table 2.4) of expenditure incurred as a result of salaries, overtime, homeowners' allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

**Table 2.3: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by programme: 2004/05**

Programme	Salaries		Overtime		Home Owners' Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Programme 1	93 142	2.039	195	0.004	1 651	0.036	5 170	0.113
Programme 2	3 027 320	66.277	71	0.002	57 873	1.267	190 192	4.164
Programme 3	0	0	0	0	0	0	0	0
Programme 4	207 611	4.545	72	0.000	3 773	0.035	13 120	0.123
Programme 5	93 868	2.055	10	0.000	1 576	0.035	5 638	0.002
Programme 6	1 405	0.031	-	0.000	32	0.001	81	0.002
Programme 7	31 351	0.686	-	0.000	571	0.012	2 184	0.048
Programme 8	36 189	0.792	834	0.018	882	0.019	2 489	0.054
<b>Total</b>	<b>3 490 886</b>	<b>76.426</b>	<b>1 183</b>	<b>0.026</b>	<b>66 357</b>	<b>1.453</b>	<b>218 874</b>	<b>4.792</b>

**Table 2.4: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by salary bands: 2004/05**

Salary levels	Salaries		Overtime		Home Owners' Allowance (HOA)		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
<b>1-2</b>	127 925	2.80	101	0.002	3 269	0.072	6 163	0.135
<b>3-5</b>	157 398	3.45	281	0.006	3 607	0.079	9 905	0.217
<b>6-8</b>	2 534 929	55.50	739	0.016	46 146	1.010	159 578	3.494
<b>9-12</b>	659 432	14.44	62	0.001	13 335	0.292	42 519	0.931
<b>13-16</b>	11 202	0.25	0	0.000	0	0.000	709	0.016
<b>Total</b>	<b>3 490 886</b>	<b>76.43</b>	<b>1183</b>	<b>0.026</b>	<b>66 357</b>	<b>1.453</b>	<b>218 874</b>	<b>4.792</b>

### 3. Employment and Vacancies

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment. This information is presented in terms of three key variables: - programme (Table 3.1), salary band (Table 3.2) and critical occupations (Table 3.3). Departments have identified critical occupations that need to be monitored. Table 3.3 provides establishment and vacancy information for the key critical occupations of the department. The vacancy rate reflects the percentage of posts that are not filled.

**Table 3.1: Employment and vacancies by programme: 31 March 2005**

Personnel group	Programme	Number of posts	Number of posts filled	Vacancy Rate	<i>* Number of posts filled additional to the establishment</i>
All personnel	Programme 1	963	795	17	7
	Programme 2	33 418	32890	2	275
	Programme 3	0	0	0	0
	Programme 4	2 546	2 404	6	41
	Programme 5	1 250	992	21	3
	Programme 6	16	15	6	0
	Programme 7 **	335	312	7	0
	Programme 8	145	140	3	0
	<b>Total</b>	<b>38 673</b>	<b>37 548</b>	<b>3</b>	<b>326</b>
Educators	Programme 1	212	102	52	7
	Programme 2	27 010	26 912	0	102
	Programme 3	0	0	0	0
	Programme 4	1 526	1 530	0	11
	Programme 5	788	730	7	3
	Programme 6	5	4	20	0
	Programme 7**	335	312	7	0
	Programme 8	0	0	0	0
	<b>Total</b>	<b>29 876</b>	<b>29 590</b>	<b>1</b>	<b>123</b>
Public Service Personnel	Programme 1	751	693	8	0
	Programme 2	6 408	5 987	6	173
	Programme 3	0	0	0	0
	Programme 4	1 020	874	14	30
	Programme 5	462	262	43	0
	Programme 6	11	11	0	0
	Programme 7	0	0	0	0
	Programme 8	145	140	3	0
	<b>Total</b>	<b>8 797</b>	<b>7 958</b>	<b>10</b>	<b>203</b>

**Note:**

\* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated.

\*\* Programme 7: Posts of educator: pre-primary are abolished as they become vacant. The WCED adopted a policy according to which the posts are replaced by a subsidy payment in an effort to create more learning sites for pre-primary learners (Early Childhood Development), especially in disadvantaged communities.

**Note:** It should be mentioned that as for educational institutions, the number of vacancies in respect of educators does not mean that the institution has fewer educators than the number of educators to which they are entitled. It merely indicates that the educator posts are not filled in a permanent capacity. In each case where the post is not permanently filled, a contract appointment is made to ensure that all educational institutions have the required number of educators to which they are entitled.

**Table 3.2: Employment and vacancies by salary bands: 31 March 2005**

Personnel Group	Salary levels	Number of Posts	Number of Posts Filled	Vacancy Rate	* Number of Posts Filled Additional to the Establishment	Total number of employees on 31 March 2005
<b>All Personnel</b>	1-2	3 902	3 500	10	119	3 619
	3-5***	2 953	***3 376	8	23	3 399
	6-8	27 450	26 373	4	149	26 522
	9-12	4327	4 262	2	34	4 296
	13-16	41	38	2	0	38
	<b>TOTAL</b>	<b>38 673</b>	<b>37 548</b>	<b>2</b>	<b>326</b>	<b>37 874</b>
<b>Educators</b>	1-2	0	0	0	0	0
	3-5***	0	***667	0	1	668
	6-8	25647	24 789	1	88	24 877
	9-12	4229	4 134	2	34	4 168
	13-16	0	0	0	0	0
	<b>TOTAL</b>	<b>29 876</b>	<b>29 590</b>	<b>1</b>	<b>123</b>	<b>29 713</b>
<b>Public Service Personnel</b>	1-2	3 902	3 500	10	119	3 619
	3-5	2 953	2 708	8	23	2 731
	6-8	1 803	1 584	12	61	1 645
	9-12	96	128**	0	0	128
	13-16	41	38	7	0	38
	<b>TOTAL</b>	<b>8 797</b>	<b>7 958</b>	<b>10</b>	<b>203</b>	<b>8 161</b>

**Note:**

\* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated. The matching and placement of additional employees into vacant substantive posts is an ongoing process and is guided by the applicable collective agreements. In a further effort to promote the redeployment of additional employees, vacant posts are also regularly advertised in departmental vacancy lists. The WCED developed a number of policy measures to ensure the optimal utilisation of the services of additional staff members.

\*\* 36 Khanya contract included in this figure.

\*\*\* All educator posts are created for the appointment of professionally qualified educators (at least Matric plus 3 years training) at the minimum of salary levels 6-7. The reality is that the WCED do have under-qualified and unqualified educators in the system. These are the 668 educators who are remunerated at salary levels 3 – 5 because they do not meet the minimum posts requirements to be paid at salary levels 6-7. These educators are all appointed against approved posts indicated in the salary band 6-8 in this table. The vacancy rate of 8% in respect of salary band 3-5 in the Column for ALL PERSONNEL reflects the rate for Public Service personnel only.

#### 4. Job Evaluation

The Public Service Regulations, 2001, as amended, introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executive authorities may evaluate or re-evaluate any job in their organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled.

The following table (Table 4.1) summarises the number of jobs that were evaluated during the year under review.

**Table 4.1: Job Evaluation i.r.o Public Service Posts: 1 April 2004 to 31 March 2005**

Salary levels	Number of posts	Number of Jobs Evaluated	% jobs evaluated	Posts grading unchanged		Posts Upgraded		Posts downgraded	
				Number	%	Number	%	Number	%
1-2	3 902	0	0	0	0	0	0	0	0
3-5	2 953	2	0.07	0	0	1	0.03	1	0.03
6-8	1 803	63	3.49	2	0.11	60	3.33	1	0.06
9-12	96	17	17.71	14	14.58	0	0	3	3.13
13	31	0	0	0	0	0	0	0	0
14	6	0	0	0	0	0	0	0	0
15	3	0	0	0	0	0	0	0	0
16	1	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>8 797</b>	<b>82</b>	<b>0.93</b>	<b>16</b>	<b>0.18</b>	<b>61</b>	<b>0.69</b>	<b>5</b>	<b>0.06</b>

**Note:**

1. All SMS posts (13 to 14) were job evaluated during the financial year 2002/03.
2. The 82 jobs evaluated only reflect the number of jobs evaluated during the reporting year.

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2004/05	NIL
--	-----

## 5. Employment Changes

This section provides information on changes in employment over the financial year.

Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band (Table 5.1) and by critical occupations (Table 5.2).

Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. These would include employees appointed to substantive vacancies which arise as a result natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This policy means that the same employee can be appointed up to four times in a particular reporting year because each contract is regarded as a new appointment. The expiry of the contract is regarded as a termination of service for reporting purposes and this is the reason for the exceptionally high number of terminations. It nevertheless remains the WCED's goals to have all vacant posts at educational institutions, especially educator posts, filled in a permanent capacity as soon as possible after the vacancy has arisen.

**Table 5.1: Annual turnover rates by salary band for the period 1 April 2004 to 31 March 2005**

Personnel Group	Salary band	Number of Employees per band as on 1 April 2004	Appointments and transfers into the Department	Terminations and transfers out of the department	Turnover Rate %
All Personnel	1-2	3 625	3 664	2 920	10.11
	3-5	3 429	4 578	3 604	28.40
	6-8	26 017	16 043	13 577	9.48
	9-12	3 981	199	313	-2.86
	13	29	4	3	3.45
	14	6	1	0	16.67
	15	3	0	0	0
	16	1	0	0	0
	<b>Total</b>	<b>37091</b>	<b>24 489</b>	<b>20 417</b>	<b>10.98</b>
Educators	1-2	0	0	0	0
	3-5	722	1 234	1 005	31.72
	6-8	24 315	15 873	13 393	10.20
	9-12	3 837	120	222	-2.66
	13	0	0	0	0
	14	0	0	0	0
	15	0	0	0	0
	16	0	0	0	0
	<b>Total</b>	<b>28 874</b>	<b>17 227</b>	<b>14 620</b>	<b>9.03</b>
Public Service Personnel	1-2	3 625	3 664	2 920	20.52
	3-5	2 707	3 344	2 599	27.52
	6-8	1 702	170	184	-0.82
	9-12	144	79	91	-8.33
	13	29	4	3	3.45
	14	6	1	0	16.67
	15	3	0	0	0
	16	1	0	0	0
	<b>Total</b>	<b>8 217</b>	<b>7 262</b>	<b>5 797</b>	<b>17.82</b>

**Table 5.2: Reasons why staff is leaving the department**

Termination Type	Number	% of Total
Death	102	0.46
Resignation	922	4.20
Expiry of Contract *	20 350	92.68
Dismissal – Operational Changes	0	0
Dismissal – Misconduct	35	0.16
Dismissal – Inefficiency	0	0
Ill Health	223	1.02
Retirement	310	1.41
Transfers to other State Departments, Statutory Bodies, etc.	15	0.07
<b>Total</b>	<b>21 957</b>	<b>100</b>
<b>Total number of employees who left as a % of the total employment</b>	<b>1607</b>	<b>4.33</b>

**Note:**

\* The "Expiry of Contract" number may seem to be high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a temporary capacity for close periods. Consequently each temporary appointment is regarded as a new appointment thus resulting in one expiry of contract. (These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity).

**Table 5.3: Promotions by salary band**

Personnel Group	Salary levels	Employees 1 April 2004	Promotions to another Salary Level	Salary Bands Promotions as a % of Employees by salary level	Progressions to another Notch within a Salary Level	Notch progressions as a % of Employees by salary band
<b>ALL PERSONNEL</b>	1-2	3 625	0	0	2 658	73.32
	3-5	3 429	58	1.69	2 372	69.17
	6-8	26 017	2 137	8.21	20 054	77.08
	9-12	3 981	610	15.40	3 325	83.52
	13	29	0	0	0	0
	14	6	0	0	1	16.67
	15	3	0	0	1	33.33
	16	1	0	0	0	0.00
	<b>Total</b>	<b>37 091</b>	<b>2 805</b>	<b>7.56</b>	<b>28 411</b>	<b>76.59</b>
<b>EDUCATORS</b>	1-2	0	0	0	0	0
	3-5	722	0	0	412	57.06
	6-8	24 315	2118	8.71	18 475	75.98
	9-12	3 837	609	15.87	3 234	84.28
	13	0	0	0	0	0
	14	0	0	0	0	0
	15	0	0	0	0	0
	16	0	0	0	0	0
	<b>Total</b>	<b>28 874</b>	<b>2 727</b>	<b>9.44</b>	<b>22 121</b>	<b>80.46</b>
<b>PUBLIC SERVICE PERSONNEL</b>	1-2	3 625	0	0	2 658	73.32
	3-5	2 707	58	2.14	1 960	72.40
	6-8	1 702	19	1.12	1 579	92.77
	9-12	144	1	0.69	91	63.19
	13	29	0	0	0	0
	14	6	0	0	1	16.67
	15	3	0	0	1	3.33
	16	1	0	0	0	0
	<b>Total</b>	<b>8 217</b>	<b>78</b>	<b>0.95</b>	<b>6 290</b>	<b>76.55</b>

## 6. Employment Equity

The tables in this section are based on the formats prescribed by the Employment Equity Act, 55 of 1998.

**Table 6.1: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2005**

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	2	15		18	2	1		2	40
Professionals	1 772	6 772	60	2 062	3 971	10 844	73	4 263	29 817
Technicians and associate professionals	11	104		25	13	68	1	32	254
Clerks	67	397	1	29	309	1 323	8	562	2 696
Service and sales workers	1	43				8		1	53
Skilled agriculture and fishery workers									
Craft and related trades workers		14							14
Plant and machine operators and assemblers	2	22				1			25
Elementary occupations	521	2 046		128	256	1 779	2	243	4 975
<b>Total</b>	<b>2 376</b>	<b>9 413</b>	<b>61</b>	<b>2 262</b>	<b>4 551</b>	<b>14 024</b>	<b>84</b>	<b>5 103</b>	<b>37 874</b>
Employees with disabilities	5	15		8	3	8		7	46

**Table 6.2: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2005**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management		2		2					4
Senior Management	2	13		16	2	1		2	36
Professionally qualified and experienced specialists and mid-management	238	1 737	27	872	229	628	13	552	4 296
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 515	5 326	34	1 213	3 759	10 504	67	4 104	26 522
Semi-skilled and discretionary decision making	218	1 000		140	322	1 329	2	386	3 397
Unskilled and defined decision making	403	1 335		19	239	1 562	2	59	3 619
<b>Total</b>	<b>2 376</b>	<b>9 413</b>	<b>61</b>	<b>2 262</b>	<b>4 551</b>	<b>14 024</b>	<b>84</b>	<b>5 103</b>	<b>37 874</b>



**Table 6.3: Recruitment for the period 1 April 2004 to 31 March 2005**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
<b>Top Management</b>									0
Senior Management		1		0				0	1
Professionally qualified and experienced specialists and mid-management	8	76	1	15	9	36	2	40	187
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 098	3 195	19	733	3 314	5 548	42	2 099	16 048
Semi-skilled and discretionary decision making	303	724		162	670	2 156		561	4 576
Unskilled and defined decision making	825	1 006		42	465	1 215	1	123	3 677
<b>Total</b>	<b>2 234</b>	<b>5 002</b>	<b>20</b>	<b>952</b>	<b>4 458</b>	<b>8 955</b>	<b>45</b>	<b>2 823</b>	<b>24 489</b>
Employees with disabilities									0

**Note:**

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

**Table 6.4: Promotions for the period 1 April 2004 to 31 March 2005**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
<b>Top Management</b>	1			1					2
Senior Management									
Professionally qualified and experienced specialists and mid-management	223	1 626	26	768	221	607	11	453	3 935
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 242	4 515	31	952	2 999	8 820	61	3 571	22 191
Semi-skilled and discretionary decision making	149	789		106	203	905	2	276	2 430
Unskilled and defined decision making	181	1 052		8	106	1 287	2	22	2 658
<b>Total</b>	<b>1 796</b>	<b>7 982</b>	<b>57</b>	<b>1 835</b>	<b>3 529</b>	<b>11 619</b>	<b>76</b>	<b>4 322</b>	<b>31 216</b>
Employees with disabilities	5	15		6	3	7		7	41

**Note:**

The 31 216 promotions represent:  
 2 805 employees promoted from one salary level to a higher salary level; and  
 28 411 employees who received salary notch progressions.

**Table 6.5: Terminations for the period 1 April 2004 to 31 March 2005**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management									0
Senior Management		0		0				1	1
Professionally qualified and experienced specialists and mid-management	11	112	2	61	14	45	4	61	310
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	918	2 649	17	611	2 799	4 691	40	1 879	13 604
Semi-skilled and discretionary decision making	236	621		137	487	1 674		440	3 595
Unskilled and defined decision making	632	815		34	348	993	1	84	2 907
<b>Total</b>	<b>1 797</b>	<b>4 197</b>	<b>19</b>	<b>843</b>	<b>3 648</b>	<b>7 403</b>	<b>45</b>	<b>2 465</b>	<b>20 417</b>
Employees with disabilities						1		1	2

**Note:**

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

The number of terminations may seem to be high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a temporary capacity for close periods. Consequently each temporary appointment is regarded as a new appointment thus resulting in one termination. (These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity).

**Table 6.6: Skills development for the period 1 April 2004 to 31 March 2005**

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	1	3		1	1	4		1	11
Professional uncategorised in terms of gender	1 772	6 772	60	2 062	3 971	10 844	73	4 264	29 818
Technicians and associate professionals									1 831
Clerks									0
Service and sales workers	114	414	1	75	263	617	3	251	1 738
Skilled agriculture and fishery workers									
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	0	2	0	0	0	0	0	0	2
Uncategorised in terms of Occupational Category and Gender	0	0	0	0	0	0	0	0	0
Uncategorised in terms of Occupational Category									13 144
<b>Total</b>	<b>1 808</b>	<b>7 069</b>	<b>60</b>	<b>2 084</b>	<b>4 216</b>	<b>11 759</b>	<b>76</b>	<b>4 497</b>	<b>46 548</b>

**Note:**

1. A course or training intervention attended by an employee is counted as one employee and therefore the total number of employees who received training outnumbers the actual number of employees on the establishment.
2. All Employees that undergo training are not willing to specify Race on Attendance Registers. Some delegates incorrectly record PERSAL numbers while others do not record PERSAL numbers at all.

## 7. Performance Rewards

To encourage good performance, the department granted the following performance rewards during the year under review. The information is presented in terms of race, gender, and disability (Table 6.1), salary bands (table 6.2) and critical occupations (Table 6.3).

**Table 7.1: Performance Rewards by race, gender and disability for Public Service personnel (excluding SMS): 1 April 2004 to 31 March 2005**

Beneficiary Profile			Cost (R'000)		
Population group	Number of Beneficiaries	Total number of employees in group	Percentage of population group	Total Cost (R'000)	Average cost per employee
<b>African</b>	1	1 424	0.07	10	10 000
Male	1	651	0.15	10	10 000
Female	0	773	0	0	0
<b>Asian</b>	0	40	0	0	0
Male	0	17	0	0	0
Female	0	23	0	0	0
<b>Coloured</b>	31	5 206	0.60	352	11 355
Male	16	2 189	0.73	178	11 125
Female	15	3 017	0.50	174	11 600
<b>White</b>	13	1 451	0.88	153	11 769
Male	3	473	0.63	49	16 333
Female	10	978	1.02	104	10 400
<b>TOTAL</b>	<b>45</b>	<b>8 121</b>	<b>0.55</b>	<b>515</b>	<b>11 444</b>
<b>Employees with a disability</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Note:**

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

\* The system of merit awards was abolished with effect from 1 July 2003. The 45 old cases were finalised during this reporting year.

**Table 7.2: Performance Rewards by salary levels for Public Service personnel below Senior Management Service: 1 April 2004 to 31 March 2005**

Beneficiary Profile				Cost		
Salary level	Number of Beneficiaries	Number of employees	Percentage of group per salary level	Total Cost (R'000)	Average Cost per Employee (R)	Total cost as a % of the total personnel expenditure
1-2	4	3 619	0.11	15	3 750	0.009
3-5	5	2 729	0.18	22	4 400	0.014
6-8	24	1 645	1.46	224	9 333	0.123
9-12	12	128	9.38	253	2 1 083	0.849
<b>Total</b>	<b>45</b>	<b>8 121</b>	<b>0.55</b>	<b>514</b>	<b>11 422</b>	<b>0.096</b>

**Table 7.3: Performance-related rewards (cash bonus) by salary band: Senior Management Service**

Salary level	Beneficiary Profile			Total Cost (R'000)	Average Cost per Beneficiary (R)	Total cost as a % of the total SMS personnel expenditure (R'000)
	Number of Beneficiaries	Number of SMS members	Percentage of total within salary level			
13	10	29	34	146	14 508	0.80
14	3	6	50	51	16 478	0.28
15	2	3	66	43	21 570	0.24
16	1	1	100	31	31 481	0.17
<b>TOTAL</b>	<b>16</b>	<b>39</b>	<b>41</b>	<b>271</b>	<b>16 943</b>	<b>1.48</b>

**Note:**

The collective agreement with regard to performance rewards for educators is still to be finalised in the national ELRC.

## 8. Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

**Table 8.1: Foreign Workers by salary band: 1 April 2004 to 31 March 2005**

Salary level	1 April 2004		31 March 2005		Change	
	Number	% of total	Number	% of total	Number	% of total
1-2	0	0	0	0	0	0
3-5	4	10.53	1	3.4	3	33.33
6-8	32	84.21	27	93.2	5	55.56
9-12	2	5.26	1	3.4	1	11.11
13 - 16	0	0	0	0	0	0
<b>TOTAL</b>	<b>38</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>9</b>	<b>100</b>

**Table 8.2: Foreign Workers by major occupation: 1 April 2004 to 31 March 2005**

Major Occupation	1 April 2004		31 March 2005		Change	
	Number	% of total	Number	% of total	Number	% of total
Administrative office workers	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0
Professionals and managers	38	100	29	100	9	100
<b>TOTAL</b>	<b>38</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>9</b>	<b>100</b>

**Note:**

Foreign workers are appointed only in cases where no suitably qualified RSA nationals are available and if they are in possession of a valid RSA-work permit.

## 9. Leave utilisation for the period 1 January 2004 to 31 December 2004

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave (Table 9.1) and disability leave (Table 9.2). In both cases, the estimated cost of the leave is also provided.

**NOTE: Reporting in respect of leave is for the Leave Cycle i.e. for a Calendar Year and not Financial Year, except for Table 9.5 (Leave: Payouts)**

**Table 9.1: Sick leave: 1 January 2004 to 31 December 2004**

Personnel Group	Salary level	Total Days	% Days with Medical Certification	Number of Employees using Sick Leave	Total number of employees as at 31/12/2004	% of Total Employees using Sick Leave	Average Days per Employee based on number of employees as at 31/12/2004	Estimated Cost (R'000)
ALL PERSONNEL	1-2	19 589	82	1 948	3 619	53.83	5	2 768
	3-5	17 153	82	1 787	3 397	52.61	5	3 230
	6-8	155 338	78	16 662	26 522	62.82	6	57 356
	9-12	17 815	82	1 980	4 296	46.09	4	10 513
	13-16	90	82	18	40	45.00	2	163
	<b>Total</b>	<b>209 985</b>	<b>79</b>	<b>22 395</b>	<b>37 874</b>	<b>59.13</b>	<b>6</b>	<b>74 030</b>
EDUCATORS	1-2	0	0	0	0	0.00	0	0
	3-5	4 058	84	358	668	53.59	6	885
	6-8	143 425	78	15 488	24 877	62.26	6	53 576
	9-12	17 288	82	1 905	4 168	45.71	4	10 171
	13-16	0	0	0	0	0	0	0
	<b>Total</b>	<b>164 771</b>	<b>78</b>	<b>17 751</b>	<b>29 713</b>	<b>59.74</b>	<b>6</b>	<b>64 632</b>
PUBLIC SERVICE PERSONNEL	1-2	19 589	82	1 948	3 619	53.83	5	2 768
	3-5	13 095	81	1 429	2 729	52.36	5	2 345
	6-8	11 913	76	1 174	1 645	71.37	7	3 780
	9-12	527	74	75	128	58.59	4	342
	13-16	90	82	18	40	45.00	2	163
	<b>Total</b>	<b>45 214</b>	<b>80</b>	<b>4 644</b>	<b>8 161</b>	<b>56.54</b>	<b>6</b>	<b>9 398</b>

**Table 9.2: Disability leave (temporary and permanent): 1 Jan. 2004 to 31 Dec. 2004**

Personnel Group	Salary level	Total Days Taken	% Days with Medical Certification	Number of Employees using Disability Leave	Total number of employees as at 31 December 2004	% of Total Employees using Disability Leave	Average Days per Employee using Disability Leave	Estimated Cost (R'000)
ALL PERSONNEL	1-2	3 095	100	70	3 619	1.93	44	437
	3-5	3 204	100	64	3 397	1.88	50	635
	6-8	26 045	100	607	26 522	2.29	43	9 726
	9-12	3 425	100	79	4 296	1.83	43	2 047
	13-16	0	0	0	40	0.00	0	0
	<b>Total</b>	<b>35 769</b>	<b>100</b>	<b>820</b>	<b>37 874</b>	<b>2.16</b>	<b>44</b>	<b>12 845</b>
EDUCATORS	1-2	0	0	0	0	0	0	0
	3-5	1 021	100	18	668	2.69	57	241
	6-8	24 713	100	570	24 877	2.29	43	9 307
	9-12	3 393	100	77	4 168	1.84	44	2 027
	13-16	0	0	0	0	0	0	0
	<b>Total</b>	<b>29 127</b>	<b>100</b>	<b>665</b>	<b>29 713</b>	<b>2.23</b>	<b>44</b>	<b>11 575</b>
PUBLIC SERVICE PERSONNEL	1-2	3 095	100	70	3 619	1.93	44	437
	3-5	2 183	100	46	2 729	1.69	47	394
	6-8	1 332	100	37	1 645	2.25	36	419
	9-12	32	100	2	128	1.56	16	20
	13-16	0	0	0	40	0	0	0
	<b>Total</b>	<b>6 642</b>	<b>63</b>	<b>155</b>	<b>8 161</b>	<b>1.90</b>	<b>43</b>	<b>1 270</b>

**Note:**

Disability leave (sick leave) is granted to an employee who on medical grounds is declared temporarily indisposed for work, but with a period of recuperation is able to resume his/her normal duties.

Table 9.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

**Table 9.3: Annual Leave: 1 January 2004 to 31 December 2004**

Personnel Group	Salary level	Total Days Taken	Average days per Employee based on total number of employees as at 31 Dec. 2004	Total number of employees as at 31 Dec. 2004
ALL PERSONNEL	1-2	23 684	7	3 619
	3-5	15 771	5	3 397
	6-8	41 775	2	26 522
	9-12	15 376	4	4 296
	13-16	956	24	40
	<b>Total</b>	<b>97 562</b>	<b>3</b>	<b>37 874</b>
EDUCATORS	1-2	0	0	0
	3-5	243	0.36	668
	6-8	20 742	1	24 877
	9-12	12 869	3	4 168
	13-16	0	0	0
	<b>Total</b>	<b>33 854</b>	<b>1</b>	<b>29 713</b>
PUBLIC SERVICE PERSONNEL	1-2	23 684	7	3 619
	3-5	15 528	6	2 729
	6-8	21 033	13	1 645
	9-12	2 507	20	128
	13-16	956	24	40
	<b>Total</b>	<b>63 708</b>	<b>8</b>	<b>8 161</b>

Note:

In terms of the leave measures, institution-based educators do not qualify for annual leave as they are regarded as utilising annual leave during school closure periods, viz. school vacations.

**Table 9.4: Capped leave: 1 January 2004 to 31 December 2004**

Personnel Group	Salary level	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 December 2004	Number of employees as at 31 December 2004
ALL PERSONNEL	1-2	11 423	3.14	45	3 619
	3-5	9 025	2.67	41	3 397
	6-8	47 607	1.76	48	26 522
	9-12	14 420	3.64	90	4 296
	13-16	19	0.46	110	40
	<b>Total</b>	<b>82 494</b>	<b>2.17</b>	<b>51</b>	<b>37 874</b>
EDUCATORS	1-2	0	0	0	0
	3-5	1 950	2.88	47	668
	6-8	43 306	1.71	47	24 877
	9-12	14 085	3.69	91	4 168
	13-16	0	0.00	0	0
	<b>Total</b>	<b>59 341</b>	<b>1.99</b>	<b>53</b>	<b>29 713</b>
PUBLIC SERVICE PERSONNEL	1-2	11 423	3.13	45	3 619
	3-5	7 075	2.62	40	2 729
	6-8	4 301	2.59	58	1 645
	9-12	335	2.38	49	128
	13-16	19	0.46	110	40
	<b>Total</b>	<b>23 153</b>	<b>2.83</b>	<b>46</b>	<b>8 161</b>

Note:

1. This table gives information on capped leave for the calendar year 1 January 2004 to 31 December 2004, whilst this annual report covers the financial year 1 April 2003 to 31 March 2004.
2. Only personnel who were permanently employed before 30 June 2000 and who are still in permanent employment have capped leave to their credit.

**Table 9.5: Leave payouts for the period 1 April 2004 to 31 March 2005**

The following table summarises payments made to employees as a result of leave that was not taken.

Personnel Group	REASON	Total Amount (R'000)	Number of Employees	Average payment per Employee
<b>Educators</b>	Leave payout for 2004/05 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2004/2005	9 046	258	35 062
	<b>Current leave payouts on termination of service for 2004/2005</b>	0	0	0
	Leave discounting for 2004/2005	4 201	876	4 796
	<b>Total</b>	<b>13 247</b>	<b>1 134</b>	<b>11 682</b>
<b>Public Service Staff</b>	Leave payout for 2004/05 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2004/2005	2 556	140	18 257
	Current leave payouts on termination of service for 2004/2005	145	47	3 085
	Leave discounting for 2004/2005	734	297	2 471
	<b>Total</b>	<b>3 435</b>	<b>484</b>	<b>7 097</b>

**Note:**

1. The WCED adopted a policy according to which no unused annual leave is paid out to employees. Employees and supervisors were instructed to ensure that all employees utilise their full annual leave entitlement as prescribed in the approved measures on leave.
2. Capped leave payouts refer to normal leave gratuities payable on death, discharge because of ill-health, normal retirement.
3. Discounting of capped leave is allowed in respect of long service awards i.e. for 20 and 30 years continuous satisfactory service for all employees.
4. Current leave payouts on termination of service refer to the payment of unused leave at the time of resignation.



## 10. HIV/AIDS & Health Promotion Programmes

**Table 10.1: Steps taken to reduce the risk of occupational exposure**

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
➤ Educators at Youth Centres	➤ Workshops regarding occupational exposure
➤ Educators and Support Staff (school nurses, cleaning staff, educators in laboratories, engineering and school secretaries)	➤ Brochure with procedures to follow on occupational exposure

**Table 10.2: Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)**

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	X		Director: Human Resource Development
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	X		<p>The WCED has two specific programmes that it focusses on i.e. the HIV/AIDS Life SkillsOrientation Programme (LSOP) and the HIV and AIDS in the Workplace (HWP). These two programmes support each other in terms of training and advocacy. One employee focused on HWP.</p> <p><b>Annual budget: R94 000</b></p>
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	X		This programme provides ongoing support to the psychological and emotional need of our employees, it is a Wellness Management Programme focusing on, amongst others, HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse. The service is provided by a private service provider.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	X		Director: HRD, Deputy-Director: HRD, HIV Co-ordinator, representatives from Directorates, representatives from employee parties.
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	X		The WCED adopted its own HIV and AIDS Policy in the Workplace, based on the Framework provided by the Provincial Government.

Question	Yes	No	Details, if yes
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	X		Continuous awareness raising of the proper context in which HIV and AIDS should be perceived. Unique matters regarding HIV and AIDS, e.g. Confidentiality, disclosure, VCT, etc.
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have achieved.	X		The statistics in respect of the number of tested staff is treated as confidential by the Dept. of Health and is not made available to line departments.
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/ indicators.	X		The HSRC, together with the ELRC conducted a formal research into the prevalence of HIV and AIDS amongst educators in the WCED, they also evaluated programmes and indicated that focus must be on those in the age group 20 to 34. The PSC and DPSA also did a survey into the effectiveness of programmes. The reports in this regard are being awaited.

## 11. Labour Relations

**Table 11.1: Collective agreements: 1 April 2004 to 31 March 2005**

In respect of Public Service staff collective agreements are concluded on a centralised basis in the Provincial Bargaining Council: Western Cape. Particulars of such agreements entered into during the year under review are reflected in the Annual Report of the Provincial Administration: Western Cape.

Collective agreements in respect of educators are concluded in the Education Labour Relations Council at national and provincial level. The following collective agreements were entered into between the WCED and trade unions.

Subject Matter	Date
<b>Total collective agreements</b>	<b>0</b>

The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

**Table 11.2.1: Misconduct and disciplinary hearings finalised: 1 April 2004 to 31 March 2005**

Outcomes of disciplinary hearings	Number	Percentage of Total
Correctional counselling	8	3.0
Verbal warning	6	2.2
Written warning	8	3
Final written warning	97	36.4
Suspended without pay	13	4.8
Fine	68	25.5
Demotion	0	0
Dismissal	53	19.9
Not guilty	11	4.1
Case withdrawn	2	0.75
<b>Total</b>	<b>266</b>	<b>100</b>

**Table 11.2.2: Disciplinary action, including Progressive Discipline, for the period 1 April 2004 to 31 March 2005**

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
<b>TOTAL</b>	<b>34</b>	<b>105</b>	<b>0</b>	<b>14</b>	<b>12</b>	<b>30</b>	<b>0</b>	<b>3</b>	<b>198</b>

**Table 11.3: Types of misconduct addressed at disciplinary hearings**

Type of misconduct	Number	% of total
Sexual Assault of learner	7	4.6
Sexual Harassment	17	11.1
Assault with intention to cause Grievous Bodily Harm	0	0
Assault	43	28.2
Theft, bribery or fraud	20	13.1
Financial Mismanagement	3	1.9
Unlawful possession of firearm	0	0
Wrongful possession of state property	0	0
Falsification of records	1	0.6
Misuse of state property	0	0
Fails to comply or contravenes any Act, Regulation or legal obligation	2	1.3
Unjustifiably prejudices the administration of the department	1	0.6
Under the influence of intoxicating substance	5	3.2
Improper conduct	19	12.5
Dishonesty	2	1.3
Negligence	0	0
Absenteeism	33	21.7
Failing to carry out a lawful order	3	1.9
Remunerative work outside work in the Public Service	0	0
<b>TOTAL</b>	<b>156</b>	<b>100</b>

**Table 11.4: Grievances lodged for the period 1 April 2004 to 31 March 2005**

Number of grievances addressed	Number	% of total
Number of grievances resolved	286	66.67
Number of grievances not resolved	143	33.33
<b>Total number of grievances lodged</b>	<b>429</b>	<b>100</b>

**Table 11.5: Disputes lodged with the relevant Labour Relations Councils for the period 1 April 2004 to 31 March 2005**

Number of disputes addressed	Number	% of total
Number of disputes upheld	20	25
Number of disputes dismissed	27	33.75
Number of disputes pending	33	41.25
<b>Total number of disputes lodged</b>	<b>80</b>	<b>100</b>

**Table 11.6: Strike actions for the period 1 April 2004 to 31 March 2005**

Strike Actions	
Total number of person working days lost	10 065
Total cost (R'000) of working days lost	R 3 874 880
Amount (R'000) recovered as a result of no work no pay	R 3 874 880

**Table 11.7: Precautionary suspensions for the period 1 April 2004 to 31 March 2005**

Precautionary Suspensions	
Number of people suspended	13
Number of people whose suspension exceeded 30 days	10
Average number of days suspended	191
Cost of suspensions	R995 604.37

## 12. Skills development

This section highlights the efforts of the department with regard to skills development.

**Table 12.1: Training needs identified for the period 1 April 2004 to 31 March 2005 as per the WCED's Workplace Skills Plan**

Occupational Categories	Gender	Number of employees as at 1 April 2004	Training needs identified at start of reporting period			
			Learnerships *	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	5	0	2	0	2
	Male	34	0	17	0	17
Professionals	Female	18 602	0	6 445	0	6 445
	Male	10 406	0	3 162	0	3 162
Technicians and associate professionals	Female	115	0	15	0	15
	Male	136	0	24	0	24
Clerks	Female	2 201	0	695	0	695
	Male	489	0	409	0	409
Service and sales workers	Female	11	0	0	0	0
	Male	72	0	6	0	6
Craft and related trades workers	Female	0	0	0	0	0
	Male	14	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	28	0	1	0	1
Elementary occupations	Female	2 280	0	17	0	17
	Male	2 697	0	25	0	25
Sub Total	Female	23 215	0	7 174	0	7 174
	Male	13 876	0	3 644	0	3 644
Total		37 091	0	10 818	0	10 818

**Table 12.2: Training provided 1 April 2004 to 31 March 2005**

Occupational Categories	Gender	Number of employees as at 1 April 2004	Training provided within the reporting period			
			Learnerships*	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	4	0	7	0	7
	Male	35	0	4	0	4
Professionals	Female	19 152	0	19 152	0	19 152
	Male	10 666	0	10 666	0	10 666
Technicians and associate professionals	Female	114	0	0	0	0
	Male	140	0	0	0	0
Clerks	Female	2 202	0	1 134	0	1 134
	Male	494	0	604	0	604
Service and sales workers	Female	9	0	0	0	0
	Male	44	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	14	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	24	0	2	0	2
Elementary occupations	Female	2 280	0	0	0	0
	Male	2 695	0	0	0	0
Sub-total	Female	23 215	0	20 293	0	20 293
	Male	13 876	0	11 274	0	11 274
Total		37 091	0	31 567	0	31 567

\* SETA Teaching Learnerships in the Western Cape (i.e. 182 Professionals) are only monitored by the WCED. The remaining 432 learnerships are managed by ABET & ECD – (177 ABET Learnerships & 255 ECD Learnerships).

**Note:**

A course or training intervention attended by an employee is counted as one employee and therefore the total number of employees who received training outnumbers the actual number of employees on the establishment.

### 13. Injury on duty

The following tables provide basic information on injury on duty.

**Table 13.1: Injury on duty, 1 April 2004 to 31 March 2005**

Personnel group	Nature of injury on duty	Number	% of total
<b>Educators</b>	Required basic medical attention only	86	100
	Temporary Total Disablement	0	0
	Permanent Disablement	0	0
	Fatal	0	0
	<b>Total</b>	<b>86</b>	<b>100</b>
<b>Public Service Personnel</b>	Required basic medical attention only	77	100
	Temporary Total Disablement	0	0
	Permanent Disablement	0	0
	Fatal	0	0
	<b>Total</b>	<b>77</b>	<b>100</b>

**Note:**

The interpretation of Basic Medical Attention is that an employee is away from work for a short period (up to a few days). Temporary total disablement is for longer periods, for example, for more than a week with a back injury.

### 14. Utilisation of Consultants

**Table 14. 1: Report on consultant appointments using appropriated funds**

Project Title	Total number of consultants who worked on the project	Duration: Work days	Contract value in Rand
N/A	0	0	0

Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in Rand
N/A	0	0	0

**Table 14.2: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs)**

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
N/A	0	0	0

**Table 14.3: Report on consultant appointments using Donor funds**

The WCED did not appoint any consultants from donor funds to conduct projects.

### 15. Organogram

The WCED's organisational structure is reflected in the organogram on the next page.

