



Province of the
EASTERN CAPE
EDUCATION

2017/18

SIX MONTHLY FINANCIAL OVERSIGHT REPORT

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PART 1

GENERAL INFORMATION

PART 1: GENERAL INFORMATION

1.1 Submission of the six monthly Financial Oversight Report to the Executing Authority

I hereby present the Six Monthly Financial Oversight Report of the Department of Education, (Vote 6), to the Honourable Member of the Executive Council of Education, Mr M. Makupula, MPL for the period 1 April 2017 to 30 September 2017 in terms of Section 40(d) of the Public Finance Management Act, 1999 (Act No. 1 of 1999, as amended).

In terms of the reporting duties and responsibilities assigned to me as the Accounting Officer of this Department, I also present this Six Monthly Financial Oversight Report to our Provincial Treasury and the Provincial Office of the Auditor-General.

I confirm, to the best of my knowledge and belief that the information contained herein is a fair and true account of the service delivery outcomes of the Department of Education for the period 1 April 2017 to 30 September 2017.



T KOJANA

ACCOUNTING OFFICER

1.2 Overview by Accounting Officer

This quarter was dedicated to two critical areas that are the heartbeat of education, preparation for end of the year examinations and preparations for the academic year 2018. It was critical for the department to focus on learner performance in all grades but with special focus on Grade 12, following the disappointing performance in 2016. It was equally important to prepare for stability in the education system in the coming year. It has been our major undertaking, as early as the planning stage, that our programmes would be designed to ensure that the school system is functional from the first day of schooling in 2018, to ensure efficient school functionality and quality teaching and learning from the beginning to the end of the 2018. Our priority areas that occupied space during the reporting quarter were:

- Opening and monitoring of the Admissions season
- Intensification of Curriculum Delivery with special focus on completion of curriculum coverage
- Aligning School Management Planning with District
- Declaration of posts as part of Teacher Provisioning
- Finalisation of Provision of Learning and Teaching Support Materials (textbooks, workbooks, stationery) with the aim of delivering these before year end
- Ensuring that schools have basic infrastructure in place
- Continue with School closures and mergers to assist in stabilizing the start of year 2018 schooling
- Planning Scholar transport such that qualifying learners get transported on the first date of schooling in 2018 and finally

The 2018 Early Admissions campaign, which included the MEC's radio message, a Circular, an Admissions Management Plan, local newspaper adverts, posters and pamphlets ran from 01 April to 29 August 2017. At the end of the quarter there were 1 041 Grade 1 and 5 790 Grade 8 learners who were unplaced. This was reflecting a challenge that could face parents and the department, since these are entry levels at primary and secondary schools respectively. Interventions were made during the quarter in cases where there was need. In this area hotspots were identified in East London, Port Elizabeth, King Williamstown, Queenstown and Mthatha. The department had an admissions management plan which identified categories of schools on the basis on high numbers and low numbers of unplaced learners with details of names, parent details and location, schools with low applications/enrolment. The department played a critical role in assisting by organising placement of stranded learners.

In line with teacher provisioning, 277 Principal posts; 1 247 Deputy Principal and HOD posts and 4 484 Post Level 1 posts were advertised. Appointments are due by 30 November 2017, this is in preparation for 2018. Focus on infrastructure for 2018 school readiness monitoring was made on the following areas:

- Availability of water and electricity;
- Safe and clean ablution facilities;
- Sufficient classroom accommodation;
- School furniture for learners and teachers.

In line with improving and managing data to inform planning by the department, a School- Data Driven Districts (DDD) program was introduced and available at school level, to assist administration. As a result, data quality on DDD has improved significantly from 80,9% to 90,95%. A total of 3087 new users were registered on DDD as at end of the reporting quarter. There are currently 5 810 DDD users, with users logging in on average 11.7 times and visiting 46 dashboard pages. Data used to calculate the PPN 2018 Establishments, LTSM orders and school furniture orders was drawn from this system.

The activities that the department is reporting on below will mostly involve report on, among other things, around the above priority areas. As a department, the report is a true reflection of the activities that took place in the second quarter of 2017/18.

1.3 Report of the Accounting Officer

Introduction

The purpose of this report is to provide a financial overview and performance of the Department as at 30th September 2017, which covers financial and non-financial information for the first six months of the 2017/18 financial year.

Discussion

The discussion covers developments around the following aspects of the Department finances as at 30th September 2017.

- Revenue Performance
- Cash Position
- Accruals
- Cash and Expenditure reconciliation
- Expenditure Trends and Programme Performance
- Expenditure according to Economic Classification
- Conditional Grants

Revenue Performance

REVENUE

| Source | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|---|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Sales of goods and services other than capital assets | 54 308 | 26 170 | 48,2% | 55 330 | 101,9% | -1 022 |
| Fines, penalties and forfeits | 98 | 6 | 6,1% | 73 | 74,5% | 25 |
| Interest, dividends and rent on land | 297 | 46 | 15,5% | 221 | 74,4% | 76 |
| Sales of capital assets | 0 | 0 | 0,0% | 0 | 0,0% | 0 |
| Financial transactions in assets and liabilities | 18 043 | 5 416 | 30,0% | 16 161 | 89,6% | 1 882 |
| TOTAL | 72 746 | 31 638 | 43,5% | 71 785 | 98,7% | 961 |

Own revenue collection for the 2017/18 financial year was estimated at R72.746 million. The department managed to collect R 31.638 million for the period ending in September 2017 and is anticipating to under collect its revenue by R961 thousand at year end. The financial transactions in assets and liabilities projected underspending is due to debt recoveries now being made within a tax year. Bulk of the own revenue collections in the department is largely from commissions received by the Department from the 3rd party collections.

Cash Position

The closing balance of the PMG Account was **R9.725 million** as per the bank statement dated 30 September 2017. The reason for the balance is due to outstanding payments that have not reduced the bank balance at the time of month closure. The total amount received by the department as at 30 September 2017 is **R16.088 million**.

Accruals

Out of the **R589 420 million** accruals reported as at the end 2016/17 financial year, 73 per cent (73%) or **R426 752 million** has been paid as at end September 2017. The breakdown of the accruals is as follows:

| ITEM | GRAND TOTAL | PAID | BALANCE | % PAID |
|-----------------------------|-----------------------|-----------------------|-----------------------|------------|
| Transfers and Subsidies | 144 791 243,84 | 56 340 269,12 | 88 450 974,72 | 39% |
| Goods and Services | 178 656 058,75 | 120 975 218,50 | 57 680 840,25 | 69% |
| Payments for Capital Assets | 233 953 949,18 | 225 469 485,32 | 8 484 463,86 | 96% |
| Compensation of Employees | 32 019 699,28 | 23 967 129,40 | 8 052 569,88 | 75% |
| TOTAL | 589 420 951,06 | 426 752 102,34 | 162 668 848,71 | 73% |

Expenditure Trends

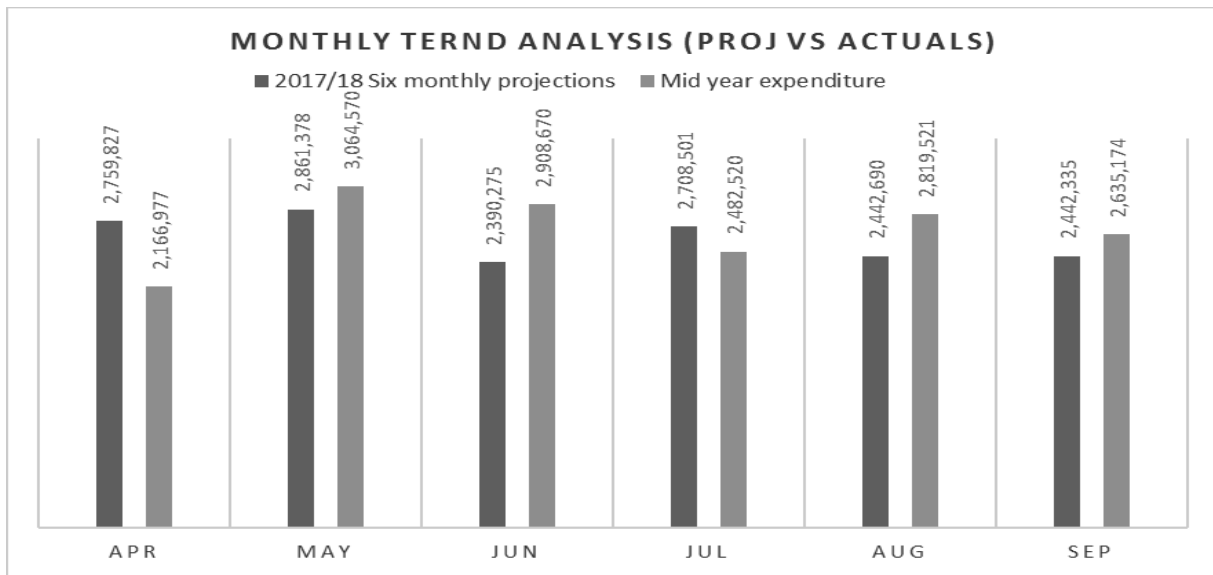
The Department has a Budget of R32.989 billion for the 2017/18 financial year, as at the 30th of September 2017, the Department spent R16.077 billion that is 48.7 per cent (48.7%) of the budget.

The projected over spending is mainly recorded in:

- Public Ordinary Schools (Programme 2) by R141.799 million
- Independent Schools (Programme 3) by R1.427 million
- Infrastructure Development (Programme 6) by R429.640

Under spending is only recorded in:

- Administration (Programme 1) by R168.071 million
- Public Special Schools (Programme 4) by R14.743 million
- Early Childhood Development (Programme 5) by R40.789
- Examination and Education Related Services (Programme 7) by R5.574 million.



The graph shown above represents six monthly projections against actual expenditure for the past six months for 2017/18 Mid Term Performance review process. The department has been overspending its projections mainly under Infrastructure Emergency projects, Intervention on Learner Attainment Improvement Strategy (LAIS), Learner Teacher Support Material (LTSM) as well as School Enrichment Programs.

DEPARTMENTAL SUMMARY

| Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Programme 1 Administration | 3 133 145 | 1 301 041 | 41,5% | 2 965 074 | 94,6% | 168 071 |
| Programme 2 Public Ordinary Schools | 26 221 081 | 13 184 330 | 50,3% | 26 362 880 | 100,5% | -141 799 |
| Programme 3 Independent School Subsidies | 123 042 | 61 233 | 49,8% | 124 469 | 101,2% | -1 427 |
| Programme 4 Public Special Schools | 736 017 | 335 826 | 45,6% | 721 274 | 98,0% | 14 743 |
| Programme 5 Early Childhood Development | 639 630 | 205 454 | 32,1% | 598 841 | 93,6% | 40 789 |
| Programme 6 Infrastructure Development | 1 636 750 | 802 368 | 49,0% | 2 066 390 | 126,2% | -429 640 |
| Programme 7 Examination and Education Related Services | 499 390 | 187 180 | 37,5% | 493 816 | 98,9% | 5 574 |
| TOTAL | 32 989 055 | 16 077 432 | 48,7% | 33 332 744 | 101,0% | -343 689 |

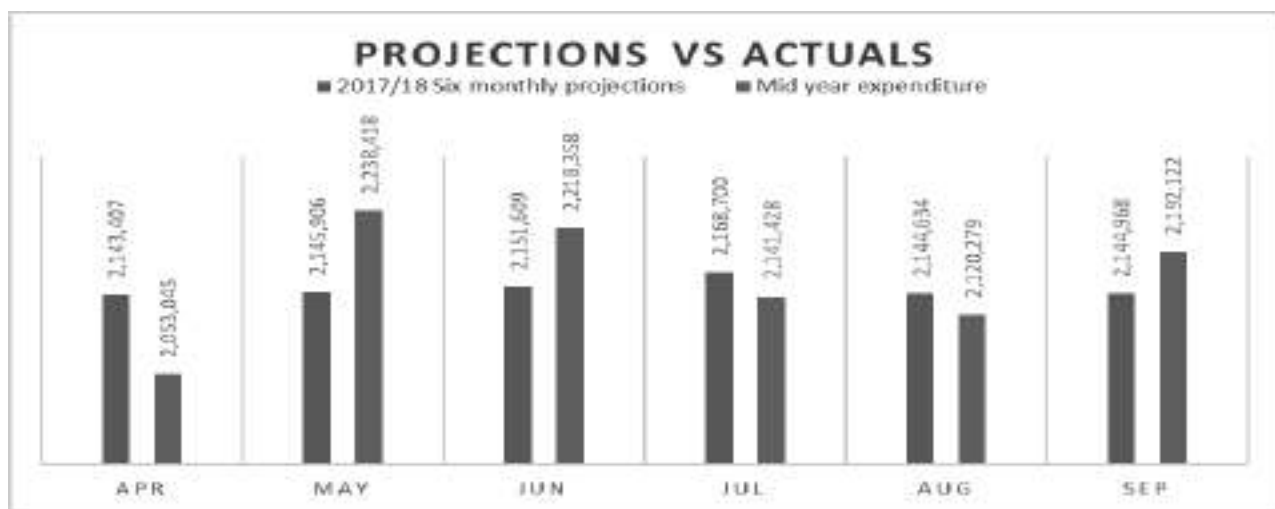
| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Compensation of Employees | 26 137 084 | 12 963 649 | 49,6% | 26 132 611 | 100,0% | 4 473 |
| Goods and Services | 2 768 466 | 1 079 840 | 39,0% | 2 804 250 | 101,3% | -35 784 |
| Departmental Agencies and Accounts | 64 052 | 64 052 | 100,0% | 64 052 | 100,0% | 0 |
| Universities and Technikons | 0 | 50 | 0,0% | 50 | 0,0% | -50 |
| Non Profit Institutions | 2 111 991 | 1 153 632 | 54,6% | 2 096 578 | 99,3% | 15 413 |
| Households | 266 576 | 101 766 | 38,2% | 259 796 | 97,5% | 6 780 |
| Buildings and Other Fix Structures | 1 492 694 | 670 173 | 44,9% | 1 846 250 | 123,7% | -353 556 |
| Machinery and Equipment | 147 098 | 44 254 | 30,1% | 128 263 | 87,2% | 18 835 |
| Software and other intangible assets | 1 094 | 16 | 1,5% | 894 | 81,7% | 200 |
| TOTAL | 32 989 055 | 16 077 432 | 48,7% | 33 332 744 | 101,0% | -343 689 |

In terms of economic classification, the department is over spending mainly in Buildings and other fixed structures by R353.556 million followed by goods and services by R35.784 million. There is also a projected under expenditure in other areas of economic classification that is Machinery and Equipment, NPIs and Households by R18.835 million, R15.413 million and R6.780 million respectively.

Reasons for (Over) and/or Under expenditure:

Compensation of Employees

The total amount appropriated for CoE is R26.137 billion, the department spent R12 963 billion that represent 49.6 per cent of its budget as at end September 2017 due to posts not filled on the approved Annual Recruitment Plan (ARP) and attrition experienced during the period under review, infrastructure personnel still to be appointed and savings realised due to deferred June exams for grades 3, 6 and 9.



The graph shown above represents monthly projections against actual expenditure for the past six months of the department for 2017/18 Mid Term Performance review process. The department has been underspending its projections on Compensation of Employees (COE) mainly due to posts not yet filled as well as reduced backlogs on Pillir cases

COMPENSATION OF EMPLOYEES

| Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Programme 1 Administration | 2 392 148 | 1 012 364 | 42,3% | 2 269 953 | 94,9% | 122 195 |
| Programme 2 Public Ordinary Schools | 22 504 842 | 11 425 799 | 50,8% | 22 640 441 | 100,6% | -135 599 |
| Programme 3 Independent School Subsidies | 0 | 0 | 0,0% | 0 | 0,0% | 0 |
| Programme 4 Public Special Schools | 627 873 | 294 512 | 46,9% | 616 009 | 98,1% | 11 864 |
| Programme 5 Early Childhood Development | 403 968 | 192 381 | 47,6% | 402 425 | 99,6% | 1 543 |
| Programme 6 Infrastructure Development | 26 929 | 7 091 | 26,3% | 22 766 | 84,5% | 4 163 |
| Programme 7 Examination and Education Related Services | 181 324 | 31 502 | 17,4% | 181 017 | 99,8% | 307 |
| TOTAL | 26 137 084 | 12 963 649 | 49,6% | 26 132 611 | 100,0% | 4 473 |

Reasons for (over)/under expenditure:

Programme 1- Administration: The projected under expenditure of **R122.195 million** is mainly due to posts not yet filled and due to the fact that the department is undergoing restructuring at SMS and middle management level.

Programme 2 – Public Ordinary Schools: The projected over expenditure of **R135.599 million** is mainly due to payment that was made on SARS claim which was not catered for in the budget.

Programme 4 – Public Special Schools: The projected under expenditure of **R11.864 million** is due to posts that are currently advertised and undergoing Human resource processes; 85 Specialists and Therapists (advertisement closed on the 9th of October) and 59 Non teaching support staff (Currently interviewing).

Programme 5 – Early Childhood Development (ECD): The projected under expenditure of **R1.543 million** is due to Practitioners that left the system as a results of attrition and some affected by closure of schools due to rationalisation and realignment. Further more the contributing factor to underspending is due to practitioners who acquired their qualification and get appointed into foundation phase.

Programme 6 – Infrastructure Development: The under expenditure of **R4.163 million** is due to professional posts advertised which were unable to attract suitably qualified candidates, though numerous applications received from persons who did not meet the criteria. The department advertised 57 posts of which 41 were filled and 16 remained vacant. The relevant vocational institutions were then approached to assist with recruitment via distribution of adverts among their members, though also without success.

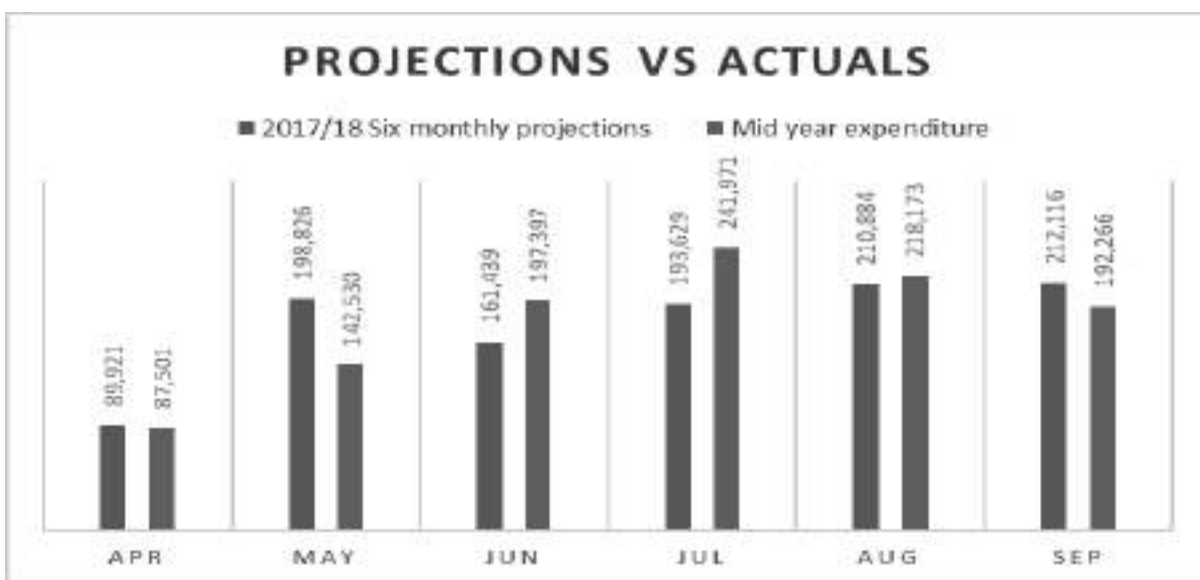
Programme 7 – Examination and Education Related Services: The projected under expenditure of **R307 thousand** is due to the reduction in overtime payments inline with cost containment measures and due to deferred June exams for grades 3, 6 and 9.

Corrective measures:

59 Non-teaching staff posts for Special schools undergoing interviews. The additional funding request to augment funding in ECD for qualified practitioners has been presented to the provincial treasury during the MTEC hearings. The Department is in the process of head hunting infrastructure technical personnel including head hunting for Director Internal Audit. DPSA has now approved amending OSD posts to Deputy Director to facilitate recruitment. However, this also had a challenge as all posts needed to follow same approach (i.e. OSD posts or Deputy Director), and some OSD posts had already been filled, however, in a recent meeting with DBE a potential way forward was agreed upon, and will be pursued with DBE’s assistance.

Goods and Services

The total appropriated budget for Goods and Services **R2.768 billion**. Spending as at end September is recorded at 39 per cent (39%) or R1.080 billion. The projected over spending at year end is R35.784 million which translates to 1.3 per cent over expenditure.



The graph shown above represents six monthly projections against actual expenditure for the past six months of the department for 2017/18 Mid Term Performance review process. On average the department has been overspending its projections on LAIS Intervention, Learner teacher Support material (LTSM), Catering for School Enrichment Programs, Printing, Property Payments, and Travel and Subsistence.

GOODS AND SERVICES

| Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Programme 1 Administration | 562 450 | 228 559 | 40,6% | 540 379 | 96,1% | 22 071 |
| Programme 2 Public Ordinary Schools | 1 623 243 | 626 391 | 38,6% | 1 642 260 | 101,2% | -19 017 |
| Programme 3 Independent School Subsidies | 3 042 | 0 | 0,0% | 3 042 | 0,0% | 0 |
| Programme 4 Public Special Schools | 29 390 | 5 202 | 17,7% | 26 222 | 89,2% | 3 168 |
| Programme 5 Early Childhood Development | 215 128 | 4 034 | 1,9% | 180 085 | 83,7% | 35 043 |
| Programme 6 Infrastructure Development | 117 127 | 125 160 | 106,9% | 197 430 | 168,6% | -80 303 |
| Programme 7 Examination and Education Related Services | 218 086 | 90 494 | 41,5% | 214 832 | 98,5% | 3 254 |
| TOTAL | 2 768 466 | 1 079 840 | 39,0% | 2 804 250 | 101,3% | -35 784 |

Reasons of (over)/ under expenditure:

Programme 1 – Administration: The projected under expenditure of **R22.071 million** is mainly relating to Operating payments, in respect of the payment of life insurance for owners of subsidized vehicles where the budget was under compensation for employees, secondly Legal Services Unit experienced delays in the submission of invoices by state attorneys and other legal firms.

Programme 2 – Public Ordinary Schools: The projected over expenditure of **R19.017 million** is attributed to payments made on improving Matric results for the 2017 academic year (LAIS) that are focusing on poorly performing schools. The overspending in LTSM, Schools Furniture and Stationary accruals paid in the current year.

Programme 4 – Public Special Schools: The projected under expenditure of **R3.168 million** is mainly due to the delays in the signing of MOUs with universities for training programmes to be implemented as well as changes of the National Sporting Programme which aligns sports programmes for the disabled with those of mainstreams.

Programme 5 – Early Childhood Development: The projected under expenditure of **R35.043 million** which is mostly on training and development under Grade R in Public Schools and pre-Grade R is due to payments by Provincial treasury after they have been capture and authorised in the system, these payments were in relation to tuition fees to be paid for ECD practitioners who soon to be qualified and graduate in November 2017.

Programme 6 – Infrastructure Development: The projected over expenditure in this programme is caused by invoices for emergency projects that have been received late in the 2016/17 financial year after the budget was tables hence they could not form part of the B5 (Budget Book). This had resulted in invoices having been received but could not yet be processed by the unit.

Programme 7 – Examination and Education Related Services: The projected under expenditure of **R3.254 million** is mainly due to **Catering and Travel and Subsistence** due to postponement of all teacher training during school days as a decision was taken to embark on all trainings during school holidays.

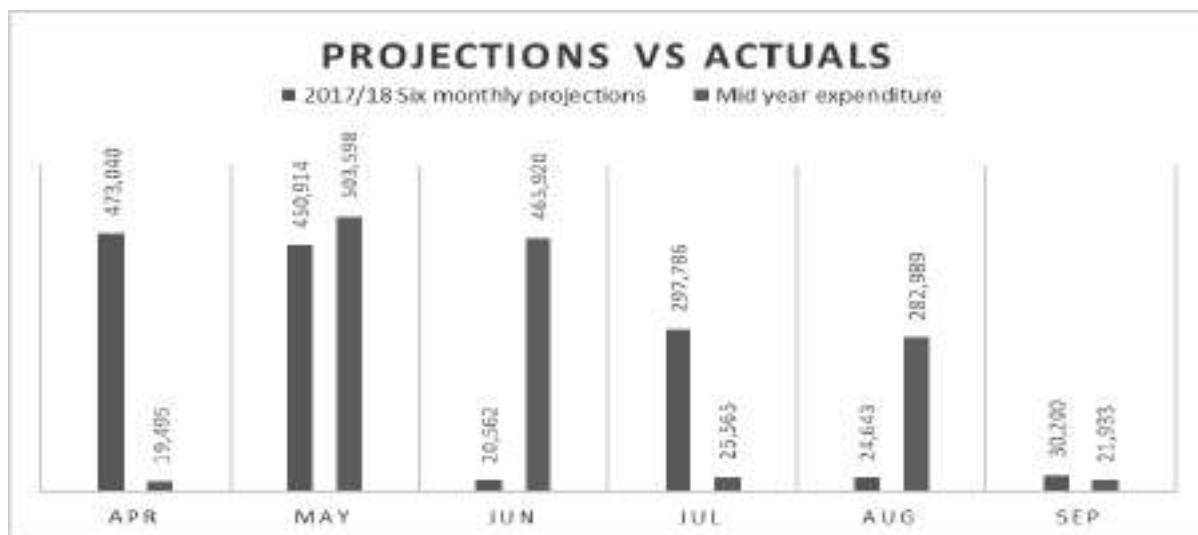
Corrective measures

This over expenditure will be curtailed during the Adjustment Estimates through reprioritisation and revision of projections.

Transfers and Subsidies

Amount appropriated for this item is **R2.443 billion**. The budget comprises of **R64.052 million for Departmental Agencies** and Accounts which is a transfer to ETDP-SETA; **R2.112 billion for transfers to non-profit institutions** which is mostly in respect of the School Nutrition Conditional Grant and transfers to Section 21 schools and the 10 per cent transfer to all “no fee” paying schools and **R266.576 million for transfers to households** for the payment of leave gratuities.

This Economic Classification recorded spending of **R1.320 billion** or 54 per cent as at the end of September 2017. The department is projecting to under spend by R22.143 million at year end as follows:



The graph shown above represents six monthly projections against actual expenditure for the past six months of the department for 2017/18 Mid Term Performance review process. On average the department has been underspending its projections mainly on the National School Nutrition Programme and Leave Gratuity Payments as well as training of Pre Grade R Practitioners.

TRANSFERS AND SUBSIDIES

| Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Programme 1 Administration | 71 682 | 16 003 | 22,3% | 61 311 | 85,5% | 10 371 |
| Programme 2 Public Ordinary Schools | 2 072 949 | 1 132 088 | 54,6% | 2 064 111 | 99,6% | 8 838 |
| Programme 3 Independent School Subsidies | 120 000 | 61 175 | 51,0% | 121 369 | 101,1% | -1 369 |
| Programme 4 Public Special Schools | 70 964 | 36 112 | 50,9% | 71 253 | 100,4% | -289 |
| Programme 5 Early Childhood Development | 20 534 | 9 039 | 44,0% | 16 331 | 79,5% | 4 203 |
| Programme 6 Infrastructure Development | 0 | 2 | 0,0% | 2 | 0,0% | -2 |
| Programme 7 Examination and Education Related Services | 86 490 | 65 081 | 75,2% | 86 099 | 99,5% | 391 |
| TOTAL | 2 442 619 | 1 319 500 | 54,0% | 2 420 476 | 99,1% | 22 143 |

Reasons of under expenditure:

Transfer payments have an allocated budget of **R2.442 billion** which comprise of **R64.052 million** for Departmental Agencies, **R2.119 billion** for Non Profit Institutions and **R266.576 million** for Households. The spending as at end of September is sitting at **R1.320 billion** or 54 per cent. The projected under spending at year end is **R22.143 million** attributed to National School Nutrition Programme and No fee Schools as a result of schools not complying with transferring norms as stipulated by the SA Schools Act in terms of using Current or Cheque Accounts instead of saving account and Pre Grade R.

The projected underspending is evident in programme 1 at **R10.371 million** followed by **R8.838 million** in Programme 2 and **R4.203 million** in Programme 5. The under spending in programmes 1 is due to process of verification of leave days before payments of Leave Gratuity can be made whilst in Programme 2 the projected under spending is caused payments withheld due to Schools not complying with transferring norms as stipulated by the SA Schools Act in terms of using Current or Cheque Account instead they are utilising savings account. In terms of Programme 5, the department was awaiting a bid which was awarded for the training of 610 Pre- Grade R Practitioners on accredited level 4 qualification.

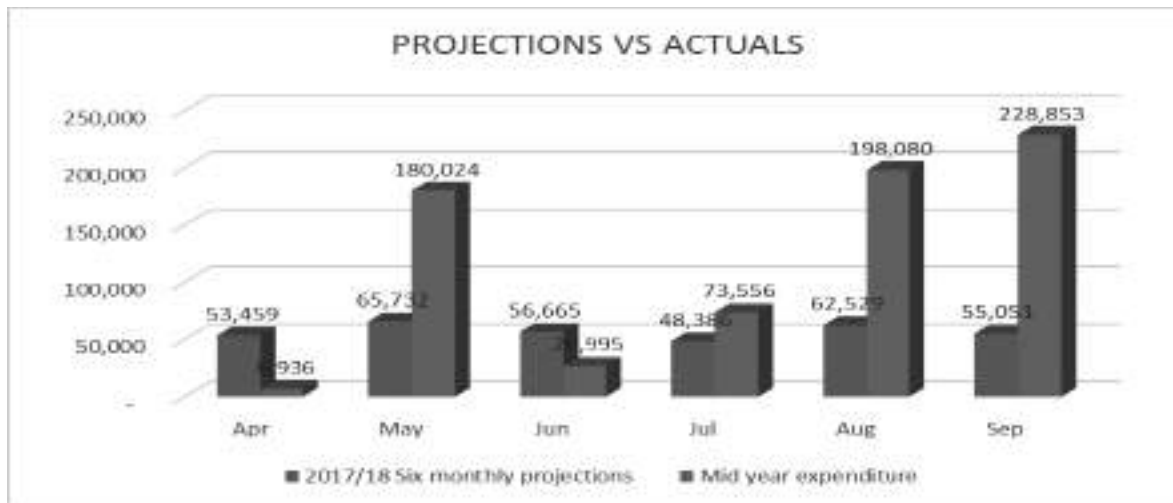
Corrective measures:

Transfer payment to schools will be made in October 2017. NPIs projected under expenditure will be curtailed through the revision of projections. The department is in a process of signing SLAs with institutions of Training for Practitioners and orders will be issued for the next group of 610 trainees.

Payments for Capital Assets

There is a total appropriated budget of **R1.641 billion** for Capital Assets. The budget comprises of **R1.493 billion for Buildings**, **R147.098 million for Machinery and Equipment** and **R1.094 million for Software**. An overall spending of R714.443 million or 43.5 per cent is recorded as at

the end of September 2017. At year end the projected over expenditure of **R334.521 million** is recorded.



PAYMENTS OF CAPITAL ASSETS

| Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Programme 1 Administration | 106 865 | 44 115 | 41,3% | 93 431 | 87,4% | 13 434 |
| Programme 2 Public Ordinary Schools | 20 047 | 52 | 0,3% | 16 068 | 80,2% | 3 979 |
| Programme 3 Independent School Subsidies | 0 | 58 | 0,0% | 58 | 0,0% | -58 |
| Programme 4 Public Special Schools | 7 790 | 0 | 0,0% | 7 790 | 100,0% | 0 |
| Programme 5 Early Childhood Development | 0 | 0 | 0,0% | 0 | 0,0% | 0 |
| Programme 6 Infrastructure Development | 1 492 694 | 670 115 | 44,9% | 1 846 192 | 123,7% | -353 498 |
| Programme 7 Examination and Education Related Services | 13 490 | 103 | 0,8% | 11 868 | 88,0% | 1 622 |
| TOTAL | 1 640 886 | 714 443 | 43,5% | 1 975 407 | 120,4% | -334 521 |

Reasons for under expenditure:

The allocated budget of **R1.641 billion** comprises of **R1.493 billion** for Buildings, **R147.098 million** for Machinery and **R1.094 million** for software. The department spent **R714.444 million** or **43.5 per cent** as at end September 2017. The projected over expenditure at year end is **R334.522 million**, attributed spending not in line with original cash flows as a result of emergency projects not listed in the budget book (Estimates of Provincial Revenue and Expenditure). This had resulted in invoices having been received but could not yet be processed by the unit. This was resolved in the month of July and payments are being processed hence the greater expenditure. ECD experienced delays in the evaluation and adjudication of the 23 ECD projects which were expected to be spending in the first half of the year.

Machinery and Equipment - After the massive rollout of computers utilizing anticipated savings at year end of 2016/17 to office based employees and educators whilst the department had already provided for these resources in the budget of 2017/18 financial year. An application for a virement has been asked from Treasury and the Department is awaiting approval.

Corrective Measures

The spending on infrastructure will be closely monitored to avoid over spending at year end by revision of projections.

CONDITIONAL GRANTS

The department allocated **R2.831 billion** on grants and recorded **R1.368 billion** expenditure or 48.3 percent and projected to over spend by **R400.623 million** as at end of 2017. The major over spending is recorded under EIG and MSTG by **R414.387 million** and **R8.332 million** respectively.

| CONDITIONAL GRANTS | | | | | | |
|---|---|--|---|---|---|-------------------------------|
| Grant Name | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
| Education Infrastructure Grant | 1 581 750 | 784 298 | 49,6% | 1 996 137 | 126,2% | -414 387 |
| HIV and Aids (Life Skills Education) Grant | 41 936 | 19 638 | 46,8% | 43 320 | 103,3% | -1 384 |
| National School Nutrition Programme Grant | 1 149 353 | 540 227 | 47,0% | 1 126 090 | 98,0% | 23 263 |
| Maths, Science and Technology Grant | 46 685 | 17 862 | 38,3% | 55 017 | 117,8% | -8 332 |
| Learners with Profound Intellectual Disabilities Grant | 3 537 | 0 | 0,0% | 2 467 | 69,7% | 1 070 |
| Expanded Public Works Programme Intergrated Grant for Provinces | 2 411 | 762 | 31,6% | 2 033 | 84,3% | 378 |
| Social Sector Expanded Public Works Programme Incentive Grant for Provinces | 5 022 | 4 921 | 98,0% | 6 253 | 124,5% | -1 231 |
| TOTAL | 2 830 694 | 1 367 708 | 48,3% | 3 231 317 | 114,2% | -400 623 |

Education Infrastructure Grant

The actual expenditure to date of the grant is sitting at R784.298 million or 49.6 per cent meanwhile at year end the programme anticipates to over spend by R414.387 or 26.2 per cent. The projected over expenditure at year end is attributed to spending not in line with original cash

flows as a result of emergency projects not listed in the budget book (Estimates of Provincial Revenue and Expenditure). This had resulted in invoices having been received but could not yet be processed by the unit. This was resolved in the month of July and payments are being processed hence the greater expenditure. ECD experienced delays in the evaluation and adjudication of the 23 ECD projects which were expected to be spending in the first half of the year.

HIV/ AIDS

Currently the grant is sitting at 46.8 per cent in terms of spending against the main budget while anticipating to over spend at year end by R1.384 or 3.3 per cent. This is due to training programmes started earlier than anticipated. This will be corrected during the revision of projections.

National School Nutrition Programme

The programme spent R536.364 million of its budget of R1.149 billion. The projected under spending at year end is R23.263 million due to delays by schools in changing type of accounts from savings to cheque as require by act and responsiveness in declaring correct numbers with valid ID numbers. Savings realized here will reprioritized within the programme to advance other areas not covered by business plan.

Maths Science and Technology

The cash-flow projection for September 2017 was R4.000 million and the actual expenditure recorded is R7.225 thousand showing over- expenditure of R3.225 million due to late spending. Currently the spending for the grant is sitting at 38.3 per cent and expected to over spend at year end by 17.8 per cent. Spending in this area started very late due to unavailable of the grand coordinator. The department will have to guard against the pace and stall spending to avoid unauthorized expenditure at year end.

EPWP Social Sector Grant

The incentive grant allocated R2.411 million for the 2017/18 financial year. The Grant spent R637 thousand as at end September while projecting to under spend by R379 thousand at year end. The under spending is attributed to contracts that were distributed to districts for capturing by HR and was established that not all districts have delegations for the appointment function.

EPWP Integrated Grant

The incentive grant allocated R5.022 million for the 2017/18 financial year and spending as at end September 2017 is sitting at R3.984 million representing a projected over expenditure of R1.231 million. The 50 per cent cut on the budget in 2017/18 was due to under reporting in 2016/17 after 14 842 work opportunities were already targeted for 2017/18 for the grant.

PART 2:

PROGRAMME PERFORMANCE

The Department of Education presents to the Provincial Legislature the programme Performance in accordance with the Strategic and Annual Performance Plans as tabled in the legislature. The Programme performance clearly reports on the Department's Six-Monthly performance against its service delivery objectives and targets as identified in the Strategic and performance Plans. This information provides details regarding the Department's Six-Monthly achievements in utilising the resources allocated. The Department supports the issues of Accountability and Transparency in public reporting.

Voted Funds

The table below represents the Six-Monthly expenditure against the funds appropriated to the Department for the year 2017/18 financial year

| Appropriation R'000 | Main Appropriation | Adjusted Appropriation | Actual Amount Spent | Over/Under Expenditure at year end |
|--------------------------|------------------------------------|------------------------|---------------------|------------------------------------|
| 32,989,055 | 32,989,055 | 32,989,055 | 16,077,432 | (343,689) |
| Responsible Minister | Honourable M. Makupula | | | |
| Administering Department | Provincial Department of Education | | | |
| Accounting Officer | Mr. T.S. Kojana | | | |

Summary of Programmes

| Programme | Programme Name |
|-------------|--|
| Programme 1 | Administration |
| Programme 2 | Public Ordinary School Education |
| Programme 3 | Independent School Subsidies |
| Programme 4 | Public Special School Education |
| Programme 5 | Early Childhood Development |
| Programme 6 | Infrastructure Development |
| Programme 7 | Examination and Education Related Services |

Budget and Expenditure by Programme

2.1 Programme 1: Administration

2.1.1 Overview

Purpose

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

Analysis per programme

The objective of the programme is to provide good 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.

Key Priorities for the quarter

The following are key priorities to improve governance, accountability and compliance and will support quality learning and teaching:

- Implementation of the approved Service Delivery Model (SDM) and finalisation and population of the Organogram to support the SDM
- Appointment to key strategic administration posts
- Strengthen the Internal Audit, Internal Control and Risk Management Units
- Review and formulate appropriate responses to internal and external findings Improve governance, accountability and compliance by strengthening efficiency in general management and development (including executive support services) that will support quality learning and teaching
- Strengthen Finance, Supply Chain and Human Resources operations
- Strengthen employer-employee relations and relationships with all stakeholders

Key Achievements

- PPM 101 entails 99% of the submitted databases have been loaded on LURITS.97% of schools loaded Term 2 Data Driven Districts data directly from schools or district offices, which is an improvement on term 1, where the majority of the data was loaded by EMIS at Head Office.
- Issuing of data devices to educators with 2GB Internet Data
- Creation and maintenance of school emails for 5365 users
- Deployed 2000 more devices to schools
- 22 newly appointed school's mentors were inducted
- The Department has managed to reduce number of Pillir cases by 5114
- Rendering of training through skills programmes/ short courses to 4 749 Employees. Foundation Phase Educators trained on ICT.
- 19 Employees graduated from National School of Government (UFH) on Advanced Management Development Programme.
- 184 Education development Officers (EDO's) were trained on Advanced Management Development Programme, that is an NQF level 8, to enhance their strategic management skills.
- 51 Employees from Lusikisiki were trained on Supply Chain Management, Competency Assessment was conducted.
- 54 MEC Top achievers were successfully placed and paid for in various Higher Education Institutions.
- 50 employees were trained on Job Evaluation Panel, to efficiently implement SDM.
- 32 Labour Relations Practitioners are registered with Wits University doing Labour Law.
- 118 Departmental Office Managers were trained on ICT.
- Excellent Customer Care Training for Admin Staff 20 700 Admin Staff successfully registered for various degrees / diplomas with HEI's.
- As means of addressing the challenges of unemployment, the Department has recruited 400 Unemployed Graduates who are placed throughout the Province to give workplace experience and curb unemployment.
- 76 SDC Members trained on SDF (Buffalo City Metro and Chris Hani West)

- Department is hosting 258 Learner Interns from TVET Colleges doing work integrated learning programmes.
- 158 Principals were trained on Financial Management in OR Tambo Coastal and Chris Hani West.
- 275 Principals were trained on curriculum coverage and assessment in Port Elizabeth, East London and Mthatha
- The number of learners without ID numbers has reduced by about 2%.
- Activating the Microsoft EES and registering the 1287 Eastern Cape Schools email tenant.
- Last push strategy as a means to prepare learners for final examination, writing involves extra classes, spring schools, extra learning material and revision of previous question papers.

Challenges

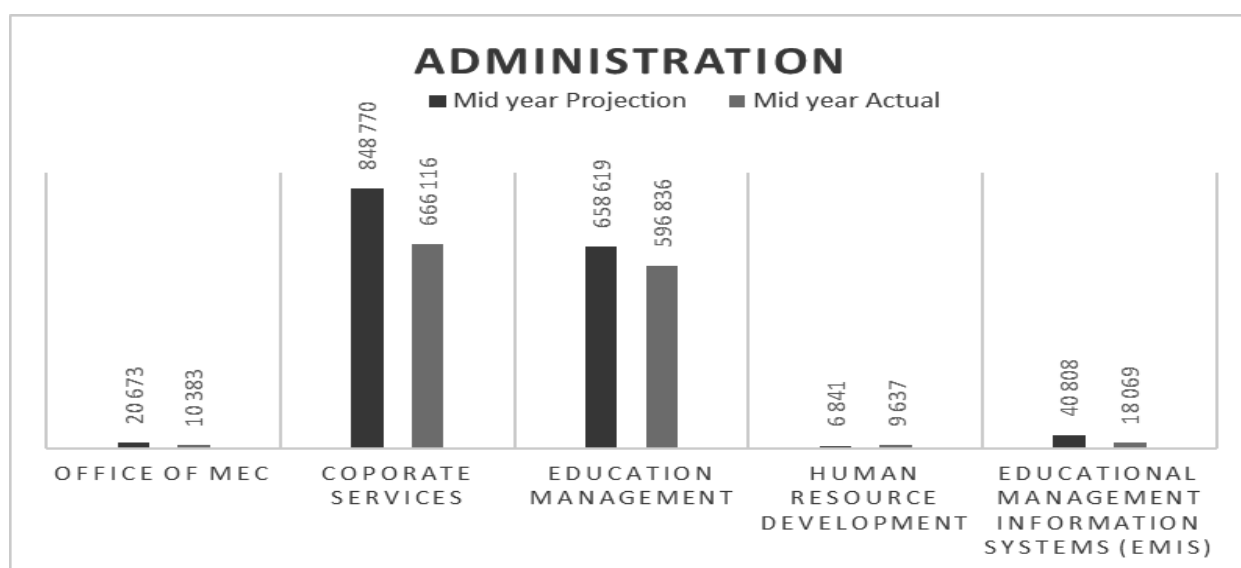
- The structure has however not been signed off yet by DPSA
- Not all Districts may be ready for the implementation of the new Service Delivery Model (SDM)
- Late finalisation of the key aspects of the SDM which result in disputes between employees and the employer.
- Negative MPAT findings on support services and overall organisational management.
- Negative Audit Outcomes
- Risk Management and Fraud Prevention system not fully implemented
- Ageing personnel in the system

Response to Challenges

- Utilisation of the available District Structures while migrating to the new structures.
- Strengthen communication with all employees and stakeholders
- Development of MPAT improvement plans and continuous reporting of progress made on MPAT findings to improve support services and overall organisational management and sustaining the positives received
- Reduction of audit qualifications by strengthening day-to-day monitoring and support
- Improve the current structures and functions within risk management and upscale the implementation of risk management across the Department.
- The Department embarked in recruitment of unemployed youth to address the challenges of ageing workforce in post level 1 educators. Matthew Goniwe Scholarship serves as a deliberate strategy to attract young people into teaching profession

2.1.2 Projected and Actual Expenditure

Programme 1 has a budget of **R3.133 billion** for the year, the programme spent R1.301 billion or 41.5 per cent of its budget and recorded projected under expenditure of R168.071 million financial year end. The identified under spending is recorded in Corporate Services and Education Management by **R124.481 million** and **R28.728 million** respectively.



The graph above shows weak correlation between projections and actual expenditure over the six-month period of the 2016/17 financial year. All sub programmes in Programme 1 except Human Resource Development under spent their projections over the period under review.

PROGRAMME 1: ADMINISTRATION - ACTUALS AND PROJECTED EXPENDITURE

| Sub Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|---|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| 1. Office Of The Mec | 33 287 | 10 383 | 31,2% | 32 002 | 96,1% | 1 285 |
| 2. Corporate Services | 1 716 897 | 666 116 | 38,8% | 1 592 416 | 92,7% | 124 481 |
| 3. Education Management | 1 293 887 | 596 836 | 46,1% | 1 265 159 | 97,8% | 28 728 |
| 4. Human Resource Development | 18 930 | 9 637 | 50,9% | 19 955 | 105,4% | -1 025 |
| 5. Education Management Information System (Emis) | 70 144 | 18 069 | 25,8% | 55 542 | 79,2% | 14 602 |
| TOTAL | 3 133 145 | 1 301 041 | 41,5% | 2 965 074 | 94,6% | 168 071 |

| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Compensation of Employees | 2 392 148 | 1 012 364 | 42,3% | 2 269 953 | 94,9% | 122 195 |
| Goods and Services | 562 450 | 228 559 | 40,6% | 540 379 | 96,1% | 22 071 |
| Departmental Agencies and Accounts | - | - | 0,0% | - | 0,0% | 0 |
| Universities and Technikons | - | 50 | 0,0% | 50 | 0,0% | -50 |
| Non Profit Institutions | 137 | - | 0,0% | 46 | 0,0% | 91 |
| Households | 71 545 | 15 953 | 22,3% | 61 215 | 85,6% | 10 330 |
| Buildings and Other Fix Structures | - | - | 0,0% | - | 0,0% | 0 |
| Machinery and Equipment | 106 103 | 44 099 | 41,6% | 92 869 | 87,5% | 13 234 |
| Software and other intangible assets | 762 | 16 | 2,1% | 562 | 73,8% | 200 |
| TOTAL | 3 133 145 | 1 301 041 | 41,5% | 2 965 074 | 94,6% | 168 071 |

2.1.3 Reasons for Over/Under Expenditure

The projected under expenditure of **R122.195 million** on Compensation of Employees is mainly due to posts not yet filled and due to the current process that the department is undergoing restructuring at SMS and middle management level. The projected Goods and Services under expenditure of **R22.071 million** is mainly relating to Operating payments, in respect of the payment of life insurance for owners of subsidized vehicles where has not yet been paid, Legal Services Unit experienced delays in the submission of invoices by state attorneys and other legal firms, which has subsequently been paid.

With regards to Households, under spending on Leave Gratuity is due to retrieval process for both operational purposes and for audit purposes which had to done concurrently and late submission of files by Districts, whilst in Machinery and Equipment, underspending is due to a maximum rollout of computers by the department in the 2016/17 financial year utilizing anticipated savings at year end to buy computer laptops and desktops for office based employees hence the current underspending as the department already provided for such in the current financial year. An application for a virement has been asked from Treasury and the Department is awaiting approval.

2.1.4 Performance against Target

| Strategic Goal 6: Improved school functionality through effective governance, management and monitoring | | | | | | |
|---|---------------|------------------|------------------|------------------|------------------|--|
| Strategic Objective 6.3: To improve systems for effective management and administration of schools | | | | | | |
| PPM 101: Number of public ordinary schools that use the School Administration and Management Systems (SASAMS) to electronically provide data | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 4006 | 4006 | 4006 | 5097 | 5043 | Not all schools submitted their database as at the time of printing. |
| | Budget | - | - | 3 148 500 | 3 148 500 | |
| Expenditure | - | - | - | 3 030 232 | 4 467 681 | |
| Key achievements linked to this Performance Indicator: | | | | | | |
| 99% of the submitted databases have been loaded on LURITS.94% of schools loaded Term 2 Data Driven Districts data directly from schools or district offices, which is an improvement on term 1, where the majority of the data was loaded by EMIS at Head Office. | | | | | | |
| Corrective Measure | | | | | | |
| <ul style="list-style-type: none"> The 2018 programme of submission will be aligned to the requirements of Assessments and Curriculum in relation to the due dates for the end of term results. This should avoid any delays in the submission of data at the end of each term. Provision has been made on the proposed organogram to accommodate the project. The structure has however not been signed off yet by DPSA. Once the structure has been approved and the posts filled, the reliance on consultants will be reduced significantly. | | | | | | |
| Responsible Chief Directorate: Strategic Management Monitoring and Evaluation | | | | | | |

| Strategic Goal 6: Improved school functionality through effective governance, management and monitoring | | | | | | |
|--|------------------|------------------|------------------|------------------|---|--|
| Strategic Objective 6.3: To improve systems for effective management and administration of schools | | | | | | |
| PPM 102: Number of public ordinary schools that can be contacted electronically (e-mail) | | | | | | |
| Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | |
| 4006 | 4006 | 4006 | 5249 | 5180 | The variance is due to users that were not fully moved from ecdoe.gov.za domain to the ecshools.org.za domain. | |
| Budget | - | - | - | 22 528 125 | | |
| Expenditure | - | - | - | 7 537 790 | The R21,800,000 is for the provision of devices, data connectivity and Microsoft Licenses to schools. The reason for the low expenditure (3,800,000) is due to the non-submission of invoices by the service provider. I have on various occasions written to the service provider requesting invoices. The service provider has committed to submit the invoices before the end of October 2017 for payment. As soon as the department receives invoices, payment will be processed. | |
| Key achievements linked to this Performance Indicator: | | | | | | |
| <ul style="list-style-type: none"> • Issuing of data devices to educators with 2GB Internet Data • Creation of school emails for 5180 users • Deployed 2000 more devices to schools | | | | | | |
| Corrective Measure | | | | | | |
| <ul style="list-style-type: none"> • Monitoring and Evaluation of email-usage • Service Desk Support • Move all school users on ecdoe.gov.za domain to ecshools.org.za domain | | | | | | |
| Responsible Chief Directorate: IT Director | | | | | | |

| | | | | | | |
|---|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Goal 6: Improved school functionality through effective governance, management and monitoring | | | | | | |
| Strategic Objective 6.3: To improve systems for effective management and administration of schools | | | | | | |
| PPM 103: Percentage of education expenditure going towards non-personnel items | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 20% | - | - | 20% | 18.7% | |
| | Budget | - | - | 1,570,559 | 1,245,825 | This is an annual target that will report in quarter 4. |
| | Expenditure | - | - | 1,630,704 | 1,483,387 | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> The threshold of the 20 – 80 percent split will be achieved as required by the act The Department will continuously monitor expenditure on Compensation of employees in line with declared post provisioning norms and approved Annual Recruitment Plan. | | | | | | |
| Corrective Measure | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: IT Director | | | | | | |

| Strategic Goal 6: Improved school functionality through effective governance, management and monitoring | | | | | | |
|---|---------------|------------------|------------------|------------------|------------------|---|
| Strategic Objective 6.2: To improve the quality of monitoring and support provided to schools by the Department | | | | | | |
| PPM 104: To improve the quality of monitoring and support provided to schools by the Department | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 21 340 | 5 335 | 5 335 | 750 | 4 358 | The variance of (3024 (5 335/4) = 1 334 - 4 358) is due to programme last push as a means of means to prepare learners for final examination, writing involves extra classes, spring schools, extra learning material and revision of previous question papers. |
| Budget | - | - | - | - | - | |
| Expenditure | - | - | - | - | - | |
| Key achievements linked to this Performance Indicator: | | | | | | |
| <ul style="list-style-type: none"> • 22 newly appointed school's mentors were inducted • 158 Principals were trained on Financial Management in OR Tambo Coastal and Chris Hani West. • 275 Principals were trained on curriculum coverage and assessment in Port Elizabeth, East London and Mthatha • Last push strategy as a means to prepare learners for final examination, writing involves extra classes, spring schools, extra learning material and revision of previous question papers. | | | | | | |
| Corrective Measure | | | | | | |
| The target of 5335 is an annual target and should be changed to a quarterly target of 1334. The target has been revised in the 2017/18 APP. | | | | | | |
| Responsible Chief Directorate: Institutional Support Management and Governance | | | | | | |

2.2 Programme 2: Public Ordinary Schools Education

2.2.1 Overview

Purpose:

The purpose of the program is to provide quality basic education to all learners in Grades R to 12 enrolled in Public Ordinary Schools, in accordance with the South African Schools Act and the White Paper 6 on inclusive education.

Analysis per programme

The programme is responsible for the provisioning of quality public Basic Education for Grades 1 to 12 through ensuring the following objectives:

- Funding of schools and No Fee schools at required norms and standards.
- Improving learner: textbook access ratio for every learning area/ subject.
- Provisioning of school furniture and other teaching and learning requisites.
- Monitoring and evaluation of public schools programmes and interventions to ensure maximum impact.
- Enhance learning capacity of learners through provisioning of a nutritious meal to deserving learners on all schools days through NSNP.
- Improving competency levels and capacity of school principals and Senior Management Teams to ensure functional schools.
- Developing professional capacity of teachers and accountability.
- Expanding Inclusive Education opportunities to support learners experiencing barriers to learning
- Enhance the Governance capacity of public schools and the creation of conducive teaching and learning environment.
- Managing the schooling landscape of the Province and align all small and unviable schools.

Key Priorities

- Improved quality teaching and learning through supply, development and effective utilization of teachers.
- Improved quality teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM) including school furniture.
- Improvement of teaching and assessment to ensure quality and efficiency in academic achievement in a conducive and safe environment.
- Strengthened accountability, improved management and Governance at school, community and district levels.
- School Functionality for Effective Teaching and Learning through Management, Governance Development and Institutional support.
- Partnerships for education reform and improved attainment of Provincial Targets.
- Ensure schools are resourced in terms of norms and standards, fee exemptions and accountability thereof.
- Strengthened implementation of National Strategy for Learner Attainment (2015 NSLA)'
- Ensure the eligible learners continue to benefit from the "No Fee Policy" despite inability of the Department to live up to required norm of per capita funding.
- Manage and monitor that the National School Nutrition Programme (NSNP) continues to benefit learners in Quintiles 1-3 ("No Fee") Public Ordinary Schools, including attached Grade R and targeted Special Schools through daily serving of quality nutritious meals that cover even pre-arranged extra formal structured classes.
- Provisioning of hostels for cluster schools to mediate and supplement access to education.
- Teacher Development for strengthened Mathematics & Sciences teaching, including support to underperforming schools & ICT integration.
- Holistic development of a learner through School Enrichment Programmes.

Key Achievements

- First tranche payment of R353 342 011.00 benefitting 1 548 239 learners in all quintiles (1-5) was paid to 5 283 schools.
- 10% Cash – Payment was paid to 5142 schools with a total amount of R169 642 304.70 benefitting 1 441 216 learners in quintile 1,2 and 3 Schools.
- Out of 5 283 section 21 schools, 3 787 submitted Audited Financial Statements with 1 495 schools outstanding, 2 schools are closed.
- Conducted awareness Programme on Learner Admissions including:
- Launch of Admission Period by MEC in King William's Town on 30 May 2017

- Local Radio – Stations slots – MEC advocating the programme
- 150 Principals were trained on Curriculum Management in OR Tambo In Land
- 1004 Departmental Heads from EFT under performing schools were trained on instructional leadership and Curriculum Management.
- 160 Principals from Sara Baartman, Chris Hani West, Alfred Ndzo East, OR Tambo Inland, Chris Hani East, Buffalo City Metro and Nelson Mandela were visited with the purpose of establishing support networks for female principals.
- 158 Principals were trained on financial management in OR Tambo Coastal and Chris Hani West.
- The accountability session was held with 14 serial FET underperforming schools. In East London, Uitenhage and Mthatha centres.
- 275 principals were trained on Curriculum Coverage and assessment in PE, EL and Mthatha centres.
- Development and distribution of circular 10 of 2017 for learner admissions in all 5534 public schools
- Road – Shows mediating Circular no. 10 of 2017 on Learner Admissions were attended by 5 057 participants from 2 528 schools
- Materials development: Printing of posters and leaflets produced in four languages; IsiXhosa, English, Afrikaans and Sesotho
- SGB Functionality Tools were distributed to all schools for the Circuit Managers to administer and findings are being submitted to IDS&G Head Office.
- 22 Mentos were appointed and inducted
- Improved systems for management of NSNP Data and Assets as well Monitoring and Reporting for effective Implementation and Management of NSNP.
- Improved financial management systems in line with legislation governing Conditional Grants.
- Increased number of schools and Districts that are consistently compliant to submission dates to enable Quarterly Reconciliation of Transfers as per DORA prescript.
- Rolled out Deworming and WASH Programmes through a collaborative arrangement with HIV/AIDS, DoH and DSD (ISHP)
- Promoted healthy eating habits and lifestyles as well as food safety through implementing the Tuck-shop/ School Vendor Guidelines and R962 of the FCD Act, respectively.
- Up to date payment of School Hostels catering service providers and resourcing of school hostel with personnel and Refurbished with furniture.
- Assessment of two more hostels to be subsidized conducted/ Re-operationalization of under-utilized hostels;
- A total of 5109 schools have all received textbooks as top up and 5 335 schools have all received stationery packs.

- All GET learners have received workbooks for Term 1 & Term 2.
- A draft Textbook Retrieval & Retention Policy has been made available to the District Coordinators.
- Provincial South African Schools Choral Eisteddfod (SASCE) was held on held on 24-27 May 2017 in Port Elizabeth in preparation of school choirs for National SASCE.
- National SASCE in Randburg on 4-7 July. Our Province come no. 2 out of 9 provinces and soloist from Vuli Valley SSS.
- The participation of Eastern Cape Schools and teams in National Winter games from the 10th to the 14th July 2017, placing position 4 out of 9 provinces, with some schools and teams bringing medals home.
- 112 School Safety Patrollers contracts were renewed to guarantee safety of learners teachers and school property in crime hot spots schools.
- Youth Citizenship Action Provincial (Y-CAP) Provincial eliminations were held in end of June in East London in preparation for National Eliminations.

Challenges with regard to implementation

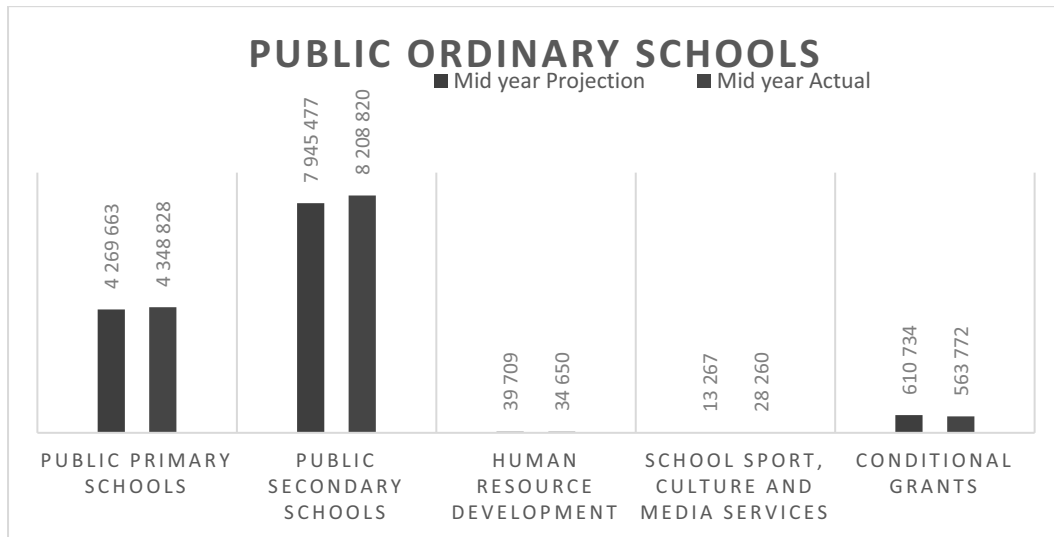
- Learner verification poses a challenge to feeding as the funds transferred to schools do not accord with actual learner numbers in some of the schools where a number of learners are without IDs.
- New settlement resulting in increased demand of scholar transport during the course of academic/ financial year.
- Lack of monitoring and support due to inadequate resources; personnel and working tools.
- Slow pace in renovating and construction of hostels to accommodate learners.
- Inadequate staffing of the Provincial LTSM Office.
- LTSM functions being an 'add-on' to District LTSM Coordinators.
- Late submission of requisitions by 344 schools during the previous procurement cycle.

Measures to Address Challenges

- Interface with EMIS to unlock the challenges is being organized.
- Consultation with Provincial Treasury on funding of increased demand.
- Integrated Development Plan needs to be established at the level of Socio-Economic Cluster.
- Source adequate funding for the school enrichment programme from within the Department;
- Put in a process to place excess staff in the new districts in the programme.

2.2.2 Projected and Actual Expenditure

The programme spent R13.184 billion or 50.3 per cent of the annual budget of R26.221 billion at year end. The programme projected to over spend R141.799 million off which the Public Primary Schools and Public Secondary Schools by R20.870 million and R127.943 million respectively.



As demonstrated in the graph above, there is strong correlation between projections and actual expenditure over the six-month period of the 2016/17 financial year. Public Primary and Secondary Schools as well as School Sports Culture and Media Services slightly over spent their projected expenditure while HRD and Conditional Grants under spent the projections

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS - ACTUALS AND PROJECTED EXPENDITURE

| Sub Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|---|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| 1. Public Primary Schools | 8 712 869 | 4 348 828 | 49,9% | 8 733 739 | 100,2% | -20 870 |
| 2. Public Secondary Schools | 16 193 481 | 8 208 820 | 50,7% | 16 321 424 | 100,8% | -127 943 |
| 3. Human Resource Development | 77 958 | 34 650 | 44,4% | 75 069 | 96,3% | 2 889 |
| 4. School Sport, Culture And Media Services | 33 302 | 28 260 | 84,9% | 43 255 | 129,9% | -9 953 |
| 5. Conditional Grants | 1 203 471 | 563 772 | 46,8% | 1 189 393 | 98,8% | 14 078 |
| TOTAL | 26 221 081 | 13 184 330 | 50,3% | 26 362 880 | 100,5% | -141 799 |

| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Compensation of Employees | 22 504 842 | 11 425 799 | 50,8% | 22 640 441 | 100,6% | -135 599 |
| Goods and Services | 1 623 243 | 626 391 | 38,6% | 1 642 260 | 101,2% | -19 017 |
| Departmental Agencies and Accounts | - | - | 0,0% | - | 0,0% | 0 |
| Universities and Technikons | - | - | 0,0% | - | 0,0% | 0 |
| Non Profit Institutions | 1 879 860 | 1 047 972 | 0,0% | 1 867 772 | 0,0% | 12 088 |
| Households | 193 089 | 84 116 | 43,6% | 196 339 | 101,7% | -3 250 |
| Buildings and Other Fix Structures | - | - | 0,0% | - | 0,0% | 0 |
| Machinery and Equipment | 19 715 | 52 | 0,3% | 15 736 | 79,8% | 3 979 |
| Software and other intangible assets | 332 | - | 0,0% | 332 | 100,0% | 0 |
| TOTAL | 26 221 081 | 13 184 330 | 50,3% | 26 362 880 | 100,5% | -141 799 |

2.2.3 Reasons for Over/Under Expenditure

The projected over expenditure of **R135.599 million in CoE** is mainly due to renewed contracts of walkins as a means to improve year end pass rates. In terms of Goods and Services the projected over expenditure of **R19.017 million** is attributed to Consultants due to commitment by the department in improving Matric results for the 2017 academic year by outsourcing LAIS services to a service provider that will focus on poorly performing schools. The overspending in LTSM, Schools Furniture and Stationary and Printing relates to the payment of invoice that were meant to be paid in the 1st quarter but ended up been paid in the second quarter due to the late delivery of invoices by suppliers.

In terms of Non Profit Institutions, the projected under spending at year end is **R22.143 million** attributed to National School Nutrition Programme and No fee Schools as a result of schools not complying with transferring norms as stipulated by the SA Schools Act as well as schools who did not upload learner ID information before tranches were transferred.

in Machinery and Equipment, savings realised are due to a maximum rollout of computers by the department in the 2016/17 financial year utilizing anticipated savings at year end to buy computer laptops and desktops for educators in different phases hence the current underspending as the department already provided for such in the current financial year. An application for a virement has been asked from Treasury and the Department is awaiting approval.

2.2.4 Performance against Targets

| Strategic Goal 1: Improved quality of teaching and learning through timely supply and effective utilization and development of teachers | | | | | | |
|--|---------------|------------------|------------------|------------------|------------------|---|
| Strategic Objective 1.4: To increase access to education in public ordinary and independent schools | | | | | | |
| PPM 201: Number of Full Service schools servicing learners with learning barriers | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 30 | - | - | - | - | 30 |
| Budget | - | - | - | 1 925 000 | 2 525 835 | Reason for Variance between Target and Actual: |
| Expenditure | - | - | - | - | 1 803 909 | <ul style="list-style-type: none"> Target of 30 schools met for the quarter under review The variance in the budget is due to DBE guidelines for Assistive Technology in the process of review, therefore delayed in the procurement. |
| Progress towards achieving 4th Quarter Target: | | | | | | |
| <ul style="list-style-type: none"> Training of 120 Educators from 30 Full Service Schools on Intellectual Disability Level 2. 60 Educators from Full Service Schools were trained in ICDL accredited course which was held in East London on the 21-26 August 2017. 50 Teacher Assistants from 30 Full Service Schools were trained in ETD P SETA accredited course in Port Elizabeth on the 14-18 August 2017. 30 Teacher Assistants from 30 Full Service Schools were trained in an accredited Occupational and Vocational course in East London which is in progress. | | | | | | |
| Corrective Measure | | | | | | |
| Procurement of Assistive Technology will take place in the 4th Quarter | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

| Strategic Goal 4: Improved assessment for learning | | | | | | |
|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Objective 4.5: To improve systems for monitoring of learner performance, administration of assessments and utilisation of examination question banks across the system | | | | | | |
| PPM 202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or higher grade) | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 54% | - | - | 68% | 68% | A variance of 14% has been recorded due to many learners who are repeating the Grade within the intermediate phase, and the admission of old age learners into the system due to inadequate knowledge of parents of admission policy. |
| | Budget (R) | - | - | - | - | |
| Expenditure | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> The Department is reducing the high number of learners who are repeating the Grade by enforcing the Department policy, which stipulates that no learner should be kept in a phase for more than four years Road shows are held by the Department to educate communities on the school programmes, including the admission age of learners Both print and electronic media are used to educate communities on school programmes | | | | | | |
| Corrective Measure | | | | | | |
| Strengthen communication between the Department and the public through Roadshows, meetings, imbizos, print media, electronic media, District Education forums and other local structures to inform and educate the public about educational matters. | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | |

| | | | | | | | | | |
|---|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|--|--|
| Strategic Goal 4: Improved assessment for learning | | | | | | | | | |
| Strategic Objective 4.5: To improve systems for monitoring of learner performance, administration of assessments and utilisation of examination question banks across the system | | | | | | | | | |
| PPM 203: The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade) | | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | | |
| | | 37% | - | - | 54% | 55% | An increase of 18% variance has been recorded due to many learners who are repeating the Grade within the Senior Phase and the admission of old age learners into the system due to insufficient knowledge of parents of policy matters, for example, admission policy | | |
| | | Budget (R) | - | - | - | - | | | |
| | | Expenditure | - | - | - | - | | | |
| Progress made towards achieving target by year end: | | | | | | | | | |
| <ul style="list-style-type: none"> The Department is reducing the high number of learners who are repeating the Grade by enforcing the Department policy, which stipulates that no learner must be kept in a phase more than four year Road shows are held by the Department to educate communities on the school programmes, including the admission age of learners Both print and electronic media are used to educate communities on school programmes | | | | | | | | | |
| Corrective Measure | | | | | | | | | |
| Strengthen communication between the Department and the public through Roadshows, meetings, imbizos, print media, electronic media, District Education forums and other local structures to inform and educate the public about educational matters. | | | | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | | | | |
| Strategic Goal 3: Provision of quality Learning and Teaching Support Materials (LTSM) and furniture to all schools through data-driven planning and provisioning | | | | | | | | | |
| Strategic Objective 3.1: Provide texts, stationary, assessment exemplars, furniture and Norms and Standards of funding to all schools in sufficient numbers and on time through data-driven planning and provision | | | | | | | | | |
| PPM 204: Number of schools provided with media resources | | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | | |
| | | 690 | - | - | 0 | 0 | Purchase will take place by the end of October. As at present procurement process as per supply chain management requirement are being followed. | | |
| | | Budget(R) | - | - | 25 000 000 | 25 000 000 | | | |
| | | Expenditure | - | - | 0 | 0 | | | |
| Progress made towards achieving target by year end: | | | | | | | | | |
| Tender for purchasing of media resources is in process. | | | | | | | | | |
| Corrective Measure | | | | | | | | | |
| None | | | | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | | | | |

| | | | | | | |
|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Strategic Goal 6: Improved school functionality through effective governance, management and monitoring | | | | | | |
| Strategic Objective 6.3: To improve systems for effective management and administration of schools | | | | | | |
| PPM 205: Learner absenteeism | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 3% | 3% | 3% | 3% | 2% | |
| | Budget(R) | - | - | - | - | |
| Expenditure | - | - | - | - | - | |
| Key achievements linked to this Performance Indicator: | | | | | | |
| <ul style="list-style-type: none"> • Close monitoring by district officials • Schools have been guided on the development of code of conduct for learners including compulsory school attendance | | | | | | |
| Corrective Measure | | | | | | |
| <ul style="list-style-type: none"> • Close monitoring of schools by district officials • Advocacy through parents meeting on Learner Absenteeism • Annual General Meeting | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | |

| | | | | | | |
|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Strategic Goal 6: Improved school functionality through effective governance, management and monitoring | | | | | | |
| Strategic Objective 6.3: To improve systems for effective management and administration of schools | | | | | | |
| PPM 206: Teacher absenteeism | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 4% | 4% | 4% | 4% | 3% | |
| | Budget(R) | - | - | - | - | |
| Expenditure | - | - | - | - | - | A Close monitoring by district officials |
| Key achievements linked to this Performance Indicator: | | | | | | |
| <ul style="list-style-type: none"> • Close monitoring of attendance registers • Continues visits to public ordinary school | | | | | | |
| Corrective Measure | | | | | | |
| <ul style="list-style-type: none"> • Close monitoring of schools by district officials • Advocacy through parents meeting on Learner Absenteeism • Annual General Meeting | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | |

| Strategic Goal 1: Improved quality of teaching and learning through timely supply and effective utilization and development of teachers | | | | | | |
|---|---|-------------------------|-------------------------|-------------------------|-------------------------|---|
| PPM | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| 207 | Number of learners in public ordinary schools benefiting from the “no fee schools” policy | - | - | 1 548 239 | - | This is an annual target that will be reporting in the 4 th quarter. Second tranche will be paid in the 3 rd quarter |
| | Budget(R) | - | - | 523 025 863 | - | |
| | Expenditure | - | - | 522 984 315 | - | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> • Training on Parental Involvement Guidelines has been conducted in collaboration with DBE. • CES Forum was held in which compliance issues were addressed. • Data validation process has been done to schools that have applied for compensation with regards to Fee Exemption Policy. | | | | | | |
| Corrective Measure | | | | | | |
| Verification of ID Numbers | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | |

| Strategic Goal 1: Improved quality of teaching and learning through timely supply and effective utilisation and development of teachers | | | | | | |
|--|--|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Objective 1.1: To develop and enhance the professional, technical capacity and performance of educators through demand-driven training at decentralised venues which are fit for purpose | | | | | | |
| PPM | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| 208: | Number of educators trained on Literacy/Language content and methodology | - | - | 296 | 1188 | This is an annual target that will be reporting in the 4 th quarter. <ul style="list-style-type: none"> • Planned teacher development activities could not be implemented because of a moratorium on taking teachers out of the classroom during school days. |
| | Budget | - | - | - | 445 000 | |
| | Expenditure | - | - | - | 188 621 | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> • Training of teachers on Language. Workshop was conducted in four districts from 07 – 22 August 2017. • Literacy training for grade R is implemented in three districts. | | | | | | |
| Corrective Measure | | | | | | |
| Continue with training programmes in third and fourth quarter | | | | | | |
| Responsible Chief Directorate: Educational Professional Services & Human Resource Development | | | | | | |

| Strategic Goal 1: Improved quality of teaching and learning through timeous supply and effective utilisation and development of teachers | | | | | | | |
|---|---|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Objective 1.1: To develop and enhance the professional, technical capacity and performance of educators through demand-driven training at decentralised venues which are fit for purpose | | | | | | | |
| PPM | 209: Number of educators trained on Numeracy/Mathematics content and methodology | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | | 11 016 | - | - | 1 000 | 1 621 | Planned teacher development activities could not be implemented because of a moratorium on taking teachers out of the classroom during school days. |
| | | Budget | - | - | - | 350 000 | |
| | Expenditure | - | - | - | - | 172 047 | |
| Progress made towards achieving target by year end: | | | | | | | |
| <ul style="list-style-type: none"> Content Gap Workshops conducted in East London, Lusikisiki and Butterworth on Transformation, Numeric and Geometric Patterns Algebraic expressions for Grade 4-7 for 240 teachers. 54 Grade (6&9) teachers were trained in content in Mbizana in partnership with Rhodes University Mathematics Project (RUMEP) Numeracy training for grade R is implemented in three districts. | | | | | | | |
| Corrective Measure | | | | | | | |
| Continue with training programmes in third and fourth quarter | | | | | | | |
| Responsible Chief Directorate: Educational Professional Services & Human Resource Development | | | | | | | |

2.3 Programme 3: Independent Schools Subsidies

2.3.1 Overview

Purpose

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

Analysis per programme

- The Programme provides for the payment of subsidies to independent Primary and Secondary schools whose registration the Department approved and monitoring compliance of such schools with relevant legislation and policies i.e. National Norms and Standards for School Funding (NNSSF).
- In this financial year, 2017/18, the number of subsidized independent schools increased from 113 to 116 subsidized out of 209 registered independent schools.

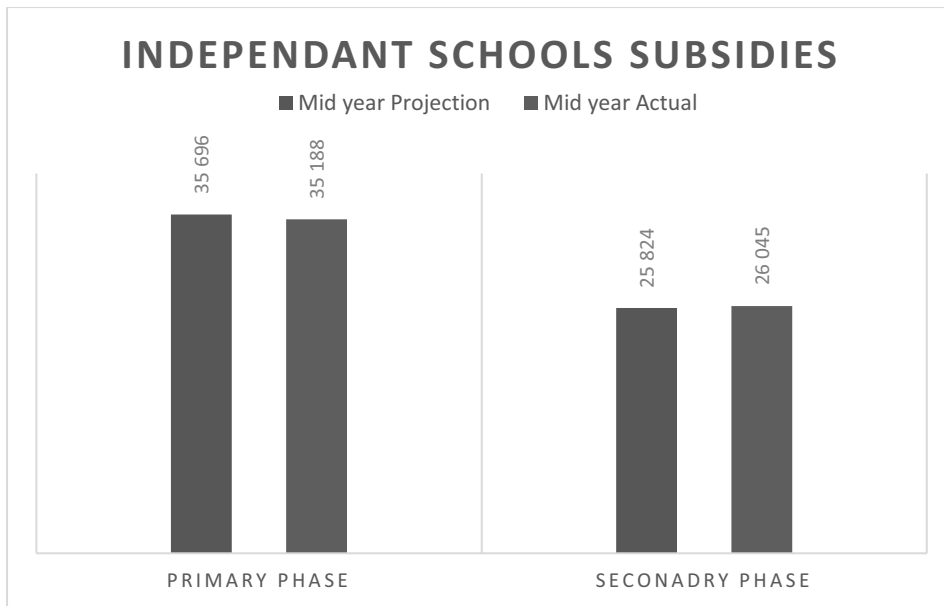
Key Achievements

- 107 (57%) of schools that qualify for subsidy have received payment with 35 736 learners benefited. A significant improvement in compliance with SASAMS has been observed.
- The verification site visits for monitoring and support to subsidized schools is in progress and 17 schools were visited, during this quarter. (the list of these schools is attached to this report as portfolio of evidence)

There is an increase on the amount transferred, from R 59 376 164(1st quarter) to R60 335 248 of R61 521 000 projected for the first quarter.

2.3.2 Projected and Actual Expenditure

Of the total budget of **R123.042 million** for the year, the programme has spent **R61.233 million** or **49.8 per cent** as at end September 2017. At year end the department projected to spend 101.2 per cent or **R124.469 million** leaving over spending of **R1.427 million**.



Very strong correlation although spending is less than anticipated in this programme.

PROGRAMME 3: INDEPENDENT SCHOOLS - ACTUALS AND PROJECTED EXPENDITURE

| Sub Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| 1. Primary Phase | 71 393 | 35 188 | 49,3% | 72 361 | 101,4% | -968 |
| 2. Secondary Phase | 51 649 | 26 045 | 50,4% | 52 108 | 100,9% | -459 |
| TOTAL | 123 042 | 61 233 | 49,8% | 124 469 | 101,2% | -1 427 |

| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Compensation of Employees | - | - | #DIV/0! | - | 0,0% | 0 |
| Goods and Services | 3 042 | - | 0,0% | 3 042 | 0,0% | 0 |
| Departmental Agencies and Accounts | - | - | 0,0% | - | 0,0% | 0 |
| Universities and Technikons | - | - | 0,0% | - | 0,0% | 0 |
| Non Profit Institutions | 120 000 | 61 175 | 0,0% | 121 369 | 0,0% | -1 369 |
| Households | - | - | #DIV/0! | - | 0,0% | 0 |
| Buildings and Other Fix Structures | - | 58 | 0,0% | 58 | 0,0% | -58 |
| Machinery and Equipment | - | - | #DIV/0! | - | 0,0% | 0 |
| Software and other intangible assets | - | - | #DIV/0! | - | 0,0% | 0 |
| TOTAL | 123 042 | 61 233 | 49,8% | 124 469 | 101,2% | -1 427 |

2.3.3 Reasons for Over/Under expenditure

In terms of Non-Profit Institutions, the projected under spending at year end is **R1.369 million** is attributed to schools who did not comply with Norms and Standards before the tranfre is made. A mop up will be made during adjustment estimates period.

2.3.4 Performance against Targets

| Strategic Goal 6: Improve school functionality through effective governance, management and monitoring | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|--|--|
| Strategic Objective 6.2: To improve the quality of monitoring and support provided to schools by the Department | | | | | | |
| PPM 301: Percentage of registered independent schools receiving subsidies | | | | | | |
| Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | |
| 59% | 47059 | - | 35 209 | 527 | Target met. | |
| Budget | 123 042 000 | - | 61 521 000 | - | <ul style="list-style-type: none"> Funds allocated to this programme are transferred in two tranches Quarter 1 (April/May) and Quarter 3 (October) in each financial year | |
| Expenditure | 59 376 164 | - | 59 376 164 | 959 084 | | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> 35 736 learners received an amount of R60 335 248 during this quarter. This is due to the mop up payment of R959 084.11 which was transferred to 3 schools for 527 learners. 3 schools that did not get 1st tranche due to registration with BAS ENTITY and noncompliance with policy prescripts to be paid during 2nd tranche Training for principals on SASAMS has taken place which resulted in increase of learner numbers as they were able to capture 4 new schools accounting for 634 learners are now registered with ENTITY 1 school Elukhanyisweni in Butterworth, accounting for 41 learners, has now its registration renewed with BAS ENTITY 1 school St Frances (Uitenhage) has now complied with policy prescripts (submitted required documents) accounting for 90 learners | | | | | | |
| Corrective Measure | | | | | | |
| Continue with training programmes in third and fourth quarter | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

| Strategic Goal 6: Improve school functionality through effective governance, management and monitoring | | | | | | |
|---|--------------------|------------------|------------------|------------------|------------------|--|
| Strategic Objective 6.2: To improve the quality of monitoring and support provided to schools by the Department | | | | | | |
| PPM 302: Number of learners at Subsidized registered independent schools | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 59% | | | 57% (107) | 1% (3) | Funds allocated to this programme are transferred in two tranches Quarter 1 (April/May) and Quarter 3 (October) in each financial year |
| | Budget | 61 521 000 | - | 61 521 000 | - | |
| | Expenditure | 59 376 977 | - | 59 376 977 | 959 084 | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> • 35 736 learners received an amount of R60 335 248 during this quarter. This is due to the mop up payment of R959 084.11 which was transferred to 3 schools for 527 learners. • schools that did not get 1st tranche due to registration with BAS ENTITY and noncompliance with policy prescripts will be paid during 2nd tranche • 4 new schools accounting for 634 learners are now registered with ENTITY • 1 school Elukhanyisweni in Butterworth, accounting for 41 learners, has now its registration renewed with BAS ENTITY • 1 school St Frances (Uitenhage) has now complied with policy prescripts (submitted required documents) accounting for 90 learners. | | | | | | |
| Corrective Measure | | | | | | |
| Continue with training programmes in third and fourth quarter | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|---|--|
| Strategic Goal 6: Improve school functionality through effective governance, management and monitoring | | | | | | |
| Strategic Objective 6.2: To improve the quality of monitoring and support provided to schools by the Department | | | | | | |
| PPM 303: Percentage of registered independent school visited for monitoring | | | | | | |
| Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | |
| 59% | 15% | 15% | 18% (21) | 14% (17) | Number of registered schools increased to 209 which needed to be visited in addition to the subsidised independent schools. | |
| Budget | - | - | - | - | | |
| Expenditure | - | - | - | - | | |
| Key achievements linked to this Performance Indicator: | | | | | | |
| <ul style="list-style-type: none"> • Unannounced site verification visits to 17 subsidized independent schools • Directors advised to divulge all subsidies received by schools in that Financial Year to both principals and parents. • Schools advised to develop school management policies in line with the Constitution | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

2.4 Programme 4: Public Special Schools Education

2.4.1 Overview

During the period under review, Quarter 2, there was an increase in the number of special schools from 44 to 45. This can be attributed to the operationalisation of one (1) out of the six (6) newly established special schools. Two (2) Special School's accountability meetings were held to deliberate and monitor on budget expenditure, budget allocation and utilization. Circular 21 of 2017 on Guidelines on financial reporting was developed, approved and distributed to district and special schools. 24 additional educators were employed to fill in vacant posts in special schools.

117 educators from schools for the Blind were trained in Braille literacy (grade) 1 uncontracted braille, grade 2 contracted and braille Maths. 59 Vacant support staff posts were advertised in the Departmental Bulletin: Circular no. 19 of 2017 and 85 vacant professional support staff posts were for forwarded to HR for advertisement. The directorate is in the process of procuring assistive devices for 720 deaf learners. Interviews for LSPID project manager were held and letter of appointment issued to the recommended candidate. The posts of LSPID outreach team were advertised and the process of recruitment will follow in October 2017.

Furthermore, during this term, Directorates; Curriculum, Teacher Development and Inclusive Education, continue to collaborate in preparation for the piloting of the new Technical, Vocational and Occupational. Three schools of skills have been audited in preparation for the piloting of Technical, Vocational and Occupational skills curriculum. A team from these three (3) directorates visited Cape Town to benchmark the implementation of a Three Stream Model in the establishment of schools of skills in the Eastern Cape province.

Purpose

To provide compulsory public education in Special Schools in accordance with the South African Schools' Act No. 84 of 1996, as amended and the White Paper 6 on special education. It is also to build an Inclusive Education and Training System.

Analysis of the programme

- Facilitate the process of advertisement of vacant posts in special schools
- Continued collaboration with infrastructure so fast track refurbishments and renovations of special schools for accessibility
- Intensify capacity building, monitoring and support
- Collaborate with Human Resource administration to address non-payment of allowances, and recruitment of professional and non-teaching personnel
- Advertisement and appointment of professional and non-teaching staff in special school

Key priorities

- Operationalization of 6 newly established special schools
- Continuation of implementation of SASL CAPS in Grade 11 and Senior phase
- Training of educators and Teacher assistants in Braille and SASL
- Participation in the National pilot policy programmes for Learners with Severe to Profound Intellectual Disabled (LSPID) and in the Technical, Vocational and Occupational skills policy.
- Identification and conversion of 5 additional special schools to serve as Resource centres
- Procurement and delivery of assistive devices

Key Achievements

- One (1) of six (6) newly established special schools was operationalized and educators appointed
- Two principal's accountability meetings were held to deliberate and monitor on budget expenditure, budget allocation and utilization.
- Circular 21 of 2017 on Guidelines on financial reporting was developed, approved and distributed to district and special schools. 24 additional educators were employed to fill in vacant posts in special schools.
- 117 educators from schools for the Blind were trained in Braille literacy (grade) 1 uncontracted braille, grade 2 contracted and braille Maths.
- 59 Vacant support staff posts were advertised in the Departmental Bulletin: Circular no. 19 of 2017 and 85 vacant professional support staff posts were forwarded to HR for advertisement.
- Interviews for LSPID project manager were held and letter of appointment issued to the recommended candidate.
- The posts of LSPID outreach team were advertised and the process of recruitment will follow in October 2017

- Three schools of skills have been audited in preparation for the piloting of Technical, Vocational and Occupational skills curriculum
- A team from these three (3) directorates visited Cape Town to benchmark the implementation of a Three Stream Model in the establishment of schools of skills in the Eastern Cape province.
- Transferred R3 165.00 per learner for 3 136 learners in hostels to the districts for procurement of hostel equipment for 23 special schools with hostels. The total amount is: R9 925 440.00
- Alignment of salaries for Therapists and Psychologists to the Occupation Specific Dispensation as per ELRC Collective agreement of 2012, for advertisement

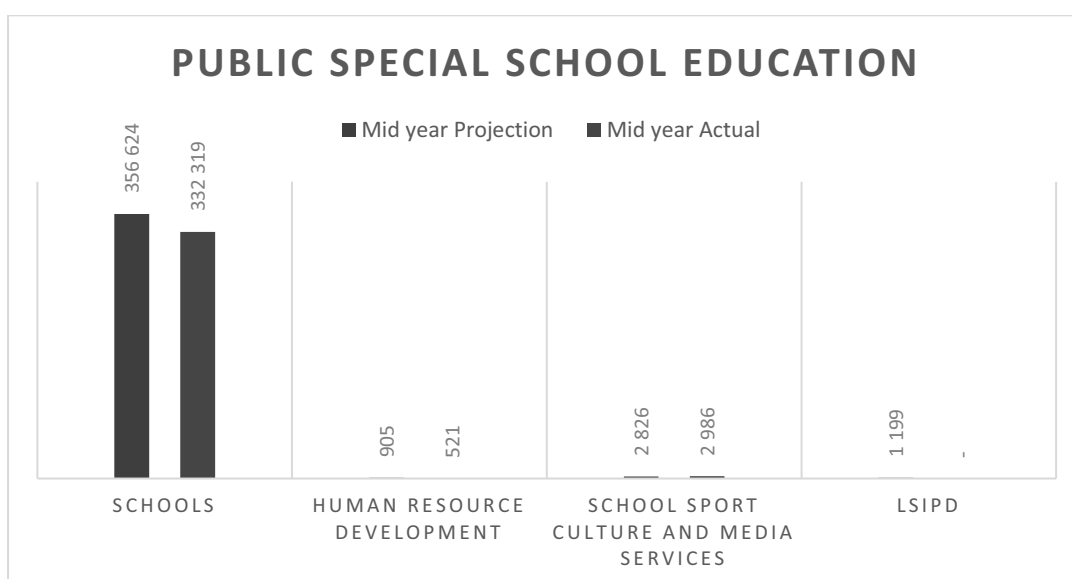
1.4 Challenges with regard to implementation

- The main challenge is the non-availability of professional staff and shortage of support staff in special schools which leads to the instability in these schools
- The process of construction and upgrading of special schools including newly established ones is very slow
- Due to redeployment of educators from mainstream schools, there is a huge problem of management and Governance as well as delivery of quality teaching and learning (most teaching cannot use Sign Language and Braille which are the main means of teaching and learning)
- Non- payment of support staff allowances also causes instability in these schools

Measures to Address Challenges

- Facilitate the process of advertisement of vacant posts in these schools
- Continue to work with infrastructure so fast track the process
- Intensify capacity building, monitoring and support
- Collaborate with Human Resource administration to attend to the problems of non-payment

2.4.2 Projected and Actual Expenditure



Inconsistencies in spending in Schools Sub Programme and LSIPD grant is evident from the graph above, however the appointment of Therapists will rapidly change the picture at year end.

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS - ACTUALS AND PROJECTED EXPENDITURE

| Sub Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| 1. Schools | 723,704 | 332,319 | 45.9% | 709,809 | 98.1% | 13,895 |
| 2. Human Resource Development | 2,699 | 521 | 19.3% | 2,515 | 93.2% | 184 |
| 3. School Sport, Culture And Media Services | 6,077 | 2,986 | 49.1% | 6,483 | 106.7% | (406) |
| 4. Conditional Grants for Learners with profound intellectual disabilities | 3,537 | - | 0.0% | 2,467 | 0.0% | 1,070 |
| TOTAL | 736,017 | 335,826 | 45.6% | 721,274 | 98.0% | 14,743 |
| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
| Compensation of Employees | 627,873 | 294,512 | 46.9% | 616,009 | 98.1% | 11,864 |
| Goods and Services | 29,390 | 5,202 | 17.7% | 26,222 | 89.2% | 3,168 |
| Departmental Agencies and Accounts | - | - | 0.0% | - | 0.0% | 0 |
| Universities and Technikons | - | - | 0.0% | - | 0.0% | 0 |
| Non Profit Institutions | 69,022 | 34,426 | 49.9% | 69,022 | 100.0% | 0 |
| Households | 1,942 | 1,686 | 86.8% | 2,231 | 114.9% | (289) |
| Buildings and Other Fix Structures | - | - | 0.0% | - | 0.0% | 0 |
| Machinery and Equipment | 7,790 | - | 0.0% | 7,790 | 100.0% | 0 |
| Software and other intangible assets | - | - | #DIV/0! | - | 0.0% | 0 |
| TOTAL | 736,017 | 335,826 | 45.6% | 721,274 | 98.0% | 14,743 |

2.4.3 Reasons for Over/Under Expenditure

The projected under expenditure of **R11.864 million** is due time lag on advertising of bulletins - filling of some of the declared posts up to the stage of processing of documents in the full implementation of ARP in relation to posts identified for Special Schools, as well as slow process in terms of payment of newly appointed support staff due to compliance issues not met with regards to source documents from districts. This process is further scrutinised as well centralised CoE authorisation function residing at Provincial Treasury

The projected under expenditure of **R3.168 million** is mainly due to the delays in the signing of MOUs with universities for training programmes to be implemented as well as changes of the National Sporting Programme which aligns sports programmes for the disabled with those of mainstreams.

2.4.4 Performance against Targets

| Strategic Goal 2: Adequate quality infrastructure provided on the basis of data-driven | | | | | | |
|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Strategic Objective 2.1: To develop and implement a data-driven infrastructure plan which includes new schools, extension to existing schools and maintenance plan for all schools | | | | | | |
| PPM 401: Percentage of Special Schools serving as resource centers | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 12% | - | - | 12% (5) | 12% (5) | 12% (5) |
| Budget | 6 600 000 | - | - | - | - | |
| Expenditure | - | - | - | 1 046 000 | 944 478 | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> Districts have identified all 5 special schools to serve as Resource centres 2 Accountability Meetings with All Special Schools principals convened (15 - 17 August 2017 and 23-25 2017) 2017 Inclusive Education, Curriculum, Teacher Development Joint meeting on Schools of Skills was held Audit visits to 3 Schools of Skills (Baysville, Bergsig, Westview) Circular 21 of 2017 on Guidelines on financial reporting was developed, approved and distributed to district and special schools. 24 additional educators were employed to fill in vacant posts in special schools. 117 educators from schools for the Blind were trained in Braille literacy (grade) 1 uncontracted braille, grade 2 contracted and braille Maths 59 Vacant support staff posts were advertised in the Departmental Bulletin: Circular no. 19 of 2017 and 85 vacant professional support staff posts were for forwarded to HR for advertisement. A team from these three (3) directorates visited Cape Town to benchmark the implementation of a Three Stream Model in the establishment of schools of skills in the Eastern Cape province. Subsidy to hostels at R3 165.00 per learner for 3 136 learners in hostels to the districts for procurement of hostel equipment for 23 special schools with hostels. The total amount of R9 925 440.00 will be source from ringfenced funding from Provincial Treasury which is currently sitting in Programme 2 during adjustments budget estimates | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

| Strategic Goal 1: Improved quality of teaching and learning through timeous supply and effective utilisation and development of teachers | | | | | | |
|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Objective 1.4: To increase access to education in public ordinary and independent schools | | | | | | |
| PPM 402: Number of learners in public special schools | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 12% | 100% (10.000) | - | 9 272 | - | The variance is due to the non-operationalization of the 4 new special schools which are undergoing infrastructure renovation and refurbishment. Learners that are waiting for operationalization of schools are currently attending Public Ordinary School and Full-Service Schools in the interim. These four schools are Sam Xhali in Cradock, Fort Beaufort in Fort Beaufort, King Ndlovuyezwe in Libode, Lingsolethu in Butterworth. |
| | Budget | 71 022 000 | - | 71 022 000 | - | |
| | Expenditure | 34 426 202 | - | 34 426 202 (48.47%) | - | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> • Additional funding request submitted to treasury to alleviate current cost pressures • On-going learner verification on SASAMS • Review of norms and standards for funding of Special school • Second tranche will be paid in the third quarter | | | | | | |
| Corrective Measure | | | | | | |
| <ul style="list-style-type: none"> • Additional funding request submitted to treasury to alleviate current cost pressures • On-going learner verification on SASAMS • Review of norms and standards for funding of Special school | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

| | | | | | | |
|--|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Strategic Goal 1: Improved quality of teaching and learning through timely supply and effective utilisation and development of teachers | | | | | | |
| Strategic Objective 1.4: To increase access to education in public ordinary and independent schools | | | | | | |
| PPM 403: Number of therapists/specialist staff in special schools | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 12% | - | 25 | 0 | 0 | |
| | Budget Expenditure | 37 489 273 | - | - | - | |
| Key Achievements linked to the target: | | | | | | |
| <ul style="list-style-type: none"> • 85 vacant posts have been identified by the Department to be filled through the annual declaration of PPN • Advertisements have been issued • Management Plan for recruitment and selection process has been developed • Alignment of salaries for Therapists and Psychologists to the Occupation Specific Dispensation as per ELRC Collective agreement of 2012, for advertisement | | | | | | |
| Corrective Measures | | | | | | |
| To appoint 51 Therapists by end of third quarter | | | | | | |
| Responsible Chief Directorate: Education Social Support Services | | | | | | |

2.5 Programme 5: Early Childhood Development

2.5.1 Overview

Purpose

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

Analysis per programme

Early Childhood Development is a policy priority which was conceptualized in Education White Paper 5 on Early Childhood Education (May 2001) and highlighted in the National Development Plan as critical in laying a strong foundation towards breaking the cycle of inequality and poverty.

Key Achievements

In the period under review training of Grade R practitioners in the Diploma in Grade R Teaching progressed well for the following intakes:

- 890 practitioners successfully completed all the modules for the Diploma in Grade R Teaching and are due to graduate in November 2017.
- 69 practitioners will complete their third final year in December 2017.
- 920 enrolled for the second semester of second year in July 2017.
- 350 are in the second semester of the first year.
- A new group of 194 practitioners had its first contact session in July.

As at end 22 September 2017, 4 372 schools with Grade 1 offer Grade R benefitting 128 129 learners with valid Identity Numbers.

Towards provisioning of quality teaching and learning, a three - year contract has been awarded for the supply and delivery of Jungle Gyms to quintile 1 to 3 schools. In preparation for school readiness of the 2018 academic year, processes have been initiated for the procurement of LTSM in the form of Educational Toys as well as Learners and Classroom Stationery Packs.

In terms of the Pre- Grade R programme, accredited training is in progress for ninety (90) practitioners who were enrolled in October 2016 for accredited ECD NQF Level 4 qualification with twelve months' duration. Training on the National Curriculum Framework (NCF) for Birth to Four age cohort, is also being rolled out to the Pre- Grade R practitioners who are in centres registered by the Department of Social Development. During this period, four districts (O.R. Tambo Coastal, Alfred Nzo West, Nelson Mandela and O.R. Tambo Inland) have conducted training. O.R. Tambo District and Local Municipality Councillors attended the O.R. Tambo Coastal training.

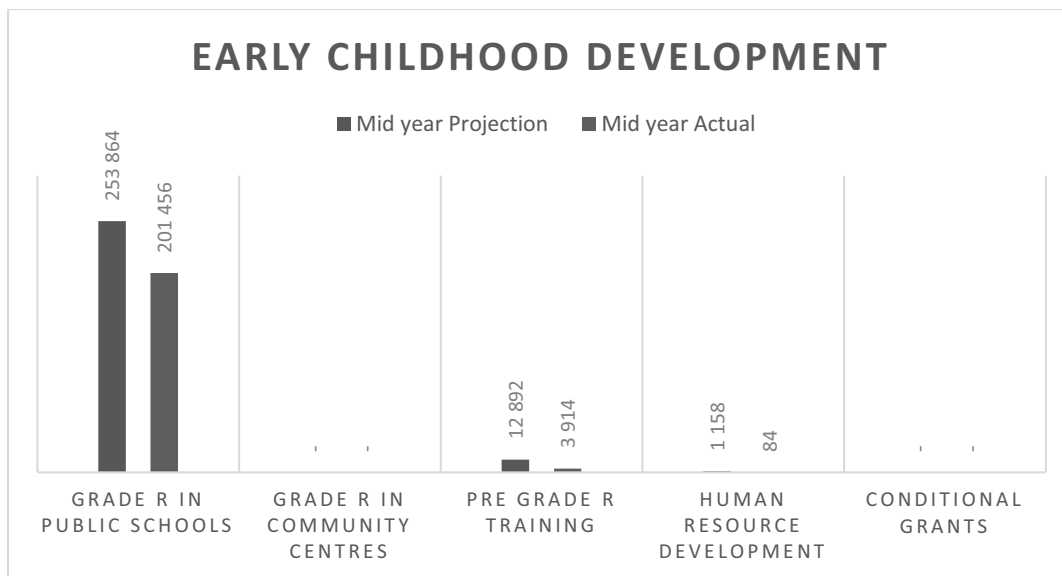
Challenges

The shortage of personnel at all levels to implement this programme remains a huge challenge. Monitoring and support of the programme is problematic.

Response to Challenges

The implementation of the Service Delivery Model is expected to mitigate the challenge.

2.5.2 Projected and Actual Performance



As demonstrated in the graph above, there is weak correlation between projections and actual expenditure over the six-month period of the 2016/17 financial year in Grade R and Pre Grade R due to attrition as a result of Practitioners getting appointments in mainstream schools in the foundation phase.

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT - ACTUALS AND PROJECTED EXPENDITURE

| Sub Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|---------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| 1. Grade R In Public Schools | 611 531 | 201 456 | 32,9% | 575 378 | 94,1% | 36 153 |
| 2. Grade R In Community Centres | - | - | 0,0% | - | 0,0% | 0 |
| 3. Pre-Grade R Training | 25 782 | 3 914 | 15,2% | 21 834 | 84,7% | 3 948 |
| 4. Human Resource Development | 2 317 | 84 | 3,6% | 1 629 | 70,3% | 688 |
| 5. Conditional Grants | - | - | 0,0% | - | 0,0% | 0 |
| | | | 0,0% | | 0,0% | 0 |
| | | | 0,0% | | 0,0% | 0 |
| TOTAL | 639 630 | 205 454 | 32,1% | 598 841 | 93,6% | 40 789 |

| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Compensation of Employees | 403 968 | 192 381 | 47,6% | 402 425 | 99,6% | 1 543 |
| Goods and Services | 215 128 | 4 034 | 1,9% | 180 085 | 83,7% | 35 043 |
| Departmental Agencies and Accounts | - | - | 0,0% | - | 0,0% | 0 |
| Universities and Technikon | - | - | 0,0% | - | 0,0% | 0 |
| Non Profit Institutions | 20 534 | 9 028 | 44,0% | 16 320 | 79,5% | 4 214 |
| Households | - | 11 | #DIV/0! | 11 | 0,0% | -11 |
| Buildings and Other Fix Structures | - | - | 0,0% | - | 0,0% | 0 |
| Machinery and Equipment | - | - | #DIV/0! | - | 0,0% | 0 |
| Software and other intangible assets | - | - | #DIV/0! | - | 0,0% | 0 |
| TOTAL | 639 630 | 205 454 | 32,1% | 598 841 | 93,6% | 40 789 |

2.5.3 Reasons for over/ under expenditure

The projected under expenditure of **R1.543 million** is due to Practitioners that left the system due to attrition and closure of schools due to rationalisation and realignment. Further more the contributing factor to underspending is due to practitioners who acquired their qualification and get appointed into foundation phase.

The projected under expenditure of **R35.043 million** which is mostly on training and development under Grade R in Public Schools and pre-Grade R is due to non-disbursements of payments by Provincial treasury after they have been capture and authorised in the system, these payments were in relation to tuition fees to be paid for ECD practitioners who soon to be qualified and graduate in November 2017.

2.5.4 Performance against Targets

| Strategic Goal 5: Improved quality of Grade R teaching and learning through training of teachers and provision of readers | | | | | | |
|---|---------------|------------------|------------------|------------------|------------------|---|
| Strategic Objective 5.1: To improve access of children to quality Early Childhood Development (ECD) | | | | | | |
| PPM 501: Number of public schools that offer Grade R | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 3 300 | 3 300 | - | 4 372 | 4 372 | Target set was based on the intention to close small and unviable school. These small schools are still in the process for closure. |
| | Budget | - | - | - | - | |
| Expenditure | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| Through the Rationalisation Project: | | | | | | |
| <ul style="list-style-type: none"> 1 902 schools are currently small and unviable. Public hearings were held for 136 schools and communities agreed for their closure. 1 818 schools outstanding for closure in 2017 have been written to. | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | |

| Strategic Goal 5: Improved quality of Grade R teaching and learning through training of teachers and provision of readers | | | | | | |
|---|---------------|------------------|------------------|------------------|------------------|---|
| Strategic Objective 5.1: To improve access of children to quality Early Childhood Development (ECD) | | | | | | |
| PPM 502: Percentage of Grade 1 learners who have received formal Grade R education in Public Ordinary and/or special schools and registered independent schools/ECD sites | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 80% | 80% | 80% | 71.7% (128 129) | 71.7% (128 129) | <ul style="list-style-type: none"> The variance is due to 13 570 learners who did not have valid ID number. As of September 2017, total current Grade 1 learners is 178 569. Of the 178 569 the 128 129 received Grade R and that gives us a total percentage of 71.7%. In addition, 13570 Learners received Grade R in 2016 but their ID numbers were invalid. |
| | Budget | - | - | - | - | |
| Expenditure | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| The list of learners who did not have valid identity numbers has been sent to the affected districts for the learners to be traced and assisted with accessing valid identity numbers | | | | | | |
| Corrective Measures | | | | | | |
| Quarterly meetings are held with district coordinators for follow up. | | | | | | |
| Responsible Chief Directorate: Institutional Management Development and Governance | | | | | | |

2.6 Programme 6: Infrastructure Development

2.6.1 Overview

The physical resources unit has achieved the main Education Infrastructure Grant milestone of submission the IPMP during this period. The unit has managed to complete 97 projects. Furthermore, the unit has reviewed the methodology it uses to derive targets and as such new PPM targets have been submitted for the adjustment period. 37 disasters have been registered in this period wherein 15 of them were responded to. All planning documents were submitted the relevant authorities while an expenditure registering 49% of the budget was achieved,

Purpose

To provide and maintain infrastructure for the administration and school's goods, services and payments included and excluded: Includes goods and services required for the infrastructure development and maintenance of the buildings.

Analysis per programme

Programme 6.1: Administration

The Zwelitsha Exams centre has since been completed and occupation taken by the business units concerned. The building is currently under defects liability period to determine latent defects on the building for ease of maintenance.

Bulk sanitation interventions have been made in the Alfred Nzo East district office located in Mbizana while land was allocated for the development of the new district office.

Programme 6.2: Public Ordinary Schools Fencing

The second phase of delivery of fencing to telematics schools continues and as such 13 schools were under construction. 26 more schools received fencing as part of the substantive high security fencing as well as two (2) more schools receiving multiple interventions.

Mobile classrooms

The delivery of mobile classrooms to 135 small and unviable ordinary schools ensues and a total of 31 schools comprising 91 classrooms were completed while a further delivery of 17 classrooms in 4 schools were delivered to relieve disaster induced classroom shortages. 47 classrooms were delivered in 12 schools to overcome overcrowding as well as emergency interventions.

Water and sanitation

62 schools were provided with water and sanitation. This number includes 2 schools which received water and sanitation as part of the combined priority (replacement schools). Operations and maintenance in 116 schools was undertaken on bulk installations. 17 sewerage treatment plants were rehabilitated and as result 17 process controllers (plant operators) and 30 general support labour were employed on sustainable jobs. 10 Boreholes have been resuscitated and tested (yield tested and quality results obtained) while 5 boreholes have been drilled and commissioned.

Rationalisation and Realignment

10 projects amounting to R306m are under construction to address realignment in schools while 1 school was completed in this period.

Hostels

The refurbishment of hostels at Clarkebury SSS has commenced with bulk water and sanitation on tender while a decanting facility of mobile hostels with a capacity of 500 pupils has been completed. Construction for bulk water and sanitation commenced at the Healdtown and Thubalethu high Schools while the refurbishment of the main hostel buildings are underway as reported in the first quarter.

Full Service schools

18 schools are receiving upgrades into full service schools in line with the white paper 6 on inclusive education.

Programme 6.3: Early Childhood Development centres

1 school with an ECD centre was completed comprising of 2 classrooms and the necessary ablutions. 21 Grade R classrooms are under construction in 10 schools.

Programme 6.4: Special Schools

Construction on Thembisa and Khanyisa special schools reported in the first quarter is progressing well with construction at Sive Special school nearing completion. Construction commenced at St Thomas school for the deaf while upgrading of hot water reticulation systems at iKhwezi Lokusa has commenced.

Key Achievements

Infrastructure Planning and Property Management

Following the successful provincial moderation in the first quarter our User Asset Management Plan (U-AMP) which obtained 86,6%. In the 2nd quarter, more than 100 review sessions on town planning aspects were held culminating in 52 projects which were approved to progress from feasibility to design development. Furthermore, more than 90 review sessions were held culminating in 40 Architectural Site Development Plans (SDPs) being approved as part of the planning stage to get projects to progress to the detailed design stage in the 3rd quarter.

In support of the new Service Delivery Model (SDM), all districts offices and circuit management centres were visited to confirming the suitability and viability of identified sites for provision of necessary infrastructure. Coordination of the rationalization work has also been formalized through the establishment of the school's rationalization steering and its sub-committee wherein internal and external stakeholders participate.

Infrastructure Programme Delivery Management

During this time the Infrastructure Programme Implementation plan (IPIP) was duly submitted to the Provincial Treasury for pre-moderation and subsequently submitted to the National Treasury for approval in order to have the department qualify for an incentive grant.

15 cases of infrastructure damage incidents (popularly known as Disaster) were reported in July, with contractors procured within 30 days to make sites safe for occupation and to resolve the defects.

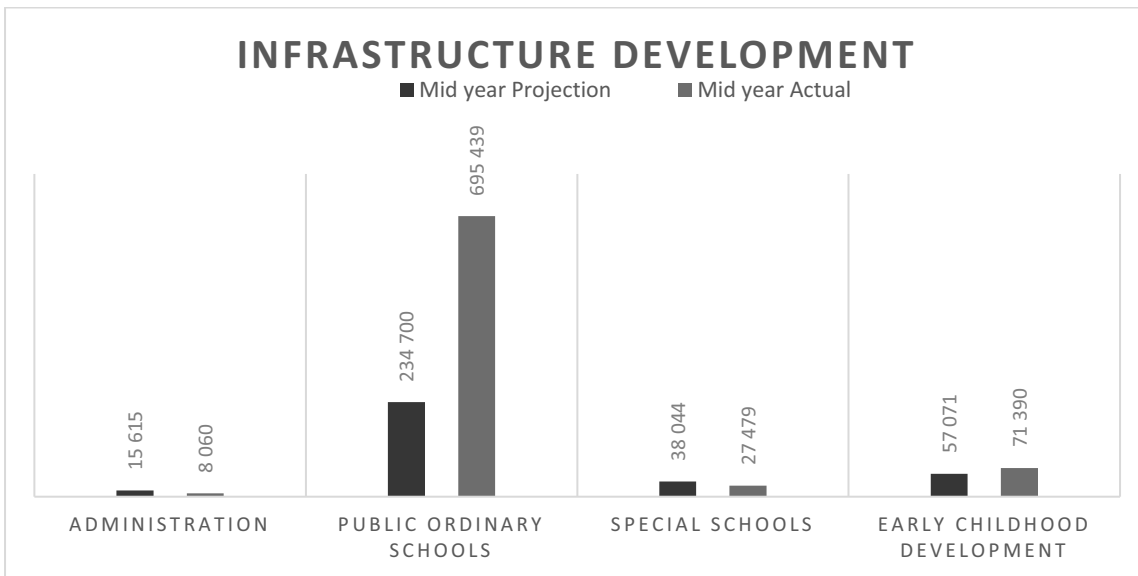
21 Executive reporting meetings were successfully held with Implementing Agents and 5 cluster reporting meetings were held with the districts. The result thereof has been a significant improvement on the data loaded onto EFMS and enough for the composition of a more credible B5. Contract letters have been issued to IAs to enforce specific deliverables covered in the contracts with a specific emphasis of the maintenance of credible EFMS data.

At the end of the second quarter, an expenditure amount of R802 368 Million amounting to 49% of the R1,636 billion budget had been recorded as expenditure with payment backlogs to IA's significantly reduced.

The following is a categorisation of deliverables against budget and expenditure with the listing of Programme Performance Measure (PPM) covered by each subprogramme.

| Sub - programme | Name of programme | PPM's addressed | Budget (R 0,000) | Expenditure |
|-----------------|---------------------------------------|--|------------------|-------------|
| Programme 1 | Administration | PPM 601, PPM 602, PPM 603, PPM 604, PPM 605, PPM 606, PPM 607, PPM 608, PPM 609, PPM 610, PI 601, PI 602, PI 603, PI 604, PI 605 | 28 679 | 8 060 |
| Programme 2 | Public Ordinary Schools | PPM 601, PPM 602, PPM 603, PPM 604, PPM 605, PPM 606, PPM 607, PPM 608, PPM 609, PPM 610, PI 601, PI 602, PI 604, PI 605 | 1 113 697 | 695 439 |
| Programme 3 | Special Schools | PI 602, PPM 606, PPM 607, PPM 609, | 154 409 | 27 479 |
| Programme 4 | Early Childhood Development Programme | PPM 608 | 339 965 | 71 390 |
| Total | | | 1 636 750 | 802 368 |

2.6.2 Projected and Actual Expenditure



As demonstrated in the graph above, there is strong correlation between projections and actual expenditure over the six-month period of the 2016/17 financial year in other sub programmes except Public Ordinary Schools due to unplanned emergency projects implemented by the department.

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT - ACTUALS AND PROJECTED EXPENDITURE

| Sub Programme | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| 1. Administration | 28 679 | 8 060 | 28,1% | 24 682 | 86,1% | 3 997 |
| 2. Public Ordinary Schools | 1 113 697 | 695 439 | 62,4% | 1 529 349 | 137,3% | -415 652 |
| 3. Special Schools | 154 409 | 27 479 | 17,8% | 150 425 | 97,4% | 3 984 |
| 4. Early Childhood Development | 339 965 | 71 390 | 21,0% | 361 934 | 106,5% | -21 969 |
| | | | 0,0% | | 0,0% | 0 |
| | | | 0,0% | | 0,0% | 0 |
| | | | 0,0% | | 0,0% | 0 |
| TOTAL | 1 636 750 | 802 368 | 49,0% | 2 066 390 | 126,2% | -429 640 |

| Economic Classification | Original Budget as per whitebook | Mid Term Expenditure (April-Sept) | % Spent as at end September 2017 | Estimated Actual Expenditure at year end | % Estimated Actual Expenditure at year end | Over/under at year end |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|--|--|------------------------|
| Compensation of Employees | 26 929 | 7 091 | 26,3% | 22 766 | 84,5% | 4 163 |
| Goods and Services | 117 127 | 125 160 | 106,9% | 197 430 | 168,6% | -80 303 |
| Departmental Agencies and Accounts | - | - | 0,0% | - | 0,0% | 0 |
| Universities and Technikon | - | - | 0,0% | - | 0,0% | 0 |
| Non Profit Institutions | - | 2 | 0,0% | 2 | 0,0% | -2 |
| Households | - | - | 0,0% | - | 0,0% | 0 |
| Buildings and Other Fix Structures | 1 492 694 | 670 115 | 0,0% | 1 846 192 | 123,7% | -353 498 |
| Machinery and Equipment | - | - | 0,0% | - | 0,0% | 0 |
| Software and other intangible assets | - | - | 0,0% | - | 0,0% | 0 |
| TOTAL | 1 636 750 | 802 368 | 49,0% | 2 066 390 | 126,2% | -429 640 |

2.6.3 Reasons for (Over)/Under expenditure

The under expenditure of **R4.163 million** in Compensation of Employees is due to difficulties to attract suitably qualified candidates, though numerous applications received from persons who did not meet the criteria. The department advertised 57 posts of which 41 were filled and 16 remained vacant. The relevant vocational institutions were then approached to assist with recruitment via distribution of adverts among their members, though also without success.

In terms of Goods and Services, the projected over expenditure in this programme is caused by invoices for emergency projects that have been received late in the 2016/17 financial year after the budget was tables hence they could not form part of the B5 (Budget Book). This had resulted in invoices having been received but could not yet be processed by the unit

The projected over expenditure at year end is **R353.498 million** in Payments for Capital Assets is attributed to spending not in line with original cash flows as a result of emergency projects not listed in the budget book (Estimates of Provincial Revenue and Expenditure). This had resulted in invoices having been received but could not yet be processed by the unit. This was resolved in the month of July and payments are being processed hence the greater expenditure. ECD experienced delays in the evaluation and adjudication of the 23 ECD projects which were expected to be spending in the first half of the year.

2.6.4 Performance against Targets

| | | | | | | |
|--|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | |
| PPM 601: Number of public ordinary schools provided with water supply | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 188 | - | - | 12 | 62 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| | Budget Expenditure | - | - | - | - | |
| | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. : Klipfontein, Notonto, Mendu, Nolitha Comprehensive, Dilizintaba,Gxaba,Ngongco JSS, Nyandeni JSS, Zamdola JSS, Cofimvaba Village, Emjikelweni Primary School, Mkhululi JSS, Umhlanga JSS, Woode House JSS, Spring grove JSS,Mijila Ridge, Gcisa SSS, Lesly Nkala JSS, Maladini JSS, Ngoswana JSS, Njongozabantu JSS, Upper Tabase JSS, Forest Range JSS and Vuyani Primary, | | | | | | |
| Corrective Measure | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | |
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | |
| PPM 602: Number of public ordinary schools provided with electricity supply | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 107 | - | - | 2 | 2 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| | Budget Expenditure | - | - | - | - | |
| | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Klipfontein and Dilizintaba were provided with electricity supply | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | |

| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | |
|---|---------------|------------------|------------------|------------------|------------------|---|
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | |
| PPM 603: Number of public ordinary schools supplied with sanitation facilities | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 273 | - | - | 14 | 29 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| | Budget | - | - | - | - | |
| Expenditure | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Sanitation facilities were provided in the following schools: Klipfontein, Notonto, Mendu, Nolitha Comprehensive, Dilizintaba, Gxaba, Ngongco JSS, Nyandeni JSS, Zamdola JSS, Cofimvaba Village, Emjikelweni Primary School, Mkhululi JSS, Umhlanga JSS, Woode House JSS, Spring grove JSS, Mijila Ridge, Gcisa SSS, Lesly Nkala JSS, Maladini JSS, Ngoswana JSS, Njongozabantu JSS, Upper Tabase JSS, Forest Range JSS and Vuyani Primary, | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | |

| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | |
|--|---------------|------------------|------------------|------------------|------------------|---|
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | |
| PPM 604: Number of classrooms built in, or provided for, existing public ordinary schools | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 586 | - | - | 132 | 176 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| | Budget | - | - | - | - | |
| Expenditure | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Delityala 3, Bashee JPS 3, Bodium 2, Buwa 4, Dyofile 2, Enduku 5, Hayeni 4, Hlopekazi 5, Intlanano 2, Iqonce 2, LM Silingela 4, Lampta 2, Lutuka 3, Masihlangane 6, Masikhule 1, Mhlalungile 3, Mqikela 2, Mt Zion 2, Mvumelwano 2, Ncincinikwe 2, Nompandulo 3, Ntsheleni 5, Mphato 5, Sokapase 2, Sopathisana 10, Sent Bartholomew 2, Voyizana 4, Xilingxa 3, Zakhele 2, Zamulwazi 4, Zazini 1, Zwelidumile 3, Forest Range 2, Ngxamgxa 1, Vuyani 2, Ovistaone 2, Thammbekile 4, Esethu 5, Spring Grove 5, Willow Technical 5, Nota 5, Nyandeni 3, Zamuxolo 4, Klipfontein 14, Dilizintaba 19, Addo 2 and Dedeni 10 were provided for existing classrooms. | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | |

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|---|---------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|---|--|--|
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | | | | |
| PPM 605: Number of additional specialist rooms built in public ordinary schools (including replacement schools) | Annual Target | | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | | |
| | | 117 | - | - | 6 | 4 | This is an annual reporting target which will be reported in the 4 th Quarter. | | |
| | Budget Expenditure | | - | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Dilizintaba SSS 3 additional specialist rooms and Klipfontein Primary 1 additional specialist rooms | | | | | | | | | |
| Corrective Measures | | | | | | | | | |
| None | | | | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | | | | |
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | | | | |
| PPM 606: Number of new schools completed and ready for occupation (includes replacement schools) | Annual Target | | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | | |
| | | 54 | - | - | 2 | 2 | This is an annual reporting target which will be reported in the 4 th Quarter. | | |
| | Budget Expenditure | | - | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Dilizintaba SSS and Klipfontein Primary completed and ready for occupation (includes replacement schools) | | | | | | | | | |
| Corrective Measures | | | | | | | | | |
| None | | | | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | | | | |

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|--|----------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | | |
| PPM 607: Number of new schools under construction (includes replacement schools) | Annual Target | | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | | 41 | - | - | 8 | 9 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| | Budget | | - | - | - | - | |
| Expenditure | | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Mhlontlo JSS, Cebe JSS, Mfiki Primary School, Nonizi Luzipho Primary School, Krazukile SSS, Tyali SSS were handed over for construction in the second quarter, while Adrieskraal JSS, Bedford Primary School and Bulelani SSS were handed over in Quarter 1 but could not be reported due to none availability of POE. | | | | | | | |
| Corrective Measures | | | | | | | |
| None | | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | | |

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|--|----------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | | |
| PPM 608: Number of new or additional Grade R classrooms built (including those in replacement schools) | Annual Target | | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | | 98 | - | - | 6 | 2 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| | Budget | | - | - | - | - | |
| Expenditure | | - | - | - | - | | |
| Progress made towards achieving target by year end: | | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Klipfontein Primary School received an ECD Centre with 2 classrooms. | | | | | | | |
| Corrective Measures | | | | | | | |
| None | | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | | |

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|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | |
| PPM 609: Number of hostels built | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 0 | - | - | 0 | 0 | This is an annual reporting target which will be reported in the 4 th Quarter. |
| Budget | - | - | - | - | - | |
| Expenditure | - | - | - | - | - | |
| Progress made towards achieving target by year end: | | | | | | |
| Submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | |

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|--|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Strategic Goal 2: Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan | | | | | | |
| Strategic Objective 2.1: To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plan for all schools | | | | | | |
| PPM 610: Number of schools undergoing scheduled maintenance projects were completed | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 37 | - | - | 0 | 1 | This is an annual reporting target which will be reported in the 4 th Quarter. A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Notonto Primary School were completed in the quarter under review. |
| Budget | - | - | - | - | - | |
| Expenditure | - | - | - | - | - | |
| Progress made towards achieving target by year end: | | | | | | |
| A submission has been made to align and amend the targets with reality of work on the ground in time for the adjustment estimate. Notonto Primary School were completed in the quarter under review. | | | | | | |
| Corrective Measures | | | | | | |
| None | | | | | | |
| Responsible Chief Directorate: Infrastructure | | | | | | |

2.7 Programme 7: Examination and Education Related Services

2.7.1 Overview

Purpose

To provide education institutions as a whole with support.

Analysis of the Programme

The key mandates of this programme are:

- To ensure the management, co-ordination, implementation, monitoring and support of the Curriculum and Assessment Policy Statements (CAPS) in Grades 10 to 12 in all public ordinary and special schools.
- To ensure the provisioning of quality teacher development programmes to improve teaching and learning in the FET Band (Grades 10 - 12).
- To ensure the improvement of performance of all learners (Grades 10 – 12) through quality curriculum support programmes and interventions
- To roll out the provincial Mathematics, Science and Technology Strategy and reading strategy in line with the NSMSTE.

Key Priorities for this programme

- Implementation of CAPS from Grade R to 12.
- Strengthening the teaching of mathematics and reading in all schools.
- Strengthening the implementation of efficient assessment and examination systems and SBA as strategic levers to drive teaching and learning.
- Implementation of Learner and Teacher Support Programmes to improve learning outcomes from Grade R to 12.
- Implementation of Care and Support for Teaching and Learning Framework and Integrated School Health Programme.

Key Achievements

- One of the key achievements is the transfer of the full funds to ETDP-SETA timeously. This has facilitated the smooth execution of all the planned employee development programmes planned for 2017/18 financial year.
- The main focus of this quarter was to provide maximum support for teachers and learners in preparation them for the writing of the National Senior Certificate in November 2017.
- The “Last Push” strategy was implemented in various forms including of workshops, provisioning of extra LTSM, and targeted focus on the moderation and verification of School Based Assessment.
- A special focus was placed on ensuring that School Based Assessment complied with national benchmarks in order to reduce the number of schools with SBA rejections by Umalusi. This included on-site SBA sample moderation at school and district levels by provincial teams, to include moderation and verification of oral marks for languages and Practical Assessment Tasks for all subjects with a practical component e.g. technical subjects and arts subjects.
- An intensive qualitative and quantitative analysis of the June Common Examination for 10 high enrolment subjects (History, Geography, Physical Sciences, Accounting, Business Studies, Economics, Agricultural Sciences, Life Sciences, Mathematics and Mathematical Literacy) was conducted. Arising from this process, a detailed report was generated which became the source document for “Last Push” interventions for grade 12 learners. These “last Push” initiatives were communicated to all learners, teachers, curriculum officials and the department at large through circulars and mediated during subject advisor’s meetings.
- In addition, a number of co-curricular activities were conducted for learners to support the Provincial Literacy Strategy e.g. Provincial SAMUN Debates, iNkosi Albert Luthuli Oral History Competition. The growth and importance of Indigenous languages was also highlighted through the African intellectuals’ Public Speaking competition. Moreover, a career exhibition was held in collaboration with the Mbashe Municipality in the Willowvale Area.
- Also, during this quarter, three planning sessions with provincial and district curriculum managers were held to plan for curriculum interventions and learner support programmes. Furthermore, materials development workshops and teacher development workshops took lace to strengthen the content of the FET curriculum.

- A milestone was achieved during this quarter in addressing the shortage of subject advisors in the FET band by appointing over 88 subject advisors. Candidates for the 50 SES posts that had been advertised were shortlisted and interviewed. To date, successful candidates are receiving letters of appointment and assuming duties.
- The biggest sub-programme in terms of budget allocation, external examinations has achieved tremendous progress towards the achievement of its annual targets.
- Some of the biggest achievements includes the successful conduct, administration and management of both NSC Supplementary and May/June SC examinations for over.
- There were 23 308 candidates who enrolled for 2017 supplementary examinations and the results improved by 1.6%. This put the combined results of the province to 60.9%.
- The province also managed to provide for a successful examination for over 17 000 private candidates in May/June SC. The programme also successfully conducted provincial mid - year examinations for over 80 000 Grade 12 full time candidates in 10 high enrolment subjects.
- Both the mid- year technical data analysis of the results and question by question subject diagnostic report was released to schools and subject advisers.

The state of the art examination centre built and customised for the high security environment is in full utilisation after so many years of construction delays. This will greatly improve the integrity and credibility of provincial examinations. This programme has also managed to register and audit close to 928 examination centres which are inclusive of 51 independent schools. In 2017 this programme has successfully registered 83 968 full time and 21 789-part time candidates totalling 105 757 candidates for the Grade 12 NSC examinations. In 2016 there were 94 928 full time candidates and 20 526 part time candidates which totalled 97 454 candidates. The figures above indicate a slight decrease in full time candidates but an increase in the number of part time candidates when comparing 2016 and 2017. It further registered 10 822 in 2017 candidates compared to 14 325 in 2016 which indicates an encouraging decrease in registered progressed learners in 2017. These 83 968 full time and 21 789 part time registered candidates who will write their final examinations in 926 full time and 122 part time registered examination centres across the province. The total number of centres is 1048 this year (2017) compared to 1060 in 2016.

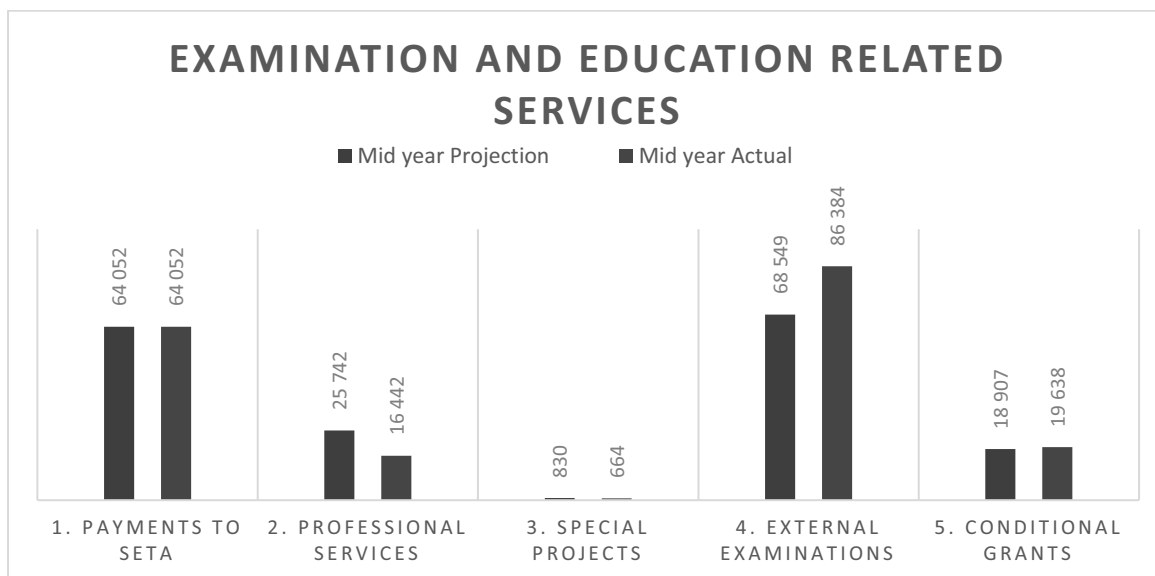
Challenges:

- It is increasingly evident that School Based Assessment at school level is still being neglected. Furthermore, teachers continue to display content gaps which is leading incrementally to deficits in learner attainment.
- The shortage of qualified mathematics and Science teachers. The high absentee rate in Supplementary examinations and May/ June examinations. The budgetary constraints to administer common examinations. Staff shortage is another major challenge.

Response to Challenges:

- Common assessment tasks for Term 1 are being developed for distribution. Teachers will be able to benchmark the development of internal SBA tasks against these common tasks.
- The appointment of 'walk ins' and the engagement of Jenn Consultancy to assist all the underperforming schools particularly in Mathematics and Science.
- Steady improvement of programme 7 baseline for allocation. To mediate staff shortage, overtime is sparingly utilised where there is a need.

2.7.2 Projected and Actual Expenditure



Professional Services and External Examinations show weak correlation due to changed plans related to teacher training and reduction in overtime payments during exam periods.

2.7.3 Reasons for Over /Under Expenditure

The projected under expenditure of **R307 thousand** is due to the reduction in overtime payments inline with cost containment measures The projected under expenditure of **R3.254 million** is mainly due to Catering and Travel and Subsistence due to postponement of all teacher training during schools days. The department took a decision to embark on all trainings during school holidays.

2.7.3 Performance against targets

| Strategic Goal 4: Improved assessment for learning | | | | | | | |
|---|---------------|------------------|------------------|------------------|------------------|---|--|
| Strategic Objective 4.4: To increase the number of Grade 12 learner who passed the National Senior Certificate. | | | | | | | |
| PPM 701: Percentage of learners who passed National Senior Certificate (NSC) | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual | |
| | 62% | - | - | - | - | - | This is an annual target that will be reporting in the 4 th Quarter |
| | Budget | 94 000 | 755 000 | 94 000 | 755 000 | | |
| Expenditure | - | - | 210 000 | 601 151 | | | |
| Progress made towards achieving target by year end: | | | | | | | |
| <ul style="list-style-type: none"> The Grade 12 Provincial pass rate in term 1 was 69.6% and declined to 52.2% in term 2. Practical examination support package for Dramatic Arts designed and distributed to 05 schools in July 2017: Ezingcuka SSS, Zwelivumile, SSS, Nthabezulu SSS, Nongeke SSS and Cebeni to support teachers and learners in preparation for the practical examinations. Centralised cluster School Based Assessment (SBA) moderation for Dance, Dramatic Arts, Design, Music and Visual Arts conducted from the 25 – 27 July 2017 in Queenstown and Mthatha respectively. Assessment Instruction 39 of 2017 (22 May 2017) issued to all FET schools regarding the changes to the recording of oral marks for both the schools based assessment component and the examination component. Curriculum Instruction F02/2017 (18 May 2017) “FET Languages: erratum to the use of oral marks for both the school-based assessment and the examinations for grades 10 – 12” issued to all FET schools and mediated at the FET Subject Committee Meetings. Curriculum Instruction F03/2017 (30 May 2017) “Errata of Afrikaans Home Language and Afrikaans First Additional Language Grade 12 Poetry Anthologies” issued to all FET Schools and mediated at the FET Subject Committee Meetings. | | | | | | | |
| Corrective Measures | | | | | | | |
| <p>Various interventions are taking place. The focus of the Department was to flood the Grade 12 learners with a lot of extra and supplementary hybrid material to top up the conventional textbooks. The following material was supplied by Examinations from their allocation as well tapping from LAIS allocation:</p> <ul style="list-style-type: none"> Study Tips for Grade 12 learners Mind the Gap Study Guides. Chief Markers' Reports Curriculum Coverage Posters Previous two years question papers and memoranda. | | | | | | | |
| Responsible Chief Directorate: Curriculum Management | | | | | | | |

Strategic Goal 4: Improved assessment for learning

| Strategic Objective 4.2: To increase the number of Grade 12 Learners who become eligible for a Bachelor preprogramme at a University | | | | | | |
|--|---------------|------------------|------------------|------------------|------------------|---|
| PPM 702: Percentage of Grade 12 learners passing at bachelor level | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| 19.5% | - | - | - | - | - | Activities postponed in the 1 st Quarter were completed in the 2 nd Quarter (Religion Studies Workshop; Life Orientation Workshop); 50 Hour Maths and Science Programme initiated as “last Push” intervention |
| Budget | - | - | - | 769 160 | 2 175 036 | |
| Expenditure | | | | | | |
| Progress made towards achieving target by year end: | | | | | | |
| <ul style="list-style-type: none"> • Business Studies Content Gap Workshop conducted from the 10 – 12 July 2017 at the ELI, East London. 21 lead teachers participated. • Economics Content Gap Workshop conducted from the 10 – 12 July 2017 at the ELI, East London. 21 lead teachers participated. • Subject Planner Indigenous Languages participated in opening of schools’ district visit with the Portfolio Committee from the 24 – 31 July 2017. 08 schools monitored and supported. • Provincial Indigenous Languages Literature support booklet designed and distributed to 23 sub-districts to support the teaching and learning of new set work books in grade 12 (July 2017). • History Ministerial Task Team Advocacy Meeting conducted on the 1 August 2017 at the ELI, East London. 45 Subject Advisors and Head Office officials attended. | | | | | | |
| Corrective Measures | | | | | | |
| Minimize the participation of subject advisors and teachers during school time. | | | | | | |
| Responsible Chief Directorate: Curriculum Management | | | | | | |

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|---|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Strategic Goal 4: Improved assessment for learning | | | | | | |
| Strategic Objective 4.3: To increase the number of Grade 12 learners who pass Mathematics and Physical Science | | | | | | |
| PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics | Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
| | 16% | - | - | - | - | This is an annual target that will be reporting in the 4 th Quarter |
| | Budget Expenditure | - | - | 900 000 | 1 080 000 | |
| Progress made towards achieving target by year end: | | | | | | |
| Only 6,6% of the candidates obtained 50% or more in term 2. This declined from 16,6 % in term 1. | | | | | | |
| Corrective Measures | | | | | | |
| <ul style="list-style-type: none"> A lot of hybrid material has been distributed and previous year question papers and memoranda was also supplied to all Grade 12 learners. Winter classes and weekend classes are conducted. There is a service provider appointed to intervene in 5 districts to support Mathematics and Science. | | | | | | |
| Responsible Chief Directorate: Curriculum Management | | | | | | |

Strategic Goal 4: Improved assessment for learning

Strategic Objective 4.3: To increase the number of Grade 12 learners who pass Mathematics and Physical Science

PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science

| Annual Target | Target Quarter 1 | Target Quarter 2 | Actual Quarter 1 | Actual Quarter 2 | Reason for Variance between Target and Actual |
|--------------------|------------------|------------------|------------------|------------------|--|
| 19% | - | - | - | - | This is an annual target that will be reporting in the 4 th Quarter |
| Budget | 900 000 | 1 080 000 | 0 | 0 | |
| Expenditure | - | - | 0 | 0 | |

Progress made towards achieving target by year end:

Only 8,4 % of candidates in Grade 12 who offer Physical Sciences obtained 50% or more. The overall pass rate in Physical Sciences was 35,4% in term two. This was a decline from 50,3% in term one. In term one 14% of candidates obtained 50% or more.

Corrective Measures

A lot of hybrid material has been distributed and previous year question papers and memoranda was also supplied to all Grade 12 learners.

Winter classes and weekend classes are conducted. There is a service provider appointed to intervene in 5 districts to support Mathematics and Science.

Responsible Chief Directorate: Curriculum Management

PART 3

CONCLUSION

PART 3: CONCLUSION

3.1 Conclusion

The Department will implement all corrective measures to ensure that (over)/under expenditure is minimised and all targets for 2017/18 are met by the end of the financial year.

3.2 Confirmation

I hereby confirm that the information provided in this report is true and correct and that all documentation as set out at the end of this report has been submitted.



T.S. KOJANA
ACCOUNTING OFFICER

3.3 Documents Submitted with this Report

- 1) Tables indicating monthly expenditure as at 30 September 2017, monthly projections and projected total for the Vote and each programme in the Vote
- 2) Copies of all In-Year-Monitoring reports submitted to provincial Treasury by the Accounting Officer and the Executing Authority for the period 1 April – 30 September 2017.



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