

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

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Western Cape Education Department

Annual Report: 2005/2006

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Western Cape Education Department

Annual Report: 2005/2006

Submission of the Annual Report for 2005/2006 to the Executive Authority

The 2005/2006 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 and title.

RB Swartz
Accounting Officer
Date: 31 August 2006

FOREWORD BY THE MEC FOR EDUCATION, CAMERON DUGMORE, MPP



The financial year 2005/06 has seen some of the most significant investments in the education system, in support of Government's Accelerated Shared Growth Initiative (Asgisa), spearheaded by Deputy President Phumzile Mlambo-Ngcuka, whose primary aim is to grow the economy with six percent in the run-up to the 2010 Soccer World Cup.

The most significant among these was the launch of the Western Cape Human Capital Development Strategy (HCDS), with a focus on youth, which resulted in the roll-out of the Literacy-Numeracy campaign; National Curriculum and Foci Schools; Learner Attainment Strategy; Early Childhood Development; and Information and Communications Technology, including the Learner Tracking System and Dassie project.

By now it is well-known that the most serious threat to the sustainable growth and development of our economy, is the skills barrier. The Provincial Government is supporting AsgiSA and the Joint Initiative on Priority Skills Acquisition (Jipsa) directly through the province's iKapa Elihlumayo strategy to grow and share the Cape.

The HCDS forms part of a concerted effort on all levels of government to encourage shared economic growth, particularly through education and training, and is a cornerstone of iKapa Elihlumayo.

Last year I have indicated that the six key priorities for me and this department, which is not only applicable for the current Budget Year, but in fact, for the rest of my term of office, remain the following: Literacy and Numeracy; Further Education and Training in schools and FET colleges; Infrastructure Provisioning; School Safety; Redesign of the WCED; and developing Social Capital in Education.

This report highlights significant steps we have already taken towards addressing these priorities during the 2005/06 financial year. We look forward to working with partners in all sectors towards meeting these challenges in the year ahead.

PART 1 - GENERAL INFORMATION

MEC for Education, Western Cape

As the political head of education in the Western Cape, MEC Cameron Dugmore is responsible for provincial policy initiatives, and for implementing national and provincial education policy through the work of the Western Cape Education Department.

The MEC has defined the central challenge the Ministry faces, as seeking to transform education ranging from the basics, such as providing enough classrooms, to the complex task of ensuring that learners achieve the outcomes required by the national curriculum.

To this end, the MEC has identified six key priorities, which are not only applicable for the 2005/06 Budget Year, but in fact, for the rest of the term of office, namely: Literacy and Numeracy; Further Education and Training in schools and FET colleges; Infrastructure Provisioning; School Safety; Redesign of the WCED; and Social Capital in Education.

The roll-out strategies of these six priorities is contained in the Human Capital Development Strategy to meet the challenges identified by the President and Premier, especially in the area of skills development.

Visit to England and Ireland

MEC Dugmore visited England and Ireland from 4 – 14 November 2005 as the Guest of Honour of the National College for School Leadership (NCSL) and the Institute of Administrative Management (IAM). He was accompanied by Mr Archie Lewis, Advisor, Ms Sindi Shayi, Chief Director: Regional Services (Rural) and Mr Gert Witbooi, Media Liaison Officer.

The objective of the invitation extended to the MEC was to introduce the WCED to the School Business Management programme, which is a joint programme of the above institutions in England, in partnership with the Manchester Metropolitan University.

By working with the Western Cape Education Department in South Africa, the institutions wish to enhance the profile of school business management on an international level. They are also working with institutions in the United States of America as well as Asia.

Following the visit, the WCED is working towards a pilot course in school business management. FET Colleges are well-placed to offer such a course with the help of our UK partners. We are working towards such a course being piloted in 2007, and a full report will be prepared for Minister Naledi Pandor.

Another task inspired by the visit is the possibility of a regular forum of school secretaries, to affirm and enhance their roles in the school, and to ask for their input in the process of designing a curriculum on school management.

Introduction by the Head of the institution

The Western Cape Education Department (WCED) made significant progress towards achieving national and provincial objectives during the 2005/06 financial year.

Human Capital Development Strategy

Key highlights included the launch of the Human Capital Development Strategy (HCDS) for the Western Cape, with a focus on youth, on 6 March 2006.

The HCDS forms part of a concerted effort on all levels of government to encourage shared economic growth, particularly through education and training.

These include the Accelerated Shared Growth Initiative (Asgisa), announced by President Thabo Mbeki in February 2006, and the Joint Initiative on Priority Skills Acquisition (Jipsa), led by Deputy President Phumzile Mlambo-Ngcuka.

The Provincial Government of the Western Cape (PGWC) is supporting Asgisa and Jipsa directly through the province's iKapa Elihlumayo strategy to grow and share the Cape.

The HCDS is a cornerstone of iKapa Elihlumayo. The PGWC has appointed the WCED as the lead department responsible for human capital development.

The launch of the HCDS followed more than two years of consultation with the broad education community and policy development within the provincial government. The strategy will guide education planning in the province for many years to come.

Literacy and numeracy

Core strategies of the HCDS include literacy and numeracy development.

The WCED appointed a Literacy and Numeracy task team in May 2005 to review and develop strategies following the release of the results of the 2004 Grade 3 study on learner performance in literacy and numeracy.

While study indicated there has been a slight improvement in results, they still fell far short of what is required for learners in Grade 3.

The task team completed its work in early 2006. The WCED will launch a combined literacy and numeracy strategy in July 2006.

Meanwhile, the WCED has embarked on key aspects of the strategy. These included the appointment of 510 teaching assistants to support Foundation Phase teachers in 163 schools in March and April 2006.

The teaching assistants are helping the teachers to improve the numeracy and literacy skills of learners in the Foundation Phase in schools, which covers Grades 1 to 3.

The appointment of teaching assistants is a pilot project at this stage. If the pilot is successful, then the department will consider expanding this form of support.

National Curriculum

The WCED introduced the new national curriculum for Grade 10 in 2006 as the first step towards implementing the new national curriculum for Further Education and Training (FET) in schools, which covers Grades 10 to 12.

The introduction of the new curriculum in Grades 10 to 12 in schools marks the end of a long process of restructuring the education system in South Africa.

Schools and education departments across the country will introduce the FET curriculum in schools in stages, starting with Grade 10. Learners in Grade 10 in 2006 will be the first to write the first National Senior Certificate in 2008.

Schools and the WCED prepared for the introduction of the curriculum in 2006 over the previous three years.

A total of 8 544 teachers registered for five-day orientation workshops organised by the WCED at 134 venues across the province during the July 2005 school holiday as part of these preparations.

The WCED and the national Department of Education have a Provincial Core Training Team (PCTT) of 133 subject specialists, to facilitate the workshops. Some 68 subject lead teachers and four teacher union representatives supported the subject specialists.

Meanwhile, the WCED continued working with schools and teachers to prepare for the continued implementation of the revised national curriculum for General Education and Training, which covers Grades R to 9.

The revised curriculum, announced in 2002, is being phased in over a period of five years. During 2005, schools and the WCED prepared to introduce the curriculum in Grade 7 in 2006.

A total of 2 649 Grade 7 teachers from across the Western Cape attended orientation sessions during the final week of the July school holidays to learn more about the revised curriculum for the Senior Phase.

Focus Schools

The WCED's Focus Schools programme forms another key component of the HCDS. The WCED launched the programme on 28 November 2005 as part of the Premier's "Krismis Box" service delivery campaign for the year.

The WCED has identified 28 schools in disadvantaged communities that will become Focus Schools over the next three years, specialising in Arts & Culture; Business, Commerce and Management; and Engineering and Technology.

The WCED has allocated R49-million to develop these schools in each of the seven districts of the Western Cape.

The programme will contribute significantly to curriculum redress by ensuring access and quality tuition in subjects that were previously not available to all learners, and equip them with scarce skills needed in the marketplace.

Meanwhile, the WCED and the national Department of Education increased the number of schools specialising in Mathematics, Science and Technology (MST) in the province from 10 to 50 at the start of 2006.

Forty of the schools form part of the national Dinaledi project, while the WCED has added another 10, to bring the total to 50.

The primary aim of the Dinaledi project is to increase the number of candidates passing MST subjects in matric, especially in poor communities. The expansion of the Dinaledi project in the Western Cape also formed part of the Premier's programme of deliverables to be achieved before Christmas 2005.

Learner Attainment Strategy

The WCED completed a new Learner Attainment Strategy during the course of 2005 to improve support to schools that consistently achieve pass rates of less than 60% in the Senior Certificate examinations.

The strategy will build on the work of the Learning Schools Programme that has focused on this issue in recent years. While the programme has contributed to reducing the number of schools in this category, some schools continue to achieve pass rates of less than 30%.

In addition to learner support, the Learner Attainment Strategy addresses various issues involving Whole School Development. The strategy complements the WCED's Literacy and Numeracy Strategy by focusing on the FET band in schools, which covers Grades 10 to 12. The Literacy and Numeracy Strategy focuses in particular on GET.

Early Childhood Development

Key development in Early Childhood Development (ECD) during the year included changing the WCED's subsidy formula for pre-primary schools to improve access to Grade R classes in the province's poorest communities.

The WCED more than doubled the subsidy for poorest pre-primary schools from R3 to up R7 per child per school day, according to a sliding-scale formula.

Senior Certificate Results

While we are proud of our pass rate of 84.4% in the 2005 Senior Certificate Examinations, the challenges for us this year and the years to come, is to focus on the quality of passes in our former DET and HOR schools, especially with regards to Endorsements, Maths, Sciences and Accounting.

We cannot be happy with the fact that, of the 10,144 African learners who wrote matric in the Western Cape, only 240 learners (2.38%) passed Accountancy on the higher grade. For Mathematics on the higher grade, 395 learners (3.9%) passed, and 436 learners (4.3%) passed Physical Science on the higher grade.

The same applies for Coloured learners in these subjects. Of the 18,772 who wrote, 1,126 learners (6%) passed Accountancy on the higher grade, 919 learners (4.9%) passed Mathematics, and 882 learners (4.7%) passed Physical Science on the higher grade.

Of the African and Coloured learners that did well, half of them come from either former model C schools or independent schools. This reveals the extent of the legacies of apartheid.

A total of 32 573 candidates passed matric compared to 33 065 in 2004. Of these, 10 394 (26,9%) passed with Endorsement; 6 595 passed with Merit; and 2 201 passed with distinction.

A total number of 4 321 candidates passed mathematics on the higher grade, compared to 4 268 in 2004. The number of candidates who passed Physical Science on the higher grade increased from 3 937 to 3 968.

Human resources

Budget constraints in late 2004 indicated that the WCED might have to lose about 1 900 teaching posts in 2005.

The department and the MEC approached governing body and principal associations and unions to delay announcing school staff establishments for 2005, to allow time to source additional funding.

In November 2004, the Premier announced that the province would increase the overall establishment by 365 educator posts, from 29 715 in 2004 to 30 080 in 2005.

The WCED added a further 292 posts to the establishment for 2006, to bring the total number of educator posts in the province to 30 372. The department has used the additional posts creatively to meet new demands and to achieve redress in our poorer schools.

This included using 100 of the additional posts to fund the appointment of 510 teaching assistants in Foundation Phase classes and to appoint specialist teachers in Dinaledi and other focus schools.

In addition to large-scale curriculum-related training, the WCED provided training and training support for 21 394 employees during 2005/06, mostly educators who undertook courses at the WCED's Cape Teaching Institute and through tertiary institutions.

Infrastructure

The WCED is grateful to the Department of Transport and Public Works for building a record number of schools in the 2005/06 financial year.

The department completed 19 schools during the financial year. Of these, 15 were fully operational by 18 January 2006, in time for the start of the 2006 school year. The 15 schools can accommodate 17 000 learners.

Information and communication technology

The WCED is using information and communication technology (ICT) in all aspects of its work, including support for teaching and learning via the Khanya and Dassie projects.

Key achievements of the Khanya project for 2005/06 included making sure that almost every high school in the Western Cape has a computer laboratory. The WCED set this target to ensure that schools have the ICT needed to support the introduction of the FET curriculum in schools.

By March 2006, Khanya had installed at least one computer facility in 543 schools, with infrastructure preparation underway at an additional 276 schools. Khanya has installed 20 419 computers in these schools thus far.

By the end of the financial year, Khanya had trained or was in the process of training 14 230 teachers. A total of 472 877 learners were benefiting from Khanya installations by this time.

Khanya continues to be regarded as an example of best practice both locally and internationally. Khanya won a number of awards during the period under review, including a Premier's Silver Award for Service Excellence.

The National Department of Science and Technology and TT100 recognised Khanya as one of the top 100 IT related organisations in the country and as a finalist in the category Leader in Social Innovation.

The Computer Society of South Africa, Gartner Group, IT Web the Gordon Institute awarded the national ICT Social Responsibility Award to Khanya Programme Manager, Mr Kobus van Wyk, who also received the Computer Society's ICT Personality of the Year Award for the Western Cape.

The WCED's Safe Schools Programme and WCED Client Services (Walk-in Centre and Call Centre) won the Premier's Bronze Awards for Service Excellence in 2005.

Meanwhile, the WCED and partners completed a Wide Area Network (WAN), linking all 39 campuses of the six Further Education and Training (FET) colleges in the Western Cape, as part of the Dassie Project.

"Dassie" is an acronym for "Distributed Advanced Strategic Systems for Industrial e-Learning" and forms part of a broader international initiative requested by UNESCO to improve vocational and technical training in developing countries.

The network will provide the platform needed for fully integrated teaching, learning, administration, communication and management support in FET colleges.

Learner Tracking System

The WCED and partners developed a new learner tracking system to help improve both efficiency and the quality of education in the province. The system will track learners from the time they enter Grade 1 until they leave school in Grade 12.

The project included a major census of learners during the second half of 2005 to develop a single database of all learners in the Western Cape. The database forms the basis of the learner tracking system.

The learner tracking system will enable the department to keep more accurate statistics on learner numbers in the Western Cape, while also enabling the WCED to monitor trends in real time as learners move from school to school and from district to district.

Information on individual learners will help the WCED to provide support as soon as possible where it is needed the most.

The Learner Tracking System will make it easier for the WCED to allocate resources fairly and effectively while addressing broader issues, such as the dropout-rate in high schools.

Social Capital development

The WCED is actively engaged in building social capital within the education community. A major example during 2005/06 has been the WCED's support for establishing a Western Cape Representative Council of Learners (WCRCL).

More than 300 members of Representative Councils of Learners (RCLs) gathered in Worcester in September 2005 to discuss issues of common concern and to take the first steps towards forming a provincial association of RCLs.

The conference elected an interim committee to work on a constitution for the provincial, with the support of the MEC for Education and the department, with a view to launching the WCRCL in 2006.

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.
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

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

PART 2 - PROGRAMME PERFORMANCE

1. Voted Funds

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Under Expenditure
R6 259 846 000	R6 504 659 000	R6 449 244 000	R55 415 000
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
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 2005/06

The population of the Western Cape has grown rapidly over the last five years and continued to grow. The Western Cape is home to about 4,5 million people, representing 10% of South Africa's total population. The population growth is estimated at 2,9% per annum with an additional influx of 48 000 that migrate to the province, from other provinces each year. The majority of those entering the Western Cape are black people in search of work. This in-migration 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.

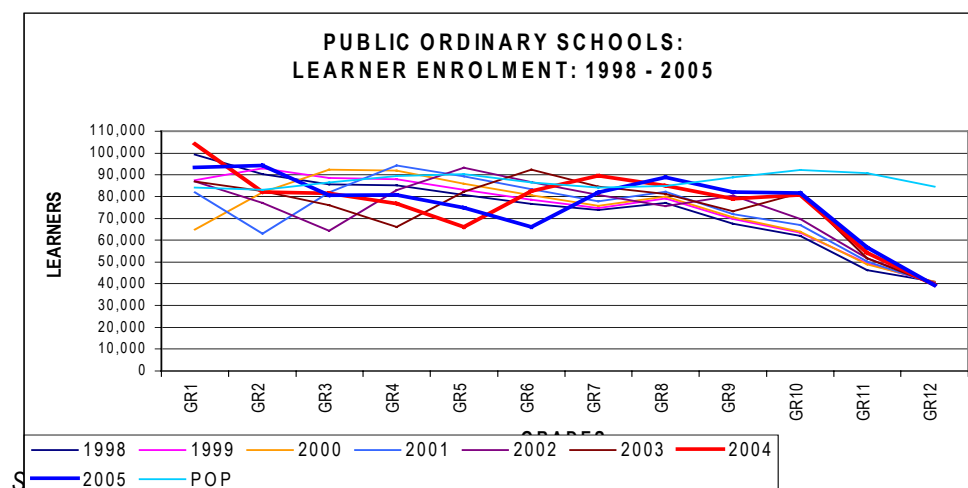
The data for the school system from 1995 to 2005 is provided in **Table 1** below to illustrate the growth in learner numbers in the Western Cape and illustrates the first of the service delivery challenges faced by the Western Cape Education Department (WCED). While some provinces face a decline in enrolments, the WCED continues to experience growth until 2004. The 2005 Annual Survey indicates no growth from 2004 to 2005, due mainly to the Grade 1 intake that experienced abnormal growth from 2003 to 2004 with the relaxing of the intake/admission policy. Normal growth is, however, expected again from 2006. The growth in learner numbers 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 – 2005

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

Data Source: 1995 – 2005: Annual Survey for Schools (Public Ordinary schools)

Figure 1



The second challenge facing the WCED is to improve the education levels of the citizens of the Western Cape. While there has been some improvement in the five-year period 1996 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%
Only completed primary	8,4%	7,9%
Some secondary	37,2%	36,5%
Grade 12	18,0%	23,4%
Higher	10,1%	11,2%

Source: Statistics South Africa Census 1996 and 2001

Current enrolment figures for public ordinary schools suggest that the worrying situation described above will not change substantially in the foreseeable future. The enrolment figures for the period 1999 - 2004 show that only 50% of learners that enrolled in Grade 1 reach Grade 12 (See **Figure 1** on page 2). The throughput rate in schools is also highly correlated with race. While enrolment in schools up to the age of 17 is almost 100% amongst Whites, enrolment is much lower among Africans and even lower among Coloured adolescents. (Seekings, 2003 and WCED EMIS)

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

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

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

5. Overview of the organisational environment in 2005/06

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

Schedule 1 and the map of the education management and development districts is indicated in **Schedule 2**.

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

WCED activities – scope and scale

Learners *	955 258
Public ordinary schools *	1 452
Schools for learners with special needs #	70
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
District offices (EMDCs)	7
Educators (Post Provisioning Model) *	30 038
Public service staff (approved establishment)	8 823

* Institutions current (All public ordinary schools, Grades Pre-Gr R to Post Matric)

* Source – 2006 Snap Survey Use Annual Survey

* 2006 Post provisioning

5.1 Internal environment

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

The development of human capital in the province doesn't apply only to the development of the youth who are in their formative years. It also applies to the organisation as a whole and the growth and development of the internal knowledge and future capacity of the organisation. The development of our organisational capital, starting with the envisaged re-engineering process, is therefore closely tied up with the human capital strategy itself.

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

The WCED's programme for workplace skills development and its programme for in-service development of educators play key roles in this regard.

With the establishment of the Directorate: Quality Assurance, the WCED is co-ordinating and integrating all the existing accountability systems, and establishing those where none exist. In keeping with the increasing government focus on results and impact, monitoring and evaluation (M & E) systems are being introduced at all levels of the organisation. This includes the improved monitoring and evaluation of projects and interventions – to determine their impact and value. An evidence-based approach to M & E is intended to reinforce accountability throughout the department. Performance appraisal systems (at the individual level) are being strengthened by the greater use of standards together with work plans. The congruency between individual plans and strategic goals are also receiving increased attention.

5.2 Organisational efficiency

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.

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

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

- More and more public ordinary schools are becoming Section 21 (of the South African Schools Act, 1996 (Act No 84 of 1996) institutions. A range of development programmes for School Governing Bodies (SGBs) and school managers have been launched to ensure that the management capacity exists for schools to take control of certain key functions.
- By devolving these key management (Section 21) functions to schools, much of the responsibility for provisioning and logistical services has shifted to schools, enabling the Head Office and EMDCs to focus on policy mediation, support and monitoring.
- Head office is continually improving the Client Services office to ensure that principals and educators receive a high quality service and that, as far as possible, enquiries are dealt with immediately.
- The WCED Call Centre, which became operational during 2004, was improved during 2005. 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 2005/06 financial year

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. The year under review saw the conceptualisation, launch and implementation of the iKapa Elihlumayo intervention in a Human Resource Development Strategy that will impact on both GET and FET.

The strategic goals of the WCED for 2005/06 were to -

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

Together with its social partners, the WCED 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 is addressing the current dropout rate in the school system and ensuring 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 is continually endeavouring 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.

Highlights of the department's past year's achievements include –

- The schooling system again performed well with a pass rate of 84,4% in the 2005 Senior Certificate examinations. Candidates for the Senior Certificate examinations have now achieved a pass rate of more than 80% for five years in a row. The number of schools achieving a pass rate of less than 60% dropped from 43 in 2004 to 38 in 2005, of which 34 are public schools. This reflects the tremendous effort put in by many of the schools in this category over the past year, supported by the Learning Schools Project of the WCED.
- The appointment of the Literacy and Numeracy Task Team, to integrate the various strategies to improve learner performance in literacy and numeracy in primary schools, primarily in the poorest communities.
- The Provincial Cabinet approved the integrated ECD strategy framework between the departments of Education, Health and Social Services and Poverty Alleviation.
- Improved access to Grade R and the quality of Grade R teaching and learning with the introduction of a new subsidy system for Grade R learners and the distribution of new teaching and learning kits that assist learners to meet the requirements of the national curriculum.
- The number of educator posts was increased by 292 for the 2006 school year. These posts have been creatively allocated to improve access to quality education in the province, by utilizing 100 of these posts to appoint 500 teaching assistants to support Foundation Phase teachers in the poorest schools.

- Final preparations for introducing the national curriculum in Grades 10 to 12, starting with Grade 10 in 2006, included a wide range of preparation activities, such as a highly successful conference for school principals and other school managers. Teachers responded well to training on the revised national curriculum for Grades R to 9. In 2005, it was the turn of Grade 7 teachers to be trained. Training workshops were held during the July and September 2005 school holidays.
- The number of Dinaledi mathematics and science focus schools was expanded from 10 to 50 in the Western Cape, to support mathematics and science education in the province. The special Focus Schools Programme has also been launched. The 28 focus schools offer specialised education in Arts and Culture; Business, Commerce and Management; and Engineering and Technology.
- Improved access of ABET to the citizens of the Western Cape through tuition being offered to 795 employees of 8 provincial government departments and reaching 2500 more learners over and above the 2004/05 learner target.
- The WCED and a service provider completed a major census of learners for the WCED's new Learner Tracking System, which will contribute significantly to improving service delivery where it is needed the most, especially in the poorest communities.
- The WCED celebrated the switch-on of the Dassie wide-area network, which marks the start of a new era in computer connectivity between the FET colleges.
- 15 new schools were completed in time for the 2006 school year. Once again the early admission campaign and the establishment of a 'hotspot' forum assisted in a smooth start to the 2006 school year.
- 2005 also saw the launch of an interim provincial Representative Council of Learners (RCL) association as part of the social capital programme.
- Mr Dennis Von Willingh, Principal of New Orleansvale Secondary School won the award for the category Excellence in Secondary School Leadership, nationally and Ms Hilda Janse Van Rensburg was the second finalist in the national round for the category Excellence in Inclusive Education and Special Needs Teaching.
- The Provincial Teaching Awards once again demonstrated the depth of talent in the WCEDs teaching corps and the leadership expertise of school principals. One of our provincial winners, Sheryl Hendricks of Weltevrede Secondary, also won the national award for secondary school teaching. Achievement awards were also presented to FET college staff as well as to ABET learners, which revealed the depth of talent that exists among adult learners.
- The Premier's Awards for Service Excellence acknowledged no less than three WCED components. The Khanya Project won several awards including a Silver Award for Service Excellence from the Premier. The computer Society of South Africa honoured the Khanya Project Manager by naming him as ICT Person of the Year for 2005. Besides the Silver Award won by Khanya, the Safe Schools Project and the WCED Client Services won Bronze Awards. They competed against 47 entries from all government departments in the province.
- A special CD was developed to assist those providing education for learners experiencing barriers to learning.
- Through the implementation of the Integrated Quality Management System (which started in January 2005) the performance appraisal of all educators in the Western Cape was completed. For the first time a summary of the developmental needs of educators could be compiled from information emanating from the IQMS process.
- The 2005 school year was concluded by organising special workshops in every district to prepare learners for the World of Work.
- A total of 851 out of *1 452 schools (or 58,6% of all public ordinary schools) have been awarded Section 21 status. This is an improvement on the 52% attained for 2004/05. The remaining 601 schools are still receiving ongoing attention. Support to all schools is being given on an ongoing basis. ** This was the number of schools for 2005, in 2006 there are 1464 schools*
- Norms and Standards allocations were issued to all public ordinary schools by 30 September 2005 in accordance with the guidelines issued by DoE.
- The behaviour programme was implemented at project schools at EMDC: Breederiver / Overberg.

7. Departmental receipts

(R'000)

Receipts	2004/05	2005/06		
	Actual Revenue	Budgeted Revenue	Actual Revenue	% Over or under-collection
Equitable shares	5 454 042	6 493 567	6 308 183	(2.85)
Conditional grants	47 160	115 322	128 322	11.27
Departmental receipts	9 962	11 092	12 739	14.85
Current revenue	9 962	11 092	12 739	14.85
Tax revenue	-	-	-	-
Non-tax revenue	9 962	11 092	12 739	14.85
Capital revenue	-	-	-	-
Financing	-	-	-	-
Total receipts	5 511 164	6 504 659	6 449 244	(0.85)

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 2005/06 financial year was under-estimated by 14,85%. This was mainly due to –

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

8. Departmental payments

Expenditure according to Programme (R'000)

Programme	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or under-spending
1. Administration	215 094	245 769	(2 635)	243 134	237 493	(2.32)
2. Public ordinary school education	4 533 324	5 403 235	(7 443)	5 395 792	5 348 558	(0.88)
3. Independent school subsidies	29 761	32 471	-	32 471	32 445	(0.08)
4. Public special school education	345 224	364 286	2 635	366 921	366 447	(0.13)
5. Further education and training	152 383	165 339	2 849	168 188	168 186	(0.00)
6. Adult basic education and training	21 151	22 891	159	23 050	23 051	0.00
7. Early childhood development	60 135	71 923	2 875	74 798	74 477	(0.43)
8. Auxiliary and associated services	94 300	198 745	1 560	200 305	198 587	(0.86)
Total	5 451 372	6 504 659	-	6 504 659	6 449 244	(0.85)

Expenditure according to Economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or under-spending
Current payments	4 959 415	5 682 993	(142 683)	5 540 310	5 493 589	(0.84)
Compensation of employees	4 567 683	5 074 938	(75 207)	4 999 731	4 962 469	(0.75)
Other current	391 732	608 055	(67 476)	540 579	531 120	(1.75)
Transfer and subsidies	466 209	485 963	176 754	662 717	661 590	(0.17)
Payment for capital assets	466 209	335 703	(34 071)	301 632	294 065	(2.51)
Buildings and other fixed structures	-	294 808	(20 000)	274 808	270 665	(1.51)
Machinery and equipment	25 652	40 895	(17 148)	23 747	20 323	(14.42)
Software & other intangibles	96	-	3 077	3 077	3 077	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	5 451 372	6 504 659	-	6 504 659	6 449 244	(0.85)

Specific challenges and responses

The department successfully managed its 2005/06 budget. The majority of this department's budget is spent on personnel. The ratio of actual spending on personnel to non-personnel for 2005/06 was 76,5:23,5. The national norms in this regard are 85:15. The reason for the low percentage of expenditure on personnel is mainly due to the increased provision for capital infrastructure as well as the increased allocation for iKapa Elihlumayo. Should these expenditures be excluded then the personnel expenditure on education will increase in relation to the non-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 R243 million for the 2005 school year. Other major non-personnel expenditure includes learner transport and transfers to ELSN schools, FET colleges, independent schools as well as to ABET and ECD centres.

The under-expenditure of R55,415 million for the 2005/06 financial year is due to the following–

- Provision had been made in the 2005/06 budget for the career-pathing and incentives for educators. However, no directive was received from the national Department of Education (DoE) to be able to effect the payments before 31 March 2006. 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.
- Funds that were provided for capital infrastructure and maintenance could not be fully utilised for various reasons. These funds will be expended in the 2006/07 financial year.

9. Programme Performance

9.1 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 during 2005/06

The key programme policy developments during 2005/06 included -

- Launch and implementation of the HCDS
- Development and implementation of the Learner Tracking System in public ordinary schools
- Commencement of the process to re-design the WCED
- Building of Social Capital within the education sector, including the establishment of Forums for Representative Council of Learners (RCLs) and School Governing Bodies (SGBs)
- Quality Assurance and Accountability

The demand for improved efficiency in the education system requires that a strong accountability system and process be introduced into the WCED. Systemic Evaluation School Self-Evaluation (SSE) and Whole School Evaluation (WSE) as well as tracking, reporting and accountability measures are all instruments used to advance the objective of heightened accountability measures throughout the system. To this end, the WCED has established the Directorate: Quality Assurance to co-ordinate and integrate all the existing accountability systems, and establish those where none exist. In keeping with the increasing government focus on results and impact, monitoring and evaluation systems are being introduced at all levels of the organisation. This includes the improved monitoring and evaluation of projects and interventions – to determine their impact and value. A Framework for Monitoring and Evaluating the HCDS has been developed. Performance appraisal systems (at the individual level) are being strengthened by the greater use of standards together with work plans. The congruency between individual plans and strategic goals are also receiving increased attention.

Delivery against performance targets

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	52%	55%	58,6%
	PM 1.A.b: Percentage of schools with at least one Internet-linked computer for administration and support purposes	98%	100%	98%

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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 School Funding Norms	R264	R277	R272
	PM 1.B.b: Percentage of non-Section 21 schools with most LSMs and other materials delivered on day one of the school year	100% of schools will receive 100% of LSM that is available on the market.	100% of schools will receive 100% of LSM that is available on the market.	100% of schools received 100% of LSM 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	Data not yet available in this format		

Specific challenges and responses

School management

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. 58,6% of all public ordinary schools have already accepted these functions.

Learner and Teacher Support Material (LTSM)

The delivery of 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.

Skills development

During the period 1 April 2005 – 31 March 2006 the Cape Teaching Institute trained 1 456 educators including principals as well as foundation, intermediate and senior phase educators. A further 15 040 educators, FET and EMDC personnel were trained in short courses. This includes ICT, Special Projects such as ABET, ACE, NPDE, Part-time bursaries, SPMDS, HRM training, ELSSEN capacity building and HIV/ AIDS.

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.

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Office of the MEC	3 181	3 040	112	3 152	3 151	(0.03)
Corporate services	98 044	122 820	(9 618)	113 202	110 606	(2.29)
Education management	104 776	107 354	7 074	114 428	114 428	-
Human resource development	9 093	12 555	(203)	12 352	9 308	(24.64)
Total expenditure	215 094	245 769	(2 635)	243 134	237 493	(2.32)

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	171 113	218 259	(3 232)	215 027	210 362	(2.11)
Compensation of employees	115 930	128 471	(3 826)	124 645	123 673	(0.78)
Other current	55 183	89 788	594	90 382	86 689	(4.09)
Transfer and subsidies	21 094	14 065	-	14 065	13 835	(1.64)
Payment for capital assets	22 887	13 445	597	14 042	13 296	(5.31)
Buildings and other fixed structures	-	-	-	-		-
Machinery and equipment	22 871	13 445	(1 979)	11 466	10 722	(6.49)
Software & other intangibles	16	-	2 576	2 576	2 574	(0.08)
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	215 094	245 769	(2 635)	243 134	237 493	(2.32)

9.2 Programme 2: Public Ordinary School Education

Programme objectives

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

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

Public primary schools

- to provide 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

National Primary School Nutrition Programme

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

Programme policy developments during 2005/06

The vision of a learning home for all, has been taken forward with the -

- occupation of 15 new schools from the beginning the 2006 school year;
- growth of 292 teacher posts in the basket of posts, which include the introduction of 500 Teaching Assistants to assist in the Foundation Phase in the poorest schools;
- introduction of the NCS in Grade 10 in 2006; and
- completion of the process of installing computer laboratories in all high schools in the Western Cape.

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 2.1.A: To provide spaces for learners in public ordinary primary schools in accordance with policy	PM 2.1.A: Number of learners in public ordinary primary schools	582 753	591 647	572 328
MO 2.1.B: To provide educators at the public ordinary primary schools in accordance with policy	PM 2.1.B.a: Number of educators provided at public ordinary primary schools	15 156	15 302	15 023
	PM 2.1.B.b: L:E ratio in public ordinary primary schools	38,4	38,7	38,8
MO 2.1.C: To put the basic physical infrastructure for public ordinary primary schooling in place in accordance with policy	PM 2.1.C.a: Number of new classrooms built at public ordinary primary schools	182	208	312
	PM 2.1.C.b: L:C ratio in public ordinary primary schools	27,2	29	30,6

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
	PM 2.1.C.c: Number of new toilets built at public ordinary primary schools	99	260	353
	PM 2.1.C.d: Percentage of public ordinary primary schools with a water supply	99.4%	100%	100%
	PM 2.1.C.d: Number of primary schools with a water supply	1 100	1 108	1 108
	PM 2.1.C.e: Percentage of public ordinary primary schools with electricity	98,7%	100%	100%
	PM 2.1.C.f: Percentage of infrastructure budget spent on maintenance at public ordinary primary schools	47,2%	6,47%	27.38%
	PM 2.1.C.f: Amount of capex budget spent on maintenance	68 003	10 800	45 704
MO 2.1.D: To promote the participation of historically marginalised groups of learners in public ordinary primary schools	PM 2.1.D.a: Gender parity index in public ordinary primary schools	0,96	0,97	1,01
	PM 2.1.D.b: Number of learners in public ordinary primary schools who are disabled	No data currently available according to disability		
	PM 2.1.D.c: Number of ordinary full-service schools per 100,000 learners at the public ordinary primary schools	14	21	21
MO 2.1.E: To foster a culture of effective learning and teaching in public ordinary primary schools	PM 2.1.E.a: Percentage of learner days lost due to learner absenteeism in public ordinary primary schools	Data not yet available in this format		
	PM 2.1.E.b: Percentage of working days lost due to educator absenteeism in public ordinary primary schools	4,7%	5%	4,8%
MO 2.1.F: To provide learners and educators in public ordinary primary schools 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)	127	148	173
	PM 2.1.F.b: Number of resource centres in public ordinary primary schools	627	636	636
MO 2.1.G: To ensure that the flow of learners through the primary phase is optimal	PM 2.1.G.a: Repetition rate in the Foundation phase	5,2%	5%	4,7%
	PM 2.1.G.b: Repetition rate in the Intermediate phase	3,4%	3%	3,3%
	PM 2.1.G.c: Dropout rate in the Foundation phase	0,5%	0,4%	0,4%
	PM 2.1.G.d: Dropout rate in the Intermediate phase	0,6%	0,5%	1,4%
	PM 2.1.G.e: Percentage of under-aged learners in public ordinary primary schools	3,8%	2,4%	3,4%
MO 2.1.H: To ensure that learners in public ordinary primary schools attain the highest possible educational outcomes	PM 2.1.H.a: Percentage of learners in Grade 3 attaining acceptable numeracy, literacy and life skills outcomes	38,4%	Testing only done every 2 nd year and will be done again in 2006	
	PM 2.1.H.b: Percentage of learners in Gr 6 attaining acceptable numeracy, literacy and life skills outcomes	32,2%	45%	34,8%

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 2.2.A: To provide spaces in public ordinary secondary schools in accordance with policy	PM 2.2.A: Number of learners in public ordinary secondary schools	338 423	348 469	348 484
MO 2.2.B: To provide educators public ordinary secondary schools in accordance with policy	PM 2.2.B.a: Number of educators provided at public ordinary secondary schools	9 448	9 634	9 631
	PM 2.2.B.b: L:E ratio in public ordinary secondary schools	35,8	36,2	35
MO 2.2.C: To put the basic physical infrastructure for public ordinary secondary schooling in place in accordance with policy	PM 2.2.C.a: Number of new classrooms built at public ordinary secondary schools	124	250	330
	PM 2.2.C.b: L:C ratio in public ordinary secondary schools	27,3	31,5	39,2*
	PM 2.2.C.c: Number of new toilets built at public ordinary secondary schools	77	270	273
	PM 2.2.C.d: Percentage of public ordinary secondary schools with a water supply	99%	100%	100%
	PM 2.2.C.e: Percentage of public ordinary secondary schools with electricity	99%	100%	100%
	PM 2.2.C.f: Amount of capex budget spent on maintenance at public ordinary secondary schools	45 360	7 200	30 470
	PM 2.2.C.g: Percentage of public ordinary secondary schools with functioning science laboratories	90.5%	90%	93%
MO 2.2.D: To promote the participation of historically marginalised groups of learners in public ordinary secondary schools	PM 2.2.D.a: Gender parity index in public ordinary secondary schools	1.10	1	0.88
	PM 2.2.D.b: Percentage of learners in public ordinary secondary schools who are disabled	Data not currently available according to disability		
	PM 2.2.D.c: Number of Grade 12 learners participating in mathematics.	21 282	21 500	20 123
	PM 2.2.D.d: Number of Grade 12 learners participating in science.	11 465	12 000	11 366
MO 2.2.E: To foster a culture of effective learning and teaching in public ordinary secondary schools	PM 2.2.E.a: Percentage of learner days lost due to learner absenteeism in public ordinary secondary schools	Data not yet available in this regard		
	PM 2.2.E.b: Percentage of working days lost due to educator absenteeism in public ordinary secondary schools	4,7%	4,1%	4,8%
MO 2.2.F: To provide learners and educators at public ordinary secondary schools 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)	85	98	132
	PM 2.2.F.b: Number of resource centres in public ordinary secondary schools	305	309	296

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 2.2.G: To ensure that the flow of learners through the secondary phase is optimal	PM 2.2.G.a: Repetition rate in public ordinary secondary schools	11,4%	10,2%	10,2%
	PM 2.2.G.b: Dropout rate in public ordinary secondary schools	9,5%	9 %	8,4%
	PM 2.2.G.c: Percentage of over-aged learners in public ordinary secondary schools	5,3%	3,5%	4,8%
MO 2.2.H: To ensure that learners in public ordinary secondary schools attain the highest possible educational outcomes	PM 2.2.H.a: Percentage of learners in Grade 9 attaining acceptable educational outcomes	76%	78%	Data not available yet
	PM 2.2.H.b: Pass ratio in Grade 12 examinations	85%	87%	84.4%
	PM 2.2.H.c: Percentage of schools with a Grade 12 pass rate of less than 40%	1,2%	0,%	0,8%

Sub-programme 2.3: Professional services

Sub-programme objective: To support public ordinary schools.

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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 public ordinary 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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 2.4 A: To develop the educator corps	PM 2.4.A.a: Average hours of development activities per educator	80	80	80
	PM 2.4.A.b: Percentage of 26 000 educators who have undergone the Integrated Quality Management System (IQMS) training	100%	100%	100%

Sub-programme 2.5: National 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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 2.5A: To provide 149 000 identified poor and hungry learners in 866 primary schools with the minimum food they will need to learn effectively in school	PM 2.5A: Number of targeted learners fed for 170 planned feeding days	152 839 learners were fed for 170 schools days at 859 schools	149 000 learners & 866 schools	156 617 learner fed in 859 schools.

Specific challenges and responses

Learner achievement

The report of the Systemic Evaluation (national) conducted in 2004 on Grade 6 learners was released in 2005. This is an evaluation that measures the extent to which the education system is achieving the macro goals of Access, Quality, Effectiveness and Efficiency – using contextual questionnaires and achievement tests.

The National and Provincial Averages for Language, Mathematics and Natural Sciences are as follows:

Learning Area	Provincial: Western Cape	National: RSA
1. Language (LOLT)	58,79	38,03
2. Mathematics	40,22	27,08
3. Natural Sciences	51,93	40,77

Data from the 2001 Census and the WCED EMIS indicate that there are very high enrolment rates in the age group 6 – 15 (Grades 1 - 9). In addition, the age-grade match in the Western Cape is high. However, studies conducted in the Western Cape in the last five years suggest that learner achievement is below what is expected in Grades 1 - 9. This is true both in relation to other countries (including other developing countries) and in relation to the expectations of the South African curriculum. For example, in 2004 the WCED again assessed the reading and numeracy results of the Grade 3 learners in all schools. This study found that only 38,4% of learners are achieving the reading and numeracy outcomes expected in Grade 3. The vast majority of learners are still achieving two to three years below expectation.

To address this problem diagnostic testing is taking place at the end of the Foundation Phase and Intermediate Phase, that is Grades 3 and 6 every (alternative) alternate year beginning with Grade 3 in 2002. The diagnostic testing is used not only to identify areas for intervention but also to measure progress in the system over time. These tests are to -

- develop interventions and strategies
- set targets for schools, districts and the province.

The diagnostic testing conducted in 2002 to 2005 indicate that the results of the tests are highly correlated to poverty. For this reason, the province has a holistic approach to supporting the development of poor learners. This holistic approach includes the NSNP. The administration of the NSNP, which is part of the national school nutrition programme conditional grant, was shifted from the Department of Health during 2004. This shift to the department has improved planning, enhanced co-ordination and further contributed to more efficient feeding in schools.

Accommodation

The significant growth in learner number in many areas of the Western Cape poses a huge challenge at the start of every school year. The completion of 15 new schools for the start of the 2006 school year assisted in alleviating this huge challenge.

School safety

As is the case elsewhere in the world, school safety is an increasing concern of government. The Western Cape is particularly plagued in this regard as it experiences the serious problems of gangsterism and gang violence and the accompanying scourge of alcohol and substance abuse. Together with a range of partners, but in particular the Department of Community Safety, these issues are being tackled head-on.

The Safe Schools Programme has a three-pronged strategy, which includes the following:

- A Safe Schools Call Centre, where various problems can be reported and where affected and traumatised individuals can also request and receive counselling

- Provision of physical security: this programme focuses on the installation of various safety measures, including security fencing and security alarms at high-risk schools. The programme also includes survival strategies.
- Educational programmes focusing on values and attitudes, the goal of which is to re-direct learners' interests into more positive pursuits such as sports, arts and drama and focusing on future careers

Quality education interventions

The WCED has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. Amongst others, the projects and interventions in operation in schools include the following:

- Strategy for encouraging positive behaviour and responding to challenging behaviour in public schools: The objective of the strategy is twofold: In the first place it provides a conceptual framework and operational guidelines for encouraging positive behaviour, and secondly, it identifies strategies and provides mechanisms for responding effectively to challenging behaviour in schools. In order to realise this objective, the aim of the strategy is (a) to promote reclaiming school environments in an inclusive education system, (b) to promote a developmental, strength-based and restorative approach to challenging behaviour, and (c) to build capacity of educators in order to respond to challenging learners in a developmental and restorative way and to ensure quality and effective programmes, services and education to learners at risk.
- Identification of dysfunctional schools: Multi-functional teams identify the problems experienced by these schools; devise strategies 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. Educators are supported by Multi-grade lead teachers. Out of a total of 288 Multi-grade teachers, 226 have received training.
- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
- Inclusive education: 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.
- Focused literacy and numeracy strategies for Foundation Phase and Intermediate Phase.

Issues requiring ongoing attention

- The number of learners in Grades 3 and 6 who have not achieved the outcomes required by the national curriculum for their grades in numeracy and literacy. (Devastating impact on quality outputs throughout the system at all levels)
- The knowledge and skills levels of teachers: Teacher training, to ensure that teachers have the knowledge and skills needed to teach the national curriculum and improve learner performance in all learning areas.
- Shortage of school accommodation in certain areas seeing rapid population growth and our inability to get rid of backlogs due to financial constraints. The increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme, which does not have dedicated funding for school infrastructure.
- The need to ensure safe school environments, and to position schools as sacred places of teaching and learning in our communities.

- Increasing pressure to provide learner transport for those mainly rural learners who stay more than 5km's from the nearest school within our current policy
- Implementation of developmental and restorative programmes for learners manifesting challenging behaviour in schools, and ongoing capacity building of educators in order to improve school discipline.
- The EMDCs and their different structures visit all educational institutions and assist them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing new governing bodies, financial matters, curriculum, etc.

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Public primary schools	2 578 428	3 055 830	(33 029)	3 022 801	2 981 194	(1.38)
Public secondary schools	1 750 134	2 114 176	25 586	2 139 762	2 139 444	(0.01)
Professional services	165 385	173 312	(1 084)	172 228	166 918	(3.08)
Human resource development	3 186	10 596	1 069	11 665	11 665	-
National school nutrition programme	36 191	49 321	15	49 336	49 337	-
Total expenditure	4 533 324	5 403 235	(7 443)	5 395 792	5 348 558	(0.88)

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	4 272 763	4 921 724	(146 566)	5 118 260	5 077 505	(0.85)
Compensation of employees	3 974 198	4 444 925	(81 798)	412 031	4 326 839	(0.83)
Other current	298 565	476 799	(64 768)	343 102	407 581	(1.08)
Transfer and subsidies	257 847	184 453	158 649	119 685	343 085	0
Payment for capital assets	2 714	297 058	(19 526)	277 532	271 053	(2.33)
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	2 714	294 308	(20 000)	274 308	270 509	(1.38)
Software & other intangibles	-	2 750	474	3 224	544	(83.13)
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	4 533 324	5 403 235	(7 443)	5 395 792	5 348 558	(0.88)

The under-expenditure for 2005/06 is mainly ascribed to savings on compensation of employees.

9.3 Programme 3: Independent school subsidies

Programme objective

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

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

Primary phase

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

Secondary phase

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

Programme policy developments during 2005/06

All independent schools that are registered with the WCED are eligible, depending on the policy on Norms and Standards Funding for Independent Schools, to receive maximum subsidies equal to 60% of the cost per learner in the public schools. All independent schools that apply for a subsidy, and are eligible for funding in terms of the Norms and Standards policy, receive a subsidy.

There are currently 180 registered independent schools in the Western Cape. These schools accommodate a range of learners from varied socio-economic backgrounds and are important and valued partners in education delivery in the province.

The WCED currently provides subsidies to 78 independent schools in the Western Cape. These independent schools provide learning opportunities to disadvantaged learners in the province.

Delivery against performance targets

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 3.A: To support independent schooling, especially if catering for poorer communities, as a complement to public schooling	PM 3.A: Percentage of qualifying individual school learners receiving a state subsidy	100%	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.

A few independent schools have very poor records in the systemic testing at Grade 3 and 6 levels and in Grade 12. There are also regular complaints from pupils and parents. The WCED plans to deal decisively with these schools and ensure that they are de-registered if they fail to provide quality education.

The throughput and output of independent schools receiving a subsidy is closely monitored and subsidies are adjusted accordingly.

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.

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Primary phase	15 673	18 335	(877)	17 458	15 432	(0.15)
Secondary phase	14 088	14 136	877	15 013	15 013	-
Total expenditure	29 761	32 471	-	32 471	32 445	(0.08)

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	367	-	-	-	-	-
Compensation of employees	-	-	-	-	-	-
Other current	367	-	-	-	-	-
Transfer and subsidies	29 394	32 471	-	32 471	32 445	(0.08)
Payment for capital assets		-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	29 761	32 471	-	32 471	32 445	(0.08)

9.4 Programme 4: Public special school education

Programme objective

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

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

Schools

- to provide 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

The policy framework of Education White Paper 6, Special Needs Education, Building an Inclusive Education and Training System (National Department of Education, 2001) (Government Gazette 27 July 2001), specifies the provision of an integrated education support structure for learners and a single inclusive system of education and training. The principles and values of Inclusive Education are linked to the SA Constitution and embedded in the National Curriculum Framework. Inclusive Education is a gradual step-by-step process based on responsibility, consideration and contemplation. This illustrates the importance of the field-testing phase, during which and from which best practices must be sought and mistakes avoided.

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	14 217	14 250	14 284
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	4,4%	2%	2%
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	3%	4%	Data not yet available in this format
MO 4.1.C: To attain the highest possible educational outcomes amongst learners	PM 4.1.C.a: Percentage Grade 12 pass rate	95%	93%	93%
	PM 4.1.C.b: Percentage of school leavers getting jobs	78%	80%	78%

Sub-programme 4.2: Professional services

Sub-programme objective: To support public special schools.

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 4.2.A: To provide professional support to all public special schools	PM 4.2.A: Hours of training and other support provided to public special schools	750	1 000	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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development

Specific challenges and responses

Inclusive education

The inclusive education field-testing process is in line with the policy framework of Education White Paper 6 and serves to identify best practices for a cost effective inclusive system, which will ensure quality education appropriate support and an accessible curriculum through flexibly meeting learning and developmental needs in an equitable manner for all learners. Challenges experienced during the field-testing are valuable learning and problem-solving opportunities to ensure that inclusive education is implemented in a responsible manner.

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.

Literacy/numeracy strategy

The aim of the provincial literacy/numeracy strategy project is to improve literacy and numeracy levels of learners and to enable educators to facilitate teaching and learning in this regard, emphasizing a better understanding of policies that impact on language and literacy, improvement of learning programme planning, lesson plans, methodologies, and differentiation in class.

Capacity building was undertaken with a view to orientate Foundation Phase Curriculum Advisors and 65 Learning Support Officials in order to orientate Grade 1 teachers and Learning Support teachers in the use of the following instruments:

Grade 1 Baseline Assessment: Literacy Numeracy and Life Skills Grade 1 Instrument: Early Identification of Need for Support
Foundation Phase Learner Progress: Checklist
Classroom Visit

Learner behaviour

A strategy for encouraging positive behaviour in public schools has been developed and three pilot projects are underway in the EMDC: Breede River/Overberg, EMDC: West Coast/Winelands and EMDC: South Cape/Karoo. Capacity building of EMDC officials from the Specialised Learner and Educator Support Components, educators for the pilot schools and special schools has been an ongoing process. Youth Developmental Programmes have been identified and facilitators of these programmes have been trained in all EMDCs. These programmes focus on youth development and provide alternatives to suspension and expulsion. The programmes selected are based on the nature of challenging behaviour encountered at schools, and are therefore evidence-based. More than 500 specialised support personnel and educators have been trained as facilitators of developmental programmes and practical intervention skills. The following programmes have been identified –

Drug Information Programme;

Mapping the Future Programme;

Family Group Conferencing;

Drug Counselling, Response Ability Pathways Training and counselling of learners presenting with sexually offending behaviour.

Support to places of safety

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.

A Memorandum of Agreement was developed and signed between the Department of Social Services and Poverty Alleviation and the WCED in respect of continuous professional education support to places of safety. This agreement formalises the protocol for co-ordination and collaboration between the two departments in order to guide their operations and responsibilities in relation to each other.

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.
- There is a significant increase in the number of referrals of learners with barriers to learning for placement in special schools. The greatest need is for placement of learners in youth centres and schools of skills. Attention is being given to the rationalisation of services with a view to accommodate the needs of the WCED.
- Considering the establishment of more schools of skill, as these schools are able to accommodate those learners whose abilities only allow them the acquisition of skills such as metalworking, upholstery, etc. and with which they are able to access the labour market, and even the small business world in the form of enterprises in their chosen fields of education. 2 new schools of skill are planned for Mitchells Plain and Khayelitsha.
- The EMDCs and their different structures visit the special schools and help them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing a new governing body, financial matters, implementing the IQMS, etc. Ongoing interventions regarding the training of SMT members include managing curriculum, discipline, women in leadership, policy management, latest amendments to acts and signed resolutions.
- The transforming of special schools into resource centres, in line with Education White Paper 6, contributes to an increase in the support rendered to learners with special education needs in

mainstream schools. In-service training is provided for EMDC support staff (Response Ability Pathways, restorative counselling skills and developmental programmes for responding to the developmental needs of challenging learners), educators at youth centres (accredited training in child and youth care work, restorative counselling skills and developmental programmes), therapists and social workers.

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Schools	345 224	364 284	2 635	366 919	366 446	(0.13)
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
Total expenditure	345 224	364 286	2 635	366 921	366 446	(0.13)

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	275 434	292 522	2 161	294 683	294 556	(0.04)
Compensation of employees	273 315	289 413	2 161	291 574	291 577	0.00
Other current	2 119	3 109	-	3 109	2 979	(4.18)
Transfer and subsidies	69 790	71 264	474	71 738	71 735	0.00
Payment for capital assets	-	500	-	500	156	(68.80)
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	500	-	500	156	(68.80)
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	345 224	364 286	2 635	366 921	366 446	(0.13)

9.5 Programme 5: Further education and training

Programme objective

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

The FET programme comprises the following sub-programmes:

Public institutions

- to provide specific public FET colleges with resources

Professional services

- to support public FET colleges

Human resource development

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

Programme policy development during 2005/06

The FET college curriculum is being redesigned and developed. The introduction of the new curricula requires considerable redesign of the organisation and management of FET institutions. The WCED initiatives in this programme are all designed to support curriculum / programme development and implementation and institutional restructuring. These include -

- Teacher development: In order to provide relevant quality programmes, educator development interventions are aimed at upgrading mathematical literacy and mathematics skills, integrate theory and practice, provide work place experience and upgrade academic and professional qualifications. The DANIDA-sponsored Support to Education and Skills Development (SESD) Project is supporting the delivery of practical and labour market oriented education and skills training. Colleges gain the capacity to develop accredited and certified training programmes.
- Physical Resources: Vocational Education and Training is resource intensive by nature. Specialised workshops that carry industry accreditation are required for effective HRD. If FET colleges are to increase in size fivefold over the next seven or eight years, major investment will be required in buildings, equipment and personnel. This is being provided through the FET Re-capitalisation Conditional Grant.
- Learner Support: this entails recruitment and advocacy, recognition of prior learning programme placement, financial and academic support and job placement and tracking.
- A variety of delivery modes such as e-learning, distance learning, learnerships and skills programmes are being used to deliver these programmes. The DASSIE project is key to expanding these delivery mechanisms.

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 5.1.A: To provide spaces in public FET colleges in accordance with policy	PM 5.1.A.a: Percentage of adults (over 21 years of age) enrolled in public FET colleges	1,8%	2%	2%
	PM 5.1.A.b: Number full-time equivalent (FTEs) enrolments in public FET colleges	19 350	21 000	20 960
	PM 5.1.A.c: Number of actual enrolments in public FET colleges	49 185	53 000	52 400

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	36%	50%	16%
	PM 5.1.B.b: Percentage of educators who are African	4%	10%	5%
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	68%	70%	60,3%

Sub-programme 5.2: Professional services

Sub-programme objective: To support public FET colleges.

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 5.2.A: To provide professional support to all public FET colleges	PM 5.2.A: Hours of training and other support provided to public FET colleges	3 000	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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development

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.
- Colleges have established learner support units to accommodate and provide support for the vast variety of learners with different learning backgrounds and experiences. Tracking of learners internally will be done to support learners in curriculum and work placement. Colleges will also develop strategies to broaden access to FET colleges such as -
 - A variety of delivery modes (e-learning, distance learning, learnerships, skills programmes, etc.)
 - Facilities and training that meet the needs of differently-abled learners
 - New sites for the disadvantaged and rural communities
 - Bursary schemes

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

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Public institutions	152 383	165 337	2 849	168 186	168 186	-
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
Total expenditure	152 383	165 339	2 849	168 188	168 186	-

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	121 977	131 222	2 319	133 541	133 538	-
Compensation of employees	121 977	131 222	2 319	133 541	133 538	-
Other current	-	-	-	-	-	-
Transfer and subsidies	30 406	34 117	530	34 647	34 648	-
Payment for capital assets	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	152 383	165 339	2 849	168 188	168 186	-

9.6 Programme 6: Adult basic education and training

Programme objective

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

The ABET programme comprises the following sub-programmes:

Subsidies to private centres

- to support specific private ABET sites through subsidies

Professional services

- to support ABET sites

Human resource development

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

Programme policy developments in 2005/06

A policy regarding the provision of information by Community Learning Centres (CLCs) and the Registration, Funding, Closure and Name-Changing of Centres was developed. This policy was distributed to all CLCs and EMDCs.

The ABET component has compiled a draft policy for full-time ABET centres. This policy is currently being consulted with all stakeholders, including Head Office, district officials and centre staff. The aim of this policy is to make provision for more daytime ABET centres in the Western Cape. Matters considered in this policy includes the following:

Infrastructure

Staffing

Governance

Operating hours of such centres

Review of Procedure Manual for Centre Managers and Site Co-ordinators: A process to review the current procedure manual was ignited. ABET officials for all 7 districts and head office attended the session. It aims to align the manual with newly developed legislation and strategic objectives of the Western Cape.

Draft partnership guidelines for CLCs were developed. These guidelines outline, amongst other, the different steps in forming partnerships and the roles and responsibilities of those involved in partnerships. The primary aim of this document is to assist CLCs in forming and maintaining partnerships with Government, Departments, business, industries and other interested parties.

The WCED will do a feasibility study of ABET delivery in the Western Cape. Such feasibility study will look at, amongst other, the curriculum, management and governance of ABET, relevance of programmes offered and mode of delivery.

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	7 444	7 777	7 701
	PM 6.1.A.b: Percentage of illiterate adults in the province enrolled in public ABET centre programmes	1,9%	*1,9%	1,9%
	PM 6.1.A.c: Number of CLCs offering ABET level 1 & 2 curriculum	193	198	221
	PM 6.1.A.d: Number of CLCs offering ABET level 3 & 4 curriculum	166	157	186
	PM 6.1.A.e: Number of learners enrolled for Grades 10 and 12	3 567	**3 623	4 002
	PM 6.1.A.f: Number of learners obtaining a GETC	24	80	56
	PM 6.1.A.g: Number of learners obtaining a senior certificate	24	80	145

**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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	750	4 000	3 800

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development

Specific challenges and responses

Resources

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.

Training

The appointment of more full-time Centre Managers (CM) and Site Co-ordinators (SC) and the fact that the contracts of some CMs and SCs are renewable will ensure stability in many CLCs. This ensures improved planning, management and governance of CLCs. The support and guidance rendered by, in particular, ABET officials in the EMDCs assist CLCs in becoming more responsive to the needs of the communities they serve and ensure an increase in learner numbers.

Site-based training and information sharing sessions at EMDC Centre Managers' meetings were conducted by EMDC School-based Management Teams.

Partnerships

In 2003 10 000 learners were enrolled on courses at the GET level. 6 000 learners were enrolled on ABET Level 1 and 2 courses and 4 000 on ABET Level 3 and 4 courses. However, over 1,5 million people living in the Western Cape have less than a GETC or related qualification. Clearly the WCED cannot hope to address the education needs of this magnitude alone and will require the assistance of partners. Partnerships contribute significantly to the number of learners in CLCs.

The WCED is involved in a number of partnerships with government departments and corporations. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. Draft guidelines for the implementation of partnerships were developed in 2004. These guidelines include, amongst other, phases in the implementation of a partnership, roles and responsibilities of those involved, costs and cost drivers.

In addition, partnerships have been formalised through Memorandums of Understandings. Both parties, i.e. the WCED as the service provider and the partner (e.g. provincial department), sign this Memorandum of Understanding.

An amount of R1,4 m was made available by the provincial Department of Health for ABET classes for its employees during 2005/06. This forms part of the Department of Health's Workplace Skills Plan. Approximately 800 Department of Health employees have been reached through this partnership. ABET centres are used for the actual delivery of classes whilst co-ordination is the responsibility of the ABET Sub-directorate in conjunction with the provincial Department of Health: Directorate Human Resource Management.

R2,8m was raised in the 2005/06 financial year through these partnerships with other Provincial Departments. Current employees on the programme reached are indicated in the table below:

Department/Organisation	LEARNERS	AMOUNT GENERATED
Department of Transport & Public Works	261	R 810 000.00
Department of Health	190	R 801 300.00
Department of Social Services & Poverty Alleviation	72	R 255 600.00
Department of Treasury	3	R 6 000.00
PAWC	1	R 1 200.00

Department/Organisation	LEARNERS	AMOUNT GENERATED
Department of Housing	4	R 14 400.00
Somerset Hospital	40	R 139 200.00
Economic Development & Tourism	1	R 3 600.00
Department of Sports and Culture	19	R 56 400.00
Metrorail	47	R 146 400.00
Cape Medical Depot	12	R 78 400.00
DWAF	116	R 392 800.00
WCCN	24	R 73 200.00
Community Safety	1	R 3 600.00
Oilkol	4	R 9 600.00
TOTAL	795	R 2 791 700.00

At Centre Level CLCs often engage in partnership with the private sector. Examples of such partnerships exist in North EMDC where CLCs offer ABET to employees of the following companies: Bokomo, Simba, SA Fine, Craftbox Corrugated and AMC Classic.

5 new ABET Sites were established in Riviersonderend, Porterville and Franken in Oudtshoorn.

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.
- Intermediate and high skill development in learnerships and other learning programmes experience a number of generic problems and their resolution must be prioritized through a coordinating mechanism. Some of these problems are: poor mathematics, science and English language abilities (essentially the Foundations of the NQF system); motivation of learners; equity and scarce skills development; the fragmentation of education & training supply; and, expansion of numbers of learners in all types of provision
- In order to improve the quality of provision of adult education, appropriate models for teaching and curriculum management at CLCs will be investigated. In addition, a training and development model for staff at ABET centres will be established and implemented. The model will ensure that all existing educators receive targeted training and all new educators receive orientation and training and development.

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Subsidies to private centres	21 151	22 889	161	23 050	23 051	-
Professional services	-	1	(1)	-	-	-
Human resource development	-	1	(1)	-	-	-
Total expenditure	21 151	22 891	159	23 050	23 051	-

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	5 564	7 555	(1 707)	5 848	5 850	0.03-
Compensation of employees	5 198	5 766	(335)	5 431	5 432	0.02
Other current	366	1 789	(1 372)	417	418	0.24
Transfer and subsidies	15 587	15 336	1 866	17 202	17 201	(0.01)
Payment for capital assets	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	21 151	22 891	159	23 050	23 051	-

9.7 Programme 7: Early childhood development

Programme objective

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

The ECD programme comprises the following sub-programmes:

Grade R in public schools

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

Grade R in community centres

- to support particular community centres at the Grade R level

Professional services

- to support ECD sites

Human resource development

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

Conditional grant

- to provide for projects for poor children eligible for the reception year specified by the Department of Education (This conditional grant was discontinued in 2005/06).

Programme policy developments in 2005/06

Key policy developments include the

- draft Provincial Integrated Strategy for ECD was presented to the MECs in the Social Cluster and to the Provincial Standing Committee. The first phase of internal consultation has taken place. The second phase of consultation took place in August 2005 and an ECD summit was held in September 2005. The document was presented to the Provincial Legislature in November 2005.
- ECD Policy Guidelines was translated into Afrikaans and Xhosa and is in the final stages of editing.
- expanding access to Grade R by 2000 per annum.
- ensuring that the Provincial Strategic Plan is aligned to the National Strategic Plan.
- increasing the subsidy on a sliding scale.

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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.a: Number of 5 year olds in publicly funded school Grade R	30 840	33 000	31 227
	PM 7.1.A.b: Percentage of 5 year olds in publicly funded school Grade R	35,8%	38,3%	36,2%

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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.a: Number of learners in education-funded community-based ECD sites	25 160	28 000	27 630
	PM 7.2.A.b: Percentage of learners in education-funded community-based ECD sites	29,2%	32,5%	32,1%

Sub-programme 7.3: Professional services

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

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	1 000

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development	Workplace Skills Plans (WSP) in place for staff development

Specific challenges and responses

- While there is universal enrolment of children of ages 6 – 15 in the Western Cape, not all five year-olds have access to Grade R. The province's goal in respect of Grade R is to provide high quality learning programmes to all five year-old children in the Western Cape at the first level of formal education, namely Grade R by 2010.
- If conservative estimates of 2005 participation rates in the Western Cape are used, that is 49 000 of a possible 80 000 learners, then an additional 21 000 children must be reached in the period 2006 – 2010. This means enrolling 4 000 to 5 000 additional five year old children each year in the period 2006 to 2010. But these children must also be enrolled in high quality programmes because the provision of Grade R programmes to young children is based on the assumption that these programmes provide a solid foundation and advantage for learning in school. This assumption is supported by a number of studies, including the national systemic assessment study of Grade 3 learners undertaken in 2001. This study shows a high correlation between reading and numeracy performance at the Grade 3 level and access to pre-school programmes.
- 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.
- Advocacy and identification of areas of need for the establishment of Grade R Classes on an incremental basis so that every 4½ - 5 year old child has access to a quality year of education prior to entering Grade 1.
- Governing bodies change more frequently than at the Primary and High Schools because of the natural changes in parent bodies. Monitoring and support to ensure efficacy of management is required.
- The quality of qualification to deliver the Grade R curriculum.
- Continued interaction with the Departments of Health and Social Services as well as the NGOs must be promoted.

Use of appropriated funds

Spending according to sub-programme (R'000)

Sub-programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Grade R in public schools	49 243	48 697	9 449	58 146	57 829	(0.55)
Grade R in community centres	10 125	23 224	(6 574)	16 650	16 648	(0.01)
Professional services	-	1	-	1	-	-
Human resource development	-	1	-	1	-	-
Conditional grant	767	-	-	-	-	-
Total expenditure	60 135	71 923	2 875	74 798	74 477	(0.43)

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	44 544	41 882	2 883	44 765	44 764	-
Compensation of employees	42 170	41 686	2 143	43 829	43 829	-
Other current	2 374	196	740	936	935	(0.11)
Transfer and subsidies	15 591	30 041	(8)	30 033	29 713	(1.07)
Payment for capital assets	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software & other intangibles	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	60 135	71 923	2 875	74 798	74 477	(0.43)

9.8 Programme 8: Auxiliary and associated services

Programme objective

To provide the education institutions as a whole with support.

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

Payments to SETA

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

Conditional grant projects

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

External examinations

- to provide for departmentally managed examination services

Teacher training

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

iKapa Elihlumayo

- to assist with the building of human capital

Programme policy development

The WCED has a key role to play in the fight against poverty and the expansion of the economy, as the main driver of human resource development in the Western Cape. The following supports this challenge:

- The Skills Development Act;
- the HIV/AIDS Conditional Grant to 'provide for HIV/AIDS Life Skills education in schools' and to ensure access to an appropriate and effective integrated system of prevention, care and support;
- the provision of valid and reliable certification through examinations;
- recruiting teachers; and
- providing the foundation of all skills development for the building of human capital.

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 8.2.A: To deliver HIV/AIDS-Life Skills education in primary schools	PM 8.2.A.a: Number of primary & secondary school educators trained in the HIV and AIDS Life Skills Programme	15 910	16 000	17 048
	PM 8.2.A.b: Number of HIV & AIDS Life Skills peer educators trained	6 500	8 000	11 881
	PM 8.2A c: Number of schools (SMTs and SGBs) trained in the management of HIV and AIDS in their school community	17	700	17

Sub-programme 8.3: External examinations

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

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 8.3.A: To manage the examinations and certification	PM 8.3.A: Successful & 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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 8.4.A: To help with the supply of qualified, competent teachers	PM 8.4.A.a: Number of new bursaries allocated	62	70	82

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 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
MO 8.5.A: To support the provincial goals of iKapa Elihlumayo: <ul style="list-style-type: none">increased economic growthincreased employment and participation in the economyreduced socio-economic and geographic inequalitymaintenance of a sustainable safety net	PM 8.5.A.a: Number of study loans awarded	1 016	1 300	3 252
	PM 8.5.A.b: Percentage of Grade 8 learners tested	98%	97%	97%
	PM 8.5.A.c: Number of educators trained as career and guidance counsellors	620	480	480

Measurable Objective	Performance measure	Actual Outputs 2004/05	Target Outputs 2005/06	Actual Outputs 2005/06
	PM 8.5.A.a: Number of focus schools established	Not applicable	21	25
	PM 8.5.A.a: Number of computer laboratories established at schools offering FET.	Not applicable	350	317

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 received continuous training throughout the year.

Whilst approximately 520 schools, represented by educators, SMT and SGB members, 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 National Curriculum Statement. (Those who teach Grade 7 were trained 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. There are very few qualified guidance teachers left in the WCED. This means recruiting and training teachers in this important and skilled area from scratch. This will not be easy. The WCED has devised a three-year programme to develop the skills of life orientation teachers in respect of subject and career guidance.

In order to make access to college education possible for young persons from impoverished and marginalized communities, study loans have been instituted and awarded. It has also not been easy to establish the necessary processes and controls for the FET College Loan Scheme. The WCED has consulted and worked with National Student Financial Aid Scheme (NSFAS) and has adopted many of their processes. In addition, poor learners reacted with suspicion to the concept of loans. The WCED

has had to change the name of the scheme to a financial aid scheme and to conduct considerable advocacy concerning the scheme.

Teacher provisioning

It is increasingly difficult to attract good quality, dedicated persons to the teaching profession. The reasons for this are complex and intertwined and relate both to the public view of education and the opportunities available to young graduates both in South Africa and abroad. The WCED has launched a teacher recruitment campaign with the local HEIs. This has had some success and more effort will be invested in this campaign in the next five years.

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 re-capitalisation 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.

Use of appropriated funds

Spending according to sub-programme (R'000)

Programme	2004/05	2005/06				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Payments to SETA	3 659	4 471	(632)	3 839	3 306	(13.88)
Conditional grant projects:	-	-	-	-	-	-
HIV/AIDS	9 814	11 205	-	11 205	11 205	-
Finance and quality enhancement	-	-	-	-	-	-
External examinations	51 436	56 374	(628)	55 746	54 561	(2.13)
Teacher training	1 345	1 695	48	1 743	1 743	-
iKapa Elihlumayo	28 046	125 000	2 772	127 772	127 772	-
Total expenditure	94 300	198 745	1 560	200 305	198 587	(0.86)

Spending according to economic classification (R'000)

Expenditure Classification	2004/05	2005/06				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Current payments	68 020	69 829	1 459	71 288	70 099	(1.67)
Compensation of employees	34 903	33 455	4 129	37 584	37 581	(0.01)
Other current	33 117	36 374	(2 670)	33 704	32 518	(3.52)
Transfer and subsidies	26 133	104 216	15 243	119 459	118 928	(0.44)
Payment for capital assets	147	24 700	(15 142)	9 558	9 560	0.02
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	67	24 700	(15 643)	9 057	9 057	-
Software & other intangibles	80	-	501	501	503	-
Land and subsoil assets	-	-	-	-	-	-
Total expenditure	94 300	198 745	1 560	200 305	198 587	(0.86)

10. Transfer payments

Name Of Institution/Beneficiaries	Amount Transferred (R'000)	Compliance with Section 38(1)(j) of the PFMA
Programme 1	11 206	
Telecommunications Project at public ordinary schools	5 383	Yes
Khanya Project at public ordinary schools	3 780	Yes
Maths and Science Project at public ordinary schools	2 043	Yes
Programme 2	312 851	
Public ordinary primary schools	157 393	Yes
Public ordinary secondary schools	128 656	Yes
Safe schools Project at public ordinary schools	16 475	Yes
National school nutrition programme	10 327	Yes
Programme 3	32 445	
Independent primary schools	17 432	Yes
Independent secondary schools	15 013	Yes
Programme 4	69 868	
Public special schools	69 868	Yes
Programme 5	33 902	
Public FET institutions	33 902	Yes
Programme 6	17 188	
Community learning centres	17 188	Yes
Programme 7	29 503	
Early childhood education in public schools	12 853	Yes
Early childhood education in community centres	16 650	Yes
Programme 8	36 979	
ETDP SETA	3 306	Yes
Bursaries to students	1 743	Yes
iKapa Elihlumayo Projects at FET colleges	31 930	Yes
Total Transfer Payments	543 942	

11. Conditional Grants

Table: Summary of Conditional Grants for 2005/06 (R'000)

Conditional Grant	Allocation 2005/06	Roll-over from 2004/05	Total Allocation 2005/06	Total Transfers	Actual Expenditure	% Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
HIV/AIDS	11 198	7	11 205	11 198	11 205	100
National School Nutrition Programme (NSNP)	48 895	426	49 321	48 895	49 337	100
TOTAL	60 903	433	60 526	60 903	60 542	100

It is certified that all transfers received in terms of the Division of Revenue Act, 2005 (Act No 1 of 2005) were deposited into the Department's bank account.

All conditions of the conditional grants, as set out in the approved Business Plans, have been met.

Objectives achieved:

Conditional Grant: HIV/AIDS

Project Objectives	Achievements
KPA 1: Advocacy	All WCED schools are clustered for advocacy, training and ongoing support, and all schools have designated HIV/AIDS co-ordinators or committees.
KPA 2: Educator training for HIV/AIDS Life Skills in the curriculum	76 educators were trained this quarter (cumulatively 17 124). An estimated 820 000 learners (85%) receive regular HIV/AIDS life skills education (within the context of Life Orientation), supported by educator guides and learner workbooks. EMDCs now shifting focus to integration of HIV/AIDS across the entire curriculum ('Achieve' programme). All educators to receive orientation and file.
KPA 3: Education management and governance dev. (SMTs and SGBs)	Training materials in print (English/Afrikaans/isiXhosa) for roll out in 2006/07. Each school to receive 10 files dealing with HIV/AIDS policy, leadership and workplace issues. Whole school development context. Schools to be assisted in developing AIDS management plans (within School Development Plan framework). ECD Forum for implementation of an integrated HIV/AIDS response in pre-schools and crèches being established (in partnership with Social Services, leading NGOs and FET colleges). Similar approach in FET colleges, ABET Centres and high-risk LSEN schools.
KPA 4: Care and Support training	Materials in translation for roll out in 2006/07. Each school-community also to receive 10 files and workshop. White Paper 6 / Inclusive Education context, promoting the development of district-based support teams and educator support teams. 90 psychologists and social workers trained as professional HIV/AIDS counsellors, for support to learners and schools.
KPA 5: Peer education for learners	(a) 'GoLD' Peer Education: 3 063 badged (graduated) Grade 10s (Track 1) (target 2 375; cumulative 9 464); 1 347 Grade 11's (Track 2) badged (3 487 cumulative). 100 secondary schools. 6 297 training sessions delivered; 3 121 peer-to-peer education lessons delivered; 65 977 peer 'counselling' sessions; 9 479 peer referrals for further support; 1 117 community projects supported; 1 072 youth support group sessions held. (b) LoveLifeStyle Programme: 620-830 educators trained (target 640) in 234 schools (target 320); 147 groundBreakers trained, supporting 116 secondary schools; 7 870 graduate young leaders (target 4 700) out of 14 141 participants; 137 170 participated in once-off activities; 32 716 (target 15 960) participated in leagues and events. (c) Primary schools: 200 primary school educators trained to run Soul Buddyz clubs in 2006.

Project Objectives	Achievements
KPA 6: Teaching and learning support material	Over past 5 years 2 900 tons (2,9 million kgs) of HIV/AIDS life skills TLSM and advocacy materials distributed to schools. All Grade 1-9 TLSM distributed to schools for use in 2006 academic year.
KPA 7: Monitoring, support and evaluation	A formal external evaluation was conducted in March 2006 under the auspices of the National Department, to assess programme delivery in schools. EMDC staff regularly visit schools to ensure that the program is implemented, to trouble-shoot, to address the needs of learners, educators and the school community and to provide care and support for educators and learners infected and/or affected by HIV/AIDS. Approximately 600 000 Gr 1-7 learners are using the HIV/AIDS Life Skills TLSM, with a further 150 000 Grade 8-9 learners also potentially using their TLSM for classroom-based learning. The University of Cape Town completed an evaluation of the peer education initiative, in February 2006. UWC has already done an extensive assessment of the primary school educator training programme that still guides the quality of service / training that is being provided. A number of research projects and pilot studies are being undertaken and these will enable the programme to adjust to new insights and 'best practice'.

Conditional Grant: National School Nutrition Project (NSNP)

Project Objectives	Achievements
To ensure adequate access to the National School Nutrition Programme by targeted schools	<p>All targeted learners were fed.</p> <p>Quintile 1 & 2 High Schools were included as from January.</p> <p>Significant Increases in the monthly honorarium & number of volunteers</p> <p>A successful 3-day strategic planning meeting.</p> <p>4 cooked menus were successfully introduced at 44 pilot schools.</p> <p>Learner numbers were successfully finalised for 2006/7.</p> <p>2005/6 funds were spent.</p> <p>85 NSNP schools received funds to purchase mobile units of a high standard.</p> <p>More than 990 schools received funds to purchase kitchen equipment.</p> <p>Successful master training was received on health & hygiene in NSNP schools.</p> <p>The total expenditure for 2005/6 was 100,90%</p>
To encourage, advise and support the development of food gardens and other sustainable food production activities at targeted schools where infra-structural readiness and staff and community commitment prevail	<p>Demonstrations were presented to learners and educators.</p> <p>Capacity workshops were conducted for educators, parents and learners.</p> <p>Some schools are doing extremely well with respect to their food gardens.</p> <p>A strong relationship was established with Outeniqua Experimental Farm staff members.</p> <p>The latter institution resorts under the Department of Agriculture.</p> <p>Ongoing support is provided to schools with food gardens</p>

12. Capital investment, asset management and maintenance

12.1 Fixed capital investment

12.1.1 Building projects completed during 2005/06

Summary:

Capital Works	Number of projects completed		Progress
School building projects	Primary schools	9 of 9	Silukhanyo PS (FQ), Groenweide PS (SQ), Tafelsig PS (SQ), Kalkfontein PS (FQ), Pacaltsdorp PS (FQ), Delft PS No 1 (FQ), Delft PS No 2 (FQ), Ekutheleni PS (FQ), Mfuleni PS (FQ)
	Secondary schools	9 of 10	Elda Mahlenhle SS (FQ), Philippi-East SS (FQ), Philippi-West SS (FQ), Table View SS (FQ), Nomzamo SS (FQ), Mfuleni SS (FQ), Masiphumelele SS (FQ), Delft SS (FQ), Blue Downs SS (FQ). The 10 th school (Du Noon SS) will be completed only in July/August 2006 as it had to be readvertised when the previous builder absconded.
Instruction rooms as part of each new school or as separate projects	Primary schools	312 of 208	Silukhanyo PS (31) FQ, Mfuleni PS No 3 (5) FQ, Rusthof PS (4) (SQ), Eindhoven PS (6) (FQ), Gansbaai Laerskool (3) (SQ), Nyameko PS (12) (FQ), Dalebuhle PS (2) (TQ), Groenweide PS (30) (SQ), Tafelsig PS (30) (SQ), Gansbaai PS (2) (SQ), Kalkfontein PS (30) (FQ), Pacaltsdorp PS (30) (FQ), Delft PS No 1 (30) (FQ), Delft PS No 2 (30) (FQ), Ekutheleni PS (30) (FQ), Mfuleni PS (30) (FQ), Hopolang PS (7) (FQ)
	Secondary schools	330 of 250	Intsebenziswana SS (11) (FQ), Sinethemba SS (7) (FQ), Elda Mahlenhle SS (11) (FQ), Simanyene SS (7) (SQ), Philippi-East SS (35) (FQ), Philippi West SS (35) (FQ), Table View SS (35) (FQ), Nomzamo SS (35) (FQ), Mfuleni SS (35) (FQ), Masiphumelele SS (35) (FQ), Delft SS (35) (FQ), Blue Downs SS (35) (FQ), Qhayiya SS (5) (FQ), Simenene SS (7) (FQ), Wellington SS (4) (FQ), Groendal SS (3) (FQ)
	Special schools	2	Eden School (2) (FQ)
Relocation of mobile classrooms		3 relocations and 13 scrapped of 15 that would have been relocated	Oranjekloof PS (3), Kirstenhoff PS (Two classrooms (2) were written off and scrapped. The same happened at Ceres PS (2), Sao Bra SS (2) and Sivuyile branch of the Cape College (7)
Forums	Primary schools	3 of 6 have completed and 3 still under construction (6)	Erika PS (TQ), Sid G Rule PS, Hex Park. Panorama PS, Victoria Park PS and Wesfleur PS are still under construction
	Secondary schools	6 of 13 have been completed and 6 are still under construction. 4 are still out on tender(16)	Masibambane SS (FQ), Zandvliet SS (SQ), Beaufort West SS (TQ), Hillcrest SS TQ, Glendale SS (SQ) (Garden Cities) and Villiersdorp SS has been completed Ladismith SS, Proteus, Heideveld SS, Bridgton SS, Luhaza SS and Imizamo Yethu SS are still under construction. Paulus Joubert SS, Charleston Hill SS and Mondale and Ravensmead SS are still out on tender.

Capital Works	Number of projects completed		Progress
Toilets	Primary schools	353 of 260 WCs	Dalebuhle PS (11 WCs) (FQ) , Sedgefield LS (6) (TQ), Silukhanyo PS (30 WCs) (FQ), Mfuleni PS No 3 (10 WC) (FQ), Nyameko PS (16) (FQ), Groenweide PS (35) (SQ), Tafelsig PS (35) (SQ) Kalkfontein PS (35) (FQ), Pacaltsdorp PS ((35) FQ), Delft PS No 1 (35) (FQ), Delft PS No 2 (35) (FQ), Ekutheleni PS (35) (FQ), Mfuleni PS (35) (FQ)
	Secondary schools	273 of 250 WCs	Intsebenziswana SS (19 WCs) (FQ), Elda Mahlenhle SS (19 WCs) (FQ), Wellington SS (19 WCs) (FQ) , Philippi-East SS (27) (FQ), Philippi West SS (27) (FQ), Tableview SS (27) (FQ), Nomzamo SS (27) (FQ), Mfuleni SS ((27) FQ), Masiphumelele SS (27) (FQ), Delft SS (27) (FQ), Blue Downs SS (27) (FQ).
Upgrading projects	Primary schools	0	
	Secondary schools	1	Esselenpark SS
	Special schools	0	
	Secondary schools	1	Wellington SS

12.1.2 Maintenance projects undertaken during 2005/06

Number of projects	Adjusted Budget for 2005/06 to 2007/08	Estimated Final cost R'000
*2005/06-2007/08 1 201 projects	R 217 million	R217 million

**an indicative number of projects*

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

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

The original annual maintenance budget for 2005/06 was R18,0 million, which was increased to R79 million in the 2005/06 Adjustments Budget. However, this only represents 43,8% of what is really required. The total maintenance budget for the past four years amounts to R320 million. If the same calculation is done, i.e. 1,5% of replacement value, then the answer clearly indicates that the buildings are deteriorating and that backlogs are increasing.

With an envisaged maintenance budget of R217 million for the next three years, it is clear that the backlog will increase taking into consideration that an amount of R540 million is needed over the MTEF period.

The WCED can ensure that only sufficient education buildings are available for the number of learners requiring space. The approximate 2 105 classrooms currently in excess need to be taken out of the system by the merging or closing of schools. This will ensure that funds are spent on the number of education buildings that are required and utilized.

Approximately 2 600 classrooms are constructed from unsuitable materials such as wood, chipboard or asbestos cement. The classrooms or schools constructed from these materials are vulnerable to vandalism or theft and need regular maintenance.

The Department of Transport and Public Works intends to appoint consultants to evaluate all such classrooms or schools and to make proposals about buildings that do not satisfy the OSHACT or buildings regulations anymore. The idea is to ensure that such buildings are phased out by merging or closing. Learners will be channelled to the oversupply of permanent school buildings in many communities.

With the official approved capacity of each building known, schools with buildings that are being under-utilized can be compelled to merge or to close.

More than 30% of all school buildings in the Western Cape are under-utilized if a norm of 33:1 in secondary schools, 35:1 in combined schools, 37:1 in middle schools and 39:1 in primary schools is used.

All education buildings becoming available will be made available for use by ECD, ELSEN, FET or ABET. Where such buildings are not needed by the WCED they will be returned to the Department of Transport and Public Works for use by other Departments or for sale or lease.

All income generated would become available for infrastructure improvements that will assist in addressing the infrastructure backlog.

Expanded Public Works Programme (EPWP)

The Department of Transport and Public Works introduced the EPWP in the previous financial year. There are currently 1 828 workers employed at 338 schools throughout the province. 1 200 workers are employed as cleaners at 245 schools in Khayelitsha and Mitchell's Plain at a cost of R10 million. Their work entails the cleaning of ablutions, sites, gardens and writing boards. They also sweep and polish floors. Every three months they remove graffiti and clean gutters and rain water channels.

12.2 Asset management

Immovable assets

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

Major movable assets

(a) Head Office and EMDCs (including offices linked to EMDCs)

All furniture and equipment for these offices is electronically purchased by means of the Logistical Information System (LOGIS). These assets are automatically captured on the inventories of the users. The Provincial Treasury intended to procure the service of a service provider to undertake the asset management function on behalf of all provincial departments. The bid, however, was cancelled due to the cost involved. Each department now manages its asset register in line with the requirements of the Auditor-General and the WCED complies in this respect.

(b) Schools

Transfer payments are made to schools, in terms of existing Treasury guidelines, in order that schools may purchase their own equipment from contracted suppliers. All purchases for schools were removed from the Logis Asset Register. Schools maintain their own inventories. The Logis Asset Register reflects only the inventories for the Head Office of the WCED as well as the EMDC's and their respective Service Points.

Plans regarding movable assets such as motor vehicles

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

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

The present fleet, supplemented by the provision of subsidised vehicles to qualifying officials, meets the current needs of the WCED. The provision of subsidised vehicles has been withdrawn by means of Circular No. 179/2003 dated 10 September 2003, as it was found that subsidised vehicles are more expensive than government motor transport.

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

Annual stocktaking is carried out to ensure that the WCED's asset register remains up-to-date. Each inventory item now also has a unique number that allow us to trace an item to a specific location.

Current state of the Department's capital stock

The WCED's current movable assets are in a fair to good condition. Those that are found to be in a bad condition are written off and replaced where necessary.

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

13.1 Interdepartmental linkages

The WCED is the lead department responsible for developing implementing and monitoring the province's Human 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 in forums such as CEM, HEDCOM and its various sub-committees, are held with the national Department of Education and the other provincial education departments regarding education policy.

Discussions with sister departments on 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. Together with provincial and local government departments an Integrated Provincial Strategic Plan for HIV and AIDS has been developed for ratification by the Provincial AIDS Council.

The ABET Sub-directorate of the WCED is involved in numerous partnerships with other provincial departments. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. A Transversal Policy for the Delivery of ABET to Employees of Provincial Government Departments is in place. Partnerships are being formed at provincial and centre level. These guidelines include, amongst other, phases in the implementation of a partnership, roles and responsibilities of those involved, cost and cost drivers. 10 Provincial Departments as well as the national Departments of Water Affairs and Correctional Services form part of these partnerships. To formalise the partnerships, 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.

13.2 Local government linkages

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

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

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

13.3 Public entities

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

13.4 Public, private partnerships, outsourcing etc

Although the WCED has no outright public-private partnerships (PPPs), the department has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. These projects and interventions are managed either by the WCED (through the EMDCs) directly or through several education non-governmental organisations (NGOs).

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 - 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.

Garden Cities - Garden Cities are involving themselves with schools. They plan and manage the construction of forums at schools. They completed the forum of Glendale Secondary School during the second quarter of the financial year. At present the construction of forums at Imizamo Yethu Secondary School in George and Luhlaza Secondary School in Khayelitsha is continuing.

Chamber of Commerce – Technopreneur competition for Grade 10s

SANTAM – Funding best Practices for EMS

Sanlam – Development of integrated HIV/AIDS curriculum-based response.

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.

13.5 Donor Funding

The WCED received no donor funding during 2005/06.

PART 3 - REPORT OF THE AUDIT COMMITTEE

REPORT OF THE WESTERN CAPE PROVINCIAL GOVERNMENT AUDIT COMMITTEE ON THE DEPARTMENT OF EDUCATION (VOTE 5) FOR THE FINANCIAL YEAR ENDED 31 MARCH 2006

1. Introduction

The Audit Committee is pleased to present its report for the above-mentioned financial year ended 31 March 2006.

2. Audit Committee Members and Attendance

- 2.1 The audit committee consists of the members listed hereunder. It is required to meet 4 times per annum as per its approved terms of reference. During the current year 7 meetings were held.

2.2 Members for the year	No. of meetings attended
Mr RG Nicholls (Chairperson)	7
Dr L Kathan	6
Mr J January	4
Mr R Lalu	5
Mr VW Sikobi (Resigned)	May 2005

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.

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

4. Effectiveness of Internal Control

In our opinion, based on the reports of the service providers and information reported during our audit committee meetings, the internal control environment contains weaknesses which are unacceptable and needs to be substantially strengthened in the financial year ending March 2007. These control weaknesses require a mechanism for follow-up and correction. The Accounting Officer supported by the Top Management Committee must ensure that this mechanism is implemented and monitored.

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

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

6. Information Technology

Information Technology has been identified by the committee as an area needing attention. The transversal systems, general and application controls are graded as unreliable by the Auditor-General. Internal Audit has also identified a number of critical and significant control weaknesses in the IT environment. The Committee has not been provided the assurance that the department manages the service delivery relationship with the Centre of E-Innovation and this responsibility needs to be allocated.

7. Risk Management

The committee notes that the Risk Management unit will be established in the department during the 2006/2007 financial year. The need to include Information Technology and Forensic risks as constituent parts of this initiative has been reported.

8. Internal Audit

In the opinion of the Audit Committee the Internal Audit has not been effective in creating the necessary positive change related to the deficiencies in the controls environment.

The Internal Audit process must be re-visited with a view to ensuring that the correct value is provided and obtained to address Internal Control weakness and facilitated the correction initiative suggested above.

9. Auditor General

We note the Auditor-General Qualification items resulting in the Disclaimer of Opinion together with the matters of significance and Value for money findings based on the full external audit process for 2005/06 financial year.

We further note that the department, while accepting the urgent need for upgrading the control environment have initiated an enquiry into the severity and harshness of the Auditor-General's report.

We have attended a Top Management Committee meeting and report that the Accounting Officer and the senior managers will be holding audit forums to create and monitor positive change in the control environment to address the audit concerns.

10. Evaluation of the Annual Financial Statements

The Audit Committee has

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

11. Conclusion

Good corporate governance and effective controls especially in the computer and risk management areas must be the prioritized matters for attention and improvement in the financial year ending March 2007.



MR RG NICHOLLS
CHAIRPERSON OF THE WESTERN CAPE
EDUCATION DEPARTMENT AUDIT COMMITTEE
DATE: 28 AUGUST 2006

PART 4 - ANNUAL FINANCIAL STATEMENTS

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**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2006**

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:

For the year under review, the Western Cape Education Department (WCED) excelled in many areas. The WCED's Human Capital Development Strategy, as consulted with all the major role-players, was approved by Cabinet. The implementation of the strategy is now imminent and has led to the process for the redesign of the organisation. This is crucial to enable the WCED to deliver on the 12 most important programme-based strategies. This process will take place over a maximum period of 24 months.

The introduction of the National Curriculum Statement in Grades 8, 9 and 11 will take place during the 2006 school year. This will complete the introduction of the 2005 curriculum as envisaged by the National Department of Education.

The WCED completed the building of 15 new schools at the beginning of the 2006 school year. This was a major achievement as it alleviated the critical shortage of classrooms in the province. This is also the first year that the budget for infrastructure is reflected in the vote. A signed service agreement exists between the WCED and the Department of Public Works and Transport.

The re-capitalisation of the Further Education and Training colleges, who will receive R227m over the MTEF, will contribute to the reduction of the critical skills shortages in the province.

The roll-out of the Central Education Management Information System (CEMIS) will have a major impact on decision-making in the organisation. It will, for example, assist with the monitoring of learner migration trends within the province.

The WCED has once again demonstrated that its systems are geared for service. The underspending of the budget by R55m for the period under review, was mainly due to labour resolutions which could not be concluded before year-end.

Statement of Financial Performance

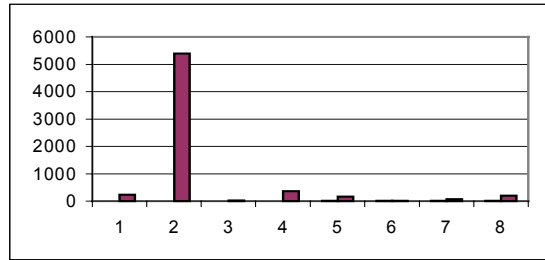
The Statement of Financial Performance is the result of the activities for the year ended 31 March 2006.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2006**

Division of amounts (Rm) voted per programme

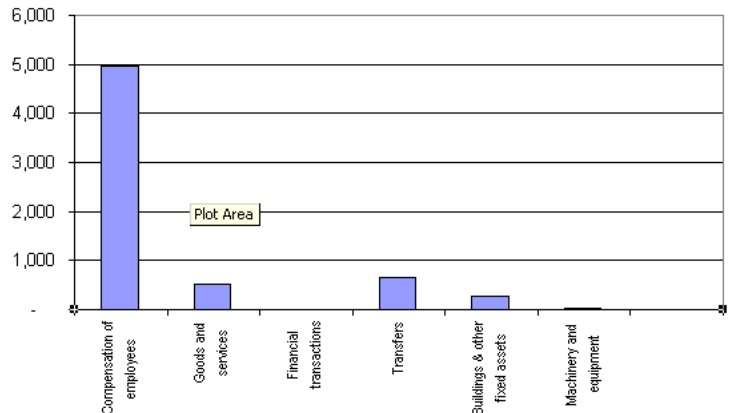
1	Administration	243	4%
2	Public ordinary school education	5,396	83%
3	Independent school subsidies	33	0%
4	Public special school education	367	6%
5	Further education and training colleges	168	3%
6	Adult basic education and training	23	0%
7	Early childhood development	75	1%
8	Auxiliary & associated services	200	3%
		<u>6,505</u>	<u>100%</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 educational institutions and comprises 93% of the WCED's total expenditure. The management of schools and development centres is included in Programme 2. Programme 8 includes Examination Administration, Conditional Grants (HIV/AIDS, Financial Management and Quality Enhancement) and iKapa Elihlumayo.

Economic classification of payments (Rm)

Compensation of employees	4,963	77%
Goods and services	525	8%
Financial transactions	6	0%
Transfers	662	10%
Buildings & other fixed assets	271	4%
Machinery and equipment	20	1%
Computer software	3	0%
	<u>6,450</u>	<u>100%</u>



2. Services provided by the WCED

2.1 The WCED provided services to the following:

- 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 WCED were subjected to any tariffs.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2006**

2.3 Free services

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

2.4 Inventories

The inventories for the WCED include work-in-progress on construction contracts.

3. Capacity constraints

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

4. Donor funds

The WCED received no donor funds during the period under review.

5. Trading entities

The WCED does not have any trading entities under its control.

6. Organisations to whom transfer payments have been made

Transfer payments amounting to more than R662m were made to approximately 1,900 schools and other educational institutions, primarily for maintenance, utilities, infrastructure and the acquisition of learner support material.

The South African Schools Act transferred the responsibility of managing the finances of a school to the school governing body. Governing bodies are responsible for their own internal control, but are supported and monitored by the department's school-based management teams. The funds of the schools include those raised 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 school-based management teams, Internal Audit and, where appropriate, Forensic Audit.

7. Public-private partnerships

There were no such partnerships entered into by the WCED.

8. Corporate governance arrangements

The WCED has a Fraud Prevention Policy which clearly describes acts which constitutes corruption, fraud, theft and maladministration. A copy of the code of conduct has been given to every official. All the members of senior management annually sign a declaration of 'No conflict of interest'.

The internal audit function is co-ordinated and controlled by the Provincial Treasury and they have implemented the approved audit plan as indicated by the Independent Audit Committee. The consortium has also completed a risk assessment phase for the WCED.

The members of the Supply Chain Unit also sign an annual 'No conflict of interest' declaration. An independent person chairs the WCED's Bid Committee.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2006**

9. Asset management

The physical verification of assets was outsourced to an expert service provider. The WCED has transferred some of its staff to a newly established Asset Management Unit. The required functions are being performed. The WCED complies with the minimum requirements prescribed by Treasury Regulations.

10. Events after the accounting date

No known events took place after the accounting date that could have materially influenced the WCED's financial state of affairs.

11. Performance information

The WCED obtains its performance information from the CEMIS, which collects information from schools and other institutions. This information is used quarterly to measure progress on the achieving of objectives in the various programmes.

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

12. SCOPA resolutions

Reference to previous audit report and SCOPA resolutions	Subject	Findings in progress
Resolution 1: Audit report 2004 Paragraph 5.4(ii)	Unauthorised expenditure Expenditure on literacy programme 1991/92 – R21.949m and over-expenditure on vote of former Administration: House of Representatives 1995/96 – R10.707m.	The committee recommended that the WCED and the Provincial Treasury again make urgent representations to the National Treasury to expedite the matter.

Approval

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



**RB SWARTZ
ACCOUNTING OFFICER
DATE: 31 MAY 2006**



AUDITOR-GENERAL

REPORT OF THE AUDITOR-GENERAL TO PROVINCIAL PARLIAMENT ON THE FINANCIAL STATEMENTS OF THE WESTERN CAPE DEPARTMENT OF EDUCATION (VOTE 5) FOR THE YEAR ENDED 31 MARCH 2006

1. AUDIT ASSIGNMENT

The financial statements as set out on pages 21 to 59, for the year ended 31 March 2006, 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). The fixed asset opening balances have not been audited because of the timing of guidance from National Treasury to the departments relating to the treatment, valuation and disclosure of fixed assets. These financial statements are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements, based on the audit.

2. SCOPE

The audit was conducted in accordance with the International Standards on Auditing read with General Notice 544 of 2006, issued in Government Gazette no. 28723 of 10 April 2006 and General Notice 808 of 2006, issued in Government Gazette no. 28954 of 23 June 2006. 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.

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

3. BASIS OF ACCOUNTING

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

4. QUALIFICATION

4.1 Compensation of employees

The validity, accuracy and completeness of the Compensation of Employees disclosed on the Statement of Financial Performance amounting to R4, 962 billion could not be verified due to the following:

- The following discrepancies relating to the BAS/PERSAL reconciliation in respect of 31 March 2006 were identified:
 - (i) Closing balances as at 31 March 2006 reflected on the above reconciliation could not be reconciled to the trial balance at year end resulting in a difference of approximately R4,07 million.
 - (ii) Supporting documentation relating to reconciling items amounting to approximately R2, 38 million could not be provided for audit purposes.
 - (iii) Supporting documentation amounting to R21,16 million in respect of PERSAL totals recorded on the above reconciliation could not be provided for audit purposes.
- Differences of approximately R4,28 million between the amounts recorded on the reconciliation and the supporting documentation furnished in this regard could not be reconciled. Adequate explanations relating to the above differences could not be provided.

4.2 State housing guarantees

The validity, accuracy and completeness of the State housing guarantees disclosed in note 20 to the financial statements amounting to R44,04 million could not be verified due to the following:

- State guarantees in respect of a significant number of educators (approximately 12 000 as represented by departmental staff) approved before 01 March 1998 have not been captured on PERSAL. It was further identified during the audit that approximately 696 (as represented by departmental staff) state guarantees approved during the year under review were not captured on PERSAL.
- Cancelled or released guarantees for a sample of educators, as per bank confirmations received for the year under review, were still recorded on PERSAL.
- Various differences between the guarantee amount on PERSAL and the amount reflected as per the bank confirmations for educators and public service employees were identified. Supporting documentation relating to the above differences could not be provided.
- An unreconciled difference amounting to R3,70 million was identified between reports generated from PERSAL and the amount disclosed on the financial statements.

4.3 Fixed assets

Capital expenditure amounting to R270 million as reflected on Annexure 3 to the financial statements, relating to school building costs incurred, during the financial year is disclosed as additions and a corresponding disposal on the fixed assets annexure. Feedback received from management relating to the above accounting treatment identified that the capital expenditure related to projects administered by the Department of Transport and Public Works.

Guidance received from the Provincial Treasury relating to the above, required the department to reflect capital expenditure incurred for completed school building costs on Annexure 3.1. Costs that related to projects that were still work in progress were also required to be disclosed on Annexure 3.1 for information purposes only. The capital expenditure incurred should not have been reflected as a disposal for the year under review.

Supporting documentation relating to the above expenditure incurred could not be provided to determine costs that related to completed projects and costs that related to projects that were work in progress. Due to the above limitation, it could not be determined whether the capital expenditure incurred was valid, accurate and complete.

4.4 Limitation of scope

- Supporting documentation in respect of suspense accounts amounting to R78, 99 million could not be provided for audit purposes.
- Supporting documentation to verify the detail of the capital expenditure reflected as commitments, disclosed in note 21 to the financial statements amounting to R279, 47 million could not be provided for audit purposes.

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

4.5 Provisions

Review of the provisions for potential irrecoverable debts disclosed in note 26 to the financial statements amounting to R41, 97 million identified that the provision was calculated based on debts reflected in the “older than 3 years category” as per the debtors age analysis. However, testing performed on a sample basis identified that the debtors ageing was incorrect, in that debtors older than 3 years were not reflected in the above calculation. Due to the inaccurate debtors ageing reports that were utilised, uncertainty exists as to whether the provisions, as disclosed is complete.

5. DISCLAIMER OF OPINION

Because of the significance of the matters referred to in the preceding paragraph, I do not express an opinion on the financial statements.

6. EMPHASIS OF MATTER

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

6.1 Lease commitments

The accuracy of the lease commitments as reflected in note 24 to the financial statements amounting to R6, 84 million could not be determined due to the following:

- (i) Lease contracts relating to expenditure amounting to R462, 000 could not be provided for audit purposes.

- (ii) The leases disclosed as machinery and equipment amounting to R6,40 million has been incorrectly aged as the entire amount has been disclosed in the “Later than 1 year and not later than 5 years category” and no amount included in the “Not later than 1 year” category. Explanations relating to the non-provision of the above expenditure that is to be incurred within the next year could not be provided.

6.2 IRP 5 tax reconciliation

Audit review of the IRP 5 reconciliation performed by the department for the year under review identified an overpayment to the South African Revenue Services amounting to R1, 21 million. This overpayment has not been disclosed as a debtor in the financial statements of the department.

6.3 Suspense accounts

- (i) A long outstanding suspense account “Advances from Western Cape” amounting to R10, 004 million (2005: R 10, 147 million) for the year under review was not cleared at year end. Feedback received from management indicated that an exercise is work in progress to evaluate the outstanding transactions and to clear the account within the next financial year.
- (ii) No progress has been made to finalise transactions from the former own affair administrations included in the inter-governmental receivables balance reflected on Annexure 5 to the financial statements amounting to R7, 56 million. This suspense account has been pending since July 1994.

Included in the above total are balances relating to the trading account for stores branch and requisite depot. With reference to paragraph 5.10, page 11 of the previous years audit report, it was indicated that a submission had 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 in order to resolve the above account. At the date of compiling this report, no further progress has been made in this regard.

6.4 Human resource management

The audit review of the human resource management of the department revealed the following:

- (i) Human resource plan

Review of the draft HR plan compiled by the Human Resource Management directorate of the department identified that the following issues were not addressed:

- the resultant gap between the need and supply of human resource requirements.
- strategies or plans such as achievement of affirmative action targets to address the gaps.
- cost implications and strategies of how to narrow the gap between demand and supply of the personnel.
- assessment of training needs, employment capacities, and competencies.

(ii) Vacant posts

- Vacant posts above the acceptable norm

Calculation of the average vacancy rate with regard to funded posts in the establishment of the department identified vacancies at 8.69% which is higher than the norm of 5% as set by the National Treasury's Framework of Normative Measures for Financial Management.

- Duration of vacancies exceeding the 3 month norm

The duration of vacant posts was calculated using Computer Assisted Audit Techniques which revealed that on average the duration of vacant posts exceeds the 3 month norm as determined by the National Treasury's Framework of Normative Measures for Financial Management. It was noted that 7.78% of the funded posts of the department are vacant for more than 3 months.

On inspection of a submission of the draft HR plan to Cabinet in April 2001 (Reference Number 20010403-0017) by the department, it was noted in paragraph 4.4 of the submission that the filling of the vacant posts will be phased in as funds become available as there is currently a lack of funds in this regard. However, the above submission was not addressed in the 2005/06 Strategic Plan and in the draft HR plan.

6.5 Value for money audits

6.5.1 Investment in Infrastructure

A value-added audit focusing on provincial infrastructure grants (PIG) was performed concurrently and in conjunction with the audit of the financial statements for the year ended 31 March 2006. The following findings refer:

(a) Implementation of budgeted infrastructure projects

- (i) As project costs were not based on fair estimates, the budgeted completion costs of projects were materially amended compared to the original budgeted costs, based on a sample evaluation. In one instance the project was materially overspent by R5,3 million due to inadequate planning.

(b) Project delays

- (i) Material delays were experienced in implementing provincial infrastructure projects that appeared on the original budget for the 2005-06 financial year. The targeted completion dates for 14 of the 26 (54 per cent) projects on the original budget were extended when the adjusted budget was compiled. The total extension for these projects totalled 102 months (the average extension per project was seven months).
- (ii) Delays were experienced on four projects because a contracting firm was awarded more contracts than it had the capacity to complete successfully. The above constraints of the firm resulted in the termination of tender contracts in two instances. The department estimated that the cancellation cost on the two tenders would amount to approximately R12 million.

(c) Completion of newly constructed schools

The urgent need for additional classrooms and new schools resulted in the occupation of newly constructed schools taking place during the first term of the 2006 academic year, without the schools being completed and the snaglists finalised.

(d) Un/underutilised classrooms/laboratories

- (i) During the eleven school visits performed during May 2006, two schools were identified where new classrooms/laboratories had not been utilised to date and one school where the new classrooms/laboratories were underutilised. These classrooms/laboratories were unutilised or underutilised as they were not equipped with the required learner support material (LSM), furniture and computers:

6.5.2 HIV Aids

A value-added audit focusing on the HIV/Aids life skills programme (HIV/Aids programme) was performed concurrently and in conjunction with the audit of the financial statements for the year ended 31 March 2006. The following findings refer:

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

- (i) The national curriculum mandates that age-appropriate HIV/Aids education be integrated into learning programmes at all levels. The implementation of HIV/Aids education in the classroom is a mandatory part of the national curriculum. The department advised schools that a minimum of half an hour per week or 20 hours per annum of HIV/Aids education, per class, is mandatory for the primary, intermediate and senior phases. HIV/Aids education must therefore be planned and/or timetabled and mainstreamed.
- (ii) During the visits to the six secondary schools and the two schools for the education of learners with special educational needs (Elsen) it was determined that the HIV/Aids programmes had not been fully implemented, owing to a lack and/or shortage of learner and teacher support material (LTSM) and inadequate training of educators to present the HIV/Aids programme.

(b) HIV/Aids LTSM

- (i) Ordering of LTSM

Incorrect communication between the EMDCs and head office resulted in the incorrect quantities for LTSM being ordered. The result was a shortage of 211 840 LSM (activity books) as well a surplus of 118 500 teacher guides to the value of R677 820.

- (ii) Distribution of LTSM

To improve the distribution of LTSM a contractor was appointed to deliver the LTSM for the 2006 academic year to schools. However, during the visits to the primary schools the HIV/Aids coordinators indicated that the contractor delivered the LTSM without providing a delivery note. As a result it could not be verified whether the correct quantities of LTSM had been delivered.

(iii) Utilisation of learner support material (LSM)

- As was confirmed at head office and at all schools visited, LSM for grade 8 and 9 learners was not being utilised optimally owing to the fact that grade 8 and 9 life orientation educators had not been trained and/or the LSM was not available in the language of presentation.
- During June 2006 the LSM for grade 10 and 11 was in the process of being distributed to schools. The optimal utilisation of the LSM is dependent on training being provided to grade 10 to 12 life orientation educators.
- During the visits to the two Elsen schools it was determined that these schools made use of the standard LSM, although it was indicated that the LSM was not appropriate for the special needs of these learners.

(c) Educator training

- (i) The national Department of Education required that two to three educators per school be trained in the HIV/Aids programme while the Provincial Inter-Departmental Aids Committee (PIDAC) requested that 80 per cent of all primary school educators be trained to implement the HIV/Aids programme in the classroom.
- (ii) During the visits to the six primary schools it was determined that three (50 per cent) schools had not achieved the set target of 80 per cent. Furthermore, one school had not achieved the national Department of Education's requirement. The following factors were identified for the failure to achieve the set targets:
 - Training required in terms of the national curriculum takes preference to other educator training.
 - Departmental policy precludes educators from attending training courses during school hours.
 - Trained HIV/Aids educators were replaced by new educators who had not received the required training.
 - Educators had conscientious objections to present and/or participate in the HIV/Aids programme.
- (iii) During the visits to the six secondary schools it was determined that the life orientation educators for grade 8 to 12 had not received training in implementing the HIV/Aids programme. It was also determined that educators at the two Elsen schools (special school and youth centre) visited had not received appropriate training to enable the effective presentation of the HIV/Aids programme.
- (iv) In the 2005-06 HIV/Aids business plan the department identified the training of educators in care and support as one of their objectives. However, during the visits to the seven EMDCs and 14 schools it was determined that none of the educators had received training in care and support.

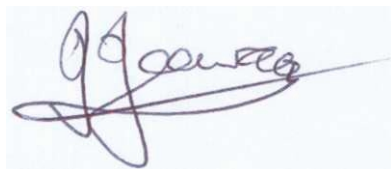
(d) Monitoring and evaluation of the HIV/Aids programme by the EMDCs

During the visits to seven Education Management and Development Centres (EMDCs) the following observations were made with regard to the monitoring and evaluation of the HIV/Aids programme:

- EMDCs did not have the capacity to perform the monitoring and evaluation at schools owing to staffing constraints.
- Proper record keeping and reporting on the visits to schools did not exist at EMDCs, contributing to a failure to assess the effectiveness of the monitoring of the HIV/Aids programme at schools.

7. APPRECIATION

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



I Jeewa for Auditor-General

Cape Town

31 July 2006



**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 1 of 2005.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The Financial Statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosure items. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid or when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

1.2 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.3 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.4 Comparative figures

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

A comparison between actual and budgeted amounts per major classification of expenditure is included in the appropriation statement.

2. Revenue

2.1 Appropriated funds

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

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

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

Unexpended appropriated funds are surrendered to the Provincial Revenue Fund, unless approval has been given by the Provincial Treasury to rollover the funds to the subsequent financial year. These rollover funds form part of retained funds in the annual financial statements. Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is paid into the Provincial Revenue Fund when received, unless otherwise stated. Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the statement of financial position.

2.2.1 Tax revenue

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

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

2.2.2 Sales of goods and services other than capital assets

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

2.2.3 Fines, penalties & forfeits

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

2.2.4 Interest, dividends and rent on land

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

2.2.5 Sale of capital assets

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

2.2.6 Financial transactions in assets and liabilities

Repayments of loans and advances previously extended to employees and public corporations for policy purposes are recognised as revenue in the statement of financial performance on receipt of the funds. Amounts receivable at the reporting date are disclosed in the disclosure notes to the annual financial statements.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

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.

2.2.7 Gifts, donations and sponsorships (transfers received)

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

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

2.3 Local and foreign aid assistance

Local and foreign aid assistance is recognised in the financial records when notification of the donation is received from the National Treasury or when the department directly receives the cash from the donor(s). The total cash amounts received during the year is reflected in the statement of financial performance as revenue.

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

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

A payable is raised in the statement of financial position where amounts have been inappropriately expensed using local and foreign aid assistance. Unutilised amounts are recognised in the statement of financial position.

3. Expenditure

3.1 Compensation of employees

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

All other payments are classified as current expense.

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

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

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.

3.1.1 Short term employee benefits

Short term employee benefits comprise of leave entitlements (capped leave), thirteenth cheques and performance bonuses. The cost of short-term employee benefits is expensed as salaries and wages in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

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

3.1.2 Long-term employee benefits

3.1.2.1 Termination benefits

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

3.1.2.2 Post employment retirement benefits

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

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

3.2 Goods and services

Payments made for goods and/or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). The expense is classified as capital if the goods and services were used on a capital project.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). This item excludes rental for the use of buildings or other fixed structures.

3.4 Financial transactions in assets and liabilities

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or underspending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but amounts are disclosed as a disclosure note.

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

3.5 Unauthorised expenditure

When discovered unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

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

3.6 Fruitless and wasteful expenditure

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

3.7 Irregular expenditure

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

3.8 Transfers and subsidies

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

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

3.9 Expenditure for capital assets

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

4. Assets

4.1 Cash and cash equivalents

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

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

4.2 Prepayments and advances

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

4.3 Receivables

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

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

4.4 Investments

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

Investments are tested for an impairment loss whenever events or changes in circumstances indicate that the investment may be impaired. Any impairment loss is included in the disclosure notes.

4.5 Loans

Loans are recognised in the statement of financial position at the nominal amount. Amounts that are potentially irrecoverable are included in the disclosure notes.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

4.6 Asset Registers

Assets are recorded in an asset register, at cost, on receipt of the item. Cost of an asset is defined as the total cost of acquisition. Assets procured in previous financial periods, may be stated at fair value, where determinable, or R1, in instances where the original cost of acquisition or fair value cannot be established. No revaluation or impairment of assets is currently recognised in the asset register. Projects (of construction/development) running over more than one financial year relating to assets, are only brought into the asset register on completion of the project and at the total cost incurred over the duration of the project.

Annexure 4 and 5 of the disclosure notes, reflect the total movement in the asset register of assets with a cost equal to and exceeding R5000 (therefore capital assets only) for the current financial year. The movement is reflected at the cost as recorded in the asset register and not the carrying value, as depreciation is not recognized in the financial statements under the modified cash basis of accounting. The opening balance reflected on Annexure 4 and 5 will include items procured in prior accounting periods and the closing balance will represent the total cost of the register for capital assets on hand.

5. Liabilities

5.1 Payables

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

5.2 Lease commitments

Lease commitments represent amounts owing from the reporting date to the end of the lease contract. These commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

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

5.3 Accruals

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

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

**ACCOUNTING POLICIES
for the year ended 31 March 2006**

5.4 Contingent liabilities

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

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

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

Contingent liabilities are included in the disclosure notes.

5.5 Commitments

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

Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

6. Net Assets

6.1 Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are transferred to the Provincial Revenue Fund on disposal, repayment or recovery of such amounts.

6.2 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made and recognised in a previous financial year becomes recoverable from a debtor.

7. Key management personnel

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

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

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement for the year ended 31 March 2006

Appropriation per Programme

	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration									
Current payment	218,259	-	(3,232)	215,027	210,362	4,665	97.8	179,216	171,113
Transfers and subsidies	14,065	-	-	14,065	13,835	230	98.4	21,343	21,094
Payment for capital assets	13,445	-	597	14,042	13,296	746	94.7	23,040	22,887
2. Public ordinary school education									
Current payment	4,921,724	-	(146,566)	4,775,158	4,734,420	40,738	99.1	4,326,286	4,272,763
Transfers and subsidies	184,453	-	158,649	343,102	343,085	17	100.0	258,249	257,847
Payment for capital assets	297,058	-	(19,526)	277,532	271,053	6,479	97.7	2,715	2,714
3. Independent school subsidies									
Transfers and subsidies	32,471	-	-	32,471	32,445	26	99.9	29,762	29,761
4. Public special school education									
Current payment	292,522	-	2,161	294,683	294,556	127	100.0	275,974	275,434
Transfers and subsidies	71,264	-	474	71,738	71,735	3	100.0	69,790	69,790
Payment for capital assets	500	-	-	500	156	344	31.2	-	-
5. Further education and training colleges									
Current payment	131,222	-	2,319	133,541	133,538	3	100.0	121,968	121,977
Transfers and subsidies	34,177	-	530	34,647	34,648	(1)	100.0	30,445	30,406
6. Adult basic education and training									
Current payment	7,555	-	(1,707)	5,848	5,850	(2)	100.0	5,839	5,564
Transfers and subsidies	15,336	-	1,866	17,202	17,201	1	100.0	15,657	15,587
7. Early childhood development									
Current payment	41,882	-	2,883	44,765	44,764	1	100.0	44,546	44,544
Transfers and subsidies	30,041	-	(8)	30,033	29,713	320	98.9	15,589	15,591
8. Auxiliary and associated services									
Current payment	69,829	-	1,459	71,288	70,099	1,189	98.3	68,029	68,020
Transfers and subsidies	104,216	-	15,243	119,459	118,928	531	99.6	27,789	26,133
Payment for capital assets	24,700	-	(15,142)	9,558	9,560	(2)	100.0	147	147
Total	6,504,659	-	-	6,504,659	6,449,244	55,415	99.1	5,516,384	5,451,372

Reconciliation with Statement of Financial Performance

Add: Prior year unauthorised expenditure approved with funding

Departmental receipts

Actual amounts per Statement of Financial Performance (Total Revenue)

Prior year unauthorised expenditure approved

Actual amounts per Statement of Financial Performance Expenditure

29,456	-	-	-
1,647	-	-	-
6,535,762	-	5,516,384	-
	29,456		-
	6,478,700		5,451,372

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement for the year ended 31 March 2006

Appropriation per Economic classification

	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	5,074,938	-	(75,207)	4,999,731	4,962,469	37,262	99.3	4,629,924	4,567,683
Goods and services	600,868	-	(67,220)	533,648	525,330	8,318	98.4	389,750	389,638
Interest and rent on land	2,588	-	(1,447)	1,141	-	1,141	-	90	-
Financial transactions in assets and liabilities	4,599	-	1,191	5,790	5,790	-	100.0	2,094	2,094
Transfers & subsidies									
Provinces & municipalities	11,735	-	1,272	13,007	12,857	150	98.8	11,980	11,663
Departmental agencies & accounts	4,471	-	(632)	3,839	3,306	533	86.1	3,691	3,722
Non-profit institutions	447,224	-	173,770	620,994	620,954	40	100.0	433,360	431,280
Households	22,533	-	2,344	24,877	24,473	404	98.4	19,593	19,544
Payment for capital assets									
Buildings & other fixed structures	294,808	-	(20,000)	274,808	270,665	4,143	98.5	-	-
Machinery & equipment	40,895	-	(17,148)	23,747	20,323	3,424	85.6	25,806	25,652
Software & other intangible assets	-	-	3,077	3,077	3,077	-	100.0	96	96
Total	6,504,659	-	-	6,504,659	6,449,244	55,415	99.1	5,516,384	5,451,372

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 1 – Administration for the year ended 31 March 2006

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.1 Office of the MEC									
Current payment	3,031	-	109	3,140	3,140	-	100.0	3,171	3,171
Transfers and subsidies	9	-	3	12	11	1	91.7	9	7
Payment for capital assets	-	-	-	-	-	-	-	4	4
1.2 Corporate services									
Current payment	119,412	-	(9,610)	109,802	107,951	1,851	98.3	100,285	94,607
Transfers and subsidies	2,280	-	-	2,280	2,279	1	100.0	2,682	2,511
Payment for capital assets	1,128	-	(8)	1,120	374	746	33.4	1,079	926
1.3 Education Management									
Current payment	83,703	-	6,269	89,972	89,973	(1)	100.0	65,787	64,534
Transfers and subsidies	11,334	-	208	11,542	11,542	-	100.0	18,359	18,284
Payment for capital assets	12,317	-	597	12,914	12,914	-	100.0	21,957	21,957
1.4 Human resource development									
Current payment	12,113	-	-	12,113	9,298	2,815	76.8	9,973	8,801
Transfers and subsidies	442	-	(211)	231	3	228	1.3	293	292
Payment for capital assets	-	-	8	8	8	-	100.0	-	-
Total	245,769	-	(2,635)	243,134	237,493	5,641	97.7	223,599	215,094

Economic classification	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	128,471	-	(3,826)	124,645	123,673	972	99.2	123,923	115,930
Goods and services	85,189	-	(597)	84,592	80,899	3,693	95.6	53,199	53,089
Financial transactions in assets and liabilities	4,599	-	1,191	5,790	5,790	-	100.0	2,094	2,094
Transfers & subsidies									
Provinces & municipalities	571	-	(138)	433	299	134	69.1	527	278
Departmental agencies & accounts	-	-	-	-	-	-	-	32	33
Non-profit institutions	11,099	-	346	11,445	11,445	-	100.0	18,009	18,009
Households	2,395	-	(208)	2,187	2,091	96	95.6	2,775	2,774
Payments for capital assets									
Machinery & equipment	13,445	-	(1,979)	11,466	10,722	744	93.5	23,024	22,871
Software & other intangible assets	-	-	2,576	2,576	2,574	2	99.9	16	16
Total	245,769	-	(2,635)	243,134	237,493	5,641	97.7	223,599	215,094

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 2 – Public ordinary school education for the year ended 31 March 2006

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.1 Public Primary schools									
Current payment	2,806,164	-	(80,555)	2,725,609	2,690,480	35,129	98.7	2,495,498	2,460,589
Transfers and subsidies	100,173	-	74,408	174,581	174,582	(1)	100.0	116,282	116,301
Payment for capital assets	149,493	-	(26,882)	122,611	116,132	6,479	94.7	1,539	1,538
2.2 Public Secondary schools									
Current payment	1,899,709	-	(54,986)	1,844,723	1,844,405	318	100.0	1,668,797	1,659,600
Transfers and subsidies	66,902	-	73,690	140,592	140,592	-	100.0	89,683	89,690
Payment for capital assets	147,565	-	6,882	154,447	154,447	-	100.0	844	844
2.3 Professional services									
Current payment	155,934	-	(1,743)	154,191	148,900	5,291	96.6	158,319	148,957
Transfers and subsidies	17,378	-	198	17,576	17,557	19	99.9	16,241	16,238
Payment for capital assets	-	-	461	461	461	-	100.0	190	190
2.4 Human resource development									
Current payment	10,596	-	1,048	11,644	11,643	1	100.0	3,240	3,184
Transfers and subsidies	-	-	21	21	22	(1)	104.8	-	2
2.5 National school nutrition programme									
Current payment	49,321	-	(10,330)	38,991	38,992	(1)	100.0	432	433
Transfers and subsidies	-	-	10,332	10,332	10,332	-	100.0	36,043	35,616
Payment for capital assets	-	-	13	13	13	-	100.0	142	142
Total	5,403,235	-	(7,443)	5,395,792	5,348,558	47,234	99.1	4,587,250	4,533,324

Economic classification	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payment									
Compensation of employees	4,444,925	-	(81,798)	4,363,127	4,326,839	36,288	99.2	4,027,631	3,974,198
Goods and services	474,211	-	(63,321)	410,890	407,581	3,309	99.2	298,565	298,565
Interest and rent on land	2,588	-	(1,447)	1,141	-	1,141	-	90	-
Transfers & subsidies									
Provinces & municipalities	10,110	-	1,209	11,319	11,303	16	99.9	10,231	10,232
Departmental agencies & accounts	-	-	-	-	-	-	-	-	25
Non-profit institutions	158,286	-	154,566	312,852	312,849	3	100.0	234,031	233,605
Households	16,057	-	2,874	18,931	18,933	(2)	100.0	13,987	13,985
Payments for capital assets									
Buildings & other fixed structures	294,308	-	(20,000)	274,308	270,509	3,799	98.6	-	-
Machinery & equipment	2,750	-	474	3,224	544	2,680	16.9	2,715	2,714
Total	5,403,235	-	(7,443)	5,395,792	5,348,558	47,234	99.1	4,587,250	4,533,324

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 3 – Independent school subsidies for the year ended 31 March 2006

Programme per subprogramme		2005/06							2004/05	
		Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
3.1 Primary phase										
	Transfers and subsidies	18,335	-	(877)	17,458	17,432	26	99.9	15,673	15,673
3.2 Secondary phase										
	Transfers and subsidies	14,136	-	877	15,013	15,013	-	100.0	14,089	14,088
	Total	32,471	-	-	32,471	32,445	26	99.9	29,762	29,761

Economic Classification		2005/06							2004/05	
		Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers & subsidies										
	Non-profit institutions	32,471	-	-	32,471	32,445	26	99.9	29,762	29,761
	Payments for capital assets									
	Total	32,471	-	-	32,471	32,445	26	99.9	29,762	29,761

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 4 – Public special school education for the year ended 31 March 2006

Programme per subprogramme		2005/06							2004/05	
		Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4.1 Schools										
	Current payment	292,522		2,161	294,683	294,556	127	100.0	275,972	275,434
	Transfers and subsidies	71,262		474	71,736	71,735	1	100.0	69,790	69,790
	Payments for capital assets	500			500	156	344	31.2	-	
4.2 Professional services										
	Transfers and subsidies	1			1	-	1	-	1	
4.3 Human resource development										
	Transfers and subsidies	1			1	-	1	-	1	
Total		364,286	-	2,635	366,921	366,447	474	99.9	345,764	345,224

Economic classification		2005/06							2004/05	
		Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments										
	Compensation of employees	289,413		2,161	291,574	291,577	(3)	100.0	273,853	273,315
	Goods and services	3,109			3,109	2,979	130	95.8	2,121	2,119
Transfers & subsidies										
	Provinces & municipalities	567		177	744	744	-	100.0	686	686
	Non-profit institutions	69,655		216	69,871	69,868	3	100.0	68,008	68,008
	Households	1,042		81	1,123	1,123	-	100.0	1,096	1,096
Payments for capital assets										
	Buildings & other fixed structures	500			500	156	344	31.2		
Total		364,286		2,635	366,921	366,447	474	99.9	345,764	345,224

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

**Detail per programme 5 – Further education and training colleges
for the year ended 31 March 2006**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
5.1 Public institutions									
Current payment	131,222		2,319	133,541	133,538	3	100.0	121,968	121,977
Transfers and subsidies	34,115		530	34,645	34,648	(3)	100.0	30,443	30,406
5.2 Professional services									
Transfers and subsidies	1			1	-	1	-	1	
5.3 Human resource development									
Transfers and subsidies	1			1	-	1	-	1	
Total	165,339	-	2,849	168,188	168,186	2	100.0	152,413	152,383

Economic Classification	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	131,222		2,319	133,541	133,538	3	100.0	121,968	121,969
Goods and services						-	-	-	8
Transfers & subsidies									
Provinces & municipalities	270		64	334	336	(2)	100.6	302	302
Non-profit institutions	33,503		401	33,904	33,903	1	100.0	29,868	29,866
Households	344		65	409	409	-	100.0	275	238
Payments for capital assets									
Total	165,339	-	2,849	168,188	168,186	2	100.0	152,413	152,383

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

**Detail per programme 6 – Adult basic education and training
for the year ended 31 March 2006**

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
6.1 Subsidies to private centres									
Current payment	7,555		(1,707)	5,848	5,850	(2)	100.0	5,839	5,564
Transfers and subsidies	15,334		1,868	17,202	17,201	1	100.0	15,655	15,587
6.2 Professional services									
Transfers and subsidies	1		(1)	-	-	-	-	1	
Human resource development									
6.3 Transfers and subsidies	1		(1)	-	-	-	-	1	
Total	22,891		159	23,050	23,051	(1)	100.0	21,496	21,151

Economic Classification	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current									
Compensation of employees	5,766		(335)	5,431	5,432	(1)	100.0	5,473	5,198
Goods and services	1,789		(1,372)	417	418	(1)	100.2	366	366
Transfers & subsidies									
Provinces & municipalities	84		(70)	14	13	1	92.9	81	13
Non-profit institutions	15,252		1,936	17,188	17,188	-	100.0	15,576	15,574
Total	22,891		159	23,050	23,051	(1)	100.0	21,496	21,151

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 7 – Early childhood development for the year ended 31 March 2006

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
7.1 Grade R in public schools									
Current payment	41,880	-	2,875	44,755	44,756	(1)	100.0	42,185	42,179
Transfers and subsidies	6,817	-	6,574	13,391	13,073	318	97.6	7,060	7,064
7.2 Grade R in community centres									
Current payment	-	-	8	8	8	-	100.0	1,594	1,598
Transfers and subsidies	23,224	-	(6,582)	16,642	16,640	2	100.0	8,527	8,527
7.3 Professional services									
Current payment	1	-	-	1	-	1	-	-	-
Transfers and subsidies	-	-	-	-	-	-	-	1	-
7.4 Human resource development									
Current payment	1	-	-	1	-	1	-	-	-
Transfers and subsidies	-	-	-	-	-	-	-	1	-
7.5 Conditional grant									
Current payment	-	-	-	-	-	-	-	767	767
Total	71,923	-	2,875	74,798	74,477	321	99.6	60,135	60,135

Economic Classification	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	41,686	-	2,143	43,829	43,829	-	100.0	42,165	42,170
Goods and services	196	-	740	936	935	1	99.9	2,381	2,374
Transfers & subsidies									
Provinces & municipalities	83	-	29	112	110	2	98.2	106	106
Departmental agencies & accounts		-		-		-	-	-	5
Non-profit institutions	28,958	-	545	29,503	29,495	8	100.0	15,379	15,376
Households	1,000	-	(582)	418	108	310	25.8	104	104
Total	71,923	-	2,875	74,798	74,477	321	99.6	60,135	60,135

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Appropriation Statement

Detail per programme 8 – Auxiliary and associated services for the year ended 31 March 2006

Programme per subprogramme	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
8.1 Payments to SETA									
Transfers and subsidies	4,471	-	(632)	3,839	3,306	533	86.1	3,659	3,659
8.2 Conditional grant projects									
Current payment	11,205	-	(6)	11,199	11,199	-	100.0	9,821	9,813
Transfers and subsidies	-	-	6	6	6	-	100.0	-	1
8.3 External examinations									
Current payment	54,124	-	1,410	55,534	54,349	1,185	97.9	51,230	51,230
Transfers and subsidies	50	-	61	111	111	-	100.0	59	59
Payments for capital assets	2,200	-	(2,099)	101	101	-	100.0	147	147
8.4 Teacher training									
Transfers and subsidies	1,695	-	48	1,743	1,743	-	100.0	1,344	1,345
8.5 iKapa Elihlumayo									
Current payment	4,500	-	55	4,555	4,551	4	99.9	6,978	6,977
Transfers and subsidies	98,000	-	15,760	113,760	113,762	(2)	100.0	22,727	21,069
Payments for capital assets	22,500	-	(13,043)	9,457	9,459	(2)	100.0	-	-
Total	198,745	-	1,560	200,305	198,587	1,718	99.1	95,965	94,300

Economic Classification	2005/06							2004/05	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	33,455	-	4,129	37,584	37,581	3	100.0	34,911	34,903
Goods and services	36,374	-	(2,609)	33,765	32,518	1,247	96.3	33,118	33,117
Interest on rent on land	-	-	(61)	(61)		(61)	-	-	-
Transfers & subsidies									
Provinces & municipalities	50	-	1	51	52	(1)	102.0	47	46
Departmental agencies & accounts	4,471	-	(632)	3,839	3,306	533	86.1	3,659	3,659
Non-profit institutions	98,000	-	15,760	113,760	113,761	(1)	100.0	22,727	21,081
Households	1,695	-	114	1,809	1,809	-	100.0	1,356	1,347
Payments for capital assets									
Machinery & equipment	24,700	-	(15,643)	9,057	9,057	-	100.0	67	67
Software & other intangible assets	-	-	501	501	503	(2)	100.4	80	80
Total	198,745	-	1,560	200,305	198,587	1,718	99.1	95,965	94,300

WESTERN CAPE EDUCATION DEPARTMENT VOTE 5

Notes to the Appropriation Statement for the year ended 31 March 2006

1. **Detail of transfers and subsidies as per Appropriation Act (after Virement):**
Detail of these transactions can be viewed in note 6 (Transfers and subsidies) and Annexure 1 (A-E) to the annual financial statements.
 2. **Detail of specifically and exclusively appropriated amounts voted (after Virement):**
Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the annual financial statements.
 3. **Detail on financial transactions in assets and liabilities**
Detail of these transactions per programme can be viewed in note 5 (Financial transactions in assets and liabilities) to the annual financial statements.
 4. **Explanations of material variances from Amounts Voted (after virement):**
- 4.1 **Per programme:**

	Final appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Administration	243,134	237,494	5,640	2.3%
The underspending is mainly due to a compulsory saving to pay for the salary adjustments in respect of incentives for various groups of CS-educators. The criteria for the payment was not finalised before the end of March 2006.				
Public ordinary school education	5,395,792	5,348,558	47,234	0.90%
The underspending is mainly due to a compulsory saving to pay for the salary adjustments in respect of incentives for various groups of CS-educators. The criteria for the payment was not finalised before the end of March 2006.				
Independent school subsidies	32,471	32,445	26	0.08%
Public special school education	366,921	366,447	474	0.13%
Further education and training colleges	168,188	168,186	2	0.00%
Adult basic education and training	23,050	23,051	-1	-
Early childhood development	74,798	74,477	321	0.43%
Auxiliary and associated services	200,305	198,587	1,718	0.86%

4.2	Per economic classification:			2005/06	2004/05
				R'000	R'000
Current expenditure					
	Compensation of employees			37,262	62,241
	Goods and services			8,318	112
	Interest and rent on land			1,141	90
Transfers and subsidies					
	Provinces and municipalities			150	317
	Departmental agencies and accounts			533	(31)
	Non-profit institutions			40	2,080
	Households			404	49
Payments for capital assets					
	Buildings and other fixed structures			4,143	-
	Machinery and equipment			3,424	154

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Statement of Financial Performance for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
REVENUE			
Annual appropriation	1	6,504,659	5,516,384
Appropriation for unauthorised expenditure approved		29,456	-
Departmental revenue	2	1,647	-
TOTAL REVENUE		6,535,762	5,516,384
EXPENDITURE			
Current expenditure			
Compensation of employees	3	4,962,469	4,567,683
Goods and services	4	525,330	389,638
Financial transactions in assets and liabilities	5	5,790	2,094
Unauthorised expenditure approved	8	29,456	-
Total current expenditure		5,523,045	4,959,415
Transfers and subsidies	6	661,590	466,209
Expenditure for capital assets			
Buildings and other fixed structures	7	270,665	-
Machinery and Equipment	7	20,323	25,652
Software and other intangible assets	7	3,077	96
Total expenditure for capital assets		294,065	25,748
TOTAL EXPENDITURE		6,478,700	5,451,372
SURPLUS		57,062	65,012
SURPLUS FOR THE YEAR		57,062	65,012
Reconciliation of Surplus for the year			
Voted Funds	13	55,415	65,012
Departmental Revenue	14	1,647	-
SURPLUS FOR THE YEAR		57,062	65,012

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Statement of Financial Position as at 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
ASSETS			
Current assets		199,255	214,553
Unauthorised expenditure	8	-	29,456
Cash and cash equivalents	9	128,834	90,621
Prepayments and advances	10	2,485	418
Receivables	11	67,936	94,058
Non-current assets		9,435	8,851
Investments	12	9,435	8,851
TOTAL ASSETS		<u>208,690</u>	<u>223,404</u>
LIABILITIES			
Current liabilities		131,932	128,766
Voted funds to be surrendered to the Revenue Fund	13	55,415	66,536
Departmental revenue to be surrendered to the Revenue Fund	14	(1,702)	1,741
Bank overdraft	15	54,050	38,848
Payables	16	24,169	21,641
Non-current liabilities			
Payables	17	26,035	26,035
TOTAL LIABILITIES		<u>157,967</u>	<u>154,801</u>
NET ASSETS		<u>50,723</u>	<u>68,603</u>
Represented by:			
Capitalisation reserve		9,546	8,962
Recoverable revenue		41,177	59,641
TOTAL		<u>50,723</u>	<u>68,603</u>

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Statement of Changes in Net Assets for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
Capitalisation reserve			
Opening balance		8,962	8,719
Transfers		584	243
Closing balance		9,546	8,962
Recoverable revenue			
Opening balance		59,641	84,033
Transfers		(18,464)	(24,392)
Debts written off	5.3	(10,325)	(4,268)
Debts recovered (included in departmental revenue)		(8,139)	(20,124)
Closing balance		41,177	59,641
TOTAL		50,723	68,603

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Cash Flow Statement for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		6,546,854	5,521,127
Annual appropriated funds received	1.1	6,504,659	5,511,165
Appropriation for unauthorised expenditure received	8	29,456	-
Departmental revenue received		12,739	9,962
		<hr/>	<hr/>
Net (increase)/decrease in working capital		26,583	19,295
Surrendered to Revenue Fund		(82,718)	(9,402)
Current payments		(5,493,589)	(4,959,415)
Transfers and subsidies paid		(661,590)	(466,209)
Net cash flow available from operating activities	18	<hr/> 335,540	<hr/> 105,396
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets		(294,065)	(25,748)
(Increase)/decrease in investments		(584)	-
Net cash flows from investing activities		<hr/> (294,649)	<hr/> (25,748)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(17,880)	(24,149)
Net cash flows from financing activities		<hr/> (17,880)	<hr/> (24,149)
Net increase/(decrease) in cash and cash equivalents		23,011	55,499
Cash and cash equivalents at the beginning of the period		51,773	(3,726)
Cash and cash equivalents at end of period	19	<hr/> 74,784	<hr/> 51,773

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act for Provincial Departments

	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Appropriation Received 2004/05
	R'000	R'000	R'000	R'000
Administration	243,134	243,134	-	218,380
Public ordinary school education	5,395,792	5,395,792	-	4,587,250
Independent school subsidies	32,471	32,471	-	29,762
Public special school education	366,921	366,921	-	345,764
Further education and training colleges	168,188	168,188	-	152,413
Adult basic education and training	23,050	23,050	-	21,496
Early childhood development	74,798	74,798	-	60,135
Auxiliary and associated services	200,305	200,305	-	95,965
Total	6,504,659	6,504,659	-	5,511,165

1.2 Conditional grants

Total grants received	Annex 1 A	143,091	114,172
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2. Departmental revenue to be surrendered to revenue fund

Description			
Sales of goods and services other than capital assets	2.1	5,412	5,711
Fines, penalties and forfeits		180	241
Interest, dividends and rent on land	2.2	2,163	1,332
Financial transactions in assets and liabilities	2.3	4,984	2,678
Total revenue collected		12,739	9,962
Less: Departmental Revenue Budgeted	14	11,092	9,962
Departmental revenue collected		1,647	-

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
2.1 Sales of goods and services other than capital asset			
Description			
Sales of goods and services produced by the department		5,401	5,711
Sales of scrap, waste and other used current goods		11	-
Total		5,412	5,711
2.2 Interest, dividends and rent on land			
Interest		2,163	1,332
Total		2,163	1,332
2.3 Financial transactions in assets and liabilities			
Nature of loss recovered			
Receivables		3,164	-
Other Receipts including Recoverable Revenue		1,820	2,678
Total		4,984	2,678
3. Compensation of employees			
3.1 Salaries and Wages			
Basic salary		3,859,786	3,509,701
Performance award		17,349	6,560
Service Based		9,094	5,950
Compensative/circumstantial		35,444	31,024
Periodic payments		4,891	5,649
Other non-pensionable allowances		385,391	343,848
Total		4,311,955	3,902,732
3.2 Social contributions			
Employer contributions			
Pension		424,542	445,138
Medical		224,994	218,846
Bargaining council		430	426
Official unions and associations		548	541
		650,514	664,951
Total compensation of employees		4,962,469	4,567,683
Average number of employees		38,693	37,875

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
4. Goods and services			
Advertising		2,119	1,402
Attendance fees (including registration fees)		14	-
Bank charges and card fees		1,017	1,033
Bursaries (employees)		1,168	335
Communication		8,861	9,137
Consultants, contractors and special services		31,240	22,889
Courier and delivery services		2,623	1,455
Tracing agents & Debt collections		307	214
Entertainment		159	139
External audit fees	4.1	5,070	3,950
Equipment less than R5000		11,762	14,144
Freight service		56	-
Inventory	4.2	194,743	137,399
Legal fees		2,396	555
Maintenance, repairs and running cost		84,167	5,408
Operating leases		10,305	11,961
Plant flowers and other decorations		2	2
Printing and publications		8,309	5,265
Professional bodies and membership fees		5,606	1,135
Resettlement costs		882	1,046
Subscriptions		221	195
Owned leasehold property expenditure		17,190	15,647
Translations and transcriptions		760	456
Transport provided as part of the departmental activities		95,428	116,755
Travel and subsistence	4.3	25,613	23,346
Venues and facilities		12,301	14,608
Protective, special clothing & uniforms		116	43
Training & staff development		2,895	1,119
Total		525,330	389,638
4.1 External audit fees			
Regulatory audits		4,996	2,731
Performance audits		4	488
Other audits		70	731
Total external audit fees		5,070	3,950

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
4.2 Inventory			
Domestic consumables		95	201
Learning and teaching support material		147,339	126,533
Food and Food supplies		36,741	-
Other consumables		20	13
Stationery and printing		10,548	10,652
Total inventory		194,743	137,399
4.3 Travel and subsistence			
Local		25,264	23,178
Foreign		349	168
Total travel and subsistence		25,613	23,346
5. Financial transactions in assets and liabilities			
Other material losses written off	5.1	3,202	160
Debts written off	5.2	2,588	1,934
Total		5,790	2,094
5.1 Other material losses			
Nature of losses			
GG-accidents		525	152
Sundry		-	8
Claims against the state		2,677	-
Total		3,202	160
5.2 Debts written off			
Nature of debts written off			
Transfer to debts written off			
Employee tax		44	41
State guarantees		613	1,071
Salary overpayments		1,455	665
Other		464	157
Bursaries		12	-
Total		2,588	1,934

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
5.3 Recoverable revenue debts written off			
Salary debt		(772)	(261)
Criminal conduct		-	(199)
Bursary debts		(8,950)	(3,612)
Other		(603)	(196)
Total		(10,325)	(4,268)
6. Transfers and subsidies			
Provinces and municipalities	Annex 1B	12,857	11,663
Departmental agencies and accounts	Annex 1C	3,306	3,722
Non-profit institutions	Annex 1D	620,954	431,280
Households	Annex 1E	24,473	19,544
Total		661,590	466,209
7. Expenditure for capital assets			
Buildings and other fixed structures	Annex 3	270,665	-
Machinery and equipment	Annex 3	20,323	25,652
Software and other intangible assets	Annex 4	3,077	96
Total		294,065	25,748
8. Unauthorised expenditure			
8.1 Reconciliation of unauthorised expenditure			
Opening balance		29,456	55,369
Amounts approved by Parliament/Legislature (without funding)		(29,456)	-
Current expenditure		(29,456)	-
Transfer to receivables for recovery (not approved)		-	(25,913)
Unauthorised expenditure awaiting authorisation		-	29,456
9. Cash and cash equivalents			
Cash on hand		3	3
Cash with commercial banks		128,831	90,618
Total		128,834	90,621

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

				Note	2005/06 R'000	2004/05 R'000	
10.	Prepayments and advances						
	Description						
					518	418	
					1,967	-	
					2,485	418	
11.	Receivables						
		Note	Less than one year	One to three years	Older than three years	Total	Total
	Households and non profit institutions	11.1	1,072	2,816	-	3,888	4,850
	Staff debt	11.2	5,601	4,987	583	11,171	13,349
	Other Debtors	11.3	766	8,737	32,005	41,508	60,524
	Claims recoverable	Annex 5	1,183	795	9,391	11,369	15,335
	Total		8,622	17,335	41,979	67,936	94,058
					Note	2005/06 R'000	2004/05 R'000
11.1	Households and non-profit institutions						
	Salary deductions: income tax					-	3,947
	Salary deductions: housing					1,072	-
	Miscellaneous					2,816	903
	Total					3,888	4,850
11.2	Staff Debt						
	Salary overpayments					3,597	8,458
	Debt account					7,574	4,891
	Total					11,171	13,349
11.3	Other debtors						
	Breach of contract					30,475	47,902
	Ex employees					6,961	7,145
	State guarantees					1,067	1,902
	Criminal acts					1,996	1,713
	Miscellaneous					1,009	1,862
	Total					41,508	60,524

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
12. Investments			
Non-Current			
Shares and other equity			
School Building Fund		9,053	8,492
JL Bisset Fund		292	274
Royal Reception Fund		36	35
Graham Civil Service Bursary Fund		42	39
Sir David Harris Trust		12	11
Total non-current		9,435	8,851
Analysis of non current investments			
Opening balance		8,851	8,468
Additions in cash		584	586
Non-cash movements		-	(203)
Closing balance		9,435	8,851
13. Voted funds to be surrendered to the Revenue Fund			
Opening balance		66,536	-
Transfer from Statement of Financial Performance		55,415	65,012
Voted funds not requested/not received	13.1	-	1,524
Paid during the year		(66,536)	-
Closing balance		55,415	66,536
13.1 Voted funds not requested/not received			
Funds to be rolled over		57,060	61,534
Funds not to be requested		-	1,524
Total		57,060	63,058
14. Departmental revenue to be surrendered to the Revenue Fund			
Opening balance		1,741	1,181
Transfer from Statement of Financial Performance		1,647	-
Departmental revenue budgeted	2	11,092	9,962
Paid during the year		(16,182)	(9,402)
Closing balance		(1,702)	1,741
15. Bank overdraft			
Consolidated Paymaster General Account		54,050	38,848

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

16. Payables
Description

	Note	30 Days	30+ Days	2005/06 Total	2004/05 Total
		R'000	R'000	R'000	R'000
Clearing accounts	16.1	9,145	15,024	24,169	21,641
Total		9,145	15,024	24,169	21,641

Note	2005/06 R'000	2004/05 R'000
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16.1 Clearing accounts

Description

Disallowance miscellaneous	2,308	4,920
Salary deduction: pension fund	4,615	3,345
Other	3,168	1,917
Advances from Western Cape	10,005	10,148
Salary deduction: housing	-	1,067
Other deduction accounts	55	244
Salary deduction: income tax	3,384	-
Salary deduction: medical aid	634	-
Total	24,169	21,641

17. Payables – Non-current
Description

	Note	One to two years	Two to three years	More than three years	2005/06 Total	2004/05 Total
		R'000	R'000	R'000	R'000	R'000
Other payables	17.1	-	-	26,035	26,035	26,035

Note	2005/06 R'000	2004/05 R'000
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17.1 Other payables

Description

Ex departments: Mopping up - Voted funds to be Surrendered	613	613
Ex departments: Mopping up - CPRS Trading Account	25,422	25,422
Total	26,035	26,035

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000
18. Net cash flow available from operating activities			
Net surplus/(deficit) as per Statement of Financial Performance		57,062	65,012
Non-cash movements		29,456	6,743
(Increase)/decrease in receivables – current		26,122	107,976
(Increase)/decrease in prepayments and advances		(2,067)	1,792
(Increase)/decrease in other current assets		-	25,530
Increase/(decrease) in payables – current		2,528	(122,746)
Surrenders to Revenue Fund		(82,718)	(9,402)
Expenditure on capital assets		294,065	25,748
Voted funds not requested/not received		-	(5,219)
Other non-cash items		11,092	9,962
Net cash flow generated by operating activities		335,540	105,396
19. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account	15	(54,050)	(38,848)
Cash on hand	9	3	3
Cash with commercial banks	9	128,831	90,618
Total		74,784	51,773

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2006

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

		Note	2005/06 R'000	2004/05 R'000
20. Contingent liabilities				
Liable to	Nature			
Housing loan guarantees	Employees	Annex 2A	44,047	58,384
Claims against the department		Annex 2B	13,795	14,825
Other departments (interdepartmental unconfirmed balances)		Annex 6	156	57
Total			57,998	68,716
21. Commitments				
Current expenditure				
Approved and contracted			276,474	127,029
Approved but not yet contracted			98,507	-
			374,981	127,029
Capital expenditure				
Approved and contracted			93,231	-
Approved but not yet contracted			186,245	-
			279,476	-
Total Commitments			654,457	127,029
22. Accruals				
Listed by economic classification				
	30 Days R'000	30+ Days R'000	Total R'000	Total R'000
Compensation of employees	14	3	17	-
Goods and services	3,492	3,346	6,838	1,740
Buildings and other fixed structures	1,425	961	2,386	-
Machinery and equipment	2	41	43	3,787
Total			9,284	5,527
Listed by programme level				
Programme 1			2,717	2,278
Programme 2			5,011	3,236
Programme 5			-	13
Programme 8			1,556	-
Total			9,284	5,527
Confirmed balances with other departments		<i>Annex 6</i>	1	-

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Disclosure notes to the Annual Financial Statements for the year ended 31 March 2006

	Note	2005/06 R'000	2004/05 R'000		
23. Employee benefits					
Leave entitlement		46,500	41,866		
Thirteenth cheque		159,020	131,350		
Performance awards		38	-		
Capped leave commitments		783,054	773,141		
Total		988,612	946,357		
24. Lease Commitments					
24.1 Operating leases					
	Land	Buildings & other fixed structures	Machinery & equipment	2005/06 Total	2004/05 Total
	R'000	R'000	R'000	R'000	R'000
Not later than 1 year	-	462	-	462	12,087
Later than 1 year and not later than 5 Years	-	-	6,402	6,402	31,094
Later than five years	-	-	-	-	-
Total present value of lease liabilities	-	462	6,402	6,864	43,181
25. Key management personnel					
		No. of Individuals			
MEC for Education: Western Cape Officials:		1		742	612
Level 15 to 16		4		3,057	2,886
Level 14		6		3,026	3,228
Total				6,825	6,726
26. Provisions					
Potential irrecoverable debts					
Staff debtors				583	-
Other debtors				32,005	57,586
Claims recoverable				9,391	-
Total				41,979	57,586

The amounts i.r.o. the potential irrecoverable debts are based on the debts older than 3 years as indicated in Note 11 to the Financial Statements, i.e. "Receivables". In terms of the Prescription Act 68 of 1969 most debts would become prescribed after a period of 3 years.

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

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

NAME OF DEPARTMENT:	GRANT ALLOCATION					SPENT			2004/05	
	Division of Revenue Act	Roll Overs	DORA adjustments	Other adjustments	Total Available	Amount received by Department	Amount spent by Department	% of available funds spent by department	Division of Revenue Act	Amount spent by departments
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Division of Revenue Act										
HIV/AIDS	11,198	7	-	-	11,205	11,205	11,205	100.0%	9,821	9,814
National school nutrition programme	48,985	426	-	15	49,336	49,321	49,337	100.0%	36,617	36,191
Provincial Grants										
Provincial infrastructure grant (PIG)	55,229	14,336	-	13,000	82,565	82,565	83,141	100.7%	67,734	16,334
Total	115,322	14,769	-	13,015	143,106	143,091	143,683		114,172	62,339

WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5
Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 1B
STATEMENT OF UNCONDITIONAL GRANTS AND TRANSFERS TO MUNICIPALITIES

Name of Department: Municipality	GRANT ALLOCATION				TRANSFER		2004/05			Total available
	Amount	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	7,148	-	1,272	8,420	8,270	98.2%	8,270	8,270	100.0%	7,490
Cape Winelands District Municipality	1,700	-	-	1,700	1,700	100.0%	1,700	1,700	100.0%	1,546
Central Karoo District Municipality	220	-	-	220	220	100.0%	220	220	100.0%	201
Eden District Municipality	1,666	-	-	1,666	1,666	100.0%	1,666	1,666	100.0%	1,511
Overberg District Municipality	536	-	-	536	536	100.0%	536	536	100.0%	488
West Coast District Municipality	465	-	-	465	465	100.0%	465	465	100.0%	427
Total	11,735	-	1,272	13,007	12,857		12,857	12,857		11,663

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 1C

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

Department/ Agency/Account	TRANSFER ALLOCATION				TRANSFER		2004/05
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	4,471	-	(632)	3,839	3,306	86.1%	3,745
Total	4,471	-	(632)	3,839	3,306		3,745

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

**Annexure 1D
STATEMENT OF TRANSFERS TO NON PROFIT ORGANISATIONS**

Non Profit Organisation	TRANSFER ALLOCATION				EXPENDITURE		2004/05
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Public ordinary schools	235,385	-	170,672	438,057	406,125	100.0%	251,920
Independent schools	32,471	-	-	32,471	32,445	99.9%	29,762
Schools for learners with special education needs	69,655	-	216	69,871	69,868	100.0%	68,008
Further education and training colleges	65,503	-	401	33,904	65,833	100.0%	52,715
ABET: Private centres	15,252	-	1,936	17,188	17,188	100.0%	15,576
ECD: Gr-R-Public Schools	5,734	-	7,119	12,853	12,853	100.0%	6,850
ECD: Gr-R-Community Centres	23,224	-	(6,574)	16,650	16,642	100.0%	8,529
Total	447,224	-	173,770	620,994	620,954		433,360

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

**Annexure 1E
STATEMENT OF TRANSFERS TO HOUSEHOLDS**

Households	TRANSFER ALLOCATION				EXPENDITURE		2004/05
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
H/H Empl Social Benefit - Cash Res	21,097	-	-	21,097	21,097	100.0%	16,518
H/H Soc Ass-Kind: Medical Aid	-	-	-	-	-	0.0%	45
Claims Against State Households	1,628	-	-	1,628	1,628	100.0%	1,642
Staff debt write off Bursary H/H	5	-	-	5	5	100.0%	4
Bursaries	1,743	-	-	1,743	1,743	100.0%	1,335
Total	24,473	-	-	24,473	24,473		19,544

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 1F

**STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS,
REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE FOR THE YEAR ENDED 31 MARCH
2006**

NATURE OF GIFT, DONATION OR SPONSORSHIP	R'000
Paid in cash	
Anne Pienaar Gedenk Primary School: Funeral costs of two learners: February 2006 bus accident	10
Total	<u>10</u>

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 2A

STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2006 - LOCAL

Guarantor institution	Guarantee in respect of Housing	Original Guaranteed capital amount	Opening balance as at 01/04/2005	Guarantees issued during the year	Guarantees released/ paid/ reduced during the year	Guaranteed interest outstanding at 31/03/2006	Closing Balance 31/03/2006	Realised losses not recoverable
		R'000	R'000	R'000	R'000	R'000	R'000	R'000
Housing								
Standard Bank		-	7,497	74	1,251	-	6,320	107
Nedband (Cape of GHB)		-	912		83	-	829	11
Nedbank		-	1,695	43	519	-	1,219	1
FNB		-	4,960	18	1,451	-	3,527	41
BOE (Boland)		-	1,668		137	-	1,531	
ABSA		-	18,877	94	4,244	-	14,727	357
Old Mutual Bank		-	572	-	128	-	444	
People's Bank		-	1,273	-	166	-	1,107	3
Nedbank (Inc. BOE)		-	2,606	-	421	-	2,185	6
FNB former Saambou		-	3,493	-	736	-	2,757	84
Old Mutual (Perm)		-	8,769	-	942	-	7,827	3
GBS Mutual Bank		-	49	-	-	-	49	-
Albaraka Bank		-	13	-	-	-	13	-
BOE Priv Bank		-	30	-	-	-	30	-
BOE Bank Ltd		-	976	-	47	-	929	-
Greenstart Homeloans		-	105	-	-	-	105	-
NHFC (Masikheni)		-	312	136	-	-	448	-
*Dept. Public Works		-	15	-	15	-	-	-
*Other (No detail)		-	12	-	12	-	-	-
Total		-	53,834	365	10,152	-	44,047	613

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 2B

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2006

Nature of Liability	Opening Balance 01/04/2005	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31/03/2006
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Various	14,825	15,459	16,489	-	13,795
Total	14,825	15,459	16,489	-	13,795

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 3

CAPITAL TANGIBLE ASSET MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2006

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	-	270,665	270,665	-
Non-residential buildings	-	270,665	270,665	-
MACHINERY AND EQUIPMENT	20,578	20,377	15,615	25,340
Computer equipment	18752	4,403	-	23,155
Furniture and office equipment	1826	359	-	2,185
Other machinery and equipment	-	15,615	15,615	-
TOTAL CAPITAL ASSETS	20,578	291,042	286,280	25,340

Annexure 3.1

ADDITIONS MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2006

	Cash	In-Kind	Total
	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	270,665	-	270,665
Non-residential buildings	270,665	-	270,665
MACHINERY AND EQUIPMENT	20,323	54	20,377
Computer equipment	4358	45	4,403
Furniture and office equipment	350	9	359
Other machinery and equipment	15615	-	15,615
TOTAL CAPITAL ASSETS	290,988	54	291,042

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 3.2

DISPOSALS MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2006

	Carrying Amount	Cash	Profit/(loss) on Disposal
	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	270,665	-	(270,665)
Non-residential buildings	270,665	-	(270,665)
MACHINERY AND EQUIPMENT	15,615	-	(15,615)
Other machinery and equipment			
TOTAL CAPITAL ASSETS	286,280	-	(286,280)

Annexure 3.3

CAPITAL TANGIBLE ASSET MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2005

	Additions	Disposals	Total Movement
	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	25,652	21,173	4,479
Computer equipment	4,105	-	4,105
Furniture and office equipment	470	-	470
Other machinery and equipment	21,077	21,173	(96)
TOTAL CAPITAL ASSETS	25,652	21,173	4,479

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

Annexure 4

SOFTWARE AND OTHER INTANGIBLE ASSETS MOVEMENT SCHEDULE AS AT 31 MARCH 2006

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

Annexure 4.1

ADDITIONS MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2006

	Cash	In-Kind	Total
	R'000	R'000	R'000
Computer Software	3,077	-	3,077
TOTAL	3,077	-	3,077

Annexure 4.2

DISPOSALS MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2006

	Cost/Carrying Amount	Cash	Profit/loss on Disposal
	R'000	R'000	R'000
Computer Software	3,043	-	3,043
TOTAL	3,043	-	3,043

Annexure 4.3

CAPITAL INTANGIBLE ASSET MOVEMENT SCHEDULE FOR THE YEAR ENDED 31 MARCH 2005

	Additions	Disposals	Total Movement
	R'000	R'000	R'000
Computer Software	96	-	96
TOTAL	96	-	96

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

**Annexure 5
INTER-GOVERNMENT RECEIVABLES**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2006	31/03/2005	31/03/2006	31/03/2005	31/03/2006	31/03/2005
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
National Department of Education	-	-	325	253	325	253
Department of Education Gauteng	-	-	37	49	37	49
Department Education Eastern Cape	-	-	922	922	922	922
Department of Education Kwazulu/Natal	-	-	119	119	119	119
Department of Education Northern Cape	-	-	433	433	433	433
Department of Education Free State	-	-	198	198	198	198
Department of Education North West	-	-	3	3	3	3
Provincial Admin. Natal	-	-	394	394	394	394
Province P.W.V.	-	-	165	165	165	165
Province Eastern Transvaal	-	-	6	6	6	6
Province Orange Free State	-	-	1	1	1	1
W. Cape Dept. Community & Safety	-	-	9	-	9	-
W. Cape Dept. of Agriculture	-	-	32	32	32	32
Dept. Social Services W.C.	-	-	24	276	24	276
Dept. Transport & Public Works W.C.	-	-	2	-	2	-
ELRC	-	-	553	1,625	553	1,625
S.A. Police Services	-	-	17	5	17	5
S.A. Defence	-	-	7	7	7	7
SADTU	-	-	1,214	689	1,214	689
CTPA	-	-	25	-	25	-
NAPTOSA	-	-	132	-	132	-
DSO	-	-	45	-	45	-
PAWC	-	-	948	926	948	926
National Treasury, Pensions	-	-	3,288	4,401	3,288	4,401
W. Cape Dept. Environmental Affairs & Dev	-	-	2	43	2	43
W. Cape Dept Health	-	-	45	49	45	49
W. Cape Dept. of the Premier	-	-	20	-	20	-
W. Cape Dept. Housing	-	-	7	7	7	7
W. Cape Provincial Treasury Dept. Finance	-	-	29	20	29	20
Hosmed01	-	-	50	-	50	-
Provincial Admin. Transvaal	-	-	-	25	-	25
Cultural Affairs & Sports	-	-	-	29	-	29
W. Cape Provincial Parliament	-	-	-	20	-	20
W. Cape Local Government	-	-	-	15	-	15
Other	-	-	2,317	4,623	2,317	4,626
Total	-	-	11,369	15,335	11,369	15,335

**WESTERN CAPE EDUCATION DEPARTMENT
VOTE 5**

Annexures to the Annual Financial Statements for the year ended 31 March 2006

**Annexure 6
INTER-GOVERNMENT PAYABLES**

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2006	31/03/2005	31/03/2006	31/03/2005	31/03/2006	31/03/2005
	R'000	R'000	R'000	R'000	R'000	R'000
DEPARTMENTS						
Current						
Western Cape Department of Transport, Roads & Public Works	-	-	156	19	156	19
National Dept. of Justice & Constitutional Development	1	-	-	38	1	38
Total	1	-	156	57	157	57

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
Development of Educators				
On-site development of educators at the Cape Teaching Institute	Educators and Principals	Institution-based educators, including principals	<ul style="list-style-type: none"> 50 employees accommodated per course for Foundation Phase Numeracy, Literacy, Life Skills and Inclusive Education; Intermediate Phase Mathematics, Languages and Natural Sciences; Senior Phase Reading, Technology; Head of Department and for High School Principals on the Revised National Curriculum Statement Standards as set in tenders Efficient and error-free registrations and appointments of substitutes <p>* Note: The maximum capacity of the CTI is 50 educators per course.</p>	<ul style="list-style-type: none"> 1419 employees were trained Employees are making a difference in the classroom by applying the knowledge gained Principals are equipped to manage the introduction of the new curriculum
Provisioning of Library Services & Information Services				
<ul style="list-style-type: none"> Providing a Library & Information Service (LIS) Supporting School Library (SL) development 	<ul style="list-style-type: none"> Educators Public Service Staff Education researchers Cape Administrative Academy WCED institutions Learners Education students & lecturers NGOs 	Those not yet EDULIS (Education Library & Information Service) clients	<ul style="list-style-type: none"> Variety of access modes Physical address EDUPALS library system Website availability E-resources Inter-library loan Decentralised branch & resource centres (RCs) at EMDCs 	<ul style="list-style-type: none"> Extended client base Branch library at Kuils River (KR) Multi-centre supporting in-service courses at CTI A series of workshops on SL organisation (presented by SL Advisors)

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
	<ul style="list-style-type: none"> Other education-related clients 		<ul style="list-style-type: none"> Mobile libraries in rural areas UNESCO School Library Manifesto Draft National School Library Policy Beginners' Guide to School Library Organisation Simplified List of Subject Headings for School Libraries 	<p>attended by school librarians in six of EMDC districts</p>

Enhancing Client Care

<ul style="list-style-type: none"> The development of a professional Client Care Office, consisting of two components viz. a Call centre and Walk-in centre 	<ul style="list-style-type: none"> Educator and Public Service staff General public Learners 	<ul style="list-style-type: none"> Broader Community 	<ul style="list-style-type: none"> To ensure a prompt, efficient service in respect of telephonic and personal enquiries received. To ensure that statistics are maintained in respect of queries received and that progress of queries can be tracked. 	<ul style="list-style-type: none"> A dedicated centralised call centre at Head Office of the WCED became operative during the reporting period to deal as a 1st phase with all personnel & salary related enquiries and Safe schools issues. 75% of enquiries received were finalised at 1st point of contact. Back offices were instituted to deal with the more complex enquiries that require indepth research. Either personally or via the recording device. All calls are responded to within 30 seconds Time spent on answering a query is 1 – 2 minutes. Clients are served in any of the 3 official provincial languages at both the Walk-in and Call-centre. A queuing system is operative to facilitate the smooth flow of clients in the walk-in centre.
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Table 1.2: Consultation arrangements with customers

Type of arrangement	Actual Customers	Potential Customers	Actual achievements
Development of Educators			
Questionnaire/ Evaluation report at the end of each course presented; Telephonic survey	<ul style="list-style-type: none"> • Circuit managers • Curriculum advisers • Principals 	All employees	Refinement of the nomination process for course attendants
Provisioning of Library & Information Services			
Services are extended by communicating with clients in respect of the type of information & services they would wish to have provided	<ul style="list-style-type: none"> • Educators • Public Service Staff • Education researchers • Cape Administrative Academy • WCED institutions • Learners • Education students & lecturers • NGOs • Other education-related clients 	Education sector	<ul style="list-style-type: none"> • Available resource material & services are extended to incorporate identified topics and programmes, subject to availability of funds and staff • Needs of clients are satisfied by accommodating them where possible • Selection Forum established to provide inputs i.r.o. acquisitions • e-Services have been implemented in response to requests
Enhancing Client Care			
Surveys/interviews are conducted to determine client needs.	<ul style="list-style-type: none"> • Educators • Public Service Staff. • Employee parties (Unions) • Other departments • Learners • General Public • Service providers • NGEOS/NGOs • Private institutions 	Parent community	Based on the results of the survey the operating hours of the Walk-in-Centre have been amended to span from 07:45 to 17:00 and staff uses staggered break times in order to ensure continuity in service.

Table 1.3: Service delivery access strategy

Access Strategy	Actual achievements
Development of Educators	
The service at the Cape Teaching Institute was initially only available to Metropole educators and principals. The introduction of travel subsidies and accommodation makes the CTI accessible to educators outside the Metropole. Substitute educators are used in schools when educators attend CTI courses.	1451 educators of which 800 educators is from rural schools, were able to attend courses at the CTI. Course attendees participating fully in the training.
Provisioning of Library Services	
<ul style="list-style-type: none"> • To make the services accessible to all clients in the province, EDULIS has extended web site access to the EDUPALS Library database • New acquisitions listed on Curriculum web site • Documentation is provided in all 3 official languages, where applicable • Direct phone, fax, e-mail & walk-in access (including 	<ul style="list-style-type: none"> • The services to the client base have been extended and/or decentralised, and the membership of EDULIS library, KR branch & EMDC resource centres increased • e-Journal services have been introduced to HO and extended to EMDCs • Communication has been enhanced • Resource Centres to support educators have been built in

Access Strategy	Actual achievements
<p>Saturday mornings)</p> <ul style="list-style-type: none"> • Subscription to e-journal service to improve access to current journal articles • KR branch, decentralised Resource Centres and mobile library services developed • EDULIS involvement in the WCED Literary Strategy intends access possibilities • Quarterly meetings with EMDC LIS staff to plan for co-ordinated access strategies at all levels • Access to information included in WCED HCDS 	<p>5 of the 7 EMDCs and resourcing of these are continuing</p> <ul style="list-style-type: none"> • Collection depot established at EDUMEDIA in absence of functioning RC at EMDC Metro Central • Literacy programmes have resulted in increased use of EDULIS resources • SL organisation and cataloguing manuals have been published & used in workshops with school librarians • An average of two workshops on SL organisation were presented per EMDC
Enhancing Client Care	
<ul style="list-style-type: none"> • Advocacy regarding Client Services • To increase the number of staff during peak times 	<ul style="list-style-type: none"> • The Client Service Centre was officially launched and received wide media coverage. • A circular to inform clients of the establishment of the centre was also issued. • When warranted, additional staff was allocated to the Client Services to ensure that clients receive prompt service.

Table 1.4: Service information tool

Types of information tool	Actual achievements
Development of Educators	
<p>An annual letter to all institutions and other sites of the WCED which advertises the service and the procedure to ensure access.</p> <p>Regular visitations to EMDC and to Principals.</p>	<p>The process of information sharing is more efficient. Directories are disseminated so that information reaches all sites, and staff and site contact details are known.</p>
Provisioning of Library Services	
<ul style="list-style-type: none"> • EDUPALS automated library system • Regular exhibitions at EDULIS and at seminars, conferences, workshops, etc. • EDULIS website • New acquisitions on Curriculum web site Distributing brochures, bibliographies, reviews online (selected SL resources and manuals) • EDULIS Newsletters • PowerPoint presentations on EDULIS services and on e-journals 	<ul style="list-style-type: none"> • Increased client base. Customers are making increased and more effective use of the resources and services that EDULIS is providing. • Educators & researchers have become more aware of library resources & services and have commenced/increased use of them
Enhancing Client Care	
<ul style="list-style-type: none"> • Access to e-postmaster system for Educational institutions of the WCED. • Circular announcing the establishment of the Call centre directs clients to use the new facility • The Call centre software system provides information required monitoring service levels and productivity and having reporting tools, which enable management to analyse trends and performance levels over varying periods of time. • Communication Protocol directs employees to use the Client Services for enquiries. • The Web-site of the WCED • The access to information provided by Education Research Directorate. • Regular "Information-sharing Roadshows" by the Chief Directorate: Human Resource Management 	<ul style="list-style-type: none"> • Educational institutions and remote service sites receive circulars, information etc. via electronic mail. • The WCED Web-Site provides greater accessibility to information pertaining to the services of the department. • A compact disc containing information based on the annual school surveys. <p>This communication initiative keeps EMDC- and school managers abreast of latest developments/information regarding HR – issues. Simultaneously these role-players' concerns are addressed and inputs solicited to improve service delivery.</p>

Table 1.5: Complaints mechanism

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

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 34 107 x 1% - R 38 043
Salary level 2	Lower skilled	R 38 202 x 1% - R 42 624
Salary level 3	Skilled	R 43 875 x 1% - R 50 940
Salary level 4	Skilled	R 51 492 x 1% - R 59 778
Salary level 5	Skilled	R 60 915 x 1% - R 70 725
Salary level 6	Highly skilled production	R 75 411 x 1% - R 87 552
Salary level 7	Highly skilled production	R 93 936 x 1% - R 109 062
Salary level 8	Highly skilled production	R 116 658 x 1% - R 135 438
Salary level 9	Highly skilled supervision	R 139 302 x 1% - R 161 724
Salary level 10	Highly skilled supervision	R 173 868 x 1% - R 201 852
Salary level 11	Highly skilled supervision	R 271 797 x 1% - R 315 573
Salary level 12	Highly skilled supervision	R 322 722 x 1% - R 374 694
Salary level 13	Senior Management Service (Band A)	R 473 991 x 1.5% - R 510 609
Salary level 14	Senior Management Service (Band B)	R 558 306 x 1.5% - R 601 449
Salary level 15	Senior Management Service (Band C)	R 677 523 x 1.5% - R 729 876
Salary level 16	Senior Management Service (Band D)	R 872 628 x 1.5% - R 940 056

Note:

Salary levels 1 – 12: Salary ranges applicable from 1 July 2005

Salary progression is 1% p.a.

Salary levels 13 – 16: Salary ranges applicable from 1 January 2006

Salary progression is 1.5% every 24 months. This measure has lapsed with effect from 1 April 2006.

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: 2005/06

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	237 494	123 673	13 234	0	1.98	876	141.18
2	5 348 559	4 326 838	12 174	0	67.10	33 483	129.22
3	32 444	0	0	0	0	0	0
4	366 445	291 575	0	0	4.52	2 431	119.94
5	168 186	133 541	0	0	2.07	1 029	129.78
6	23 050	*1 813	221	0	0.03	14	*129.50
		**3 618					
7	74 478	43 829	923	0	0.68	299	146.59
8	198 588	***20 783	9 285	0	0.32	136	***152.82
		****16 800					
Totals	6 449 244	4 962 470	35 837	0	76.95	*38 268	129.68

Note:

- * The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R 1.813m, is in respect of the 14 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- ** The amount of R 3.618m reflects the amount in respect of the expenditure pertaining to 105 educators appointed on a per-hourly basis for tuition at ABET-centres. Their average expenditure amount to R34 457.
- *** The personnel expenditure in respect of Programme 8 (Auxiliary and Associated Services) amounting to R20.783m, is in respect of the 136 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- **** The amount of R16.800m reflects the amount in respect of the expenditure of the 3 723 Examiners/Moderators/Markers and 20 temporary administrative support staff (for the 2005-Matric examinations). Their average expenditure amount of R 4 488.

Table 2.2: Personnel costs in respect of all personnel by salary bands: 2005/06

Salary levels	Personnel Expenditure (R'000)	% of total personnel cost	Number of employees*	Average personnel cost per employee (R'000)
1-2	173 020	3.47	3 709	46.65
3-5	212 979	4.28	3 483	61.15
6-8	3 586 907	72.00	26 511	135.30
9-12	987 528	19.82	4 524	218.29
13-16	21 398	0.43	**41	521.90
Total	4 981 832	100.00	*38 268	130.18

Note

- * The total personnel expenditure in tables 2.1 and 2.2 differs because the payment of leave gratuities and Regional Service Council levies, included in table 2.2, are classified as transfer payments in BAS and some personnel related payments are made directly on BAS.
- ** The total number of employees indicated in tables 2.1 and 2.2 above includes both public service staff and educators. The number of employees in the band 13 – 16 includes the 5 CEO's attached to the Further Education and Training Colleges.

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

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

Table 2.3: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by programme: 2005/06

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	143 452	2.891	1 264	0.025	2 347	0.047	8 230	0.166
Programme 2	3 324 931	67.002	48	0.001	51 016	1.028	193 651	3.902
Programme 3	0	0	0	0	0	0	0	0
Programme 4	223 031	4.494	121	0.002	3 509	0.071	13 385	0.270
Programme 5	102 068	2.057	0	0	1 425	0.029	5 790	0.117
Programme 6	1 319	0.027	0	0	17	0.000	68	0.001
Programme 7	33 438	0.674	0	0	452	0.009	2 114	0.043
Programme 8	21 269	0.429	827	0.017	470	0.009	1 379	0.028
Total	3 849 508	77.572	2 260	0.046	59 236	1.194	224 617	4.526

Table 2.4: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by salary bands: 2005/06

Salary levels	Salaries		Overtime		Home Owners' Allowance (HOA)		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
1-2	137 651	2.774	113	0.002	3 124	0.063	6 088	0.123
3-5	168 690	3.399	544	0.011	3 400	0.069	9 768	0.197
6-8	2 789 439	56.211	1 350	0.027	40 223	0.811	163 304	3.291
9-12	741 388	14.940	253	0.005	12 283	0.248	44 658	0.900
13-16	12 340	0.249	0	0.000	206	0.004	799	0.016
Total	3 849 508	77.572	2 260	0.046	59 236	1.194	224 617	4.526

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 2006

Personnel group	Programme	Number of posts	Number of posts filled	Vacancy Rate	* Number of posts filled additional to the establishment	Total No of Employees
All personnel	Programme 1	998	871	13	5	876
	Programme 2	33 636	33 186	1	297	33 483
	Programme 3	0	0	0	0	0
	Programme 4	2 552	2 399	6	32	2431
	Programme 5	1 318	1 028	22	1	1029
	Programme 6	16	14	13	0	14
	Programme 7 **	317	299	6	0	299
	Programme 8	126	136	0	0	136
	Total	38 963	37 933	3	335	38 268
Educators	Programme 1	212	104	51	5	109
	Programme 2	27 122	27 103	0	144	27 247
	Programme 3	0	0	0	0	0
	Programme 4	1 526	1 522	0	4	1 526
	Programme 5	851	775	9	1	776
	Programme 6	5	3	40	0	3
	Programme 7**	317	299	6	0	299
	Programme 8***	0	17	0	0	17
	Total	30 033	29 823	1	154	29 977
Public Service Personnel	Programme 1	786	767	2	0	767
	Programme 2	6 514	6 083	7	153	6 236
	Programme 3	0	0	0	0	0
	Programme 4	1 026	877	15	28	905
	Programme 5	467	253	46	0	253
	Programme 6	11	11	0	0	11
	Programme 7	0	0	0	0	0
	Programme 8***	126	119	6	0	119
	Total	8 930	8 110	9	181	8 291

Note:

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

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

*** The 17 educator personnel in Programme 8 are HIV/Aids Lifeskills Personnel – these personnel are all carried in additional posts and paid out of conditional grants.

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

Table 3.2: Employment and vacancies by salary bands: 31 March 2006

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 2006
All Personnel	1-2	3 974	3 610	9	99	3 709
	3-5	3 030	3 460	8	23	3 483
	6-8	26 512	26 340	1	171	26 511
	9-12	5 408	4 482	17	42	4 524
	13-16	39	41	0	0	41
	Total	38 963	37 933	3	335	38 268
Educators	1-2	0	0	0	0	0
	3-5**	0	** 685	0	2	687
	6-8	25 677	24 790	3	110	24 900
	9-12	4 356	4 348	0	42	4 390
	13-16	0	0	0	0	0
	Total	30 033	29 823	1	154	29 977
Public Service Personnel	1-2	3 974	3 610	9	99	3 709
	3-5	3 030	2 775	8	21	2 796
	6-8	1 764	1 550	12	61	1 611
	9-12	123	***134	0	0	134
	13-16	39	41	0	0	41
	Total	8 930	8 110	9	181	8 291

Note:

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

** All educator posts are created for the appointment of professionally fully qualified educators (at least Matric plus 3 years training) at the minimum of salary levels 6-7. The reality is that the WCED do have under-qualified and unqualified educators in the system. These are the 687 educators who are remunerated at salary levels 3 - 5 because they do not meet the minimum post requirements to be paid at salary levels 6-7. These educators are all appointed against approved posts indicated in the salary band 6-8 in this table. The vacancy rate of 8% in respect of salary band 3-5 in the Column for ALL PERSONNEL reflects the rate for Public Service only.

*** 54 Khanya contract staff included in this figure.

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 2005 to 31 March 2006

Salary levels	Number of posts	Number of Jobs Evaluated	% jobs evaluated	Posts grading unchanged		Posts Upgraded		Posts downgraded	
				Number	%	Number	%	Number	%
1-2	3 974	3	0.07	3	0.07	0	0	0	0
3-5	3 030	69	2.28	8	0.27	61	2.01	0	0
6-8	1 764	8	0.45	7	0.39	1	0.06	0	0
9-12	123	30	24.39	30	24.39	0	0	0	0
13	29	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
Total	8 930	110	1.23	48	0.54	62	0.69	0	0

Note: All SMS posts were job evaluated.

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2005/06	NIL
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5. Employment Changes

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

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

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

Table 5.1: Annual turnover rates by salary band for the period 1 April 2005 to 31 March 2006

Personnel Group	Salary band	Number of Employees per band as on 1 April 2005	Appointments and transfers into the Department	Terminations and transfers out of the department	Turnover Rate %
All Personnel	1-2	3 619	1 869	1 693	4.86
	3-5	3 399	3 987	3 019	28.48
	6-8	26 522	15 370	15 516	- 0.55
	9-12	4 296	196	354	- 3.68
	13	29	2	2	0
	14	5	1	1	0
	15	3	0	0	0
	16	1	0	0	0
	Total	37 874	21 425	20 585	2.22
Educators	1-2	0	0	0	0
	3-5	668	1 928	1 189	110.63
	6-8	24 877	15 250	15 366	- 0.47
	9-12	4 168	131	298	- 4.01
	13	0	0	0	0
	14	0	0	0	0
	15	0	0	0	0
	16	0	0	0	0
	Total	29 713	17 309	16 853	1.53
Public Service Personnel	1-2	3 619	1 869	1 693	4.86
	3-5	2 731	2 059	1 830	8.39
	6-8	1 645	120	150	- 1.82
	9-12	128	65	56	7.03
	13	29	2	2	0
	14	5	1	1	0
	15	3	0	0	0
	16	1	0	0	0
	Total	8 161	4 116	3 732	4.71

Table 5.2: Reasons why staff is leaving the department

Termination Type	Number	% of Total
Death	96	0.47
Resignation	1 047	5.09
Expiry of Contract *	18 875	91.69
Dismissal – Operational Changes	0	0
Dismissal – Misconduct	64	0.31
Dismissal – Inefficiency	0	0
Dismissal – Abscondment	14	0.07
Ill Health	107	0.52
Retirement	336	1.63
Transfers to other State Departments, Statutory Bodies, etc.	46	0.22
Total	20 585	100
Total number of employees who left as a % of the total employment	1 664	4.39

Note:

* The "Expiry of Contract" number may seem to be high in comparison to other state departments and employers. The high figure is because the WCED has a policy in terms whereof employees are appointed on contract for periods of no longer than 6 (six) months at a time. (These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity). Furthermore it must also be borne in mind that substitute educators are appointed in the place of educators who utilise leave or are seconded and the shortest period of appointment in respect of an educator is two weeks.

Table 5.3: Promotions by salary band

Personnel Group	Salary levels	Employees 1 April 2005	Promotions to another Salary Level	Salary Bands Promotions as a % of Employees by salary level	Progressions to another Notch within a Salary Level	Notch progressions as a % of Employees by salary band
ALL PERSONNEL	1-2	3 619	0	0.00	2 541	81.86
	3-5	3 399	32	1.17	2 155	78.82
	6-8	26 522	697	2.63	17 932	67.69
	9-12	4 296	241	5.62	3 237	75.54
	13	29	1	3.33	21	70.00
	14	5	0	0.00	2	33.33
	15	3	0	0.00	2	66.67
	16	1	0	0.00	1	100.00
	Total	37 874	971	2.65	25 891	70.64
EDUCATORS	1-2	0	0	0.00	0	0.00
	3-5	668	0	0.00	351	52.54
	6-8	24 877	672	2.70	16 561	66.59
	9-12	4 168	237	5.69	3 171	76.19
	13	0	0	0.00	0	0.00
	14	0	0	0.00	0	0.00
	15	0	0	0.00	0	0.00
	16	0	0	0.00	0	0.00
	Total	29 713	909	3.06	20 083	67.62
PUBLIC SERVICE PERSONNEL	1-2	3 619	0	0.00	2 541	81.86
	3-5	2 731	32	1.55	1 804	87.32
	6-8	1 645	25	1.54	1 371	84.63
	9-12	128	4	3.25	66	53.66
	13	29	1	3.33	21	70.00
	14	5	0	0.00	2	33.33
	15	3	0	0.00	2	66.67
	16	1	0	0.00	1	100.00
	Total	8 161	62	0.89	5 808	83.53

6. Employment Equity

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

Table 6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2006

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	2	15	1	18	2	1	0	1	40
Professionals	1 805	6 819	60	2 055	4 179	10 766	73	4 328	30 085
Technicians and associate professionals	15	98	0	23	26	69	1	30	262
Clerks	94	378	1	29	351	1 344	9	552	2 758
Service and sales workers	1	41				7		1	50
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers		14							14
Plant and machine operators and assemblers	2	22				1			25
Elementary occupations	551	2 061		127	280	1 791	1	223	5 034
Total	2 470	9 448	62	2 252	4 838	13 979	84	5 135	38 268
Employees with disabilities	5	14		8	3	8		7	45

Table 6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2006

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management		2		2					4
Senior Management	2	14	1	16	2	1		1	37
Professionally qualified and experienced specialists and mid-management	270	1 814	26	873	263	706	18	554	4 524
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 521	5 273	34	1 203	3 948	10 344	62	4 126	26 511
Semi-skilled and discretionary decision making	240	978	1	135	362	1 361	3	403	3 483
Unskilled and defined decision making	437	1 367		23	263	1 567	1	51	3 709
Total	2 470	9 448	62	2 252	4 838	13 979	84	5 135	38 268

Table 6.3 Recruitment for the period 1 April 2005 to 31 March 2006

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management									0
Senior Management		1	1						2
Professionally qualified and experienced specialists and mid-management	17	91	1	15	9	34	1	16	184
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 012	3 316	23	658	3 305	5 342	25	1 708	15 389
Semi-skilled and discretionary decision making	257	586	10	214	650	1 730	5	528	3 980
Unskilled and defined decision making	363	602		26	197	624		58	1 870
Total	1 649	4 596	35	913	4 161	7 730	31	2 310	21 425
Employees with disabilities									0

Note:

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

Table 6.4 Promotions for the period 1 April 2005 to 31 March 2006

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management		2		1					3
Senior Management	1	10		11		1		1	24
Professionally qualified and experienced specialists and mid-management	213	1 443	21	619	197	567	11	407	3 478
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 106	3 541	22	778	2 843	7 423	43	2 873	18 629
Semi-skilled and discretionary decision making	116	692		84	177	881	2	235	2 187
Unskilled and defined decision making	219	947		10	133	1 197	1	34	2 541
Total	1 655	6 635	43	1 503	3 350	10 069	57	3 550	26 862
Employees with disabilities	2	10		7	3	7		6	35

Note:

The 26 862 promotions represent:
 971 employees promoted from one salary level to a higher salary level; and
 25 891 employees who received salary notch progressions.

Table 6.5 Terminations for the period 1 April 2005 to 31 March 2006

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management									
Senior Management								1	1
Professionally qualified and experienced specialists and mid-management	19	144	2	49	20	60		60	354
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	991	3 334	24	658	3 139	5 597	26	1 765	15 534
Semi-skilled and discretionary decision making	213	475	8	148	460	1 373	3	323	3 003
Unskilled and defined decision making	312	537		20	169	593	1	61	1 693
Total	1 535	4 490	34	875	3 788	7 623	30	2 210	20 585
Employees with disabilities		1							1

Note:

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

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

Table 6.6 Skills development for the period 1 April 2005 to 31 March 2006

Occupational Categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, Senior officials and managers	2	20	1	20	4	2	0	1	50
Professionals	358	796	270	461	713	1 986	37	659	5 280
Professionals uncategorised in terms of race and gender									13 789
Technicians and Associate professionals	12	33		12	15	42		10	124
Clerks	111	486	9	100	187	682	13	125	1 713
Clerks uncategorised									48
Service and sales workers	3	76				18		1	98
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	25	131		1	16	25		3	201
Elementary occupations uncategorised									91
Total	511	1 542	280	594	935	2 755	50	799	21 394

Note:

- Many employees, especially educators, still refuse to indicate race and gender on the attendance register, even though it is explained that the purpose is for equity and statistical reasons.
- An employee may be counted twice as they may take part in more than one course.

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 2005 to 31 March 2006

Beneficiary Profile			Cost (R'000)		
Population group	Number of Beneficiaries	Total number of employees in group	Percentage of population group	Total Cost (R'000)	Average cost per employee
African	33	1 331	2.48	86	2 602
Male	17	667	2.54	38	2 235
Female	16	664	2.41	48	3 000
Asian	0	13	0	0	0
Male	0	2	0	0	0
Female	0	11	0	0	0
Coloured	416	5 886	7.06	1 516	3 644
Male	178	2 660	6.70	660	3 707
Female	238	3 226	7.37	856	3 597
White	160	1 020	15.68	701	4 381
Male	32	197	16.24	158	4 938
Female	128	823	15.55	543	4 242
Total	609	8 250	7.38	2 302	3 780

Employees with a disability	1	27	3.70	3	3 286
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Note:

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

Table 7.2: Performance Rewards by salary levels for Public Service personnel below Senior Management Service: 1 April 2005 to 31 March 2006

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	118	3 709	4.05	268	2 271	1.35
3-5	186	2 796	5.17	481	2 586	1.96
6-8	279	1 611	17.32	1 290	4 623	0.31
9-12	26	134	19.4	263	10 115	0.23
Total	609	8 250	7.38	2 302	3 780	0.40

Note:

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

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

Salary level	Beneficiary Profile			Total Cost (R'000)	Average Cost per Beneficiary (R)	Total cost as a % of the total SMS personnel expenditure (R'000)
	Number of Beneficiaries	Number of SMS members	Percentage of total within salary level			
13	9	24	37.5	129	14 333	0.6
14	5	7	67	81	16 200	0.4
15	3	3	100	59	19 667	0.3
16	1	1	100	42	42 000	0.2
Total	18	35	50	311	17 278	1.5

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 2005 to 31 March 2006

Salary level	1 April 2005		31 March 2006		Change	
	Number	% of total	Number	% of total	Number	% of total
1-2	0	0	0	0	0	0
3-5	4	10.53	6	15	2	100
6-8	32	84.21	34	85	2	100
9-12	2	5.26	0	0	-2	-100
13 - 16	0	0	0	0	0	0
Total	38	100	40	100	2	100

Table 8.2: Foreign Workers by major occupation: 1 April 2005 to 31 March 2006

Major Occupation	1 April 2005		31 March 2006		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	40	100	2	100
Total	38	100	40	100	2	100

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 2005 to 31 December 2005

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 2005 to 31 December 2005

Personnel Group	Salary level	Total Days	% Days with Medical Certification	Number of Employees using Sick Leave	Total number of employees as at 31/12/05	% of Total Employees in salary band using Sick Leave	Average Days per Employee based on number of employees as at 31/12/5	Estimated Cost (R'000)
ALL PERSONNEL	1-2	17 492	84	1 908	3 680	52	5	2 583
	3-5	15 785	82	1 773	3 438	52	5	3 172
	6-8	169 335	82	16 752	26 866	62	6	67 229
	9-12	22 016	85	2 200	4 319	51	5	13 719
	13-16	74	66	16	42	38	2	85
	Total	224 702	82	22 649	38 345	59	6	86 788
EDUCATORS	1-2	0	0	0	0	0	0	0
	3-5	4 312	87	353	695	50	6	1 005
	6-8	158 082	82	15 602	25 243	62	6	63 446
	9-12	21 449	86	2 120	4 186	51	5	13 343
	13-16	0	0	0	0	0	0	0
	Total	183 843	82	18 075	30 124	60	6	77 794
PUBLIC SERVICE PERSONNEL	1-2	17 492	84	1 908	3 680	52	5	2 583
	3-5	11 473	81	1 420	2 743	52	4	2 167
	6-8	11 253	79	1 150	1 623	71	7	3 783
	9-12	567	79	80	133	60	4	376
	13-16	74	66	16	42	38	2	85
	Total	40 859	82	4 574	8 221	56	5	8 994

Table 9.2: Disability leave (temporary and permanent): 1 Jan. 2005 to 31 Dec. 2005

Personnel Group	Salary level	Total Days Taken	% Days with Medical Certification	Number of Employees using Disability Leave	Total number of employees as at 31/12/05	% of Total Employees using Disability Leave	Average Days per Employee based on number of employees as at 31/12/5	Estimated Cost (R'000)
ALL PERSONNEL	1-2	5 208	97	120	3 680	3	1	780
	3-5	4 613	100	98	3 438	3	1	1 016
	6-8	55 210	98	1 607	26 866	6	2	22 037
	9-12	7 545	99	208	4 319	5	2	4 598
	13-16	0	0	0	42	0	0	0
	Total	72 576	98	2 034	38 345	5	2	28 431

Personnel Group	Salary level	Total Days Taken	% Days with Medical Certification	Number of Employees using Disability Leave	Total number of employees as at 31/12/05	% of Total Employees using Disability Leave	Average Days per Employee based on number of employees as at 31/12/05	Estimated Cost (R'000)
EDUCATORS	1-2	0	0	0	0	0	0	0
	3-5	1 798	100	40	695	6	3	455
	6-8	52 301	98	1 529	25 243	6	2	21 099
	9-12	7 461	99	205	4 186	5	2	4 567
	13-16	0	0	0	0	0	0	0
	Total	61 560	98	1 774	30 124	6	2	26 121
PUBLIC SERVICE PERSONNEL	1-2	5 208	97	120	3 680	3	1	780
	3-5	2 815	100	58	2 743	2	1	561
	6-8	2 909	100	78	1 623	5	2	938
	9-12	84	100	3	133	2	1	31
	13-16	0	0	0	42	0	0	0
	Total	11 016	99	260	8 221	3	1	2 310

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 2005 to 31 December 2005

Personnel Group	Salary level	Total Days Taken	Average days per Employee based on total number of employees as at 31 Dec. 2005	Total number of employees as at 31 Dec. 2005
ALL PERSONNEL	1-2	23 836	11	2 168
	3-5	16 394	10	1 708
	6-8	33 954	6	5 471
	9-12	11 660	9	1 249
	13-16	854	21	40
	Total	86 698	8	10 636
EDUCATORS	1-2	0	0	0
	3-5	171	3	59
	6-8	14 152	3	4 183
	9-12	9 493	8	1 137
	13-16	0	0	0
	Total	23 816	4	5 379
PUBLIC SERVICE PERSONNEL	1-2	23 836	11	2 168
	3-5	16 223	10	1 649
	6-8	19 802	15	1 288
	9-12	2 167	19	112
	13-16	854	21	40
	Total	62 882	12	5 257

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 2005 to 31 December 2005

Personnel Group	Salary level	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 /12/05	Number of employees as at 31 December 2005
ALL PERSONNEL	1-2	8 280	2.25	40	3 680
	3-5	8 800	2.56	39	3 438
	6-8	45 824	1.71	44	26 866
	9-12	16 856	3.90	87	4 319
	13-16	26	0.62	103	42
	Total	79 786	2.08	48	38 345
EDUCATORS	1-2	0	0	0	0
	3-5	2 104	3.03	40	695
	6-8	41 958	1.66	43	25 243
	9-12	16 712	3.99	88	4 186
	13-16	0	0	0	0
	Total	60 774	2.02	50	30 124
PUBLIC SERVICE PERSONNEL	1-2	8 280	2.25	40	3 680
	3-5	6 696	2.44	38	2 743
	6-8	3 866	2.38	57	1 623
	9-12	144	1.08	51	133
	13-16	26	0.62	103	42
	Total	19 012	2.31	43	8 221

Note:

1. This table gives information on capped leave for the calendar year 1 January 2005 to 31 December 2005, whilst this annual report covers the financial year 1 April 2005 to 31 March 2006.
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 2005 to 31 March 2006

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

Personnel Group	Reason	Total Amount (R'000)	Number of Employees	Average payment per Employee
Educators	Leave payout for 2005/06 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2005/2006	14 330	463	30 950
	Annual leave payouts on termination of service for 2005/2006	0	0	0
	Leave discounting for 2005/2006	6 563	1263	5 196
	Total	20 893	1726	12 104
Public Service Staff	Leave payout for 2005/06 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2005/2006	2 354	154	15 285
	Annual leave payouts on termination of service for 2005/2006	170	58	2931
	Leave discounting for 2005/2006	757	242	2 526
	Total	3 111	454	6 852

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		The WCED has two specific programmes that it focuses on i.e. the HIV/AIDS Life Skills Orientation Programme (LSOP) and the HIV and AIDS in the Workplace (HWP). These two programmes support each other in terms of training and advocacy. Two employees focused on Employee health and Wellness Management(EHWP). R1 300 000
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	X		This programme provides ongoing support to the psychological and emotional need of our employees, it is an Employee Health and Wellness Management Programme focusing on, amongst others, HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse. These services are provided by private service providers to ensure confidentiality.
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.
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	X		Continuous awareness raising of the proper context in which HIV and AIDS should be perceived. Unique matters regarding HIV and AIDS, e.g. Confidentiality, disclosure, VCT, etc. The WCED Human Rights Programmes also convey this message about anti-discriminatory behaviour.
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have achieved.	X		VCT made available to staff.
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	X		Monthly reports from the various service providers, reflecting utilisation of the services.

Note:

The PEAP to which the WCED is integrally tied gives constructive direction regarding the following key elements / services:

1. Education and awareness in the workplace
2. Conducting of an HIV/AIDS audit in the workplace to determine infra-structural needs e.g. First Aid kits, etc.
3. Preventative programmes e.g. distribution of condoms
4. Promoting universal precautions e.g. safety measures to be observed when dealing with blood and body fluids of injured persons
5. Voluntary Counselling and Testing
6. Promote support to HIV/AIDS-infected employees

11. Labour Relations

The following collective agreements were entered into with the trade unions within the department.

Table 11.1 – Collective Agreements, 1 April 2005 to 31 March 2006

Subject Matter	Date
Matching and Placing of FET Lecturers.	28 February 2006

If there were no agreements, then use the following table

Total collective agreements None

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

Table 11.2.1 – Misconduct and disciplinary hearings finalized, 1 April 2005 to 31 March 2006

Outcomes of disciplinary hearings	Number	% of total
Correctional counseling	5	1.53
Verbal warning	0	0
Written warning	0	0
Final written warning	126	38.65
Suspended without pay (as a sanction)	36	11.04
Fine	70	21.47
Demotion	2	0.61
Dismissal	64	19.63
Not guilty	17	5.21
Case withdrawn	6	1.84
Total	326	100

Table 11.2.2 - Disciplinary action, including Progressive Discipline, for the period of 1 April 2005 to 31 March 2006

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Total	27	121	0	6	41	30	0	0	225

Note:

225 Finalised – this includes 18 cases of abscondment.

163 cases were investigated and no action taken. These cases are additional to the 225 cases finalized.

Table 11.3 – Types of misconduct addressed at disciplinary hearings

Type of misconduct	Number	% of total
Sexual Assault on learner	11	5.82
Sexual Harassment	2	1.05
Sexual Relationship with learner	5	2.64
Assault with intention to cause Grievous Bodily Harm	0	0
Assault	57	30.15
Theft, bribery or fraud	45	23.80
Financial Misconduct	6	3.17
Unlawful possession of state property	0	0
Falsification of records	0	0
Misuse of state property	1	0.52
Fails to comply or contravenes any Act, Regulation of legal obligation	0	0
Unjustifiably prejudices the administration of the department	1	0.52
Under the influence of intoxicating substance	1	0.52
Improper conduct	19	1.05
Dishonesty	1	0.52
Negligence	1	0.52
Absenteeism	36	19.04
Failing to carry out a lawful order	3	1.58
Remunerative work outside work in the Public Service	0	0
Total	189	100

Table 11.4 – Grievances lodged for the period 1 April 2005 to 31 March 2006

	Number	% of total
Number of grievances resolved	187	55.16
Number of grievances not resolved	152	44.84
Total number of grievances lodged	339	100

Table 11.5 – Disputes lodged with Councils for the period 1 April 2004 to 31 March 2005

	Number	% of total
Number of disputes upheld	11	9.91
Number of disputes dismissed	43	38.74
Number of disputes pending	57	31.35
Total number of disputes lodged	111	100

Table 11.6 – Strike actions for the period 1 April 2005 to 31 March 2006

*Total number of persons working days lost	0
Total cost (R'000) of working days lost	0
Amount (R'000) recovered as a result of no work no pay	0

Note:

COSATU industrial action took place on 5 October 2005. Nobody in education participated.

Table 11.7 – Precautionary suspensions for the period 1 April 2005 – 31 March 2006

Number of people suspended	26
Number of people whose suspension exceeded 30 days	23
Average number of days suspended	153
Cost (R'000) of suspensions	1 438 029.08

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 2005 to 31 March 2006 as per the WCED's Workplace Skills Plan

Occupational Categories	Gender	Number of employees on 1 April 2005	Training needs identified at start of reporting period			
			Learnerships *	Skills Programs & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	4	0	16	0	6
	Male	35	0	42	0	32
Professionals	Female	19 152	0	4 000	0	4 000
	Male	10 666	0	2 600	0	2 600
Technicians and associate professionals	Female	114	0	30	0	30
	Male	140	0	120	0	1
Clerks	Female	2 202	12	1 000	0	1 012
	Male	494	6	1 120	0	1 126
Service and sales workers	Female	9	0	11	0	11
	Male	44	0	20	0	20
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	0	0	0
Elementary occupations	Female	2 280	0	50	0	50
	Male	2 695	0	100	0	100
Sub Total	Female	23 762	12	5 097	0	5 097
	Male	14 112	6	3 992	0	3 992
Total		37 874	18	9 089	0	9 089

Table 12.2: Training provided 1 April 2005 to 31 March 2006

Occupational Categories	Gender	Number of employees on 1 April 2006	Training provided within the reporting period			
			Learnerships*	Skills programs & other short courses	Other forms of training	Total
Legislators, senior officials & managers	Female	4	0	10	0	335
	Male	36	0	37	0	769
Professionals	Female	19 346	0	11 027	0	10 702
	Male	10 739	0	7 386	0	6 654
Technicians and associate professionals	Female	126	0	23	0	23
	Male	136	0	101	0	101
Clerks	Female	2 256	12	1 154	0	1 166
	Male	502	6	1 370	0	1 376
Service and sales workers	Female	8	0	5	0	5
	Male	42	0	93	0	93
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	46	0	46
	Male	24	0	33	0	33
Elementary occupations	Female	2 015	0	14	0	14
	Male	2 739	0	77	0	77
Total		38 268	18	21 376	0	21 394

Note

* Financial constraints account for not all targeted employees eventually receiving training.

* A course or training attended by an employee is counted as one employee, who received training will outnumber 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 2005 to 31 March 2006

Personnel group	Nature of injury on duty	Number	% of total
Educators	Required basic medical attention only	79	100
	Temporary Total Disablement	0	0
	Permanent Disablement	0	0
	Fatal	0	0
	Total	79	100
Public Service Personnel	Required basic medical attention only	115	97.5
	Temporary Total Disablement	3	2.5
	Permanent Disablement	0	0
	Fatal	0	0
	Total	118	100

Note:

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

14. Utilisation of Consultants

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

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

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

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

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

Table 14.3: Report on consultant appointments using Donor funds

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

15. Organogram

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

