



Province of the
EASTERN CAPE
EDUCATION

ANNUAL REPORT
2014 / 2015

**Building
Blocks
for Growth**



Our Pledge

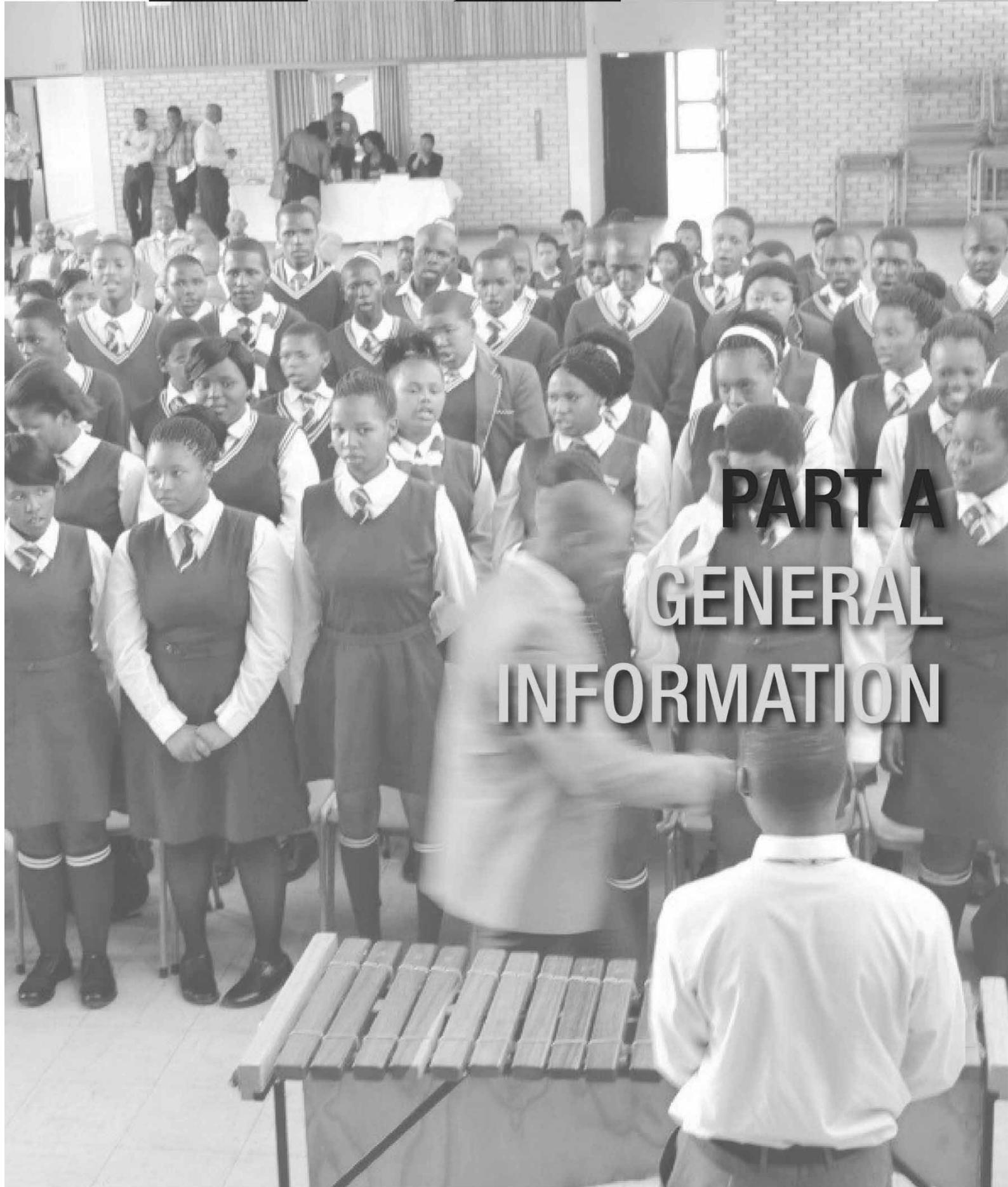
As an official of the Department and servant of the public, I pledge to serve with **Empathy** and at all times endeavour to treat learners, my colleagues and all other stakeholders with **Dignity and Courtesy**, to always ensure in the spirit of “all hands on deck” to continuously strive for **Unity** as I demonstrate **Focus, Passion** for all. I undertake so as to inspire **Confidence** in government service and fulfil the fundamental principles of **Access and Equity** as enshrined in the Constitution of the Republic whilst **Trust and Honesty** are the essence of my being when called upon to display a high level of **Integrity** and **Accountability** in my daily operations instilling all round me a culture of **Ownership** and **Humility** as I make my contribution in moulding the future leaders of our beloved Nation in doing so making the Eastern Cape a compelling place to live, work and invest in.

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PART A
GENERAL
INFORMATION

1. Department General Information

PHYSICAL ADDRESS: Steve Vukile Tshwete Education Complex
Zone 6
Zwelitsha

POSTAL ADDRESS: Private Bag X0032
Bhisho
5605

TELEPHONE NUMBER: 040 608 4200

FAX NUMBER: 040 608 4430

EMAIL ADDRESS: info@education.ecprov.gov.za

WEBSITE ADDRESS: www.ecdoe.gov.za

2. List of Abbreviations/Acronyms

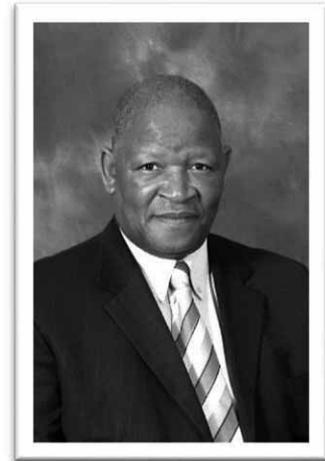
AAC	Augmentative Alternative Communication
ABET	Adult Basic Education and Training
AET	Adult Education and Training
AFS	Annual Financial Statements
AGSA	Auditor General of South Africa
AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessments
APP	Annual Performance Plan
BBBEE	Broad Based Black Economic Empowerment
CAPS	Curriculum and Assessment Policy Statement
CBO	Community Based Organisations
CFO	Chief Financial Officer
CIDB	Construction Industry Development Board
CoE	Compensation of Employees
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DBST	District-Based Support Team
DHET	Department of Higher Education and Training
DoL	Department of Labour
DoRA	Division of Revenue Act
DPME	Department of Planning Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DPW	Department of Public Works
DRPW	Department of Roads and Public Works
ECAC	Eastern Cape Aids Council
ECD	Early Childhood Development
ECDoe	Eastern Cape Department of Education
ECG	Eastern Cape Government
EDO	Education Development Officer
EFMS	Electronic Facilities Management System
EIG	Education Infrastructure Grant
ELI	Education Leadership Institute
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
FAL	First Additional Language
FET	Further Education and Training
FETC	Further Education and Training Certificate (at Grade 12)
FINCOM	Financial Management Committee
GET	General Education and Training
GHS	General Household Survey
GIAMA	Government Immovable Asset Management Act
HCT	Haematocrit
HDI	Historically Disadvantaged Individuals
HEDCOM	Head of Education Department Committee
HIV	Human Immunodeficiency Virus
HOA	Home Owner Allowance
HoD	Head of Department
HR	Human Resource

ICES	Integrated Computer Examination System
ICT	Information Communication Technology
IEC	Independent Electoral Commission
IECS	Integrated Examination Computerised System
ILP	Inclusive Learning Programme
IQMS	Integrated Quality Management System
LAIS	Learner Attainment and Improvement Strategy
LCR	Learner Classroom Ratio
LOGIS	Logistics Information System
LoLT	Language of Learning and Teaching
LSEN	Learners with Special Educational Needs
LTSM	Learning and Teaching Support Material
LURITS	Learner Unit Record Information Tracking System
MEC	Member of the Executive Council
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MTEF	Medium-Term Expenditure Framework
NCS	National Curriculum Statement
NCV	National Curriculum Vocation
NEHAWU	National Education and Health Allied Workers Union
NEPA	National Education Policy Act
NETC	National Education and Training Council
NETF	National Education and Training Framework
NGO	Non-Governmental Organization
NMMU	Nelson Mandela Metropolitan University
NSSSF	National Norms and Standards for School Funding
NQF	National Qualification Framework
NSMSTE	National Strategy for Mathematics, Science and Technology Education
NSNP	National School Nutrition Programme
OD	Organisational Development
OTP	Office of the Premier
OVC	Orphans and Vulnerable Children
PAT	Practical Assessment Test
PELRC	Provincial Education Labour Relations Council
PERSAL	Personnel and Salary System
PFMA	Public Finance Management Act
PGT	Peer Group Trainers
PIA	Programme Implementing Agent
QIDS-UP	Quality Improvement Development Support and Upliftment
QLTC	Quality Learning and Teaching Campaign
SACE	South African Council for Educators Act
SADC	Southern African Development Cooperation
SADTU	South Africa Democratic Teachers Union
SAMUN	South African Model United Nations
SASA	South African Schools Act
SASAMS	South African School Administration and Management System
SBA	School-Based Assessment
SCM	Supply Chain Management
SCOPA	Standing Committee on Public Accounts
SDIP	Service Delivery Improvement Plan

SETA	Sector Education and Training Authority
SID	Severely Intellectually Disabled
SIP	School Improvement Plan
SITA	State Information Technology Agency
SMME	Small Medium and Micro Enterprises
SMT	School Management Team
SSS	Senior Secondary School
TADA	Teenagers Against Drug Abuse
TAP	Turnaround Plan
TR	Treasury Regulations

3. Foreword by the Member of the Executive Council for Education

The 2014/15 Annual Report is an account of progress made by the Eastern Cape Department of Education in executing its Constitutional mandate. In 2014/15, the Department had placed emphasis on Curriculum Delivery; Resourcing Schooling; Financing Education; Teacher demand supply and utilization; Infrastructure delivery; and Leadership, Management and Administration of Education.



Access to education improved considerably in the last three financial years, and I am happy to report that; 1 953 397 children have now access to public education, with 29 097 of these gaining access to special and specialised education services. Per capita expenditure on public education improved considerably with spending matching the gazetted norms and standards.

Learner performance has improved considerably, with the Department registering a 0, 5% improvement to the 2014 Grade 12 results, making Eastern Cape one the four Provinces that improved in the 2014 National Senior Certificate Examinations. For the first time in the history of education in the Eastern Cape, the overall top performing learner came from a historically disadvantaged school, and that is Luvo Luzipho from St James SSS in Cofimvaba.

Despite the above, the system continues to be confronted by enormous challenges. Millions of children continue to leave school without having acquired basic skills like reading and writing. This is further complicated by availability of new information communication technologies (ICT) that keep on expanding learning opportunities and the demand for new skills.

The National Development Plan and Provincial Development Plan remain our campus going forward. Our focus for the new Financial Year rests on two pillars, linked to our five years strategic direction; improving the administrative capacity of the Department and a responsive service delivery framework. Improving the quality of learning outcomes across the public schooling system.

We continued to be guided by a rights-based and holistic approach to education aiming at the realization of inclusive lifelong learning and knowledge societies. The Department has further ensured that education and learning systems are inclusive, rights-based and reflect the diversity of all learners. We will intensify efforts towards achieving gender equality by mainstreaming gender in and through education, and gender- specific programming in targeted programme areas.

The Department will continue to improve the quality of education and learning by focusing on addressing the acute shortage of qualified teachers by supporting teacher professional development through capacity development, especially of teacher-training institutions and dissemination of innovative teaching practices that improve teacher effectiveness. The Department is grateful to the Honourable Premier and Executive Council for support the Department is receiving, as well as Parliamentary Oversight Committees and the Public

Service Commission for their invaluable guidance. The Department is equally indebted to advice it receives from its stakeholders across the basic education sector in particular and training and development practices sector in general. Last but not least the Department appreciates efforts and tireless work done by Departmental Officials under the Leadership of the Acting Head of the Department and the team at the centre of compiling this Annual Report.



M. Makupula, MPL
MEC for Education, Eastern Cape
28 August 2015

4. Report of the Accounting Officer

In the year under review the Department provided schools with resources to support learning and teaching in the classroom. The Department continued with the implementation of its interventions in respect of the Learner Attainment Strategy Programme. Through this intervention, the learner performance improved during the 2014 Annual National Assessment and the National Senior Certificate Examinations.



The Learner Attainment Strategy adopted in 2013 provided schools with a focused support to leverage quality outputs at classroom level. The Class of 2014 consequently registered a 65.9% pass rate and a 0.5% improvement to the 2013 results. This made the Eastern Cape to be one of four Provinces that improved in the 2014 National Senior Certificate Examinations. Bachelor passes improved from 19% to 20.1%, with no District performing below 50% in 2014.

Universal access to public education has improved considerably in the last three financial years, and 90% of learners are attending a No Fee school across the Province. Mitigating the impact of poverty paid off with 57 176 learners accessing a scholar transport services, and 1 745 991 accessing a nutritious meal on every schooling day.

Partnerships with civil society organisations and sister Departments have lifted the operations of the Department to new heights, including planning and programming capabilities.

It is with humility to report that the Eastern Cape Department of Education has managed to sustain improving audit outcomes, from a disclaimer audit opinion in 2012/13 to a qualified audit in 2013/14 and 2014/15. This achievement inspires the Department to further strive for better performance in respect of effective and efficient management systems to deliver on the required educational services.

An overview of the financial results for the 2014/15 financial year is outlined below:

Departmental receipts

Departmental receipts	2013/2014			2014/2015		
	Estimate	Actual Amount Collected	(Over)/Under Collection	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	41 269	48 334	(7 065)	46 699	49 870	(3 170)
Fines, penalties and forfeits	38	151	(113)	88	63	24
Interest, dividends and rent on land	162	34	128	182	13	169
Financial transactions in assets and liabilities	18 098	20 479	(2 381)	15517	45 622	(30 103)
Total	59 567	68 998	(9 431)	62 486	95 568	(33 081)

Own revenue *budgeted* for the 2014/15 financial year amounts to *R62.486 million*. The amount collected for the period ending *31 March 2014* is *R95.568 million* which represents *153.2%* of the total budgeted revenue collections as reflected on the table above.

The bulk of the own revenue collection of the Department is *commission* received by the Department *on insurance* collected and paid over to various insurance companies including implementation of *garnishee orders*. The better than projected performance on revenue collection is due to recoveries of debt from employees exit emoluments that was due to the large number of staff who exited the system prematurely.

The Eastern Cape Department of Education collects revenue from hostel boarding fees, examination fees, fees for remarking of examinations scripts, debts recoveries, commission on implemented garnishees, insurance, sale of tender documents etc. All revenue collected is paid over on monthly basis to the Provincial Revenue Account as instructed by Treasury Regulations.

The department is utilising the tariffs as determined by Provincial / National Treasury. These are as follows:

- Examination fees: approved by both National and Provincial Treasury;
- Hostel fees: determined by the Provincial department of Education and is subject to Provincial Treasury approval;
- Tenders: determined by SCM (Department of Education) and is subject to Provincial Treasury approval; and
- Commission of Insurance and Garnishee: determined by the National Treasury Regulations Chapter 23.3.4.

Programme Expenditure

Programme Name R'000	2013/2014			2014/2015		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/ Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Administration`	2 061 473	2 068 528	(7 055)	2 192 120	2 192 120	0
Public Ordinary schools	21 788 118	21 843 849	(55 731)	22 607 696	22 323 628	284 068
Independent school subsidies	100 145	99 558	587	111 189	110 314	875
Special schools	494 631	468 948	25 683	538 698	525 386	13 312
Further Education and Training	297 816	293 159	4 657	319 517	311 494	8 023
Adult education and Training	378 555	378 228	327	411 932	411 772	160
Early childhood and development	447 808	429 090	18 718	548 513	389 660	158 853
Infrastructure development	1 656 101	1 559 094	97 007	1 237 092	1 100 072	137 020
Auxiliary and Associated services	312 498	308 563	3 935	316 646	316 646	0
Total	27 537 145	27 449 017	88 128	28 283 403	27 681 092	602 311

The Department's 2014/15 Appropriated Adjusted Budget amounts to R28 283 403 billion of which R2 577 538 billion is a conditional grant budget and R25 705 865 billion is equitable share portion. The Department's total expenditure as at 31 March 2015 is R27 681 092 billion which represents 97.9% of the total adjusted budget. The Department had under expenditure of R602 311 million which represent 2.1% of the adjusted budget of the department.

Roll Overs

Roll over Applied for during 2014/15 Financial Year is as follows:

Details	Amount (R)
Conditional Grants	188 222 000
Provincial Infrastructure Grant	166 547 000
National School Nutrition Programme	4 950 000
HIV and AIDS	1 216 000
Technical Recap	8 509 000
Equitable Share	225 607 000
Goods and Services	112 179 000
Payment of Capital assets	19 050 000
Transfers and Subsidies	94 378 000
Total	413 829 000

Virements

Virements for the 2014/15 financial year is as follows:

Programme	2014/15				Comments
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	
	R'000	R'000	R'000	R'000	
Administration	2 189 225	-	1 073	2 190 298	The virement was due to the provision made for the payment of HROPT
Public Ordinary School Education	22 628 419	-	(20 723)	22 607 696	The virement was due to the provision made for the payment of HROPT
Adult Basic Education and Training	392 282	-	19 650	411 932	The virement was due to the provision made for the payment of HROPT
Total	28 283 403	-	-	28 283 403	

Fruitless and Wasteful Expenditure

The Department has established a Fruitless, wasteful and unauthorised expenditure committee which is chaired by the Chief Director ICU. The purpose of the committee is to identify non-compliance with the aim to rectify it prior to expenditure.

Discontinued activities/ activities to be discontinued

Functions relating to Adult Education and Training and Further Education and Training Colleges are to be transferred to the National Department of Higher Education and Training with effect from 1 April 2015.

In 2014/15 the Department had 9 programmes. After revision of the budget structure, 2 programmes (FET and AET) were shifted to the National Department of Higher Education and Training, a few changes in names can be found in the table below.

Annual Report 2014/15 Financial Year
Vote 06: Department of Education Province of Eastern Cape

2014/15		2015/16	
Programmes	R'000	Programmes	R'000
1. Administration	2 230 455	Administration	2 369 703
1. Office Of The MEC	10 194	1. Office Of The MEC	6 776
2. Corporate Services	988 804	2. Corporate Services	1 036 560
3. Education Management	1 193 662	3. Education Management	1 290 090
4. Human Resource Development	9 045	4. Human Resource Development	8 213
5. Education Management Information System (EMIS)	28 750	5. Education Management Information System (EMIS)	28 064
6. Conditional Grants	–	6. Conditional Grants	–
2. Public Ordinary School Education	22 637 029	2. Public Ordinary School Education	23 633 800
1. Public Primary Schools	6 490 921	1. Public Primary Schools	6 586 999
2. Public Secondary Schools	15 021 316	2. Public Secondary Schools	15 848 765
3. Human Resource Development	97 567	3. Human Resource Development	97 033
4. School Sport, Culture And Media Services	24 594	4. School Sport, Culture And Media Services	30 091
5. Conditional Grants	1 002 631	5. Conditional Grants	1 070 911
3. Independent School Subsidies	110 724	3. Independent School Subsidies	117 527
1. Primary Phase	63 160	1. Primary Phase	69 251
2. Secondary Phase	47 564	2. Secondary Phase	48 276
4. Public Special School Education	540 812	4. Public Special School Education	582 813
1. Schools	530 704	1. Schools	576 332
2. Human Resource Development	747	2. Human Resource Development	2 442
3. School Sport, Culture And Media Services	2 806	3. School Sport, Culture And Media Services	1 972
4. Conditional Grants For OSD Therapist	6 555	4. Conditional Grants For OSD Therapist	2 067
5. Further Education And Training	–	5. Early Childhood Development	598 206
1. Public Institutions	–	1. Grade R In Public Schools	572 634
2. Youth Colleges	–	2. Grade R In Community Centres	–
3. Professional Services	–	3. Pre-Grade R Training	23 478
4. Human Resource Development	–	4. Human Resource Development	2 094
5. In-College Sport And Culture	–	5. Conditional Grants	–
6. Conditional Grants	–		
6. Adult Basic Education And Training	–	6. Infrastructure Development	1 823 877
1. Public Centres	–	1. Administration	35 797
2. Subsidies To Private Centres	–	2. Public Ordinary Schools	1 490 206
3. Professional Services	–	3. Special Schools	113 610
4. Human Resource Development	–	4. Early Childhood Development	184 264
5. Conditional Grants	–		
7. Early Childhood Development	534 546	7. Examination And Education Related Services	312 444
1. Grade R In Public Schools	510 285	1. Payments To Seta	5 705
2. Grade R In Community Centres	–	2. Professional Services	45 742
3. Pre-Grade R Training	22 276	3. Special Projects	1 302
4. Human Resource Development	1 985	4. External Examinations	222 609
5. Conditional Grants	–	5. Conditional Grants	37 086
8. Infrastructure Development	1 240 158		
1. Administration	57 749		
2. Public Ordinary Schools	999 300		
3. Special Schools	110 093		
4. Early Childhood Development	73 016		

2014/15		2015/16	
Programmes	R'000	Programmes	R'000
9. Examination And Education Related Services	318 200		
1. Payments To Seta	13 416		
2. Professional Services	29 844		
3. Special Projects	1 415		
4. External Examinations	234 784		
5. Conditional Grants	38 741		
Total	27 611 924		29 438 370

Public Private Partnerships

The Department has not entered into any Public Private Partnerships.

Supply Chain Management

Unsolicited bids

There were no unsolicited bid proposals.

SCM processes and systems to prevent irregular expenditure

The establishment of an Internal Control Unit.

The purpose of an internal control unit is to provide governance and compliance services that are focused on preventative measures in respect of financial losses, unauthorised expenditure, fruitless and wasteful expenditure and irregular expenditure by offering the following specific services:

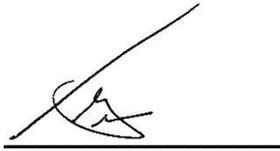
- Pre-order audit services in respect of goods and services for compliance with all procurement regulations - this is mainly a preventative exercise;
- Pre-payment audit services in respect of goods and services, transfers and compensation of employees for compliance with all procurement regulations, and human resource parameters - this is mainly a preventative exercise;
- Post-payment review for both goods and services, and compensation of employees - this is mainly an audit preparatory and recovery exercise in respect of fruitless expenditure, and reporting of irregular expenditure;
- Review activities for finance policies, procedures and administrative standards; and
- Loss control and consequence management in respect of financial losses, unauthorised expenditure, fruitless and wasteful expenditure and irregular expenditure.

Challenges Experienced in SCM

The biggest challenges in the SCM unit is the capacity constraints, lack of skills and expertise which results in causing low staff morale.

To address this in the short to medium term, a support team from the Office of the Premier and Provincial Planning and Treasury has been deployed to the Department to assist in resolving these challenges

I, therefore, present to you the Annual Report of the Eastern Cape Department of Education for the Financial Year 2014/15. The Annual Report has been prepared in accordance with Section 40(1) (d) of the Public Finance Management Act, 1999 (Act No 1 of 1999), and Part IIIJ3 of the Public Service Regulations, 2001.



R Tywakadi
Acting Head of Department
Department of Education, Eastern Cape
Date: 28 August 2015

5. Statement of Responsibility and confirmation of accuracy for the Annual Report

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.

The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

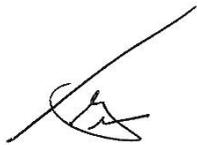
The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing, and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2015.

Yours faithfully



Name: R Tywakadi
Acting Head of Department
Department of Education, Eastern Cape
Date

6. Strategic Overview

6.1. Vision

To provide learners with opportunities to become productive and responsible citizens through quality basic education.

6.2. Mission

To achieve the vision we will:

- Implement appropriate and relevant educational programmes through quality teaching and learning;
- Mobilise community and stakeholder support through participation; and
- Institutionalising a culture of accountability at all levels of the Department.

6.3. Values

The Vision and Mission are supported by values, based on the Constitution of the Republic of South Africa (Act 108 of 1996) and the Batho Pele principles. As officials of the Department of **EDUCATION*** and servants of the public we pledge to:

- Serve with **Empathy**;
- Endeavour at all times to treat learners, colleagues and all other stakeholders with **Dignity** and courtesy; and
- Ensure in the spirit of teamwork, to continuously strive for **Unity** as we demonstrate focus, passion for all.

We also undertake to

- Inspire **Confidence** in government service and
- Fulfil the fundamental principles of **Access** and equity as enshrined in the Constitution of the Republic
- While **Trust** and honesty are the essence of being called upon to display a high level of **Integrity** and accountability in our daily operations,
- Instilling all around us a culture of **Ownership** and humility as we make our contribution in moulding the future leaders of our beloved **Nation**.

* The letters of the acronym "**EDUCATION**" are employed as the first letters of the eight (8) values: **Empathy, Dignity, Unity, Confidence, Access, Trust, Integrity, Ownership** and **Nation**.

7. Legislative and other Mandates

7.1 National Legislation

Since 1994, a number of policies have been implemented to ensure access for all to quality education. The strategic objectives are based on the following constitutional and other legislative mandates and a brief description is given for ease of reference:

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 White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995).

The South African Schools Act (SASA), 1996 (Act No. 84 of 1996) as amended

Subject to the National Constitution, it is the highest law in Provinces. It provides 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)

It is the determinant 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 3 of the Constitution. The NETF required that a National Education and Training Council (NETC) be established. This Council was established through Regulations dated 9 October 2009.

The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)

It makes provision for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council, to provide for quality assurance in general and further education and training, to provide for control over norms and standards of curriculum and assessment, to provide for the issue of certificates at the exit points, to provide for the conduct of assessment and to repeal the South African Certification Council Act, 1986.

The Employment of Educators Act, 1998 (Act No. 76 of 1998)

It provides 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 Public Finance Management Act, 1999 (Act No. 1 of 1999) as amended

This Act regulates 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

It provides 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]

It makes provision 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)

This Act provides 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)

This Act regulates 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.

The Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)

This Act provides for the regulation of further education and training, the establishment of governance and funding of public further education and training colleges, the establishment of governance and funding of public further education and training colleges, the registration of private further education and training colleges, and the promotion of quality in further education and training.

The Skills Development Act, 1998 (Act No. 97 of 1998)

This Act allows the Department to provide an institutional framework to devise and implement national, sectoral and workplace strategies to develop and improve the skills of its employees. These strategies must be integrated into the National Qualifications Framework (NQF) of the South African Qualifications Authority Act, 1995. The Department has formulated a skills development plan and continuously upgrades employee skills.

The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)

This Act compels the Department to provide access to information that it possesses when required by anyone to exercise or protect any of his/her rights. The Act is in line with the provision of Section 32 (1) of the Constitution, which states that everyone has the right of access to any information held by the State, and Section 32 (1) (b), which provides for the horizontal application of the right of access to information held by another person when required for the exercise or protection of any rights. The Shared Legal Services and the Legal Directorate deals with queries related to requests for information.

Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000)

The Department recognises that everyone has the right to administrative action that is lawful, reasonable and procedurally fair, as is provided for in this Act.

7.2 Provincial Legislation

The Eastern Cape Schools Education Act, 1997 (Act No. 1 of 1997)

This provincial Act within the ECDoE provides for a uniform education system for the organisation, governance and funding of all schools and makes provision for the specific educational needs of the Province. It provides for the control of education in schools in the Province and for other matters connected therewith.

Eastern Cape Schools Education Amendment Act, 2004 (Act No. 5 of 2004)

Through this Act the Eastern Cape Schools Education Act, 1999 is amended to rename the Eastern Cape Education and Training Council, to reflect the Provincial demarcation into Districts and to provide for matters incidental thereto.

Education Laws Amendment Act No.4 of 1995

This Act regulates the conducting of matriculation examinations.

Matriculation Examination Regulations

Eastern Cape Government (ECG) Gazette 350 of 1998.

Regulations on Misconduct

Eastern Cape Government (ECG) Gazette 415 of 1999.

Regulations relating to the Governing Bodies of ELSSEN Schools.

Eastern Cape Government (ECG) Gazette 416 of 1999.

Regulations relating to independent schools.

Eastern Cape Government (ECG) Gazette 766 of 2001.

Regulations Relating to Behaviour of Learners in Public Schools

Eastern Cape Government (ECG) Gazette 766 of 2001.

Determination in respect of Councils, Academic Boards and Student Representative Councils at Public Further Education and Training Institutions

Eastern Cape Government (ECG) Gazette 875 of 2002.

Adult Basic Education and Training Regulations

Eastern Cape Government (ECG) Gazette 2 Eastern Cape Government (ECG) Gazette 917 of 2002.

Regulations on Misconduct

Eastern Cape Government (ECG) Gazette 978 of 2003.

Regulations relating to the Governing Bodies of Public Schools (Excluding Schools for learners with Special Education Needs)

Eastern Cape Government (ECG) Gazette 1072 of 2003.

Determination of policy relating to scholar transport

Eastern Cape Government (ECG) Gazette 1010 of 2003.

Determination of Policy relating to the Framework for Provincial, District and School-based Educators (professional development INSET) policy

Eastern Cape Government (ECG) Gazette 1015 of 2003.

Regulations on the Eastern Cape Education Advisory Council.

(ECG) Gazette 2096 of 2009.

Strategy for Provincial Legislation in Education

The Member of the Executive Council is envisaging a review of all Provincial legislation.

7.3 Policy Mandate

The Education White Paper 6 on Inclusive Education, 2001

The White Paper on Inclusive Education explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such a system will allow for the inclusion of vulnerable learners and reduce the barriers to learning by means of targeted support structures and mechanisms. This, in turn, will improve the participation and retention levels of learners in the education system, particularly with regard to those learners who are prone to dropping out.

The National Curriculum Statement (NCS) (Grades R- 12)

This document embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourage the development of curriculum models that are aligned to the NQF in theory and practice.

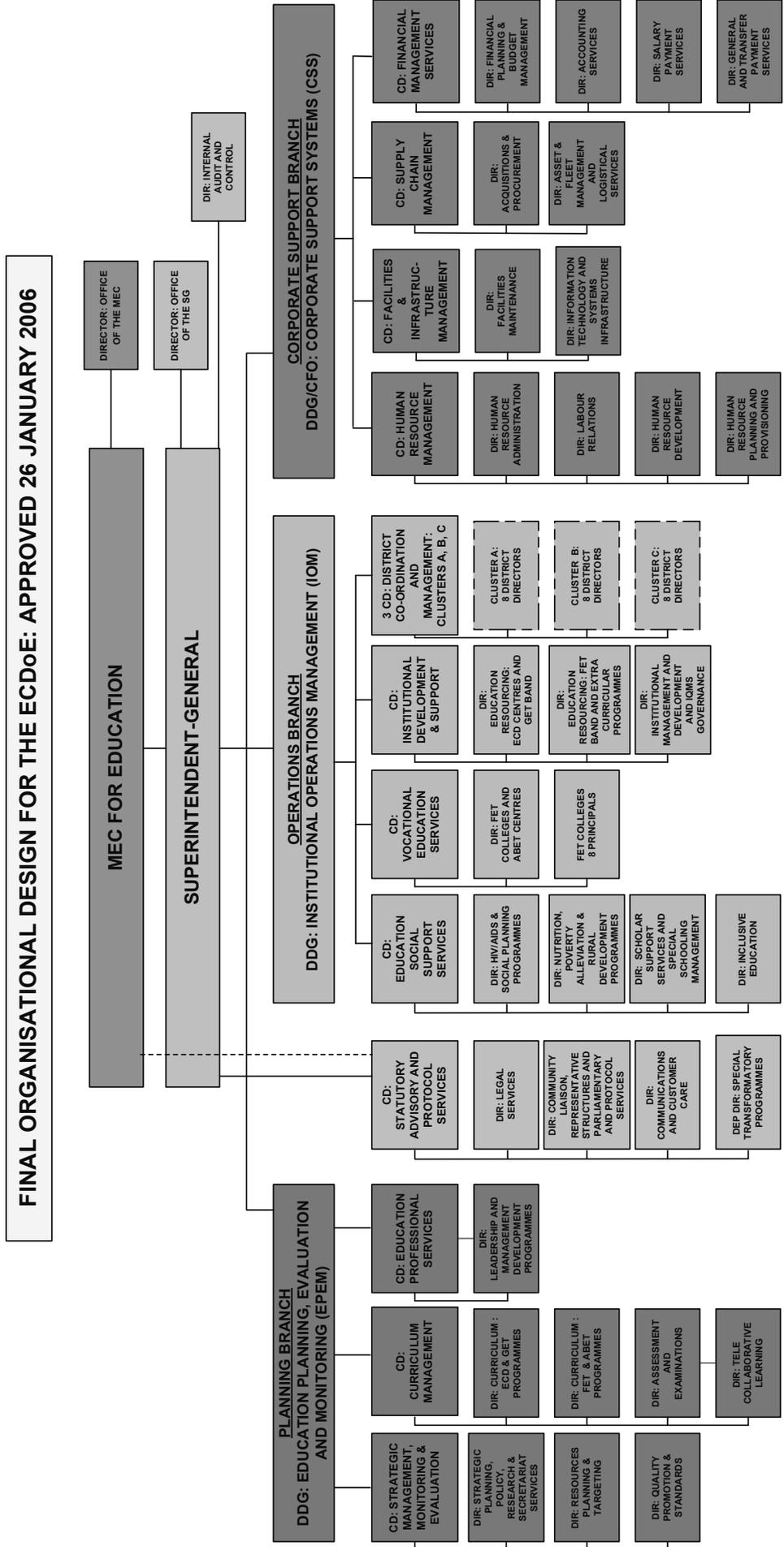
The Education White Paper on Early Childhood Development, (2000)

It provides for the expansion and full participation of 5-year olds in pre-school reception grade education by 2010, as well as for an improvement in the quality programme, curricula and teacher development for 0 – 4 year olds, and 6 to 9 year olds.

The Transforming Public Service Delivery (Batho Pele) White Paper

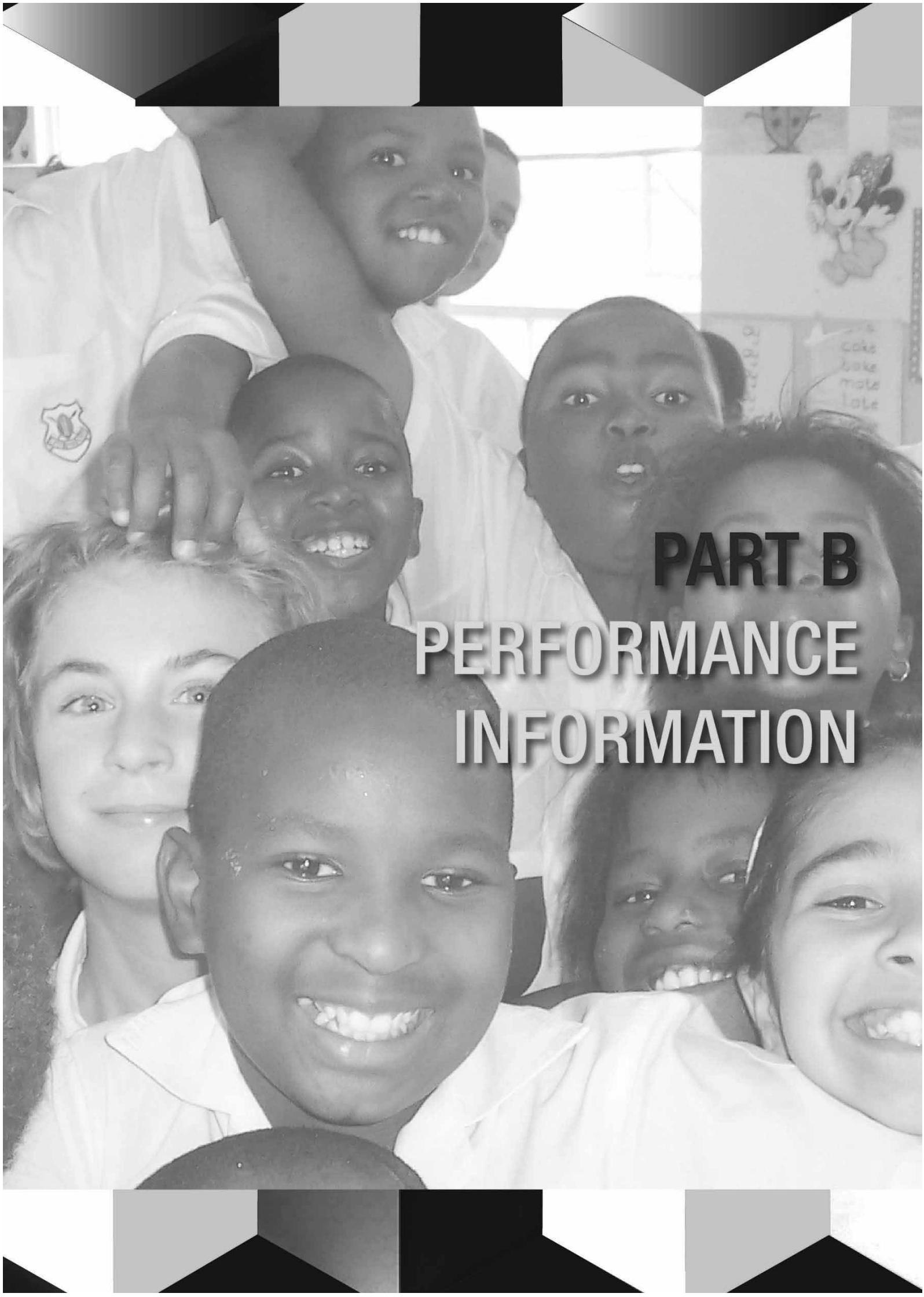
This paper is based on eight transformation principles. The Department has recognized that transforming its service delivery is key to guaranteeing that the basic needs of citizens in the Eastern Cape Province are met, and, as such, the Department has set out to be more effective in improving its service delivery by doing a public opinion survey. Programmes in the Department are aligned to the principle of redirecting resources to previously under-resourced groups, defining service standards by using outputs, targets and performance indicators, human resource development and organisational capacity to support service delivery needs, seeking partnerships with the private sector, non-governmental organisations (NGO's) and community based organisations (CBOS) and the development of customer care that is sensitive to issues of race, gender and disability.

8. Organisational Structure



9. Entities reporting to the MEC

There are no entities reporting to the MEC.



PART B
PERFORMANCE
INFORMATION

1. AUDITOR GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to pages 187 - 197 of the Report of the Auditor General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1. Service Delivery Environment

The Department continued in 2014/15 with the focused orientation of the previous financial year and striving towards Government's apex or number one national outcome of **Quality Basic Education**. It has further simplified the conceptualisation of its performance into the following six focal points in order to accelerate the implementation of the Learner Attainment Improvement Strategy Support (LAIS) in schools and districts with an increased focus on Teacher Development for those teachers in schools and districts that performed below 60% in the 2013 NSC examinations:

- Curriculum Management and Delivery;
- Resourcing Schooling;
- Financing Education;
- Human Resource Demand, Supply and Utilisation;
- Infrastructure Management and Delivery; and
- Leadership, Management and Administration of Education.

These six (6) priorities have also reinforced the Basic Education Sector's 'Schooling 2025' 'Action Plan to 2014' and the Ministerial Delivery Agreement for 2009 to 2014. The priorities mentioned above drives management's efforts to continue turning around the Department to deliver on quality teaching and learning and to ensure that the Minister of Basic Education's injunction of increasing the Provincial National Senior Certificate (NSC) examination results to 70% in 2014 was realised, against the backdrop of the 64.9% achieved in 2013.

In addition, the LAIS took into consideration all those schools where teachers were not in the classrooms in front of learners and where teaching and learning had therefore not taken place since the reopening of schools in January 2014. Every effort was made to ensure that the syllabi were covered and these learners were afforded the opportunity to catch up before the Trial Exams which commenced before the end of August 2014. The Trial Exam results again formed the basis for strengthening revision before the end of year exams in October 2014.

In line with the proxy indicators, set by the Department of Performance Monitoring and Evaluation in The Presidency of achieving a pass rate of 60% in Literacy/Languages and Numeracy/Mathematics in Grades 3, 6 and 9 by 2014 as a demonstration of improvement in the quality of Basic Education, Annual National Assessments (ANA) had been rolled out to all learners in these grades for the first time in 2011. The Department set a target of 45% pass rate for Numeracy and 50% for Literacy in Grade 3 for 2014, and 40% for Languages and 45% for Mathematics in Grade 6. During the period under review, the Department continued with the implementation of the Curriculum and Assessment Policy Statement (CAPS) in schools for Grades R to 3 and 10; train more educators in Grades 4 to 6 and Grade 11 and continue improving learner performance in all subjects focusing on Grades 3, 6 and 9 Languages and Mathematics in line with the LAIS.

With a view to improving school functionality all Districts developed District Improvement Plans for the 2014 academic year based on their School and Circuit Improvement Plans. With the majority of schools having migrated to Section 21 status and thus receiving their School allocations directly, more was done to enhance school management and governance, especially in under-performing schools.

The environment in which the Department has to deliver services during the planning period in question, based on the Education Management Information System Snap Survey of 2015, involves a total of 6 063 institutions. A total of 5 869 schools are ordinary schools. The survey is made up of 878 Public Secondary Schools, 2 058 Public Combined or Junior Secondary Schools, 2 746 Public Primary Schools. A further 187 schools are Independent, with 28 Secondary, 93 Independent Combined and 66 Independent Primary schools. There are 42 schools for Learners with Special Educational Needs, 46 Early Childhood Development (ECD) Centres, 293 Adult Education and Training Centres (AET). There were 1 953 397 learners in ordinary schools (Public and Independent), with 133 937 of these being Grade R learners in public ordinary schools. The total enrolment in Independent Ordinary schools is 58 715 learners.

The Eastern Cape is a predominantly rural province characterised by high levels of unemployment and illiteracy. There are glaring disparities with regard to infrastructure services accessibility of the communities that live in the province. The eastern part of the province is economically impoverished, and the terrain makes accessibility to services far more difficult than in the west. There is also a huge backlog in infrastructure provision and maintenance of municipal and social services. The local government structures lack resource capabilities. This makes it very difficult for that sphere of government to effectively complement what provincial sector Departments are doing in their areas.

The infrastructure service delivery sector is characterised by large numbers of small emerging contractors and far fewer established contractors. More than 95% of the CIDB registered contractors are in Grades 1 & 2 and there are less than ten in Grades 8 & 9. The inaccessibility (due both to the terrain and lack of road maintenance) of many sites, lack of contractors willing to work in the area and general shortage of competent contractors also lead to higher unit costs for infrastructure. There are also challenges with material supply - especially getting materials delivered in remote areas.

There are also capacity constraints within the Department, the DRPW, the PIAs and their service providers to adequately monitor quality and progress, which impedes the delivery process further. The demise of the apprenticeship process has led to a shortage of artisans in both the private and public sector. Built environment professionals are now required to tender for work, leading to the use of under-skilled personnel, inadequate supervision and the resultant quality deficiencies and delays.

The challenge of planning for the provision of infrastructure is that it focuses not only on the current situation but more importantly on the future. In many respects it is easier to plan for a growing population with access to bulk infrastructure as opposed to a province such as the Eastern Cape where a declining or stable population is showing changing characteristics and bulk services such as water and electricity are not in place.

The skill profile is also affected by the migration to other regions, evidenced in the nominal growth in the 20-49 year group which is the economically active age group that has moved to other areas in search of job opportunities. Even within the Eastern Cape, there is evidence that the population is slowly moving into the 60-100 km wide coastal belt, which now contains almost half of the provincial residents.

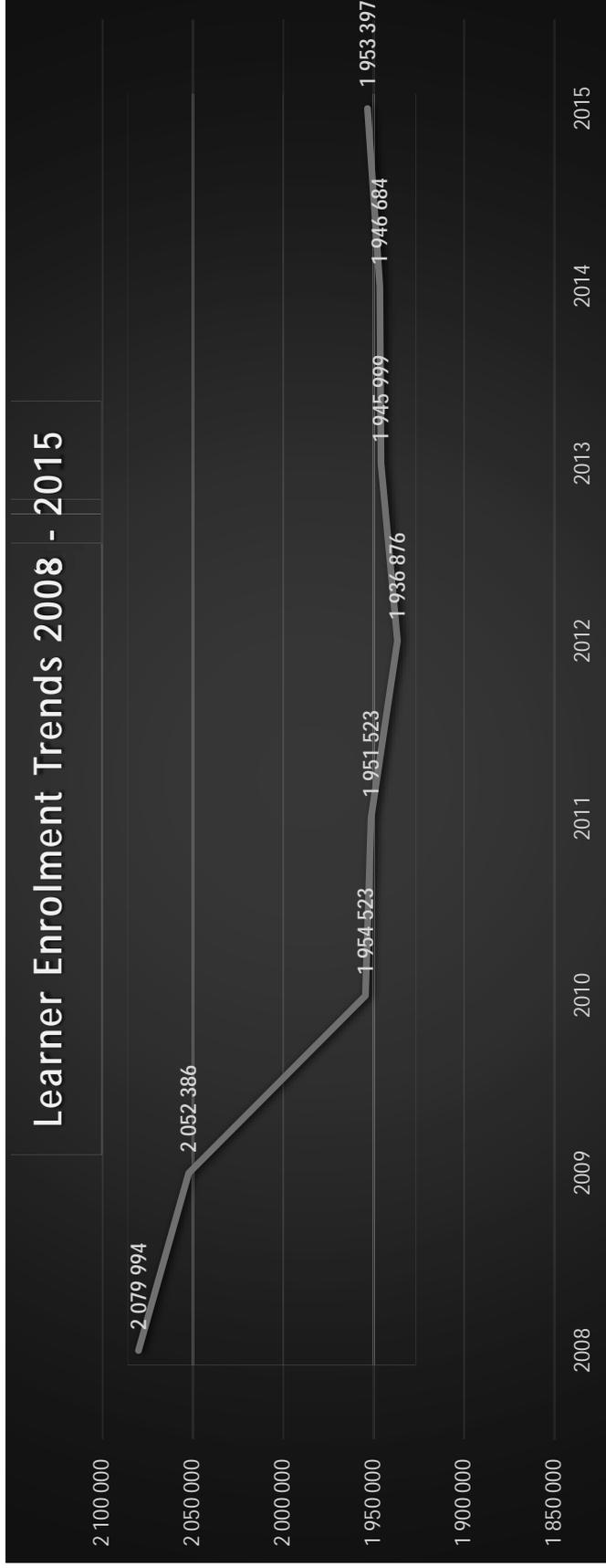


Figure 1: Learner Enrolment 2008 to 2014

The graph shows the steady decrease of learner numbers from 2008 to 2015 (Pre-Grade R to Gr12). Learner numbers decreased from 2 079 994 in 2008 to 1 953 397 in 2015.

The Figure 2 below captures the same information in tabular form.

Learner Enrolment by Grade per District (2015)

District	Learner Enrolment by Grade per District (2015)												Total: Gr R - 12	Total: Gr 1 - 12				
	Pre Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11			Grade 12	Other	Total	
BUTTERWORTH	77	7 155	8 296	7 506	7 008	6 633	6 148	5 735	5 724	5 127	5 321	7 210	5 816	4 814	3	82 573	82 493	75 338
COFIMVABA	75	3 618	5 156	4 891	4 484	4 448	3 854	3 587	3 635	3 485	3 246	3 619	3 359	1 986		49 443	49 368	45 750
CRADOCK	36	2 147	2 964	2 431	2 159	2 318	2 032	1 796	1 728	1 925	1 875	1 886	1 337	1 025		25 659	25 623	23 476
DUTYWA	167	7 021	10 138	9 325	8 716	8 574	7 695	7 225	7 320	6 891	6 670	7 662	7 511	5 030		99 945	99 778	92 757
EAST LONDON	849	9 301	13 782	12 632	12 487	11 883	10 829	9 757	8 647	8 570	9 876	11 120	9 981	7 625	42	137 381	136 490	127 189
FORT BEAUFORT	161	3 601	3 758	3 755	3 574	3 430	3 003	2 623	2 446	2 563	2 884	2 854	2 616	2 045	2	39 315	39 152	35 551
GRAAFF-REINET	8	1 902	2 790	2 532	2 509	2 386	2 302	2 036	1 989	2 024	1 983	1 929	1 323	961	1	26 675	26 666	24 764
GRAHAMSTOWN	131	2 058	3 019	2 764	2 703	2 629	2 374	2 240	2 202	2 643	2 589	2 572	2 119	1 621	16	31 680	31 533	29 475
KING WILLIAMS TOWN	58	8 305	10 397	9 433	9 060	8 545	7 999	6 357	6 270	6 940	6 865	7 182	7 246	6 156	26	100 139	100 055	91 750
LADY FRERE	33	3 247	4 226	3 876	3 466	3 212	2 824	2 670	2 519	2 378	2 341	3 069	3 032	2 005		38 898	38 865	35 618
LIBODE	100	11 167	17 033	17 326	16 220	15 574	14 304	13 450	13 431	12 212	11 729	15 154	12 429	6 312		176 441	176 341	165 174
LUSIKISIKI	4	7 782	11 912	11 504	11 203	11 005	9 567	9 249	9 278	8 517	7 799	9 251	5 759	3 949	10	116 789	116 775	108 993
MALUTI	239	5 108	6 823	6 369	6 163	6 313	5 728	5 198	5 290	4 989	4 771	5 771	4 551	2 325		69 638	69 399	64 291
MBIZANA	86	6 855	10 377	10 521	10 749	10 031	9 449	8 749	8 855	8 346	7 716	9 288	7 114	4 467		112 603	112 517	105 662
MT FLETCHER		2 540	4 327	4 081	3 694	3 772	3 277	3 090	3 331	3 471	3 270	3 883	3 358	2 184		44 278	44 278	41 738
MT FRERE	732	7 504	11 874	11 106	10 630	10 202	9 147	8 483	8 646	8 312	7 637	9 279	7 400	5 147	12	116 111	115 367	107 863
MTHATHA	465	11 600	14 942	13 564	13 199	12 806	11 282	10 834	10 945	11 008	10 484	15 724	11 884	6 650		155 387	154 922	143 322
NGCOBO	2	5 523	8 084	7 160	6 893	6 476	5 860	5 536	5 422	4 730	4 644	4 720	4 220	2 712		71 982	71 980	66 457
PORT ELIZABETH	741	12 272	19 977	17 694	16 565	16 201	14 178	13 190	12 193	12 065	12 764	13 952	11 749	9 629	207	183 377	182 429	170 157
QUEENSTOWN	189	4 682	5 846	5 649	5 364	4 985	4 626	4 117	4 036	4 020	4 445	4 610	4 077	3 327		59 973	59 784	55 102
QUMBU	82	4 901	6 747	6 082	5 788	5 762	4 963	4 706	4 342	4 378	4 137	6 692	3 772	2 856	25	65 233	65 126	60 225
STERKSPRUIT	132	3 562	5 979	5 768	5 384	5 350	4 792	4 277	4 275	4 226	4 452	4 311	3 663	2 931	1	59 103	58 970	55 408
UITENHAGE	175	6 382	10 258	9 157	8 024	8 611	7 246	6 485	6 045	6 628	6 684	6 364	5 142	3 565	8	90 774	90 591	84 209
Total	4 542	138 233	198 705	185 126	176 042	171 146	152 779	141 390	138 569	135 448	134 182	158 102	129 458	89 322	353	1 953 397	1 948 502	1 810 269

Sector	Learner Enrolment by Grade per District for 2015												Total: Gr R - 12	Total: Gr 1 - 12				
	Pre Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11			Grade 12	Other	Total	
Independent	1 478	4 296	6 039	5 551	5 604	5 405	4 600	4 101	3 701	3 470	3 384	3 328	3 587	4 068	103	58 715	57 134	52 838
Public	3 064	133 937	192 666	179 575	170 438	165 741	148 179	137 289	134 868	131 978	130 798	154 774	125 871	85 254	250	1 894 682	1 891 368	1 757 431
Total	4 542	138 233	198 705	185 126	176 042	171 146	152 779	141 390	138 569	135 448	134 182	158 102	129 458	89 322	353	1 953 397	1 948 502	1 810 269

Figure 2: Learner Enrolment per Grade per District for 2015

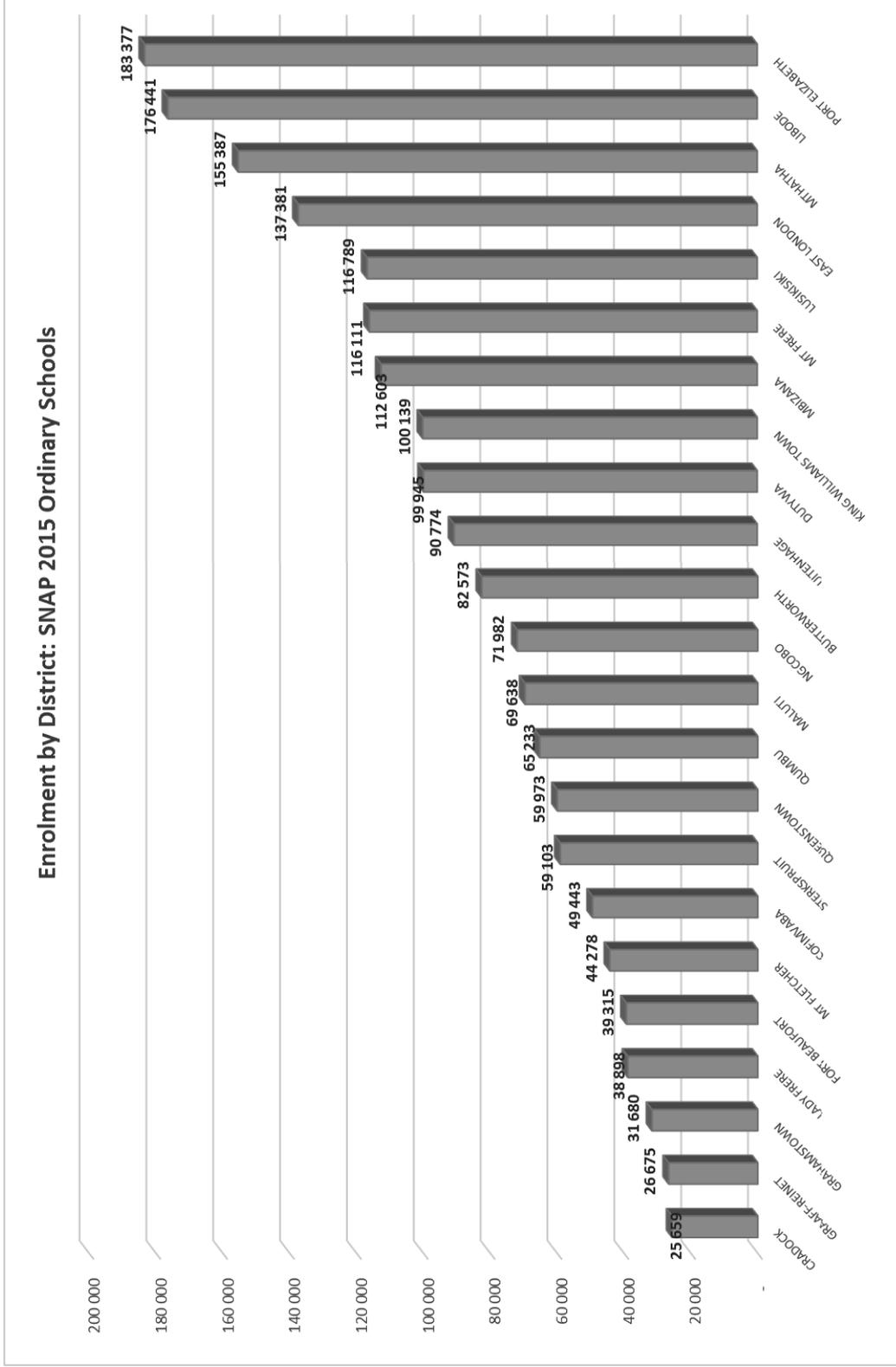


Figure 3: Learner Enrolment per District based on the 2015 Snap Survey for Ordinary Schools. The graph depicts that Port Elizabeth has the most learners (183 377) of all the Districts and Cradock the least (25 659).

Learner Enrolment by Phase: Snap Survey 2015 for Ordinary Schools

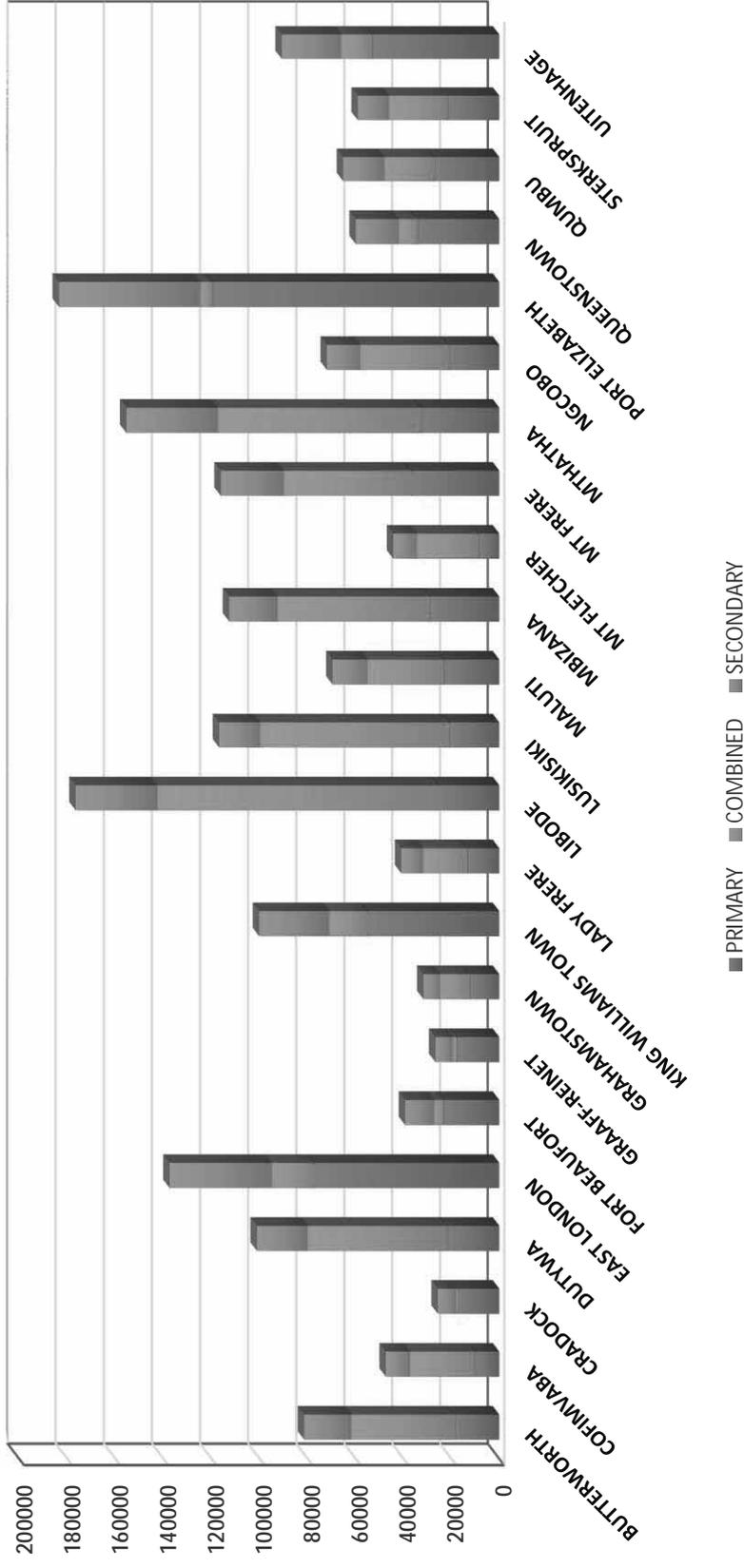


Figure 3: Learner Enrolment by Phase based on the 2015 Snap Survey for Ordinary Schools. The graph shows that Port Elizabeth has the most learners in Primary and Secondary Schools, while Libode the most learners in Combined Schools.

Learner Enrolment by Sector and Grade: Snap Survey 2015 for Ordinary Schools

Sector	Phase	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Other	Total
Public	COMBINED	1 179	56 153	82 016	78 142	75 484	74 695	68 177	64 784	69 980	76 411	70 843	7 195	5 593	3 528	3	734 183
Public	PRIMARY	1 885	77 784	110 650	101 433	94 954	91 046	80 002	72 505	64 888	288	164	-	-	-	247	695 846
Public	SECONDARY	-	-	-	-	-	-	-	-	-	55 279	59 791	147 579	120 278	81 726	-	464 653
Public	Total	3 064	133 937	192 666	179 575	170 438	165 741	148 179	137 289	134 868	131 978	130 798	154 774	125 871	85 254	250	1 894 682
Independent/Private	COMBINED	849	2 590	3 749	3 511	3 467	3 502	3 091	2 818	2 644	2 703	2 523	1 929	1 860	2 017	65	37 318
Independent/Private	PRIMARY	629	1 706	2 290	2 040	2 137	1 903	1 509	1 283	1 054	15	-	-	-	-	3	14 569
Independent/Private	SECONDARY	-	-	-	-	-	-	-	-	3	752	861	1 399	1 727	2 051	35	6 828
Independent/Private	Total	1 478	4 296	6 039	5 551	5 604	5 405	4 600	4 101	3 701	3 470	3 384	3 328	3 587	4 068	103	58 715
Grand Total		4 542	138 233	198 705	185 126	176 042	171 146	152 779	141 390	138 569	135 448	134 182	158 102	129 458	89 322	353	1 953 397

Phase	Public	Independent/Private
COMBINED	39%	64%
PRIMARY	37%	25%
SECONDARY	25%	12%

Figure 4: Learner Enrolment by Sector and Grade. The table shows that most learners are in Public Ordinary Combined Schools (734 183), followed by Public Primary Schools (696 202) and Public Secondary Schools (464 653).

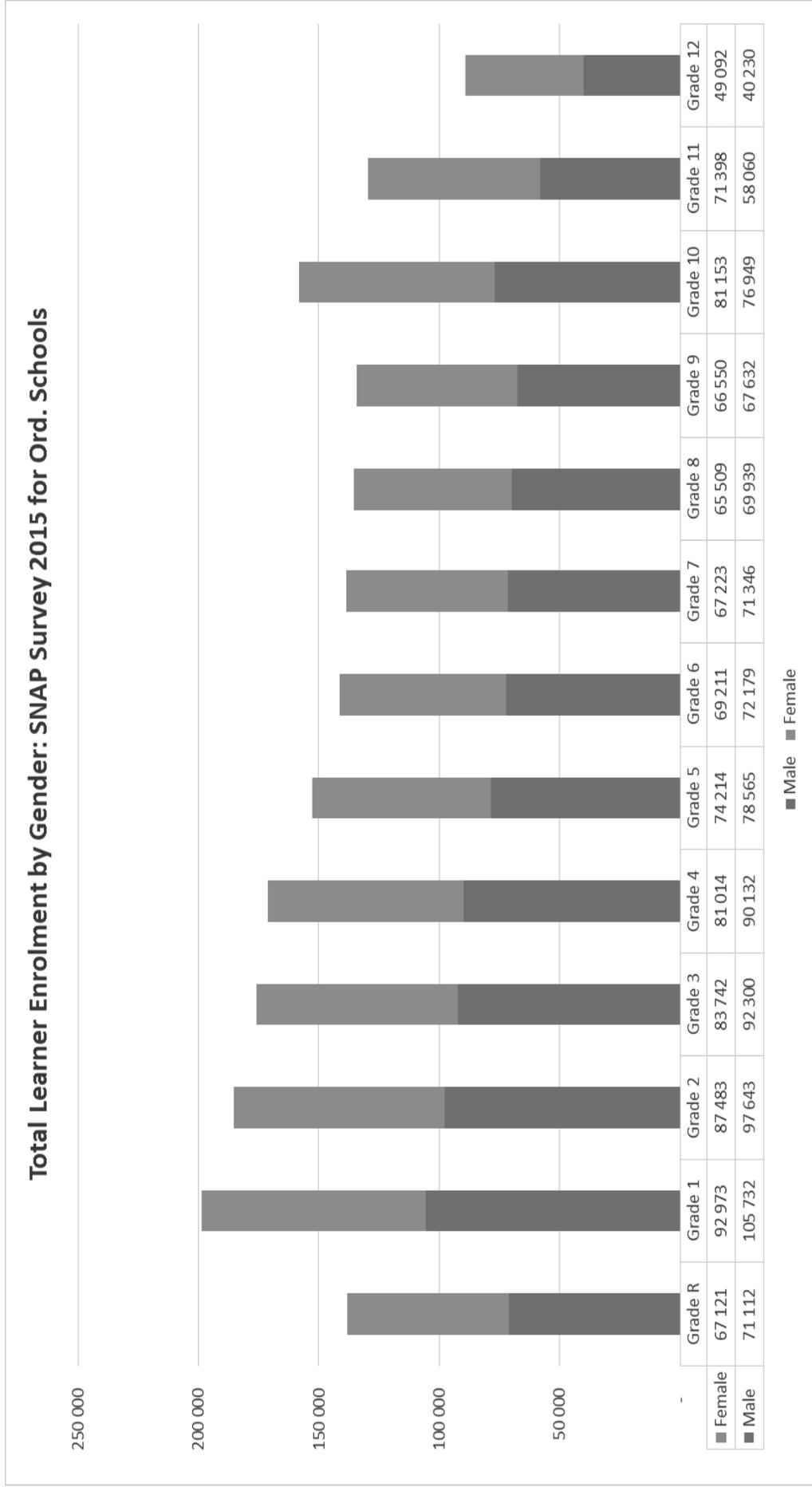


Figure 5: Total Learner Enrolment by Grade and Gender
 The graph depicts that Grade One has the highest enrolment of female (92 973) and male (105 732) learners, followed by Grades 2, 3, 4 and 10.

Eastern Cape Department of Education: Grade 1 cohort of 2004 progress path to Grade 12, 2015

DataYear	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 Gr 1-12
2004	281 073	213 022	199 110	190 119	182 071	175 731	169 283	154 729	131 410	150 808	104 991	66 642	2 018 989
2005	278 067	217 661	207 586	196 200	183 735	174 818	173 275	162 263	136 609	155 632	113 325	74 872	2 074 043
2006	260 223	213 714	207 434	198 740	184 669	173 355	166 871	165 742	144 481	156 846	121 657	76 306	2 070 038
2007	240 764	199 975	200 921	196 101	182 796	172 206	161 495	156 068	141 534	150 873	103 617	105 051	2 011 401
2008	221 445	189 657	187 468	190 550	181 165	172 099	160 729	152 163	139 933	151 839	117 385	66 347	1 930 780
2009	211 203	182 789	180 459	182 793	177 560	171 938	162 607	153 036	138 702	149 770	118 442	74 942	1 904 241
2010	210 507	177 672	172 095	177 216	171 164	166 206	163 242	155 492	141 495	151 432	121 158	71 406	1 879 085
2011	206 093	170 426	159 634	162 865	156 724	153 869	152 369	148 610	144 308	149 134	122 883	71 796	1 798 711
2012	207 968	177 025	159 982	157 546	151 574	147 961	146 816	144 262	147 165	150 555	125 721	71 727	1 788 302
2013	202 330	180 710	163 928	156 823	145 074	141 811	142 544	138 852	145 887	154 717	122 346	77 816	1 772 838
2014	200 167	183 317	171 095	162 054	147 198	138 635	139 864	137 704	141 631	160 015	125 425	72 028	1 779 133
2015	192 709	179 623	170 501	165 802	148 231	137 335	134 911	131 978	130 798	154 774	125 871	85 254	1 757 787

Figure 6: Grade One cohort of learners who enrolled in 2004 and who reached Grade 12 in 2015.

The cohort of 281 073 learners who commenced schooling in Grade One in 2004, only 85 254 (30%) reached Matric or Grade 12 in 2015. This trend has not changed much over the last few years.

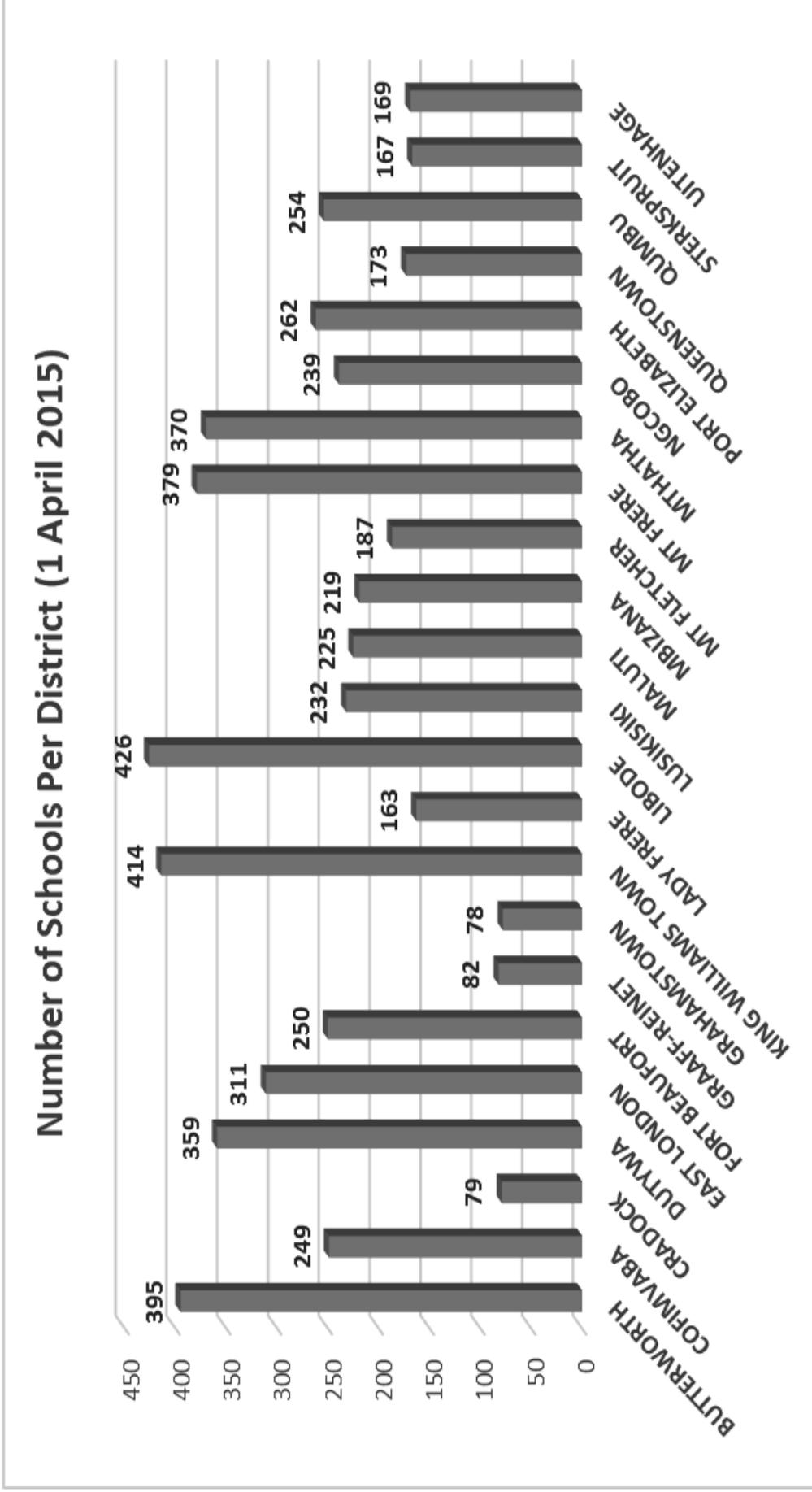


Figure 8: Number of Schools per District as at 1 April 2015
 The graph depicts that Libode has the most schools (426) and Grahamstown the least (78).

Number of Ordinary Schools Per District by Phase (1 April 2015)

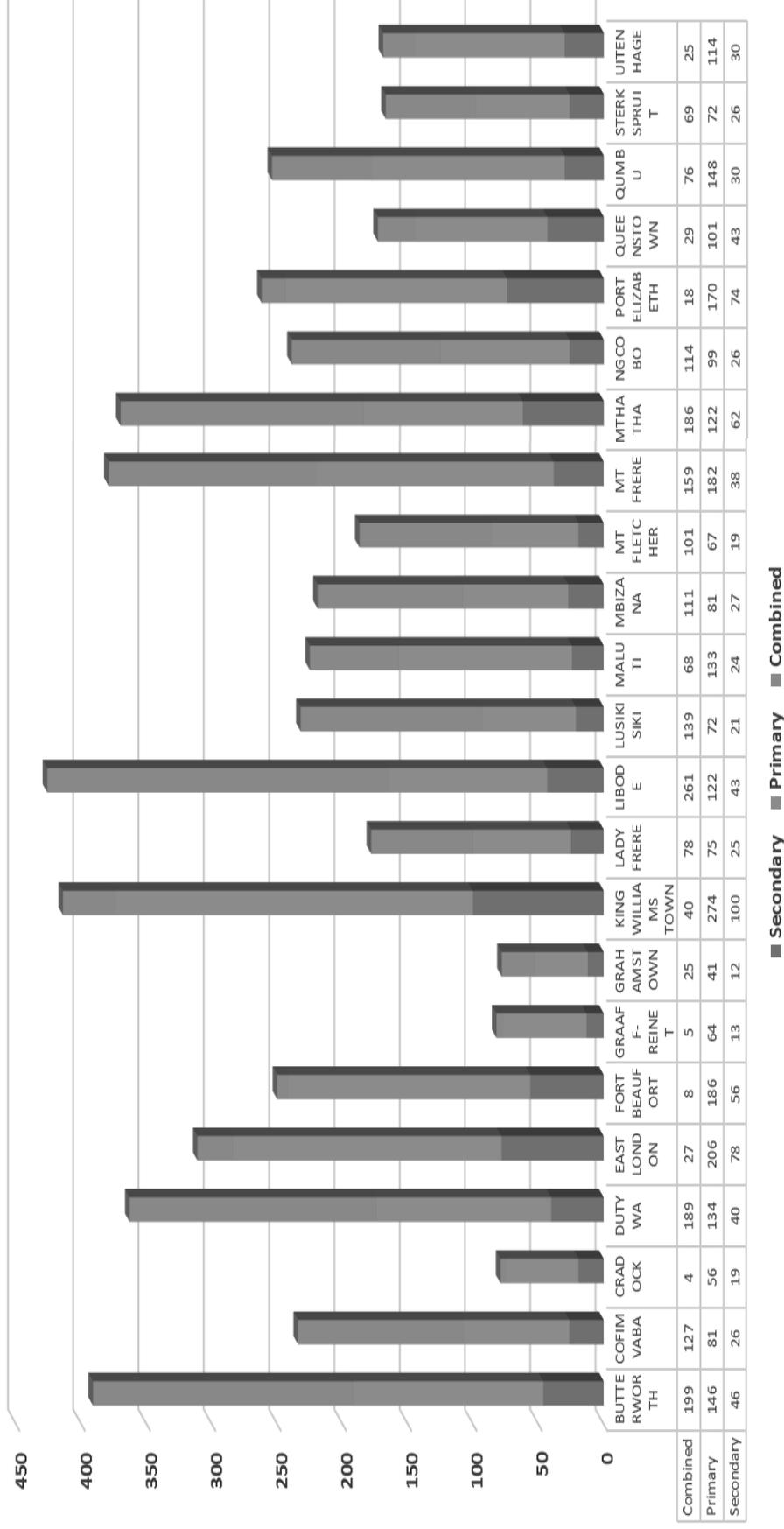


Figure 9: Number of Public Ordinary Schools in the Province, which includes Primary, Combined and Secondary Schools as at 1 April 2015. The graph shows that King William's Town has the most Secondary (100) and Primary (274) Schools, whilst Libode has the most Combined Schools (261). Grahamstown has the least Secondary (12) and Primary Schools (41), whilst Cradock has the least Combined Schools (4).

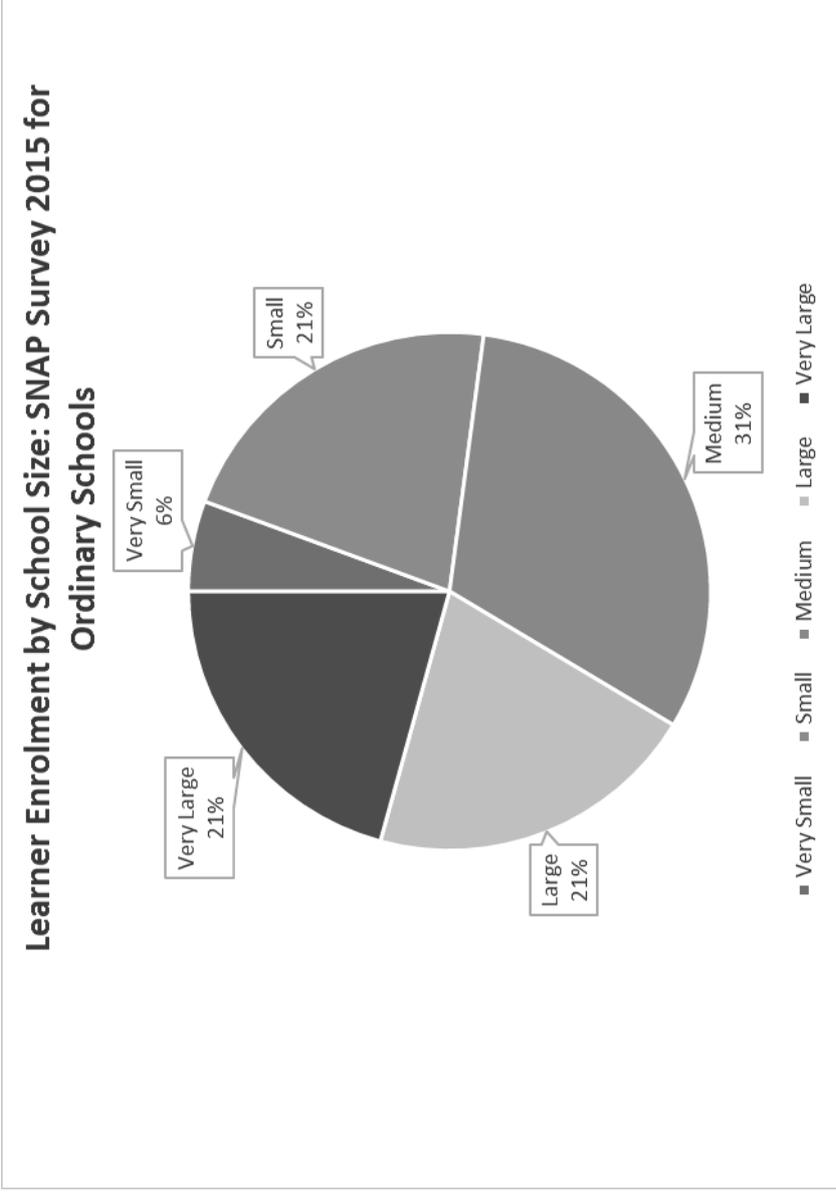


Figure 10: Enrolment by School Size based on the 2015 SNAP Survey of Public Ordinary Schools
The diagram depicts that 21% of learners are enrolled in very large (more than 930), 21% in large (621 to 930), 31% in medium-size (311 to 620), 21% in small (136 to 310) and 6 % in very small schools (less than 135). Also see Figure 11 below

Enrolment by School Size						
Cluster	Very Small (below 135)	Small (135 – 310)	Medium (311-620)	Large (621-930)	Very Large (> 930)	Total
A	29 082	151 111	256 674	154 826	109 400	701 093
B	47 267	182 152	205 272	91 425	91 188	617 304
C	35 057	85 339	157 158	158 228	199 218	635 000
Total Enrolment	111 406	418 602	619 104	404 479	399 806	1 953 397
% of Enrolment	6%	21%	32%	21%	20%	
Number of Schools						
Cluster	Very Small	Small	Medium	Large	Very Large	Total
A	343	696	584	208	91	1 922
B	561	871	486	122	75	2 115
C	516	407	345	206	171	1 645
Total Schools	1 420	1 974	1 415	536	337	5 682
% of Enrolment	25%	35%	25%	9%	6%	

Figure 11(a): Enrolment by School size and Figure 11(b): Number of Schools

The first table shows that 21% of learners in the Province are enrolled in large (621 to 930 learners), whilst only 6% are enrolled in very small schools (less than 135 learners).

The second table depicts that 60% of schools can be classified either as small or very small whilst only 27% of learners are catered for in these categories.

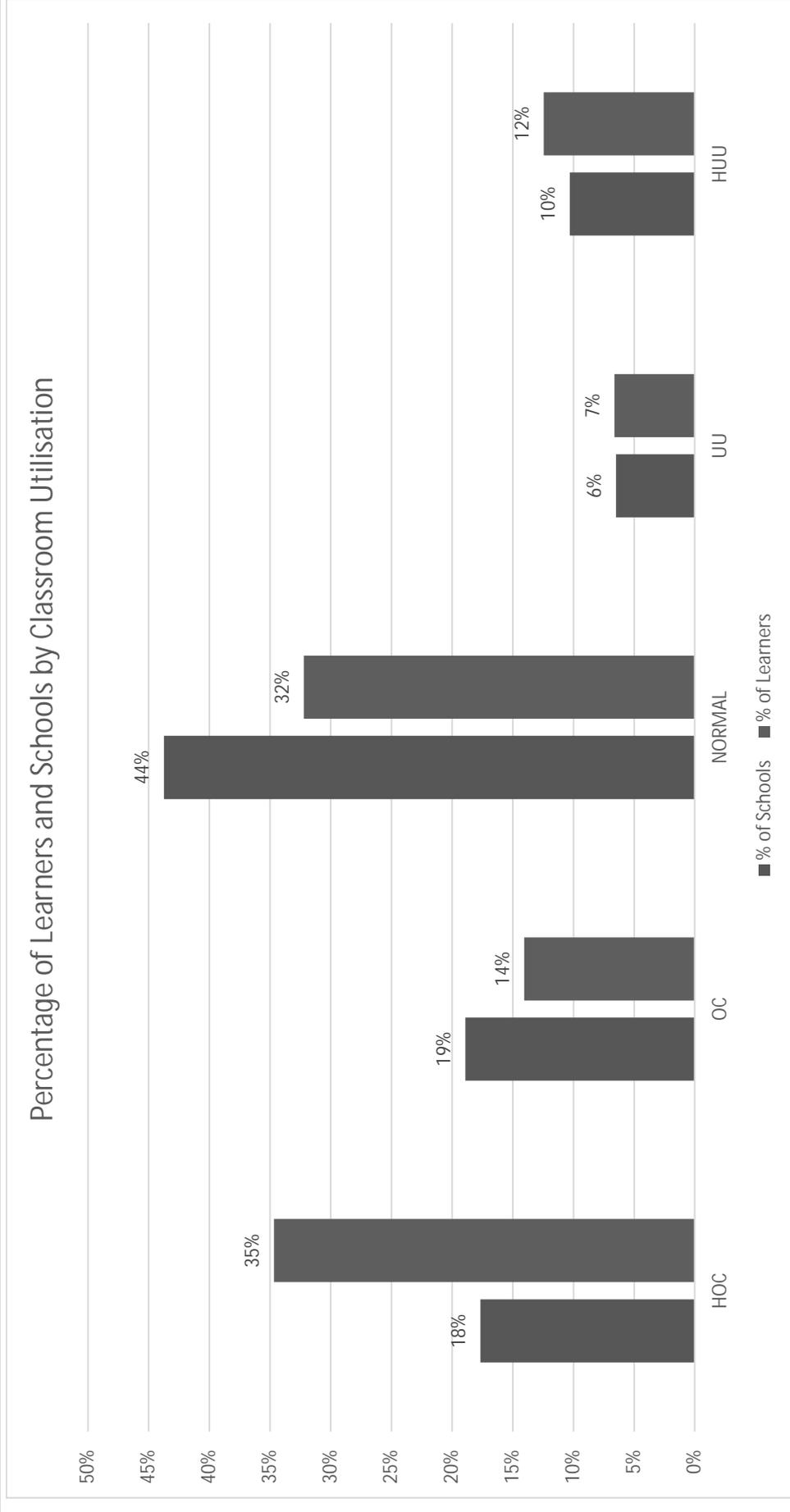


Figure 12(a): Percentage of learners and schools by classroom utilisation classification
 The graph shows that 18% of our schools are Highly overcrowded and caters for 35% of our learners whilst 10% of our schools are under utilised and caters 12% of learners.

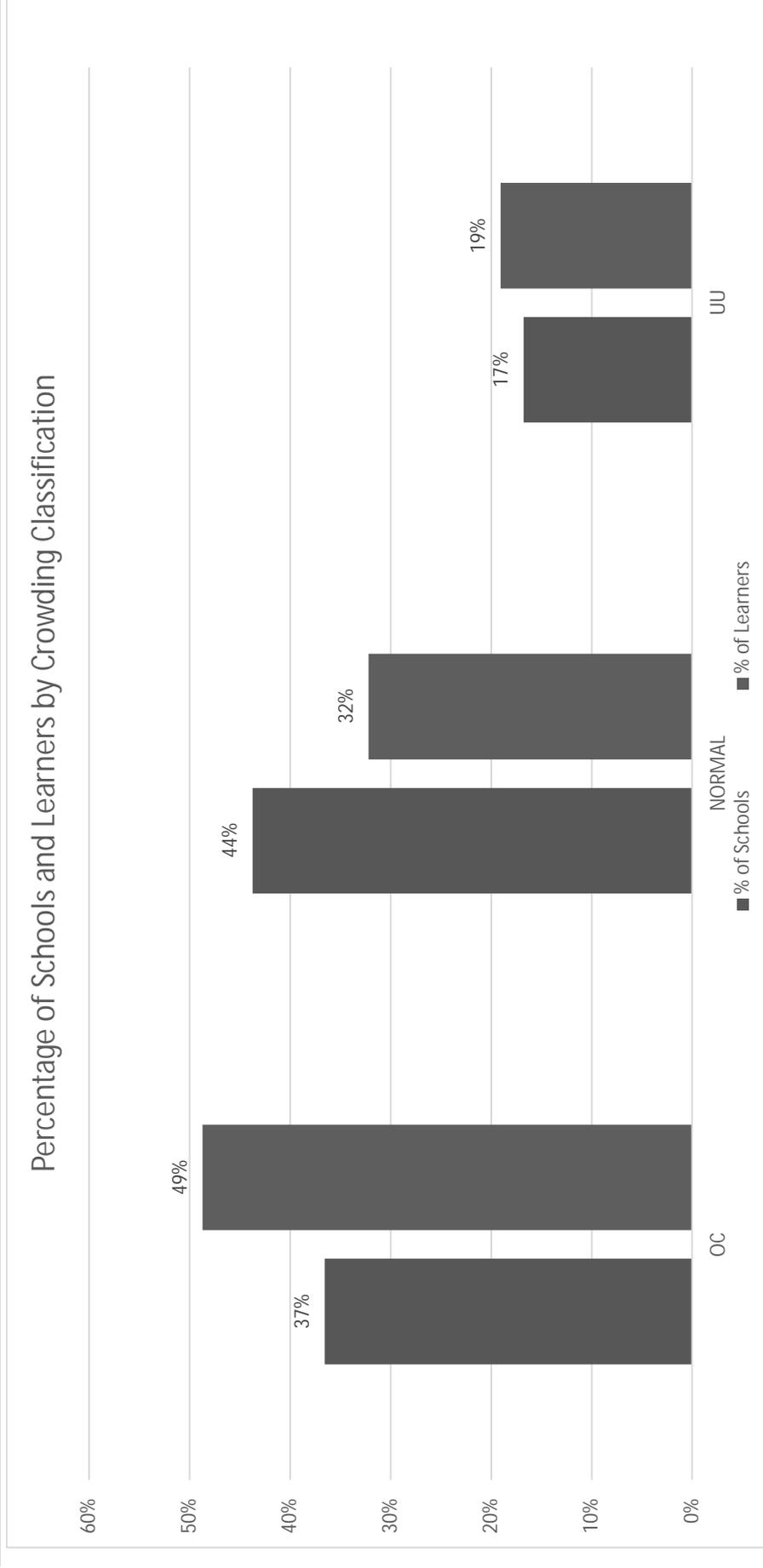
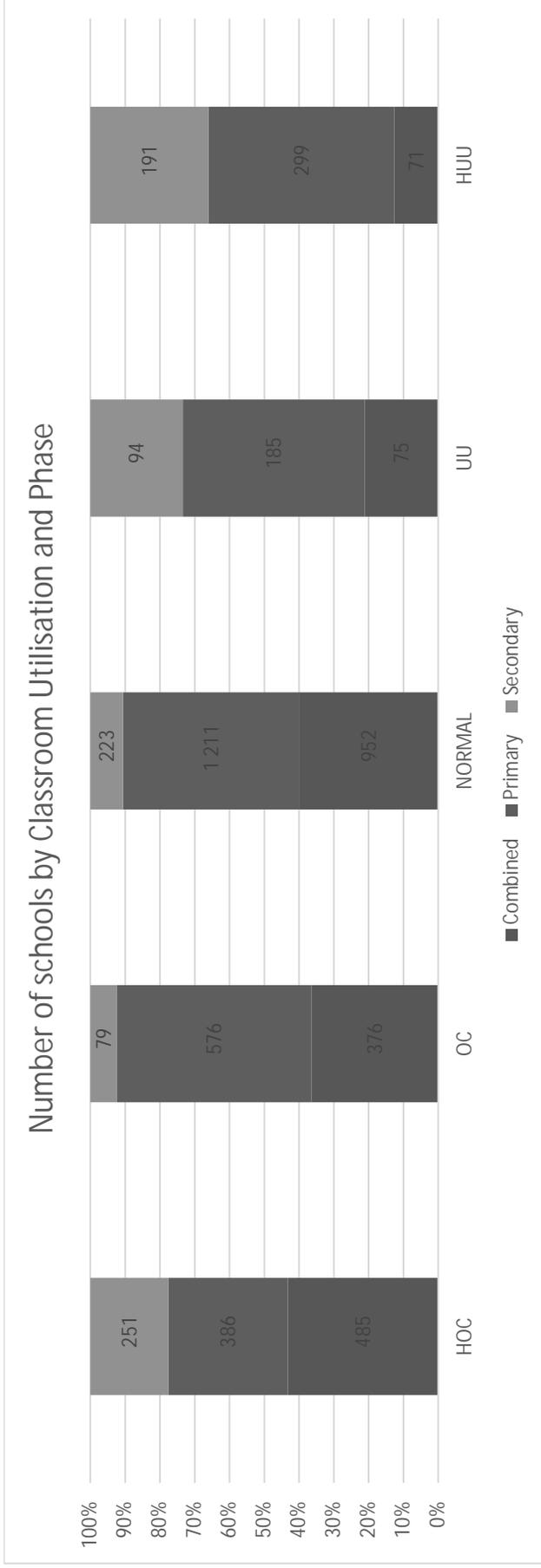


Figure 12(b): Percentage of learners and schools by crowding

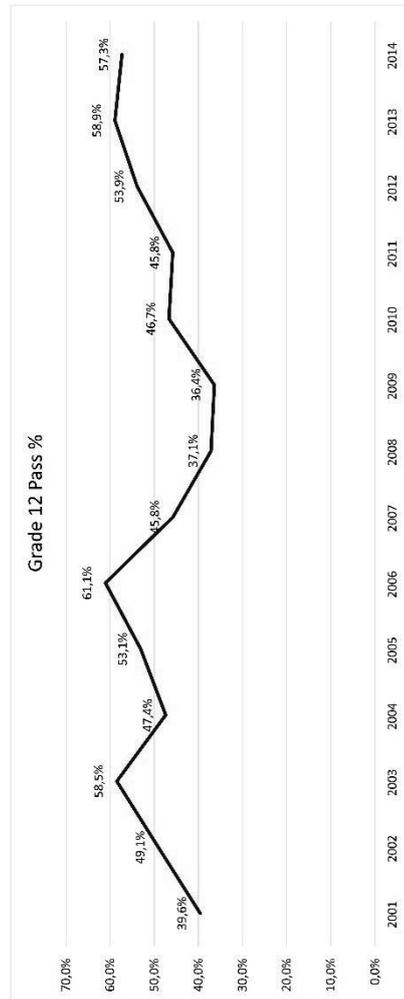
The graph shows that 37% of schools are overcrowded and 17% are underutilised..



12(c): Number of schools by classroom utilisation and phase

Key:	Highly Overcrowded	Under utilised
HOC	UU	Under utilised
OC	HUU	Highly under utilised
NORMAL		

LEARNER PERFORMANCE



Year	Grade 12 Performance		
	Wrote	Passed	Pass %
2001	61 719	27 848	45,1%
2002	62 717	32 455	51,7%
2003	61 732	36 998	59,9%
2004	61 999	33 164	53,5%
2005	67 504	38 317	56,8%
2006	70 195	41 640	59,3%
2007	69 743	30 046	43,1%
2008	60 198	30 472	50,6%
2009	68 033	34 714	51,0%
2010	64 081	37 363	58,3%
2011	65 383	37 997	58,1%
2012	63 989	39 443	61,6%
2013	72 138	46 840	64,9%
2014	64 519	42 370	65,7%

Figure 13: Grade 12 Performance from 2001 to 2014

The graph and table show that Grade 12 (Matric) pass rate was highest in 2014 (65,7%) and lowest in 2007 (43,1%).

2.2 Service Delivery Improvement Plan

The Department has completed a service delivery improvement plan. The tables below highlight the service delivery plan and the achievements to date.

Main services provided and standards

Service delivery

The following tables reflect the components of the SDI plan as well as progress made in the implementation of the plans.

Table 1.1 – Main services provided and standards

Main services	Actual Beneficiaries	Potential customers	Standard of service	Actual Achievement against standard
To provide a nutritious balanced meal to all learners in Quintiles 1 – 3 primary and secondary schools as well as special schools on each school day	1 704 000 Learners in all Quintiles 1 to 3 primary, secondary and special schools to be fed in 2014/15. This is to include learners in farm schools.	Learners in all Quintiles 1 to 3 primary, secondary, farm and special schools. Target for 2015 is 1 755 000 learners	Provision of a nutritious balanced meal to each learner in all Quintiles 1 to 3 primary, secondary and special schools, including farm schools by 10h00 on each school day	Three quarterly reports supplied by SNP unit reported the following: <ul style="list-style-type: none"> April to June 2014, 1 276 956 learners in targeted schools received nutritious meals in this period. July to September 2014, 1 745 382 learners in 5 335 schools received nutritious meals in this period. October to December 2014, 1 746 477 learners in 5 332 schools received nutritious meals in this period.

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Main services	Actual Beneficiaries	Potential customers	Standard of service	Actual Achievement against standard
<p>Abolishment and replacement of mud structures and other inappropriate structures (plankskole)</p> <p>Providing appropriate buildings to enhance the process of teaching and learning</p>	<p>All public ordinary school communities where learners and staff are currently accommodated in mud or other inappropriate structures</p>	<p>In addition to the 55 structures replaced in 2013/14 another 75 were planned for replacement in 2014/15</p>	<p>All mud and inappropriate structures (plankskole) to be abolished by 2016/17</p>	<p>Current ASIDI roll-out programme by four agencies:</p> <ul style="list-style-type: none"> • IDT has 78 planned mud structures to be replaced. 12 currently under construction; 30 in the adjudication stage; remaining 36 in the planning phase • Department of Public Works 17 replacement structures in the construction phase • Development Bank of SA has 50 new structures in the implementation phase and 49 new structures completed • Coega Development Corporation has 25 projects in
<p>Provision of basic services to schools</p>	<p>All public schools communities where learners and staff do not have appropriate basic services like water, sanitation and electricity.</p>	<p>All Public Ordinary and Special Schools must at least have basic water, sanitation and electricity.</p>	<p>All schools must have adequate basic water, sanitation and electricity by 2019/20 reaching the standard of a toilet for every 25 learners.</p>	<ul style="list-style-type: none"> • 242 schools were provided with water supply • 85 school were provided with electricity • 180 schools were provided with sanitation facilities

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Main services	Actual Beneficiaries	Potential customers	Standard of service	Actual Achievement against standard
<p>The improvement of teaching and learning in language and mathematics in Grades 3, 6 and 9.</p>	<p>All learners in Public Ordinary, Special and farm schools. Grade 3, 6 and 9 teachers</p>	<p>All learners in Public Ordinary, Special and farm schools.</p>	<p>Increase the percentage of learners obtaining acceptable achievement in Language and mathematics in Grades 3, 6 and 9 by 60% by 2014/15. Please note the CAPS policy statement for what is referred to as a progression requirement. The ANA Report 2014 sets 50% and above as an acceptable achievement</p>	<p>ANA results for 2014/15:</p> <ul style="list-style-type: none"> <p>Gr 3 Mathematics National average 2014 was 56% (2013 53%); E Cape average 2014 53% (54,9% in 2013) ; Curriculum Assessment Policy Statement Guideline for promotion in mathematics is level 3 (40 – 49%); In 2014 58,1% of learners in the EC achieved 50% and above; National % of learners achieving 50% and above in 2014 64,5%.</p> <p>Gr 3 Language National Average 56% in 2014 (2013 51%); E Cape Average in 2014 was 50,3%. In 2013 it was 50.2% . Curriculum Assessment Policy Statement guidelines for progression in Home Language in grade 3 is level 4 (50-59%)</p> <p>Gr 6 Language National average in 2012 Home Language was 43%. In 2013 it was 59%; First Additional language National Average 36% and in 2013 it was 43,2%; E Cape HL average in 2012 was 38,4%. In 2013 it was 44,8%.</p> <p>Gr 6 mathematics National average in 2012 was 24,9%. In 2013 it was 39%. E Cape mathematics average In 2012 was 24,9%. In 2013 it was 33%.</p> <p>Gr 9 mathematics National Average in 2012 was 13%. In 2013 it was 14%.; E Cape average in 2012 was 14,6%. In 2013 it was 15.8%.</p> <p>Gr 9 Language National average HL in 2012 was 43%. In 2013 it was 43%. In 2012 the National Average for FAL was 35%. In 2013 it was 34% E</p>

Consultation arrangements with customers

Type of arrangement	Actual Beneficiaries	Potential Customers	Actual achievements
<p>School nutrition service</p> <p>Consultation with all stakeholders is on-going. It is done through workshops, meetings, advocacy sessions and memoranda.</p>	<p>1 755 000 Learners in all Quintiles 1 to 3 primary, secondary and special schools to be fed in 2014/15. This is to include learners in farm schools.</p>	<p>Learners in all Quintiles 1 to 3 primary, secondary, farm and special schools as well as learners from poor households in Quintiles 4 and 5 schools. In 2014 1 755 000 learners targeted</p>	<ul style="list-style-type: none"> The NSNP programme has been decentralised down to school level. Prior to this broad consultation down to school community level took place. This has resulted in more learners now benefitting from the NSNP programme.
<p>Abolishment of mud structures</p> <p>Consultation occurs across a broad range of stakeholders from the recipient schools, School SGB's, Community Forums, District Offices, and relevant Directorates at the ECDoE, Local Authorities, Agencies such as Coega and the Independent Development Trust and Service Providers.</p>	<p>All public ordinary school communities where learners and staff are currently accommodated in mud or other inappropriate structures</p>	<p>In addition to the 55 structures replaced in 2013/14 another 75 were planned for replacement in 2014/15.</p>	<ul style="list-style-type: none"> This area remains challenging as in 2006 a standard was set which stated that all mud structures be removed by 2010. In the 2014 year there were still a number of mud structures in place. One of the challenges facing the abolition of mud structures is that a number of them are small non-viable schools in terms of learner numbers. Consultation processes are happening across communities with regard to the rationalization of schools which is slowing down the rate of mud structure abolition.

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Type of arrangement	Actual Beneficiaries	Potential Customers	Actual achievements
<p>Providing learners in grades 3, 6 and 9 with the opportunity to be assessed through nationally determined tests to improve levels of literacy and numeracy on an annual basis (ANA – Annual National Assessments).</p> <p>Involvement of Inter- Departmental stakeholders, Unions, HEI's and NGO's in training identified content gaps in Curriculum and Assessment Policy Statements (CAPS) implementation.</p> <p>Sessions are held at provincial and District level where all information and results emanating from the ANA results are shared and interventions planned where necessary to improve learner performance</p>	<p>All learners in Public Ordinary, Special and Farm Schools.</p>	<p>All learners in Public Ordinary, Special and Farm Schools.</p>	<ul style="list-style-type: none"> The fact that all learners across the province participated in the ANA assessment and that the assessment processes the pre-tests and post-tests ran without many challenges is an indicator of the success of the consultation processes. All the averages in grades 3, 6 and 9 mathematics and languages improved between 2013 and 2014.
<p>Providing ECD practitioners with the opportunity of improving their qualifications to enable them to increase literacy and numeracy levels in the province. ECD sites now fall under the Department of Social Development. The ECD practitioners are all registered at these ECD sites by Social Development. These practitioners have forums. The Education District Coordinators liaise with these various groupings for information about and access to these courses.</p>	<p>For 2014/15 the target was that 50% of grade R practitioners would be qualified with at least an NQF level 5 qualification</p>	<p>By 2015/16 51.3% of Grade R practitioners targeted to have at least an NQF level 5 qualification</p>	<ul style="list-style-type: none"> The target for 2012/13 was to have 40% of grade R practitioners qualified with at least an NQF level 5 qualification Due to the withdrawal of the tender to appoint service providers to do the training being cancelled no practitioners were trained in 2012/13

Table 1.3 Service delivery access strategy

Access Strategy	Actual achievements
<p>Access Strategy to optimise the ANA programme To monitor the preparation and execution of ANA assessments by Head Office and District Officials. Review and development of improvement plans.</p>	<ul style="list-style-type: none"> The fact that all learners in grades 3, 6 and 9 wrote the 2013 ANA assessment indicates that access had been increased to all learners whereas in 2007 when a national assessment was done based on a sample of schools and a sample of learners in each school.
<p>Learner access to the School Nutrition Programme The purpose is to facilitate access to learners in Quintiles 1-3 in Public Ordinary and Farm Schools. The intention is to enhance the teaching and learning process through access to nutritious food. Service to be extended to Special schools, Farm Schools and disadvantaged learners in Quintiles 4 and 5 schools.</p>	<ul style="list-style-type: none"> In April 2014 17 new schools received Quintile 3 status and joined the programme. They were taken through a capacity building workshop. 171 schools in the province are piloting a breakfast programme using surplus funds in the NSP Budget and sponsorship from Tiger Brands, Kellogs and the Al-Imdaad Foundation. By October – December 2014 1 746 477 learners in 5332 Quintile 1-3 schools were receiving one nutritious meal per school day.
<p>Access strategy for schools with mud structures to be replaced The first step in access is the principals of schools with mud structures write letters to the District offices. The responsible EDO of the circuit is also has to be part of promoting the need of the school, this process is enhanced by the involvement of EDO's. A priority needs list is then submitted to the Provincial Office.</p>	<ul style="list-style-type: none"> In 2006 a service standard was set which stated that all mud structures should be removed or replaced by 2010. By 2013 this has not been achieved hence the access strategy has not enabled the process to be completed. One of the challenges facing this process is that a number of the existing mud structures are not viable schools due to low learner numbers. The process of rationalisation which includes some mud structures is underway. The DBE has launched an Accelerated Schools Infrastructure Delivery Initiative (ASIDI) which is aimed at improving access to school communities with mud structures to new buildings <p>Current ASIDI roll-out programme by four agencies:</p> <ul style="list-style-type: none"> IDT has 78 planned mud structures to be replaced. 12 currently under construction; 30 in the adjudication stage; remaining 36 in the planning phase Department of Public Works 17 replacement structures in the construction phase Development Bank of SA has 50 new structures in the implementation phase and 49 new structures completed Coega Development Corporation has 25 projects in progress

Table 1.4 Service information tool

Types of information tool	Actual achievements
<p>Information about the Grade 3, 6 and 9 National Assessments</p> <p>Advocacy of the numeracy and literacy strategy through various media to all relevant stakeholders</p> <p>All schools informed timeously through the responsible district offices of the nature and time of assessments</p> <p>Sessions are held at provincial and District level where all information and results emanating from the ANA results are shared and interventions planned where necessary to improve learner performance</p>	<p>All schools were informed timeously about all the ANA processes pre and post assessment. The results of the ANA assessments came out timeously so that the Provincial Offices, the Districts and the schools could plan interventions early in the 2013 academic year so as to improve overall learner performance at grades 3, 6 and 9 levels. Learner performance did improve in the 2013 ANA (Note 1.1 actual achievement against service standard</p>
<p>Information about the School Nutrition Programme</p> <p>Reports, Information sheets, advocacy, monitoring, pamphlets, wall charts and circulars. Training sessions for SGB's, principals, SMT's on the management of the programme</p>	<p>The NSNP programme has proved successful in providing increasing number of learners with a nutritious meal each school day. With the programme now decentralized down to school level information sharing and programme improvements are directly in the hands of the beneficiaries being the schools, the communities who benefit from local procurement and the community members of the community employed to prepare the food. In April 2014 17 new schools joined the programme and were taken through a capacity building workshop.</p>
<p>Information about courses for ECD educators</p> <p>Information about all aspects of the course are distributed to all practitioners who qualify for the training through the fora</p>	<p>The target for 2012/13 was to have 40% of grade R practitioners qualified with at least an NQF level 5 qualification</p> <p>Due to the withdrawal of the tender to appoint service providers to do the training being cancelled no practitioners were trained in 2012/13</p>
<p>Information about the abolition of mud structures</p> <p>Information supplied in the MEC Finance budget speech, MEC for Educations budget speech, SOPA speech, The ECDoE Annual Performance Plan. The ASIDI reports about progress made by four implementing agencies</p>	<p>40 Mud structures replaced by the National Department of Basic Education in 2012/13 financial year.</p> <p>Disaster interventions by the Eastern Cape Department of Education completed 139 schools which included some mud structures. The Disaster Management intervention involved the use of prefabricated structures.</p> <p>Current information 2014/5</p> <p>Current ASIDI roll-out programme by four agencies:</p> <ul style="list-style-type: none"> • IDT has 78 planned mud structures to be replaced. 12 currently under construction; 30 in the adjudication stage; remaining 36 in the planning phase • Department of Public Works 17 replacement structures in the construction phase

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Types of information tool	Actual achievements
	<ul style="list-style-type: none">• Development Bank of SA has 50 new structures in the implementation phase and 49 new structures completed• Coega Development Corporation has 25 projects in progress

Complaints mechanism

Complaints Mechanism	Actual achievements/Challenges
Direct telephone complaints	An upgrade of the telephone system is overdue to be able keep up with the latest technological advances
Email complaints through the website page	This is increasingly gaining traction especially among higher LSM grouping
Automated software response mechanisms through manual of complainant correspondence	This high level software is hampered by the low quality of the departmental internet connection
Walk-in complainants	Customer Care has since been ejected from its offices and currently exists in name only as they do not have office space at head office to field walk in clients

2.3 Organisational environment

Notwithstanding a plethora of national interventions over a period of time, including a Section 100(1) (b) of the Constitution national intervention, the Department continues to be beset with daunting challenges. The core of the challenges the Department is encountering is a deep-rooted discord between policy intentions and policy implementation, resulting in failure to meet minimum norms and standards in the delivery of education services. The root of the problem is whether the Department's current service delivery model and organisational structure, its systems and processes are designed to support the Department to effectively and efficiently deliver on its mandate. In addition, the Department is adversely impacted by a volatile environment resulting in perpetual leadership instability, absence of personnel in key leadership positions, and a negative climate and culture that permeate the effective overall management of the organisation. Furthermore, the province's education system is characterized by a number of other inefficiencies, including poor management of teacher vacancies with recurrent over-expenditure due to teachers in excess, poor management of delivery agents for infrastructure, about a third of the schools are not viable (enrolments of less than 135 learners), lack of effective district support to and monitoring of schools, and the highest learner drop-out rate in the country.

There has been a much improved delivery in the various areas that initially gave rise to the need for the Section 100(1) (b) national intervention. There has also been a drastic improvement in the governance structures of the Department including the full restoration of decision-making and decision management in the Department as well as improved communication and participation in the management of the workload with all levels of staff, including with organized labour. However, much more attention is still needed to improve work relations, productivity, communications, customer care and work culture

Based on situational analysis conducted by the Technical Support Unit (TSU) in the Office of the Premier (OTP) and Provincial Treasury (PT), the Executive Council of the Province resolved that the Department does not on its own have the capability to remedy the current situation and that the status quo necessitates that the Provincial Government itself under the stewardship of the Premier handle these perpetual challenges. The intervention is thus anchored around the provisions of Section 125(2)(b), (d) and (e) of the Constitution, which enjoins the Premier to implement all national legislation within functional areas in Schedule 4 or 5, to implement provincial policy and to coordinate the functions of the provincial administration and its departments. The intervention is also implemented in terms of Section 18(2) (g) and Section 36(3) of the Public Finance Management Act (PFMA), 1999, as

amended. The OTP and PT must jointly assist the Department in the following areas, for which Intervention Work Streams/Groups have been established:

- Stabilise and strengthen leadership;
- Reposition Human Resource Management – create a cradle of accountability and build a capable workforce;
- Accelerate finalisation of the Service Delivery Model and Organisational Structure, and
- rationalise and realign non-viable schools;
- Improve Supply Chain Management;
- Financial Management Maturity;
- Accelerate Infrastructure Delivery;
- Information-Communications Technology and Infrastructure Deployment;
- Improve Learner Attainment; and
- Data Integrity.

2.4 Key policy developments and legislative changes

No key policy developments and legislative changes were effected during the period under review.

2.5. Strategic Outcome Orientated Goals

The following are the 6 strategic goals of the Department

STRATEGIC GOAL 1	Equitable access to education and resources
STRATEGIC GOAL 2	Quality of teaching and learning improved at all educational institutions
STRATEGIC GOAL 3	School functionality improved for learner achievement at all levels
STRATEGIC GOAL 4	Organizational capacity enhanced through human resource development and talent management
STRATEGIC GOAL 5	Social cohesion promoted through cooperation with all stakeholders in education
STRATEGIC GOAL 6	Efficient administration through good corporate governance and management

3. Performance Information by Programme

3.1. Programme 1: Administration

Purpose:

To provide overall management of, and support to, the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other relevant policies

Sub-Programmes:

Sub-Programme	Sub-Programme purpose
1.1: Office of the MEC	To provide for the functioning of the office of the Member of the Executive Council (MEC) for education.
1.2: Corporate Services	To provide management services that are not education specific for the education system and to make limited provision for, and maintenance of, accommodation.
1.3: Education Management	To provide education management services for the education system.
1.4: Human Resource Development	To provide human resource development for office-based staff.
1.5: Education Management Information Systems	To provide reliable, accurate and relevant information in accordance with the National Education Information Policy.

Strategic Goals and Objectives

SG 3: School functionality improved for learner achievement at all levels

SO 3.3: To improve the quality of monitoring and support provided to schools by the Department

SO 3.5: To improve systems for effective management and administration of schools.

SG 6: Efficient administration through good corporate governance management

SO 6.1: To establish financial management across the organisation through proper budgeting, control and reporting.

Key Policy Priorities

The following are key priorities of the programme:

- Improve governance, accountability and compliance by strengthening efficiency in general management and development (including executive support services) that will support quality learning and teaching.
- Accelerate the implementation of Information-Communications Technology (ICT) Governance Framework (including Governance Structures, ICT Strategy, and Integrated Communication System).
- Strengthening of Risk Management and Fraud Prevention Measures.
- Enhancing of Internal Auditing Processes.
- Turning around Human Resource and Supply Chain Management.
- Finalising the revised organisational structure and new service delivery model.
- Review and formulate appropriate response to 2014 MPAT Findings.

Strategic Objectives, Performance Indicators Planned Targets and Actual Achievements

- The strategic objective of this programme is to provide governance, financial management and assurance services. The management of the programme includes public funded goods, services and resources in particular educators, non-educators and office items, utilised for governance, management, research and administration in the provincial head office, districts and circuit offices.
- The Department was confronted with abnormally high level of accruals at the beginning of the financial year which was reduced by 86% as at 31 March 2015 which as a result long outstanding leave gratuity payments were substantially reduced by 92%. Vigorous management of compensation of employees' expenditure has seen placement of 2 576 additional educators in substantive vacant posts and further placement of 923 educators from Funza Lushaka, provincial bursary holders and temporary educators.
- The Internal Control Unit (ICU) within the CFO branch has been strengthened to act as gatekeepers for compliance with policies and procedures by utilisation of services of interns until the new organogram is finalised and implemented.
- Multi-disciplinary teams continued to provide monitoring and support services to circuits and schools and are starting to yield positive results on improved communication and quality of data from school level. This function has not been left to Circuit Managers/Education Development Officers (EDOs) alone but the teams also include officials who are specialists in various areas that include corporate services, curriculum and governance. The acquisition of additional 40 GG vehicles to act as pool cars assisted in strengthening support to circuits and schools.
- Consistency continues to be maintained in holding monthly and quarterly accountability meetings with District Directors by the provincial intervention teams to set the tone on accountability, compliance with policies, procedures and identification of potential risk areas that need interventions to work towards operation clean audit.
- The Department has also managed to ensure that Bid Committees are operational and effective to facilitate expenditure and cash flow management by ensuring that tenders are finalised and awarded, thus improving service delivery.
- The Department was able to ensure that 5 422 public schools implemented the South African Schools Administration and Management System (SASAMS) and this then facilitated improvement in electronic reporting by schools, which resulted in an

improvement in data collection from schools. In addition 5 534 schools were able to consistently submit electronic reports throughout the year.

- The MEC and the Acting Head of Department continued to meet with the various stakeholders [Principals, School Governing Bodies (SGBs), and Traditional Leaders] to strengthen the policy of education being societal issue/matter. This amongst others resulted in the realignment, merger and closure of unviable schools, and at the same time ensuring that learners receive basic education as intended and maximising the available resources up to school level to enhance quality education.

Strategic Objectives

Programme 1: Administration						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To improve systems for effective management and administration of schools	PPM 101: Number of public schools targeted to use SASAMS to provide data to the national learner tracking system	5 217	5 544	5 422	-122	The variance is due to some schools not submitting their databases on time and the decrease in the number of operational schools due to school rationalisation and realignment.
	PPM 102: Number of public schools that can be contacted electronically (e-mail)	2 900	4 492	5 534	1 042	The target was substantially exceeded because a new email system based on Office 365 was introduced in all schools. The training of district ICT Technicians to do setup and configuration of the emails has improved the roll out and support to users. The schools can receive communication even through their cell phones.
To stabilise financial management across the organisation through proper budgeting, control and reporting	PPM 103: Percentage of education current expenditure going towards non-personnel items	15%	16.5%	15%	-1.5%	Non-personnel budget was underspent for the financial year due to late submission of invoices, lack of contract management and poor management of consultants
To improve the quality of monitoring and support provided to schools by the Department	PPM 104: Number of schools visited at least once a quarter by a circuit manager for monitoring, support and liaison	8 744	10 248	10 434	186	The target was exceeded mainly due to an increase in monitoring visits in the first quarter in preparation for winter schools and enrolments monitoring in the last quarter.

Performance Indicators

Programme 1: Administration						
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned Target to Actual Achievement 2014/2015	Comment on deviations	
PPM 101: Number of public schools targeted to use SASAMS to provide data to the national learner tracking system	5 217	5 544	5 422	-122	The variance is due to some schools not submitting their databases on time and the decrease in the number of operational schools due to school rationalisation and realignment.	
PPM 102: Number of public schools that can be contacted electronically (e-mail)	2 900	4 492	5 534	1 042	The target was substantially exceeded because a new email system based on Office 365 was introduced in all schools. The training of district ICT Technicians to do setup and configuration of the emails has improved the roll out and support to users. The schools can receive communication even through their cell phones.	
PPM 103: Percentage of education current expenditure going towards non-personnel items	15%	16.5%	15%	-1.5%	Non-personnel budget was underspent for the financial year due to late submission of invoices, lack of contract management and poor management of consultants	
PPM 104: Number of schools visited at least once a quarter by a circuit manager for monitoring, support and liaison	8 744	10 248	10 434	186	The target was exceeded mainly due to an increase in monitoring visits in the first quarter in preparation for winter schools and enrolments monitoring in the last quarter.	

Strategy to overcome areas of under-performance

- In future the Rationalisation and Re-alignment Plan will be considered when setting targets with prudence of acknowledging the finalisation time lag and the submission of school data will be made part of performance management systems to improve correctness and timely submission of data by schools.
- A contract management system will be put into place.
- Stringent financial management measures will be enforced and expenditure plans will be strictly monitored and funds redirected to other priorities of the Department.
- Follow up on invoices timeously by a dedicated person from each unit /directorate, monitoring of performance.
- EDO's KPA to include strategies to obtain value for money from the EDO's visits.

Changes to planned targets

None

Linking performance with budgets

The budget increase under this programme was mainly in sub-programme 1.2 (Corporate Services) to provide for long outstanding legal costs, claims from Department of Justice and Microsoft license claims and to strengthen multi-disciplinary team support by acquisition of GG vehicles. The budget increase was also recorded under sub-programme 1.5 (EMIS) to ensure that support to schools was done to reach a target of 5 544 for the number of schools that must use SASAMS to provide data to the national learner tracking system.

Sub-Programme Expenditure

Sub- Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Office of the MEC	5 369	5 259	110	7 445	8 721	(1 276)
Corporate Services	863 755	867 052	(3 297)	1 030 099	919 516	110 583
Education Management	1 136 882	1 144 551	(7 669)	1 103 544	1 224 319	(120 775)
Human Resource Development	7 068	5 415	1 653	9 762	6 149	3 613
Education Management Information Systems	48 399	46 251	2 148	39 448	31 593	7 855
Total	2 061 473	2 068 528	(7 055)	2 190 298	2 190 298	0

Reasons for under or over expenditure

Overall, the programme has not overspent or underspent, however there were issues to note which include the challenges around contract management.

3.2. Programme 2: Public Ordinary schools

Purpose

To provide public ordinary education from Grades 1 to 12, in accordance with The South African Schools Act (SASA), 1996 (Act No. 84 of 1996) as amended and White Paper 6 on Inclusive Education.

Sub-Programmes:

Sub-Programme	Sub-Programme purpose
2.1. Public Primary Schools	To provide specific public primary ordinary schools with resources required for the Grades 1 to 7 levels.
2.2. Public Secondary Schools	To provide specific public secondary ordinary schools with resources required for the Grades 8 to 12 levels.
2.3. Human Resource Development	To provide departmental services for the professional and other development of educators and non-educators in public ordinary schools.
2.4. School sport, culture and media services	To provide additional and departmentally managed sporting, cultural and reading activities in public ordinary schools.
2.5. Conditional Grant: School	To provide a nutritious meal to all targeted learners on every school day through the National School Nutrition Programme (NSNP)

Strategic Goals and Objectives

SG 1: Equitable access to education and resources

- SO 1.2:** To increase access to education in public ordinary schools
- SO 1.3:** To increase access to inclusive and specialised education and access to centres which offer specialist services.
- SO 1.4:** To provide infrastructure, financial, material, human resources and information communications technology (ICT) to schools.

Key Policy Priorities

The following are key priorities of the programme:

- Public Ordinary School Education (Primary and Secondary):
 - Improvement in the resourcing of schools through Norms & Standards for funding of schools at national determined target levels across all Quintiles).
 - Strengthening the implementation of Learner Attainment Improvement Strategy, including through the implementation of an e-learning strategy.
 - Fill scarce skill substantive vacant educator posts.
 - Strengthening functionality of schools empowerment programmes, monitoring and support.
 - Strict adherence to contractual obligations (Public Schools on Private Property).
 - Up-scaling of Teacher Development Programmes.

- Human Resource Development:
 - Create a dedicated, responsive and productive public service through focused interventions.
 - Create optimal conditions for the supply and retention of critical and scarce priority skills - to maintain a dynamic education sector workforce with extensive capacity to continuously adapt to change.
 - Improve the quality of teachers' work in key subject areas and schools in order to improve learner performance and achievement.

- School Sport, Culture & Media Services:
 - Promote values and positive attitudes amongst learners through properly coordinated school sport, choral music and culture
 - Consolidate the efforts to eliminate drug and substances abuse and to make schools places of safety.
 - Ensure that there are properly coordinated Extra-Curricular programmes for all levels of schools.
 - Redress imbalances of the past through provision of resources for sport, music and culture.
 - Make schools centres for community life through mass participation of learners in the school enrichment programmes.
 - Promote talent identification and redirection of learners to institutions for specialisation.
 - Reduce learner pregnancy.
 - Promote national unity and reconciliation
 - Consolidate the efforts to eliminate drug and substance abuse and to make schools places of safety.

- Conditional Grants:
 - Promotion of Maths and Science.
 - Poverty alleviation through School Nutrition and EPWP.
 - Recapitalisation of Vocational and Technical Education.

Strategic Objectives, Performance Indicators Planned Targets and Actual Achievements

This programme is responsible for the provisioning of and access to quality public Basic Education for Grades 1 to 12. Key to achieving the ideal of quality public basic education for all is the resourcing of teaching and learning through the following objectives:

- Funding of schools and No Fee schools.
- Ensuring that every learner has a text book for every learning area.
- Provisioning of school furniture and other teaching and learning requisites.
- Monitoring and evaluation to assess impact of programmes and interventions in schools.
- Enhance learning capacity through provision of nutritious meals on all schools days through NSNP.

Ideally all vacant substantive teaching and non-teaching posts declared should be filled. However, the Department has experienced budget constraints due to excess teachers over and above the posts declaration.

The changes that had occurred during the last quarter of 2014/15 in Scholar Transport Delivery Model have to a large extent affected the smooth delivery of the service and hence the reduction in the number of learners benefiting from the scheme. This was mainly due to the teething problems of the transitional arrangements.

Despite the continued under-funding of inclusive education, the rolling out of Full Service Schools is taking place in stages and has now reached this stage where resourcing of these schools and capacity building for educators is taking place. This initiative will improve access for learners with moderate disabilities in line with White Paper 6 (2001).

The Department has attained the following achievements in this programme during the year under-review:

- Placed 2 576 additional educators in substantive vacant posts and accomplished appointment of 923 teachers which included Fundza Lushaka graduates, B Ed Learnerships, Provincial Bursary holders and Temporary Educators covered by Collective Agreement No.1 of 2012, including retention of educators, as per the HRM instruction No. 7 of 2014.
- In collaboration with DBE, through ETD/SETA engaged 1 000 interns in schools linked to the NECT Project in both Libode and Mt. Frere for a period of 1 year, including partnerships with the Department of Labour, the Education Leadership Institute, negotiated placement of 300 interns in 7 Districts, namely Dutywa, Grahamstown, Libode, Lusikisiki, Mbizana, Mthatha and Sterkspruit for a period of 6 months.
- Delivered short-learning programme (SLP) to 245 FET Mathematics and 327 Physical Sciences teachers, from all underperforming schools in 7 underperforming Districts (Ngcobo, Qumbu, Lusikisiki, Mbizana, Mount Frere, Sterkspruit), including performing Districts (Cradock; G/ Reinet; Maluti; Mthatha & Mt. Fletcher).
- Trained 36 Subject Advisors and 15 lead teachers in partnership with General Motors – South Africa (GMSA), further strengthening the facilitation of roll-out at local level together with the 17 teachers.
- Trained 120 Cluster Lead Teachers and Subject Advisors (SAs) constituting an average of 17 Trainees per District for each of the 7 Districts in Cluster A (15 Lead Teachers & 2 SAs).
- Revived 46 Lead Teachers in C/PELT and C/SELT training with the view of up-scaling and rolling out 1 + 4 Implementation Model, embracing Foundation, Intermediate and Senior Phase, including Further Education & Training (FET) Band
- In line with the integration of ICT into teaching and learning, up-scaled facilitation skills to institutionalise Professional Learning Communities (PLCs) for 748 teachers.
- Trained 69 Natural Sciences lead teachers, and 23 Subject Advisors against the background of data error analysis for 1 + 4 implementation model and fully functional and effective PLCs.
- Pursued 10 exceptionally performing Science Teachers for Masters Programme, in addition to 20 more who registered on their own and incorporated (PLCs) schools of excellence for laboratory installation.
- The NSNP benefitted 1 745 991 learners in “No Fee Paying” Public Ordinary schools, attached Grade R and targeted Special schools providing them with nutritious meal on daily basis. Improved management and delivery of the programme has reached 1,7 million learners in Quintiles 1-3 and targeted Special Schools including the introduction of in-school breakfast to 171 schools across the province.

- Trained Life Orientation 540 teachers and 84 Officials on Nutrition Education through partnership with South African Sugar Association (SASA) helped to improve the quality of meals served to learners.
- Increased the number of learners benefitting in scholar transport from 55 537 in 2013/14 to 57 176 in 2014/15, however, there is still a lot of learners who travel long distances to schools due to budget constraints.
- Trained 540 Finance Committee members on budgeting, budget utilization and reporting from 180 struggling section 21 schools.
- A total of 4 695 of the 5 595 schools were trained on roles and responsibilities of SGB and on Election processes in preparation of 2015 School Governing Councils (SGB) elections.
- Trained teachers on how to cope with MGT and roll out of MGT Toolkit; and
- 26 Full Service Schools have been resourced with assistive technology and specialised LTSM to support learners experiencing barriers to learning.
- Eastern Cape had the best overall results compared with other 08 provinces in the National champions which were held in Durban on 15 -17 July 2014, at which:
 - 26 schools participated representing the Eastern Cape.
 - Eastern Cape Choirs performed well and achieved as follows; 24 Trophies were won, being; 11 Gold, 07 Silver and 06 Bronze.
 - 07 Pianos were awarded to the Eastern Cape choirs by National Department of Arts and Culture and 13 melodicas :
 - Bonxa J.S. School- Mt Frere; Piano
 - Lusikisiki Village School- Lusikisiki; Piano
 - Khotso J.S. School- Lusikisiki; Piano
 - Nolitha Special School – Mt Frere; Piano
 - Zimele High School- Mthatha; Piano
 - Zwelinzima J. School – Ngcobo; 2 Pianos in different categories.
- 500 learners participated in the Provincial Indoni Camp which was held in Mbizana on the 09-14 July 2014 and further 300 learners represented the province at National competition in Durban on the 09-12 October 2014.
- Provincial Constitutional Court competition referred as Moot Courts Competition was successfully held in Mthatha at which Grens High School won the first position and represented the Eastern Cape in National Competition in Johannesburg and placed second position. The Gens High School further represented South Africa at International schools Moot Court Competition held at Hague and placed at second position after Venezuela.

Strategic Objectives

Programme 2: Public Ordinary Schools							
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation	
To increase access to education in public ordinary schools	PPM 201: Number of learners enrolled in public ordinary schools	1 730 870	1 728 280	1 706 309	-21 971	Since the drop in learner numbers appears go beyond just the socio-economic factors leading to migration between provinces as well as rural-urban population movements, with consequent small and unviable schools, the Department, as reflected by the promotion and progression rate, thus calling for further interrogation and research.	
	PPM 202: Number of educators employed in public ordinary schools	57 625	54 680	53 862	-818	Inability to fill critical and scarce skills posts due to newly qualified teachers' academic profiles that do not match the schools' post profiles, which was exacerbated by the retirement and unexpected high rate of resignations in the last quarter of the year under review.	
To provide infrastructure, financial, material, human resources and information-communications technology (ICT) to schools	PPM 203: Number of non-educator staff employed in public ordinary schools	6 035	5 976	4 720	-1 256	The variance is due to some posts becoming vacant through natural attrition and the inability to fill others due to budget constraints.	
	PPM 204: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1 562 129	1 612 873	1 599 046	-13 827	The deviation is due to a drop in learners in the "No Fee Schools" in line with the actual learners enrolled in January 2015	

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Programme 2: Public Ordinary Schools							
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation	
To implement an integrated health and wellness programme including programmes catering for learner welfare	PPM 205: Number of learners benefiting from the National School Nutrition Programme (NSNP)	1 646 142	1 755 000	1 745 991	-9 009	The target was projected based on the 2013 Annual Survey but the actual number of learners requiring school nutrition is based on the 2014 Snap Survey which shows a drop in the number of learners.	
To increase access to education in public ordinary schools	PPM 206: Number of learners benefiting from scholar transport	55 537	57 936	57 176	-760	The planned target was based on the need for learner transport, however after the final budget confirmation the planned target had to be reduced due to budget constraints.	
To increase access to inclusive and specialised education and access to centres which offer specialist services	PPM 207: Number of learners with special education needs that are enrolled in public ordinary schools	27 514	12 000	19 499	7 499	The variance has been caused by the increased capacity to implement the Screening, Identification, Assessment and Support Policy as a result of the employment of 82 additional officials within the Inclusive Education unit.	
	PPM 208: Number of full service schools	5	26	26	-	No deviation	

Performance Indicators

Programme 2: Public Ordinary Schools						
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation	
PPM 201: Number of learners enrolled in public ordinary schools	1 730 870	1 728 280	1 706 309	-21 971	Since the drop in learner numbers appears go beyond just the socio-economic factors leading to migration between provinces as well as rural-urban population movements, with consequent small and unviable schools, the Department, as reflected by the promotion and progression rate, thus calling for further interrogation and research.	
PPM 202: Number of educators employed in public ordinary schools	57 625	54 680	53 862	-818	Inability to fill critical and scarce skills posts due to newly qualified teachers' academic profiles that do not match the schools' post profiles, which was exacerbated by the retirement and unexpected high rate of resignations in the last quarter of the year under review.	
PPM 203: Number of non-educator staff employed in public ordinary schools	6 035	5 976	4 720	-1 256	The variance is due to some posts becoming vacant through natural attrition and the inability to fill others due to budget constraints.	
PPM 204: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1 562 129	1 612 873	1 599 046	-13 827	The deviation is due to a drop in learner in the "No Fee Schools" in line with the actual learners enrolled in January 2015	
PPM 205: Number of learners benefiting from the National School Nutrition Programme (NSNP)	1 646 142	1 755 000	1 745 991	-9 009	The target was projected based on the 2013 Annual Survey but the actual number of learners requiring school nutrition is based on the 2014 Snap Survey which shows a drop in the number of learners.	
PPM 206: Number of learners benefiting from scholar transport	55 537	57 936	57 176	-760	The planned target was based on the need for learner transport, however after the final budget confirmation the planned target had to be reduced due to budget constraints.	
PPM 207: Number of learners with special education needs that are enrolled in public ordinary schools	27 514	12 000	19 499	7 499	The variance has been caused by the increased capacity to implement the Screening, Identification, Assessment and Support Policy as a result of the employment of 82 additional officials within the Inclusive Education unit.	

Programme 2: Public Ordinary Schools					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
PPM 208: Number of full service schools	5	26	26	-	No deviation

Strategy to overcome areas of under-performance

- PPM 201:** The Department will conduct further research in this area and produce up with a meaningful strategy that is linked to promotion and progression of learners. Furthermore, the population migration patterns will be contextualised within the scope of the Social Cluster Departments and intergovernmental relations, including reduction of inefficiencies in terms of schools being viable in size, shape and substance.
- PPM 202:** The Department has completed the process of profiling additional teachers for further placement; re-training; redirection and re-skilling which will be led by the District Directors and ultimate finalised by the Cluster Chief Directors, under close supervision by the Institutional Operations Management Deputy Director-General. The filling of substantive critical and scarce skills subject vacancies was extended to cover all suitable qualified teachers beyond the prioritised Funza Lushaka graduates.
- PPM 203:** The Department is in the process of putting administrative staff in schools, including substantive vacancies within offices. With the finalisation of the 2016 Post Provisioning Norms (PPN) a plan is further developed to ensure that additional teachers are redeployed to needy schools and/or re-trained; re-skilled; and redirected in order to free up funds for the appointment of non-teaching staff.
- PPM 204:** In line with population movements, coupled with both the rationalisation and re-alignment of schools, the Department will review and ensure correct implementation of the “No Fee School” policy to come close to the national benchmark of 60%.
- PPM 205:** With increased triangulation of annual and snap surveys, including utilisation of up-scaled SASAMS schools’ reports, the Department will reduce under performance related to over-estimation of targets.
- PPM 206:** R 120 million has been set aside to renovate and upgrade hostels to accommodate learners travelling long distances, as is the case in Fort Beaufort; Grahamstown; Cradock and Mt. Frere. In Uitenhage 2 hostels at Paul Sauer and Mc Clahlen have already been renovated.

Changes to planned targets

None

Linking performance with budgets

Programme 2 when scrutinised against the background of the adjustment estimates, in contrast to what is portrayed in terms of the appropriated budget, has underspent by 284 068 million. The depicted analysis is as follows:

Sub Programmes	Over/ Under Expenditure as per Adjusted Budget 2014/15
Public Primary Schools	(141 141)
Public Secondary Schools	412 518
Human Resource Development	9 008
School Sport, Culture and Media Services	(3 428)
Conditional Grants	7 111
Total expenditure	284 068

- The reasons for under-expenditure have been lifted under the variances per Performance measures (201-206).
- Currently, the management of Programme 2 involves the clearing of all accrual payments, which will have a knock-on-effect onto the October financial budget adjustment estimates, including requests for roll-overs wherein the Department has an obligation to honour payments within the context of obtaining Government Service Standards.
- While the Department does not condone under- expenditure, it must be placed on record that the Organisation is still struggling to ensure that there is a teacher in front of learners, which is exacerbated by massive resignations.
- In a sharp urge to becoming a responsive organisation, including growing schools to be viable in size, shape and substance, as well as functionality thereof, the 2015/16 Budget and Policy Speech emphasizes teacher development as a major catalyst for change.

Sub-Programme Expenditure

Sub-Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Public Primary Schools	6 052 706	6 399 096	(346 390)	6 274 045	6 415 186	(141 141)
Public Secondary Schools	14 650 138	14 372 913	277 225	15 239 053	14 826 535	412 518
Human Resource Development	90 832	88 646	2 186	62 994	53 986	9 008
School sport, culture and media services	26 112	22 730	3 382	24 431	27 859	(3 428)
Conditional Grant: School	968 330	960 464	7 866	1 007 173	1 000 062	7 111
Total	21 788 118	21 843 849	(55 731)	22 607 696	22 323 628	284 068

Reasons for under or over expenditure

Sub-Programme 2.1. The material areas of overspending are mainly due to the conscience decision taken by the department to settle leave gratuity payments, transfers to non-profit institutions; and payment of leases for public schools on private property, including LTSM payments for programme 7 which were effected under this programme (it was not possible to split the grade R invoices from foundation phase)

Sub-Programme 2.2. The under-expenditure is mainly due to learner/teacher support material, in particular furniture tender service providers that could not perform to expected levels as indicated in the last quarter report of the year under review, including the fact that quite a number of schools falling under this programme are combined, thus going beyond the public secondary category to embrace primary.

Sub-Programme 2.3. The under-expenditure on training and development is due to late commencement of the training plans after the decentralisation of budget to cost centres.

Sub-Programme 2.4. The over-expenditure is due to accruals paid for athletics activities that were conducted towards the end of the year or March as per National Calendar. In addition the Indoni Programme for heritage under "Race and Values" is conducted in partnership with NGO which failed to honour some of its obligation to transport learners at which the Department had to intervene for the success of the Provincial Camp hosted in Mbizana. It should be noted that music competition had exceeded budgeted amount due to increased qualifying numbers of participants at different levels of competition.

Sub-Programme 2.5. The under-expenditure was mainly on transfers to non-profit institutions which is due to drop in the number of learners since the budget was based on annual survey while actual transfers are calculated on snap surveys to eliminate wastage.

3.3. Programme 3: Independent School Subsidies

Purpose:

To support independent schools in accordance with the South African Schools Act (SASA), 1996 (Act No. 84 of 1996) as amended

Sub-Programmes:

Sub-Programme	Sub-Programme purpose
3.1. Primary Phase	To support independent schools in Grades 1 to 7
3.2. Secondary Phase	To support independent schools in Grades 8 to 12

Strategic Goals and Objectives

SG 1: Equitable access to education and resources

SO 1.4: To provide infrastructure, financial, material, human resources and Information Communications Technology to schools

Key Policy Priorities

- Full implementation of UMALUSI registration, accreditation and monitoring processes for improved education outcomes in independent schools.
- Complete investigation / verification of the status of registered independent schools for targeted funding in line with policy.

Strategic Objectives, Performance Indicators Planned Targets and Actual Achievements

The main objective of the programme is the management and administration of independent schools which is a highly regulated sector. Over the years the challenges have been on perfecting the implementation of the registration policy. As there has been a country-wide outcry on the difficulty to manage mushrooming schools. The introduction of UMALUSI with the accreditation element as part of improving registration process seems to be bearing some fruits with the number of reported mushrooms decreasing and a number of non-complying schools also decreasing. This is evidenced by improvement in the spending capacity of the programme as spending in the year under reviewed has improved to 99 %. Additionally as a mechanism to improve and strengthen monitoring of the performance of these schools, the department embarked on a due diligence exercise which was carried out by an external auditor. A report with recommendations was duly submitted for consideration of the department. This sector fully participate in the Annual National Assessment as a requirement for financial support in the department and the quality of the results shows an upward trend which is reflected in the grade 12 performance with the pass rate of 76.7% in 2014, compared to 74.5% in 2013 academic year. This reflects a positive impact towards improvement of quality learning outcomes as a result of provisioning of resources.

Strategic Objectives

Programme Name: Independent School Subsidies						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To provide infrastructure, financial, material, human resources and Information Communications Technology to schools	PPM 301: Number of subsidised learners in independent schools	33 922	40 870	38 740	-2 130	Schools receiving subsidy are subjected to compliance in terms of PFMA, six schools failed to comply and therefore funds which were allocated could not be transferred. The schools are Knowtech, Isaiah 58 (East London), Stepping Stone (Engcobo), St Marks, Tehilla (Port Elizabeth) and High View (Butterworth).

Performance Indicators

Programme Name: Independent School Subsidies						
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned target to Actual Achievement for 2014/2015	Comment on deviations	
PPM 301: Number of subsidised learners in independent schools	33 922	40 870	38 740	-2 130	Schools receiving subsidy are subjected to compliance in terms of PFMA, six schools failed to comply and therefore funds which were allocated could not be transferred. The schools are Knowtech, Isaiah 58 (East London), Stepping Stone (Engcobo), St Marks, Tehilla (Port Elizabeth) and High View (Butterworth).	

Strategy to overcome areas of under-performance

Schools will be consistently monitored and evaluated to assess the managerial capacity for self-management.

Changes to planned targets

No changes to planned targets

Linking performance with budgets

The programme has spent 99.2% of its budget. There has been an increase in performance of independent schools at Grade 12, with pass rate of 76.7% compared to 74.5% in 2013 academic year. This reflects positive impact towards improvement of quality learning outcomes in these schools as a result of provisioning of resources.

Sub-Programme Expenditure

Sub- Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Primary Phase	59 319	58 901	418	69 447	61 794	7 653
3.2 Secondary Phase	40 826	40 657	169	41 742	48 520	(6 778)
Total	100 145	99 558	587	111 189	110 314	875

Reasons for under or over expenditure

The under expenditure is due to schools that failed to submit compliance documents, resulting in allocated funds not being transferred.

3.4. Programme 4: Public Special Schools

Purpose: To provide compulsory public education in special schools in accordance with the South African Schools Act (SASA), 1996 (Act No. 84 of 1996) as amended and Education White Paper 6: on Special Needs Education; “Building an inclusive education and training system”.

Sub-Programmes

Sub-Programme	Sub-Programme purpose
4.1. Special schools	To provide specific public special schools with resources
4.2. Human Resource Development	To provide Departmental services for the professional and other development of educators and non-educators in public special schools.
4.3. School sport, culture and media services	To provide additional and Departmentally managed sporting, cultural and reading activities in public special schools.

Strategic Goals and Objectives:

SG 1: Equitable access to education and resources

SO 1.3: Increase access to Inclusive Education and Specialised Education and access to centres which offer specialist services

SO 1.4: Provision of infrastructure, financial, material, human resources and Information Communications Technology

Key Policy Priorities

The following are the key priorities of the programme:

- Strengthen implementation of Screening, Identification, Assessment and Support (SIAS).
- Intensify curriculum differentiation and adaptation.
- Strengthen and resource special schools and Full Service Schools.
- Fill vacant support staff posts in special schools.
- Train educators and teacher assistants in South African Sign Language (SASL) and Braille.

Strategic objectives, performance indicators planned targets and actual achievements

In the year under review, the Department implemented various programmes linked to 2014/15 identified priorities. In terms of resourcing of special schools, 10 school buses were purchased and delivered to 10 special schools and funds were transferred to all schools and targeted schools were provided with assistive devices, adapted equipment and ICT equipment.

In preparation for the implementation of South African Sign Language, the department approved appointment of 16 deaf teacher assistants for 4 special schools for the deaf. Construction has commenced in two (2) special schools, whilst upgrading and renovation of 7 special schools is in progress.

In promoting quality teaching and learning in special schools, 4 educators from special schools graduated in BA Honours in Augmentative Alternative Communication (AAC) with the University of Pretoria. This will go a long way in assisting learners with speech problems. In preparation for the implementation of SASL CAPS 92 educators from schools for the deaf and deaf teacher assistants were trained in Sign Language by WITS University. Sixty educators from schools for the Blind were also trained in grade 1 and 2 Braille and Braille Maths.

Strategic Objectives

Programme 4: Public Special Schools						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To increase access to inclusive and access to centres which offer specialised services.	PPM 401: Number of learners enrolled in Public Special Schools.	9 206	9 400	9 548	148	The increase in learner enrolment is because of the improved implementation of Screening, Identification, Assessment and Support (SIAS) policy
	PPM 402: Number of educators employed in Public Special Schools.	874	1 116	870	-246	The reason for the deviation is due to non-filling of educator posts due to slow movement of excess teachers in public ordinary schools.
	PPM 403: Number of professional non-educator staff employed in Public Special Schools.	0	90	31	-59	The planned target of 90 was erroneously indicated as applicable in Programme 4, whilst the figure refers to proposed appointment of new therapists.

Performance Indicators

Programme 4: Public Special Schools					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned target to Actual Achievement for 2014/2015	Comment on deviations
PPM 401: Number of learners enrolled in Public Special Schools.	9 206	9 400	9 548	148	The increase in learner enrolment is because of the improved implementation of Screening, Identification, Assessment and Support (SIAS) policy.
PPM 402: Number of educators employed in public special schools Public Special Schools.	874	1 116	870	-246	The reason for the deviation is due to non-filling of educator posts due to slow movement of excess teachers in public ordinary schools.
PPM 403: Number of professional non-educator staff employed in public special schools Public Special Schools.	0	90	31	-59	The planned target of 90 was erroneously indicated as applicable in programme 4 whilst the figure refers to proposed appointment of new therapists.

Strategy to Overcome Areas of Under Performance

PPM 402 and 403: The underperformance in this area is as a result of the reliance on Programme 2 with the filling of vacant posts in Public Ordinary Schools. Public Ordinary Schools where the challenge was additional teachers. The Department has delinked the filling of posts in Programmes 2 and 4 to ensure that teaching and non-teaching posts in special schools are filled through a separate bulletin.

Changes to Planned Targets

None

Linking Performance with Budgets

The over achievement of target for PPM 401 did not require additional funds as the programme also benefits from employment of additional therapists under Programme 2. The under expenditure in PPM 402 and PPM 403 is attributed to the non-appointment of educators and professional non-educator vacant posts due to the overall budget constraints of the Department.

Sub-Programme Expenditure

Sub-Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
4.1. Special schools	483 642	458 367	25 275	526 084	514 077	12 007
4.2. Human Resource Development	7 435	7 491	(56)	2 374	1 789	585
4.3. School sport, culture and media services	3 554	3 090	464	3 669	2 958	711
4.4 Conditional Grants for OSD Therapists	-	-	-	6 571	6 562	9
Total	494 631	468 948	25 683	538 698	525 386	13 312

Reasons for under or over expenditure

The underspending is due to fact that some of the invoices could not be paid before year end. Funds for payment of subsidy to Bhisho Youth Care could not be transferred as the Centre indicated that there were no sentenced learners at the time.

Invoices for payment of universities and some sporting activities arrived towards the end of the financial year and could not be processed before year end.

3.5. Programme 5: Further Education and Training Colleges

Purpose

To provide Further Education and Training (FET) at public FET colleges in accordance with the Further Education and Training Colleges Act (Act 16/2006), inclusive of provisions of the FETC Amendment Act, Act No 3 of 2012.

Sub-Programmes

Sub-Programme	Sub-Programme purpose
5.1. Public Institutions	To provide specific public FET colleges with resources
5.2. Professional Services	To provide educators and students in public FET colleges with Departmentally managed support services.
5.3 Human Resource Development	To provide for the professional and other development of management, lecturing and support staff in public FET colleges
5.4. Conditional Grant	To manage the programme in terms of the conditional grant. The programme was managed as a conditional grant in FET colleges.

Strategic Goals and Objectives

SG 1: Equitable access to education and resources

SO 1.5: Increase access to Education in public Further Education and Training Colleges.

SO 2.6: To improve system for monitoring of learner performance, administration of assessments and utilization of examination questions banks across the system.

Key Policy Priorities

The following are the key priorities of the programme:

- Management of Persal (HR) on agency basis, including college appointed staff
- absorbed on Persal.
- Budget and financial management (agency).
- Infrastructure and estate management.

Strategic objectives, performance indicators planned targets and actual achievements

The Department has a mandate of ensuring the youth of the province is equipped with the skills to meet the demands of the local and national labour market. The colleges offer programmes which are responsive to the needs of the domestic and global economy. The budget to cover running costs is transferred to the colleges for the day to day running of the institutions to purchase LTSM and workshop equipment. A recruitment strategy has been developed for the enrolment of more learners.

ETDP Seta has entered in an agreement with colleges in the province to afford educators with workplace exposure and re-skilling in mathematics and mathematical literacy. Poor Mathematical ability of educators in Primary and Secondary Schools combined with the lack of requisite skills and knowledge at FET Colleges appears to be main reasons for the high failure rate. A plan to monitor effective teaching and learning at all Colleges campus sites has been developed for implementation from 2014 onwards. The plan is done with assistance by

UMALUSI and is inclusive of training programme for educator, administrative staff and college managers. An itinerary for the verification of enrolment at all FET Colleges has been developed and is done jointly with DHET at the beginning of every year.

Strategic Objectives

Programme Name: Administration						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To improve systems for effective management and administration of schools	PPM 501: Number of students enrolled in NC(V) courses in FET Colleges	22 435	23 000	20 031	-2 969	Colleges were advised by the Department of Higher Education and Training not to increase enrolment.
To improve systems for monitoring of learner performance, administration of assessments and utilization of examination question banks across the system	PPM 502: Number of FET College NC(V) students who completed full courses successfully	12 103	13 000	11 300	-1 700	High failure rate in NCV courses, learner drop out due to entry requirements which is Grade 9 not meeting with the standards of the programme (NCV). Poor management of exams (ICASS) which manifested in the inaccuracies of exam results statistics due to pending results

Performance Indicators

Performance Indicator	Programme / Sub-programme				Comment on deviations
	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned target to Actual Achievement 2014/2015	
PPM 501: Number of students enrolled in NC(V) courses in FET Colleges	22 435	23 000	20 031	-2 969	Colleges were advised by the Department of Higher Education and Training not to increase enrolment
PPM 502: Number of FET College NC(V) students who completed full courses successfully	12 103	13 000	11 300	-1 700	High failure rate in NCV courses, learner drop out due to entry requirements which is Grade 9 not meeting with the standards of the programme (NCV). Poor management of exams (ICASS) which manifests in the inaccuracies of exam results statistics due to pending results

Strategy to overcome areas of under-performance

- Liaise with DHET on numbers for each college.
- Exam monitoring – release of examination results will be monitored by sending provincial officials to attend national meetings where they used to sit with examiners to analyse their reports on learner performance, as in the past.

Changes to planned targets

None

Linking performance with budgets

The planned number of learners enrolled in NC (V) courses in FET Colleges was not met as 20 031 students were enrolled instead of 23 000 and also the planned target 13 000 for the number of FET College NC(V) learners who completed full courses successfully was not met as only 11 300 learners completed the course successfully. The sum total of these short-comings resulted in an under-spending of R8 023 000.

Sub-Programme Expenditure

Sub-Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
5.1. Public Institutions	-	-	-	-	-	-
5.2. Professional Services	-	-	-	-	-	-
5.3. Human Resource Development	-	-	-	-	-	-
5.4. Conditional Grant/FET	297 816	293 159	4 657	319 517	311 494	8 023
Total	297 816	293 159	4 657	319 517	311 494	8 023

Reasons for under or over expenditure

The under expenditure is due to programmes that did not take place in January, February and March due to labour unrest coupled to that are the delays to the function shift (Migration of FETs to DHET) which has contributed to instability in the sector.

3.6. Programme 6: Adult Education and Training

Purpose:

To provide Adult Education and Training (AET) in accordance with the Adult Basic Education and Training Act, 52 of 2000, inclusive of provisions of the AET Amendment Act, 2010.

Sub-Programmes

Sub-Programme	Sub-Programme purpose
6.1. Subsidies to Public Adult Learning Centres	To support specific private AET sites through subsidies.
6.2. Professional Services	To provide educators and students in public ABET sites with Departmentally managed support services.
6.3. Human Resource Development	To provide for the professional and other development of educators and non-educators in public AET Centres.

Strategic Goals and Objectives:

SG 1: Equitable access to education and resources.

SO 1.6: To increase access to education in Public Adult Education and Training Learning.

SG 2: Quality of teaching and learning improved at all educational institutions.

SO 2.5: To increase access to high quality teaching-learning materials

Key Policy Priorities

- Recruitment of learners to increase their number from 36 167 to 45 000.
- Recruitment of educators to increase their number from 3 396 to 3 450.
- Extension of curriculum to address the current needs of the communities to attract more learners.
- Provision of maximum learner and educators support in all AET centres.
- Building capacity of educators and learners through training and development programmes.

Strategic objectives, performance indicators, planned targets and actual achievements

Key Achievements

AET Centres have classes from NQF Level 1 to 4 which is the equivalent of Grade 9. AET learners who have completed Level 1 to 4 may proceed to Public FET Colleges located throughout the Province. Monitoring and Support visits of AET centres were conducted and the focus was, among others, the registration and attendance of both educators and learners.

About 600 people including AET learners and educators attended the National Literacy Day held at Nqadu Great Place in Willowvale. This event assisted in the improvement of recruitment of learners. Inter-Departmental cooperation with the Departments of Social Development, Rural Development and Agrarian Reform, Correctional Services and Local Government and House of Traditional Leaders also assisted in this regard. More than 200 learners were registered in AET centres as a result of these initiatives.

Strategic Objectives

Programme 6: Adult Education and Training						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
Increase access to education in public Adult Education and Training Learning Centres	PPM 601: Number of learners enrolled in Public AET Centres	36 167	45 000	31 851	-13 149	There is high dropout rate due to the lack of skills programmes. The targeted learner population is more interest in vocational skills training and not what the current curriculum offers hence they lose interest and dropout during the course of the year.
	PPM 602: Number of educators employed in AET Centres	3 396	3 724	3 367	-357	The appointment of educators on a one year contract has led to low retention rate.

Performance Indicators

Programme 6: Adult Education and Training						
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned target to Actual Achievement for 2014/2015	Comment on deviations	
PPM 601: Number of learners enrolled in Public AET Centres	36 167	45 000	31 851	-13 149	There is high dropout rate due to the lack of skills programmes. The targeted learner population is more interest in vocational skills training and not what the current curriculum offers hence they lose interest and dropout during the course of the year.	
PPM 602: Number of educators employed in AET Centres	3 396	3 724	3 367	-357	The appointment of educators on a one year contract has led to low retention rate.	

Strategy to overcome areas of under performance

- Review of AET curriculum to provide vocational skills programme.
- Employment contracts for AET educators must be revised.

Changes to planned targets

None

Linking performance with budgets

The over expenditure in Public Centres (6.1) has increased in the current year due to the payment of social benefits linked to the compensation of employees, as a result of the collective agreement.

The under expenditure in Human Resource Development (6.3) still continues in the current year, but has improved as compared to that of 2013/2014 as the appropriation has been decreased.

Sub-programme expenditure

Sub- Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
6.1. Subsidies to Public Adult Learning Centres	377 383	377 484	(101)	411 408	411 408	-
6.2. Professional Services	1 172	732	440	-	-	-
6.3. Human Resource Development	0	12	(12)	524	364	160
Total	378 555	378 228	327	411 932	411 772	160

Reasons for under or over expenditure

The under expenditure in Human Resource Development (6.3) still continues in the current year due to a decrease in educator numbers that are trained.

3.7. Programme 7: Early Childhood Development

Purpose

To provide Early Childhood Development (ECD) at the Grade R level in accordance with White Paper 5.

Sub-Programmes

Sub-Programme	Sub-Programme purpose
7.1. Grade R in Public Schools	To provide specific public ordinary schools with resources required for Grade R and encourage more schools to establish grade R classes where space exists
7.2. Grade R in Community Centres	To support particular community centres at Grade R level
7.3. Pre-Grade R Training	To provide training and payment of stipends of Pre-Grade R Practitioners.
7.4. Human Resource Development	To provide Departmental services for the professional and other development of educators and non-educators in ECD sites.
7.5. Conditional Grants	To provide for the infrastructure for Early Childhood Development (reflected under programme 8)

Strategic Goals and Objectives

In the 2014/15 financial year, activities within Programme 7 were guided by the following strategic goals with corresponding objectives, namely:

SG 1: Equitable access to education and resources

SO 1.1: To improve access of children to quality Early Childhood Development

SG 2: Quality of teaching and learning improved at all educational institutions

SO 2.1: To provide an integrated quality ECD provisioning.

SG 4: Organisational capacity enhanced through human resource development and talent management

SO 4.1: To develop and enhance the professional and technical capacity and performance of educators/practitioners

Key Policy Priorities

- Universalise access to Grade R
- Improve the quality of teaching and learning in Grade R
- Training of Pre-Grade R practitioners within the EPWP Framework
- Strengthen inter-sectoral collaboration on the implementation of integrated ECD Strategy

Strategic objectives, performance indicators planned targets and actual achievements

Towards achieving the Department's strategic goals and objectives and realising the strategic priorities of the government, the following has been achieved in 2014/15:

Grade R coverage in the province is recorded at 97% based on the 2015 Snap Survey Grade R enrolment.

The Department has approved the funding of 35 new and 42 additional practitioners, employed by School Governing Bodies towards the effective management of new/additional Grade R classes.

In providing an integrated quality in ECD, the Department contributes a monthly stipend of R5 300 to 5 378 practitioners towards the management of Grade R classes and allocated R92 655 million towards the provisioning of Grade R resources. Further to this 94 Grade R classes in 46 stand-alone sites and 13 Public Ordinary schools received stationery kits, educational toys, classroom display kits and/or furniture.

Endeavours towards enhancing the professional capacity of practitioners include the registration of 592 practitioners in their final year of achieving an accredited NQF Level 5 qualification in ECD, 1 103 practitioners in their first year towards an accredited NQF Level 6 qualification in ECD and a further 1 900 practitioners have been selected to register for a Diploma in Grade R teaching (Level 6).

For Pre - Grade R programme, ten Master Trainers were trained on the National Curriculum for 0 to 4 age cohort and Grahamstown was identified to pilot this curriculum. In this regard, 20 practitioners from Grahamstown were trained.

Strategic Objectives

Programme 7: Early Childhood Development						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To improve access of children to quality Early Childhood Education(ECD)	PPM 701: Number of learners enrolled in Grade R in public schools	150 523	152 873	133 937	-18 936	The target was set on the basis that the schools without Grade R would attach Grade R in January 2015; only 35 schools successfully attached Grade R classes. Non-attachment is due to declining learner numbers.
To provide an integrated quality ECD provisioning	PPM 702: Number of public schools that offer Grade R	4 484	4 557	4 430	-127	The variance is a result of the following: <ul style="list-style-type: none"> • 59 schools did not attach a Grade R class as anticipated • Appointment of 77 additional and 184 replacing practitioners is at various stages of the recruitment process.
To develop and enhance the professional and technical capacity and performance of educators/practitioners	PPM 703: Number of Grade R practitioners employed in public ordinary schools per quarter	5 253	5 472	5 152	-320	

Performance Indicators

Programme 7: Early Childhood Development					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned target to Actual Achievement 2014/2015	Comment on deviations
PPM 701: Number of learners enrolled in Grade R in public schools	150 523	152 873	133 937	-18 936	The target was set on the basis that the schools without Grade R would attach Grade R in January 2015; only 35 schools successfully attached Grade R classes. Non-attachment is due to declining learner numbers.
PPM 702: Number of public schools that offer Grade R	4 484	4 557	4 430	-127	
PPM 703: Number of Grade R practitioners employed in public ordinary schools per quarter	5 253	5 472	5 152	-320	The variance is a result of the following: <ul style="list-style-type: none"> • 59 schools did not attach a Grade R class as anticipated • Appointment of 77 additional and 184 replacing practitioners is at various stages of the recruitment process.

Strategy to overcome areas of under-performance

- **PPM 701 and 702:** Embark on an advocacy campaign to increase Grade R admission at public ordinary schools.-In the 2015/16 financial year, the target of public schools to offer Grade R will be reviewed to accommodate rationalisation of small and unviable schools.
- **PPM 703:** The Department intends to shorten the recruitment process.

In addition to the above, the department endeavours to:

- Professionalise the sector through the training of Grade R practitioners on the Diploma in Grade R Teaching (NQF Level 6).
- Convert professionally qualified Grade R practitioners with an accredited NQF Level 6 qualification in ECD into qualified educators; thereby improving the management of Grade R classes.
- Develop and execute a sound resource provisioning model to ensure curriculum delivery is supported by well-equipped Grade R classes.

Changes to planned targets

None

Linking performance with budgets

In the 2014/15 financial year, Programme 7 under-spent in the following:

Grade R in Public Schools

- **Compensation of Employees:** The variance is attributed to delays in processing of the payment of newly appointed and replacing practitioners.
- **Training & Development:** Due to limited capacity of Higher Education Institutions to provide Level 6 (ECD) training, the registration of 1900 Grade R practitioners was deferred 2015/16.
- **LTSM:** The sub-programme under-spent as procurement for Grade R resources was processed under Programme 2.

Pre-Grade R

- **Training & Development:** Under-spending in Goods & Services was attributed to delays in the finalisation of ECD training bid.
- **Non-profit institutions/transfer payments:** The transfer of funds to identified Pre-Grade R practitioners was dependent on the commencement of training, which did not take place.

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Sub- Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
7.1. Grade R in Public Schools	441 985	427 672	14 313	538 702	388 940	149 762
7.2. Grade R in Community Centres	-	-	-	-	-	-
7.3. Pre-Grade R Training	3 926	148	3 778	7 826	150	7 676
7.4. Human Resource Development	1 897	1 270	627	1 985	570	1 415
7.5. Conditional Grants	-	-	-	-	-	-
Total	447 808	429 090	18 718	548 513	389 660	158 853

Reasons for under or over expenditure

- Under expenditure to the amount of R158 853 000 is attributed to challenges encountered in the compensation of employees, training and development and processing the payment of Grade R resources (LTSM) under Programme 2.

3.8. Programme 8: Infrastructure Development

Purpose

To provide and maintain infrastructure facilities for the administration and schools.

Sub-Programmes

Sub-Programme	Sub-Programme purpose
8.1. Administration	To provide goods and services required for the office infrastructure development and maintenance.
8.2. Public Ordinary Schools	To provide goods and services required for the public ordinary schools (main stream and full service schools) infrastructure development and maintenance.
8.3. Special Schools	To provide goods and services required for the special schools infrastructure development and maintenance.
8.4. Early Childhood Development	To provide goods and services required for the early childhood development infrastructure development and maintenance.
8.5. Conditional Grants	To provide for project funded by the Education Infrastructure Grant To provide for infrastructure at public special schools.

Strategic Goals and Objectives:

SG 1: Equitable access to education and resources

SO 1.4: To provide infrastructure, financial, material, human resources and information-communication technology (ICT) to schools.

Key Policy Priorities

Based on these strategic goals, the Department has developed a number of strategic objectives to give effect to them. Some embody a direct infrastructure commitment, and these strategic objectives are listed below:

- Progressively eradicate inappropriate and mud structures and other infrastructure to Public Ordinary Schools in line with Norms and Standards for Infrastructure.
- To ensure that all schools have basic services and meet basic safety requirements in line with the Norms and Standards.
- Progressively provide appropriate Grade R facilities at schools in line with the Norms and Standards.
- Provide intervention in cases of disasters / emergencies.
- Monitor the minor maintenance required at schools.
- Provide infrastructure in respect of the realigned schools and optimise existing infrastructure in rationalised schools.
- Provide and upgrade existing infrastructure to facilitate universal access for disabled children and youths.

Strategic Objectives, Performance Indicators Planned Targets and Actual Achievements

Key achievements from previous year:

- Norms and Standards for public school infrastructure came into effect in November 2013 effectively giving a definite framework, timelines and guidelines for infrastructure planning and delivery.
- The Department submitted its 2015/16 U-AMP on time and has scored 71% from the assessment by DBE and National Treasury, which was the second highest score nationally. This resulted in additional incentive allocation of R98 million in the 2015/16 financial year.
- The Department has managed to allocate further funds to a number of rural hostels, which featured in the Daily Dispatch some time back and electricity upgrading and equipment has been provided.
- There has been an improvement in the alignment of our backlog with the ASIDI intervention through interactions with DBE—however the challenge of infrastructure for small schools needs to be addressed as a matter of urgency.
- The condition assessment tender for 2,521 has been awarded and the service provider is halfway through the on-site assessment and that data is uploaded on to the EFMS.
- Infrastructure Commission established to enhance responsiveness and strategic development

Strategic Objectives

Programme 8: Public Ordinary Schools						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools	PPM 801: Number of public ordinary schools to be provided with water supply	53	157	242	85	The over-achievement is due to close monitoring of IAs. A number of projects from 2013/14 reached completion in 2014/15. 57 projects not part of the original target were completed in 2014/15.
	PPM 802: Number of public ordinary schools to be provided with electricity supply	25	87	85	-2	The target was not achieved due to Eskom not connecting those schools, which formed part of our target.
	PPM 803: Number of public ordinary schools to be supplied with sanitation facilities	47	154	180	26	The over-achievement is due to 38 projects which were not part of the original target but completed in 2014/15.
	PPM 804: Number of classrooms to be built in public ordinary schools	361	763	821	58	The over-achievement is due to a number of projects from 2013/14 that reached completion in 2014/15.
	PPM 805: Number of specialist rooms to be built in public ordinary schools	78	78	199	121	The over-achievement is due to a number of projects from 2013/14 that reached completion in 2014/15.

Performance Indicators

Programme 8: Public Ordinary Schools					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
PPM 801: Number of public ordinary schools to be provided with water supply	53	157	242	85	The over-achievement is due to close monitoring of IAs. A number of projects from 2013/14 reached completion in 2014/15. 57 projects not part of the original target were completed in 2014/15.
PPM 802 : Number of public ordinary schools to be provided with electricity supply	25	87	85	-2	The target was not achieved due to Eskom not connecting those schools, which formed part of our target.
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PPM 804: Number of classrooms to be built in public ordinary schools	361	763	821	58	The over-achievement is due to a number of projects from 2013/14 that reached completion in 2014/15.
PPM 805: Number of specialist rooms to be built in public ordinary schools	78	78	199	121	The over-achievement is due to a number of projects from 2013/14 that reached completion in 2014/15.

Strategy to overcome areas of under-performance

Even though there is over achievement against the APP targets there are still challenges that are persistent under this programme.

- Closure of projects on time
- Eskom not aligned to the identified project
- SDA's signed by Implementing agents (IA's) with DRPW created a challenge as the department had no legal recourse to deal with IA's.

The primary objective of the Department's infrastructure programme is to provide facilities in such a manner that the delivery process is consistent with these goals and in accordance with the Infrastructure Delivery Management System (IDMS). The strategies identified to overcome areas of underperformance are:

- Aligning the ECDoE backlog intervention with the ASIDI intervention.
- Targeting and focus on the closure and completion projects of timeously including terminated projects.
- Improving User Asset Management Planning, together with more emphasis on life cycle planning, especially improved maintenance planning, effective and efficient implementation of the Education Facilities Management System (EFMS).
- The greatest challenge will be managing the implementation of the increased budget especially in the light of the limited capacity, not only within the DoE infrastructure unit but also within PIAs and the industry as a whole. A number of parallel initiatives are being pursued to assist in this regard. These include internal capacitation, external support, and utilisation of new procurement / contracting models.
- Ensuring strong facilitation of projects so as to eliminate strikes on site.
- The appointments of all outstanding posts are being addressed, which includes the three SMS posts. In the interim provision of outsourced support will be used to fill the gaps to ensure that all the infrastructure delivery needs are met.
- The existing and proposed organisational structures are to be aligned / merged, and the vacant posts filled. HR support is being provided from Treasury to support the alignment and recruitment processes.
- The governance structures, and in particular the Provincial Steering Committee (PSC), are being revived in order to manage the SDAs and ensure accountability and monitoring of the PIAs.
- Integration with DRPW and other stakeholders.
- The management of PIAs is to be strengthened (which is itself dependent on increased capacitation). Their access to the EFMS is also to be accelerated, and they will be required to provide administrative support to follow up effectively on compliance with all their obligations with regard to capturing of all the necessary data and documentation on the system.

Changes to planned targets

None

Linking performance with budgets

The programme overspent on sub-programme 8.1 (administration) in the year under review this has been a change in performance compared to the under expenditure in the previous year. For sub-programme 8.2 the trend of over expenditure between the two years seems to be the same though there is an improvement in the current year. Sub-programme 8.3 and 8.4 respectively show a trend of under spending.

Sub-Programme Expenditure

Sub- Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
8.1. Administration	244 497	143 853	100 644	26 407	66 095	(39 688)
8.2. Public Ordinary Schools	1 058 919	1 246 256	(187 337)	849 861	855 116	(5 255)
8.3. Special Schools	171 493	108 527	62 966	200 308	128 496	71 812
8.4. Early Childhood Development	181 192	60 458	120 734	160 516	50 365	110 151
Total	1 656 101	1 559 094	97 008	1 237 092	1 100 072	137 020

Reasons for under or over-expenditure

- A number of special schools had unresolved land issues for example: ANTOS, Khayaletu and Amasango Special Schools. These issues remain unresolved except for Khayaletu which is being rolled out in 2015/16.
- A number of sanitation projects budgeted experienced delays due to procurement.
- Some large projects experienced very slow expenditure, when these projects should have been at their peak. This is due to labour unrest & strikes at Jeffrey's Bay, Sunshine Special School and Jubilee Park. There were delays in replacing terminated contracts at Klopfenstein and St Mathews but these have since been improved.
- There was over expenditure on the Administration sub-programme 8.1 due to insufficient equitable share budget.

3.9. Programme 9: Auxiliary and Associated Services

Purpose

To provide education institutions as a whole with support.

Sub-Programmes

Sub-Programme	Sub-Programme purpose
9.1. Payments to SETA	To provide employee HRD in accordance with the Skills Development Act.
9.2. Professional Services	To provide educators and learners in schools with Departmentally managed support services.
9.3. Special projects	To provide for special Departmentally managed intervention projects in the education system as a whole.
9.4. External examinations	To provide for Departmentally managed examination services and Assessment
9.5. Conditional grant	<p><i>Conditional Grant Projects</i></p> <p>To provide for projects specified by the Department of Basic Education that are applicable to more than one programme and funded from conditional grants:</p> <ul style="list-style-type: none"> • To enhance the protection offered by schools to prevent and mitigate the impact of HIV. • To increase knowledge, skill & confidence amongst learners and educators to take self-appropriate sexual and reproductive health decisions. • To increase access to sexual and reproductive health services including HIV services for learners and educators.

Strategic Goals and Objectives

SG 1: Equitable access to Education

SO1.2: Increase access to education in public ordinary schools

SG 2: Improve quality of teaching and learning at all educational Institutions.

SO 2.2: To increase the percentage of Grade 3, 6 and 9 learners performing at required levels in Languages and Mathematics

SO 2.3: To increase the number of Grade 12 learners who become eligible for a bachelor programme at a University.

SO2.4: To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences.

Key Policy Priorities

The following are key priorities of the programme:

- Implementation of CAPS from Grade R-12.
- Strengthen the implementation of Literacy and Numeracy Strategy.
- Strengthen implementation of Mathematics and Science Strategy in GET and FET.
- Strengthening the implementation, verification and administration of efficient School Based Assessment (SBA) as strategic levers to drive teaching and learning.

- Implementation of Learner and Teacher Support Programme to improve learning outcome from Grade R- 12.
- Implementation of Care and Support for Teaching and Learning (CSTL) framework and integrated school health.

Strategic Objectives, Performance Indicators Planned Targets and Actual Achievements

This programme ensures that priorities as outlined in the National Development Plan (NDP), the Medium Strategic Framework 2015- 2019 and the *Action Plan 2019: Towards the Realisation of Schooling 2030* are implemented.

In order to achieve the goals set out in the documents above, the Programme can report on the following achievement:

Firstly, access to Early Childhood Development has been expanded. This has been achieved by ensuring that the number of learners in Grade 1 who have received formal Grade R increased. Secondly, this programme actively promoted the development of Indigenous Languages. Thirdly, a conscious investment was made in the acquisition of priority skills such as competence in writing, reading and counting by all Eastern Cape learners from Grade R – 12 through the promotion of the Provincial Literacy and Numeracy Strategy and the Provincial Reading Strategy. In addition, the improvement of performance in Mathematics and Sciences from Grade R-12 was targeted through an intensified intervention programme.

The Annual National Assessments (ANA) was used as a means to assess the levels of competence and achievements of learners in Mathematics and Languages in Grades 1-6 and 9. The Programme's main focus for 2014/15 was to see a measurable improvement in learners' competency in reading, writing and counting as well as the improvement of Languages and Mathematics across all grades.

The incremental increase and quality in the number of Grade 12 passes and University entrance passes in National Senior Certificate (NSC) examinations continues to be a major goal for the Department. The results are on a slow, upward trajectory as indicated by improvement from 64.5% in 2013 to 65.4% in 2014. The NSC Bachelor passes improved from 19% in 2013 to 20.1% in 2014. The 85% target set for 2019 will remain a cause for concern unless the challenges are addressed.

The integration of activities in the programme ensured that there was effective delivery of teaching and learning in schools from Grades R – 12 which included: maximum participation of schools in Maths and Science, curriculum support through e-Learning and Library services to all learners and teachers, the infusion of Information and Communication Technology (ICT), School Based Assessment (SBA) as well as all the designated national and provincial examinations and assessment mandates such as National Senior Certificate (NSC), AET LEVEL 4, Grades 3, 6, 9 and 11 Final examinations, Grades 1 to 6 and 9 Annual National Assessment (ANA).

Sustaining the rigorous monitoring and evaluation of learner performance in the sector is vital. This took place through frequent, planned monitoring and support at all levels. This included providing regular feedback to learners and teachers as well as providing a benchmark for systemic improvement in departmental programmes.

Strategic Objectives

Programme 9: Public Ordinary Schools						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
To increase to education in public ordinary schools	PPM 901: Number of candidates in Grade 12 who wrote National Senior Certificate(NSC) examinations	74 980	73 875	69 294	-4 581 (6.2%)	The reason for the deviation was that the target set was based on the Grade 11 pass rate from the previous year and the historical trends in the registration numbers of learners in Grade 12. As the registration process is only completed by September of each year the targets could not be amended.
To increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university	PPM 902: Number of candidates who passed National Senior certificate (NSC)	46 840	47 280	43 776	-3 504 (7.4%)	The reason for the deviation is due to the shortage of teachers, Subject Advisors and Subject Planners led to underperformance because teaching, support, monitoring and evaluation could not be conducted effectively.
To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences	PPM 903: Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	13 686	14 775	13 435	-1 340 (9.1%)	The reason for the deviation is due to the shortage of teachers, Subject Advisors and Subject Planners led to underperformance because teaching, support, monitoring and evaluation could not be conducted effectively.
To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences	PPM 904: Number of learners who passed Mathematics in the NSC examinations	15 743	15 580	12 528	-3 052 (19.6%)	The reason for the deviation is due to the cumulative learning deficits from the lower grades as well as teachers' content knowledge gaps due to changes in subject content in the curriculum. The prevalence of small schools in the Province does not result in effective teaching and learning; Small schools also do not qualify for Heads of Department (HOD) to monitor and support teachers because of low enrolment. In most instances there is ineffective support and monitoring of teachers by HODs.

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Programme 9: Public Ordinary Schools						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
	PPM 905: Number of learners who passed Physical Science in the NSC examinations	14 061	14 580	10 691	-3 889 (26.7%)	The reason for the deviation is due to the cumulative learning deficits from the lower grades as well as teachers' content knowledge gaps due to changes in subject content in the curriculum. The prevalence of small schools in the Province does not result in effective teaching and learning. Small schools also do not qualify for Heads of Department (HOD) to monitor and support teachers because of low enrolment. In most instances there is ineffective support and monitoring of teachers by HODs.
To increase the percentage of Grade 3, 6 and 9 learners performing at required levels in Language and Mathematics	PPM 906: Number of Grade 3 learners who passed Language in the Annual National Assessment (ANA).	79 809	89 452	106 801	17 349 19.4%	The reason for the deviation is due to the intensive interventions found in the GET Literacy and Numeracy (LITNUM) Strategy. Effective implementation of Learner Attainment Improvement Strategy (LAIS) contributed toward achieving the set target.
	PPM 907: Number of Grade 3 learners who passed Mathematics in the Annual National Assessment (ANA)	87 282	77 114	104 463	27 349 35.5%	The reason for the deviation is due to the intensive interventions found in the GET Literacy and Numeracy (LITNUM) Strategy. Effective implementation of Learner Attainment Improvement Strategy (LAIS) contributed toward achieving the set target.
	PPM 908: Number of Grade 6 learners who passed Language in the Annual National Assessment (ANA).	56 254	57 281	89 461	32 180 56.2%	The reason for the deviation is due to the intensive interventions found in the GET Literacy and Numeracy (LITNUM) Strategy. Effective implementation of Learner Attainment Improvement Strategy (LAIS) contributed toward achieving the set target.
	PPM 909: Number of Grade 6 learners who Math who passed Mathematics in the	22 395	44 552	33 512	-11 040 (24.8%)	The reason for the deviation is due to the cumulative learning deficits from the lower grades as well as teachers' content knowledge

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Programme 9: Public Ordinary Schools						
Strategic Objective	Programme Performance Measures	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
	Annual National Assessment (ANA).					gaps due to changes in subject content in the curriculum. The prevalence of small schools in the Province does not result in effective teaching and learning; Small schools also do not qualify for Heads of Department (HOD) to monitor and support teachers because of low enrolment. In most instances there is ineffective support and monitoring of teachers by HODs.
	PPM 910: Number of Grade 9 learners who passed Language in the Annual National Assessment (ANA).	29 497	54 653	57 511	2 858 5.2%	The reason for the deviation is due to the intensive interventions found in the GET Literacy and Numeracy (LITNUM) Strategy. Effective implementation of Learner Attainment Improvement Strategy (LAIS) contributed toward achieving the set target.
	PPM 911: Number of Grade 9 learners who passed Mathematics in the Annual National Assessment (ANA)	4 699	54 653	4 891	-49 762 (91.1%)	The reason for the deviation is due to the cumulative learning deficits from the lower grades as well as teachers' content knowledge gaps due to changes in subject content in the curriculum. The prevalence of small schools in the Province does not result in effective teaching and learning; Small schools also do not qualify for Heads of Department (HOD) to monitor and support teachers because of low enrolment. In most instances there is ineffective support and monitoring of teachers by HODs.

Performance Indicators

Programme 9: Public Ordinary Schools					
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PPM 902: Number of candidates who passed National Senior certificate (NSC)	46 840	47 280	43 776	-3 504 (7.4%)	The reason for the deviation is due to the shortage of teachers. Subject Advisors and Subject Planners led to underperformance because teaching, support, monitoring and evaluation could not be conducted effectively.
PPM 903: Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	13 686	14 775	13 435	-1 340 (9.1%)	The reason for the deviation is due to the shortage of teachers. Subject Advisors and Subject Planners led to underperformance because teaching, support, monitoring and evaluation could not be conducted effectively.
PPM 904: Number of learners who passed Mathematics in the NSC examinations	15 743	15 580	12 528	-3 052 (19.6%)	The reason for the deviation is due to the cumulative learning deficits from the lower grades as well as teachers' content knowledge gaps due to changes in subject content in the curriculum. The prevalence of small schools in the Province does not result in effective teaching and learning; Small schools also do not qualify for Heads of Department (HOD) to monitor and support teachers because of low enrolment. In most instances there is ineffective support and monitoring of teachers by HODs.
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Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviation
					teachers' content knowledge gaps due to changes in subject content in the curriculum. The prevalence of small schools in the Province does not result in effective teaching and learning; Small schools also do not qualify for Heads of Department (HOD) to monitor and support teachers because of low enrolment. In most instances there is ineffective support and monitoring of teachers by HODs.
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PPM 910: Number of Grade 9 learners who passed Language in the Annual National Assessment (ANA).	29 497	54 653	57 511	2 858 5.2%	The reason for the deviation is due to the intensive interventions found in the GET Literacy and Numeracy (LITNUM) Strategy. Effective implementation of Learner Attainment Improvement Strategy (LAIS) contributed toward achieving the set target.
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Strategy to overcome areas of under-performance

In order to address the identified challenges, the following strategies should be implemented:

- Support rationalisation of small schools for effective teaching and learning in all subjects. Small schools are not eligible for adequate teachers and Heads of Departments (HODs) due to smaller number of learners. Capacitation of subject teachers and HODs through intensive teacher development initiatives on identified areas of weaknesses in Annual National Assessment (ANA) and National Senior Certificate (NSC) diagnostic reports and Chief Markers reports.
- Support the reskilling/development of teachers with identified content knowledge gaps relating to Mathematics and Sciences through upgrading and in service training programmes.
- Track curriculum coverage on regular basis through the use of SASAMS and standardised templates and tools. This is in order to identify and target underperforming schools for support.
- Support/Influence the Fundza Lushaka bursary selection process in order to increase the number of qualified Mathematics and Sciences teachers.
- Integration of ICT and e-Learning into the teaching and learning processes to enhance content knowledge of teachers and learners in schools.
- Regulate the education sector and areas of operation e.g. set norms and standards for the appointment of Subject Advisors in the District Offices by implementing the Service Delivery Model.
- Intensify the implementation of existing and new strategies such as LitNum, "How I Teach", 1+4 Senior Phase Mathematics Model, LAIS/NSLA and Reading Strategy.
- Manage and strengthen inter-Directorate collaborations with Institutional Development Support and Governance (IDS&G). Education Development Officers (EDOs) are well placed in Circuits to monitor and support schools on Curriculum Management.
- Manage and strengthen the partnership programme with Eskom, Telkom, Vodacom, Engen, General Motors, Department of Technology, Stats SA, National Education Collaboration Trust etc. to promote Mathematics, Sciences and Reading.
- Strengthen the functionality and resourcing of all schools in accordance with the prescripts of the Curriculum and Assessment Policy Statements (CAPS).
- Support Post Provisioning Norms (PPN) process to address identified systemic challenges such as the shortages of teachers. This shortage contributes to non-teaching of certain subjects and results in underperformance.

Changes to planned targets

None

Linking performance with budgets

The programme has spent all its allocated budget. In previous year the programme underspend by R11 718 000. The Sub-programme 9.4 External Examination had overspent by R12 042 000 because of the unexpected increase in marking tariff, Unexpected higher number pages in question papers and Annual National Assessment question papers. It must also be noted that all other sub-programmes underspent between R1 million to R7 million.

Sub-Programme Expenditure

Sub- Programme Name	2013/2014			2014/2015		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
9.1. Payments to SETA	12 150	12 150	-	14 166	13 416	750
9.2. Professional Services	44 977	43 614	13 644	32 185	24 233	7 952
9.3 Special projects	374	16	357	1 409	381	1 028
9.4. External examinations	220 102	218 226	(2 623)	231 863	242 821	(10 958)
9.5. Conditional grant	34 895	34 557	340	37 023	35 795	1 228
Total	312 498	308 563	11 718	316 646	316 646	-

Reasons for under or over expenditure

The sub-programme 9.4 External Examinations overspend by R10 958 for the financial year.

This overspending was caused by the increase in marking tariff, unexpected higher number of pages of printing question papers for ANA and final exam. The norm time on marking was increased which lead to the appointment of more markers also contributed to over spending.

The sub-programme 9.2 Professional Services underspent for the financial year 2014/15. The process of seeking approval for procurement by districts at Head Office and the centralising of the procurement of goods and services caused under-spending. In addition, some Districts could not access the budget until mid-year due to the payment process of accruals.

4. Transfer Payments

4.1. Transfer payments to public entities

Public entities receive sizeable transfer payments from government and are often the front-line providers of services on behalf of government. It is therefore important to understand the impact of these services on the community. Departments are requested to provide information on the services provided by these public entities, transfer payments to the public entities, the actual amount spent from the transfer received by the public entities, strategic achievements of the public entity. Departments must also comment on monthly monitoring systems or the lack thereof to monitor spending on such transfer payments. If such monitoring did take place, departments must provide details of difficulties experienced and what steps (if any) were taken to rectify such difficulties. The department transfers to schools and to ex-employees (the amount for leave gratuities has been excluded)

Programme	Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity (R'000)	Amount spent by the public entity (R'000)	Achievements of the public entity
Programme 2	Public Ordinary Schools	Payments to deserving No Fee and Section 21 schools (1st and 2nd Tranches) Conditional grants for NSNP for food, gas and handlers.	1 709 686	1 709 686	Procurement of educational consumable, stationery, non-educational consumables, maintenance, L TSM municipality services and office administrative items that lead to improvement in resource provisioning Procurement of foodstuffs, fuel and payment of stipend for food handlers, feeding equipment, provision of food preparatory and storage facilities and hence nutritious meals were provided to learners
Programme 3	Independent Schools	Transfer payments to support Independent Schools in accordance with the South African Schools Act.	110 314	110 314	Improvement in provisioning of school resource. Increased in learner numbers subsidised
Programme 4	Special Schools	Transfer payments to provide public education to in special Schools in accordance with the South African Schools Act.	64 186	64 186	Improved access to special education

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Programme	Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity (R'000)	Amount spent by the public entity (R'000)	Achievements of the public entity
Programme 5	Further Education and Training Colleges	Transfer payment to FET Colleges to provide further education and training at public FETS.	305 760	305 760	Improvement in provisioning of school resource
Programme 6	Adult Education Training	Provisioning for the payment of administrative cost and LTSM AET Colleges	347	347	About 600 people including AET learners and educators attended the National Literacy Day held at Nqadu Great Place in Willowdale
Programme 7	Early Childhood Development	Procurement of LTSM, outdoor playing area equipment, operating costs, furniture and Grade R stationery	9 258	9 258	All transfers were made timeously and funds were used for the intended purpose.
Programme 9	Auxiliary and Associated services	Exam centres accommodate educators for working	19 421	19 421	Smooth running of the marking process during examinations.
		ETDPSETA conducts training for skills development	29 401	29 401	ETDPSETA funds learnerships for unskilled youth

5. Conditional Grants

5.1. Conditional grants and earmarked funds paid

The table below describes each of the conditional grants and earmarked funds paid by the department.

Conditional Grant 1: Technical Secondary Schools Recapitalisation

Department/ Municipality to whom the grant has been	Eastern Cape Department of Education
Purpose of the grant	<p>To recapitalise 31 Technical Schools and to improve their capacity to contribute to skills development training in the country by:</p> <ul style="list-style-type: none"> • Building or re-designing workshops to support the technical subject offerings • Refurbishing workshops to comply with safety laws and regulations so as to meet minimum • Buying and installing new machinery, equipment and tools consistent with the subject offered in the schools • Training and up skilling of teachers to acquire new trends, practical skills and developments in their subjects.
Expected outputs of the grant	<ul style="list-style-type: none"> • Building of 12 new workshops at Phumlani Senior Secondary School in Lady Frere, Nosimo Technical High School in Ngcobo and Isikhoba Nombewu Senior Secondary School in Cofimvaba. • Upgrade and/or extend one workshop at each of the 3 schools at, Mount Ayliff High School in Mt. Frere, Mhlanganisweni and Vakele Technical Schools in Libode. • Train teachers of the 31 Technical Schools of the grant. • Purchasing of equipment for Civil and Mechanical Technology at Mhlanganisweni and Vakele Technical Schools in Libode.
Actual outputs achieved	<ul style="list-style-type: none"> • 2 workshops were completed and handed over in Mhlanganisweni and Vakele Technical Schools in Libode. • Richard Varha Technical HS in KWT, Vulindlela Technical HS in Sterkspruit, and Elliotdale Technical HS in Lusikisiki were completed and handed over. • Of the 12 new workshops started in 2014/15, 4 workshops each for Phumlani SSS in Lady Frere and Isikhoba Nombewu in Cofimvaba will be completed in July 2015. Construction of 4 workshops for Nosimo Technical HS in Ngcobo will be complete in January 2016. • Teachers trained in Civil, Mechanical and Electrical Technology form 31 Technical High Schools.
Amount per amended DORA (R'000)	R32 928
Amount transferred (R'000)	R32 928
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department / municipality (R'000)	R24 484

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Reasons for the funds unspent by the entity	<p>The under-expenditure in this grant is due to a number of reasons:</p> <ul style="list-style-type: none">• The deviation from the timeframe set in the Business Plan in the infrastructure activity.• Delay in the issuing of contracts to the successful bidders even though the tender evaluations were done and finalised.• Delay in issuing of an order for purchasing of equipment.• The delay in handing over of sites to contractors.
Monitoring mechanism by the transferring department	<p>The Infrastructure Committee chaired by the HOD is where implementing agents report on the status of their projects.</p> <p>Dedicated professionals employed in the Infrastructure Directorate monitor the Implementing Agents.</p>

Conditional Grant 2: Dinaledi Conditional Grant

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	<ul style="list-style-type: none"> • To promote Mathematics and Physical Science teaching and learning • To improve learner performance in Mathematics and Physical Sciences in line with Action Plan 2014 • To improve teachers' content knowledge of Mathematics and Physical Sciences
Expected outputs of the grant	<ul style="list-style-type: none"> • Establishment of ICT laboratories in 10 Dinaledi schools by purchasing 31 computers and a server for each ICT ready school; • Purchasing and installation of Mathematics and Physical sciences educational software for 60 Dinaledi schools; • Purchasing of one laptop and a data projector for each of the 60 Dinaledi schools; • Purchasing of mobile science laboratories, apparatus and consumables (new and top up) for 30 Dinaledi schools; • Training of teachers from Dinaledi schools on content knowledge of Mathematics, Physical Sciences, Life Sciences and English First Additional Language (FAL); • Training of principals and SMT's (on management and/or mentoring) from 60 Dinaledi schools; • Purchasing of Mathematics kits for 60 Dinaledi schools; • Training and preparation of learners for participation in Mathematics and Sciences Olympiads, chess, Science Expo's, Science Fairs, clubs and competitions (from each Dinaledi school); • Employment of one Laboratory Assistant per Dinaledi school, to be remunerated at the same rate as interns in the public service; and • Monitoring of 60 Dinaledi schools in order to assess, measure and address learning and teaching deficiencies in Mathematics, Physical Sciences and English FAL.
Actual outputs achieved	<ul style="list-style-type: none"> • Life Sciences models were purchased and supplied to all 60 Dinaledi schools. • Additional Physical Sciences kits and consumables purchased for 30 Dinaledi schools. • 10 ICT Mobile Laboratory Trolleys (with 360 laptops, 10 printers, 10 servers, 10 trolley carts, and 10 servers, 10 3G/AGSL routers, 20 Wireless Access points) 4 200 Calculators & 60 CASIO emulators were purchased for the 60 Dinaledi schools. • The e-learning model laptop solutions (consisting of a laptop, data projector and white screen) were purchased and delivered to each of the 60 Dinaledi schools. • Mathematics and Sciences educational software was purchased and installed for the 60 Dinaledi schools and 52 teachers from these Dinaledi schools were trained on the use of the MST educational software in the laptops they had received. • 113 Teachers from 60 Dinaledi schools were work shopped and trained on Mathematics and Physical Sciences content. • 117 Dinaledi school principals and HoD's/SMT's were trained and mentored on how to manage curriculum implementation. • Teachers from the 60 Dinaledi schools trained on the effective use of Mathematics and Physical Sciences software. • 26 laboratory assistants employed and placed in 26 Dinaledi schools remunerated at the same rate as interns in public service. 03 of these later resigned. All these Laboratory Assistant were trained on Laboratory Management and conducting practical activities in schools. • Training of 92 teachers from 52 Dinaledi was done and training materials and Study guides for English FAL training were purchased for them.
7Amount per amended DoRA(R'000)	R13 342

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Amount transferred (R'000)	R13 342
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R13 313 (100%)
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> • The total expenditure should have been R13 313 after the remuneration of laboratory assistants end March 2015, however, the payment section utilised a wrong code and the laboratory assistants payment did not reflecting on the latest Bass report for two months (February and March 2015).
Monitoring mechanism by the transferring department	<p>The following monitoring mechanisms were carried out by the Department:</p> <ul style="list-style-type: none"> • Monthly narrative and FINCOM reports • Quarterly reports • Evaluation reports • School support visits to monitor and support implementation of the Dinaledi programme • Quarterly Principal's meetings • Regular management meetings with the Acting Chief Director: Curriculum Management to track spending of grant funds

Conditional Grant 3: National School Nutrition

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	To provide nutritious meals to targeted learners
Expected outputs of the grant	A nutritious meal served to learners 1 755 000
Actual outputs achieved	1 745 991
Amount per amended DoRA	R984 548
Amount transferred (R'000)	R984 548
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R977 489
Reasons for the funds unspent by the entity	Preparation budget in respect of 10 schools that submitted quintile contestation could not be transferred as approval for contestation was not granted. Furthermore, budget meant for procurement of 33 mobile kitchens and leasing of photocopiers for 23 districts could not be utilised.
Monitoring mechanism by the transferring department	The Department will strengthen monitoring of adherence to procurement plans as well as cash- flow projections on a monthly basis.

Conditional Grant 4: Infrastructure Grant

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	<p>To provide goods and services required for:</p> <ul style="list-style-type: none"> • Public Ordinary schools (mainstream and full service) infrastructure development • Special schools infrastructure development and maintenance • Early Childhood development infrastructure development and maintenance • Provide adequate basic services such as water, sanitation and electricity • Systematically eliminate the backlog in classroom accommodation • Development of infrastructure for the re-alignment and rationalisation of public ordinary schools • Intensify efforts towards providing infrastructure facilities that ensure all schools have safe environments for all children • Intensify efforts towards eradication of inappropriate schools
Expected outputs of the grant	<ul style="list-style-type: none"> • Provision of water supply for the targeted 157 public ordinary schools • Provision of electricity supply for the targeted 87 public ordinary schools • Provision of sanitation facilities for the targeted 154 public ordinary schools • Provision of classrooms for the targeted 763 public ordinary schools • Provision of specialist room for the targeted 34 public ordinary schools
Actual outputs achieved	<ul style="list-style-type: none"> • A total of 242 schools were provided with water supply • A total of 85 schools were provided with electricity • A total of 180 schools were provided with sanitation • A total of 821 classrooms were built in public ordinary schools of which 69 are ECD classrooms • A total of 199 specialist rooms were built
Amount per amended DoRA (R'000)	R1 177 914
Amount transferred (R'000)	R1 177 914
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R996 571
Reasons for the funds unspent by the entity	<p>The under-expenditure in this grant is due to the following reasons:</p> <ul style="list-style-type: none"> • A number of special schools had land issues which remain unresolved measures are in progress to deal with this • A number of contracts terminated took long to re-tender – IA's are being followed up to deal with this • Some schools were affected by strikes on site thus resulting in projects being on standstill for long periods • A number of projects delayed by procurement with IA's – the IA's involved have been addressed & measures are taken to address this
Monitoring mechanism by the transferring department	<p>The Infrastructure Committee chaired by the HOD is where implementing agents report on the status of their projects.</p> <p>Dedicated professionals employed in the Infrastructure Directorate monitor the various Implementing Agents.</p>

Conditional Grant 5: HIV/AIDS Grant

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	<p>The implementation of the CSTL Framework (Care and Support for Teaching and Learning) has been identified as a key strategy to address barriers to education for children in our schools.</p> <p>To enhance the protection offered by schools to prevent and mitigate the impact of HIV.</p> <p>To increase knowledge, skills confidence amongst learners and educators to take self-appropriate sexual and reproductive health decision.</p> <p>To increase access to sexual and reproductive health services including HIV services for learners and educators</p>
Expected outputs of the grant	<p>Number of schools with functional CSTL Schools.</p> <p>Number of schools with functional Peer Education Programme.</p> <p>Number of teachers to be trained in Sexual and Reproductive Health.</p> <p>Number of schools to receive appropriate HIV and AIDS, TB and Life skills LTSM in the planned financial year.</p>
Actual outputs achieved	<ul style="list-style-type: none"> • Appointment of 531 unemployed members of communities to implement the care and support for teaching and learning programmes in 1 001 schools. • A CSTL launch was held on 23 – 24 March 2015 in the Northern areas of Port Elizabeth with 126 learners, 89 Principals, 97 stakeholders, 218 community members and 10 political leaders in attendance. • 80 276 Orphans and vulnerable children (OVC) were identified and assisted with the following: <ul style="list-style-type: none"> • 10 174 identified and referred. • 765 grants • 584 ID documents • 224 birth certificates • 300 home visits • 915 material support • 806 food parcels • 5 544 immunised
Amount per amended DoRA	R 37 023
Amount transferred (R'000)	R 37 023
Reasons if amount as per DoRA not transferred	
Amount spent by the department/ municipality (R'000)	R 35 796
Reasons for the funds unspent by the entity	The industrial action during February/March resulted to the postponement of some activities that were due in the fourth quarter amounting to R1 227.

Monitoring mechanism by the transferring department	Monthly reporting and Monitoring and Evaluation
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Conditional Grant 6: FET College Grant

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	To render vocational education of good quality at 8 TVET Colleges in the province
Expected outputs of the grant	Delivery of vocational education
Actual outputs achieved	Delivery of vocational education
Amount per amended DoRA (R'000)	R 319 517
Amount transferred (R'000)	R 319 517
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R 311 494
Reasons for the funds unspent by the entity	Some activities could not be delivered due to labour unrest and administration glitches brought delayed function shift to DHET
Monitoring mechanism by the transferring department	College visits, making use of autonomy brought about by FET College Act No. 16/2006

Conditional Grant 7.1: EPWP Grants - Integrated Incentive Grant

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	To support national building through involving young people in delivery of crucial government services and through this to enable these young people to acquire and apply skills and values to access economic opportunities upon completion of the programme and to continue to engage with community activities and social processes.
Expected outputs of the grant	To develop the skills, knowledge and ability of young people to enable them to transition to adulthood. To improve youth employment through opportunities for work experience, skills development and support to gain access to economic and further learning opportunities.
Actual outputs achieved	Creation of 102 job opportunities in existing sites
Amount per amended DoRA (R'000)	R 3115
Amount transferred (R'000)	R3 115
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R2 811
Reasons for the funds unspent by the entity	Misallocation of funds – Grant funds were allocated in Goods And Services instead of compensation of employees, later on a component was created
Monitoring mechanism by the transferring department	The following mechanism was carried out by the department: <ul style="list-style-type: none"> • Fincom reports • Narrative and Quarterly reports • Evaluation reports

Conditional Grant 7.2: EPWP Grants - Social Sector Incentive Grant

Department/ Municipality to whom the grant has been transferred	Eastern Cape Department of Education
Purpose of the grant	To incentivise Provincial Social Sector Department identified in 2014 Social Sector EPWP log frame. To increase work opportunities by focusing on the strengthening and expansion of Social Sector programmes that have employment potential.
Expected outputs of the grant	Increased number of EPWP Participants receiving stipends from the Grant.
Actual outputs achieved	180 work opportunities created.
Amount per amended DoRA (R'000)	R2 580
Amount transferred (R'000)	R2 580
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R2 126
Reasons for the funds unspent by the entity	Misallocation of funds – Grant funds were allocated in Goods And Services instead of compensation of employees, later on a component was created
Monitoring mechanism by the transferring department	The following mechanism was carried out by the Department: <ul style="list-style-type: none"> • Fincom reports • Narrative and Quarterly reports • Evaluation reports

6. Donor Funds

6.1. Donor Funds Received

No donations were approved in the year under review.

7. Capital Investment

7.1 Capital investment Maintenance and Asset Management Plan

The Department's infrastructure programme and its objectives need to be seen in the bigger context of the province. The Eastern Cape is the second largest of the nine provinces in terms of surface area, comprising 170 600 km², which represents some 14% of the country's total land mass. The province is characterised by a vast difference from east to west in terms of topography, economy, demographics, and the types of schools provided historically through the former dispensation. There are currently 5 479 schools serving some 1.8 million learners, and many of these schools are small rural facilities not currently aligned to the primary and secondary streams. This presents the Department with an enormous rationalisation and realignment challenge, over and above the current shortage of facilities and maintenance backlog.

This report describes the Department's performance during the 2014/15 financial year, which was characterised by the following:

- Efforts to manage the situation of unfunded and under-funded projects to minimise disruption and delays in delivery
- Implications of the retirement and also the resignation of a number of recent appointment infrastructure personnel.
- Efforts to deal with disasters which occurred during the third quarter of 2013/14 and thereafter.
- Managing problematic projects and expediting final accounts and close out process
- Norms and Standards for public school infrastructure came into effect in November 2013 effectively giving a definite framework, timelines and guidelines for infrastructure planning and delivery

Maintenance

With regard to maintenance, the Department has made good progress despite funding restrictions and disasters that have had to be accommodated.

School based maintenance

Day to day maintenance undertaken by the schools (Section 21) or by the District offices on their behalf (Section 20) has been described earlier herein. The total maintenance portion of this funding is in the order of R150 million for 2014/15. Training has been provided to school & District personnel on school maintenance, but this had to be curtailed due operational constraints.

Sanitation Maintenance

During 2012 the Department signed a SLA with Mvula Trust as an implementing agent to facilitate the operation and maintenance of water and sanitation at schools in the Dutywa, Butterworth, Cofimvaba and East London districts for a period of three years up to the end of 2015/16. The intention is to use 2015/16 to expand this initiative to other Districts. The budget is in the order of R20 million per annum.

Rehabilitation of Hostels

There is on-going rehabilitation of rural hostel. Phase 1 dealt with renovations and phase 2 focused on electricity upgrades and provision of equipment. The last phase is looking at sanitation.

Storm damaged schools

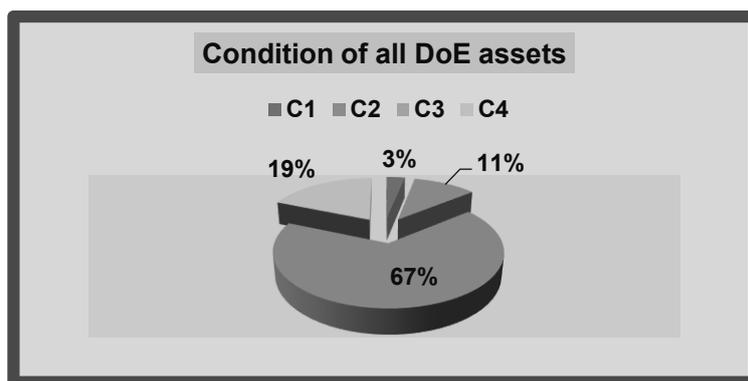
There is an on-going programme to deal with all reported disasters (whether declared or not).

Asset Management

The contract for the Condition Assessment of 2 521 schools is now being completed, and the data loaded onto the EFMS. The Department of Basic Education also finalised the condition assessment of 3 139 schools and this information still has been made available to the Department. This data has also now been loaded onto the EFMS.

Although challenges have been experienced with some of the data, especially the DBE data, the DoE now has update asset data which will significantly improve infrastructure planning into the future, starting with the 2016/17 U-AMP and ten year project list. A strategy is being developed to maintain the currency of the asset condition data.

The condition of these facilities is shown schematically below.



The condition ratings referred to in the diagram are defined as follows:

C1	Very poor	(CBM > 30%)
C2	Poor	(CBM 18% - 30%)
C3	Fair	(CBM 4% - 18%)
C4	Good	(CBM < 4%)

The Condition Based Maintenance index (CBM) is the ratio of repair cost to replacement cost

Realigning these schools with the current system of Primary and Secondary schools is under way. However, this has significant infrastructure implications and will still take many years to address entirely. For example, there are 1 965 Junior Secondary Schools, and to date only 200 of these schools have been re-aligned. The challenge has been to co-ordinate the re-alignment process with the provision of infrastructure, which in itself brings further budgetary challenges.

At the same time the rationalisation of small schools is continuing. In 2012 a total of 310 schools were gazetted for closure. Since then there are a further 164 schools that are no longer operational as their numbers had declined to the point of no longer being viable.

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Infrastructure projects	2013/2014			2014/2015		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
New and replacement assets	844 355	870 453	(26 098)	818 205	744 693	73 512
Existing infrastructure assets	811 746	683 831	127 915	418 887	355 259	63 508
Upgrades and additions	474 373	259 236	215 137	29 879	155 294	(125 415)
Rehabilitation, renovations and refurbishments	156 424	275 497	(119 073)	171 732	77 880	93 852
Maintenance and repairs	180 949	149 098	31 851	217 276	122 085	95 071
Infrastructure transfer	-	4 810	(4 810)			
Current Capital	-	4 810	(4 810)			
Total	1 656 101	1 559 094	97 007	1 237 092	1 100 012	137 020



PART C
GOVERNANCE

1. Introduction

The Department is committed to and fully uphold the principles of good governance in pursuing its mandate of providing quality education to the learners of the Province. Understanding that education is a societal issue/matter the Department promotes community participation and consensus in the provincial education system through stakeholder engagement spear-headed by the Department's political head and senior management. It also encourages participatory governance through the establishment of governance structures such as SGBs. The Department understands and observes the principles of accountability, transparency and responsiveness in its internal and external engagement. Responses to all external oversight institutions such as the National and Provincial Legislatures, the National Department of Basic Education, the Premier's Office, Provincial Treasury and Auditor-General are accorded the seriousness they deserve.

The routine reporting systems and such quarterly/annual and others reports followed by the Department are in line with policy prescripts ensure transparency and accountability. The Department is in the process of developing a New Service Delivery Model to, amongst other things, address the issues of good governance such as segregation of duties to ensure effective monitoring of performance and efficiency from within. Risk management, prevention of fraud and corruption and measures to minimising conflict of interest are undertaken to promote clean governance and economy, effectiveness and efficiency within the organisation.

2. Risk Management

- 2.1 The Department has a risk management strategy or framework duly approved by the HoD and the Risk Management Committee.
- 2.2 It is the policy of the Department that risk assessments in respect of strategic risks and operational risks are conducted on an annual basis in order to help identify new and emergent risks
- 2.3 The Department has a risk management committee in place made up of all members of the SLMC and two external parties from the Audit Committee (AC) with one being the chairperson of the risk committee
- 2.4 The AC engages with the risk management unit at all times that there is an AC meeting since there is always a presentation of a report by risk management at such meetings.
- 2.5 Undoubtedly there appears to be some progress on the issue of risk management. However, the pace at which risk management as a concept and culture is being assimilated in the Department is rather slow and the expectation is that going forward the trend could change resulting from increased human capacity and involvement.

3. Fraud and Corruption

- 3.1 The Department has a fraud prevention policy and an anti-corruption plan aimed at fighting fraud and corruption in the department and it is duly approved by the HoD, the Risk Management Committee and the Audit Committee.
- 3.2 The Department does not have its own anti-corruption hotline. However, it relies on the NACH sourced from the Office of the Premier. Included in the fraud prevention document is the pertinent details of the risk management unit which seeks to encourage whistle blowers to blow the whistle on fraud and corruption. In addition, the Department places

significant reliance on the national whistle-blowing policy. Indeed, it is assisting the Department as officials keep making confidential disclosures about the perpetration of fraud and corruption.

- 3.3 Reported cases are duly investigated and transgressors of the law are disciplined in terms of the relevant Public Service and the Employment of Educators Acts. Where there are elements of criminality the matter is subsequently reported to either the commercial crimes unit of the SAPS or other such institutions including the Asset Forfeiture unit.

4. Minimising Conflict of Interest

The Department participates in the Public Service Commission requirement of asking Senior Management Service members of various departments to disclose their financial interests annually. Consequently, the SMS members have complied and those members who do not comply are summoned by the MEC to account for their conduct. Where material conflict of interest is identified the relevant departmental official is requested in writing to disclose the nature of the conflict and the extent of the conflict in a register of conflict of interest which is forwarded to the Office of the Public Service Commission for their records.

5. Code of Conduct

The Department adheres to the Public Service Code of Conduct. This it does by ensuring that all new staff members are taken through an induction programme organised by the Human Resource unit of the Department. Disciplinary processes exist for the Labour Relations unit of the Department to deal with all cases of transgression of the code. The Department also has an Ethics Committee and part of its functions include the management of the ethical health of the Department.

6. Health, Safety and Environmental Issues

The Department received reports from the districts indicating that 57 schools were affected by disasters at the end of 2014. The Department effected repairs to 42 of the 57 schools 2014 under the emergency regulations. Of the 57 schools reported needing repairs as a result of natural disasters, 15 schools attended to the needed repairs themselves.

In 2014, a natural disaster hit the OR Tambo area, as a result 40 schools were declared disaster schools by the Provincial Disaster Management Centre (PDMC) in the Department of Local Government and Traditional Affairs (LGTA). The Department effected repairs to 6 schools, repairs to 44 schools was effected by the Coega Development Corporation (CDC) through funding by Provincial Treasury. One learner fatality has been reported in one of the schools. The 7 remaining schools is targeted for repairs in the 2015/16 financial year.

The eradication of mud structures at schools has been an ongoing issue since 2010, with various court orders being issued to the Department pertaining to the eradication of mud structures. A programme known as ASIDI was implemented by the Department of Basic Education, whereby allocation of funds for the eradication of mud structures and the eradication of the backlog pertaining to the provision of water, sanitation and electricity to schools. The 5 court orders pertaining to the eradication of mud structures were honoured as the construction of the 5 schools was completed in the 2014/15 financial year. Also emanating from the court settlement agreement, schools were required to indicate whether their structures should be regarded as mud or inappropriate structures. During the 2014/15 financial year the Provincial Infrastructure programme provided the following infrastructure within the Eastern Cape:

- provision of 821 classrooms
- water supply for 242 schools
- sanitation facilities for 180 schools
- electricity supply to 85 schools
- provision of 199 specialised classrooms

The ASIDI programme has been extended the end of the 2015/16 financial year and the rollout thereof is in progress.

ASIDI has rolled out 225 inappropriate/mud schools, of these 90 are completed, 45 under construction and 90 in the planning and tender phase.

The Department has also recognised the needs of schools with inappropriate structures (these include mud structures, zinc/wood buildings and old pre-fabricated structures) by completing the building of new classrooms at 54 schools where such structures have been identified.

A total of 1 185 submitted requests pertaining to infrastructure to the Department by the end of March 2015. Assessments are being conducted at the said schools to ascertain the validity of the requests received. The assessments are being undertaken by the Department of Basic Education in conjunction with the Provincial Department. The assessments are scheduled for completion by the end of September 2015.

Renovations to the Butterworth and East London district offices were effected during the period under review. The Department of Labour further presented a report during 2014 pertaining to the poor state of ablution facilities in the Qumbu and Mbizana educational district offices as well as a block of mobile offices at Mbizana. The Department assessed the ablution facilities at these three sites and a decision to repairs these sites was taken. The repairs will be effected during the 2015/16 financial year and the scheduled timeframe for completion is October 2015. The block of mobile offices is also scheduled to be repaired by October 2015.

7. Portfolio Committees

The following dates were set aside for consideration of the abovementioned meetings:

Budget Vote dates	Annual Report dates
15 July 2014	28 October 2014
17 July 2014	04 November 2014
22 July 2014	17 November 2014
	21 November 2014

After the sessions in consideration of the above reports, adopted House Resolutions circulated to the Department of Education for the implementation of the findings and recommendations of the Portfolio Committee. There has been constant interaction between the department and the Legislature to address these matters.

8. SCOPA Resolutions

The Department put plans in place to address the matters raised by the Auditor-General in the audit report and the management report and to address the findings and recommendations of the Standing Committee on Public Accounts.

Implementation was handicapped by the high level of vacancies at senior levels in the department, which were generally only filled by acting appointments resulting in gaps being created at lower levels.

The Internal Control Unit was more fully implemented during the year, which resulted in improved controls over fruitless and wasteful and irregular expenditure.

9. Detailed Responses to Qualification Issues

Finding: The Department did not obtain the written approval from the relevant condoning authority for the condonement of the prior year irregular expenditure of R1,4 billion as disclosed in note 31.1 to the financial statements as required by the Guideline on Irregular Expenditure issued by National Treasury.

Current situation: the department has worked with the Department of Provincial Planning and Treasury and the AGSA to obtain the relevant written approval to condone the irregular expenditure. Of the R1,4 billion R602,518 million has been condoned by the Department of Provincial Planning and Treasury and further R340,567 million has been endorsed by the Department of Provincial Planning and Treasury for condonement and submitted to the National Treasury. The remainder of the irregular expenditure is being dealt with at present.

Finding: Furthermore the department did not have adequate systems in place to identify and disclose all irregular expenditure incurred during the year as required by section 40(3)(b)(i) of the PFMA.

Current situation: the Department has improved its systems of internal control and reporting over irregular expenditure and the reporting is more reliable. In addition, the department worked with the implementing agents to reduce irregular expenditure on infrastructure projects.

Finding: An adequate record of commitments for the current and prior year was not maintained and reviewed by the department as required by the Modified Cash Standards. The manual commitments schedules prepared for the current year included commitments at the incorrect amounts and the schedule for the prior year did not include all commitments. As a result commitments disclosed in note 26 to the financial statements are understated by R795 million (2013 – Impracticable to determine).

Current situation: there are two basic areas where commitments arise, specifically goods and services (controlled through LOGIS) and infrastructure (controlled through various systems at the implementing agents). The department has worked to reduce all commitments for goods and services and thereby reduce the commitments and will subject the commitments presented in the Annual Financial Statements to extensive review prior to inclusion. In respect of infrastructure the department has completely changed its method of recording commitments and involved the implementing agents more deeply in the process. The work being done is now being subjected to more detailed processing, checking and review.

Finding: The department did not maintain adequate records of outstanding payments for goods and services received but not yet paid at year-end as required by the Modified Cash Standards, and did not include all outstanding amounts in the financial statements.

Current situation: The department has addressed the issue through 3 different approaches: first, the training of personnel; secondly the department has run reports of all payments after the year end and is reviewing those to check for additional accruals and finally all the items submitted as accruals will be reviewed prior to inclusion in the Annual Financial Statements.

Finding: The Department does not have adequate systems in place to maintain accurate leave records and employee files.

Current situation: The situation persists although improvements have been made. The root cause of the problem is shortages of personnel and inadequate controls to ensure that all leave has been captured and filed in the employee files. The department has taken further actions to improve the systems

Finding: Capped leave was incorrectly calculated; this resulted in the capped leave commitment being understated by R888.4 million.

Current situation: The situation persists in that, although there are errors in the capped leave balances, the major issue is the lack of documentation. A major project will be run to resolve all the issues. However it must be recognised that all capped leave is recalculated prior to be paid so the risk is a disclosure risk rather than one of monetary loss.

Finding: The department did not account for its movable tangible assets as required by the Modified Cash Standards as not all assets were:

- correctly classified between major and minor assets
- allocated a unique asset number
- readily available for inspection
- recognised at cost or R1

In addition sufficient appropriate audit evidence was not available to support the amounts and items included in the asset register.

Current situation: The classification between major and minor assets is being corrected and all physical assets have now been allocated a unique asset number. The assets that the department has are available for inspection but the reconciliation between the physical counts that were carried out in the year and the asset register has not been finalised.

Assets are recognised at cost or R1 unless they are an individual part of a group of assets where the purchase cost was for the group of assets and the individual unit cost cannot be determined – for example: the cost of a keyboard or mouse cannot be separately identified where a computer system is bought as a set.

10. Prior Modifications to Audit Reports

The Department has not restated any of the prior year's figures. During the year the department implemented a revised systems improvement plan to address the qualification issues from the prior years and all of the issues that gave rise to any finding by the AGSA. Implementation was hampered by the lack of senior management resources.

Nature of qualification	Progress made
The Department did not obtain the written approval from the relevant condoning authority for the condonement of the prior year irregular expenditure of R1,4 billion as disclosed in note 31.1 to the financial statements as required by the Guideline on Irregular Expenditure issued by National Treasury.	The Department followed the correct procedures in respect of any new irregular expenditure.
The Department did not have adequate systems in place to identify and disclose all irregular expenditure incurred during the year as required by section 40(3)(b)(i) of the PFMA.	The Department improved its internal systems to enable it to identify, disclose and report all irregular expenditure incurred during the year. The department also worked with the implementing agents to reduce any irregular expenditure from infrastructure projects.
An adequate record of commitments for the current and prior year was not maintained and reviewed by the department as required by the Modified Cash Standards. The manual commitments schedules prepared for the current year included commitments at the incorrect amounts and the schedule for the prior year did not include all commitments.	The systems in respect of commitments for goods and services were improved. In respect of infrastructure projects the quality of data was improved but there are still systems changes required and the system was not used for the 2014/15 year end disclosure, manual systems were used instead.
The Department did not maintain adequate records of outstanding payments for goods and services received but not yet paid at year-end as required by the Modified Cash Standards, and did not include all outstanding amounts in the financial statements	The Department ran reports of outstanding payments for goods and services and checked to ensure that all items were included.
The department did not have adequate systems in place to maintain accurate leave records and employee files	No real progress was made in this area due to capacity constraints. There were improvements in controls, principally through the implementation of the PERSAL forum, but these must still be institutionalised.
Capped leave was incorrectly calculated.	No real progress was made in this area due to capacity constraints. The underlying problem remains documentation and completeness of files rather than accuracy issues. A major project will be run to resolve the issues. Capped leave continues to be recalculated before it is paid.

Nature of qualification	Progress made
The department did not account for its movable tangible assets as required by the Modified Cash Standards. In addition sufficient appropriate audit evidence was not available to support the amounts and items included in the asset register	The department improved its systems in respect of assets acquired during the year and carried out a complete physical inventory of assets. However, there is a backlog that will only be addressed in the 2015/16 financial year. In addition the asset register must be moved to LOGIS during the 2015/16 financial year.
Immaterial uncorrected misstatements: Statutory appropriation is understated by R166 000.	The error has not recurred in the current year.
Immaterial uncorrected misstatements: Transfers and subsidies is overstated by R2,8 million.	The error has not recurred in the current year. (Note: this depends on the outcome of the 2014/15 audit).
Immaterial uncorrected misstatements: Expenditure for goods and services is overstated by R58,3 million.	The error has not recurred in the current year. (Note: this depends on the outcome of the 2014/15 audit).
Immaterial uncorrected misstatements: Expenditure for capital assets is understated by R5,6 million.	The error has not recurred in the current year. (Note: this depends on the outcome of the 2014/15 audit).
Immaterial uncorrected misstatements: Expenditure for capital assets is understated by R5,6 million.	The error has not recurred in the current year. (Note: this depends on the outcome of the 2014/15 audit).
Immaterial uncorrected misstatements: Compensation of employees is understated by R3 million.	The error has not recurred in the current year. (Note: this depends on the outcome of the 2014/15 audit).

11. Internal Control Unit

- 11.1 To provide governance and compliance services that are focused at preventative measures in respect of financial losses, unauthorised expenditure, fruitless and wasteful expenditure and irregular expenditure by offering the following specific services.
- 11.2 Pre-order audit services in respect of goods and services for compliance with all procurement regulations, this is mainly a preventative exercise.
- 11.3 Pre-payment audit services in respect of goods and services, transfers and compensation of employees for compliance with all procurement regulations, and human resource parameters, this is mainly a preventative exercise.
- 11.4 Post-payment review for both goods and services, and compensation of employees, this is mainly an audit preparatory and recovery exercise, in respect of fruitless expenditure, and reporting of irregular expenditure.
- 11.5 Review activities for finance policies, procedures and administrative standards.
- 11.6 Loss control and consequence management in respect financial losses, unauthorised expenditure, fruitless and wasteful expenditure and irregular expenditure.

12. Internal Audit and Audit Committees

12.1 Key Objectives and Activities of Internal Audit

The establishment, maintenance and functions of a system of internal audit is required in terms of the Public Finance Management Act and the related Treasury Regulations. Sections 3.2.11 and 3.2.12 of the Treasury Regulations state that:

“The internal audit function must assist the accounting officer in maintaining efficient and effective controls by evaluating those controls to determine their effectiveness and efficiency, and by developing recommendations for enhancement or improvement. The controls subject to evaluation should encompass the following-

- (a) the information systems environment;
- (b) the reliability and integrity of financial and operational information;
- (c) the effectiveness of operations;
- (d) safeguarding of assets; and
- (e) compliance with laws, regulations and controls.

The internal audit function must assist the accounting officer in achieving the objectives of the institution by evaluating and developing recommendations for the enhancement or improvement of the processes through which –

- (a) objectives and values are established and communicated;
- (b) the accomplishment of objectives is monitored;
- (c) accountability is ensured; and
- (d) corporate values are preserved.”

12.2 Summary of work done

Due to capacity challenges, of the 32 planned projects, only 13 were completed.

12.3 Key objectives and activities of Audit Committee

The AC is an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management, and governance.

The audit committee operates in terms of a written terms of reference, which deals adequately with its membership, authority and responsibilities. It also ensures that its responsibilities in terms of the Act and the Regulations are met.

The table below discloses relevant information on the audit committee members:

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Mr. Harold Marsberg	B Comm	External	N/A	May 2010	N/A	5
Ms. Lerato Mothae	CA(SA)	External	N/A	May 3010	N/A	4
Mr. Sindile Faku	MSC	External	N/A	11 August 2014	N/A	3
Mrs. Anna Badimo	MBA	External	N/A	11 August 2014	N/A	3
Advocate Sakhelikaya Poswa	LLB	External	N/A	11 August 2014	N/A	3
Ms. Pumla Mzizi	CA(SA)	External	N/A	May 2010	31 July 2014	1
Mr. Roy Mnisi	LLB	External	N/A	May 2010	31 July 2014	2
Dr. Clyde Maurice	PhD in Education	External	N/A	May 2010	31 July 2014	0
Mr. Zingisa Mkhabile	Masters in Public Administration	External	N/A	May 2010	31 July 2014	0
Ms. Nomusa Qunta	MBA	External	N/A	May 2010	31 July 2014	2
Mr. Nick Nicholls	CA(SA)	External	N/A	May 2010	31 July 2014	2

13. Report of the Audit Committee

We are pleased to present our report for the financial year ended 31 March 2015.

13.1 Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulations 3.1.10 and 3.1.13. The Audit Committee also reports that it has adopted 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, subject to the concerns raised in the following paragraphs.

13.2 The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the department and the approved annual internal audit plan, revealed certain weaknesses, which were then raised with the Department.

13.2.1 The following internal audit work was completed during the year under review:

- Asset register certification;
- Financial management capability maturity model;
- 2013/2014 Annual financial statements;
- 2013/2014 Annual report;
- 2014/2015 Quarter 1 & 2 Interim financial statements;
- 2014/2015 Quarter 1 & 2 Performance information
- 2014/2015 Annual performance plan;
- Risk management;
- Governance; and
- Transfer payments.

13.2.2 The following were areas of concern:

- The activities and effectiveness of the audit committee have been severely hampered by the continued serious lack of resources of the internal audit activity, which is the main supporting function of the committee.
- Lack of resources in the risk management unit.
- Lack of appropriate leadership tone and support from management has also had a negative impact on the activities of internal audit and hence the governance and oversight activities of the audit committee.
- The instability at leadership level during the year. The system of internal control, governance and risk management was ineffective for the year under review. Several deficiencies in the system of internal control that were reported by internal audit were not effectively or efficiently responded to by management and were not resolved.

The lack of adequate resources and appropriate capacity remains uppermost among the challenges facing the department and unless these are addressed, the department may not fully meet its mandate or its strategic objectives. Leadership of the department must ensure that key vacant posts are filled and processes are in place to ensure that key controls are improved.

13.3 In-Year Management and Monthly/Quarterly Report

The department has reporting monthly and quarterly to the Treasury as is required by the PFMA.

13.4 Evaluation of Financial Statements

We reviewed the draft annual financial statements prepared by the department and we recommended that they, together with the supporting working paper file, be submitted to the AGSA for audit by the legislated deadline.

13.5 Internal Audit

Due to a severe lack of capacity of the internal audit function, not all planned audits were completed during the year. The vacant position of the Director: Internal Audit has adversely affected the efficiency and effectiveness of the unit, as has the lack of urgency displayed in procuring appropriate co-sourced capability.

13.6 Auditor-General's Report

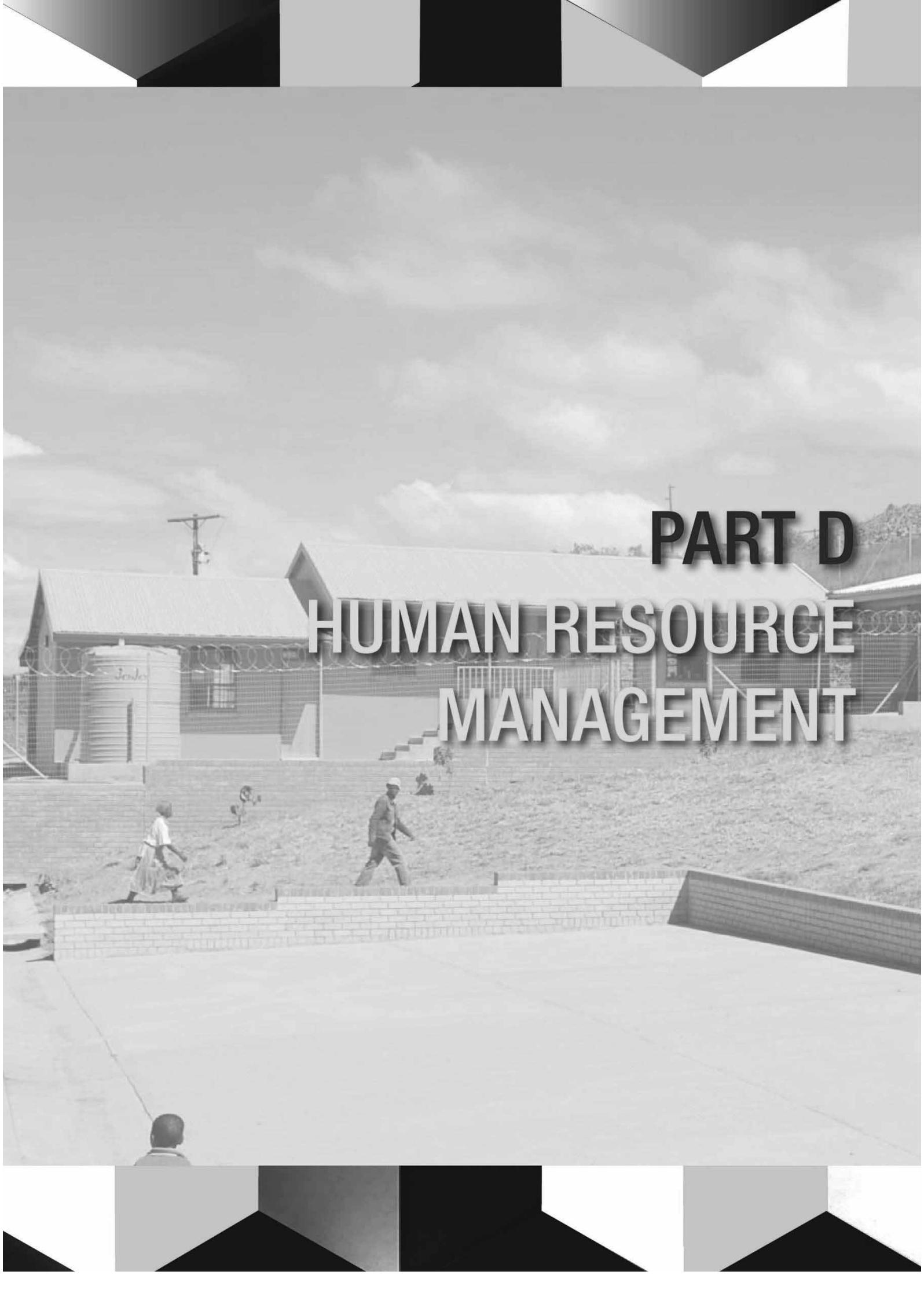
The Audit Committee concurs with and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General.

The department's systems implementation plan for audit issues raised in the previous year was not effective in addressing the findings disclosed in 2014. This gave rise to numerous repeat findings in this year's Audit Report, including the following:

- Irregular expenditure
- Accruals
- Commitments
- Capped leave
- Leave system
- Asset classification and numbering
- Predetermined Objectives
- Compliance with Legislation



Mr. HJ Marsberg
Chairperson of the Audit Committee
Eastern Cape Department of Education
21 August 2015



PART D
HUMAN RESOURCE
MANAGEMENT

1. Introduction

The information contained in this part of the annual report has been prescribed by the Minister for Public Service and Administration for all departments in the public service.

2. Overview of Human Resources

As previously reported the human resources key cost driver remains the cost of employment mainly the employment of educators of which the educator versus non-educator percentage split was **91.43%: 8.57%** as at 31 March 2015. For the school year 2014 the Honourable Member of the Executive Council declared a post establishment of **55 796** for public school which has also been retained for 2015. The redeployment of educators that are identified as additional to the allocated school post establishment in terms of the provisions contained in Resolution No.2 of 2003 of the Education Labour Relations Council remain a big challenge. This is further compounded by the problem of small schools and the associated issue of multi-grade teaching as a consequent of decreased school post establishment and dwindling learner numbers in the majority of rural based and township schools.

As at 31 March 2015 the department had a total staff complement of **73 652** of which **64 821** were educators (including ABET and ECD) of that number **54 342** were school-based educators. Of this amount **8 831** were non-educators of which **5 682** were school-based non-educators.

The Department experienced a high labour turnover during the month of December 2014 to 31 March 2015 particularly school-based educators of which **1 272** resigned from the public service of which **562** were in December 2014 alone. The biggest challenge is the filling of the resultant vacancy which required qualified educators to teach scarce skills school subjects such as Mathematics, Physical Science, Accounting, Agriculture and Afrikaans and Sesotho as the language of learning and teaching (LoLT).

Set HR Priorities for the Year under Review

- **The implementation and management of the Post Provision Norms for 2014 and 2015 has prioritised.** The issue of the post provisioning norms and the model for distribution of posts remains a contentious issue between the department and its social partners. The demand from labour is always for a big post establishment whilst the department had to strike a balance between the curriculum requirements and the budget in the declaration of school post establishment. However, the conclusion of Collective Agreement No.1 of 2014 of the Provincial Education Labour Relations Council assisted to resolve a labour dispute on the matter.
- **The second priority was teacher provisioning.** In addition to the cohort of PL1 educators for scarce skills school subjects that were employed in 2014 school year in the last quarter of the financial the department has prioritized the filling of vacant substantive posts for PL1 critical school subjects such as Mathematics, Physical Science, Accounting, Agriculture and Afrikaans and Sesotho LoLT. This initiative is integral component of the provincial learner attainment improvement strategy which at that stage the focus was to provide for Grade 11 and 12 across the 23 district of which 595 posts were identified and the recruitment process commenced in March 2015.
- In the quest to fully implement the declared PPN 2015 the department issued a Bulletin Vol. 1 of 2015 which comprise of approximately 1 835 promotion posts that is deputy school principals and heads of department that closed on 27 February 2015. This bulletin was a land mark in the history of post provisioning in the department which other

than the posts for school principal has not issued a bulletin for promotion posts in the last 5 years.

- **The development of a service delivery model as an apex project for human resource management.**

The purpose of the 2015/25 Service Delivery Model is to:

- Propose an integrated medium to long term model, defining the manner in which the ECDOE will organise itself to deliver effective, economical and efficient education and concomitant services to learners in line with imperatives set by inter alia the National Development Plan (NDP);
- Define the principles for organisational and post establishment design processes;
- Propose specific organisational arrangements to assist the ECDoE to overcome/resolve inherited structural inefficiencies within the province's education system;
- Align as far as possible, with due consideration to provincial specific imperatives, institutional arrangements with national norms and standards;
- Define the resource and organisational development needs for the implementation of the proposed service delivery model;
- Provide a solid foundation for the design of ECDoE's functional and post establishment structures.
- A second draft of the service delivery model has been developed and the consultation with relevant stakeholders has commenced. It is planned that the process will be completed on 31 October 2015.
- **Teacher profiling in order to determine the skills gap and the demand.** Although the process has strict time lines as set by the Minister of Basic Education it was not possible to complete the process by 31 March 2015 and will continue to the next financial year. The challenge was due to the lack of adequate human resources to undertake the project given that the priority of the department is the core business that is provision of teachers which has to a large extent sacrificed the filling of vacancies in the management and support function in the department.
- **Stabilising the labour relations environment.** Although the department has manage to maintain relative peace and stability at the school level but the administration was characterised by wild cat strikes. These protest actions were experienced at head office in the last quarter and involved the National Education Health and Allied Workers Union and the Zwelitsha Site of the South African Democratic Teachers Union. The issues raised were common and among other demand were matters of mutual interest of which the department has made great efforts to address them. Included in the demands was the issue of the HROPT payment.
- **The review of the Human Resource Operation Project Team / Judge Browde/ White and 2nd and 3rd notch salary.** Popularly known as HROTP emanated from a decision of the Provincial Executive Council that resolved to conduct an independent audit and verification of the eligibility of employees for promotions, rank / leg promotions, 2nd and 3rd notches and indicate the amounts calculated for payment for qualifying employees in terms of the applicable prescripts and legislative framework. The department experienced

challenges in the payment process of audited files and as the result the process could not be concluded and will continue to the next financial year.

Workforce Planning

- The major focus of the Department continued to be centred on building a capable education workforce through a service delivery model as a vintage point on which to base all programmes of the department including the organogram, rationalisation of schools and post provisioning has been developed.
- A considerable effort was made to appoint qualified teachers to fill vacant substantive posts particularly the critical scarce skill school subjects such as mathematics, physical science, accounting, agriculture, Sesotho and Afrikaans LoLT.
- A sum total of educators that were identified as additional were redeployed to schools that have vacant substantive posts that match their profiles. However, the process to reskill those who remain excess and cannot be matched to available vacant substantive posts is continuous process.
- The recruitment to fill critical vacant funded posts such as subject advisors, circuit managers (EDO) and management and administrative support personnel was done in last quarter of the financial year and the selection process will continue to the next financial year.
- Implementation of teacher development programmes particularly the induction and orientation of newly appointed educators is continuous process

Employee Performance Management

- The employee performance management system provides a framework that links the departmental objectives to the overall strategic goals of the province. It shows how every employee can link the departmental performance to the individual performance. The objectives contained in departmental plans should contribute to the achievement of the provincial strategic goals, and in turn, individual plans to contribute to the achievement of the departmental objectives.
- Department of Education, like all other Departments, is required to develop a performance management system in order to manage performance in a consultative, supportive and non-discriminatory manner. This should result in enhanced organizational efficiency and effectiveness, accountability for the use of resources and the achievements of results. The system focuses on equal participation in performance management by the supervisor and the employee.
- During 2014/15 performance management cycle, there was great improvement when it comes to contracting. Where there are still major challenges is in terms of consistently submitting reviews, as well as final assessments, since employees do not stick to set timeframes. There are some achievements met during the 2014/15 performance cycle, namely:
 - Payment of 1% pay progression to 52 SMS members for 2008/09 to 2012/13 PMDS Cycles.
 - Payment of 1% IQMS pay progression 49 242 teachers for 2013 IQMS Cycle.
 - Payment of Performance rewards for 7 906 Public Service Staff and Office-based educators (1.5 % and 1% pay progression respectively) for 2013/14 PMDS Cycle.
 - Great improvement on signing of contracts and reviews by all employees.

- The **rollout of revised PMDS policy** to all 23 districts, and
 - The **validation** of 2014/15 Contracts in August and September 2014.
-
- The Department still encounters few challenges in the implementation of the PMDS whereby certain staff members and managers fail to contract on or before the due dates; fail to conduct quarterly reviews on time; and do not take the monitoring, supervision and management of staff performance seriously.

 - The Department has come up with some solutions to mitigate the challenges, in line with the PMDS policy, by imploring all staff to conduct regular PMDS workshops at least twice a year; excluding employees from receipt of performance benefits; including PMDS as one of Key Performance Areas for managers, and an Agenda item in all management meetings; and the application of consequent management towards any deviations thereof.

Employee Wellness Programme

The departmental approach to employee health and wellness programme recognises the importance of individual health, wellness and safety and its linkages to organisational wellness and productivity. To achieve the set objectives the responsible unit has in line with the public service focussed on the following pillars

- HIV&AIDS and TB Management
- Health and Productivity Management
- Safety, Health, Environment, Risk and Quality Management (SHERQ)
- Wellness Management

In the year under review the department with its limited resources which are inadequate given the size and huge demand for this service manage to provide the following services

- 3 267 employees have received access to treatment, care and support through the Employee Health and Wellness Programme for a number of challenges including access to care, treatment and support for the management of HIV, TB and other communicable and non-communicable diseases.
- Established a referral network of health specialists across the Province to deal with the various health challenges employees present with – including rehabilitation for substance abuse and dependence
- Moving away from individual to group interventions - systems approach to health and wellbeing of employees
- Training of 24 Wellness Practitioners on HIV, AIDS and TB Management in the 23 districts and Head Office
- Facilitating access to treatment by encouraging employees to register with a Medical Aid in order to get medication for chronic diseases - 8 344 new registrations during the second quarter of the financial year under review

Achievements and Challenges Faced by the Department as well as Future Human Resource Plans/Goals

In the coming financial year the department will focus on strengthening human resource management to support the core business;

- Acquire and develop skills required for effective Human Resource Planning to strengthen the ability of the Department to project current and future HR demands and supply, staff development, succession planning and career development.
- Conduct competency assessment of Senior Managers, HR Practitioners and develop capacity building programme
- Embark on a special project to get the basic foundation of transactional HR Management practices, processes and systems working. This includes recruitment, leave management credible human resource information system.
- Review job descriptions and performance contracts in line with the standard operation procedures
- Review and develop human resource policies.

3. Human Resource Oversight Statistics

3.1 Personnel Related Expenditure

The following tables summarises the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- Amount spent on personnel
- Amount spent on salaries, overtime, homeowner's allowances and medical aid.

Table 3.1.1 Personnel expenditure by programme 2014/15

Occupational Category	Gender	Number of employees as at 1 April 2014	Training needs identified at start of the reporting period			Total
			Learnerships	Skills Programmes & other short courses	Other forms of training	
Legislators, senior officials and managers	Male	43	0	239	0	239
	Female	18	0	358	0	358
Professionals	Male	17 002	122	1 635	0	1 757
	Female	43 143	227	2 452	0	2 679
Technicians and associate professionals	Male	211	0	0	0	0
	Female	376	0	0	0	0
Clerks	Male	840	0	1 258	22	1 280
	Female	2 902	0	838	78	916
Service and sales workers	Male	289	0	0	0	0
	Female	33	0	0	0	0
Skilled agriculture and fishery workers	Male	0	0	0	0	0
	Female	0	0	0	0	0
Craft and related trades workers	Male	34	0	0	0	0
	Female	12	0	0	0	0
Plant and machine operators and assemblers	Male	97	0	0	0	0
	Female	5	0	0	0	0
Elementary occupations	Male	2 302	0	161	0	161
	Female	9 520	0	241	0	241
Sub Total	Male	20 818	122	3 293	22	3 437
	Female	56 009	227	3 889	78	4 194
Total	-	76 827	349	7 182	100	7 631

Note: The expenditure for Compensation of Employees includes the statutory amount paid of R1.822 million under Programme 1.

Table 3.1.2 Personnel costs by salary band 2014/15

Occupational Category	Gender	Number of employees as at 1 April 2014	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Male	43	0	349	0	349
	Female	18	0	538	0	538
Professionals	Male	17 002	179	298	108	585
	Female	43 143	270	562	237	1 069
Technicians and associate professionals	Male	211	0	0	0	0
	Female	376	0	0	0	0
Clerks	Male	840	0	121	26	147
	Female	2 902	0	243	95	338
Service and sales workers	Male	289	0	0	0	0
	Female	33	0	0	0	0
Skilled agriculture and fishery workers	Male	0	0	0	0	0
	Female	0	0	0	0	0
Craft and related trades workers	Male	34	0	0	0	0
	Female	12	0	0	0	0
Plant and machine operators and assemblers	Male	97	0	0	0	0
	Female	5	0	0	0	0
Elementary occupations	Male	2 302	0	11	0	11
	Female	9 520	0	19	0	19
Sub Total	Male	20 818	179	779	134	1 092
	Female	56 009	270	1 362	332	1 964
Total	-	76 827	449	2 141	466	3 056

Table 3.1.3 Salaries, Overtime, Home Owners Allowance and Medical Aid by Programme for 2014/15

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Pr1: Administration	1 564 857	73	7 235	-	50 851	2.4	75 488	3.5
Pr2: Public Ordinary School Education	14 426 738	74.7	85	-	545 772	2.8	806 893	4.2
Pr4: Public Special School Education	319 326	73.4	0	-	16 138	3.7	22 054	5.1
Pr5: Further Education & Training	204 446	77.6	9	-	6 931	2.6	11 012	4.2
Pr6: Adult Basic Education & Training	411 456	98.5	24	-	11	0	40	0
Pr7: Early Childhood Development	319 476	99.7	0	-	0	0	217	0.1
Pr8: Infrastructure: Development	7 328	78.8	0	-	236	2.5	76	0.8
Pr9: Auxiliary & Assoc. Services	3 141	23	0	-	0	0	0	0
Total	17 256 768	75.3	7 353	-	619 939	2.7	915 780	4

Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band, 2014/15

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Lower skilled (Levels 1-2)	7 211	64.7	0	0	427	3.8	259	2.3
Skilled (Levels 3-5)	439 678	72.2	89	0	35 649	5.9	35 935	5.9
Highly skilled production (Levels 6-8)	10 162 738	74.4	3 919	0	426 514	3.1	631 841	4.6
Highly skilled supervision (Levels 9-12)	5 780 835	74.7	3 320	0	155 979	2	246 787	3.2
Senior management (Levels 13-16)	46 805	77.2	0	0	1 160	1.9	569	0.9
Contract (Levels 1-2)	354 955	99.7	0	0	0	0	218	0.1
Contract (Levels 3-5)	337 865	98.8	0	0	0	0	30	0
Contract (Levels 6-8)	76 539	97.3	26	0	22	0	34	0
Contract (Levels 9-12)	11 814	83.7	0	0	111	0.8	56	0.4
Contract (Levels 13-16)	4 712	88.3	0	0	77	1.4	49	0.9
Periodical Remuneration	326	1.8	0	0	0	0	0	0
Abnormal Appointment	33 290	91.4	0	0	0	0	0	0
Total	17 256 768	75.3	7 354	0	619 939	2.7	915 778	4

3.2. Employment and Vacancies

The tables in this section summarise the position with regard to 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
- salary band
- critical occupations

The Department identified critical occupations that need to be monitored. The vacancy rate reflects the percentage of posts that are not filled.

Table 3.2.1 Employment and vacancies by programme, 31 March 2015

Programme	Number of posts on approved establishment*	Number of posts filled**	Vacancy Rate (%)	Number of employees additional to the establishment
Pr. 1: Administration	7 033	4 432	37	497
Pr. 2: Public Ordinary School Education	67 600	58 400	13.6	6 580
Pr. 4: Public Special School Education	2 631	1 882	28.5	103
Pr. 5: Further Education & Training	1 055	798	24.4	68
Pr. 6: Adult Basic Education & Training	3 232	3 213	0.6	3 213
Pr. 7: Early Childhood Development	4 984	4 914*	1.4	4 914
Pr. 8: Infrastructure Development	14	10	28.6	9
Pr. 9: Auxiliary & Associated Services	5	3	40	3
Total	86 554	73 652	14.9	15 387

*The number of posts 86 554 is the number of posts on the approved establishment including those approved additional to the establishment.

**The number of funded posts for the year under review is 78 305. The vacancy rate against the funded posts is 5.94%

Table 3.2.2 Employment and vacancies by salary band, 31 March 2015

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate (%)	Number of employees additional to the establishment
Lower skilled (Levels 1-2)	5 877	5 226	11.1	5 164
Skilled (Levels 3-5)	9 153	7 086	22.6	3 606
Highly skilled production (Levels 6-8)	53 339	45 337	15	5 489
Highly skilled supervision (Levels 9-12)	18 101	15 945	11.9	1 118
Senior management (Levels 13-16)	84	58	31	5
Total	86 554	73 652	14.9	15 387

Table 3.2.3 Employment and vacancies by critical occupations, 31 March 2015

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate (%)	Number of employees additional to the establishment
Administrative related,	194	128	34	12
All artisans in the building metal machinery etc.,	22	17	22.7	1
Architects town and traffic planners,	2	2	0	2
Archivists curators and related professionals,	4	1	75	0
Artisan project and related superintendents,	3	2	33.3	0
Auxiliary and related workers,	33	22	33.3	0
Building and other property caretakers,	55	28	49.1	2
Bus and heavy vehicle drivers,	18	14	22.2	4
Cleaners in offices workshops hospitals etc.,	3 573	2 605	27.1	506
Client inform clerks(switch receipt inform clerks),	31	12	61.3	1
Communication and information related,	1	1	0	0
Community development workers,	1	1	0	1
Compositors typesetters & related printing workers,	2	0	100	0
Computer programmers.	2	2	0	1
Computer system designers and analysts.	8	5	37.5	1
Conservation labourers,	8	7	12.5	0
Custodian personnel,	1	1	0	0
Diplomats,	1	1	0	0
Engineering sciences related,	1	1	0	1
Farm hands and labourers,	8	7	12.5	0
Farming forestry advisors and farm managers,	4	1	75	0
Finance and economics related,	121	86	28.9	10
Financial and related professionals,	137	76	44.5	2

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Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate (%)	Number of employees additional to the establishment
Financial clerks and credit controllers,	570	455	20.2	19
Fire fighting and related workers,	2	2	0	0
Food services aids and waiters,	206	165	19.9	30
General legal administration & rel. professionals,	7	1	85.7	1
Head of department/chief executive officer,	10	6	40	0
Household and laundry workers,	737	435	41	31
Housekeepers laundry and related workers,	4	2	50	0
Human resources & organisational development & related professions,	105	65	38.1	0
Human resources clerks,	691	589	14.8	23
Human resources related,	126	59	53.2	3
Inspectors of apprentices works and vehicles,	67	20	70.1	2
Librarians and related professionals,	3	3	0	0
Library mail and related clerks,	215	113	47.4	1
Light vehicle drivers,	115	70	39.1	6
Logistical support personnel,	107	71	33.6	3
Material-recording and transport clerks,	701	591	15.7	49
Messengers porters and deliverers,	55	31	43.6	3
Motor vehicle drivers,	9	9	0	5
Nursing assistants,	8	5	37.5	0
Occupational therapy,	10	2	80	1
Other administrative & related clerks and organisers,	2 535	1 747	31.1	70
Other administrative policy and related officers,	637	330	48.2	32
Other information technology personnel,	27	15	44.4	4
Other occupations,	73 737	65 329	11.4	14 498
Physiotherapy,	1	1	0	1
Printing and related machine operators,	2	2	0	1
Professional nurse,	6	4	33.3	1
Quantity surveyors & related prof. not class elsewhere,	3	3	0	3
Rank: Administrative officer,	1	0	100	0
Rank: Departmental head,	262	0	100	0
Rank: Deputy principal,	81	0	100	0
Rank: Lecturer (c),	2	0	100	0
Rank: Principal p1,	20	0	100	0
Rank: Principal p2,	26	0	100	0
Rank: Principal p3,	7	0	100	0
Rank: Principal s1,	20	0	100	0
Rank: Rector (c6),	1	0	100	0
Rank: Teacher,	414	0	100	0

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate (%)	Number of employees additional to the establishment
Risk management and security services,	1	1	0	0
Secretaries & other keyboard operating clerks,	232	125	46.1	20
Security guards,	206	173	16	13
Security officers,	182	116	36.3	18
Senior managers,	86	53	38.4	4
Social work and related professionals,	1	0	100	0
Trade labourers,	6	4	33.3	1
Youth workers,	80	35	56.3	0
Total	86 554	73 652	14.9	15 387

3.3. Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 3.3.1 SMS post information as on 31 March 2015

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100	0	0
Salary Level 16	1	1	100	0	0
Salary Level 15	3	3	100	0	0
Salary Level 14	15	9	60	6	40
Salary Level 13	64	44	68.75	20	31.25
Total	84	58	69.05	26	30.95

Table 3.3.2 SMS post information as on 30 September 2014

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100	0	0
Salary Level 16	1	1	100	0	0
Salary Level 15	3	3	100	0	0
Salary Level 14	15	10	66.67	5	33.33
Salary Level 13	64	45	70.31	19	29.69
Total	84	60	71.43	24	63

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2014 and 31 March 2015

SMS Level	Total number of funded SMS posts	No of SMS posts advertised	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1		0	0	0	0
Salary Level 16	1		0	0	0	0
Salary Level 15	3		0	0	0	0
Salary Level 14	15		0	0	6	40
Salary Level 13	64		1	1.56	20	29.69
Total	84		1	1.19	26	29.76

Table 3.3.4 Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2014 and 31 March 2015

Reasons for vacancies not advertised within six months
Due to budgetary constraints within Programme 2 and Programme 4 as a result of declaring less posts than the number of employees in the system for 2014/2015.

Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.3, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2014 and 31 March 2015

Reasons for vacancies not advertised within six months
None

Reasons for vacancies not filled within six months
None

Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.2, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes. In the event of non-compliance with this regulation, the relevant executive authority or head of department must take appropriate disciplinary steps in terms of section 16A (1) or (2) of the Public Service Act.

3.4. Job Evaluation

The Public Service Regulations, 1999 introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. This was complemented by a decision by the Minister for the Public Service and Administration that all SMS jobs must be evaluated before 31 December 2002.

Table 3.4.1 Job Evaluation by Salary band, 1 April 2014 to 31 March 2015

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (Levels 1-2)	5 877	0	0	2	0.03	0	0
Skilled (Levels 3-5)	9 153	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	53 339	0	0	1	0	0	0
Highly skilled supervision (Levels 9-12)	18 101	0	0	0	0	0	0
Senior Management Service Band A	64	0	0	0	0	0	0
Senior Management Service Band B	15	0	0	0	0	0	0
Senior Management Service Band C	3	0	0	0	0	0	0
Senior Management Service Band D	2	0	0	0	0	0	0
Total	86 554	0	0	3	0.03	0	0

The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

Table 3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded, 1st April 2014 to 31 March 2015

Gender	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability					0

The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Table 3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation, 1 April 2014 to 31 March 2015 (in terms of PSR 1.v.c.3)

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Total No. of Employees whose salaries exceeded the level determined by job evaluation in 2014/15	0	0	0	none
Percentage of total employed				0%

Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation, 1 April 2014 to 31 March 2015

Beneficiary	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability	0	0	0	0	0

3.5. 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 and critical occupations.

Table 3.5.1 Annual turnover rates by salary band for the period 01 April 2014 to 31 March 2015

Salary Band	Number of employees at beginning of period-April 2014	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	4 847	107	209	4.3
Skilled (Levels 3-5)	7 216	122	575	8
Highly skilled production (Levels 6-8)	47 110	1 166	3 407	7.2
Highly skilled supervision (Levels 9-12)	17 593	45	2 079	11.8
Senior Management Service Band A	45	1	4	8.9
Senior Management Service Band B	11	0	2	18.2
Senior Management Service Band C	3	0	0	0
Senior Management Service Band D	2	0	0	0
Total	76 827	1 441	6 276	8.2

Note 1: The number of appointments and termination as reflected in these tables includes those categories of employees that were terminated and re-appointed more than once during the financial year under review due to the extension of their services e.g. Temporary Educators, Substitutes, etc.

Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2014 to 31 March 2015

Critical Occupation	Number of employees at beginning of period-April 2014	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Administrative related,	135	3	12	8.9
All artisans in the building metal machinery etc.,	24	0	7	29.2
Architects town and traffic planners,	3	0	1	33.3
Archivists curators and related professionals,	1	0	0	0
Artisan project and related superintendents,	2	0	0	0
Auxiliary and related workers,	23	0	1	4.3
Building and other property caretakers,	32	0	4	12.5
Bus and heavy vehicle drivers,	14	0	0	0
Cleaners in offices workshops hospitals etc.,	2 880	14	282	9.8
Client inform clerks(switchboard reception information clerks),	12	0	0	0
Communication and information related,	1	0	0	0
Community development workers,	1	0	0	0
Computer programmers.,	2	0	0	0
Computer system designers and analysts.,	5	0	0	0

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Critical Occupation	Number of employees at beginning of period-April 2014	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Conservation labourers,	9	0	2	22.2
Custodian personnel,	1	0	0	0
Diplomats,	1	0	0	0
Engineering sciences related,	2	0	0	0
Farm hands and labourers,	9	0	2	22.2
Farming forestry advisors and farm managers,	1	0	0	0
Finance and economics related,	81	6	2	2.5
Financial and related professionals,	81	0	7	8.6
Financial clerks and credit controllers,	462	3	9	1.9
Fire fighting and related workers,	2	0	0	0
Food services aids and waiters,	177	0	13	7.3
General legal administration & rel. professionals,	1	0	0	0
Head of department/chief executive officer,	8	0	2	25
Household and laundry workers,	456	0	26	5.7
Housekeepers laundry and related workers,	2	0	0	0
Human resources & organisational development & related professions,	69	0	6	8.7
Human resources clerks,	614	0	22	3.6
Human resources related,	62	1	4	6.5
Inspectors of apprentices works and vehicles,	20	0	0	0
Librarians and related professionals,	3	0	0	0
Library mail and related clerks,	118	1	3	2.5
Light vehicle drivers,	76	0	7	9.2
Logistical support personnel,	86	0	15	17.4
Material-recording and transport clerks,	615	0	23	3.7
Messengers porters and deliverers,	34	0	2	5.9
Motor vehicle drivers,	10	0	1	10
Nursing assistants,	5	0	0	0
Occupational therapy,	1	0	0	0
Other administrative & related clerks and organisers,	1 779	9	37	2.1
Other administrative policy and related officers,	330	0	12	3.6
Other information technology personnel.,	7	1	0	0
Other occupations,	68 005	1 400	5 735	8.4
Physiotherapy,	1	0	0	0
Printing and related machine operators,	2	0	0	0
Professional nurse,	5	0	1	20

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Critical Occupation	Number of employees at beginning of period-April 2014	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Quantity surveyors & related profession not class elsewhere,	3	0	0	0
Risk management and security services,	2	0	1	50
Secretaries & other keyboard operating clerks,	142	1	5	3.5
Security guards,	190	1	19	10
Security officers,	121	0	5	4.1
Senior managers,	56	1	5	8.9
Trade labourers,	7	0	3	42.9
Youth workers,	36	0	0	0
Total	76 827	1 441	6 276	8.2

The table below identifies the major reasons why staff left the department.

Table 3.5.3 Reasons why staff left the department for the period 1April 2014 and 31 March 2015

Termination Type	Number	% of Total Resignations
Death	431	6.9
Resignation	2 365	37.7
Expiry of contract	1 048	16.7
Transfers	1	0
Discharged due to ill health	104	1.7
Dismissal-misconduct	46	0.7
Retirement	2 281	36.3
TOTAL	6 276	100
Total number of employees who left as a % of the total employment		8.17

Table 3.5.4 Promotions by critical occupation the period 1April 2014 and 31 March 2015

Occupation	Employees 1 April 2014	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Administrative related	135	1	0.7	58	43
All artisans in the building metal machinery etc.	24	0	0	5	20.8
Architects town and traffic planners	3	0	0	0	0
Archivists curators and related professionals	1	0	0	0	0
Artisan project and related superintendents	2	0	0	0	0
Auxiliary and related workers	23	0	0	18	78.3

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Occupation	Employees 1 April 2014	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Building and other property caretakers	32	0	0	18	56.3
Bus and heavy vehicle drivers	14	0	0	6	42.9
Cleaners in offices workshops hospitals etc.	2 880	2	0.1	1 694	58.8
Client inform clerks (switchboard reception inform clerks)	12	0	0	7	58.3
Communication and information related	1	0	0	0	0
Community development workers	1	0	0	1	100
Computer programmers.	2	0	0	2	100
Computer system designers and analysts.	5	0	0	1	20
Conservation labourers	9	0	0	3	33.3
Custodian personnel	1	0	0	1	100
Diplomats	1	0	0	1	100
Engineering sciences related	2	0	0	0	0
Farm hands and labourers	9	0	0	3	33.3
Farming forestry advisors and farm managers	1	0	0	0	0
Finance and economics related	81	0	0	49	60.5
Financial and related professionals	81	0	0	21	25.9
Financial clerks and credit controllers	462	1	0.2	288	62.3
Fire fighting and related workers	2	0	0	0	0
Food services aids and waiters	177	0	0	125	70.6
General legal administration & rel. professionals	1	0	0	0	0
Head of department/chief executive officer	8	0	0	1	12.5
Household and laundry workers	456	3	0.7	294	64.5
Housekeepers laundry and related workers	2	0	0	2	100
Human resources & organisational development & related professions	69	1	1.4	26	37.7
Human resources clerks	614	0	0	396	64.5
Human resources related	62	2	3.2	42	67.7
Inspectors of apprentices works and vehicles	20	1	5	6	30
Librarians and related professionals	3	0	0	2	66.7
Library mail and related clerks	118	0	0	91	77.1
Light vehicle drivers	76	1	1.3	35	46.1

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Occupation	Employees 1 April 2014	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Logistical support personnel	86	0	0	10	11.6
Material-recording and transport clerks	615	1	0.2	386	62.8
Messengers porters and deliverers	34	0	0	22	64.7
Motor vehicle drivers	10	0	0	4	40
Nursing assistants	5	0	0	3	60
Occupational therapy	1	0	0	0	0
Other administrative & related clerks and organisers	1 779	1	0.1	1 122	63.1
Other administrative policy and related officers	330	0	0	136	41.2
Other information technology personnel.	7	7	100	6	85.7
Other occupations	68 005	725	1.1	50 406	74.1
Physiotherapy	1	0	0	1	100
Printing and related machine operators	2	0	0	1	50
Professional nurse	5	0	0	0	0
Quantity surveyors & related profession not class elsewhere	3	0	0	0	0
Risk management and security services	2	0	0	1	50
Secretaries & other keyboard operating clerks	142	0	0	83	58.5
Security guards	190	0	0	89	46.8
Security officers	121	0	0	43	35.5
Senior managers	56	1	1.8	34	60.7
Trade labourers	7	0	0	2	28.6
Youth workers	36	0	0	0	0
Total	76 827	747	1	55 545	72.3

Table 3.5.5 Promotions by salary band

Salary Band	Employees 1 April 2014	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (Levels 1-2)	4 847	0	0	6	0.1
Skilled (Levels 3-5)	7 216	5	0.1	2 742	38
Highly skilled production (Levels 6-8)	47 110	147	0.3	38 220	81.1
Highly skilled supervision (Levels 9-12)	17 593	594	3.4	14 541	82.7
Senior management (Levels 13-16)	61	1	1.6	36	59
Total	76 827	747	1	55 545	72.3

3.6. Employment Equity

Table 3.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as at 31 March 2015

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	37	5	1	0	16	1	0	1	61
Professionals	13 783	1 473	114	900	35 522	2 318	196	2 525	56 831
Technicians and associate professionals	165	17	1	10	323	15	0	27	558
Clerks	759	43	0	11	2 429	210	4	177	3 633
Service and sales workers	229	41	0	1	27	0	0	1	299
Craft and related trades workers	24	5	0	0	10	0	0	0	39
Plant and machine operators and assemblers	80	7	0	4	2	2	0	0	95
Elementary occupations	1 894	233	0	27	9 292	550	2	133	12 131
Other	2	0	0	0	3	0	0	0	5
Total	16 973	1 824	116	953	47 624	3 096	202	2 864	73 652
Employees with disabilities	72	14	1	11	106	11	1	14	230

Table 3.6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands on 31 March 2015

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	1	0	0	1	0	0	0	5
Senior Management	33	5	1	0	12	1	0	1	53
Professionally qualified and experienced specialists and mid-management	4 975	808	85	546	7 765	658	92	1 016	15 945
Skilled technical and academically qualified workers, junior management, supervisors, foremen	9 647	753	29	368	30 852	1 869	108	1 711	45 337
Semi-skilled and	2 272	254	1	38	4 091	348	0	82	7 086

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Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
discretionary decision making									
Unskilled and defined decision making	43	3	0	1	4 903	220	22	54	5 246
Total	16 973	1 824	116	953	47 624	3 096	222	2 864	73 672
Employees with disabilities	72	14	1	11	106	11	1	14	230

Table 3.6.3 Recruitment for the period 01 April 2014 to 31 March 2015

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	0	0	0	0	1	0	0	0	1
Professionally qualified and experienced specialists and mid-management	16	7	1	2	11	4	0	4	45
Skilled technical and academically qualified workers, junior management, supervisors, foremen	245	45	2	42	526	132	6	168	1 166
Semi-skilled and discretionary decision making	43	4	0	1	70	2	0	2	122
Unskilled	0	0	0	0	80	19	0	8	107
Total	304	56	3	45	688	157	6	182	1 441
Employees with disabilities	0	1	0	0	0	0	0	0	1

Table 3.6.4 Promotions for the period 01 April 2014 to 31 March 2015

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	1	0	0	0	1
Senior Management	23	4	1	0	6	1	0	1	36
Professionally qualified and experienced specialists and mid-management	4 440	758	78	460	7 694	664	86	955	15 135
Skilled technical and academically qualified workers, junior management, supervisors, foremen	7 794	567	25	224	26 977	1 529	83	1 168	38 367
Semi-skilled and discretionary decision making	1 020	199	0	29	1 211	239	0	49	2 747
Unskilled and defined decision making	3	0	0	0	3	0	0	0	6
Total	13 280	1 528	104	713	35 892	2 433	169	2 173	56 292
Employees with disabilities	55	12	1	10	91	13	1	10	193

Note: The promotion events for the above table are individually counted per employee and category of promotion, for example, (a) Promotions to another salary level and (b) Progression to another notch within the same salary level. It is possible that an employee can be reflected in more than one occupational band through these different promotions events and as such will be counted / reflected more than once.

Table 3.6.5 Terminations for the period 01 April 2014 to 31 March 2015

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	2	0	0	0	4	0	0	0	6
Professionally qualified and experienced specialists and mid-management	549	99	16	48	1 191	85	8	83	2 079
Skilled technical and academically qualified workers, junior management, supervisors, foremen	726	56	7	32	2 258	187	7	134	3 407
Semi-skilled and discretionary decision making	244	30	1	3	253	39	0	5	575
Unskilled and defined decision making	5	0	0	0	177	17	0	10	209
Total	1 526	185	24	83	3 883	328	15	232	6 276
Employees with disabilities	4	2	0	1	17	4	0	0	28

Table 3.6.6 Disciplinary action for the period 01 April 2014 to 31 March 2015

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary actions finalised	18	3	0	0	6	2	0	0	29

Table 3.6.7 Skills development for the period 01 April 2014 to March 2015

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	347	1	1	0	537	1	0	0	887
Professionals	523	51	1	11	962	65	7	34	1 654
Technicians and associate professionals	0	0	0	0	0	0	0	0	0
Clerks	144	3	0	0	331	6	0	1	485
Service and sales workers	0	0	0	0	0	0	0	0	0

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	11	0	0	0	19	0	0	0	30
Total	1 025	55	2	11	1 849	72	7	35	3 056
Employees with disabilities	2	0	0	0	0	0	0	0	2

3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here

Table 3.7.1 Signing of Performance Agreements by SMS members as on 31 July 2014

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	01	01	0	0%
Salary Level 16	01	01	00	0%
Salary Level 15	03	03	03	100%
Salary Level 14	15	08	08	53%
Salary Level 13	64	51	37	58%
Total	84	64	48	57%

Notes

In the event of a National or Provincial election occurring within the first three months of a financial year all members of the SMS must conclude and sign their performance agreements for that financial year within three months following the month in which the elections took place. For example if elections took place in April, the reporting date in the heading of the table above should change to 31 July 2014.

Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2015

Reasons
Supervisors not finalising their work plan agreements timeously resulting in lower level staff not being able to complete theirs.

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2015

Reasons
None

3.8. Performance Rewards

To encourage good performance, the department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, and disability, salary bands and critical occupations.

Table 3.8.1 Performance Rewards by race, gender and disability, 1 April 2014 to 31 March 2015

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost	Average cost per employee
African, Male	1 136	16 901	6.7	6 179	5 439
Asian, Male	4	115	3.5	65	16 178
Coloured, Male	220	1 810	12.2	1 183	5 377
White, Male	38	942	4	304	7 995
African, Female	2 773	47 518	5.8	16 165	5 830
Coloured, Female	363	3 085	11.8	1 896	5 222
Asian, Female	3	201	1.5	24	7 850
White, Female	231	2 850	8.1	1 539	6 663
Employees with a disability	36	230	15.7	292	8 123
Total	4 804	73 652	6.5	27 647	5 755

Table 3.8.2 Performance Rewards by salary band for personnel below Senior Management Service, 1 April 2014 to 31 March 2015

Salary Band	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R)	Average cost per employee (R)	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	17	5 222	0.3	55	3 235	0.00
Skilled (Levels 3-5)	1 655	7 088	23.3	5 856	3 538	0.03
Highly skilled production (Levels 6-8)	2 964	45 339	6.5	19 693	6 644	0.09
Highly skilled supervision (Levels 9-12)	167	15 945	1	1 994	11 940	0.01
Periodical Remuneration	0	2 661	0	0	0	0.00
Abnormal Appointment	0	984	0	0	0	0.00
Total	4 803	77 239	6.2	27 598	5 746	0.12

Table 3.8.3 Performance Rewards by critical occupation, 1st April 2014 to 31 March 2015

Critical Occupations	Beneficiary Profile			Cost	
	Number of Beneficiaries	No. of Employees	% of Total within Occupation	Total Cost (R)	Average Cost per Employee (R)
Administrative related	70	128	54.7	894	12 771
All artisans in the building metal machinery etc.	7	17	41.2	26	3 714
Architects town and traffic planners	0	2	0	0	0
Archivists curators and related professionals	0	1	0	0	0
Artisan project and related superintendents	2	2	100	13	6 500
Auxiliary and related workers	11	22	50	33	3 000
Building and other property caretakers	11	28	39.3	43	3 909
Bus and heavy vehicle drivers	8	14	57.1	35	4 375
Cleaners in offices workshops hospitals etc.	1 162	2 603	44.6	4 039	3 476
Client inform clerks (switchboard reception inform clerks)	9	12	75	46	5 111
Communication and information related	0	1	0	0	0
Community development workers	1	1	100	8	8 000
Computer programmers.	1	2	50	8	8 000
Computer system designers and analysts.	1	5	20	16	16 000
Conservation labourers	1	7	14.3	3	3 000
Custodian personnel	1	1	100	16	16 000
Diplomats	1	1	100	16	16 000
Engineering sciences related	0	1	0	0	0
Farm hands and labourers	1	7	14.3	3	3 000
Farming forestry advisors and farm managers	0	1	0	0	0
Finance and economics related	42	86	48.8	473	11 262
Financial and related professionals	46	76	60.5	404	8 783
Financial clerks and credit controllers	308	455	67.7	1 933	6 276
Firefighting and related workers	0	2	0	0	0
Food services aids and waiters	85	165	51.5	318	3 741
General legal administration & rel. professionals	0	1	0	0	0
Head of department/chief executive officer	7	6	116.7	72	10 286
Household and laundry workers	190	435	43.7	753	3 963
Housekeepers laundry and related workers	1	2	50	3	3 000
Human resources & organisational development & related profession	53	65	81.5	501	9 453
Human resources clerks	410	589	69.6	2 796	6 820

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Critical Occupations	Beneficiary Profile			Cost	
	Number of Beneficiaries	No. of Employees	% of Total within Occupation	Total Cost (R)	Average Cost per Employee (R)
Human resources related	42	59	71.2	423	10 071
Inspectors of apprentices works and vehicles	11	20	55	85	7 727
Librarians and related professionals	0	3	0	0	0
Library mail and related clerks	74	113	65.5	458	6 189
Light vehicle drivers	36	70	51.4	129	3 583
Logistical support personnel	55	71	77.5	525	9 545
Material-recording and transport clerks	387	591	65.5	2 488	6 429
Messengers porters and deliverers	18	31	58.1	55	3 056
Motor vehicle drivers	3	9	33.3	10	3 333
Nursing assistants	3	5	60	15	5 000
Occupational therapy	0	2	0	0	0
Other administrative & related clerks and organisers	1 061	1 747	60.7	6 489	6 116
Other administrative policy and related officers	221	330	67	1 842	8 335
Other information technology personnel.	12	15	80	80	6 667
Other occupations	245	65 326	0.4	1 391	5 678
Physiotherapy	1	1	100	6	6 000
Printing and related machine operators	1	2	50	3	3 000
Professional nurse	4	4	100	49	12 250
Quantity surveyors & related profession not class elsewhere	0	3	0	0	0
Rank: Unknown	0	5	0	0	0
Risk management and security services	1	1	100	7	7 000
Secretaries & other keyboard operating clerks	88	125	70.4	548	6 227
Security guards	41	173	23.7	147	3 585
Security officers	50	116	43.1	240	4 800
Senior managers	1	53	1.9	6	6 000
Trade labourers	3	4	75	9	3 000
Youth workers	17	35	48.6	190	11 176
Total	4 804	73 652	6.5	27 647	5 755

Table 3.8.4 Performance related rewards (cash bonus), by salary band for Senior Management Service, 1 April 2014 – 31 March 2015

Salary Band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	1	44	2.3	48	48 000	0.1
Band B	0	9	0	0	0	0
Band C	0	3	0	0	0	0
Band D	0	2	0	0	0	0
Total	1	58	1.7	48	48 000	0.1

3.9. Foreign Workers

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

Table 3.9.1 foreign workers by salary band for the period 1 April 2014 and 31 March 2015

Salary Band	01-Apr-14		31-Mar-15		Change	
	Number	% of total	Number	% of total	Number	% Change
Skilled (Levels 3-5)	6	1.2	16	2.3	10	5
Highly skilled production (Levels 6-8)	303	60.8	511	73.3	208	104.5
Highly skilled supervision (Levels 9-12)	182	36.5	158	22.7	-24	-12.1
Contract (Levels 1-2)	1	0.2	2	0.3	1	0.5
Contract (Levels 3-5)	4	0.8	4	0.6	0	0
Contract (Levels 13-16)	1	0.2	1	0.1	0	0
Periodical Remuneration	1	0.2	2	0.3	1	0.5
Abnormal Appointment	0	0	3	0.4	3	1.5
Total	498	100	697	100	179	100

Table 3.9.2 foreign workers by major occupation for the period 1 April 2014 and 31 March 2015

Major Occupation	01-Apr-14		31-Mar-15		Change	
	Number	% of total	Number	% of total	Number	% Change
Administrative office workers	1	0,2	1	0,1	0	0
Information technology personnel	1	0,2	1	0,1	0	0
Other occupations	495	99,4	694	99,6	199	100
Professionals and managers	1	0,2	1	0,1	0	0
Total	498	100	697	100	199	100

3.10. Leave utilisation

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 and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 3.10.1 Sick leave, 1 January 2014 to 31 December 2014

Salary Band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Lower skilled (Levels 1-2)	578	74	119	0.4	5	208
Skilled (Levels 3-5)	12 539	84.3	1 800	5.6	7	6 084
Highly skilled production (Levels 6-8)	141 100	78.9	21 992	67.9	6	152 051
Highly skilled supervision (Levels 9-12)	53 162	79.3	8 456	26.1	6	92 587
Senior management (Levels 13-16)	236	94.9	25	0.1	9	812
Total	207 615	79.3	32 392	100	6	251 742

Table 3.10.2 Disability leave (temporary and permanent), 1 January 2014 to 31 December 2014

Salary Band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Contract (Levels 1-2)	6	100	1	0.1	6	2
Skilled (Levels 3-5)	3 336	100	73	5.3	46	1 578
Highly skilled production (Levels 6-8)	57 027	100	915	65.9	62	62 852
Highly skilled supervision (Levels 9-12)	30 307	100	399	28.7	76	49 826
Senior management (Levels 13-16)	16	100	1	0.1	16	51
Total	90 692	100	1 389	100	65	114 309

The table below 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 3.10.3 Annual Leave, 1 January 2014 to 31 December 2014

Salary Band	Total days taken	Number of Employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	360.25	5	79
Skilled (Levels 3-5)	34 588.60	17	2 059
Highly skilled production (Levels 6-8)	73 700.34	19	3 857
Highly skilled supervision (Levels 9-12)	42 699.50	21	2 070
Senior management (Levels 13-16)	950	18	54
Total	152 298.69	19	8 119

Table 3.10.4 Capped leave, 1 January 2014 to 31 December 2014

Salary Band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as at 31 Dec
Skilled (Levels 3-5)	317	76	4	66
Highly skilled production (Levels 6-8)	2 024	507	4	60
Highly skilled supervision (Levels 9-12)	1 589	378	4	79
Senior management (Levels 13-16)	8	1	8	99
Total	3 938	962	4	68

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

Table 3.10.5 Leave pay-outs, 1 April 2014 to 31 March 2015

Reason	Total Amount (R'000)	Number of Employees	Average per employee (R'000)
Capped leave pay-outs on termination of service for 2014/15	180 931	2 013	89 881
Current leave pay-outs on termination of service for 2014/15	104	12	8 667
Total	181 035	2 025	98 548

3.10 HIV/AIDS & Health Promotion Programmes

Table 3.10.1 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
Head Office based employees that are categories as field workers who are often compelled to work away from their work station and families while visiting districts and schools for a number of days in a week and sometimes for consecutive weeks.	<ul style="list-style-type: none"> • Facilitation of quarterly HCT sessions to enable employees to have a regular check of their HIV status. Early detection for those who participates and sure that they can access treatment if necessary and take precautions to avoid reinfection and infecting others. • Facilitating access to treatment care and support for infected employees and affected families. • Intensifying education on managing HIV so that it does not impede employee productivity. • Sensitising managers on reasonable accommodation (physically and emotionally) of employees who are infected.

Table 3.10.2 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		Employee Health and Wellness is a component of Human Resource Management and Development and reports directly to the Chief Director : HRM&D.
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		5 employees are attached to the Unit <ul style="list-style-type: none"> • 2 Employees (Employed) and • 3 officials are seconded from other sections. Budget for 2015-16 is R3.4m
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		<ul style="list-style-type: none"> • Prevention programmes in the form of health promotions and health education, HCT & TB Screening • Provide treatment, care and support in the form of counselling • GEMS advocacy to facilitate the enrolment of those infected in the Disease Management Programme
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		See attachment entitled Employee Health and Wellness Committee.
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		Key Human Resource Policies and procedures that might have a bearing on the implementation of Employee Health and Wellness programme have been reviewed. The purpose was to determine to what extent these either support or contradict the key principles for the effective implementation of the Programme. The following HR policies and procedures were reviewed: <ul style="list-style-type: none"> • Service Benefits • Leave • Medical Assistance • Compensation for occupational injuries and diseases • Employee Assistance Programme. • Training and Skills development • Performance management and development systems. • Employment equity • Safety Health and Environment The review revealed that none of the policies and procedures in the Department contradicts key principles for the effective implementation of an Employee Health and Wellness Programme.

Question	Yes	No	Details, if yes
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	x		<ul style="list-style-type: none"> • Upholding the confidentiality principle throughout the access to treatment, care and support process • Ensuring anonymity during our HCT sessions placing no emphasis at all on the names of participants and putting all emphasis on statistics • Identification of infected employees is protected during the referral process (names are kept strictly confidential by referring specialist only)
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	x		<ul style="list-style-type: none"> • An increase in the number of Employees who participate in the HCT programme • An increase in the number of Employees who disclose their status and seek assistance through the Employee Health and Wellness programme
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	x		<ul style="list-style-type: none"> • Quarterly Statistics indicating new infections • Follow up the work attendance of employees who have disclosed.

3.11 Labour Relations

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

Table 3.11.1 Collective agreements

Subject Matter	Date
None	

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

Table 3.11.2 Misconduct and disciplinary hearings finalised

Outcome of disciplinary hearings	Number	% of total
A fine	3	10.34
Demotion	1	3.45
Discharged	6	20.69
Final Written Warning	5	17.24
Suspension without pay	10	34.48
Suspension without pay and Final Written Warning	3	10.34
Written Warning	1	3.45
Grand Total	29	100

Table 3.11.3 Types of misconduct addressed at disciplinary hearings

Type of misconduct (based on annexure A)	Number	% total
Absenteeism	8	27.59%
Acted in an improper manner	1	3.45%
Assaulted another employee	1	3.45%
Assaulted a learner	1	3.45%
Contravened the act	1	3.45%
Corporal Punishment	2	6.90%
Failed to carry out a lawful order or instruction without just or reasonable cause	5	17.24%
Falsification of records or documents	1	3.45%
Financial mismanagement	2	6.90%
Fraud	1	3.45%
Insolent behaviour	1	3.45%
Performed work for compensation for another organisation	1	3.45%
Poor Performance	1	3.45%
Prejudice the Department	1	3.45%
Theft	1	3.45%
Theft of other employees money	1	3.45%
Grand Total	29	100%

Table 3.11.4 Grievances logged for the period 1 April 2014 to 31 March 2015

Grievances	Number	% of Total
Number of grievance finalised: unresolved	22	19
Number of grievances pending	54	48
Number of grievances resolved	17	15
Number of grievances unresolved	20	18
Total number of grievances lodged	113	100

Table 3.11.5 Disputes logged with Councils for the period 1 April 2014 to 31 March 2015

Disputes	Number	% of Total
Arbitration hearing pending	51	40
Conciliation hearing pending	50	39
Dispute dismissed	11	9
Dispute settled	3	3
Dispute upheld	6	5
Dispute withdrawn	3	2
In limine hearing pending	1	1
No jurisdiction	4	3
Grand total	129	100

Table 3.11.6 Strike actions for the period 1 April 2014 to 31 March 2015

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

Table 3.11.7 Precautionary suspensions for the period 1 April 2014 to 31 March 2015

Number of people suspended	10
Number of people whose suspension exceeded 30 days	10
Average number of days suspended	160
Cost of suspension(R'000)	R 2 808

3.12 Skills development

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

Table 3.12.1 Training needs identified for the period 1 April 2014 and 31 March 2015

Occupational Category	Gender	Number of employees as at 1 April 2014	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Male	6 238	0	239		239
	Female	7 660	0	358		358
Professionals	Male	11 458	122	1 635		1 757
	Female	43 459	227	2 452		2 679
Technicians and associate professionals	Male	334	0	0	0	0
	Female	164	0	0	0	0
Clerks	Male	3 604	0	1 258	22	1 280
	Female	1 159	0	838	78	916
Service and sales workers	Male	445	0	0	0	0
	Female	41	0	0	0	0
Skilled agriculture and fishery workers	Male	0	0	0	0	0
	Female	0	0	0	0	0
Craft and related trades workers	Male	2	0	0	0	0
	Female	0	0	0	0	0
Plant and machine operators and assemblers	Male	88	0	0	0	0
	Female	21	0	0	0	0
Elementary occupations	Male	1 691	0	161	0	161
	Female	2 289	0	241	0	241
Sub Total	Male	54 793	122	3 293	22	3 437
	Female	23 860	227	3 889	78	4 194
Total		78 653	349	7 182	100	7631

Table 3.12.2 Training provided for the period 1 April 2014 and 31 March 2015

Occupational Category	Gender	Number of employees as at 1 April 2014	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Male	43	0	349	0	349
	Female	18	0	538	0	538
Professionals	Male	17 002	179	298	108	585
	Female	43 143	270	562	237	1 069
Technicians and associate professionals	Male	211	0	0	0	0
	Female	376	0	0	0	0
Clerks	Male	840	0	121	26	147
	Female	2 902	0	243	95	338
Service and sales workers	Male	289	0	0	0	0
	Female	33	0	0	0	0
Skilled agriculture and fishery workers	Male	0	0	0	0	0
	Female	0	0	0	0	0
Craft and related trades workers	Male	34	0	0	0	0
	Female	12	0	0	0	0
Plant and machine operators and assemblers	Male	97	0	0	0	0
	Female	5	0	0	0	0
Elementary occupations	Male	2302	0	11	0	11
	Female	9520	0	19	0	19
Sub Total	Male	20 818	179	779	134	1 092
	Female	56 009	270	1 362	332	1 964
Total	-	76827	449	2 141	466	3 056

3.13 Injury on duty

The following tables provide basic information on injury on duty.

Table 3.13.1 Injury on duty

Nature of injury on duty	Number	% of total
Required basic medical attention only	24	100
Temporary Total Disablement	0	0
Permanent Disablement	0	0
Fatal	0	0
Total	24	0

3.14. Utilisation of Consultants

Table 3.14.1 Report on consultant appointments using appropriated funds

Project Title	Total Number of consultants that worked on project	Duration Work days	Contract value in Rand
Human Resource Management & Development	James Botha	12 Months	929 747
Financial Management; Audit Rectification	Jeremy Perks	12 Months	1 699 098.50
Financial Management Support; Internal Control Unit	Tembelani Mashalaba	12 Months	1 158 524
Financial Management Support; Internal Control Unit; Transfers & Subsidies	Tafadzwa Mutanhauwa	12 Months	R 365 820.74

Table 3.14.2 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
None			

Table 3.14.3 Report on consultant appointments using Donor funds for the period 1 April 2014 and 31 March 2015

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
None			

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
None			

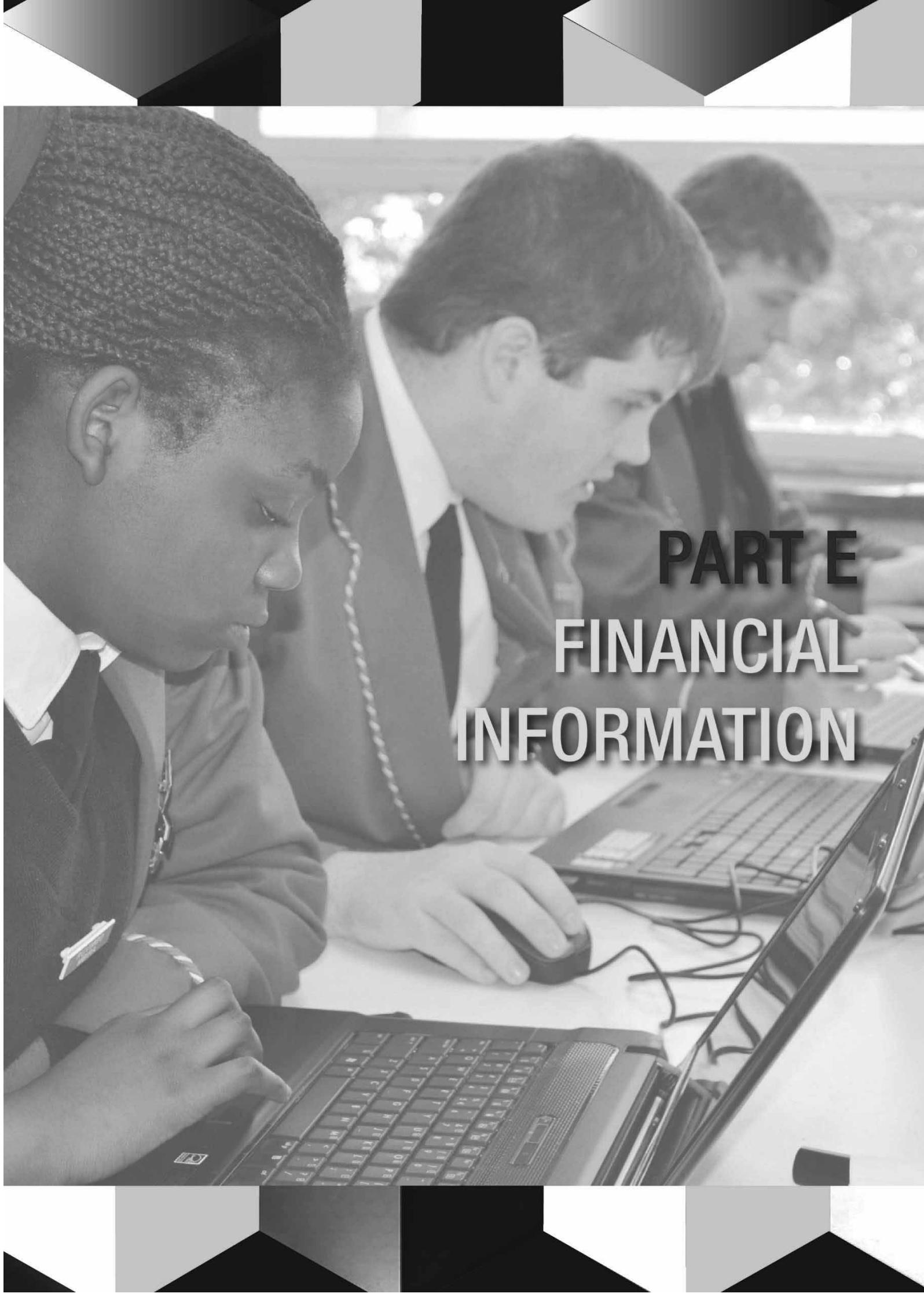
Table 3.14.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2014 and 31 March 2015

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
None			

3.15 Severance Packages

Table 3.15.1 Granting of employee initiated severance packages for the period 1 April 2014 and 31 March 2015

Salary band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by department
Lower skilled (Levels 1-2)	0	0	0	0
Skilled Levels 3-5)	0	0	0	0
Highly skilled production (Levels 6-8)	0	0	0	0
Highly skilled supervision (Levels 9-12)	0	0	0	0
Senior management (Levels 13-16)	0	0	0	0
Total	0	0	0	0



PART E
FINANCIAL
INFORMATION

1. Report of the Auditor-General to the Eastern Cape Provincial Legislature on Vote No. 6: Department of Education

Report on the financial statements

Introduction

1. I have audited the financial statements of the Eastern Cape Department of Education set out on pages 202 to 285, which comprise the appropriation statement, the statement of financial position as at 31 March 2015, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes, comprising a summary of significant accounting policies and other explanatory information.

Accounting officer's responsibility for the financial statements

2. The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with the Modified Cash Standards (MCS) prescribed by National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No.1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2014 (Act No. 10 of 2014) (DoRA), and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor-general's responsibility

3. My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with International Standards on Auditing. Those standards require that I comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified audit opinion.

Basis for qualified opinion

Irregular expenditure

6. The department did not have adequate systems in place to identify and disclose all irregular expenditure incurred during the year as required by section 40(3)(b)(i) of the PFMA. The irregular expenditure disclosed in disclosure note 24 is understated in respect of the amounts incurred during the year that were identified during the audit process by R71,8 million (2014: R55,1 million). Owing to the lack of systems, it was impracticable to determine the full extent of the understatement of irregular expenditure.
7. Furthermore sufficient appropriate audit evidence could not be obtained to confirm the balance of R621,8 million (2014: R1,2 billion) which was disclosed in note 24. I was unable to confirm the disclosure by alternative means. Consequently, I was unable to determine whether any further adjustment to irregular expenditure as disclosed in note 24 was necessary.

Commitments

8. I was unable to obtain sufficient appropriate audit evidence for commitments as the department did not maintain accurate and complete records of the contractual information used to determine commitments. I could not confirm the amounts by alternative means. Consequently, I was unable to determine whether any adjustment to commitments stated at R255,3 million (2014: R1,3 billion) in the financial statements was necessary.

Accruals

9. The department did not have adequate systems to maintain records of accounts payable for goods and services received but not yet paid for. I was unable to obtain sufficient appropriate audit evidence for the amounts disclosed as accruals. I could not confirm accruals by alternative means. Consequently, I was unable to determine whether any adjustment to accruals stated at R200,2 million (2014: R236,5 million) in the financial statements was necessary.

Employee benefits

10. The department did not maintain adequate and complete leave records and these were not reviewed for accuracy for the year under review. Differences were identified between the leave schedules on file and the accounting system. Consequently, capped leave commitments as disclosed in note 22 to the financial statements is understated by R581,4 million (2014: R888,4 million).
11. In addition I was unable to obtain sufficient appropriate audit evidence for the amounts disclosed as capped leave commitment in the prior year financial statements and consequently, I was unable to determine whether any further adjustment to the capped leave commitment of R2,9 billion in the prior year was necessary.

Moveable tangible capital assets

12. Sufficient appropriate audit evidence was not available to ensure that each asset was allocated a unique number and the department did not verify the cost of assets included in the asset register and I was unable to confirm or verify these amounts and items by alternate means. Consequently, I was unable to determine whether any adjustment to moveable tangible capital assets stated at R135 million (2014: R118,4 million) as disclosed in note 30 to the financial statements was necessary.

Aggregation of immaterial uncorrected corresponding misstatements

13. The financial statements as a whole are materially misstated due to the cumulative effect of numerous individually immaterial uncorrected misstatements in the following corresponding elements making up the 2013-14 statement of financial performance and disclosure notes to the financial statements:

- Goods and services is overstated by R58,3 million.
- Expenditure for capital assets is understated by R5,6 million.
- Statutory appropriation is understated by R166 000.
- Transfers and subsidies is overstated by R3 million.
- Compensation of employees is understated by R2,9 million.
- Fruitless and wasteful expenditure is understated by R1,9 million.
- Commitments is understated by R29,1 million.
- Accruals is overstated by R16,8 million.
- Tangible minor assets is understated by R1,8 million.
- Moveable tangible assets is overstated by R19,7 million.
- Immovable tangible capital assets is understated by R69,6 million.
- Lease commitments is understated by R18,5 million.
- Provisions is understated by R8,8 million.

14. In addition, due to individually immaterial amounts that were unsubstantiated, I was unable to obtain sufficient appropriate audit evidence and I was unable to confirm the following items making up the 2013-14 statement of financial performance and disclosure notes by alternative means:

- Goods and services included in note 5.
- Expenditure for capital assets included in note 8.
- Annual appropriation.
- Compensation of employees included in note 4.
- Tangible minor assets included in note 30.
- Moveable tangible assets included in note 30.

- Immovable tangible capital assets included in note 32.
 - Prior period errors included in note 24.
 - Contingent liabilities included in note 19.
15. As a result, I was unable to determine whether any adjustments to these corresponding elements were necessary. My audit opinion on the financial statements for the period ended 31 March 2014 was modified accordingly. My opinion on the current period's financial statements is also modified because of the possible effect of this matter on the comparability of the current period's figures.

Qualified opinion

16. In my opinion, except for the effects of the matters described in the basis for qualified opinion paragraphs, the financial statements present fairly, in all material respects, the financial position of the Eastern Cape Department of Education as at 31 March 2015 and its financial performance and cash flows for the year then ended, in accordance with the Modified Cash Standards prescribed by National Treasury and the requirements of the PFMA and DoRA.

Emphasis of matters

17. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Material underspending of the vote

18. As disclosed in the appropriation statement, the department has materially underspent the budget on Programme 2: Public Ordinary Schools to the amount of R284 million (total underspending for all programmes is R602,3 million).

Additional matter

19. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

20. The supplementary annexures set out on pages XX to XX do not form part of the financial statements and are presented as additional information. We have not audited these schedules and accordingly we do not express an opinion thereon.

Report on other legal and regulatory requirements

21. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) and the general notice issued in terms thereof, I have a responsibility to report findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report, non-compliance with legislation and internal control. The objective of my tests was to identify reportable findings as described under each subheading but not to gather evidence to express assurance on these matters. Accordingly, I do not express an opinion or conclusion on these matters.

Predetermined objectives

22. I performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the Programme 2: Public Ordinary Schools presented in the annual performance report of the department for the year ended 31 March 2015:
23. I evaluated the reported performance information against the overall criteria of usefulness and reliability.
24. I evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programmes. I further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's Framework for managing programme performance information (FMPPi).
25. I assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
26. The material findings in respect of the selected programme are as follows:

Programme 2: Public Ordinary Schools

Usefulness of reported performance information

27. Adequate and reliable corroborating evidence could not be provided for all variances as disclosed in the annual performance report. The department referred to the portfolio of evidence for the fourth quarter to support the reasons for the variances reported in the annual performance report. This portfolio of evidence did not contain appropriate evidence to support the reasons stipulated in the report.
28. Treasury Regulation 5.2.4 requires the annual performance plan to form the basis for the annual report, therefore requiring consistency of objectives, indicators and targets between planning and reporting documents. A total of 38% of the reported targets were not consistent with those in the approved annual performance plan. This was due to the department reporting on amended targets which were not approved.
29. Treasury Regulation 5.1.1 requires the executive authority to approve the annual performance plan. Therefore, if this plan is changed in the year due to significant policy or mandate changes, the executive authority must also approve the updated

plan. Material changes were made to targets reported in the annual performance report without these changes being approved. This was due to management not requesting the MEC to approve these changes before submitting to Provincial Legislature.

30. Performance targets should be measurable as required by the FMPPI. I could not measure the required performance for 25% of the targets.
31. Performance measures should be well defined by having clear definitions so that data can be collected consistently and is easy to understand and use, as required by the FMPPI. A total of 75% of the indicators were not well defined.
32. The processes and systems that produced the measures should be verifiable, as required by the FMPPI. A total of 25% of the measures were not verifiable.
33. This was due to a lack of adequate systems and processes and officials not being able to explain the day-to-day operations of the programme which are also not clearly documented in a policies and procedures manual. Furthermore, the department does not have written standard operating procedures in place.

Reliability of reported performance information

34. The FMPPI requires auditees to have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets. I was unable to obtain the information and explanations I considered necessary to satisfy myself as to the reliability of the reported performance information. This was due to the fact that the department could not provide sufficient appropriate evidence in support of the reported performance information. I was unable to confirm the reliability of reported information by alternative means.

Additional matter

35. I draw attention to the following matter:

Achievement of planned targets

36. Refer to the annual performance report on pages x to x for information on the achievement of the planned targets for the year. This information should be considered in the context of the material findings on the usefulness and reliability of the reported performance information for the selected programme reported in paragraphs 26 to 32 of this report.

Compliance with legislation

37. I performed procedures to obtain evidence that the Eastern Cape Department of Education had complied with applicable legislation regarding financial matters, financial management and other related matters. My findings on material non-compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

Strategic planning and performance management

38. Effective, efficient and transparent systems of risk management and internal control with respect to performance information and management was not in place as required by section 38(1)(a)(i) of the PFMA.

Annual financial statements

39. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework and supported by full and proper records as required by section 40(1) (a) and (b) of the PFMA.
40. Material misstatements identified by the auditors in the submitted financial statements were not adequately corrected and supporting records could not be provided subsequently, which resulted in the financial statements receiving a qualified audit opinion.

Audit committee

41. The audit committee did not review the institution's compliance with legal and regulatory provisions, as required by TR 3.1.10(f).

Internal Audit

42. The internal audit function did not assess the operational procedure and monitoring mechanisms over all transfers made and received, including transfers in terms of the annual Division of Revenue Act (DoRA), as required by TR 3.2.8.
43. The internal audit function did not report at all audit committee meetings, as required by TR 3.2.9.
44. The internal audit function did not evaluate the effectiveness and efficiency of controls and give recommendations for their enhancement and improvement, as required by TR 3.2.11.
45. The internal audit function did not evaluate the reliability and integrity of financial and operational information, as required by TR 3.2.11(b).
46. The internal audit function did not evaluate the compliance with laws and regulations, as required by TR 3.2.11(e).

Procurement and contract management

47. Goods and services of a transaction value above R500 000 were procured without inviting competitive bids, as required by Treasury Regulations 16A6.1. Deviations were approved by the accounting officer even though it was not impractical to invite competitive bids, in contravention of TR 16A6.4.
48. Sufficient appropriate audit evidence could not be obtained that bid adjudication was done by committees which were composed in accordance with the policies of

the department, as required by TR 16A6.2 (a), (b) and (c).

49. Persons in service of the department whose close family members, partners or associates had a private or business interest in contracts awarded by the department failed to disclose such interest, as required by TR 16A8.4.
50. Sufficient appropriate audit evidence could not be obtained that invitations for competitive bidding were advertised in the government tender bulletin as required by TR 16A6.3

Human Resource Management

51. Employees were appointed without following a proper process to verify the claims made in their applications in contravention of Public Service Regulation 1/VII/D.8.
52. Funded vacant posts were not filled within 12 months as required by Public Service Regulation 1/VII/C.1A.2.

Expenditure Management

53. Effective steps were not taken to prevent irregular and fruitless and wasteful expenditure, as required by section 38(1)(c)(ii) of the PFMA and TR 9.1.1.

Transfer Payments

54. Sufficient appropriate audit evidence could not be obtained that the accounting officer maintained appropriate measures to ensure that transfers and subsidies to entities were applied for their intended purposes, as required by TR 8.4.1.

Conditional Grants Received

55. Performance in respect of programmes funded by the allocation was not evaluated by the department, as required by section 11(6)(a) of the Division of Revenue Act.
56. Performance in respect of programmes funded by the allocation was not evaluated by the department, as required by section 12(5) of the Division of Revenue Act.

Revenue Management

57. Effective and appropriate steps were not taken to collect all money due, as required by section 38(1)(c)(i) of the PFMA and TR 11.2.1, 15.10.1.2(a) and 15.10.1.2(e).
58. Interest was not charged at the approved rates determined by the Minister of Finance, as required by TR 11.5.1.

Asset Management

59. A proper control system was not put in place to safeguard and maintain the assets of the entity in order to prevent theft, losses, wastage and misuse as required by the PFMA 38(1)(d) and TR 10.1.1(a).

Consequence Management

60. Effective and appropriate disciplinary steps were not taken against officials who made and or permitted irregular expenditure, fruitless and wasteful expenditure, as required by section 38(1)(h)(iii) of the PFMA and TR 9.1.3.
61. Losses resulting from irregular and fruitless and wasteful expenditure were not always recovered from the liable person, as required by TR 9.1.4.
62. Effective and appropriate steps were not taken to recover losses or damages, through criminal conduct or omissions, from the persons responsible, as required by TR 12.5.
63. Investigations were not conducted into all allegations of financial misconduct committed by officials, as required by TR 4.1.1.
64. Disciplinary hearings were not held for confirmed cases of financial misconduct committed by officials, as required by TR 4.1.1.
65. Allegations of improper conduct and failure to comply with the supply chain management system against TR 16A9.1(b).

Service delivery

National School Nutrition Programme

66. Meals were not prepared according to the recommended food specifications and approved menu, in contravention of the Division of Revenue Grant Framework, Gazette No. 37613 dated 9 May 2014.
67. The cost per meal per learner was not at an average of R2, 73 in primary schools and R3, 55 in secondary schools. At the schools visited, an average of R2, 16 was noted for the primary schools and R2, 95 for secondary in contravention of the Division of Revenue Grant Framework, Gazette No. 37613 dated 9 May 2014.

Learner Teacher Support Material

68. No processes in place to monitor the timeous delivery of textbooks to schools resulting in textbooks shortages at schools of approximately 4012 textbooks.
69. Excessive textbooks stocks were received from the PED which was kept at schools.
70. Excessive workbooks and supplementary textbooks received from the national department were kept at schools.

Infrastructure

71. Infrastructure needs were not correctly identified and prioritised as appropriate information was not used during the needs determination process.
72. Projects were not effectively managed and monitored resulting in poor quality of infrastructure.
73. Five new and / or upgraded schools underutilised due to the following reasons:
 - Laboratory equipment not received

- Library books or shelves not received
- No computers in the computer laboratory
- Number of learners enrolled at the school

Internal control

74. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with legislation. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for qualified opinion, the findings on the annual performance report and the findings on non-compliance with legislation included in this report.

Leadership

75. There was a lack of adequate oversight over the control environment by leadership, slow responses to our recommendations and a lack of attendance by key officials at meetings which lead to the repeat findings above. As a result, weaknesses and deficiencies which have been prolific in undermining the control environment in previous years have still not been adequately addressed and the sustainability of the current audit outcome is questionable. Leadership was hampered in their decision making in fulfilling their responsibilities as the department was unable to produce reliable and credible information.

76. Leadership did not adequately monitor service delivery due to a lack of good governance and inadequate lines of reporting. There was a lack of accountability and regular monitoring by leadership at a district and school level. In addition, the overall performance management system was too weak to effectively monitor and evaluate service delivery reporting.

Financial and performance management

77. The department relied on manual systems to account for certain financial disclosures performance reporting. There was also a lack of supervision, monitoring and consequence management in respect of the daily and monthly control activities and record keeping which resulted in limitations in the financial and performance reports.

Governance

78. The risk management strategy and fraud prevention plan have not been adequately implemented in the current year.

79. The internal audit unit is also not appropriately staffed which restricted the completion of all assignments on the internal audit plan. Internal audits relating to the high-risk areas of the department were performed under the instruction of the audit committee, however, management has not adequately followed up and implemented the recommendations in these reports. As a result, the audit committee could not exercise adequate and effective oversight over the implementation of the matters reported during the year.

Other reports

Performance audits

Performance audit on the curriculum support, training and monitoring provided by education districts to schools

80. The audit focused on whether guidance was provided economically to education districts to ensure that they delivered efficient and effective curriculum support, training and monitoring to schools to improve the quality of education. The outcomes of this performance audit will be included in the education sector report.

Investigations

81. Independent organisations were appointed to conduct investigations into alleged irregularities in procurement and contract management. These investigations relate to the manufacture and delivery of school furniture for Grade R. The investigations are ongoing at the reporting date.
82. The alleged irregularities have been reported to the South African Police Services (SAPS) and the Directorate for Priority Crime Investigation (the Hawks) as appropriate. The timing of the outcome of the investigation is not known at present.

East London

31 July 2015



A U D I T O R - G E N E R A L
S O U T H A F R I C A

Auditing to build public confidence

2. Annual Financial Statements

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Appropriation per programme									
	2014/15					2013/14			
	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
PROGRAMME 1 : ADMINISTRATION									
Current payments	2 148 003	(8 818)	1 073	2 140 258	2 137 005	3 253	99.8%	2 018 571	2 027 954
Transfers and subsidies	11 035	210	-	11 245	18 903	(7 658)	168.1%	8 185	16 190
Payment for capital assets	30 187	8 608	-	38 795	34 390	4 405	88.6%	34 717	24 384
Subtotal	2 189 225	-	1 073	2 190 298	2 190 298	-	100.0%	2 061 473	2 068 528
PROGRAMME 2 : PUBLIC ORDINARY SCHOOL EDUCATION									
Current payments	20 580 102	11 487	(20 723)	20 570 866	20 314 946	255 920	98.8%	19 809 931	19 802 329
Transfers and subsidies	2 010 669	-	-	2 010 669	1 988 633	22 036	98.9%	1 925 090	2 013 861
Payment for capital assets	37 648	(11 487)	-	26 161	20 049	6 112	76.6%	53 097	27 659
Subtotal	22 628 419	-	(20 723)	22 607 696	22 323 628	284 068	98.7%	21 788 118	21 843 849
PROGRAMME 3 : INDEPENDENT SCHOOL SUBSIDIES									
Transfers and Subsidies	111 189	-	-	111 189	110 314	875	99.2%	100 145	99 558
Subtotal	111 189	-	-	111 189	110 314	875	99.2%	100 145	99 558

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Appropriation per programme									
	2014/15					2013/14			
	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
PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION									
Current payments	465 982	(4 207)	-	461 775	447 654	14 121	96.9%	430 200	409 271
Transfers and subsidies	66 350	-	-	66 350	67 160	(810)	101.2%	59 431	59 677
Payment for capital assets	6 366	4 207	-	10 573	10 572	1	100.0%	5 000	-
Subtotal	538 698	-	-	538 698	525 386	13 312	97.5%	494 631	468 948
PROGRAMME 5 FURTHER EDUCATION AND TRAINING									
Current payments	297 642	(286 348)	-	11 294	5 261	6 033	46.6%	278 248	31 764
Transfers and subsidies	21 555	286 348	-	307 903	306 233	1 670	99.5%	16 123	258 641
Payment for capital assets	320	-	-	320	-	320	-	3 445	2 754
Subtotal	319 517	-	-	319 517	311 494	8 023	97.5%	297 816	293 159
PROGRAMME 6: ADULT EDUCATION TRAINING									
Current payments	391 741	-	19 650	411 391	411 403	(12)	100.0%	378 039	378 023
Transfers and subsidies	380	-	-	380	369	11	97.1%	362	205
Payment for capital assets	161	-	-	161	-	161	-	154	-
Subtotal	392 282	-	19 650	411 932	411 772	160	100.0%	378 555	378 228

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Appropriation per programme										
		2014/15					2013/14			
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		R'000
PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT										
Current payments	531 504	-	531 504	380 402	151 102	71.6%	368 170	352 190		
Transfers and subsidies	17 009	-	17 009	9 258	7 751	54.4%	79 362	76 691		
Payment for capital assets	-	-	-	-	-	-	276	209		
Subtotal	548 513	-	548 513	389 660	158 853	71.0%	447 808	429 090		
PROGRAMME 8: INFRASTRUCTURE DEVELOPMENT										
Current payments	177 387	(18 043)	159 344	122 205	37 139	76.7%	257 157	280 102		
Transfers and subsidies	-	-	-	-	-	-	-	204		
Payment for capital assets	1 059 705	18 043	1 077 748	977 867	99 881	90.7%	1 398 944	1 278 788		
Subtotal	1 237 092	-	1 237 092	1 100 072	137 020	88.9%	1 656 101	1 559 094		
PROGRAMME 9: AUXILIARY AND ASSOCIATED SERVICES										
Current payments	282 809	-	282 809	287 095	(4 286)	101.5%	262 033	260 308		
Transfers and subsidies	32 837	-	32 837	29 401	3 436	89.5%	44 219	43 862		
Payment for capital assets	1 000	-	1 000	150	850	15.0%	6 246	4 393		
Subtotal	316 646	-	316 646	316 646	-	100.0%	312 498	308 563		

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Appropriation per programme									
	2014/15					2013/14			
	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
TOTAL	28 281 581	-	-	28 281 581	27 679 270	602 311	97.9%	27 537 145	27 449 017
Statutory Appropriation	1 822	-	-	1 822	1 822	-	100.0%	1 735	1 735
Current payment									
TOTAL	28 283 403	-	-	28 283 403	27 681 092	602 311	97.9%	27 538 880	27 450 752

(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6

APPROPRIATION STATEMENT
for the year ended 31 March 2015

	2014/15		2013/14	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
TOTAL (brought forward) Reconciliation with statement of financial performance				
ADD				
Departmental receipts NRF Receipts Aid assistance	33 082		9 431	
Actual amounts per statement of financial performance (total revenue)	28 316 485		27 548 311	
ADD Aid Assistance				
Prior year unauthorised expenditure approved without funding				
Actual amounts per statement of financial performance (total expenditure)		27 681 092		27 450 752

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Appropriation per economic classification									
	2014/15					2013/14			
	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	24 876 992	(305 929)	-	24 571 063	24 107 793	463 270	98.1%	23 804 084	23 543 676
Compensation of employees	22 928 295	(288 044)	-	22 640 251	22 511 450	128 801	99.4%	22 101 338	21 811 892
Goods and services	1 948 697	(17 885)	-	1 930 812	1 595 545	335 267	82.6%	1 702 746	1 731 755
Interest and rent on land	-	-	-	-	798	(798)	-	-	29
Transfers and subsidies	2 271 024	286 558	-	2 557 582	2 530 271	27 311	98.9%	2 232 917	2 568 889
Departmental agencies and accounts	13 416	-	-	13 416	13 416	-	100.0%	12 150	12 150
Non-profit institutions	2 036 380	286 558	-	2 322 938	2 215 772	107 166	95.4%	2 106 246	2 370 631
Households	221 228	-	-	221 228	301 083	(79 855)	136.1%	114 521	186 108
Payments for capital assets	1 135 387	19 371	-	1 154 758	1 043 028	111 730	90.3%	1 501 879	1 338 187
Buildings and other fixed structures	1 059 705	18 043	-	1 077 748	977 867	99 881	90.7%	1 401 389	1 281 041
Machinery and equipment	74 799	855	-	75 654	64 688	10 966	85.5%	92 589	54 440
Intangible assets	883	473	-	1 356	473	883	34.9%	7 901	2 706
Total	28 283 403	-	-	28 283 403	27 681 092	602 311	97.9%	27 538 880	27 450 752
Member of executive committee	1 822	-	-	1 822	1 822	-	100.0%	1 735	1 735
Total	1 822	-	-	1 822	1 822	-	100.0%	1 735	1 735

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Statutory Appropriation per economic classification									
2014/15					2013/14				
	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	1 822	-	-	1 822	-	-	100.0%	1 735	1 735
Compensation of employees	1 822	-	-	1 822	-	-	100.0%	1 735	1 735
Total	1 822	-	-	1 822	-	-	100.0%	1 735	1 735

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

PROGRAMME 1: ADMINISTRATION	2014/15						2013/14		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Detail per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.1 OFFICE OF THE MEC									
Current payments	7 194	(210)	-	6 984	8 485	(1 501)	121.5%	5 119	5 119
Transfers and subsidies	200	210	-	410	236	174	57.6%	180	117
Payment for capital assets	51	-	-	51	-	51	-	70	23
1.2 CORPORATE SERVICES									
Current payments	1 000 591	(11 102)	-	989 489	879 373	110 116	88.9%	829 727	838 415
Transfers and subsidies	3 312	-	-	3 312	6 685	(3 373)	201.8%	2 878	5 625
Payment for capital assets	28 690	8 608	-	37 298	33 458	3 840	89.7%	31 150	23 012
1.3 EDUCATION MANAGEMENT									
Current payments	1 094 564	(179)	1 073	1 095 458	1 212 035	(116 577)	110.6%	1 130 780	1 133 128
Transfers and subsidies	7 523	-	-	7 523	11 972	(4 449)	159.1%	5 127	10 448
Payment for capital assets	563	-	-	563	312	251	55.4%	975	975

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

PROGRAMME 1: ADMINISTRATION										
Detail per sub-programme	2014/15					2013/14				
	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	R'000
1.4 HUMAN RESOURCE DEVELOPMENT										
Current payments	9 762	-	-	9 762	6 139	3 623	62.9%	7 068	5 415	
Transfers and subsidies	-	-	-	-	10	(10)	-	-	-	
1.5 EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)										
Current payments	35 892	2 673	-	38 565	30 973	7 592	80.3%	45 877	45 877	
Payment for capital assets	883	-	-	883	620	263	70.2%	2 522	374	
Total	2 189 225	-	1 073	2 190 298	2 190 298	-	100.0%	2 061 473	2 068 528	

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Current payments	2 148 003	(8 818)	1 073	2 140 258	2 137 005	3 253	99.8%	2 018 571	2 027 954
Compensation of employees	1 802 814	-	1 073	1 803 887	1 824 514	(20 627)	101.1%	1 721 276	1 721 277
Goods and services	345 189	(8 818)	-	336 371	311 693	24 678	92.7%	297 295	306 664
Interest and rent on land	-	-	-	-	798	(798)	-	-	13
Transfers and subsidies to:	11 035	210	-	11 245	18 903	(7 658)	168.1%	8 185	16 190
Non-profit institutions	200	210	-	410	236	174	57.6%	189	117
Households	10 835	-	-	10 835	18 667	(7 832)	172.3%	7 996	16 073
Payments for capital assets	30 187	8 608	-	38 795	34 390	4 405	88.6%	34 717	24 384
Machinery and equipment	30 187	8 608	-	38 795	34 390	4 405	88.6%	32 367	24 384
Software and other intangible assets	-	-	-	-	-	-	-	2 350	-
Total	2 189 225	-	1 073	2 190 298	2 190 298	-	100.0%	2 061 473	2 068 528

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Programme 2 PUBLIC ORDINARY SCHOOLS	2014/15						2013/14		
	Adjusted Appropriation	Shifting of funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Detailed per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.1 PUBLIC PRIMARY SCHOOLS									
Current payments	5 978 919	2 341	(1 073)	5 980 187	6 064 298	(84 111)	101.4%	5 739 822	6 069 654
Transfers and subsidies	283 460	5	-	283 465	341 138	(57 673)	120.3%	308 579	328 930
Payment for capital assets	12 739	(2 346)	-	10 393	9 750	643	93.8%	4 305	512
2.2 PUBLIC SECONDARY SCHOOLS									
Current payments	14 477 967	(2 511)	(19 650)	14 455 806	14 128 188	327 618	97.7%	13 918 990	13 588 025
Transfers and subsidies	763 913	9 995	-	773 908	695 432	78 476	89.9%	691 487	762 687
Payment for capital assets	16 823	(7 484)	-	9 339	2 915	6 424	31.2%	39 661	22 201
2.3 HUMAN RESOURCE DEVELOPMENT									
Current payments	63 244	(250)	-	62 994	53 986	9 008	85.7%	90 832	88 646
2.4 IN – SCHOOL SPORT AND CULTURE									
Current payments	24 181	250	-	24 431	27 859	(3 428)	114.0%	25 902	22 621
Payment for capital assets	-	-	-	-	-	-	-	210	109

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Programme 2 PUBLIC ORDINARY SCHOOLS									
2014/15									
Detailed per sub-programme	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
2.5 CONDITIONAL GRANT	35 791	11 657	-	47 448	40 615	6 833	85.6%	34 385	33 383
Current payments	963 296	(10 000)	-	953 296	952 063	1 233	99.9%	925 024	922 244
Transfers and subsidies	8 086	(1 657)	-	6 429	7 384	(955)	114.9%	8 921	4 837
Total	22 628 419	-	(20 723)	22 607 696	22 323 628	284 068	98.7%	21 788 118	21 843 849

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15					2013/14			
	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	20 580 102	11 487	(20 723)	20 570 866	20 314 946	255 920	98.8%	19 809 931	19 802 329
Compensation of employees	19 540 779	(1)	(20 723)	19 520 055	19 380 138	139 917	99.3%	18 844 412	18 833 112
Goods and services	1 039 323	11 488	-	1 050 811	934 808	116 003	89.0%	965 519	969 214
Interest and rent on land	-	-	-	-	-	-	-	-	3
Transfers and subsidies	2 010 669	-	-	2 010 669	1 988 633	22 036	98.9%	1 925 090	2 013 861
Non-profit institutions	1 804 064	-	-	1 804 064	1 709 686	94 378	94.8%	1 821 853	1 846 612
Households	206 605	-	-	206 605	278 947	(72 342)	135.0%	103 237	167 249
Payments for capital assets	37 648	(11 487)	-	26 161	20 049	6 112	76.6%	53 097	27 659
Machinery and equipment	37 648	(11 960)	-	25 688	19 576	6 112	76.2%	47 796	25 039
Intangible assets	-	473	-	473	473	-	100.0%	5 301	2 620
Total	22 628 419	-	(20 723)	22 607 696	22 323 628	284 068	98.7%	21 788 118	21 843 849

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Programme 3: INDEPENDENT SCHOOLS										
Detail per sub-programme	2014/15						2013/14			
	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	R'000
3.1 PRIMARY PHASE Transfers and subsidies	65 126	4 321	-	69 447	61 794	7 653	89.0%	59 319	58 901	
3.2 SECONDARY PHASE Transfers and subsidies	46 063	(4 321)	-	41 742	48 520	(6 778)	116.2%	40 826	40 657	
Total	111 189	-	-	111 189	110 314	875	99.2%	100 145	99 558	

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic Classification	2014/15						2013/14		
	Adjusted Appropriation	Shifting of Funds	Virements	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 and subsidies	111 189	-	-	111 189	110 314	875	99.2%	100 145	99 558
Non-profit institutions	111 189	-	-	111 189	110 314	875	99.2%	100 145	99 558
Total	111 189	-	-	111 189	110 314	875	99.2%	100 145	99 558

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Programme 4: PUBLIC SPECIAL EDUCATION	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Detail per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4.1 SCHOOLS									
Current payments	453 368	(4 207)	-	449 161	436 345	12 816	97.1%	419 211	398 746
Transfers and subsidies	66 350	-	-	66 350	67 160	(810)	101.2%	59 431	59 621
Payment for capital assets	6 366	4 207	-	10 573	10 572	1	100.0%	5 000	-
4.2 HUMAN RESOURCE DEVELOPMENT									
Current payments	2 374	-	-	2 374	1 789	585	75.4%	7 435	7 435
Transfers and Subsidies	-	-	-	-	-	-	-	-	-
4.3 IN-SCHOOL SPORT AND CULTURE									
Current payments	3 669	-	-	3 669	2 958	711	80.6%	3 554	3 090
4.4. CONDITIONAL GRANTS FOR OSD THERAPIST									
Current payments	6 571	-	-	6 571	6 562	9	99.9%	-	-
TOTAL	538 698	-	-	538 698	525 386	13 312	97.5%	494 631	468 948

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15					2013/14			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual expenditure R'000
Current payments	465 982	(4 207)	-	461 775	447 654	14 121	96.9%	430 200	409 271
Compensation of employees	439 682	-	-	439 682	438 464	1 218	99.7%	416 211	396 628
Goods and services	26 300	(4 207)	-	22 093	9 190	12 903	41.6%	13 989	12 630
Interest and rent on land	-	-	-	-	-	-	-	-	13
Transfers and subsidies	66 350	-	-	66 350	67 160	(810)	101.2%	59 431	59 677
Non-profit institutions	64 677	-	-	64 677	64 186	491	99.2%	58 157	57 156
Households	1 673	-	-	1 673	2 974	(1 301)	177.8%	1 274	2 521
Payments for capital assets	6 366	4 207	-	10 573	10 572	1	100.0%	5 000	-
Machinery and equipment	6 366	4 207	-	10 573	10 572	1	100.0%	5 000	-
Total	538 698	-	-	538 698	525 386	13 312	97.5%	494 631	468 948

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

PROGRAMME 5: FURTHER EDUCATION AND TRAINING									
2014/15									
Detail per sub-programme	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
5.6 CONDITIONAL GRANTS –FET									
Current payments	297 642	(286 348)	-	11 294	5 261	6 033	46.6%	278 248	31 764
Transfers and subsidies	21 555	286 348	-	307 903	306 233	1 670	99.5%	16 123	258 641
Payment for capital assets	320	-	-	320	-	320	-	3 445	2 754
Total	319 517	-	-	319 517	311 494	8 023	97.5%	297 816	293 159

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15					2013/14			
	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	297 642	(286 348)	-	11 294	5 261	6 033	46.6%	278 248	31 764
Compensation of employees	285 899	(285 899)	-	-	-	-	-	270	24 485
Goods and services	11 743	(449)	-	11 294	5 261	6 033	46.6%	205	7 279
Transfers and subsidies	21 555	286 348	-	307 903	306 233	1 670	99.5%	8 043	258 641
Non-profit institutions	19 440	286 348	-	305 788	305 760	28	100%	14 109	258 598
Households	2 115	-	-	2 115	473	1 642	22.4%	2 014	43
Payments for capital assets	320	-	-	320	-	320	-	3 445	2 754
Buildings and other fixed structures	-	-	-	-	-	-	-	3 445	2 754
Machinery and equipment	320	-	-	320	-	320	-	-	-
Total	319 517	-	-	319 517	311 494	8 023	97.5%	297 816	293 159

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

PROGRAMME 6: ADULT EDUCATION TRAINING										
Detail per sub-programme	2014/15					2013/14		Expenditure as % of final appropriation	Variance	Actual Expenditure
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Final Appropriation	Actual expenditure			
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
6.1 PUBLIC CENTRES										
Current payments	391 217	-	19 650	410 867	411 039	(172)	376 867	377 279		
Transfers and subsidies	380	-	-	380	369	11	362	205		
Payment for capital assets	161	-	-	161	-	161	154	-		
6.3 PROFESSIONAL SERVICES										
Current payments	-	-	-	-	-	-	1 172	732		
6.4 HUMAN RESOURCES DEVELOPMENT										
Current payments	524	-	-	524	364	160	-	12		
Total	392 282	-	19 650	411 932	411 772	160	378 555	378 228	100.0%	378 228

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15						2013/14		
	Adjusted Appropriation	Shifting of Funds	Virements	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	391 741	-	19 650	411 391	411 403	(12)	100.0%	378 039	378 023
Compensation of employees	385 993	-	19 650	405 643	408 839	(3 196)	100.8%	372 806	374 902
Goods and services	5 748	-	-	5 748	2 564	3 184	44.6%	5 233	3 121
Transfers and subsidies	380	-	-	380	369	11	97.1%	362	205
Non-profit institutions	380	-	-	380	347	33	91.3%	362	205
Households	-	-	-	-	22	(22)	-	-	-
Payments for capital assets	161	-	-	161	-	161	-	154	-
Machinery and equipment	28	-	-	28	-	28	-	154	-
Intangibles	133	-	-	133	-	133	-	-	-
Total	392 282	-	19 650	411 932	411 772	160	100.0%	378 555	378 228

(EASTERN CAPE DEPARTMENT OF EDUCATION)
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APPROPRIATION STATEMENT
for the year ended 31 March 2015

PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT									
	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virements	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Detail per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
7.1 GRADE R IN PUBLIC SCHOOLS									
Current payments	514 641	14 450	-	529 091	379 682	149 409	71.8%	364 813	350 772
Transfers and subsidies	9 611	-	-	9 611	9 258	353	96.3%	76 896	76 691
Payment for capital assets	-	-	-	-	-	-	-	276	209
7.3 PRE-GRADE R									
Current payments	14 878	(14 450)	-	428	150	278	35.0%	1 460	148
Transfers and subsidies	7 398	-	-	7 398	-	7 398	-	2 466	-
7.4 HUMAN RESOURCES DEVELOPMENT									
Current payments	1 985	-	-	1 985	570	1 415	28.7%	1 897	1 270
Total	548 513	-	-	548 513	389 660	158 853	71.0%	447 808	429 090

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15						2013/14		
	Adjusted Appropriation	Shifting of Funds	Virements	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	531 504	-	-	531 504	380 402	151 102	71.6%	368 170	352 190
Compensation of employees	345 604	-	-	345 604	325 112	20 492	94.1%	351 275	338 551
Goods and services	185 900	-	-	185 900	55 290	130 610	29.7%	16 895	13 639
Transfers and subsidies	17 009	-	-	17 009	9 258	7 751	54.4%	79 362	76 691
Non-profit institutions	17 009	-	-	17 009	9 258	7 751	54.4%	79 362	76 659
Households	-	-	-	-	-	-	-	-	32
Payments for capital assets	-	-	-	-	-	-	-	276	209
Machinery and equipment	-	-	-	-	-	-	-	276	209
Total	548 513	-	-	548 513	389 660	158 853	71.0%	447 808	429 090

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

PROGRAMME 8: INFRASTRUCTURE DEVELOPMENT									
Detail per sub-programme	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virements	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 ADMINISTRATION									
Current payments	16 841	(5 584)	-	11 257	13 942	(2 685)	123.9%	61 605	55 347
Transfers and subsidies	-	-	-	-	-	-	-	-	204
Payment for capital assets	14 654	496	-	15 150	52 153	(37 003)	344.2%	182 892	88 302
8.2 PUBLIC ORDINARY SCHOOLS									
Current payments	130 349	541	-	130 890	91 068	39 822	69.6%	129 407	203 543
Payment for capital assets	641 679	77 292	-	718 971	764 048	(45 077)	106.3%	929 512	1 042 713
8.3 SPECIAL SCHOOLS									
Current payments	30 197	(13 000)	-	17 197	17 195	2	100.0%	16 145	21 212
Payment for capital Assets	242 856	(59 745)	-	183 111	111 301	71 810	60.8%	155 348	87 315
8.4 EARLY CHILDHOOD DEVELOPMENT									
Current payments	-	-	-	-	-	-	-	50 000	-
Payment for capital assets	160 516	-	-	160 516	50 365	110 151	31.4%	131 192	60 458
Total	1 237 092	-	-	1 237 092	1 100 072	137 020	88.9%	1 656 101	1 559 094

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virements	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	177 387	(18 043)	-	159 344	122 205	37 139	76.7%	257 157	280 102
Compensation of employees	9 757	-	-	9 757	8 452	1 305	86.6%	8 130	7 115
Goods and services	167 630	(18 043)	-	149 587	113 753	35 834	76.0%	249 027	272 987
Transfers and subsidies	-	-	-	-	-	-	-	-	204
Households	-	-	-	-	-	-	-	-	204
Payments for capital assets	1 059 705	18 043	-	1 077 748	977 867	99 881	90.7%	1 398 944	1 278 788
Buildings and other fixed structures	1 059 705	18 043	-	1 077 748	977 867	99 881	90.7%	1 397 944	1 278 287
Machinery and equipment	-	-	-	-	-	-	-	750	415
Intangible assets	-	-	-	-	-	-	-	250	86
Total	1 237 092	-	-	1 237 092	1 100 072	137 020	88.9%	1 656 101	1 559 094

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virements	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Detail per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
9.1 PAYMENT TO SETA	13 416	-	-	13 416	13 416	-	100.0%	12 150	12
Transfers and subsidies	750	-	-	750	-	750	-	-	150
Payments for capital assets	-	-	-	-	-	-	-	-	-
9.2 PROFESSIONAL SERVICES	31 202	733	-	31 935	24 166	7 769	75.7%	39 662	39 252
Current payments	-	-	-	-	-	-	-	-	(15)
Transfers and subsidies	-	-	-	-	-	-	-	-	-
Payment for capital assets	250	-	-	250	67	183	26.8%	5 315	4 377
9.3 SPECIAL PROJECTS	1 409	-	-	1 409	381	1 028	27.0%	374	16
Current payments	-	-	-	-	-	-	-	-	-
9.4 EXTERNAL EXAMINATIONS	213 175	(733)	-	212 442	226 836	(14 394)	106.8%	202 760	201 936
Current payments	19 421	-	-	19 421	15 985	3 436	82.3%	16 591	16 274
Transfers and subsidies	-	-	-	-	-	-	-	751	16
Payment for capital assets	-	-	-	-	-	-	-	-	-
9.5 CONDITIONAL GRANTS	37 023	-	-	37 023	35 712	1 311	96.5%	19 237	19 104
Current payments	-	-	-	-	-	-	-	15 478	15 453
Transfers and subsidies	-	-	-	-	-	-	-	180	-
Payment for capital assets	-	-	-	-	83	(83)	-	-	-
Total	316 646	-	-	316 646	316 646	-	100.0%	312 498	308 563

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2015**

Economic classification	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virements	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	282 809	-	-	282 809	287 095	(4 286)	101.5%	262 033	260 308
Compensation of employees	115 945	(2 144)	-	113 801	124 109	(10 308)	109.1%	115 288	114 087
Goods and services	166 864	2 144	-	169 008	162 986	6 022	96.4%	146 745	146 221
Transfers and subsidies	32 837	-	-	32 837	29 401	3 436	89.5%	44 219	43 862
Departmental agencies and accounts	13 416	-	-	13 416	13 416	-	100.0%	12	12
Non-profit institutions	19 421	-	-	19 421	15 985	3 436	82.3%	32 069	31 726
Households	-	-	-	-	-	-	-	-	(14)
Payments for capital assets	1 000	-	-	1 000	150	850	15.0%	6 246	4 393
Machinery and equipment	250	-	-	250	150	100	60.0%	6 246	4 393
Software and other intangible assets	750	-	-	750	-	750	-	-	-
Total	316 646	-	-	316 646	316 646	-	100.0%	312 498	308 563

STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2015

1. Detail of transfers and subsidies as per Appropriation Act (after Virements):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virements):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme

	Final Appropriation	Actual Expenditure	Variance R'000	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Public Ordinary School Education	22 607 696	22 323 628	284 068	1.3%
<u>Explanation of variance:</u> Programme 2 (Public Ordinary School Education) has underspent its budget within the sub-programmes by an amount of R284 million within which sub-programme 2.4 School Sport, Culture and Media Services have overspent is budget by R3.6 million. The overall reason for underspending is due the delayed recruitment of new educators that replaced those that exited the system during the year and learner support material financial obligations that were not met at year-end. The overspending in sub-programme 2.4 is due to financial reprioritisation that was done which affected the commitments that were already made at the time.				
Public Special School Education	538 698	525 386	13 312	2.5%
<u>Explanation of variance:</u> Learner teacher support material financial obligations that could not be met at year-end, this under spending is under goods and services.				
Further Education and Training	319 517	311 494	8 023	2.5%
<u>Explanation of variance:</u> The underspending is mainly in goods and services and this amount is to be transferred to National as this function has been moved over to National.				
Early Childhood Development	548 513	389 660	158 853	29.0%
<u>Explanation of variance:</u> The underspending is under goods and services and transfers due learner teacher support material financial obligations that could not be met at year-end				
Infrastructure Development	1 237 092	1 100 072	137 020	11.1%
<u>Explanation of variance:</u> The under spending recorded is due to challenges of outstanding land issue for projects relating to Special Schools and Environmental Assessment which delays the rolling out of projects. There were also delays in awarding of tenders for 105 sanitation projects attached to Coega and late submission of invoices amounting to R2 million for technical workshops.				

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
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STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2015

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Current payments				
Compensation of employees	22 903 276	22 774 478	128 798	0.6%
Goods and services	1 930 812	1 595 545	335 267	17.4%
Transfers and subsidies				
Departmental agencies and accounts	13 416	13 416	-	0.0%
Non-profit institutions	2 059 913	1 952 744	107 169	5.2%
Households	221 228	301 083	(79 855)	-36.1%
Payments for capital assets				
Buildings and other fixed structures	1 077 748	977 867	99 881	9.3%
Machinery and equipment	75 654	64 688	10 966	14.5%
Software and other intangible assets	1 356	473	883	65.1%

Explanation of variance:

Compensation of Employees: The under expenditure of R321 million is due to delayed recruitment of replacement educators and the non-filling of the Annual Recruitment Plan (ARP) posts. There is also underspending caused by resignations in FET colleges in which new appointments are done by National.

Goods and Services: Learner teacher support material financial obligations that were not met at year-end and school furniture that was not delivered by year end largely due to capacity challenges of the contracted suppliers. The slow submission of invoices by service providers for training held also resulted to underspending at year end.

Transfers and Subsidies: The department took a decision to pay the long outstanding leave gratuity payments which resulted in budget overspent of R79.8 million. There is also an under expenditure recorded in non-profit institutions due to late opting in of quintile 4 and 5 schools to LTSM central procurement, this opting-in to central procurement was done after the budget adjustment period.

Payment of Capital: The underspending on this economic classification is due acquisition of mobile kitchens that could not be finalised as the procurement process timelines could not be met. The underspending was also due to challenges of outstanding land issue for projects relating to Special Schools and Environmental Assessment that delayed rolling out of infrastructure projects. There were also delays in awarding of tenders for 105 sanitation projects attached to implementing agencies that subsequently delayed spending.

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
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STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2015

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Dinaledi School Grant	13 342	13 313	29	0.2%
Education Infrastructure Grant	1 177 914	996 571	181 343	15.4%
HIV and AIDS Grant	37 023	35 796	1 227	3.3%
National School Nutrition Programme	984 548	977 489	7 059	0.7%
Tech.Sec.School Recapitalisation Programme	32 928	24 484	8 444	25.6%
Extended Public Works incentive Programme	6 571	6 562	9	0.1%
Further Education and Training	319 517	311 494	8 023	2.5%
Extended Public Works intergrated programme	2 580	2 126	454	17.6%
OSD for Therapists Grant	3 115	2 811	304	9.8%
Total	2 577 538	2 370 646	206 892	8.0%

Education Infrastructure Grant: **Number of special schools infrastructure projects were affected by labour unrest which affected progress on the projects. This includes the unresolved land matters which were subsequently resolved, but unfortunately delayed the progress.**

HIV and AIDS Grant: **The grant underspending is due to training that was conducted in during the last quarter of the financial year which is the first quarter of the school year. The invoices on these trainings could not be processed before the last system run.**

National School Nutrition Programme Grant: **The department could not meet the procurement process timelines for requesting to purchase 33 mobile kitchens for farm schools as result funds were not spent at year end. There are also accruals that relate to goods and services that will need to be paid in the 2014/15 financial year.**

Further Education and Training: **The reason for under spending is due to FET colleges staff members who are exiting the system but have to be re-appointments need to be done at National and payment done directly by the relevant FET Colleges.**

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STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2015

	N O T E	2014/15 R'000	2013/14 R'000
REVENUE			
Annual appropriation	1	28 281 581	27 537 145
Statutory appropriation	2	1 822	1 735
Departmental revenue	3	33 082	9 431
TOTAL REVENUE		28 316 485	27 548 311
EXPENDITURE			
Current expenditure			
Compensation of employees	4	22 511 450	21 811 893
Goods and services	5	1 613 514	1 731 757
Interest and rent on land	6	798	29
Total current expenditure		24 125 762	23 543 679
Transfers and subsidies			
Transfers and subsidies	7	2 530 271	2 568 885
Total transfers and subsidies		2 530 271	2 568 885
Expenditure for capital assets			
Tangible assets	8	1 024 586	1 335 482
Intangible assets	8	473	2 706
Total expenditure for capital assets		1 025 059	1 338 188
TOTAL EXPENDITURE		27 681 092	27 450 752
SURPLUS/(DEFICIT) FOR THE YEAR		635 393	97 559

(EASTERN CAPE DEPARTMENT OF EDUCATION)
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STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2015

Reconciliation of Net Surplus/(Deficit) for the year

Voted funds		602 311	88 128
Annual appropriation		395 419	49 344
Conditional grants		206 892	38 784
Departmental revenue and NRF Receipts	<u>14</u>	33 082	9 431
SURPLUS/(DEFICIT) FOR THE YEAR		<u>635 393</u>	<u>97 559</u>

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
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**STATEMENT OF FINANCIAL POSITION
as at 31 March 2015**

	N O T E	2014/15	2013/14
		R'000	R'000
ASSETS			
Current assets		504 211	152 747
Unauthorised expenditure	<u>9</u>	-	62 786
Cash and cash equivalents	<u>10</u>	496 300	-
Prepayments and advances	<u>11</u>	6 426	6 426
Receivables	<u>12</u>	1 485	83 535
Non-current assets		125 590	-
Receivables	<u>12</u>	125 590	-
TOTAL ASSETS		629 801	152 747
LIABILITIES			
Current liabilities		607 976	137 255
Voted funds to be surrendered to the Revenue Fund	<u>13</u>	602 311	138 255
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	<u>14</u>	(40 493)	(42 077)
Bank over	<u>15</u>	-	248
Payables	<u>16</u>	46 158	40 829
TOTAL LIABILITIES		607 976	137 255
NET ASSETS		21 825	15 492
Represented by:			
Recoverable revenue		21 825	15 492
TOTAL		21 825	15 492

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**STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2015**

	NOTE	2014/15 R'000	2013/14 R'000
Recoverable revenue			
Opening balance		15 492	10 924
Transfers:		6 333	4 568
Debts revised		(1 278)	(726)
Debts recovered (included in departmental receipts)		(9 026)	(9 281)
Debts raised		16 637	14 575
Closing balance		21 825	15 492
TOTAL		21 825	15 492

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**CASH FLOW STATEMENT
for the year ended 31 March 2015**

	N O T E	2014/15	2013/14
		R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		28 378 971	27 595 219
Annual appropriated funds received	<u>1.1</u>	28 281 581	27 524 486
Statutory appropriated funds received	<u>2</u>	1 822	1 735
Departmental revenue received	<u>3</u>	95 555	68 964
Interest received	<u>3.3</u>	13	34
Net (increase)/decrease in working capital		24 575	202 312
Surrendered to Revenue Fund		(232 239)	(427 846)
Current payments		(24 124 964)	(23 473 910)
Interest paid		(798)	(29)
Transfers and subsidies paid		(2 530 271)	(2 575 839)
Net cash flow available from operating activities	1	1 515 274	1 319 907
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	8	(1 025 059)	(1 338 188)
Net cash flows from investing activities		(1 025 059)	(1 338 188)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase in net assets		6 333	4 568
Net cash flows from financing activities		6 333	4 568
Net increase/(decrease) in cash and cash equivalents		496 548	(13 713)
Cash and cash equivalents at beginning of period		(248)	13 465
Cash and cash equivalents at end of period	<u>18</u>	496 300	(248)

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**ACCOUNTING POLICIES
for the year ended 31 March 2015**

Summary of significant accounting policies	
<p>The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated.</p> <p>The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.</p> <p>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 (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.</p>	
1	<p>Basis of preparation</p> <p>The financial statements have been prepared in accordance with the Modified Cash Standard.</p>
2	<p>Going concern</p> <p>The financial statements have been prepared on a going concern basis.</p>
3	<p>Presentation currency</p> <p>Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.</p>
4	<p>Rounding</p> <p>Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).</p>
5	<p>Foreign currency translation</p> <p>Cash flows arising from foreign currency transactions are translated into South African Rands using the exchange rates prevailing at the date of payment / receipt.</p>
6	<p>Comparative information</p>
6.1	<p>Prior period comparative information</p> <p>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.</p>
6.2	<p>Current year comparison with budget</p> <p>A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.</p>
7	<p>Revenue</p>
7.1	<p>Appropriated funds</p> <p>Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).</p> <p>Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.</p> <p>The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.</p>
7.2	<p>Departmental revenue</p> <p>Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.</p> <p>Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.</p>

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**ACCOUNTING POLICIES
for the year ended 31 March 2015**

7.3	<p>Accrued departmental revenue</p> <p>Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:</p> <ul style="list-style-type: none"> • it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and • the amount of revenue can be measured reliably. <p>The accrued revenue is measured at the fair value of the consideration receivable.</p> <p>Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.</p>
8	Expenditure
8.1	Compensation of employees
8.1.1	<p>Salaries and wages</p> <p>Salaries and wages are recognised in the statement of financial performance on the date of payment.</p>
8.1.2	<p>Social contributions</p> <p>Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.</p> <p>Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.</p>
8.2	<p>Other expenditure</p> <p>Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.</p>
8.3	<p>Accrued expenditure payable</p> <p>Accrued expenditure payable is recorded in the notes to the financial statements when the goods are received or, in the case of services, when they are rendered to the department.</p> <p>Accrued expenditure payable is measured at cost.</p>
8.4	Leases
8.4.1	<p>Operating leases</p> <p>Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.</p> <p>The operating lease commitments are recorded in the notes to the financial statements.</p>
8.4.2	<p>Finance leases</p> <p>Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.</p> <p>The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.</p> <p>Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:</p> <ul style="list-style-type: none"> • cost, being the fair value of the asset; or • the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.
9	<p>Cash and cash equivalents</p> <p>Cash and cash equivalents are stated at cost in the statement of financial position.</p> <p>Bank overs are shown separately on the face of the statement of financial position.</p> <p>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 overs.</p>

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**ACCOUNTING POLICIES
for the year ended 31 March 2015**

10	<p>Prepayments and advances</p> <p>Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.</p> <p>Prepayments and advances are initially and subsequently measured at cost.</p> <p><i><Indicate when prepayments are expensed and under what circumstances.></i></p>
11	<p>Loans and receivables</p> <p>Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.</p>
12	<p>Impairment of financial assets</p> <p>Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.</p>
13	<p>Payables</p> <p>Loans and payables are recognised in the statement of financial position at cost.</p>
14	<p>Capital Assets</p>
14.1	<p>Immovable capital assets</p> <p>Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.</p> <p>Where the cost of immovable capital assets cannot be determined accurately, the immovable capital assets are measured at R1 unless the fair value of the asset has been reliably estimated, in which case the fair value is used.</p> <p>All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.</p> <p>Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.</p> <p>Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.</p>
14.2	<p>Movable capital assets</p> <p>Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.</p> <p>Where the cost of movable capital assets cannot be determined accurately, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.</p> <p>All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.</p> <p>Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.</p> <p>Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the movable asset is recorded by another department/entity in which case the completed project costs are transferred to that department.</p>
14.3	<p>Intangible assets</p> <p>Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.</p> <p>Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.</p>

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**ACCOUNTING POLICIES
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	<p>Where the cost of intangible assets cannot be determined accurately, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.</p> <p>All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.</p> <p>Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.</p> <p>Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the intangible asset is recorded by another department/entity in which case the completed project costs are transferred to that department.</p>
15	Contingents
15.1	<p>Contingent liabilities</p> <p>Contingent liabilities are recorded in the notes to the financial statements when there 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 within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably</p>
15.2	<p>Contingent assets</p> <p>Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department</p>
15.3	<p>Commitments</p> <p>Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash</p>
16	<p>Unauthorised expenditure</p> <p>Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:</p> <ul style="list-style-type: none"> • approved by Parliament or the Provincial Legislature with funding and the related funds are received; or • approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or • transferred to receivables for recovery. <p>Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.</p>
17	<p>Fruitless and wasteful expenditure</p> <p>Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.</p> <p>Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.</p> <p>Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.</p>
18	<p>Irregular expenditure</p> <p>Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.</p> <p>Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.</p> <p>Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.</p>

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**ACCOUNTING POLICIES
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19	<p>Changes in accounting policies, accounting estimates and errors</p> <p>Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.</p> <p>Changes in accounting estimates are applied prospectively in accordance with MCS requirements.</p> <p>Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.</p> <p>For financial periods prior to 2012/13 the department does not revisit full populations to evaluate the full extent of prior period errors identified and reported. Consequently, the department does not restate the opening balance to the corresponding retrospectively. Prior to concluding on impracticability the department explores all possible options to gain access to the relevant information.</p>
20	<p>Events after the reporting date</p> <p>Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.</p>
21	<p>Recoverable revenue</p> <p>Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.</p>
22	<p>Related Party Transactions</p> <p>Specific information with regards to related party transactions is recorded in the notes to the financial statements.</p>
23	<p>Key Management Personnel</p> <p>Compensation paid to key management personnel including their family members where relevant, is included in the notes to financial statements.</p>
24	<p>Accruals</p> <p>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 notes to the financial statements.</p>
25	<p>Employee Benefits</p> <p>Short-term employee benefits that give 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 performance or to the statement of financial position.</p>
26	<p>Agent-Principal Arrangements</p> <p>Infrastructure payments to suppliers or service providers are paid by DPRW as an Implementing Agent.</p>

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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2014/15		2013/14	
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Appropriation received
	R'000	R'000	R'000	R'000
Administration	2 190 298	2 190 298	-	2 061 473
Public Ordinary School Education	22 607 696	22 607 696		21 775 459
Independent School Subsidies	111 189	111 189	-	100 145
Public Special School Education	538 698	538 698	-	494 631
Further Education and Training	319 517	319 517	-	297 816
Adult Basic Education and Training	411 932	411 932	-	378 555
Early Childhood Development	548 513	548 513	-	447 808
Infrastructure Development	1 237 092	1 237 092	-	1 656 101
Auxiliary and Associated Services	316 646	316 646	-	312 498
Total	28 281 581	28 281 581	-	22 866 678

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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

1.2	Conditional grants			
		<i>Note</i>	2014/15	2013/14
			R'000	R'000
	Total grants received	35	2 577 538	2 328 904
	Provincial grants included in Total Grants received		2 577 538	2 328 904
2.	Statutory Appropriation		2014/15	2013/14
			R'000	R'000
	Members' remuneration		1 822	1 735
	Total		1 822	1 735
	Actual Statutory Appropriation received		1 822	1 735
3.	Departmental revenue		2014/15	2013/14
		<i>Note</i>	R'000	R'000
	Sales of goods and services other than capital assets	3.1	49 870	48 334
	Fines	3.2	63	151
	Interest	3.3	13	34
	Transactions in financial assets and liabilities	3.4	45 622	20 479
	Total revenue collected		95 568	68 998
	Less: Own revenue included in appropriation	14	62 486	59 567
	Departmental revenue collected		33 082	9 431

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for the year ended 31 March 2015**

3.1	Sales of goods and services other than capital assets			
		<i>Note</i>	2014/15	2013/14
		3	R'000	R'000
	Sales of goods and services produced by the department		49 870	48 334
	Sales by market establishment		74	56
	Other sales		49 796	48 278
	Total		49 870	48 334
3.2	Fines			
		<i>Note</i>	2014/15	2013/14
		3	R'000	R'000
	Fines		63	151
	Total		63	151
3.3	Interest			
		<i>Note</i>	2013/14	2013/14
		3	R'000	R'000
	Interest		13	34
	Total		13	34
3.4	Transactions in financial assets and liabilities			
		<i>Note</i>	2014/15	2013/14
		3	R'000	R'000
	Receivables		-	537
	Stale cheques written back		-	5 336
	Other Receipts including Recoverable Revenue		45 622	14 606
	Total		45 622	20 479
4.	Compensation of employees			
4.1	Salaries and Wages			
		<i>Note</i>	2014/15	2013/14
			R'000	R'000
	Basic salary		16 934 497	16 359 042
	Performance award		46 773	47 906
	Service Based		49 707	56 788
	Compensative/circumstantial		353 859	247 047
	Periodic payments		11 336	12 084
	Other non-pensionable allowances		2 145 437	2 171 985
	Total		19 541 609	18 894 852

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for the year ended 31 March 2015**

4.2	Social contributions	<i>Note</i>	2014/15 R'000	2013/14 R'000
	Employer contributions			
	Pension		2 048 856	1 965 352
	Medical		915 365	945 626
	UIF		149	89
	Bargaining council		1 910	2 225
	Official unions and associations		3 561	3 749
	Insurance		-	-
	Total		<u>2 969 841</u>	<u>2 917 041</u>
	Total compensation of employees		<u>22 511 450</u>	<u>21 811 893</u>
	Average number of employees		<u>74 223</u>	<u>79 990</u>

5.	Goods and services	<i>Note</i>	2014/15 R'000	2013/14 R'000
	Administrative fees		1 198	831
	Advertising		3 040	2 236
	Minor assets	<u>5.1</u>	715	7 231
	Bursaries (employees)		29 651	70 777
	Catering		30 722	50 769
	Communication		21 715	21 643
	Computer services	<u>5.2</u>	33 002	32 147
	Consultants, Business and advisory services		55 858	22 545
	Infrastructure and planning services		-	290
	Legal services		63 356	26 520
	Contractors		116 897	278 608
	Agency and support/outsourced services		126 010	116 309
	Entertainment		26	69
	Audit cost – external	<u>5.3</u>	16 891	18 472
	Inventory	<u>5.4</u>	616 587	637 978
	Consumables	<u>5.5</u>	102 273	78 651
	Operating leases		27 574	25 114
	Property payments	<u>5.6</u>	65 411	69 085
	Rental and hiring		15	8
	Transport provided as part of the departmental activities		707	1 201
	Travel and subsistence	<u>5.7</u>	196 500	188 611
	Venues and facilities		4 693	4 708
	Training and development		63 847	45 122
	Other operating expenditure	<u>5.8</u>	36 826	32 832
	Total		<u>1 613 514</u>	<u>1 731 757</u>

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5.1	Minor assets	<i>Note</i> <u>5</u>	2014/15 R'000	2013/14 R'000
	Tangible assets		715	5801
	Machinery and equipment		715	5 801
	Intangible assets		-	1 430
	Software		-	1 430
	Total		<u>715</u>	<u>7 231</u>
5.2	Computer services	<i>Note</i> <u>5</u>	2014/15 R'000	2013/14 R'000
	SITA computer services		31 195	32 147
	External computer service providers		1 807	-
	Total		<u>33 002</u>	<u>32 147</u>
5.3	Audit cost – External	<i>Note</i> <u>5</u>	2014/15 R'000	2013/14 R'000
	Regularity audits		15 898	17 244
	Computer audits		993	1 228
	Total		<u>16 891</u>	<u>18 472</u>
5.4	Inventory	<i>Note</i> <u>5</u>	2014/15 R'000	2013/14 R'000
	Learning, teaching and support material		572 623	586 078
	Other supplies	5.4.1	43 964	51 900
	Total		<u>616 587</u>	<u>637 978</u>
5.4.1	Other supplies	<i>Note</i> <u>5.4</u>	2014an/15 R'000	2013/14 R'000
	Assets for distribution		43 964	51 900
	Machinery and equipment		54	-
	School furniture		43 858	51 900
	Sports recreation		52	-
	Total		<u>43 964</u>	<u>51 900</u>

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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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5.5	Consumables	<i>Note</i>	2014/15	2013/14
		<u>5</u>	R'000	R'000
	Consumable supplies		9 255	10 994
	Uniform and clothing		136	194
	Household supplies		697	1 461
	IT consumables		522	492
	Other consumables		7 900	8 847
	Stationery, printing and office supplies		93 018	67 657
	Total		102 273	78 651
5.6	Property payments	<i>Note</i>	2014/15	2013/14
		<u>5</u>	R'000	R'000
	Municipal services		37 630	50 853
	Property maintenance and repairs		-	3 493
	Other		27 781	14 739
	Total		65 411	69 085
5.7	Travel and subsistence	<i>Note</i>	2014/15	2013/14
		<u>5</u>	R'000	R'000
	Local		196 500	188 611
	Total		196 500	188 611
5.8	Other operating expenditure	<i>Note</i>	2014/15	2013/14
		<u>5</u>	R'000	R'000
	Resettlement costs		3 916	2 712
	Other		32 910	30 120
	Total		36 826	32 832
6.	Interest and rent on land	<i>Note</i>	2014/15	2013/14
			R'000	R'000
	Interest paid		798	29
	Total		798	29

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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

7. Transfers and subsidies

		2014/15 R'000	2013/14 R'000
	<i>Note</i>		
Departmental agencies and accounts	<i>Annex 1A</i>	13 416	12 150
Non-profit institutions	<i>Annex 1B</i>	2 215 772	2 370 630
Households	<i>Annex 1C</i>	301 083	186 105
Total		<u>2 530 271</u>	<u>2 568 885</u>

8. Expenditure for capital assets

		2014/15 R'000	2013/14 R'000
	<i>Note</i>		
Tangible assets		1 024 586	1 335 482
Buildings and other fixed structures	33	977 867	1 281 040
Machinery and equipment	31	46 719	54 442
Intangible assets		473	2 706
Software	32	473	2 706
Total		<u>1 025 059</u>	<u>1 338 188</u>

8.1 Analysis of funds utilised to acquire capital assets – 2014/15

	Voted funds R'000	Total R'000
Tangible assets	1 024 586	1 024 586
Buildings and other fixed structures	977 867	977 867
Machinery and equipment	46 719	46 719
Intangible assets	473	473
Software	473	473
Total	<u>1 025 059</u>	<u>1 025 059</u>

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8.2 Analysis of funds utilised to acquire capital assets – 2013/14

	Voted funds	Total
	R'000	R'000
Tangible assets	1 335 482	1 335 482
Buildings and other fixed structures	1 281 040	1 281 040
Machinery and equipment	54 442	54 442
Intangible assets	2 706	2 706
Software	2 706	2 706
Total	1 338 188	1 338 188

8.3 Finance lease expenditure included in Expenditure for capital assets

	Note	2014/15 R'000
Tangible assets		
Machinery and equipment		29 656
Total		29 656

9. Unauthorised expenditure

9.1 Reconciliation of unauthorised expenditure

	Note	2014/15 R'000	2013/14 R'000
Opening balance		62 786	289 617
Prior year error		-	-
As restated		62 786	289 617
Unauthorised expenditure – discovered in current year		-	62 786
Less: Amounts approved by Legislature with funding		(62 786)	(289 617)
Unauthorised expenditure awaiting authorisation		-	62 786

9.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2014/15 R'000	2013/14 R'000
Transfers and subsidies	-	62 786
Total	-	62 786

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9.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2014/15 R'000	2013/14 R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	-	62 786
Total	<u>-</u>	<u>62 786</u>

10. Cash and cash equivalents

	2014/15 R'000	2013/14 R'000
Consolidated Paymaster General Account	496 300	-
Total	<u>496 300</u>	<u>-</u>

11. Prepayments and advances

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Advances paid	11.1	6 426	6 426
Total		<u>6 426</u>	<u>6 426</u>

11.1 Advances paid

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Public entities	11	6 426	6 426
Total	<i>Annex8A</i>	<u>6 426</u>	<u>6 426</u>

12. Receivables

	<i>Note</i>	2014/15			R'000	2013/14 R'000
		R'000	R'000	R'000		
		Less than one year	One to three years	Older than three years	Total	Total
Staff debt	<u>12.1</u>	1 485	29 474	94 013	124 972	81 491
Other debtors	<u>12.2</u>	-	-	2 103	2 103	2 044
Total		<u>1 485</u>	<u>29 474</u>	<u>96 116</u>	<u>127 075</u>	<u>83 535</u>

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12.1 Staff debt

	<i>Note</i>	2014/15	2013/14
	12	R'000	R'000
Debt Account		30 188	23 560
Sal: Reversal		84 002	50 737
Pension Recoverable		577	443
Deduction Disallowance		1 650	741
Tax Debt		8 555	6 010
Total		124 972	81 491

12.2 Other debtors

	<i>Note</i>	2014/15	2013/14
	12	R'000	R'000
Receipt Control		-	1
Unpaid BAS EBT		22	45
Disallowance Fraud		1 957	1 957
Receipt Deposit		124	40
Unallocated credits		-	1
Total		2 103	2 044

12.3 Impairment of receivables

	2014/15	2013/14
	R'000	R'000
Estimate of impairment of receivables	8 652	5 166
Total	8 652	5 166

13. Voted funds to be surrendered to the Revenue Fund

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Opening balance		138 255	331 252
Prior period error		-	-
As restated		138 255	331 252
Transfer from statement of financial performance		602 311	88 128
Add: Unauthorised expenditure for current year	9	-	62 786
Voted funds not requested/not received	<u>1.1</u>	-	(12 659)
Paid during the year		(138 255)	(331 252)
Closing balance		602 311	138 255

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14. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund		
	2014/15	2013/14
	R'000	R'000
Opening balance	(42 077)	(14 481)
Prior period error	-	-
As restated	<u>(42 077)</u>	<u>(14 481)</u>
Transfer from Statement of Financial Performance	33 082	9 431
Own revenue included in appropriation	62 486	59 567
Paid during the year	<u>(93 984)</u>	<u>(96 594)</u>
Closing balance	<u><u>(40 493)</u></u>	<u><u>(42 077)</u></u>

15. Bank Over		
	2014/15	2013/14
	R'000	R'000
Consolidated Paymaster General Account	-	248
Total	<u><u>-</u></u>	<u><u>248</u></u>

16. Payables – current			
	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Advances received	<u>16.1</u>	3 675	-
Clearing accounts	<u>16.2</u>	42 483	14 081
Other payables	<u>16.3</u>	-	26 748
Total		<u><u>46 158</u></u>	<u><u>40 829</u></u>

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16.1	Advances received			
		<i>Note</i>	2014/15	2013/14
		16	R'000	R'000
	National departments	<i>Annex8B</i>	3 675	-
	Total		<u>3 675</u>	<u>-</u>
16.2	Clearing accounts			
		<i>Note</i>	2014/15	2013/14
		16	R'000	R'000
	Sal: ACB		35 996	9 890
	Sal: Garnishee		33	151
	Med Aid		325	351
	Sal: Pension Fund		1 509	567
	Sal: Income Tax		4 598	3 072
	Other		22	50
	Total		<u>42 483</u>	<u>14 081</u>
16.3	Other payables			
		<i>Note</i>	2014/15	2013/14
		16	R'000	R'000
	Unauthorised Expenditure Surplus Funds Received		-	26 748
	Total		<u>-</u>	<u>26 748</u>
17.	Net cash flow available from operating activities			
			2014/15	2013/14
			R'000	R'000
	Net surplus as per Statement of Financial Performance		635 393	97 559
	Add back non cash/cash movements not deemed operating activities		879 881	1 222 348
	(Increase) in receivables – current		(43 540)	(28 764)
	Decrease in prepayments and advances		-	797
	Decrease in other current assets		62 786	289 617
	Increase in payables – current		5 329	3 448
	Expenditure on capital assets		1 025 059	1 338 188
	Surrenders to Revenue Fund		(232 239)	(427 846)
	Voted funds not requested/not received		-	(12 659)
	Own revenue included in appropriation		62 486	59 567
	Net cash flow generated by operating activities		<u>1 515 274</u>	<u>1 319 907</u>

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18. Reconciliation of cash and cash equivalents for cash flow purposes

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Consolidated Paymaster General account	<i>10,15</i>	496 300	(248)
Total		<u>496 300</u>	<u>(248)</u>

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Liable to			
Nature			
Housing loan guarantees	<i>Annex 2A</i>	63 552	69 837
Employees			
Claims against the department	<i>Annex 3A</i>	88 735	110 297
Intergovernmental payables (unconfirmed balances)		412	127
<i>Annex 5</i>			
Total		<u>152 699</u>	<u>180 261</u>

Claims by the bank on housing loan guarantees are dependent on defaults by the officials employed by the department.

Claims against the department are contingent on pending litigations.

Interdepartmental payables are claims by other departments where the department has not yet confirmed liability as at 31 March 2015.

19.2 Contingent assets

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Nature of contingent asset			
Unconfirmed Interdepartmental claims		1 898	3 636
Total		<u>1 898</u>	<u>3 636</u>

20. Commitments

	2014/15 R'000	2013/14 R'000
Current expenditure		
Approved and contracted	197 476	36 839
Approved but not yet contracted	283	360
	197 759	37 199
Capital expenditure		
Approved and contracted	57 278	834 279
Approved but not yet contracted	309	411 000
	57 587	1 245 279
Total Commitments	<u>255 346</u>	<u>1 282 478</u>

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21.	Accruals and payables not recognised			2014/15	2013/14
				R'000	R'000
	Listed by economic classification				
		30	30+	Total	Total
		Days	Days		
	Goods and services	19 102	42 050	61 152	75 241
	Transfers and subsidies	-	132 477	132 477	149 247
	Capital assets	6 139	390	6 529	11 983
	Total	25 241	174 917	200 158	236 471
	Listed by programme level			2014/15	2013/14
				R'000	R'000
	Programme 1			11 580	35 274
	Programme 2			178 002	186 928
	Programme 3			-	-
	Programme 4			646	40
	Programme 5			-	-
	Programme 6			6	37
	Programme 7			2 408	38
	Programme 8			2 912	11 229
	Programme 9			4 604	2 925
	Total			200 158	236 471
	Confirmed balances with other departments		<i>Annex 5</i>	2014/15	2013/14
	Total			R'000	R'000
				14 751	34 227
				14 751	34 227

22.	Employee benefits			2014/15	2013/14
				R'000	R'000
	Leave entitlement			209 255	225 550
	Service bonus (Thirteenth cheque)			689 380	673 759
	Performance awards			507	4 320
	Capped leave commitments			2 738 188	2 932 234
	Other			68 850	90 224
	Total			3 706 180	3 926 087

Other employee benefits refer to COE related accruals of R 30 813 (2013/14: R 31 425) and long service awards of R 38 037 (2013/14: R 58 799).

The leave entitlement amount includes negative balance amounting to R4 008 835.83.

23. Lease commitments

23.1 Operating leases expenditure

		Buildings	
		and other	
		fixed	
		structures	Total
2014/15			
Not later than 1 year		15 694	15 694
Later than 1 year and not later than 5 years		47 577	47 577

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Total lease commitments	63 271	63 271
	Buildings and other fixed structures	
2013/14		Total
Not later than 1 year	8 629	8 629
Later than 1 year and not later than 5 years	34 518	34 518
Total lease commitments	43 147	43 147

Operating leases disclosed relate to private properties leased by the Department to house public schools.

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23.2 Finance leases expenditure

2014/15	Machinery and equipment	Total
Not later than 1 year	11 515	11 515
Later than 1 year and not later than 5 years	11 801	11 801
Total lease commitments	23 316	23 316

2013/14	Machinery and equipment	Total
Not later than 1 year	19 307	19 307
Later than 1 year and not later than 5 years	14 478	14 478
Total lease commitments	33 785	33 785

Finance leases are for cell phones, vehicles and photocopiers leased by the department

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24. Irregular expenditure
24.1 Reconciliation of irregular expenditure

	2014/15 R'000	2013/14 R'000
Opening balance	1 211 895	1 456 230
Prior period errors	-	(314 353)
As restated	1 211 895	1 141 877
Add: Irregular expenditure – relating to prior year	-	-
Add: Irregular expenditure – relating to current year	15 219	70 018
Less: Current year amounts condoned	(605 296)	-
Less: Amounts not condoned and not recoverable	-	-
Closing balance	<u>621 818</u>	<u>1 211 895</u>

Analysis of awaiting condonation per age classification

Current Year

Prior year

Total

480 821

480 821

For financial periods prior to 2012/13 the department is unable to revisit full populations to evaluate the full extent of prior period errors identified and reported. Consequently, the department is unable to restate the opening balance to the corresponding retrospectively. Prior to concluding on impracticability the department explored all possible options to gain access to these populations.

The lack of a Records Management Policy prior to 2012/13 has led to the misplacement and loss of records, compounded by the volumes across multiple operational locations.

- 24.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2014/15 R'000
Ex post facto payments		15 219
Total		<u>15 219</u>

- 24.3 Details of irregular expenditure condoned

Incident	Condoned by (condoning authority)	2014/15 R'000
In 2010/11 financial year, the department increased its COE expenditure without approval from relevant treasury	Provincial Treasury	523 597
	Provincial Treasury	78 921
In 2011/12 financial year, the department increased its COE expenditure without approval from relevant treasury.		

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	Superintendent- General	511
In 2009/10 adequate authorisation for expenditure incurred was not obtained prior to procurement of services.		
	Superintendent- General	2 267
In 2010/11 adequate authorisation for expenditure incurred was not obtained prior to procurement of services		
Total		605 296

24.4	Prior period error		2013/14
		<i>Note</i>	R'000
		<i>24</i>	
	Nature of prior period error		(314 353)
	Incorrectly identified and recognised as irregular expenditure		(314 353)
	Relating to 2013/14		1 514 289
	Amounts incorrectly condoned by the Department		1 449 063
	Additional irregular expenditure identified		65 226
	Total		1 199 936

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25.	Fruitless and wasteful expenditure		
25.1	Reconciliation of fruitless and wasteful expenditure		
		2014/15	2013/14
		R'000	R'000
	Opening balance	67 419	64 941
	Prior period errors	-	-
	As restated	67 419	64 941
	Fruitless and wasteful expenditure – relating to prior year	-	-
	Fruitless and wasteful expenditure – relating to current year	4 439	2 478
	Fruitless and wasteful expenditure awaiting resolution	71 858	67 419
25.2	Analysis of awaiting resolution per economic classification		
		2014/15	2013/14
		R'000	R'000
	Current	4 439	2 478
	Total	4 439	2 478
25.3	Analysis of Current year's fruitless and wasteful expenditure		
	Incident	Disciplinary steps taken/criminal proceedings	2014/15 R'000
	Interest paid	All instances of fruitless and wasteful expenditure identified are still under investigation.	798
	Suspended officials		3 641
	Total		4 439
26.	Related party transactions		
		2014/15	2013/14
		R'000	R'000
	Payments made		
	Goods and services	32 116	20 426
	Expenditure for capital assets	-	798
	Total	32 116	21 224
		2014/15	
		R'000	
	In kind goods and services provided/received		
	<i>List in kind goods and services between the department and the related party</i>	25 504	
	Total	25 504	

<p>The Department is trading with some companies directly owned or co-owned by employees. The department is utilising buildings currently paid for by Eastern Cape Department of Roads and Public works.</p>
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27.	Key management personnel			
		No. of Individuals	2014/15 R'000	2013/14 R'000
	Political office bearers Officials	1	1 822	1 735
	Level 15 to 16	4	5 702	4 825
	Level 14 (incl. CFO if at a lower level)	15	14 486	9022
	Family members of key management personnel	34	14 230	4 917
	Total		<u>36 240</u>	<u>20 499</u>

28.	Provisions		2014/15 R'000	2013/14 R'000
	School Nutrition Programme (SNP)		2 948	-
	Court order against the Department		-	5 500
	Long Service Awards		49 390	44 546
	Total		<u>52 338</u>	<u>50 046</u>

28.1 Reconciliation of movement in provisions – 2014/15

	Court order R'000	SNP R'000	Long Service Awards R'000	Total provisions R'000
Opening balance	5 500	-	44 546	50 046
Provisions raised	-	2 948	4 844	7 792
Settlement of provision without cost to the department	(5 500)	-	-	(5 500)
Closing balance	<u>-</u>	<u>2 948</u>	<u>49 390</u>	<u>52 338</u>

28.1 Reconciliation of movement in provisions – 2013/14

	Court order R'000	Long Service Awards R'000	Total provisions R'000
Opening balance	-	-	-
Provisions raised	5 500	44 546	50 046
Settlement of provision without cost to the department	-	-	-
Closing balance	<u>5 500</u>	<u>44 546</u>	<u>50 046</u>

The provision for SNP relates to amounts that the Department expect to pay to service providers for food and catering services invoiced in prior years relating to orders not verified.

The uncertainty relates to both the timing of when the department expects to pay the invoice and confirming the amount.

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29.	Non-adjusting events after reporting date	2014/15 R'000
	Nature of event Include an estimate of the financial effect of the subsequent non-adjusting events or a statement that such an estimate cannot be made.	
	Total	<u><u>-</u></u>

30. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
MACHINERY AND EQUIPMENT	118 445	17 063	508	135 000
Transport assets	13 975	5 546	-	19 521
Computer equipment	62 077	10 929	508	72 498
Furniture and office equipment	21 958	588	-	22 546
Other machinery and equipment	20 435	-	-	20 435
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	<u>118 445</u>	<u>17 063</u>	<u>508</u>	<u>135 000</u>

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30.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	46 719		(29 656)		17 063
Transport assets	24 148		(18 602)		5 546
Computer equipment	10 929				10 929
Furniture and office equipment	5 88				5 88
Other machinery and equipment	11 054		(11 054)		-
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	46 719		(29 656)		17 063

30.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Sold for cash	Transfer out or destroyed or scrapped	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT				
Computer equipment	-	508	508	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	-	508	508	-

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30.3 Movement for 2013/14

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance R'000	Prior period error R'000	Additions R'000	Disposals R'000	Closing Balance R'000
MACHINERY AND EQUIPMENT	84 618	-	34 249	422	118 445
Transport assets	8 178	-	5 797	-	13 975
Computer equipment	53 620	-	8 457	-	62 077
Furniture and office equipment	15 117	-	6 841	-	21 958
Other machinery and equipment	7 703	-	13 154	422	20 435
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	84 618	-	34 249	422	118 445

30.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2015

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Opening balance		74 308	74 308
Additions		715	715
Disposals		(30)	(30)
TOTAL MINOR ASSETS		74 993	74 993

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2014

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Opening balance		67 077	67 077
Prior period error		-	-
Additions		7 231	7 231
Disposals		-	-
TOTAL MINOR ASSETS		74 308	74 308

31. Intangible Capital Assets

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MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
SOFTWARE	11 502	473	-	11 975
TOTAL INTANGIBLE CAPITAL ASSETS	<u>11 502</u>	<u>473</u>	<u>-</u>	<u>11 975</u>

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31.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Cash	Non-Cash	(Develop- ment work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	473	-	-	-	473
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	473	-	-	-	473

31.3 Movement for 2013/14

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance R'000	Prior period error R'000	Additions R'000	Disposals R'000	Closing Balance R'000
SOFTWARE	8 796	-	2 706	-	11 502
TOTAL INTANGIBLE CAPITAL ASSETS	8 796	-	2 706	-	11 502

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32. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	-	-	-
Dwellings	-	-	-	-
Non-residential buildings	-	-	-	-
Other fixed structures	-	-	-	-
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	-	-	-	-

32.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Cash R'000	Non- cash R'000	(Capital Work in Progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
BUILDING AND OTHER FIXED STRUCTURES					
Dwellings	-	-	-	-	-
Non-residential buildings	977 867	-	(977 867)	-	-
Other fixed structures	-	-	-	-	-
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	977 867	-	(977 867)	-	-

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32.2 S42 Immovable assets

Assets subjected to transfer in terms of S42 of the PFMA – 2013/14

	Number of assets	Value of assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES Non-residential buildings	340	1 611 365
	340	1 611 365
TOTAL	340	1 611 365

Assets subjected to transfer in terms of S42 of the PFMA – 2014/15

	Number of assets	Value of assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES Non-residential buildings	421	1 872 801
	421	1 872 801
TOTAL	421	1 872 801

33. Agent-principal arrangements

33.1 Department acting as the principal

	2014/15 R'000	2013/14 R'000
Eastern Cape Department of Roads and Public Works	957 341	1 433 596
Total	957 341	1 433 596

Eastern Cape Department of Roads and Public Works is acting as an agent for this department for all infrastructure related projects
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**(EASTERN CAPE DEPARTMENT OF EDUCATION)
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

34. Prior period errors

34.1 Correction of prior period errors

	<i>Note</i>	2013/14 R'000
Expenditure:		
Key Management Personnel – Level 14	27	(45 567)
Key Management Personnel – Family members	27	(12 495)
Compensation of Employees - Basic Salary	4.1	6 954
Transfers and Subsidies – NPI	7	<u>(6 954)</u>
Net effect		<u><u>(58 062)</u></u>

Key Management Personnel

The Department included all officials at Level 13 in prior year. This error has been corrected to comply with the Modified Cash Standard.

Compensation of Employees

The Prior year figures included salaries for principal and vice principals of FET Colleges, which were not supposed to be included.

Transfers and Subsidies

The Prior year figures did not take into consideration salaries for principal and vice principals of FET Colleges, which were not supposed to be considered.

	<i>Note</i>	2013/14 R'000
Liabilities:		
Other - Long Service Award Accrual	22	58 799
Long Service Award Provision	28	44 546
Housing Loan Guarantee	19.1	5 417
Net effect		<u><u>108 762</u></u>

Long Service Awards

This is the error that occurred due to non-availability of the information at the time of approval of financial statements in prior years.

Housing Loan Guarantee

This error was due to casting errors occurred in the 2013/14 financial statements.

The above errors are corrected for the financial statement to present the true and fair view of the department's financial position.

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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

35. STATEMENT OF CONDITIONAL GRANTS RECEIVED

NAME OF DEPARTMENT	Division of Revenue Act/ Provincial Grants	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (Overspending)	% of available funds spent by department	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Dinaledi School Grant	13 342	-	13 342	13 342	13 313	29	100%	12 620	11 271
Education Infrastructure Grant	1 217 318	(39 404)	1 177 914	1 177 914	996 571	181 343	85%	1 010 870	1 130 962
HIV and AIDS Grant	37 023	-	37 023	37 023	35 796	1 227	97%	34 895	34 555
National School Nutrition Programme	984 548	-	984 548	984 548	977 489	7 059	99%	949 162	943 436
Technical Sec. School Recapitalisation Programme	32 928	-	32 928	32 928	24 484	8 444	74%	34 595	7 047
Extended Public Works incentive Programme	-	3 115	3 115	3 115	2 811	304	90%	3 000	2 442
Further Education and Training	315 761	3 756	319 517	319 517	311 494	8 023	97%	296 421	293 158
Extended Public Works intergrated programme	-	2 580	2 580	2 580	2 126	454	82%	-	-
OSD for Therapists Grant	-	6 571	6 571	6 571	6 562	9	100%	-	-
Total	2 600 920	(23 382)	2 577 538	2 577 538	2 370 646	206 892		2 341 563	2 422 871

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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

**ANNEXURE 1A
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

DEPARTMENT/ AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2013/14
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	
SETA	13 416	-	-	13 416	13 416	100%	12 150
Total	13 416	-	-	13 416	13 416	100%	12 150

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

ANNEXURE 1B
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2013/14 Appropriation Act R'000
	Adjusted Appropriation Act	Roll overs	Adjust-ments	Total Available	Actual Transfer	% of Available funds transferred	
	R'000	R'000	R'000	R'000	R'000	%	
TRANSFERS							
Section 20 and 21 Schools	1 814 064	-	(10 000)	1 804 064	1 707 121	95%	872 691
School Nutrition Programme	-	-	-	-	-	-	949 162
Independent Schools	112 142	-	(953)	111 189	110 314	99%	100 145
Special Schools	64 677	-	-	64 677	64 186	99%	58 157
FET Colleges	-	-	19 440	19 440	305 760	1 573%	14 109
ECD Sites	17 009	-	-	17 009	9 258	54%	79 362
HIV& AIDS(Life Skills)	19 421	-	-	19 421	18 550	96%	32 069
AET Centres	380	-	-	380	347	91%	362
Bursaries	200	-	-	200	236	118%	189
Total	2 027 893	-	8 487	2 036 380	2 215 772		2 106 246

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
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ANNEXURE 1C
STATEMENT OF TRANSFERS TO HOUSEHOLDS

	TRANSFER ALLOCATION				EXPENDITURE		2013/14 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjust-ments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	
	HOUSEHOLDS						
Transfers	139 228	-	82 000	221 228	301 083	136%	114 521
Leave Gratuities							
Total	139 228	-	82 000	221 228	301 083		114 521

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
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ANNEXURE 1D
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2014/15	2013/14
		R'000	R'000
Received in cash			1 009
Received in 2013/14			
Subtotal		1 009	
Received in kind			847
Received in 2013/14			
Subtotal		847	
Total		1 856	

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

ANNEXURE 2A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2015 – LOCAL

Guarantor institution	Guarantee in respect of	Opening balance 1 April 2014		Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Closing balance 31 March 2015	
		R'000	R'000			R'000	R'000
Standard Bank	Housing	8 981	198		276	8 903	
Nedbank Cape of GH	Housing	42	-		-	42	
Nedbank Limited	Housing	9 469	-		578	8 891	
First Rand Bank	Housing	14 849	-		437	14 412	
Nedbank (Inc. B O E)	Housing	236	-		53	183	
Meeg Bank Limited	Housing	244	-		-	244	
ABSA	Housing	8 838	1		3 818	5 021	
Unique Finance	Housing	987	-		46	941	
Peoples Bank FBC FID	Housing	5 991	-		380	5 611	
Nedbank Ltd (NBS)	Housing	8 254	-		518	7 736	
FNB (Former Saambou)	Housing	1 109	-		-	1 109	
Old Mutual (Nedb/Perm)	Housing	6 393	6		157	6 242	
United	Housing	13	-		-	13	
GBS Mutual Bank	Housing	32	-		-	32	
TNBS Mutual Bank	Housing	506	-		-	506	
Hlano Financial Services (Pty) Ltd	Housing	12	-		-	12	
Ithala Limited	Housing	37	-		-	37	
SA Home loans (Pty) Ltd	Housing	3 771	125		352	3 544	
Housing Development Board: WC	Housing	12	-		-	12	
BOE Bank Limited	Housing	26	-		-	26	

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

Guarantor institution	Guarantee in respect of	Opening balance	Guarantees	Guarantees	Closing balance
		1 April 2014	draw downs	repayments/	
		R'000	during the	cancelled/ reduced/	R'000
			year	released during the	
				year	
Eastern Cape Development Corporation Green Start H/Loans	Housing	12	-	-	12
	Housing	23	-	-	23
Total		69 837	330	6 615	63 552

(EASTERN CAPE DEPARTMENT OF EDUCATION)
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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

ANNEXURE 3A
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2015

Nature of Liability	Opening Balance 1 April 2014 R'000	Liabilities incurred during the year R'000	Liabilities paid/cancelle d/reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2015 R'000
Claims against the department					
School Nutrition Programme	40 319	-	(40 319)	-	-
Claims against the Department	69 978	53 263	(34 506)	-	88 735
Total	110 297	53 263	(74 825)	-	88 735

(EASTERN CAPE DEPARTMENT OF EDUCATION)
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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

ANNEXURE 4
CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2014/15	
	31/03/2015	31/03/2014	31/03/2015	31/03/2014	31/03/2015	31/03/2014	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Department								
Education KZN	-	-	625	823	625	823	-	-
Education Northern Cape	-	-	232	240	232	240	-	-
Education Western Cape	-	-	30	497	30	497	-	-
Education Gauteng	-	-	87	226	87	226	-	-
Education National	-	-	37	32	37	32	-	-
Higher Education	-	-	-	25	-	25	-	-
Education Mpumalanga	-	-	-	70	-	70	-	-
Education Limpopo	-	-	-	46	-	46	-	-
Education Free State	-	-	265	687	265	687	-	-
Justice	-	-	19	19	19	19	-	-
National Arts & Culture	-	-	-	11	-	11	-	-
Water Affairs	-	-	-	15	-	15	-	-
National Public Works	-	-	47	220	47	220	-	-
Correctional Services	-	-	34	34	34	34	-	-
Parliament SA	-	-	28	29	28	29	-	-

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

SAPS	Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2014/15	
		31/03/2014		31/03/2014		31/03/2015		31/03/2014	
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	Receipt date up to six (6) working days after year end
		-	-	-	14	-	14	-	-
	EC: Economic Affairs	-	-	466	466	466	466	-	-
	ELRC	-	-	28	26	28	26	-	-
	SASSA	-	-	-	76	-	76	-	-
	EC: Transport	-	-	-	75	-	75	-	-
	EC: Agriculture	-	-	-	-	-	-	-	-
	TOTAL	-	-	1 898	3 636	1 898	3 636	-	-

**(EASTERN CAPE DEPARTMENT OF EDUCATION)
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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

**ANNEXURE 5
INTER-GOVERNMENT PAYABLES**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2014/15	
	31/03/2015 R'000	31/03/2014 R'000	31/03/2015 R'000	31/03/2014 R'000	31/03/2015 R'000	31/03/2014 R'000	Payment date up to six (6) working days before year end	Amount R'000
DEPARTMENTS								
Current								
National Departments	14 249	33 199	-	-	14 249	33 199	-	-
Eastern Cape Departments	450	221	412	127	862	348	-	-
Education Western Cape	52	609	-	-	52	609	-	-
Education KZN	-	50	-	-	-	50	-	-
Education North West	-	148	-	-	-	148	-	-
Total	14 751	34 227	412	127	15 163	34 354	-	-

**(NAME OF NATIONAL/PROVINCIAL DEPARTMENT)
VOTE**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015**

**ANNEXURE 6
INVENTORIES**

Inventory	Note	Quantity	2014/15	Quantity	2013/14
			R'000		R'000
Opening balance		17 765	11 507	-	-
Add/(Less): Adjustments to prior year balance		-	-	-	-
Add: Additions/Purchases - Cash		3 906 451	400 865	6 059 166	637 978
Add: Additions - Non-cash		-	-	-	-
(Less): Disposals		-	-	-	-
(Less): Issues		(3 922 013)	(412 198)	(6 041 401)	(626 471)
Add/(Less): Adjustments		-	-	-	-
Closing balance		2 203	174	17 765	11 507

ANNEXURE 7
MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES				
Dwellings				
Non-residential buildings				
Other fixed structures				
Total				

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance	Prior period error	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	3 898 779	-	977 867	-	4 876 646
Dwellings	-	-	-	-	-
Non-residential buildings	3 898 779	-	977 867	-	4 876 646
Other fixed structures	-	-	-	-	-
Total	3 898 779	-	977 867	-	4 876 646

ANNEXURE 8A
INTER-ENTITY ADVANCES PAID (note 11)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2015	31/03/2014	31/03/2015	31/03/2014	31/03/2015	31/03/2014
	R'000	R'000	R'000	R'000	R'000	R'000
PUBLIC ENTITIES						
IDT	6 426	6 426	-	-	6 426	6 426
Total	6 426	6 426	-	-	6 426	6 426

ANNEXURE 8B
INTER-ENTITY ADVANCES RECEIVED (Note 16)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2015	31/03/2014	31/03/2015	31/03/2014	31/03/2015	31/03/2014
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENTS						
Current						
Advance received from Dept. of Basic Education	3 675	-	-	-	3 675	-
Total	3 675	-	-	-	3 675	-

APPENDIX A: NEW STRATEGIC GOAL STATEMENTS

STRATEGIC GOAL 1	
GOAL STATEMENT	Equitable access to education and resources
JUSTIFICATION	<p>Education is central to the development and transformation of the Eastern Cape Province by providing the required human resources and skills for the economic development of the Province and addressing the high levels of poverty, unemployment and illiteracy prevalent in the Eastern Cape. Statistics South Africa's General Household Survey (2008) indicates that there are 1, 647, 048 children aged between 6 and 15 years in the Province. Of these 1, 478, 519 are attending school which represents 90% of the population of children of school going age. The illiteracy level of the Province remains high in comparison to other provinces in the country. The Statistics South Africa's General Household Survey estimate that about 7.14% of the adult population (20 years and above) are still not able to read and write. This status quo demands that the reach be expanded of the School Nutrition Programme, Learner Transport Programme, No-fee-school policy, school building and AET programme all of which are the Department's programmes for providing and sustaining access to education. The current efforts to rationalise schools, realign the school phases and recapitalisation of FET Colleges are also critical in ensure optimal configuration of the school system to balance access to education and efficiency. When 6 departments were merged in 1996 the new Department inherited a legacy of under-funding/resourcing. In addition, the baseline has not been adjusted upwards to level the playing field with better-off provinces.</p>
LINKS	<p>The goal of access to education can be traced back to the Constitution which states that "Everyone has the right to: - (a) a basic education, including Adult Education; and (b) further education, which the state through reasonable measures must make progressively available and accessible.</p> <p>Other international agreements worth noting with regards to access to education include the Children's Charter of South Africa (Article 8) which states that "All children have the right to free and equal, non-racial, non-sexist and compulsory education within one department as education is a right not a privilege."</p> <p>Medium-Term Strategic Framework (MTSF) Priority 4 speaks directly to Education: "Strengthen the skills and human resource base". Recognising the importance of skills and education to enable every member of society to realise her/his potential and participate in social and economic life – and thus contribute to the reduction of poverty, inequality and unemployment – the objective is to focus our skills and education system towards the delivery of quality outcomes.</p> <p>In addition, this Strategic Goal is in line with the MTSF Strategic Priorities: Speeding up growth and transforming the economy to create decent work and sustainable livelihoods. This goal is also linked to the MTSF Strategic Priority: Sustainable Resource Management and use. The current global economic crisis has led to the dwindling of income or revenue for Government, which means that all departments have to make do with less funding and be cost effective in service delivery.</p>

STRATEGIC GOAL 2	
GOAL STATEMENT	Quality of teaching and learning improved at all educational institutions
JUSTIFICATION	<p>According to research conducted by, amongst others, the former Department of Education and Systemic Evaluation assessments of Grades 3 and 6, 80% of public schools in South Africa are dysfunctional in the sense that they produce learners who cannot read, write and count at the internally acceptable levels. The Eastern Cape encounters the same extent of dysfunctionality and for the last few years have had a number of under-performing schools in the National Senior Certificate (NSC) examinations. The provincial NSC results have gradually improved from 58.1% in 2011 to 61.6% in 2012, whilst the national pass rate was 73%. In 2011 learners in Grades 1 to 6 were assessed in Literacy/Languages and Numeracy/Mathematics as one of the most significant proactive interventions by Government to strengthen these foundational skills. The root cause of the current challenges relating to delivery on education outcomes relates to the fact that the Department has never been curriculum driven. Some of the key concerns/challenges are illustrated in the high levels of the Eastern Cape population without schooling and Grade 12/ Matric, Cohort Survival of learners, repetition and drop-out rates, progression and promotion rates for Grades 1-12, etc.</p> <p>The Department has adopted the Learner Attainment Improvement Strategy (LAIS) within its Quality of Learning and Teaching Campaign (QLTC) to address and improve various learning and teaching issues in the province. The LAIS was refined as a result of review summit held in December 2010 and a number of key recommendations were made and most have already been implemented and reinforced as part of the School Readiness plan. The revised LAIS has also been incorporated into the Departmental Turnaround Plan as a strategic intervention area to improve learner performance.</p> <p>Based on the 2009 Grade 12 results, in 2010, the focus of the Department of Education was on the 496 poorly performing high schools and that figure had dropped to ±300 in the 2010 results. This was due to implementation of QLTC and focus in the school functionality and the core business of the department, i.e. teaching and learning. In December 2010, Learner Attainment Improvement Strategy (LAIS) review summit was held to prepare for 2011 and a number of key recommendations were made and some were implemented and reinforced as part of the School Readiness plan.</p>
LINKS	<p>In terms of MTSF Priority 4, "Strengthen the skills and human resource base" in the country, the importance is recognised of skills and education to enable every member of society to realise her/his potential and participate in social and economic life. The objective is to focus our skills and education system for the delivery of quality outcomes.</p> <p>Cabinet approved in late 2009 an outcomes-based approach to performance monitoring and evaluation for the three spheres of government with twelve national outcomes that have to be realised in the long-term. The outcome for the Basic Education Sector is quality basic education and for Higher Education and Training skilled and capable workforce to support an inclusive growth path, of which the Basic Education Sector constitutes an integral part of the human resource development pipeline and contributes directly to successfully achieving the other national outcomes. The Department of Performance Monitoring and Evaluation in The Presidency also set as proxy indicators the improvement of the pass rate to 60% in Literacy (Languages) and Numeracy (Mathematics) in Grades 3, 6 and 9 by 2014.</p>

STRATEGIC GOAL 2	
GOAL STATEMENT	Quality of teaching and learning improved at all educational institutions
	<p>Furthermore, in his State of the Nation Address on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma, stated that: "Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of excellence". The President continued: "We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework".</p> <p>In addition, the signing of the Basic Education Sector Delivery Agreement between the Minister and the MECs of Education in October 2009, the launch of a long-term Basic Education Sector Strategic Plan, Schooling 2025 and a medium-term plan, Action Plan to 2014: Towards the Realisation of Schooling 2025 are tangible commitments to improve the quality of Basic Education. The Minister's Delivery Agreement with MECs includes key goals in the Action Plan to 2014: Towards the Realisation of Schooling 2025. Schooling 2025 has a clear vision of "where we want to be in 2025: Every young South African receives quality schooling. Every year from now on we need to move a bit closer to our vision, recognising that a large improvement is an accumulation of many smaller changes. By 2025 we must see the following in every South African school:</p> <p style="padding-left: 40px;">"Learners who attend school every day and are on time, doing their schoolwork, in school and at home, and knowing their school will do everything possible to get them to learn what they should;</p> <p style="padding-left: 40px;">"Teachers who have received the training they require, are continuously improving their capabilities and are confident in their profession;</p> <p style="padding-left: 40px;">"A school principal who ensures that teaching in the school takes place as it should.</p> <p style="padding-left: 40px;">"Parents who are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards;</p> <p style="padding-left: 40px;">Learning-teaching support material in abundance and of high quality – in what is to be called the national Minimum Schoolbag policy; and</p> <p style="padding-left: 40px;">School buildings and facilities that are spacious, functional, safe and well maintained."</p> <p>The National Development Plan with Vision 2030 envisages as a milestone that the quality of (basic) education will increase so that all children have at least two years of preschool education and improving the school system, including increasing the number of students achieving above 50 percent in literacy and mathematics, increasing learner retention rates to 90 percent and bolstering teacher training.</p> <p>Teacher performance. Our proposals cover training, remuneration, incentives, time on task, performance measurement, and content and pedagogical support. Professionalism and the conditions that enhance professional conduct must be rebuilt, and accountability for performance needs to be enhanced. This means that professional development, peer review, school infrastructure, the provision of learner support materials and teacher support systems need to be strengthened. Teachers, both individually and at school level, should be held accountable for learner performance, with due recognition of the learning environment.</p>

STRATEGIC GOAL 3	
GOAL STATEMENT	School functionality improved for learner achievement at all levels
JUSTIFICATION	<p>According to research conducted by, amongst others, the former Department of Education and Systemic Evaluation assessments of Grades 3 and 6, 80% of public schools are dysfunctional and are failing to produce learners who cannot read, write and count at the internally acceptable levels. The Eastern Cape encounters the same extent of dysfunctionality and for the last few years have had a number of under-performing schools in the National Senior Certificate (NSC) examinations. Based on the 2009 Grade 12 results, in 2010, the focus of the Department of Education was on the 496 poorly performing high schools and that figure had dropped to ±300 in the 2010 results. This was due to implementation of QLTC and focus in the school functionality and the core business of the department, i.e. teaching and learning. In December 2010, Learner Attainment Improvement Strategy (LAIS) review summit was held to prepare for 2011 and a number of key recommendations were made and some were implemented and reinforced as part of the School Readiness plan.</p> <p>Primarily dysfunctionality of a school can be attributed to poor management and governance caused by principals, School Management Teams and School Governing Bodies (SGBs) not complying with the provisions of the SA Schools Act, 1996, and this includes schools commencing late and closing early as well as principals, deputy principals and heads of departments not conducting classroom visits and observation. Teachers do not cover the syllabus fully and do not mark scripts and are not being held accountable for not doing their work and poor learner performance. Teacher absenteeism is relatively high and teachers are on average teaching only 3 hours on any school day instead of 7 hours. Deviant learner behaviour, of which ill-discipline, including disrespect and defiance of teachers, coming late and leaving school premises early, bullying of other learners, alcohol and substance abuse, and gangsterism impact adversely on good discipline and an enabling environment for effective teaching and learning. A significant number of parents are not involved and do not assist schools in the promotion of sound principles and values. Parents also do not attend parent meetings, ensure that learners attend school regularly, and do their homework. The high illiteracy rate of SGB members leads to their inability to effectively exercise their functions of general oversight.</p> <p>Poor infrastructure such as mud and other types of unsafe structures and the lack of basic facilities in some schools contribute to school ineffectiveness.</p>
LINKS	<p>MTSF Priority 4, “Strengthen the skills and human resource base”, recognises the importance of the education system delivering quality outcomes. The elements of the strategy include, amongst others:</p> <p>Creating conditions for effective school management including monitoring and evaluation functions and performance management.</p> <p>In his State of the Nation Address on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma, stated that: “Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of excellence”. The President further stated: “We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework”.</p>

STRATEGIC GOAL 3	
GOAL STATEMENT	School functionality improved for learner achievement at all levels
	<p>These non-negotiables for basic education are the essence of the Quality Learning and Teaching Campaign the then Minister of Education launched on 11 August 2008 with a Code of Conduct for key stakeholders and the slogan: “FORWARD TO QUALITY LEARNING AND TEACHING FOR ALL”, after the Ruling party had declared education a societal issue on 8 January 2008. A national Ten Point Plan was developed in November 2009 in this regard. Point 8 of the Ten Point Plan or Road Map states: Improve national and provincial alignment of plans, budgets and improve efficiency in expenditure.</p> <p>The National Development Plan with Vision 2030 envisages the following: Management of the education system.</p> <p>Reducing layers of bureaucracy would make more resources available to support schools and teachers. The general rule of thumb is that interventions, both supportive and corrective, need to be inversely proportional to school performance. In this way, better-performing schools can be given the freedom to get on with the job, as long as there is measurable improvement. We make specific recommendations focused on better support to schools, delivering the basic necessities for a good education and measuring the right things. We propose a campaign to improve infrastructure in poor schools, especially in rural areas.</p> <p>Competence and capacity of school principals.</p> <p>The common feature of all well-run schools is leadership. The Department of Basic Education has recently launched a programme to measure the competencies of principals and deputy principals. This survey will also help identify weak performers, based on learner scores, and allow for appropriate support for principals and teachers. Principals should be selected purely on merit, be given greater powers over school management and be held accountable for performance.</p>

STRATEGIC GOAL 4	
GOAL STATEMENT	Organizational capacity enhanced through human resource development and talent management
JUSTIFICATION	<p>The Department is seriously challenged to ensure that all management and organisational levels and systems promote and support effective and efficient Curriculum planning, resourcing and implementation. The disclaimers or adverse findings of the Auditor-General for the whole of the Department's existence underscore the fact that human resource management, including document or records management in the Department, leaves much to be desired. It has been decided that Senior Managers must undergo competency assessment to determine if they are appropriately and correctly placed. The current Head of Department has also initiated a Back-to-Basics campaign to ensure that staff begins complying with basic employment requirements such as punctuality, doing what they are being paid to do with a sense of urgency, impatience with non-compliance and under-performance and consequence management. The Department like all education departments is a labour-intensive organisation where effective and efficient human resource development and management through proper policies, processes, procedures and systems for recruitment, induction, placement, training, skills development, career planning and performance management of staff, are even more critical than would otherwise be the case. The service delivery model and organisational structure are in the process of being reviewed with a view to facilitate correct placement of staff, amongst other things.</p>

STRATEGIC GOAL 4	
GOAL STATEMENT	Organizational capacity enhanced through human resource development and talent management
LINKS	<p>This goal is linked to the MTSF Strategic Priority: Building a developmental state and improving the public services, and strengthening democratic institutions.</p> <p>In addition, in terms of National Outcome 12 South Africa is striving towards ,“An Efficient, Effective and Development Oriented Public Service and an Empowered, Fair and Inclusive Citizenship”, to address, inter alia, persistent underperformance by management, slow bureaucratic decision making and processes and corrupt behaviour contribute towards poor public sector performance. The intention is to transform the public sector into a high performance organisation over time. The key components of an efficient, effective public sector capacity include:</p> <ul style="list-style-type: none"> Delivery of services in terms of quality, quantity, and cost; Effective hiring and training standards; Performance incentives and disincentives; Appropriate decision rights and accountability; Well-functioning business systems; Effective procurement processes; Appropriate level of transparency; Structural/ institutional issues; and Appropriate allocation of powers and functions. <p>According to the NDP a developmental state needs to be capable, but a capable state does not materialise by decree, nor can it be legislated or waved into existence by declarations. It has to be built, brick by brick, institution by institution, and sustained and rejuvenated over time. It requires leadership, sound policies, skilled managers and workers, clear lines of accountability, appropriate systems, and consistent and fair application of rules. Policy instability is a concern. While there are cases where policy must change, government often underestimates the disruptive effect of major policy adjustments on service delivery. A balance has to be struck and at present that balance is missing. To achieve the aspiration of a capable and developmental state, the country needs to, amongst others, stabilise the political administrative interface, professionalise the public service, upgrade skills and improve coordination. It also needs a more pragmatic and proactive approach to managing the intergovernmental system to ensure a better fit between responsibility and capacity. Equally, the state needs to be prepared to experiment, to learn from experience and to adopt diverse approaches to reach common objectives. To professionalise the public service, we propose that:</p> <p>A purely administrative approach should be adopted for lower-level appointments, with senior officials given full authority to appoint staff in their departments. The skills profile of the public service mirrors the national skills profile. There are critical shortages of, inter alia, good-quality information technology professionals, planners, accountants, curriculum advisors and so on. In addition, the management ability of senior staff operating in a complex organisational, political and social context requires greater attention. To solve both the technical and managerial skills shortages, government has to take a long-term perspective on developing the skills it needs through career pathing, mentoring, and closer partnerships with universities and schools of management. Accountability is essential to democracy. There are several weaknesses in the accountability chain, with a general culture of blame-shifting. The accountability chain has to be strengthened from top to bottom. To begin with, parliamentary accountability</p>

STRATEGIC GOAL 5	
GOAL STATEMENT	Social cohesion promoted through cooperation with all stakeholders in education
JUSTIFICATION	Education is now seen as a societal matter and key in the transformation of society. It is undoubtedly the ladder to help people climb out of poverty, facilitate social cohesion through Life Orientation and the inculcation of human rights and empower them to become responsible citizens.
LINKS	<p>This goal is linked to the MTSF Strategic Priority: Building cohesive, caring and sustainable communities.</p> <p>The President JG Zuma, In his State of the Nation Address on 3 June 2009 stated that: "Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of excellence". The President further stated: "We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework".</p> <p>These non-negotiables for Basic Education are the essence of the Quality Learning and Teaching Campaign, which the then Minister of Education launched on 11 August 2008 with a Code of Conduct for key stakeholders and the slogan: "FORWARD TO QUALITY LEARNING AND TEACHING FOR ALL", after the Ruling party had declared education a societal issue on 8 January 2008. A national Ten Point Plan was developed in November 2009 in this regard. The QLTC calls on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign will:</p> <ul style="list-style-type: none"> • inform citizens about the importance of education and their roles, responsibilities • and obligations towards education; • mobilise communities to monitor and support schools, teachers and learners; • improve the quality of education for all children, especially the poor, and to demonstrate this improved quality via improved learner achievement. <p>The achievement of quality education for all depends on the actions of members of Parliament, the Basic Education Ministry, provincial members of executive councils, departmental officials, school principals, teachers, learners, parents, school governors and members of the community.</p> <p>Each of these role-players are called upon to make a commitment to a "Code for Quality Education", which describes the responsibilities and discipline required of them. If all sections of society work together – government, communities, health-care workers, civil society, business, the media and other sectors – we can ensure that all learners benefit from quality education. Campaign coordinating structures are being established at national, provincial, regional, local and school level and Government now calls on all South Africans to join in this campaign as part of an ongoing effort to achieve a better life for all.</p>

STRATEGIC GOAL 6	
GOAL STATEMENT	Efficient administration ensured through good corporate governance and management
JUSTIFICATION	<p>Corporate governance and management in the Department do not meet the requirements of the Constitution, 1996, as amended, the Public Finance Management Act, 1999, as amended, the Public Service Act, 1994, as amended, Treasury Regulations and prescripts as well as the Public Service Regulations. This has been confirmed by the Auditor-General's disclaimers or adverse findings for every year since the establishment of the Department. The Department is under obligation in terms of the relevant legislation, resolutions of the Provincial Standing Committee on Public Accounts and the Education Portfolio Committee to urgently address this undesirable state of affairs.</p> <ul style="list-style-type: none"> • The AG's findings have been mainly as follows: • Poor document management, including failure to produce documents as and when required during audits; • Poor Payroll Management; • Lack of proper internal controls with regard to supply chain and financial management; and • Inadequate management of performance information.
LINKS	<p>This goal is linked to the MTSF Strategic Priority, Building a developmental state and improving the public services, and strengthening democratic institutions.</p> <p>In addition, in terms of National Outcome 12 South Africa is striving towards "An Efficient, Effective and Development Oriented Public Service and an Empowered, Fair and Inclusive Citizenship", to address, inter alia, persistent underperformance by management, slow bureaucratic decision making and processes and corrupt behaviour contribute towards poor public sector performance. The intention is to transform the public sector into a high performance organisation over time. The key components of an efficient, effective public sector capacity include, inter alia:</p> <ul style="list-style-type: none"> • Delivery of services in terms of quality, quantity, and cost; • Appropriate decision rights and accountability; • Well-functioning business systems; • Effective procurement processes; • Appropriate level of transparency; and • Appropriate allocation of powers and functions. <p>The NDP argues that a developmental state needs to be capable, but a capable state does not materialise by decree, nor can it be legislated or waved into existence by declarations. It has to be built, brick by brick, institution by institution, and sustained and rejuvenated over time. It requires leadership, sound policies, skilled managers and workers, clear lines of accountability, appropriate systems, and consistent and fair application of rules. To achieve the aspiration of a capable and developmental state, the country needs to, amongst others, stabilise the political administrative interface, professionalise the public service, upgrade skills and improve coordination. It also needs a more pragmatic and proactive approach to managing the intergovernmental system to ensure a better fit between responsibility and capacity. Equally, the state needs to be prepared to experiment, to learn from experience and to adopt diverse approaches to reach common objectives. To professionalise the public service, the NPC proposes, amongst others things, that:</p> <p>There are several weaknesses in the accountability chain, with a general culture of blame-shifting. The accountability chain has to be strengthened from top to bottom. To begin with, parliamentary accountability is weak, with Parliament failing to fulfil its most basic oversight role. Education outcomes cannot improve unless accountability is reinforced throughout the system, from learner results to the delivery of text books.</p>

APPENDIX B: TECHNICAL INDICATOR DESCRIPTORS

PROGRAMME 1

Indicator title	PPM101: Number of public schools that use School Administration Management System (electronically) to provide data to the national learner tracking system
Short definition	The South African School Administration and Management System (SA-SAMS) was introduced to assist school in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. These include third party providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. Public School: Refers to ordinary and special schools. It excludes independent schools
Purpose/importance	To measure improvement in the extent to which schools are submitting data electronically
Policy linkage	National Education Information Policy of 13 August 2004
Source/collection of data	Provincial EMIS database
Means of verification	Snapshot of schools providing information to LURITS (<i>This should include EMIS number, District and name of school</i>).
Method of calculation	Total number of public schools that uses School Administration Management Systems to provide data to the Learner Unit Record Tracking System (LURITS).
Data limitations	Completeness and accuracy of survey forms /electronic databases schools submit
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically
Indicator responsibility	Director/Manager responsible for the Education Management Information System (EMIS) and policy implementation, including target setting and reporting; and Programme One (1) Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM102: Number of public schools that can be contacted electronically (e-mail)
Short definition	Number of public schools that can be contacted electronically particularly through emails. Public School: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	This indicator measures the extent to which PEDs and the DBE can contact or communicate with schools through means other than physical visits, land mail and telephone. Email is useful for sending circulars, providing supplementary materials and collecting information from schools speedily.
Policy linkage	<u>White Paper 7 on e-Education: Transforming Learning and Teaching through Information and Communication Technologies (ICTs) of 2 September 2004</u>
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No, Name of a school and email address
Method of calculation	Record total number of public schools that can be contacted electronically
Data limitations	Completeness and accuracy of survey forms /electronic databases schools submit
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools to be contactable through emails.
Indicator responsibility	IT Director/Manager who is responsible for the network (LAN and/or WAN); and Programme One (1) Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM103: Percentage of education current expenditure going towards non-personnel items
Short definition	Total expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. Education Current Expenditure: Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants).this indicator looks at the total budget.
Purpose/importance	To measure education expenditure on non-personnel items.
Policy linkage	Education Policy Norm
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Total education expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education.
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items.
Indicator responsibility	Director/Manager in the Finance Section is responsible only for calculation of the said percentage, whilst all relevant Budget Programme Managers are responsible for budget management, including control. Programme One (1) Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM104: Number of visits to schools by a Circuit Manager
Short definition	Number of schools visited by Circuits Manager in a quarter for monitoring, support and liaison. Circuit Manager: this is a manager who oversees and supports a cluster/group of schools on behalf of the District Manager.
Purpose/importance	To measure support given to schools by the Circuit Managers
Policy linkage	SASA
Source/collection of data	Circuit Managers signed schools schedule and schools visitor records or school visit form.
Means of verification	Quarterly reports (on the number of schools visited by the Circuit Managers)
Method of calculation	Record total number of schools that were visited by circuit managers per quarter for support, monitoring and liaison.
Data limitations	Completeness and accuracy of school schedules and visitor records Circuit Managers submit with their reports
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by Circuit Managers for monitoring, support and liaison purposes.
Indicator responsibility	District Managers who provide the information to Institutional Support Management and Governance Unit in the Provincial Office for collation – the Director/Manager of the latter Unit takes overall policy responsibility and to maintain the requisite system and procedures; and Programme 1 Manager who is accountable for budget expenditure to the PFMA.

A. PROGRAMME 2

Indicator title	PPM201: Number of learners enrolled in public ordinary schools
Short definition	Total number of learners enrolled in public ordinary schools from Grade 1 to 12 excluding learners enrolled in special schools and Grade R enrolment in public ordinary schools.
Purpose/importance	To be able to determine the total number of children in school in order to measure progress towards universal access of education to children across the country. This information will also assist the system for planning purposes and measuring expenditure per learner in the schooling system
Policy linkage	Admission Policy for Ordinary Public Schools and Policy on Attendance of Learners in terms of the National Education Policy Act, 1996 (Act No. 27 of 1996), as amended, and South African School Act (SASA), 1996 Act No. 84 of 1996), as amended, in terms of Section 3 on compulsory attendance and Section 5 on admission of learners
Source/collection of data	EMIS database (Annual School Survey of the previous calendar year)
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Record and count the number of learners enrolled in public ordinary schools
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Enrolment and attendance of all learners between the ages of 7 and 15 years is compulsory in terms of the Constitution, but it is in the national interest that most, if not all, learners should ideally remain in school until they have completed Grade 12 to achieve a completion rate of between 80 to 90% as envisaged in the National Development Plan.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies; • Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA .

Indicator title	PPM202: Number of educators employed in public ordinary schools
Short definition	Total number of educators employed in the public service. Educator: refers to any person, who teaches, educates or trains other persons or who provides professional educational services (including temporary, substitutes, psychologists etc.). It excludes non-educator staff who may be based in schools.
Purpose/importance	To be able to measure expenditure on personnel and ensuring that there are sufficient educators in schools in accordance with the requisite teacher: learner ratio
Policy linkage	Section 5 of the Employment of Educators Act, 1998 (Act No. 76 of 1998), as amended read with the Educator Post Provisioning Norms and 5-year Departmental Human Resource Plan required in terms of Public Service Regulation Part III D.1©
Source/collection of data	PERSAL database (as of 31 March of the reporting period for the annual report)
Means of verification	PERSAL database
Method of calculation	Record and count all educators registered in the PERSAL system excluding non-educator staff.
Data limitations	Completeness and accuracy of Persal information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	To ensure that there are adequate educators in schools and that the requisite teacher: learner ratio is maintained
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager: HR Administration who is responsible for Educator Post Provisioning and appointments; and. • Programme 2 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 203: Number of non-educator staff employed in public ordinary schools
Short definition	Total number of non-educator staff that are based in public ordinary schools. Non-educator staff: all school-based staff that are not educators. These include support staff, administrative staff, hostel staff and professional non-teaching staff.
Purpose/importance	To measure administrative support given to educators in schools
Policy linkage	School Post Provisioning Norms
Source/collection of data	PERSAL system (as of 31 March of the reporting period for the annual report)
Means of verification	PERSAL database
Method of calculation	Record and count the total number of non-educator staff employed in public ordinary schools
Data limitations	Completeness and accuracy of Persal information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools to have school-based administrative and support personnel in order for teachers to be in front of a class for the prescribed tuition time and not be bogged down by administrative tasks.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager: HR Administration who is responsible for Non-Educator Post Provisioning and appointments; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM204: Number of learners in public ordinary schools benefiting from the “No Fee School” policy
Short definition	Number of learners attending public ordinary schools who are not paying any school fees in terms of the “No fee school” policy. The government introduced the no-fee school policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Purpose/importance	To determine the number of learners who access free education in the province
Policy linkage	Constitution, SASA and No fee school Policy
Source/collection of data	Resource target and EMIS database
Means of verification	Resource targeting table (this could be known by different name in various province)
Method of calculation	Record and count all learners that are not paying school fees in line with “No Fee School Policy”
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All deserving learners to benefit from No Fee School Policy
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for policy implementation; • Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM205: Number of learners benefiting from the National School Nutrition Programme (NSNP).
Short definition	Number of learners attending public ordinary schools who are benefiting from the “National School Nutrition programme”.
Purpose/importance	To measure access to free healthy meals at school. NSNP is a school feeding program introduced to improve learner health and performance by providing nutrition for poor learners. Quintile 1 to 3 schools are eligible for the grant
Policy linkage	Health promotion and improving learner performance
Source/collection of data	EMIS Database or NSNP database
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Record and count all learners that are benefiting from NSNP
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly (for annual report province may use average across the financial year)
New indicator	No
Desired performance	All deserving learners to benefit from National School Nutrition Programme
Indicator responsibility	<ul style="list-style-type: none"> • School Nutrition Programme Director/Manager as Responsibility Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes and • Programme 2 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 206: Number of learners benefiting from learner transport
Short definition	Number of learners attending public ordinary schools who are benefiting from free "Learner Transport". Learner transport is a programme where government provides transport for learners who walk over 5 kilometers to a nearest school.
Purpose/importance	To ensure that all learners have access to school
Policy linkage	Learner Transport Programme
Source/collection of data	Learner Transport database
Means of verification	Quarterly reports and consolidated or summarised list of learners per school that utilise transport services
Method of calculation	Record and count all learners that are benefiting from Learner Transport Programme
Data limitations	Completeness and accuracy of Learner Transport database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	Learner transport to be provided to all qualifying learners who walk over 5 kilometres to the nearest school.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for Learner Transport; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM207: Number of learners with special education needs that are enrolled in public ordinary schools
Short definition	Special needs learners in public ordinary schools are learners with moderate disabilities. Special education needs: Education that is specialised in its nature and addresses barriers to learning and development experienced by learners with special education needs (including those with disabilities) in public ordinary schools.
Purpose/importance	To measure access to education for special needs children to ensure that barriers to education are addressed.
Policy linkage	White Paper 6: Special Needs Education – Building an Inclusive Education and Training System of July 2001
Source/collection of data	EMIS database (Annual School Survey)
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Record and count the total number of learners with special education needs enrolled in public ordinary schools
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with moderate disabilities of school going age to attend public ordinary schools
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager: Institutional Support Management and Governance in the Provincial Office, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies; • Director/Manager responsible for the implementation of Inclusive Education; • Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA.

Indicator title	PPM208: Number of full service schools providing support to learners with learning barriers
Short definition	Number of public ordinary schools that are full service schools. Full-service schools: are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers
Policy linkage	White Paper 6 and SC006: Dictionary of Education Concepts and Terms
Source/collection of data	EMIS database or Inclusive Education schools database
Means of verification	List of public ordinary schools converted to full service schools or public school provided with assistive devices or appropriate infrastructure
Method of calculation	Record and count the total number of full service schools
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all special needs learners have access schooling and that selected public ordinary school are able to accommodate these learners.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for the implementation of Inclusive Education; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA

B. PROGRAMME 3 (INDEPENDENT SCHOOL)

Indicator title	PPM301: Number of subsidised learners in independent schools
Short definition	Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linkage	Compliance with school funding norms and standards for independent schools
Source/collection of data	EMIS database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation). Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Record and count the total number of learners in independent schools that are subsidised
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for Independent Schools policy implementation; • Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and • Programme 3 Manager who is accountable for budget expenditure to the PFMA

C. PROGRAMME 4 (Special Schools)

Indicator title	PPM401: Number of learners enrolled in public special schools
Short definition	Number of learners with enrolled in specials schools. Special School: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.
Purpose/importance	To measure access to education for special needs children, to provide information for planning and support for special schools purposes
Policy linkage	White Paper 6 and SC006: Dictionary of Education Concepts and Terms
Source/collection of data	EMIS database
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Record and count the total number of learners enrolled in public Special Schools.
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex to attend special schools.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for Special Schools/Inclusive Education policy implementation; • Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and • Programme 3 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM402: Number of educators employed in public special schools
Short definition	Total number of educators employed in the public special school. Educator: refers to any person, who teaches, educates or trains other persons or who provides professional educational services (including temporary, substitute etc.). It excludes non-educator staff
Purpose/importance	To be able to measure expenditure on personnel and to ensure that there are sufficient educators in special schools in line with the requisite teacher:learner ratio
Policy linkage	White Paper 6
Source/collection of data	PERSAL database
Means of verification	PERSAL database
Method of calculation	Record and count the total number of educators in special schools who are registered in the PERSAL system excluding non-educator staff.
Data limitations	Completeness and accuracy of Persal information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	Adequate number of educators to be employed in line with learner enrolment in the system.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager: HR Administration who is responsible for Educator Post Provisioning and appointments; and • Programme 4 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM403: Number of professional non-educator staff employed in public special schools
Short definition	Total number of professional non-educator staff employed in public special schools. Professional non-educator staff this are personnel who are classified as paramedics, social workers, caregivers, therapists, but are not educators.
Purpose/importance	To measure professional support given to learners and educators in public special schools
Policy linkage	White Paper 6
Source/collection of data	PERSAL database
Means of verification	PERSAL database
Method of calculation	Record and count the total number of professional non-educator staff employed in public special schools.
Data limitations	Completeness and accuracy of Persal information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public special schools to have the requisite number of school based professionals staff
Indicator responsibility	<ul style="list-style-type: none"> • Human Resource and Management Chief Director/Director – HR Administration who is responsible for Non-Educator Post Provisioning and appointments; and • Programme 5 Manager who is accountable for budget expenditure to the PFMA

D. PROGRAMME 5

Indicator title	PPM501: Number of students enrolled in NC(V) courses in FET Colleges
Short definition	Total number of students enrolled for National Certificate (Vocational) courses in Further Education and Training Colleges.
Purpose/importance	To measure the number of learners pursuing further education outside ordinary public schools in FET colleges
Policy linkage	Further Education and Training Act
Source/collection of data	Provincial Programme Manager (FET Colleges) database
Means of verification	Snapshot of HEMIS database
Method of calculation	Record and count the total number of learners enrolled in NC(V) courses in Further Education and Training Colleges in the past financial year.
Data limitations	Completeness and accuracy of Provincial Programme Manager (FET Colleges) database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners who qualify and are interested are enrolled for NC(V) courses.
Indicator responsibility	<ul style="list-style-type: none"> • Further Education and Training (FET) Director/Manager; and • Programme 5 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM502: Number of FET College NC(V) students who completed full courses successfully
Short definition	Total number of FET College NC(V) students who successfully completed full courses in a given year.
Purpose/importance	To measure completion of NC(V) courses for students that enrol
Policy linkage	Further Education and Training Act
Source/collection of data	Provincial Programme Manager (FET Colleges) database
Means of verification	Snapshot of HEMIS database
Method of calculation	Record and count the total number of FET College students who completed full courses successfully.
Data limitations	Completeness and accuracy of Provincial Programme Manager (FET Colleges) database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Successful completion by all students who enrolled for NC(V) courses
Indicator responsibility	<ul style="list-style-type: none"> • Further Education and Training (FET) Director/Manager; and • Programme 2 Manager who is accountable for budget expenditure to the PFMA

E. PROGRAMME 6

Indicator title	PPM601: Number of learners enrolled in public AET Centres
Short definition	Adult Education and Training (AET): All learning and training programmes for adults from Level 1 to 4, where AET Level 4 is equivalent to Grade 9 in public schools or a National Qualifications Framework level 1, as contemplated in the South African Qualifications Authority Act, Number 58 of 1995. AET was previously referred to as Adult Basic Education and Training (AET). AET Centre: Institutions that offer AET programmes as per the definition of AET. Currently it is called Adult Education and Training (AET).
Purpose/importance	To provide an indication of the extent to which illiterate and semi-literate people as recorded in the General Household Survey conducted by Statistics SA participate in the public provisioning of AET in the province.
Policy linkage	Adult Education and Training (AET) Programme
Source/collection of data	AET/EMIS database
Means of verification	Snapshot of the HEMIS database
Method of calculation	Record and count the total number of learners enrolled in public AET Centres
Data limitations	Completeness and accuracy of AET/EMIS database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Provisioning of AET to all learners who qualify for it
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager in charge of AET policy implementation; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and • Programme 6 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM602: Number of educators employed in public AET Centres
Short definition	Total number of educators employed in AET Centres.
Purpose/importance	To ensure that learning and teaching take place and that all learners in AET centres have adequate number of educators.
Policy linkage	Adult Education and Training (AET) Programme
Source/collection of data	EMIS database or PERSAL database
Means of verification	Snapshot of the HEMIS database
Method of calculation	Record and count the total number of educators employed in AET Centres
Data limitations	Completeness and accuracy of EMIS database or Persal information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in AET centres should have adequate number of educators.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager in charge of AET policy implementation; • Director/Manager: HR Administration who is responsible for appointments; or • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (depending which database was used); and • Programme 6 Manager who is accountable for budget expenditure to the PFMA

F. PROGRAMME 7 (ECD)

Indicator title	PPM701: Number of learners enrolled in Grade R in public schools
Short definition	Record the total number of learners enrolled in Grade R in public schools (both ordinary and special schools). Grade R - the reception year for a learner in a school or an ECD Centre, that is, the grade immediately before Grade 1.
Purpose/importance	To measure readiness of learners for Grade 1
Policy linkage	Education White Paper 5 on Early Childhood Education: Meeting the challenge of Early Childhood Development in South Africa of May 2001
Source/collection of data	EMIS database
Means of verification	Signed-off of declaration by Principal and District Manager (electronic or hardcopy)
Method of calculation	Record and count all learners enrolled in public ordinary schools in Grade R
Data limitations	Completeness and accuracy of EMIS database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible children to attend Grade R in a given year
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager in charge of ECD policy implementation; and • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes.

Indicator title	PPM702: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure the expansion and provision of Grade R at public schools.
Policy linkage	White Paper 5
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal and District Manager (electronic or hardcopy)
Method of calculation	Record and count the number of public schools (ordinary and special) that offer Grade R
Data limitations	Completeness and accuracy of EMIS database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager in charge of ECD policy implementation; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and • Programme 7 Manager who is accountable for budget expenditure to the PFMA.

Indicator title	PPM 703: Number of Grade R practitioners employed in public ordinary schools per quarter.
Short definition	Total number of Grade R practitioners that are employed in public ordinary schools per quarter. Early childhood development (ECD) practitioners are defined as formally and non-formally trained individuals providing an educational service in ECD including persons currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994).
Purpose/importance	This indicator assists in measuring the quality provision of ECD programme in public schools.
Policy linkage	White Paper 5
Source/collection of data	Human Resource Management database/ ECD Programme Manager
Means of verification	List of Grade R practitioners
Method of calculation	Record the total number of ECD practitioners employed by the Department of Education for teaching Grade R.
Data limitations	Completeness and accuracy of HR database – however, in other provinces these educators are not included in the PERSAL system.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All Grade R classes in public schools should have Grade R practitioner in line with the Norms and Standards.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager in charge of ECD policy implementation; • Director/Manager: HR Administration who is responsible for appointments; and • Programme 7 Manager who is accountable for budget expenditure to the PFMA

G. PROGRAMME 8

Indicator title	PPM801: Number of public ordinary schools to be provided with water supply
Short definition	Total number of public ordinary schools that are targeted to be provided with water. These include schools that will be provided with portable water. These include water tanks or boreholes or tap water. This measure applies to existing schools and excludes new schools.
Purpose/importance	To measure access to water
Policy linkage	School Infrastructure Provision
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificates
Method of calculation	Record all public ordinary schools that do not have access to running water.
Data limitations	Completeness and accuracy of NEIMS/ Infrastructure database
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to running water
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit; and • Programme 8 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM802: Number of public ordinary schools to be provided with electricity supply
Short definition	Total number of public ordinary schools targeted to be provided with electricity. Definition: School with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Purpose/importance	To measure schools' access to electricity
Policy linkage	School Infrastructure Provision
Source/collection of data	NEIMS database
Means of verification	Completion certificate
Method of calculation	Count all public ordinary schools that were provided with electricity.
Data limitations	Completeness and accuracy of NEIMS/ Infrastructure database
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools should have access to electricity.
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director or Director/Manager in charge Physical Resources/School Infrastructure Development Unit; and • Programme 8 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM803: Number of public ordinary schools to be supplied with sanitation facilities
Short definition	Total number of public ordinary schools that are targeted to be provided with sanitation facilities. Sanitation facility: Refers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Municipal Flush, Enviro Loo, Pit-latrine and Chemical.
Purpose/importance	To measure schools' access to sanitation facilities
Policy linkage	School Infrastructure Provision
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificate
Method of calculation	Count all public ordinary schools provided with sanitation facilities
Data limitations	Completeness and accuracy of NEIMS/ Infrastructure database
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools should have access to sanitation facilities.
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit; and • Programme 8 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM804: Number of classrooms to be built in public ordinary schools
Short definition	Number of classrooms expected to be built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. Classrooms: Rooms where teaching and learning occurs, but which is not designed for special instructional activities. This indicator excludes specialist rooms.
Purpose/importance	To measure schools' access to the appropriate learning environment and infrastructure in schools
Policy linkage	Guidelines on School Infrastructure (to be updated)
Source/collection of data	NEIMS database
Means of verification	Completion certificate
Method of calculation	Count the total number of classrooms built
Data limitations	Completeness and accuracy of NEIMS/ Infrastructure database
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools should have adequate classrooms.
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit; and • Programme 8 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM805: Number of specialist rooms to be built in public ordinary schools
Short definition	Total number of specialist rooms to be built in public ordinary schools. These include additional specialist rooms in the existing schools and new schools. Specialised room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 804) and includes rooms such as laboratories.
Purpose/importance	To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum.
Policy linkage	Guidelines on School Infrastructure (to be updated)
Source/collection of data	NEIMS database
Means of verification	Completion Certificate
Method of calculation	Count the total number of specialist rooms built
Data limitations	Completeness and accuracy of NEIMS/ Infrastructure database
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools should have the requisite specialist facilities.
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit; and • Programme 8 Manager who is accountable for budget expenditure to the PFMA

H. PROGRAMME 9

Indicator title	PPM 901: Number of candidates in Grade 12 who wrote National Senior certificate examinations (matric exams)
Short definition	Total number of learners who wrote the National Senior Certificate (NSC) examinations. This excludes candidates who did not write the final NSC examinations.
Purpose/importance	This indicator measures participation of Grade 12 learners in the NSC examinations which is the basic education exit exam which indicates eligibility for pursuing further education, particularly through university institutions.
Policy linkage	<ul style="list-style-type: none"> • National Policy on the Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF) of 16 October 2009, as amended. • Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, published in Government Notices 1041 and 1042 in Government Gazette, Vol.533, No.32678 of 3 November 2009, as amended.
Source/collection of data	NSC database
Means of verification	List of NSC candidates
Method of calculation	Count the total number of learners who wrote the NSC
Data limitations	Completeness and accuracy of NSC database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	80 to 90% of learners enrolled write the NSC examinations in line with the NDP target.
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessments Director/Manager; and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 902: Number of candidates who passed National Senior Certificate
Short definition	Total number of NSC candidates who passed in the National Senior Certificate (NSC) examination.
Purpose/importance	To measure the efficiency of the schooling system
Policy linkage	Examinations and Assessments Policy
Source/collection of data	NSC database and technical reports
Means of verification	List of NSC candidates
Method of calculation	Number of candidates who passed NSC examinations
Data limitations	Completeness and accuracy of NSC database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	80 to 90% of learners who write the NSC examinations pass in line with the NDP target.
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessments Director/Manager; and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 903: Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enroll for degree courses in universities.
Purpose/importance	To measure efficiency in the schooling system in terms of Grade learners who qualify for admission for Bachelor degrees
Policy linkage	<ul style="list-style-type: none"> • National Policy on the Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF) of 16 October 2009, as amended. • Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, published in Government Notices 1041 and 1042 in Government Gazette, Vol.533, No.32678 of 3 November 2009, as amended.
Source/collection of data	NSC database
Means of verification	List of NSC candidates
Method of calculation	Number of Grade 12 candidates who achieved Bachelor in the National Senior Certificate.
Data limitations	Completeness and accuracy of NSC database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve the set target of candidates who are passing NSC examinations with Bachelors
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 904: Number of learners who passed Maths in the NSC examinations
Short definition	Number of Grade 12 candidates passing Mathematics expressed as a number of all Grade 12 candidates who wrote the NSC Mathematics examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Mathematics as a key gateway subject.
Policy linkage	<ul style="list-style-type: none"> • National Policy on the Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF) of 16 October 2009, as amended. • Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, published in Government Notices 1041 and 1042 in Government Gazette, Vol.533, No.32678 of 3 November 2009, as amended.
Source/collection of data	NSC database
Means of verification	List of NSC candidates
Method of calculation	Number of Grade 12 candidates who passed Mathematics in the National Senior Certificate.
Data limitations	Completeness and accuracy of NSC database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve the set target of NSC candidates who are passing Mathematics examinations
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 905: Number of learners who passed Physical Science in the NSC examinations
Short definition	Number of Grade 12 candidates passing Physical Science expressed as a number of all Grade 12 candidates who wrote NSC Physical Science examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Science as a key gateway subject.
Policy linkage	<ul style="list-style-type: none"> • National Policy on the Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF) of 16 October 2009, as amended. • Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, published in Government Notices 1041 and 1042 in Government Gazette, Vol.533, No.32678 of 3 November 2009, as amended.
Source/collection of data	NSC database
Means of verification	List of NSC candidates
Method of calculation	Number of Grade 12 candidates who passed Physical Science in the National Senior Certificate.
Data limitations	Completeness and accuracy of NSC database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve the set target of NSC candidates who are passing Physical Science examinations
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 906: Number of Grade 3 learners who passed Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs).
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase
Policy linkage	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R – 12 • SA Schools Act, 1996 (Act No. 84 of 1996), as amended - Approval of the regulations pertaining to the National Curriculum Statement Grades R-12 published in Gov. Gazette No. 36041 of 28 Dec 2012, read with the Curriculum and Assessment Policy Statement
Source/collection of data	ANA database – which as an SASAMS module will become part of the EMIS database
Means of verification	List of learners who wrote ANA tests
Method of calculation	Number of Grade 3 learners who passed ANA Language examinations.
Data limitations	Completeness and accuracy of ANA database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve a 60% pass rate for Grade 3 learners in ANA Language examinations in 2014
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 907: Number of Grade 3 learners who passed Maths in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs).
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase
Policy linkage	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R – 12 • SA Schools Act, 1996 (Act No. 84 of 1996), as amended - Approval of the regulations pertaining to the National Curriculum Statement Grades R-12 published in Gov. Gazette No. 36041 of 28 Dec 2012, read with the Curriculum and Assessment Policy Statement
Source/collection of data	ANA database – which as an SASAMS module will become part of the EMIS database
Means of verification	List of learners who wrote ANA tests
Method of calculation	Number of Grade 3 learners who passed ANA Mathematics.
Data limitations	Completeness and accuracy of ANA database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve a 60% pass rate for Grade 3 learners in ANA Maths examinations in 2014
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 908: Number of Grade 6 learners who passed Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the Annual National Assessments (ANAs).
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linkage	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R – 12 • SA Schools Act, 1996 (Act No. 84 of 1996), as amended - Approval of the regulations pertaining to the National Curriculum Statement Grades R-12 published in Gov. Gazette No. 36041 of 28 Dec 2012, read with the Curriculum and Assessment Policy Statement
Source/collection of data	ANA database – which as an SASAMS module will become part of the EMIS database
Means of verification	List of learners who wrote ANA tests
Method of calculation	Number of Grade 6 learners who passed ANA Language examinations.
Data limitations	Completeness and accuracy of ANA database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve a 60% pass rate for Grade 6 learners in ANA Language examinations
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 909: Number of Grade 6 learners who passed Maths in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs).
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linkage	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R – 12 • SA Schools Act, 1996 (Act No. 84 of 1996), as amended - Approval of the regulations pertaining to the National Curriculum Statement Grades R-12 published in Gov. Gazette No. 36041 of 28 Dec 2012, read with the Curriculum and Assessment Policy Statement
Source/collection of data	ANA database – which as an SASAMS module will become part of the EMIS database
Means of verification	List of learners who wrote ANA tests
Method of calculation	Number of Grade 6 learners who passed ANA Mathematics examinations.
Data limitations	Completeness and accuracy of ANA database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve a 60% pass rate for Grade 6 learners in ANA Mathematics examinations in 2014
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS);and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 910: Number of Grade 9 learners who passed Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs).
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linkage	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R – 12 • SA Schools Act, 1996 (Act No. 84 of 1996), as amended - Approval of the regulations pertaining to the National Curriculum Statement Grades R-12 published in Gov. Gazette No. 36041 of 28 Dec 2012, read with the Curriculum and Assessment Policy Statement
Means of verification	List of learners who wrote ANA tests
Source/collection of data	ANA database – which as an SASAMS module will become part of the EMIS database
Method of calculation	Number of Grade 9 learners who passed ANA Language examinations.
Data limitations	Completeness and accuracy of ANA database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve a 60% pass rate for Grade 9 learners in ANA Language examinations in 2014
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

Indicator title	PPM 911: Number of Grade 9 learners who passed Maths in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs).
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase.
Policy linkage	<ul style="list-style-type: none"> • National Protocol for Assessment Grades R – 12 • SA Schools Act, 1996 (Act No. 84 of 1996), as amended - Approval of the regulations pertaining to the National Curriculum Statement Grades R-12 published in Gov. Gazette No. 36041 of 28 Dec 2012, read with the Curriculum and Assessment Policy Statement
Source/collection of data	ANA database – which as an SASAMS module will become part of the EMIS database
Means of verification	List of learners who wrote ANA tests
Method of calculation	Number of Grade 9 learners who passed ANA Mathematics examinations.
Data limitations	Completeness and accuracy of ANA database
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To achieve a 60% pass rate for Grade 9 learners in ANA Mathematics examinations in 2014
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS; and • Programme 9 Manager who is accountable for budget expenditure to the PFMA

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1. Editor: G F Mac Master
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2. Programme Co-ordination and Quality Assurance:

Ms. X Kese	:	Programme 1
Dr. AS Nuku	:	Programme 2
Mr. TJZ Mtyida	:	Programme 3
Mr. TJZ Mtyida	:	Programme 4
Ms. NP Teka	:	Programme 5
Ms. NP Teka	:	Programme 6
Ms. N Zibi	:	Programme 7
Ms. MP Mdikane	:	Programme 8
Mr. M Mabona	:	Programme 9
3. Responsible Branch and Chief Directorate responsible for the Compilation and Development of the Annual Report 2014/2015
 - 3.1 Planning Branch: Education Planning Evaluation and Monitoring
Deputy Director-General: Mrs. MP Mdikane
 - 3.2 Chief Directorate: Strategic Management Monitoring and Evaluation
Chief Director: Mr. GF Mac Master and Administrative Team
4. Contact Details:
Mr. GF Mac Master
Telephone: +27 (0) 40 608 4773
Facsimile: +27 (0) 40 608 4574
E-mails: greg.macmaster@ecdoe.gov.za
5. Annual Report Designed and Published by:

gemprint

Address: 194 Oxford Street, East London, 5201
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Fax: +27 (0) 43 749 0128
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Website: www.gemprint.co.za
Graphic Design: Gem Print

Important contacts

Contact us Customer Care

Tel: +27(0)86 063 8636

Fax: +27 (0)40 608 4021

<http://www.ecdoe.gov.za/contact-us>

E-mail: customercare@edu.ecprov.gov.za

SWITCHBOARD: + (0)40 608 4200

Postal Address

The Eastern Cape

Department of Education

Private Bag X0032

Bhisho, Eastern Cape, RSA, 5605

Physical Address

Steve Vukile Tshwete Education Complex

Zone 6, Zwelitsha

Province of the Eastern Cape, RSA

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