

WES-KAAP ONDERWYSDEPARTEMENT  
WESTERN CAPE EDUCATION DEPARTMENT  
ISEBE LEMFUNDO LENTSHONA KOLONI

# ANNUAL REPORT 2003/2004





# Western Cape Education Department

## Annual Report: 2003/2004

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# Western Cape Education Department

## Annual Report: 2003/2004

### **SUBMISSION OF ANNUAL REPORT 2003/2004 TO THE EXECUTIVE AUTHORITY**

The 2003/2004 Annual Report of the Western Cape Education Department is hereby submitted in accordance with Section 40(1)(d) of the Public Finance Management Act, 1999 (Act No 1 of 1999) as amended, the Public Service Act, 1994 (Act No 103 of 1994) as amended and the National Treasury Regulations.



**RB Swartz**  
**Accounting Officer**  
**Date: 2003:08:30**

## PART 1

### GENERAL INFORMATION

#### HIGHLIGHTS 2003/04

The Western Cape Education Department (WCED) is pleased to report on continued progress towards achieving our strategic objectives during the 2003/04 financial year.

At the same time, the department is well aware of what remains to be done to ensure access to quality education for all, and to build the human and social capital we need to meet the requirements of iKapa Elihlumayo, our provincial strategy to “grow the Cape”.

The WCED's strategic objectives, listed in the department's Strategic Plan for 2003/04, are as follows:

- To ensure access to quality education for all children living in the province;
- To equip educators in their efforts to provide effective education;
- To ensure effective management and governance in all learning sites and support structures;
- To ensure safe school environments required for teaching and learning; and
- To promote accountability on all levels, in line with the legislative mandate.

To meet these objectives, the WCED identified the following key challenges for the year:

- Preparing the ground for the introduction of the revised national curriculum for General Education and Training (GET), starting with the Foundation Phase in 2004.
- Continuing to develop Further Education and Training (FET) in schools and FET colleges.
- Supporting Early Childhood Development (ECD), Adult Basic Education and Training (ABET) and Education for Learners with Special Education Needs (ELSEN).
- Developing appropriate and effective learner assessment practices for GET and FET.
- Applying scarce resources as effectively and as equitably as possible.

During the year, the WCED paid particular attention to its role in achieving the objectives of iKapa Elihlumayo. According to the strategy, education must play the leading role in developing the human resources needed to fight poverty, create employment and ensure economic growth.

In April 2004, the Western Cape elected a new provincial government, which affirmed its commitment to a social contract to fight poverty, create jobs and to provide a “home for all” in the province.

Mr Cameron Dugmore took over the helm from Advocate André Gaum as MEC for Education in May 2004. He will lead the WCED in its efforts to provide a “learning home for all” in the Western Cape.

As part of the iKapa Elihlumayo initiative, the WCED and the provincial Department of Economic Affairs appointed a task team in 2003 to develop a Human Resource and Skills Development Strategy. The team completed its report in November of that year.

The role of education in the strategy is based on two fundamental principles:

- That GET, covering Grades R to 9, must provide the bedrock for all human resource development; and

- That FET, covering Grades 10 to 12 in schools, and equivalent levels in FET colleges, must provide opportunities through a variety of curricula and programmes, to develop the skills needed for social and economic development.

Meanwhile, the WCED held the first of an extensive series of consultations in October 2003, to develop a long-term vision and framework for action to be called Education Vision 2020.

The Head of Education, Ron Swartz, launched the consultations to mark celebrations of the first 10 years of democracy in South Africa in 2004.

The WCED is using the occasion to reflect on what has been achieved to date in education, and what remains to be done to achieve the objectives of the department in the long term. The process will culminate in a major education conference in October 2004.

Other major developments for the year included preparing the ground for introducing the Revised National Curriculum Statement for GET in the Foundation Phase in 2004.

This included training 5 810 Foundation Phase teachers and 959 principals and other school managers during the July 2003 school holidays. The exercise was highly successful, and provided valuable lessons for rolling out the revised curriculum in other phases in subsequent years.

The WCED commissioned a major assessment of the numeracy and literacy skills of Grade 6 learners in 2003, the largest of its kind ever undertaken in the Western Cape. The study assessed 34 596 Grade 6 learners in 1 079 schools. The most significant results were that only 15.6% of the learners passed the numeracy test at the Grade 6 level. Only 35% passed the literacy test at this level.

The study complements a similar study of Grade 3 learners in 2002. The department is using the studies to identify weak points with a view to building numeracy and literacy skills of learners in GET.

The WCED commissioned the study as part of a strategy to develop literacy and numeracy skills in the province. The strategy includes a programme of regular diagnostic testing to identify areas for special attention.

Meanwhile, the WCED is working towards introducing the new FET curriculum in schools, starting in 2006, in line with the national FET programme. The FET Certificate is expected to replace the Senior Certificate in 2008.

As part of these preparations, the WCED has developed a multimedia training programme for FET teachers, based on a CD, videos and an instruction manual. Teachers can train for the introduction of the FET curriculum at their own pace. The innovative training programme is the first of its kind in the country.

The Western Cape's six new FET Colleges became operational in 2003, following a long process of merging the Western Cape's 13 technical colleges. The new "mega" colleges will play a key role in human resource development in the province.

The colleges developed a wide range of new study programmes designed to meet the human resource needs of the local economy. Special iKapa Elihlumayo funding financed the course development programme, while also expanding the FET College loan scheme to make it easier for learners from poor communities to attend the colleges.

The WCED announced the names of the Chief Executive Officers, or principals, of the six new FET Colleges in the Western Cape in September 2003. The CEOs are providing strategic, academic and administrative leadership in the new institutions.

The Western Cape achieved a pass rate of 87.1% in the 2003 Senior Certificate examinations – a new record for the province. The quality of passes also improved, in terms of passes with endorsement, merit and distinction.

The actual number of candidates also increased, from 32 985 in 2002 to 33 769 in 2003. The number of candidates passing has increased steadily over the years, representing a real contribution to human capital development.

The WCED launched a teacher recruitment campaign in August 2003, following research commissioned by the department into its teacher recruitment needs in the medium to long term. The research indicated that about 1 900 student teachers should have entered pre-service courses in 2003 to ensure sufficient teachers in the province in 2006.

At the time, 916 student teachers had enrolled at higher education institutions in the Western Cape. The department's campaign included increasing and extending financial aid for student teachers, especially for those intending to teach mathematics and science.

The department opened a new school in January 2004 for learners who wish to excel in mathematics and science – the Cape Academy of Mathematics, Science and Technology, based in the former Constantia School for Boys.

The new school accommodates learners from all population groups, with a special focus on learners from disadvantaged communities. The school forms part of a broader strategy to increase the number of learners passing their Senior Certificate examinations with passes in mathematics and science on the higher grade.

In February 2004, the City of Stockholm identified the WCED's Khanya Project as one of the top initiatives of its kind in the world, by selecting Khanya as one of the finalists for the prestigious Stockholm Challenge Award.

The Khanya Project focuses on using information and communication technologies (ICT) to enhance teaching and learning. The Stockholm Challenge recognises innovative and creative use of ICT to improve and benefit society.

By February 2004, Khanya was responsible for providing access to ICT-based education to more than 150 000 learners at 230 schools, almost all of them in poor communities.

In another major development involving ICT, the WCED's Telecommunications Project completed a five-year initiative to link about 98% of schools to the internet, to facilitate communication via the web and email, and administrative support.

The Western Cape is believed to be the first province to complete such a task. The schools that remain to be connected did not have electricity. The department is working with Eskom to provide electricity to these schools by the end of 2004.

The department finalised a Rural Education Plan in September 2003, to guide the future provision on education on rural areas. Features of rural education include a large number of small primary schools.

The plan seeks to use available resources as effectively as possible to ensure quality education. This includes merging and integrating schools, and providing transport strictly according to rule to ensure access to schooling in poor communities.

During the course of 2003, the WCED worked closely with the Department of Health to take over the Primary School Nutrition Programme (PSNP) in April 2004, in line with national policy.

The aim of the PSNP is to provide basic nutrition to learners in poor communities where the need has been identified. The PSNP is expected to cater for about 156 000 learners in 866 schools in the Western Cape.

The department developed a draft ECD Provincial Policy following extensive consultations. The aim of the policy is to provide early childhood development support to every child who qualifies for Grade R in the province by 2009.

Given that about 80 000 learners register for Grade 1 each year, the WCED estimates that it has to expand support to about 53 000 learners eligible for Grade R over the next five years.

ABET support staff revised and prepared a wide range of policies, guidelines and support materials, including a policy file for managers of community learning centres, and guidelines for ABET teachers. These activities included policies and guidelines on curriculum assessment, partnership formation and marketing.

In early 2004, the WCED established a state-of-the-art Call Centre based in the department's Head Office to improve the quality of support for teachers and officials. The Call Centre also houses the WCED's Safe Schools Call Centre, which provides a hotline for learners and schools needing assistance or needing to report incidents of crime, violence or vandalism.

The Call Centre for staff inquiries received about 20 000 calls a month from teachers, principals and officials on employment and salary issues. The Call Centre complements the WCED's Walk-in Centre and internet-based communication services.

In February 2004, the WCED's Safe Schools division launched a new manual on how best to ensure safety and security at schools and other WCED institutions. The division developed the manual in conjunction with teacher unions, principals, WCED officials and professional staff.

During 2003/04, the WCED embarked on or continued to develop a number of initiatives designed to improve service delivery.

These included further work on the department's Service Delivery Improvement Plan (SDIP), the Employment Equity Plan, Affirmative Action Plan, a Gender Policy and Sexual Harassment Policy.



Capital works completed during 2003/04 included three new primary schools and two new high schools, in addition to a wide range of projects to expand or upgrade existing schools. The new schools are Qingqa Mntwana Primary, Crossroads; Wesbank Number 2 Primary, Wesbank; Marconi Beam Primary, Milnerton; Wesbank Secondary, Wesbank; and Esangweni Secondary, Khayelitsha.

During 2003/04, the WCED's HIV and AIDS team continued to roll out one of the largest HIV and AIDS awareness programmes of its kind in the country. By November 2003, the Western Cape had trained over 10 000 educators. The team organised five, well-attended regional conferences, among other advocacy and training activities.

The WCED and private sector partners launched the Western Cape Education Foundation (WCEF) in May 2003, to improve the quality of education in the province through effective public/private partnerships. The WCED web site includes a WCEF site that provides details on the foundation and lists opportunities for partnerships aligned to the strategic objectives of the department.

#### **EDUCATION MINISTRY 2003/04**

The Ministry of Education focussed on effective service delivery to the broad education community. The MEC paid special attention to the establishment of the Maths and Science Academy, the promotion of mother tongue education in the Foundation Phase and policy development on religion in schools.

During October, the MEC undertook a study tour to Germany, Belgium and Ireland to strengthen and expand existing partnerships and to explore new fields for co-operation and support. The specific focus included - religion in education; mother tongue education; Maths, Science and Technology; curriculum comparison; FET and the Virtual School vision.

The MEC also accompanied the Premier on an official visit to Taiwan in September.

#### **MISSION STATEMENT**

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

#### **LEGISLATIVE MANDATE**

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

Mandates	Brief description
The Constitution of South Africa, 1996 (Act No 108 of 1996)	Requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). After extensive consultation, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent

Mandates	Brief description
	policy and legislative development.
The Constitution of the Western Cape Province, 1997	Subject to the national Constitution, it is the highest law in the Western Cape.
The South African Schools Act (SASA), 1996 (Act No 84 of 1996) as amended.	To provide for a uniform system for the organisation, governance and funding of schools. It promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.
The National Education Policy Act, 1996 (Act No 27 of 1996)	To provide for the determination of national policy for education, including the determination of policy on salaries and conditions of employment of educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, inter alia, curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.
The Further Education and Training Act, 1998 (Act No 98 of 1998)	To regulate further education and training; to provide for the establishment, governance and funding of public further education and training institutions; to provide for the registration of private further education and training institutions; to provide for quality assurance and quality promotion in further education and training. Together with the Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001), it provides the basis for the development of a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for

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

Mandates	Brief description
	<p>facets of human competence. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our young and adult learners.</p>
<p>The Adult Basic Education and Training Act, 2000 (Act No 52 of 2000)</p>	<p>To regulate adult basic education and training; to provide for the establishment, governance and funding of public adult learning centres; to provide for the registration of private adult learning centres; and to provide for quality assurance and quality promotion in adult basic education and training</p>

## PART 2

### PROGRAMME PERFORMANCE

#### 1. Voted Funds

R'000

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Over/Under Expenditure
R5 030 794 000	R5 092 172 000	R5 114 885 000	(R22 713 000)
<b>Responsible Minister</b>	Provincial Minister of Education		
<b>Administering Dept</b>	Department of Education		
<b>Accounting Officer</b>	Head of Department, Western Cape Education Department (WCED) (Superintendent-General of Education)		

#### 2. Aim of the Vote

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

#### 3. Overview of the service delivery environment in 2003/04

While generally more affluent than the other nine provinces, the Western Cape reflects the extremes of wealth and poverty that can be found in all parts of the country. The province currently reflects a society in transition, as it seeks to accommodate continuing urbanisation, and to address the issues of poverty, equity and sustainable development in the post-apartheid era.

The throughput rate in our schools and the levels of education achieved by the population as a whole reflect the extremes of poverty and affluence found in the province, and the challenges we face in transforming Western Cape society through education and other government interventions.

The provincial government is committed to "growing the Cape" in terms of its iKapa Elihlumayo strategy, to fight poverty, create jobs and to provide a home for all in the province. Education is playing a key role in driven the iKapa Elihlumayo policy by developing the human resources we need to "grow the Cape".

The Western Cape the highest number of people older than 20 with tertiary qualifications, at 10.6%. The second highest is Gauteng with 8.4%. About 6.7% of the Western Cape adult population have no schooling. At least 15% have some primary education, while about 19% have a senior certificate. About 39% have some secondary education. The Western Cape literacy rate is believed to be 80%.

Almost all learners of primary school going age are currently attending school in the Western Cape, which is significant for a developing region. The number of learners passing their Senior Certificate examinations has also increased steadily from 26 358 in 1995 to 33 769 in 2003. The growth represents a real contribution to human resource development in the Western Cape.

While pleased with the growing number of candidates passing matric, the WCED is deeply concerned about the high drop out rate in our high schools. While about 80 000 learners register for Grade One each year, about 40 000 reach Grade 12. Of these, about 33 000 pass the Senior Certificate examinations.

Some of the learners who leave school early may continue their studies at Further Education and Training (FET) colleges, or may participate in other forms of training. However, enrolment statistics suggest that up to 50% of learners leave school before completing their schooling. Almost all of these learners live in our disadvantaged communities.

South Africa is celebrating the country's first 10 years of democracy in 2004. The WCED is using the occasion to reflect on progress to date in education and what remains to be done to achieve our objectives in education. It is clear that we have to address the issues of access, redress and equity to ensure meaningful social and economic transformation.

#### 4. Overview of the organisational environment in 2003/04

The WCED consists of a provincial head office and seven education management and development centres (EMDCs). Four of the EMDCs are in the metropolitan region of Cape Town, and three are in rural areas, viz. West Coast/Winelands (Paarl), Breede River/Overberg (Worcester) and South Cape/Karoo (George).

##### WCED activities – scope and scale

Learners #	933 408
Public ordinary schools *	1 464
Districts	7
Schools for learners with special needs #	76
Further education and training institutions (technical colleges)	6
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
Educators *	29 490
Public service staff	8 883

\* Source - 2003 Annual Survey

# Source - 2003 Snap Survey

The provincial head office is responsible for policy co-ordination and mediation and strategic management, whereas the EMDCs are responsible mainly for policy implementation. It is essential, therefore, that EMDCs should also have strong policy analysis, mediation and facilitation capacities.

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

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

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

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

In its quest to deliver exemplary service to all clients – both internal and external – the WCED, like all other departments within the public service, is required to have a Service Delivery Improvement Plan/Programme (SDIP) in terms of Part III C of the Public Service Regulations of 2001. The primary aim is to inculcate the Batho Pele principles and the implementation thereof in the organisation.

During 2002, the groundwork for the SDIP was completed, with the Strategic Objectives of the WCED as a starting point. The process of developing the plan, which included the setting of targets, began in February 2003. Each directorate has focused on its service standards and its responsibility towards its clients. In order to further accommodate the needs of the WCED's clients and to be more accessible, the Client Services Centre was upgraded and a Call Centre was established.

The Employment Equity Act, 1998, and Part III D2 of the Public Service Regulations, 2001, require each employer or department to have an Employment Equity Plan (EE Plan) and an Affirmative Action Plan. All the Directorates were trained and capacitated in order to align their Human Resource Planning with the outcomes and objectives of the WCED Employment Equity Plan. The WCED also developed and adopted a number of policies, including the Gender Policy and Sexual Harassment Policy, which address the barriers identified in the EE Plan.

## **5. Strategic overview and key policy developments for the 2003/04 financial year**

The WCED's strategic objectives, listed in the department's Strategic Plan for 2003/04, are as follows:

- To ensure access to quality education for all children living in the province;
- To equip educators in their efforts to provide effective education;
- To ensure effective management and governance in all learning sites and support structures;
- To ensure safe school environments required for teaching and learning; and
- To promote accountability on all levels, in line with the legislative mandate.

The WCED has made significant progress towards achieving its goal of providing effective education for all. In addition to ongoing programmes, the WCED is involved in a number of initiatives and has introduced a range of special interventions and projects to address particular challenges. These initiatives include:

- IKapa eliHlumayo:

The WCED is playing a key role in the province's iKapa Elihlumayo strategy to fight poverty, create jobs and to provide a home for all in the Western Cape. The WCED is responsible for driving the province's human resource development strategy. The provincial government recognises that the Western Cape has to develop its human resources to ensure economic growth and development.

The WCED specific contribution to human resource development is based on the following core responsibilities, to ensure that:

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

- Public ordinary schools:

- The WCED is involved on both a provincial and national level in developing and implementing the Revised National Curriculum Statement (RNCS) for GET and a new curriculum for FET in schools.
- During 2003/04, the WCED prepared the ground for introducing the RNCS in the Foundation Phase in schools, by preparing materials and by organising extensive training programmes.
- Learner behaviour modification to improve learner discipline: The WCED initiated workshops for teachers to assist them to understand learner behaviour and peer pressure and assist them to deal with behavioural issues in a new way.
- Identification of schools at risk: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
- Multigrade Intervention: To support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of information and communication technology (ICT) to support effective multigrade instruction.
- Early Enrolment Campaign: to assist schools and the department to plan for the following year, the WCED mounts a special campaign to encourage parents to enrol their children, if the learners are entering primary or high school for the first time, or are changing schools.
- Over-age learners: The number of over-age learners in the system being reduced gradually, as no over-age learners were admitted into the system. Those who are already in the system are encouraged to register at ABET Centres.
- Inclusive education: Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.
- Managing the development of institutional management and governance policy.
- Developing new learning programmes responsive to the needs of the economy and community needs.



- Since September 2002, the WCED has phased-in the development of an Institute for the in-service training of teachers according to needs identified through empirical research.
- FET colleges
  - The WCED completed the process of restructuring 13 technical colleges into 6 FET colleges. The new structures are designed to ensure that they are much more responsive to the needs of commerce and industry, and are working closely with industry to develop courses designed to meet the needs of employers in these sectors.
  - Access to FET colleges was promoted and an articulation between GET and Higher Education was sought. A FET college curriculum strategy and supportive structures was developed and maintained.
- ABET:
  - Policies regarding the ABET funding formula and staff requirements and establishments were revised and updated. Policies regarding information dissemination and curriculum and assessment matters were developed. These were geared to providing more relevant and purpose-driven programmes.
  - Writing of first ABET policy document regarding conducting of a national examination.
- ECD:
  - A Draft ECD Provincial Policy was developed and widely consulted. Developing a Provincial Business Plan with respect to making quality Grade R education available progressively to all 5 year olds.
- Teacher bursaries:
  - Targeted bursaries are offered to students wishing to enter the profession. Such bursaries will be available to students wishing to enter fields specifically identified through research as in need of more teachers.

## 6. Departmental receipts

(R'000)

Receipts	2002/03	2003/04		
	Actual Revenue	Budgeted Revenue	Actual Revenue	% Over or under-collection
Equitable share	4 581 421	5 043 743	5 041 594	(0.04)
Conditional grants	33 600	34 989	34 989	-
<b>Departmental receipts</b>	<b>17 092</b>	<b>13 440</b>	<b>15 589</b>	<b>15,6</b>
- Current revenue	17 092	13 440	15 589	15,6
Tax revenue	-	-	-	-
Non-tax revenue	17 093	13 440	15 589	15,6
- Capital revenue	-	-	-	-
<b>Financing</b>	-	-	-	-
<b>Total receipts</b>	<b>4 632 114</b>	<b>5 092 172</b>	<b>5 092 172</b>	-

The collection of departmental receipts for the 2003/04 financial year exceeded the estimated revenue by 15,6%.

The main sources of own revenue collected were –

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

## 7. Departmental payments

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

Programme	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or under-spending
1. Administration	161 379	208 037	(11 463)	196 574	194 497	(1.1)
2. Public ordinary school education	3 842 283	4 187 855	9 988	4 197 843	4 227 298	0.7
3. Independent school subsidies	23 745	27 549	(1 172)	26 377	26 243	(0.5)
4. Public special school education	300 928	318 956	7 200	326 156	325 294	(0.3)
5. Further education and training	132 707	142 105	3 150	145 255	145 255	0
6. Adult basic education and training	17 961	18 626	0	18 626	18 473	(0.8)
7. Early childhood development	52 838	56 084	1 003	57 087	56 310	(1.4)
8. Auxiliary and associated services	100 270	132 960	(8 706)	124 254	121 515	(2.2)
<b>Total</b>	<b>4 632 111</b>	<b>5 092 172</b>	<b>-</b>	<b>5 092 172</b>	<b>5 114 885</b>	<b>0.4</b>

### Expenditure according to the GSF classification (R '000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or under-spending
<b>Current</b>	<b>4 588 847</b>	<b>5 047 897</b>	<b>(1 222)</b>	<b>5 046 675</b>	<b>5 071 459</b>	<b>0.4</b>
Personnel	3 959 403	4 330 972	(3 708)	4 327 264	4 316 446	
Transfer	261 920	307 123	31 485	338 608	339 772	
Other current	367 524	409 802	(28 999)	380 803	415 241	
<b>Capital</b>	<b>43 264</b>	<b>44 275</b>	<b>1 222</b>	<b>45 497</b>	<b>43 426</b>	<b>0.9</b>
Acquisition of capital assets	33 565	41 812	(2 295)	39 517	39 909	
Transfer	9 699	2 463	3 517	5 980	3 517	
<b>Total expenditure</b>	<b>4 632 111</b>	<b>5 092 172</b>	<b>0</b>	<b>5 092 172</b>	<b>5 114 885</b>	<b>0.4</b>

The budget allocated to the WCED has been steadily declining in real terms over the past few years and as a result expenditure on education in this province has also decreased in real terms.

The majority of this department's budget is spent on personnel. The ratio of actual spending on personnel to non-personnel for 2003/04 was 84,4:15,6. This is in line with the national norms in this regard of 85:15. This, however, excludes actual education-related expenditure in respect of Works and Information Technology included on the budgets of the Departments of Transport and Public Works and the Provincial Administration Western Cape, respectively. Should these expenditures be included then the non-personnel expenditure on education will increase in relation to the personnel expenditure.

The majority of the non-personnel allocation is allocated to the Norms and Standards Funding for Schools, which includes the provision for learning support materials. This provision has increased over the period from R129 million for 2001 to R217 million for 2003/04. Other major non-personnel expenditure includes learner transport and transfers to ELSEN schools, FET colleges, independent schools as well as to ABET and ECD centres.

The over-expenditure of R22,713 million for the 2003/04 financial year is solely due to the allocation of Programme 2: Public Ordinary School Education being exceeded for various reasons, including–

- Provision of R5 million was made in the budget for learner support material (LSM) due to the expected growth in learner numbers. However, the effect of the unforeseen and abnormal growth in learner numbers resulted in unavoidable additional expenditure of R10m. Had the learner number growth trends remained as in the previous (2002/03) year, this would have been manageable within the provision made.
- Similarly, expenditure also had to be incurred for equipment supplies as a result of the unforeseen and unavoidable abnormal learner number growth. The expenditure in this regard was R3 million more than expected. The over-expenditure was thus not foreseen and, therefore, not wholly within the Department's control, as the overriding concern was to ensure fully functional schools capable of dealing with the learner influx.
- The Department makes transfer payments to Section 21 schools in a previous school year to facilitate good planning and preparation for the following school year. In order for the schools to begin the 2004 school year fully capacitated, a larger percentage (70% compared to 55% in previous years) of funds available for Norms and Standards funding allocation was transferred to these schools, because experience has shown that the rate of expenditure is greatest in the first quarter of the school year. This, however, meant that expenditure that would normally only have been recorded in the 2004/05 financial year already had to be incurred in the 2003/04 year. The effect of this was that an extra R16 million was spent in the 2003/04 financial year that would normally only have been spent in the 2004/05 financial year.

## 8. Programme Performance

### 8.1 Programme 1: Administration

#### Programme objective

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

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

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

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

##### *Corporate services*

- to provide management services that are not education specific

##### *Education management*

- to provide education management services

##### *Human resource development*

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

#### Programme policy developments

No key programme policy developments

#### Delivery against performance targets

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 1.A: To bring about effective management at all levels of the system.	PM 1.A.a: Percentage of schools with Section 21 status.	AO 1.A.a: 45,5%	PT 1.A.a: 48%	AP 1.A.a: 51%
	PM 1.A.b: Percentage of recurrent non-personnel funding being channelled through the School Funding Norms.	AO 1.A.b: 34,1%	PT 1.A.b: 33,4%	AP 1.A.b: 30,7%
	PM 1.A.c: Number and type of enquiries	AO 1.A.c: 125 808	PT 1.A.c: 115 000	AP 1.A.c: 275 699
	PM 1.A.d: Number of leave records to be audited.	AO 1.A.d: 29 499	PT 1.A.d: 0 (all leave records audited)	AP 1.A.d: all leave records audited.
	PM 1.A.e: Percentage of schools with at least one Internet-linked computer for administration and support purposes.	AO 1.A.e: 96%	PT 1.A.e: 96%	AP 1.A.e: 98%
	PM 1.A.f: Number of school management team (SMT) members trained.	AO 1.A.f: 2 480	PT 1.A.f: 2 500	AP 1.A.f: 2 500

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 1.B: To realise an optimal distribution of financial, physical and human resources across the system.	PM 1.B.a: Average real per learner allocation for recurrent non-personnel items using funding supplied via the School Funding Norms.  PM 1.B.b: Percentage of non-Section 21 schools with all learning support materials (LSMs) and other required materials delivered on day one of the school year.	AO 1.B.a: R240  AO 1.B.b: 100% of schools received 100% of LSM that was available on the market.	PM 1.B.a: R251  PM 1.B.b: The objective is to have 100% of schools receive 100% of LSM by closure of schools	AP 1.B.a: R256  AP 1.B.b: 100% of schools received 100% of LSM that was available on the market.
MO 1.C: To ensure that the flow of learners through the system is optimal.	PM 1.C: Years input per Senior Certificate/FET Certificate graduate.	AO 1.C: Not available	PM 1.C: Not available	AP 1.C: Statistics not yet available
MO 1.D: To provide management, research and curriculum-related library and information support services.	PM 1.D: Average percentage of operational time spent by EDULIS staff in providing support to EMDC resource centres (RCs), mobile libraries and institutional libraries.	AO 1.D: 30%	PM 1.D: 40%	AP 1.D: 40%

A total of 749 out of 1464 schools have been awarded Section 21 status. The remaining 715 schools are still receiving ongoing attention. Support to all schools is being given on an ongoing basis.

It should be noted that the number of enquiries received is not necessarily complaints received. Our clients are becoming increasingly aware of their rights to information and transparency and we have also become more accessible to our clients. The centralisation of personnel and finance functions at Head Office has also brought about a shift of enquiries directly to Head Office. The increase in enquiries does not necessarily have a negative implication, but certainly also reflects on the WCED being more approachable and accessible.

Planning for the implementation of Phase 6 of the project to provide at least one Internet-linked computer for administration and support purposes has been completed; the equipment has been ordered and delivered. Installation in the identified institutions and training of the educators will take place shortly.

Ongoing interventions regarding the training of SMT members include managing curriculum, discipline, women in leadership, policy management, latest amendments to acts and signed resolutions.

EDULIS staff increased the amount of assistance given to the purchasing, accessioning, processing, classification and cataloguing of library resource materials (including a large collection of videos) for four of the RCs and the two mobile libraries. General organisational guidance and training for the RC librarians continued. EDULIS staff provided support to the curriculum advisors for school libraries and information literacy skills, who assist with the establishment and development of school libraries, so as to provide LSM access for teaching and learning, particularly with reference to the promotion of literacy and information literacy skills. EDULIS staff also supported schools directly in respect of their selection of school library

resource materials for purchase from their Norms and Standards funding and in respect of block loans of library materials to schools as additional LSM for literacy programmes and the outcomes-based education (OBE) curriculum.

### Transfer payments

Name of institution	Amount Transferred R'000
Telecommunications Project at public ordinary schools	3 719
Khanya Project at public ordinary schools	6 885
Maths and Science Project at public ordinary schools	1 945
Maintenance projects at public ordinary schools, LSEN Schools, State pre-primary schools, hostels, WC College of Education, Teachers' Centres, Museum schools, EMDCs, Art Centres, Music Centres, School Clinics	3 517
<b>Total</b>	<b>16 066</b>

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

### Use of appropriated funds

Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Office of the MEC	2 079	2 682	0	2 682	2 711	(1.1)
Corporate services	90 143	95 843	(2 067)	93 776	92 809	1
Education management	69 157	104 965	(7 090)	97 875	96 724	1.2
Human resource development	0	4 547	(2 306)	2 241	2 253	(0.5)
<b>Total</b>	<b>161 379</b>	<b>208 037</b>	<b>(11 463)</b>	<b>196 574</b>	<b>194 497</b>	<b>1.1</b>

Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>133 824</b>	<b>176 447</b>	<b>(8 787)</b>	<b>167 660</b>	<b>168 046</b>	<b>1.2</b>
Personnel	92 686	117 446	(1 959)	115 487	113 410	
Transfer	4 750	4 569	5 517	10 086	12 549	
Other current	36 388	54 432	(12 345)	42 087	42 087	
<b>Capital</b>	<b>27 555</b>	<b>31 590</b>	<b>(2 676)</b>	<b>28 914</b>	<b>26 451</b>	<b>0</b>
Acquisition of capital assets	18 298	29 127	(6 193)	22 934	22 934	
Transfer	9 257	2 463	3 517	5 980	3 517	
<b>Total expenditure</b>	<b>161 379</b>	<b>208 037</b>	<b>(11 463)</b>	<b>196 574</b>	<b>194 497</b>	<b>1.1</b>

## 8.2 Programme 2: Public Ordinary School Education

### Programme objectives

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

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

#### *Public primary schools*

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

#### *Public secondary schools*

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

#### *Professional services*

- to support public ordinary schools

#### *Human resource development*

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

### Programme policy developments

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

- Learner behaviour modification to improve learner discipline: The focus here is to initiate development workshops for teachers in order to assist them to understand learner behaviour and peer pressure and assist them to deal with behavioural issues in a new way.
- Identification of dysfunctional schools: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
- Multi-grade Intervention: To support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction.
- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
- Over-age learners: The number of over-age learners in the system being reduced gradually, as no over-age learners were admitted into the system. Those who are already in the system are encouraged to register at ABET Centres.

- Inclusive education: Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.
- Work on assessment guidelines, tasks, processes and procedures to inform the development of a GET Certificate policy.
- Extensive work on the development of a National Curriculum Statement for Grades 10 to 12 (General) and a Qualifications and Assessment Policy for Grades 10 to 12 (General).
- Development of Teacher Guides and training material in preparation for the implementation of the Revised National Curriculum Statement in Grades R to 3 in 2004.
- Managing the development of institutional management and governance policy.
- Developing new learning programmes responsive to the needs of the economy and community needs.
- Since September 2002, the WCED has phased-in the development of an Institute for the in-service training of teachers according to needs identified through empirical research.

## Delivery against performance targets

### Sub-programme 2.1: Public primary phase

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 2.1.A: To provide spaces in the public primary phase in accordance with policy.	PM 2.1.A: Number of learners in the public primary phase.	AO 2.1.A: 571 990	PT 2.1.A: 572 000	AP 2.1.A: 570 572
MO 2.1.B: To provide educators at the public primary phase in accordance with policy.	PM 2.1.B.a: Number of educators provided at the public primary phase.	AO 2.1.B.a: 15 186	PT 2.1.B.a: 15 053	AP 2.1.B.a: 15 069
	PM 2.1.B.b: Learner: Educator (L:E) ratio in the public primary phase.	AO 2.1.B.b: 37.7	PT 2.1.B.b: 38	AP 2.1.B.b: 37.8
MO 2.1.C: To put the basic infrastructure for primary schooling in place in accordance with policy.	PM 2.1.C.a: Number of new classrooms built.	AO 2.1.C.a: 159	PT 2.1.C.a: 83	AP 2.1.C.a: 114
	PM 2.1.C.b: Learner: Classroom (L:C) ratio in the public primary phase.	AO 2.1.C.b: 28	PT 2.1.C.b: 31	AP 2.1.C.b: 28.2
	PM 2.1.C.c: Number of new toilets built.	AO 2.1.C.c: 124	PT 2.1.C.c: 53	AP 2.1.C.c: 145
	PM 2.1.C.d: Percentage of schools with a water supply.	AO 2.1.C.d: 100%	PT 2.1.C.d: 100%	AP 2.1.C.d: 100%
	PM 2.1.C.e: Percentage of schools with electricity.	AO 2.1.C.e: 97%	PT 2.1.C.e: 98%	AP 2.1.C.e: 98%
	PM 2.1.C.f: Percentage of capex budget spent on maintenance.	AO 2.1.C.f: 29%	PT 2.1.C.f: 31%	AP 2.1.C.f: 55,01%



Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 2.1.D: To promote the participation of historically marginalised groups of learners.	<p>PM 2.1.D.a: Gender parity index in public primary schools.</p> <p>PM 2.1.D.b: Percentage of learners in public primary schools who are experiencing barriers to learning (including disabled).</p> <p>PM 2.1.D.c: Number of ordinary full-service schools per 100,000 learners at the primary phase.</p> <p>PM 2.1.D.d: Percentage of learners receiving mother-tongue education.</p>	<p>AO 2.1.D.a: M: 50.6% F: 49.4%</p> <p>AO 2.1.D.b: 10%</p> <p>AO 2.1.D.c: 0</p> <p>AO 2.1.D.d: 88%</p>	<p>PT 2.1.D.a: M: 50% F: 50%</p> <p>PT 2.1.D.b: 10%</p> <p>PT 2.1.D.c: 7</p> <p>PT 2.1.D.d: 90%</p>	<p>AP 2.1.D.a: M: 50.8% F: 49.2%</p> <p>AP 2.1.D.b: 26,4%</p> <p>AP 2.1.D.c: 7</p> <p>AP 2.1.D.d: 90%</p>
MO 2.1.E: To foster a culture of effective learning and teaching.	<p>PM 2.1.E.a: Percentage of learner days lost due to learner absenteeism in the primary phase.</p> <p>PM 2.1.E.b: Percentage of working days lost due to educator absenteeism in the primary phase.</p>	<p>AO 2.1.E.a: Not available (n/a)</p> <p>AO 2.1.E.b: 5,8%</p>	<p>PT 2.1.E.a: N/a</p> <p>PT 2.1.E.b: 5,5%</p>	<p>AP 2.1.E.a: 3,6%</p> <p>AP 2.1.E.b: 5,2%</p>
MO 2.1.F: To develop the educator corps.	PM 2.1.F: Average hours of development activities per educator in the primary phase.	AO 2.1.F: 80	PT 2.1.F: 80	AP 2.1.F: 80
MO 2.1.G: To ensure that the flow of learners through the primary phase is optimal.	<p>PM 2.1.G.a: Repetition rate in the primary phase.</p> <p>PM 2.1.G.b: Dropout rate in the primary phase.</p>	<p>AO 2.1.G.a: 3,2%</p> <p>AO 2.1.G.b: 1,5%</p>	<p>PT 2.1.G.a: 3%</p> <p>PT 2.1.G.b: 1,3%</p>	<p>AP 2.1.G.a: 3%</p> <p>AP 2.1.G.b: 1,4%</p>
MO 2.1.H: To attain the highest possible educational outcomes amongst learners.	<p>PM 2.1.H.a: Percentage improvement in learners in Grade 3 attaining acceptable outcomes in numeracy, literacy and life skills per year.</p> <p>PM 2.1.H.b: Percentage improvement in learners in Grade 6 attaining acceptable outcomes in numeracy, literacy and life skills per year.</p>	<p>AO 2.1.H.a: 5%</p> <p>AO 2.1.H.b: 5%</p>	<p>PT 2.1.H.a: 5%</p> <p>PT 2.1.H.b: 5%</p>	<p>AP 2.1.H.a: 5%</p> <p>AP 2.1.H.b: 5%</p>

## Sub-programme 2.2: Public secondary phase

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 2.2.A: To provide spaces in the public secondary phase in accordance with policy.	PM 2.2.A: Number of learners in the public secondary phase.	AO 2.2.A: 317 889	PT 2.2.A: 320 000	AP 2.2.A: 327 483
MO 2.2.B: To provide educators at the public secondary phase in accordance with policy.	PM 2.2.B.a: Number of educators provided at the public secondary phase.	AO 2.2.B.a: 9 427	PT 2.2.B.a: 9 697	AP 2.2.B.a: 9 848
	PM 2.2.B.b: L:E ratio in the public secondary phase.	AO 2.2.B.b: 33,7	PT 2.2.B.b: 33	AP 2.2.B.b: 33
MO 2.2.C: To put the basic infrastructure for secondary schooling in place in accordance with policy.	PM 2.2.C.a: Number of new classrooms built.	AO 2.2.C.a: 135	PT 2.2.C.a: 116	AP 2.2.C.a: 81
	PM 2.2.C.b: L:C ratio in the public secondary phase.	AO 2.2.C.b: 29%	PT 2.2.C.b: 30	AP 2.2.C.b: 28,8%
	PM 2.2.C.c: Number of new toilets built.	AO 2.2.C.c: 16	PT 2.2.C.c: 30	AP 2.2.C.c: 48
	PM 2.2.C.d: Percentage of schools with a water supply.	AO 2.2.C.d: 100%	PT 2.2.C.d: 100%	AP 2.2.C.d: 100%
	PM 2.2.C.e: Percentage of schools with electricity.	AO 2.2.C.e: 100%	PT 2.2.C.e: 100%	AP 2.2.C.e: 100%
	PM 2.2.C.f: Percentage of capex budget spent on maintenance.	AO 2.2.C.f: 10%	PT 2.2.C.f: 10%	AP 2.2.C.f: 55,01%
	PM 2.2.C.g: Percentage of secondary schools with functioning science laboratories.	AO 2.2.C.g: 89%	PT 2.2.C.g: 90%	AP 2.2.C.g: 88%
MO 2.2.D: To promote the participation of historically marginalised groups of learners.	PM 2.2.D.a: Gender parity index in public ordinary schools.	AO 2.1.D.a: F: 53% M: 47%	PT 2.1.D.a: M: 50% F: 50%	AP 2.1.D.a: F: 50% M: 50%
	PM 2.2.D.b: Percentage of learners in public ordinary schools who are experiencing barriers to learning (including disabled).	AO 2.1.D.b: 10%	PT 2.1.D.b: 10%	AP 2.1.D.b: 19,6%
MO 2.2.E: To foster a culture of effective learning and teaching.	PM 2.2.E.a: Percentage of learner days lost due to learner absenteeism in the secondary phase.	AO 2.1.E.a: N/a	PT 2.1.E.a: N/a	AP 2.1.E.a: 4,5%
	PM 2.2.E.b: Percentage of working days lost due to educator absenteeism in the secondary phase.	AO 2.1.E.b: 4,6%	PT 2.1.E.b: 4,4%	AP 2.1.E.b: 4,8%
MO 2.2.F: To develop the educator corps.	PM 2.2.F: Average hours of development activities per educator in the secondary phase.	AO 2.1.F: 80	PT 2.1.F: 80	AP 2.1.F: 80

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 2.2.G: To ensure that the flow of learners through the secondary phase is optimal.	PM 2.2.G.a: Repetition rate in the secondary phase.	AO 2.2.G.a: 8,3%	PT 2.2.G.a: 7%	AP 2.2.G.a: 9,2%
	PM 2.2.G.b: Dropout rate in the secondary phase.	AO 2.2.G.b: 10,9%	PT 2.2.G.b: 9%	AP 2.2.G.b: 10,8%
	PM 2.2.G.c: Percentage of over-aged learners in the secondary phase.	AO 2.2.G.c: 6,1%	PT 2.2.G.c: 5%	AP 2.2.G.c: 4,5%
MO 2.2.H: To attain the highest possible educational outcomes amongst learners.	PM 2.2.H.a: Percentage of learners in Grade 9 attaining acceptable educational outcomes.	AO 2.2.H.a: 72%	PT 2.2.H.a: 74%	AP 2.2.H.a: 74%
	PM 2.2.H.b: Pass ratio in Grade 12 examinations.	AO 2.2.H.b: 87%	PT 2.2.H.b: 88%	AP 2.2.H.b: 87,1%
	PM 2.2.H.c: Percentage of schools with a Grade 12 pass rate of less than 40%.	AO 2.2.H.c: 2%	PT 2.2.H.c: 1%	AP 2.2.H.c: 2,3%

### Sub-programme 2.3: Professional services

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 2.3.A: To provide professional support to all public ordinary schools.	PM 2.3.A: Hours of training and other support provided to public ordinary schools.	AO 2.3.A: 16 000	PT 2.3.A: 16 000	AP 2.3.A: 16 000

### Sub-programme 2.4: Human resource development

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 2.4.A: To provide human resource development in accordance with the Skills Development Act.	PM 2.4.A: Enhanced skills of employees in the service of the WCED.	AO 2.4.A: Enhanced skills	PT 2.4.A: Enhanced skills	AP 2.4.A: Workplace Skills Plans (WSPs) in place for staff development.

The statistical information regarding the number of learners and educators has been obtained from the 2003 Annual Survey and 2004 10<sup>th</sup> day statistics.

There has been an increased in migration to the Western Cape, but additional classrooms completed during 2002/03 and 2003/04 assisted in keeping the learner:classroom ratio envisaged, in check.

The procurement process at the Department of Transport and Public Works caused an under spending of available funds for new construction projects. However, over 200 additional maintenance projects were completed. This had a large impact on the percentage capex budget spent on maintenance. Consequently, a large portion of the maintenance budget will be returned to the capital budget in the new financial year.

The growth in the number of secondary school learners in the Western Cape and the use of vacant primary school buildings, which have no laboratories, as secondary schools, have caused the percentage increase in the number of secondary schools without laboratories. Platooning schools will also increase the number of secondary schools without laboratories.

The EMDCs and their different structures visit all educational institutions and assist them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing a new governing bodies, financial matters, curriculum, etc.

### Transfer payments

Name of institution	Amount Transferred R'000
Public ordinary primary schools	89 162
Public ordinary secondary schools	66 582
Safe Schools Project at public ordinary schools	12 053
<b>Total</b>	<b>167 797</b>

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

### Use of appropriated funds

Spending according to sub-programme (R 000) m

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Public primary schools	2 214 808	2 419 175	13 479	2 432 654	2 426 915	0
Public secondary schools	1 476 152	1 604 972	1 023	1 648 616	1 648 616	2
Professional services	151 323	159 208	(8 222)	150 986	143 559	(4.9)
Human resource development	0	4 500	3 708	8 208	8 208	82.4
<b>Total</b>	<b>3 842 283</b>	<b>4 187 855</b>	<b>9 988</b>	<b>4 197 843</b>	<b>4 227 298</b>	<b>0.7</b>

### Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>3 829 467</b>	<b>4 180 255</b>	<b>6 090</b>	<b>4 186 345</b>	<b>4 215 444</b>	<b>0.7</b>
Personnel	3 436 174	3 753 820	(11 930)	3 741 890	3 736 207	
Transfer	119 953	153 485	14 312	167 797	167 797	
Other current	273 340	272 950	3 708	276 658	311 440	
<b>Capital</b>	<b>12 816</b>	<b>7 600</b>	<b>3 898</b>	<b>11 498</b>	<b>11 854</b>	<b>3.1</b>
Acquisition of capital assets	12 374	7 600	3 898	11 498	11 854	
Transfer	442	0	0	0	0	
<b>Total expenditure</b>	<b>3 842 283</b>	<b>4 187 855</b>	<b>9 988</b>	<b>4 197 843</b>	<b>4 227 298</b>	<b>0.7</b>

The over-expenditure for 2003/04 is mainly ascribed to schools spending larger portions of their Norms and Standards Funding allocations for the 2004 school year during the 2003/04 financial year.

### 8.3 Programme 3: Independent school subsidies

#### Programme objective

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

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

#### Primary phase

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

#### Secondary phase

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

#### Programme policy developments

No key programme policy developments.

#### Delivery against performance targets

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 3.A: To support independent schooling, especially if catering for poorer communities, as a complement to public schooling.	PM 3.A.a: Average real per learner subsidy. PM 3.A.b: Percentage of independent school learners receiving a state subsidy.	AO 3.A.a: R1 604 AO 3.A.b: 57,1%	PT 3.A.a: R1 575 PT 3.A.b: 60%	AP 3.A.a: R1 739 AP 3.A.b: 57,1%

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

#### Transfer payments

Name of institution	Amount Transferred R'000
Independent primary schools	14 385
Independent secondary schools	11 858
<b>Total</b>	<b>26 243</b>

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

#### Use of appropriated funds

Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Primary phase	14 174	20 064	(1 172)	18 892	14 385	(23.9)
Secondary phase	9 571	7 485		7 485	11 858	58.4
<b>Total</b>	<b>23 745</b>	<b>27 549</b>	<b>(1 172)</b>	<b>26 377</b>	<b>26 243</b>	<b>(0.5)</b>

### Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	23 745	27 549	(1 172)	26 377	26 243	(0.5)
Personnel	0	0	0	0	0	
Transfer	23 745	27 549	(1 172)	26 377	26 243	
Other current	0	0	0	0	0	
<b>Capital</b>	0	0	0	0	0	0
Acquisition of capital assets	0	0	0	0	0	
Transfer	0	0	0	0	0	
<b>Total expenditure</b>	23 745	27 549	(1 172)	26 377	26 243	(0.5)

## 8.4 Programme 4: Public special school education

### Programme objective

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

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

#### *Schools*

- to provide education at public special schools

#### *Professional services*

- to support public special schools

#### *Human resource development*

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

### Programme policy developments

Key programme policy developments include:

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

### Delivery against performance targets

#### Sub-programme 4.1: Schools

**Programme objective:** To provide education at public special schools.

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 4.1.A: To provide spaces in public special schools in accordance with policy and the principles of inclusive education.	PM 4.1.A: Number of learners in public special schools.	AO 4.1.A: 12 673	PT 4.1.A: 13 000	AP 4.1.A: 14 585
MO 4.1.B: To ensure that the flow of learners through public special schools is optimal.	PM 4.1.B: Percentage of learners returned to full-service or mainstream schools.	AO 4.1.B: 1%	PT 4.1.B: 2%	AP 4.1.B: 2%
MO 4.1.C: To attain the highest possible educational outcomes amongst learners.	PM 4.1.C.a: Percentage increase in Grade 12 pass rate.	AO 4.1.C.a: 5%	PT 4.1.C.a: 5%	AP 4.1.C.a: 93% passed
	PM 4.1.C.b: Percentage of school leavers getting jobs.	AO 4.1.C.b: 73%	PT 4.1.C.b: 75%	AP 4.1.C.b: 73%

## Sub-programme 4.2: Professional services

**Programme objective:** To support public special schools.

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 4.2.A: To provide professional support to all public special schools.	PM 4.2.A: Hours of training and other support provided to public special schools.	AO 4.2.A: 6 000	PT 4.2.A: 6 000	AP 4.2.A: 6 000

## Sub-programme 4.3: Human resource development

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 4.3.A: To provide human resource development in accordance with the Skills Development Act.	PM 4.3.A: Enhanced skills of employees in the service of the WCED.	AO 4.3.A: Enhanced skills	PT 4.3.A: Enhanced skills	AP 4.3.A: Workplace Skills Plans (WSPs) in place for staff development.

There is a significant increase in the number of referrals of learners with barriers to learning for placement in special schools. The greatest need is for placement of learners in youth centres and schools of skills. Attention is being given to the rationalisation of services with a view to accommodate the needs of the WCED.

The pass rate is excellent for the learners at special schools. Five schools have a 100% pass rate. The pass rate is higher than those for the mainstream schools.

Learners from the Schools of Skills tend to get jobs more easily than those in other special schools and even mainstream schools. However, factors like the current economic climate and the inaccessibility of the labour market plays an important inhibiting role.

The EMDCs and their different structures visits the special schools and help them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing a new governing body, financial matters, implementing the IQMS, etc.

The transforming special schools into resource centres, in line with Education White Paper 6, contributed to an increase in the support rendered to learners with special education needs in mainstream schools. In-service training was provided for EMDC support staff (Life Space Crisis Intervention and Response Ability Pathways for dealing with challenging learners), CS Educators at Youth Centres (Basic Qualification in Secure Care), therapists and social workers.

### Transfer Payments

Name of institution	Amount Transferred R'000
Public special schools	61 204

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



## Use of appropriated funds

### Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Schools	300 928	318 954	7 200	326 154	325 294	(0.3)
Professional services	0	1	0	1	0	0
Human resource development	0	1	0	1	0	0
<b>Total</b>	<b>300 928</b>	<b>300 956</b>	<b>7 200</b>	<b>326 156</b>	<b>325 294</b>	<b>(0.3)</b>

### Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>300 928</b>	<b>318 956</b>	<b>7 200</b>	<b>326 156</b>	<b>325 294</b>	<b>(0.3)</b>
Personnel	239 085	254 506	7 219	261 725	261 725	
Transfer	57 511	61 092	112	61 204	61 204	
Other current	4 332	3 358	(131)	3 227	2 365	
<b>Capital</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Acquisition of capital assets	0	0	0	0	0	
Transfer	0	0	0	0	0	
<b>Total expenditure</b>	<b>300 928</b>	<b>318 956</b>	<b>7 200</b>	<b>326 156</b>	<b>325 294</b>	<b>(0.3)</b>

## 8.5 Programme 5: Further education and training

### Programme objective

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

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

#### *Public institutions*

o to provide specific public FET colleges with resources

#### *Professional services*

o to support public FET colleges

#### *Human resource development*

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

### Programme policy development

Key programme policy developments include:

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

### Delivery against performance targets

#### Sub-programme 5.1: Public institutions

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 5.1.A: To provide spaces in FET colleges in accordance with policy.	PM 5.1.A.a: Percentage of adults enrolled in FET institutions.	AO 5.1.A.a: 10%	PT 5.1.A.a: 1.5%	AP 5.1.A.a: 77%
	PM 5.1.A.b: Number full-time equivalent (FTE) enrolments in FET colleges.	AO 5.1.A.b: 17 323	PT 5.1.A.b: 26 041	AP 5.1.A.b: 20 460
	PM 5.1.A.c: Number of actual enrolments in FET colleges.	AO 5.1.A.c: 44 719	PT 5.1.A.c: 78 125	AP 5.1.A.c: 38 844
MO 5.1.B: To promote the participation by historically marginalised groups in public FET colleges.	PM 5.1.B.a: Percentage of students who are girls or women.	AO 5.1.B.a: 42%	PT 5.1.B.a: 50%	AP 5.1.B.a: 44%
	PM 5.1.B.b: Percentage of educators who are African.	AO 5.1.B.b: 5%	PT 5.1.B.b: 15%	AP 5.1.B.b: 2.4%

## Sub-programme 5.2: Professional services

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 5.2.A: To provide professional support to all public FET colleges.	PM 5.2.A: Hours of training and other support provided to public FET colleges.	AO 5.2.A: 4 000	PT 5.2.A: 4 000	AP 5.2.A: 4 000 Hrs

## Sub-programme 5.3: Human resource development

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 5.3.A: To provide human resource development in accordance with the Skills Development Act.	PM 5.3.A: Enhanced skills of employees in the service of the WCED.	AO 5.3.A: Enhanced skills	PT 5.3.A: Enhanced skills	AP 5.3.A: Workplace Skills Plans (WSPs) in place for staff development

Participation of adults, assuming adults to be 21 years old and older, will increase as more learnerships are introduced.

The rate of growth FTE's in FET colleges is constrained only by resources e.g. staff, equipment, finance etc. Indications are that targets will be reached as additional enrolments are recorded in the 2004/05 financial year. FET colleges offer courses which range from an hours to years in terms of duration. Learner enrolment is therefore ongoing. Audited FTE's for the preceding year are only available from April in the subsequent year as these are subject to complex calculations and auditing by external auditors along with the financial statements of the college concerned.

Learner participation of target groups is restricted by the absence of financial aid schemes for learners. Indications are that targets will be reached as additional enrolments are recorded in the 2004/05 financial year. FET colleges offer courses, which range from hours to years in terms of duration. Learner enrolment is therefore ongoing. Subject to FTE calculations as explained above.

The increase of women in typically male dominated programmes involves a cultural shift, which is slow to effect.

A static staff establishment, characterised by low mobility rates, constrains the adjustment of the profile according to equity targets. Vacancy lists are by nature focussed on school needs. Closed vacancy lists do not allow for the filling of posts in FET colleges as school-based educators (and particularly those in excess) do not offer relevant subjects and qualifications for vocational or occupational education and training. Vacancy lists are often published when colleges are closed. The FET College semester and trimester system has recess periods that do not necessarily coincide with school holidays.

The EMDCs and their different structures visits the FET colleges and help them with capacity building in terms of different scenarios and actions that need to be done.

HRD Interventions that cover the priorities identified in the WSP i.e. technical, administrative and supervisory skills. The establishment of a full service FET institution is on track. The institution has been identified and the personnel and relevant directorate has been provided with the relevant information on

the transformation and development of a full service institution. The pilot project with regard to the transformation process will be extended into the 2004/05 financial year. Student support and development services are being developed concerning HIV/AIDS, Life Skills and tutorial support.

### Transfer payments

Name of institution	Amount Transferred R'000
Public FET institutions	30 441

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

### Use of appropriated funds

Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Public institutions	132 707	142 103	3 150	145 253	145 255	0
Professional services	0	1	0	1	0	0
Human resource development	0	1	0	1	0	0
<b>Total</b>	<b>132 707</b>	<b>142 105</b>	<b>3 150</b>	<b>145255</b>	<b>145 255</b>	<b>0</b>

Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>132 707</b>	<b>142 105</b>	<b>3 150</b>	<b>145 255</b>	<b>145 255</b>	<b>0</b>
Personnel	103 323	112 587	1 959	114 546	114 546	
Transfer	29 136	29 269	1 172	30 441	30 441	
Other current	248	249	19	268	268	
<b>Capital</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Acquisition of capital assets	0	0	0	0	0	
Transfer	0	0	0	0	0	
<b>Total expenditure</b>	<b>132 707</b>	<b>142 105</b>	<b>3 150</b>	<b>145 255</b>	<b>145 255</b>	<b>0</b>

## 8.6 Programme 6: Adult basic education and training

### Programme objective

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

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

#### *Subsidies to private centres*

- o to support specific private ABET sites through subsidies

#### *Professional services*

- o to support ABET sites

#### *Human resource development*

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

### Programme policy development

Key programme policy developments include:

- ABET policies regarding the ABET funding formula and staff establishments were revised and updated. Policies regarding information dissemination and curriculum assessment matter were developed. These were geared to providing more relevant and purpose-driven programmes.
- To promote multi-lingualism, an adult learners' conversational Xhosa course has been developed and is ready for distribution and implementation.
- The ABET Level 4 examination took place in June and November 2003. This is a national exam to provide learners the opportunity to obtain a GET Certificate.
- A provincial ABET Level 3 exam took place in November 2003. It gives learners in ABET Level 3 the opportunity to obtain some credits towards achieving a GETC.
- The Community Learning Centre (CLC) Procedure Manual, focussing on procedures regarding the management of centres, resources and the curriculum was revised before distribution to centres.
- Partnerships: The ABET sub-directorate of the WCED is involved in numerous partnerships with other provincial departments. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. Draft guidelines for the implementation of partnerships were developed. Partnerships are being formed at provincial and centre level. These guidelines, includes, amongst other, phases in the implementation of a partnership, roles and responsibilities of those involved, cost and cost drivers.
- To formalised partnerships, Memorandums of Understandings were developed. Both parties, i.e. the WCED as the service provider and the partner (e.g. provincial department), must sign this Memorandum of Understanding.
- Marketing Manual for CLCs: a marketing manual providing guidelines to CLCs for marketing and advocacy was developed. However, due to a lack of funds it could not be printed, but this will be addressed in the 2004/05 financial year.
- LSM Catalogue: The LSM catalogue of the ABET sub-directorate was revised/updated, printed and redistributed to CLCs. This catalogue provides assistance to CLCs in the selection of applicable and the most suitable LSM.
- Application for financial support: CLCs must apply for funding on an annual basis by submitting the applicable form. This form was revised, through a consultative process, for implementation in 2004.

- A curriculum policy file for centre managers was developed. Its aim is to support centre managers and educators in guiding learners through the three main phases of completing a course or programme, namely, establishing and aligning the learner's needs with the prescribed curriculum, offering programmes embedded in the curriculum, to the learner and measuring the progress of the learner.
- An educator's portfolio has been developed to support educators in guiding learners through the three main phases of completing a course or programme, namely, establish and aligning the learner's needs with the prescribed curriculum, offering programmes embedded in the curriculum to the learner and measuring the progress of the learner.

### Delivery against performance targets

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

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 6.1.A: To provide spas in public ABET centres in accordance with policy	PM 6.1.A.a: Number of FTE enrolments in public ABET centres.	AO 6.1.A.a: 6 333	PT 6.1.A.a: 6 889	AP 6.1.A.a: 6 962
	PM 6.1.A.b: Percentage of illiterate adults in the province enrolled in public ABET centre programmes.	AO 6.1.A.b: 1,58%	PT 6.1.A.b: 2%	AP 6.1.A.b: 1.74%
	PM 6.1.A.c: Number of CLCs offering a condensed ABET level 1 & 2 curriculum.	AO 6.1.A.c: 82	PT 6.1.A.c: 109	AP 6.1.A.c: 188
	PM 6.1.A.d: Number of CLCs offering a packaged ABET level 3 & 4 curriculum.	AO 6.1.A.d: 10	PT 6.1.A.d: 68	AP 6.1.A.d: 147
	PM 6.1.A.e: Number of FET learners accessing relevant curriculum.	AO 6.1.A.e: 0	PT 6.1.A.e: 3 250	AP 6.1.A.e: 3400
	PM 6.1.A.f: Number of CLCs supplied with a curriculum resource kit	AO 6.1.A.f: 0	PT 6.1.A.f: 34	AP 6.1.A.f: 8
	PM 6.1.A.g: Improved pass rates.	AO 6.1.A.g: 30%	PT 6.1.A.g: 35%	AP 6.1.A.g: 0.2%
	PM 6.1.A.h: Number of learners obtaining a GETC.	AO 6.1.A.h: 100	PT 6.1.A.h: 150	AP 6.1.A.h: 46

#### Sub-programme 6.2: Professional services

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 6.2.A: To provide professional support to all ABET sites.	PM 6.2.A: Hours of training and other support provided to ABET sites.	AO 6.2.A: 4 000	PT 6.2.A: 4 000	AP 6.2.A: 265

## Sub-programme 6.3: Human resource development

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 6.3.A: To provide human resource development in accordance with the Skills Development Act.	PM 6.3.A: Enhanced skills of employees in the service of the WCED.	AO 6.3.A: Enhanced skills	PT 6.3.A: Enhanced skills	AP 6.3.A: Workplace Skills Plans (WSPs) in place for staff development

Number of FTE's in public ABET centres includes ABET Level 1-4 and NQF2 (Grade 10) and NQF4 (Grade 12) learners. Partnerships with almost all provincial departments contributed significantly to the number of learners in CLCs. Furthermore, an increase in the number of out of school youth registering at CLCs was reported. The appointment of more full-time Centre Managers (CM) and Site Coordinators (SC) and the fact that the contracts of some CMs and SCs are renewable and have been managing the same CLC for at least the past 3 years, brought stability into many CLCs. This ensures improved planning, management and governance of CLCs. The support and guidance being rendered by, in particular, ABET officials in the EMDCs assisted CLCs is becoming more responsive to the needs of the communities they serves – ensuring an increase in learner numbers.

The concept condensed ABET level 1 & 2 curriculum implied that CLCs were requested to offer the two fundamental learning areas, i.e. Numeracy and Communication and not necessarily all learning areas available. This support is linked to the concept being practised by the ABET sub-directorate of rapid turnover through assessment on demand. This assists in learners obtaining a GETC in a shorter period of time. Most of the newly established sites are linked to existing and already registered sites, e.g. where a centre previously had two sites, it registered two more in 2003.

FTE of 3400 FET learners accessed ABET centres. Some of the partnership FET learners are also partnership learners whilst most of the out-of-school youth and overage learners entering CLCs, are FET learners.

More learners wrote the November 2003 assessment compared to the previous year. Different interventions and training by curriculum advisors at EMDC level ensured improved curriculum delivery to learners. Training focussed, amongst other, on curriculum management by CMs and SCs, portfolio management by educators and learning programme development. Also, through a partnership with UNISA, unqualified and/or under qualified educators were given the opportunity to improve their qualifications resulting in improved service delivery by educators. In terms of this partnership, educators were subsidised by UNISA, making it is more accessible for educators. The implementation of a June exam in 2003 ensured a more flexible assessment system where learners can write whenever they are ready to write.

Unlike public schools or mainstream exams, learners in CLCs cannot obtain a GETC through one sitting for the ABET Level 4 exam. Learners achieve the requested credits over a period of time of at least two to three years. Once a learner obtains the requested 120 credits required, a GETC can be issued by UMALUSI. Consequently the numbers of GETCs issued (actual performance) is relatively low compared to the target set. Furthermore, learning area certificates were issued when learners successfully completed a learning area.

The target group for in-service training sessions included CMs, SCs, educators and governing bodies. Training and support focussed on the areas of curriculum, skills development programmes, institutional management and governance, LSM and HIV/AIDS. Training took place at provincial, EMDC and centre

level. The School Based Management Teams at EMDCs played a more significant role in financial support and training to CLCs. The lack of support by FET Curriculum Advisors in EMDCs to CLCs is still of concern.

HRD Interventions covered the priorities identified in the WSP i.e. management and leadership, classroom resources and ABET practitioners.

### Transfer payments

Name of institution	Amount Transferred R'000
Community learning centres	12 701

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

### Use of appropriated funds

Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Subsidies to private centres	17 961	18 624	0	18 624	18 473	(0.8)
Professional services	0	1	0	1	0	0
Human resource development	0	1	0	1	0	0
<b>Total</b>	<b>17 961</b>	<b>18 626</b>	<b>0</b>	<b>18 626</b>	<b>18 473</b>	<b>(0.8)</b>

Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>17 959</b>	<b>18 626</b>	<b>0</b>	<b>18 626</b>	<b>18 473</b>	<b>(0.8)</b>
Personnel	6 569	5 380	0	5 380	5 102	
Transfer	10 814	12 938	0	12 938	12 701	
Other current	576	308	0	308	670	
<b>Capital</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Acquisition of capital assets	2	0	0	0	0	
Transfer	0	0	0	0	0	
<b>Total expenditure</b>	<b>17 961</b>	<b>18 626</b>	<b>0</b>	<b>18 626</b>	<b>18 473</b>	<b>(0.8)</b>



## 8.7 Programme 7: Early childhood development

### Programme objective

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

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

#### *Grade R in public schools*

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

#### *Grade R in community centres*

o to support particular community centres at the Grade R level

#### *Professional services*

o to support ECD sites

#### *Human resource development*

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

#### *Conditional grant*

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

### Programme policy development

Key programme policy developments include:

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

### Delivery against performance targets

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

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 7.1.A: To provide Grade R spaces in public ordinary schools in accordance with policy, but specifically White Paper 5.	PM 7.1.A: Percentage of 5 year olds in publicly funded school Grade R.	AO 7.1.A: 41%	PT 7.1.A: 49%	AP 7.1.A: 44.5%

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

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 7.2.A: To provide Grade R spaces in education-funded community based sites in accordance with policy, but specifically White Paper 5.	PM 7.2.A: Number of learners in education-funded community-based ECD sites.	AO 7.2.A: 9 849	PT 7.2.A: 10 000	AP 7.2.A: 10 710

## Sub-programme 7.3: Professional services

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 7.3.A: To provide professional support to all ECD sites.	PM 7.3.A: Hours of training and other support provided to ECD sites.	AO 7.3.A: 4 000	PT 7.3.A: 4 000	AP 7.3.A: 4 000

## Sub-programme 7.4: Human resource development

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 7.4.A: To provide human resource development in accordance with the Skills Development Act.	PM 7.4.A: Enhanced skills of employees in the service of the WCED.	AO 7.4.A: Enhanced skills	PT 7.4.A: Enhanced skills	AP 7.4.A: Workplace Skills Plans (WSPs) in place for staff development

## Sub-programme 7.5: Conditional grant

**Sub-programme objective:** To provide for projects for poor children eligible for the reception year specified by the Department of Education and funded by conditional grants.

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 7.5.A: To provide quality education to poor children eligible for the reception year.	PM 7.5.A: As per nationally approved business plans.	AO 7.5.A: As per nationally approved business plans.	PT 7.5.A: As per nationally approved business plans.	AP 7.5.A: See paragraph 10 regarding the report on the objectives and achievements of the ECD conditional grant.

The EMDCs and their different structures visits the ECD centres and help them with capacity building in terms of different scenarios and actions that need to be done.

HRD interventions covered the priorities identified in the WSP i.e. management and leadership, classroom resources and ECD practitioners. 31 Officials were trained to support ECD practitioners and school governing bodies. The tender was awarded by the national Department of Education to train ECD practitioners.

### Transfer payments

Name of institution	Amount Transferred R'000
Early childhood education public schools	9
Early childhood education community centres	3 930
Conditional Grant	8 412
<b>Total</b>	<b>12 351</b>

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

### Use of appropriated funds

Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Grade R in public schools	41 050	32 709	1 003	33 712	43 753	29.8
Grade R in community centres	9 071	14 018	0	14 018	3 930	(62)
Professional services	0	1	0	1	0	0
Human resource development	0	1	0	1	0	0
Conditional grant	2 717	9 355	0	9 355	8 627	(7.8)
<b>Total</b>	<b>52 838</b>	<b>56 084</b>	<b>1 003</b>	<b>57 087</b>	<b>56 310</b>	<b>(1.4)</b>

Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>52 778</b>	<b>56 021</b>	<b>1 003</b>	<b>57 024</b>	<b>56 252</b>	<b>(1.4)</b>
Personnel	40 912	42 606	1 003	43 609	43 609	
Transfer	11 616	13 279	0	13 279	12 351	
Other current	250	136	0	136	292	
<b>Capital</b>	<b>60</b>	<b>63</b>	<b>0</b>	<b>63</b>	<b>58</b>	<b>(7.9)</b>
Acquisition of capital assets	60	63	0	63	58	
Transfer	0	0	0	0	0	
<b>Total expenditure</b>	<b>52 838</b>	<b>56 084</b>	<b>1 003</b>	<b>57 087</b>	<b>56 310</b>	<b>(1.4)</b>

## 8.8 Programme 8: Auxiliary and associated services

### Programme objective

To provide the education institutions as a whole with support.

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

#### *Payments to SETA*

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

#### *Conditional grant projects*

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

#### *External examinations*

- o to provide for departmentally managed examination services

#### *Teacher training*

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

#### *iKapa eliHlumayo*

- o to assist with the building of human capital

### Programme policy development

Key programme policy developments include:

#### iKapa eliHlumayo

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

GET that provides the bedrock or foundation for all Human Resource Development (HRD) in the province; and

FET that provides opportunities to further develop the skills and knowledge required for employment and economic participation.

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

## Delivery against performance targets

### Sub-programme 8.1: Payments to SETA

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 8.1.A: To support the Education Training and Development Practices (ETDP) Sectoral and Education Training Authority (SETA) with regard to the administration of the sector.	PM 8.1.A: 10% of 1% of taxable personnel costs to be paid over to the ETDP SETA.	AO 8.1.A: 10% of 1% of taxable personnel costs	PT 8.1.A: 10% of 1% of taxable personnel costs	AP 8.1.A: 10% of 1% of taxable personnel costs

### Sub-programme 8.2: Conditional grant projects

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 8.2.A: To improve financial management and quality enhancement within the provincial policy framework.	PM 8.2.A: Improvement in financial management, including the improvement of schools and governing bodies, in accordance with nationally approved business plans.	AO 8.2.A: Improvement in financial management.	PT 8.2.A: Improvement in financial management	AP 8.2.A: See paragraph 10 regarding the report on the objectives and achievements of the various projects of the financial management and quality enhancement conditional grant.
MO 8.2.B: To deliver HIV/AIDS-Life Skills education in primary schools.	PM 8.2.B.a: Training 1 500 primary and 1 500 secondary schools educators in the HIV/AIDS-Life Skills Programme.  PM 8.2.B.b: Training 5 000 HIV/AIDS-Life Skills peer counsellors.	AO 8.2.B.a: 1 500 primary and 1 500 secondary schools educators  AO 8.2.B.b: 5 000 peer educators trained	PT 8.2.B.a: 1 500 primary and 1 500 secondary schools educators  PT 8.2.B.b: 5 000 peer educators to be trained	AP 8.2.B.a: 10 000 educators trained (9500 primary school and 500 secondary school educators)  AP 8.2.B.b: 2 500 peer educators trained.  See paragraph 10 regarding the report on the objectives and achievements of the HIV/AIDS conditional grant.

### Sub-programme 8.3: External examinations

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 8.3.A: To manage the examinations and certification.	PM 8.3.A: Successful and timeous finalisation of sub-activities culminating in the writing of the annual examinations and the publication of results with integrity.	AO 8.3.A: Successful and timeous finalisation	PT 8.3.A: Successful and timeous finalisation	AP 8.3.A: Successful and timeous finalisation

### Sub-programme 8.4: Teacher training

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04
MO 8.4.A: To assist with the supply of qualified and competent teachers.	PM 8.4.A.a: Number of new bursaries allocated.	AO 8.4.A.a: 40	PT 8.4.A.a: 40	AP 8.4.A.a: 40
	PM 8.4.A.b: Enhanced skills of educators in the service of the WCED.	AO 8.4.A.b: Enhanced skills	PT 8.4.A.b: Enhanced skills	AP 8.4.A.b: Enhanced skills

### Sub-programme 8.5: iKapa eliHlumayo

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

Measurable Objective	Performance measure	Actual Outputs 2002/03	Target Outputs 2003/04	Actual Outputs 2003/04	
MO 8.5.A: To support the provincial goals of iKapa eliHlumayo:	PM 8.5.A.a: Number of study loans awarded	AO 8.5.A.a: n/a	PT 8.5.A.a: 700	AP 8.5.A.a: 1 100	
	<ul style="list-style-type: none"> <li>▪ increased economic growth</li> </ul>	PM 8.5.A.b: Number of FET programmes developed	AO 8.5.A.b: n/a	PT 8.5.A.b: 50	AP 8.5.A.b: 52
	<ul style="list-style-type: none"> <li>▪ increased employment and participation in the economy</li> </ul>	PM 8.5.A.c: Percentage of Grade 8 learners tested	AO 8.5.A.c: n/a	PT 8.5.A.c: 90%	AP 8.5.A.c: 98%
	<ul style="list-style-type: none"> <li>▪ reduced socio-economic and geographic inequality</li> </ul>	PM 8.5.A.d: Career Guidance Programme developed	AO 8.5.A.d: n/a	PT 8.5.A.d: Programme developed	AP 8.5.A.d: Programme completed and translated
	<ul style="list-style-type: none"> <li>▪ maintenance of a sustainable safety net</li> </ul>	PM 8.5.A.e: Number of educators trained as career and guidance counsellors	AO 8.5.A.e: n/a	PT 8.5.A.e: 400	AP 8.5.A.e: 420

Teacher education:

- Meetings with Higher Education Institutions are held twice per annum to ensure curriculum programmes offered at Institutions suit the employment needs of the WCED. Bursaries are awarded accordingly.

IKapa eliHlumayo progress:

- The establishment of a R12 million loan scheme for FET college students.
- The six public FET colleges in the province submitted proposals for courses to be developed that meet the needs of the province. These proposals have been scrutinised and improved for implementation in 2005.
- Analysis of Grade 6 reading and numeracy tests to locate nature and scope of problem and communicate this to schools. Assess reading and mathematics skills and aptitudes and interests of all Grade 8 learners to improve subject/programme choice.
- A career guidance course has been developed for the province. It has been translated into Xhosa and Afrikaans and the course will be installed on computers at each high school in the province. 800 selected teachers will be trained on the use of the software in February 2004. The guidance course provides trends in the provincial economy and provides details of existing FET programmes and learnerships.

### Transfer payments

Name of institution	Amount Transferred R'000
ETDP SETA	3 485
Bursaries to student teachers	1 001
IKapa eliHlumayo Project at FET Colleges	12 000
<b>Total</b>	<b>16 486</b>

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

### Use of appropriated funds

Spending according to sub-programme (R 000)

Sub-programme	2002/03	2003/04				
	Actual expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
Payments to SETA	3 485	3 485	0	3 485	3 485	0
Conditional grant projects	37 269	30 074	0	30 074	29 756	(1.1)
External examinations	43 326	49 259	0	49 259	50 143	1.8
Teacher training	16 190	17 642	(2 333)	15 309	11 956	(21.9)
IKapa eliHlumayo	0	32 500	(6 373)	26 127	26 175	0.2
<b>Total</b>	<b>100 270</b>	<b>132 960</b>	<b>(8 706)</b>	<b>124 254</b>	<b>121 515</b>	<b>(2.2)</b>

Spending according to economic classification (R 000)

Expenditure Classification	2002/03	2003/04				
	Actual Expenditure	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	% Over or (under) spending
<b>Current</b>	<b>97 439</b>	<b>127 938</b>	<b>(8 706)</b>	<b>119 232</b>	<b>116 452</b>	<b>(2.3)</b>
Personnel	40 654	44 627	0	44 627	41 847	
Transfer	4 395	4 942	11 544	16 486	16 486	
Other current	52 390	78 369	(20 250)	58 119	58 119	
<b>Capital</b>	<b>2 831</b>	<b>5 022</b>	<b>0</b>	<b>5 022</b>	<b>5 063</b>	<b>0.8</b>
Acquisition of capital assets	2 831	5 022	0	5 022	5 063	
Transfer	0	0	0	0	0	
<b>Total expenditure</b>	<b>100 270</b>	<b>132 960</b>	<b>(8 706)</b>	<b>124 254</b>	<b>121 515</b>	<b>(2.2)</b>

## 9. Capital investment, asset management and maintenance

### Capital investment

Building projects completed during 2003/04

Summary:

Capital Works	Number of projects	Completed on schedule and within cost
Upgrading projects	Primary schools 1	On schedule and within cost
	Secondary school 1	Slower than envisioned but within budget
	Special schools 1	On time, within budget
School building projects	Primary schools 3	Slower than envisioned but within budget
	Secondary school 2	Slower than envisioned and over budget
Instruction rooms completed as part of each new school or as separate projects	Primary school 114	Slower than envisioned but within budget
	Secondary school 81	Slower than envisioned and over budget
	Special schools 7	Slower than envisioned and over budget
Relocation of mobile classrooms	15	Slower than envisioned and over budget
Forums completed	Primary schools 0	
	Secondary schools 2	Slower than envisioned. One project is over budget and the other within budget
Toilets completed	Primary school 145	District municipalities provided 40% of these toilets. The other 60% were delivered late by Public Works
	Secondary school 48	These toilets form part of new school building projects. They were delivered late and over budget

### Projects:

EMDC	Municipality	Town	Project	Type of project	Instruction rooms	Completed on schedule and within cost
<b>Upgrading projects</b>						
West Coast/Winelands	Matzikama	Doringbaai	Doringbaai P/Sl	Upgrading		On schedule and within budget
Metropole East	Cape Town	Kraaifontein	Bloekombos S/S	Extensions	11	Slower than envisioned but within budget
Metropole South	Cape Town	Mitchells Plain	Lentegeur LSEN School	Extensions	7	On time, within budget
<b>New school projects</b>						
Metropole South	Cape Town	Crossroads	Qingga Mntwana P/S	New School	30	Slower than envisioned but within budget
Metropole East	Cape Town	Wesbank	Wesbank No 2 P/S	New School	30	Slower than envisioned and over budget
Metropole North	Cape Town	Milnerton	Marconi Beam P/S	New School	30	Slower than envisioned and over budget



EMDC	Municipality	Town	Project	Type of project	Instruction rooms	Completed on schedule and within cost
Metropole East	Cape Town	Wesbank	Wesbank S/S	New School	35	Slower than envisioned and over budget
Metropole East	Cape Town	Khayelitsha	Esangweni S/S	New School	35	Slower than envisioned and over budget
<b>Instruction rooms completed as part of new schools or as extensions to existing schools</b>						
<b>Instruction rooms as part of new schools</b>						
Metropole South	Cape Town	Crossroads	Qingga Mntwana P/S	New School	30	Slower than envisioned but within budget
Metropole East	Cape Town	Wesbank	Wesbank No 2 P/S	New School	30	Slower than envisioned and over budget
Metropole North	Cape Town	Milnerton	Marconi Beam P/S	New School	30	Slower than envisioned and over budget
Metropole North	Cape Town	Wesbank	Wesbank S/S	New School	35	Slower than envisioned and over budget
Metropole East	Cape Town	Khayelitsha	Esangweni S/S	New School	35	Slower than envisioned and over budget
<b>Instruction rooms as extensions to existing schools</b>						
Metropole North	Cape Town	Du Noon	Sophakama P/S	Prefab classrooms	4	Slower than envisioned and over budget
Metropole North	Cape Town	Wesbank	Rainbow P/S	Prefab classrooms	8	Slower than envisioned and over budget
Metropole East	Cape Town	Khayelitsha	Nkazimlo P/S	Permanent classrooms	4	Slower than envisioned and over budget
South Cape/ Karoo	George	George	Kretchenshoop P/S	Prefab classrooms	3	Slower than envisioned and over budget
West Coast/ Winelands	Stellenbosch	Franschoek	Dalebuhle P/S	Prefab classrooms	2	Slower than envisioned and over budget
West Coast/ Winelands	Matzikama	Vredendal	Spruitdrift P/S	Prefab classrooms	3	Slower than envisioned and over budget
Breede River/ Overberg	Breede Valley	Robertson	Masakheke Comb Sch	Prefab classrooms	4	Slower than envisioned and over budget
West Coast/ Winelands	Witzenberg	Tulbach	Waveren S/S	Prefab classrooms	4	Slower than envisioned and over budget
West Coast/ Winelands	Drakenstein	Wellington	Bergrivier S/S	Prefab classrooms	3	Slower than envisioned and over budget
<b>Extensions to existing schools forums</b>						
Breede River/ Overberg	Cape Town	Robertson	Langeberg S/S	Forum		Slower than envisioned because the school requested a change in the brief. No budget change.
Metropole South	Cape Town	Diep River	South Peninsula S/S	Upgrading		Slower than envisioned because the school requested a change in the brief and the budget had to be increased.

EMDC	Municipality	Town	Project	Type of project	Instruction rooms	Completed on schedule and within cost
<b>Toilet block as part of new schools or extensions</b>						
Metropole East	Cape Town	Kuils River	Wesbank S/S	New School	24	Slower than envisioned and over budget
Metropole East	Cape Town	Khayelitsha	Esangweni S/S	New School	24	Slower than envisioned and over budget
Metropole South	Cape Town	Crossroads	Qingqa Mntwana P/S	New School	29	Slower than envisioned and over budget
Metropole South	Cape Town	Wesbank	Wesbank No 2 P/S	New School	29	Slower than envisioned and over budget
Metropole North	Cape Town	Milnerton	Marconi Beam P/S	New School	29	Slower than envisioned and over budget
<b>Extensions to existing schools – toilet blocks</b>						
West Coast/ Winelands	Drakenstein	Paarl	Bosplaas P/S	Toilet block	4	<p>These projects were approved for the 2002/03 financial year. However, owing to cash flow problems, the Department of Transport and of Public Works could not attend to them. They were included again on the 2003/2004 List of Needs but during the initial investigations at the start of the projects it was established that the district municipalities had upgraded the toilets.</p> <p>The funds saved on these projects were consequently shifted to other projects.</p> <p>These schools are all public schools on private land and are being leased from church denominations or farm owners.</p>
Breede River/ Overberg	Matzikama	Klawer	De Neus P/S	Toilet block	4	
South Cape/ Karoo	George	George	Geelhoutboom P/S	Toilet block	8	
West Coast/ Winelands	Swartland	Moorreesburg	Grootvlei P/S	Toilet block	5	
South Cape/ Karoo	Knysna	Knysna	Highway P/S	Toilet block	5	
West Coast/ Winelands	Drakenstein	Paarl	Kersboslaagte P/S	Toilet block	8	
South Cape/ Karoo	Langeberg	Riversdal	Kruisrivier P/S	Toilet block	5	
South Cape/ Karoo	Knysna	Knysna	Ruigtevlei P/S	Toilet block	5	
West Coast/ Winelands	Matzikama	Vredendal	Vergenoeg P/S	Toilet block	8	
West Coast/ Winelands	Drakenstein	Wellington	Voor Groenberg P/S	Toilet block	5	

### Major maintenance projects undertaken during 2003/04

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

Number of projects	Budget	Final cost R'000
439	60 896	45 002

#### Number of building and major maintenance projects that were delayed:

Number of projects	Budget	Expenditure R'000
323	26, 839	26 011

The reasons for the delay are stated in the table below:

	Number of projects	Cost of projects R'000	Scheduled period	Reasons	Corrective action
Projects completed	439	45 002	Within scheduled period	None	None
Projects delayed	323	26 011	Not within scheduled period	The Department of Transport and Public Works: Staff shortages / slow progress	WCED provided the Department of Transport and of Public Works with a list for scheduled maintenance 3 years in advance.
Total projects	596	60 018			
Emergency repairs projects completed	239	2 883	Within scheduled period	None	None

### Effect of delays on cost

The delay in a project will reduce the budget for the following financial year because a delayed project is carried over.

### Asset Management

Overview of fixed and significant moveable assets under the control of the department.

#### Value of furniture and equipment

EMDC	Estimated value R
West Coast/Winelands	882 087
Southern Cape/Karoo	570 672
Breede River/Overberg	591 679
Metropole South	487 362
Metropole North	483 474
Metropole East	1 624 305
Metropole Central	649 722
<b>Sub Total</b>	<b>5 289 301</b>
Head Office	40 831 930
<b>Total</b>	<b>46 121 231</b>

#### Value of computer equipment

Office	Estimated value R
Office Of The Minister	112 500
Office Of The SG	99 500
Director: Communications	153 500
Deputy Director-General: Operational Education Management	47 262
Chief Director: Regional Services (Metropole)	58 773

Office	Estimated value R
Director: EMDC – Metropole North	363 129
Director: EMDC – Metropole Central	1 431 285
Director: EMDC – Metropole East	345 028
Director: EMDC – Metropole South	466 052
Chief Director: Regional Services (Rural)	53 168
Director: EMDC - West Coast/Winelands	286 980
Director: EMDC - Breede River/Overberg	350 629
Director: EMDC – Karoo/South Cape	509998
Deputy Director-General: Education Planning And Development	48 479
Chief Director: Education Planning	48 498
Director: Institutional Management And Governance	223 200
Director: Further Education And Planning	203 500
Director: Curriculum Management	716 430
Director: Examinations	749 016
Chief Director: Education Support And Planning	48 440
Director: Information And Technological Services	476 232
Director: Physical Resource Planning	373 500
Director: Specialised Education Support Services	303 240
Director: Education Research	459 500
Deputy Director-General: Corporate Services	47 906
Chief Director: Financial Management	49 082
Director: Logistical Services	1 417 010
Director: Accountancy Services	847 500
Director: Budget Management	777 500
Chief Director: Human Resource Management	47 740
Director: Personal Management (Educators)	1 132 500
Director: Personal Management (Public Servants)	647 500
Director: Human Resource Development	253 500
Director: Labour Relations	510 000
<b>Total</b>	<b>13 658 077</b>

## Changes in asset holding

### Computers, furniture and equipment (R'000)

	Additions	Replacements	Changes
Computer equipment	5 223	2 635	2 588
Furniture and equipment	3 523	0	3 523
<b>TOTAL</b>	<b>8 746</b>	<b>2 635</b>	<b>6 111</b>

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

Annual stocktaking was carried out to ensure that the WCED's asset register remains up-to-date.

## **Current state of the Department's capital stock.**

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

## **Maintenance**

### **Expenditure on normal maintenance of property assets during 2003/04**

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

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

At present the annual maintenance budget for 2003/04 is only R68 million and this amount represents only 38% of what is required.

Expenditure on construction projects was very slow during the 2003/04 financial year. A decision was taken to increase the maintenance budget from R63 million to R100 million. This amount represents only 55% of what is needed at present to maintain school buildings.

### **Progress with addressing the maintenance backlog during 2003/04**

The total maintenance budget for the past four years amounts to R156,8 million. If the same calculation is done i.e. 1,5% of replacement value, then the answer indicates that the buildings are deteriorating and that backlogs are clearly increasing.

## 10. Conditional grants

### Summary of Conditional Grants for 2003/04 (R'000)

Conditional Grant	Allocation 2003/04	Roll-over From 2002/03	Total Allocation 2003/04	Total transfers	Actual Expenditure	Over/under expenditure
HIV/AIDS	9 518	485	10 003	9 517	10 725	722
Early Childhood Development	6 952	2 403	9 355	6 952	8 627	(728)
<b>Financial Management and Quality Enhancement</b>	<b>18 519</b>	<b>1 552</b>	<b>20 071</b>	<b>18 519</b>	<b>19 031</b>	<b>(1 040)</b>
1. Education management and leadership development	1 524		1 524	1 524	1 522	(2)
2. School governance	2 000		2 000	2 000	1 979	(21)
3. In-service training of educators	1 000		1 000	1 000	910	(90)
4. Multigrade rural schools	295		295	295	289	(6)
5. Teacher development and GETC	3 750		3 750	3 750	3 776	26
6. Whole school and systemic evaluation	1 800		1 800	1 800	1 798	(2)
7. FET colleges	1 500		1 500	1 500	1 050	(450)
8. FET	3 450		3 450	3 450	3 453	3
9. Improved EMIS	300		300	300	298	(2)
10. School finance	1 000		1 000	1 000	997	(3)
11. Values in education	400	8	408	400	447	47
12. School effectiveness		429	429	0	425	(4)
13. Leave audit	1 500	202	1 702	1 500	1 200	(300)
14. Maths, Science and Technology		518	518	0	497	(21)
15. Quality assurance for Grades 3, 6 and 9		395	395	0	390	(5)
16. Disaster Management	70	-	70	70	70	-
<b>TOTAL</b>	<b>35 059</b>	<b>4 440</b>	<b>39 499</b>	<b>35 058</b>	<b>38 453</b>	<b>(1 046)</b>

It is certified that all transfers received in terms of the Division of Revenue Act, 2003 (Act No 1 of 2003) were deposited into the Department's bank account.

All conditions of the conditional grants were met.

#### Objectives achieved:

#### Conditional Grant: HIV/AIDS

Name of Project	Project Objectives	Achievements
HIV/AIDS Life Skills Programme	1. Advocacy:  Development, communication and dissemination of HIV/AIDS policy, information and advocacy materials; Regional HIV/AIDS Principals/SGB conferences; Stakeholder meetings.	Five out of approximately 20 planned regional conferences for school principals, SGB chairpersons, school HIV/AIDS co-ordinators and school-community reps were held in Oudtshoorn (Klein and Groot Karoo), Khayelitsha (Presidential nodal area), Kuils River, Somerset West (high-prevalence Helderberg Basin) and Mossel Bay, attended collectively by some 1050 delegates. These conferences have generated high levels of support from schools, and have provided a turning point for EMDC East Metropole in particular (one of seven education regions, and servicing Khayelitsha) - in terms of their commitment and ability to manage the epidemic in their client school-communities. The remaining five EMDCs (districts) were not able to implement this strategy during 2003/4. Funds no longer exist for this purpose, and the issues to be addressed will now have to be done so via alternative means.

Name of Project	Project Objectives	Achievements
HIV/AIDS Life Skills Programme (continued)	<p>2. Educator training and development:</p> <p>Training of primary and secondary school educators (targeted for completion in the current financial year), appointment of contract support personnel, integration of HIV/AIDS across the curriculum, Care and Support training, ECD, ABET and FET training initiated.</p>	<p>The Western Cape has thus far trained over 10 000 educators, out of approximately 54 000 educators reportedly trained nationally (as at November 2003, of which 26 500 are reportedly verifiable). A comprehensive database exists to verify and manage this. Most of these teachers are at primary schools, where the provincial commitment is to train 80% of the total, Grades 1-7 (vs one per phase as per original NIP minimum requirement). To date, 60% of all primary school educators in the Western Cape have been trained, with an average of 11 per school. 5% of primary schools have still not been trained, but are currently being targeted (for completion by July 2004). Schools in the Khayelitsha presidential nodal area were especially targeted in the third financial quarter of 2003/4.</p> <p>Due to delays in the arrival of LSM for grades 8-9, and translation thereof into Afrikaans (the dominant language of the province, at 60%), the training of secondary school educators is still behind schedule, and now scheduled for completion by march 2005 (with the bulk of training to take place in September 2004).</p> <p>The new EMDC structure of the WCED (the third provincial education structure in five years) has resulted in the loss of the School Clinics as the primary vehicle for teacher training. School Clinics (comprising mainly school psychologists and social workers) have now been subsumed into EMDCs, and workloads have shifted. All seven EMDCs report 40-50% levels of under-staffing. This has adversely affected delivery, but is seen as a short-term problem. Whilst out-sourcing of training can be seen as an alternative, it is still held that this approach is not sustainable, and fails to develop the capacity of the WCED to address HIV/AIDS in education in the longer term.</p> <p>Support staff, to assist EMDCs and head office in implementing the HIV/AIDS Life Skills programme, were appointed w.e.f. 1 October 2003. It is expected that their ability to co-ordinate activities in the seven EMDCs will considerably speed up teacher training, whilst also improving overall effectiveness in the management of HIV/AIDS in the districts.</p> <p>RNCS training continues to place HIV/AIDS high on its agenda (whilst simultaneously competing for training time), and the working relationship between Specialised Education Support Services and Curriculum Services continues to be deepened.</p> <p>ABET, FET and ECD educator training and development have all begun.</p> <p>Care and Support training for educators has not yet begun. The Provincial Inter-Departmental AIDS Committee requested that the focus should remain on curriculum-based training until all schools are implementing the programme in the classroom. Therefore, shifted to 2004/5. Care and Support training will begin with the presidential nodal area of Khayelitsha.</p> <p>As part of the Life Skills programme, the Care and Support component will comprise a one-and-a-half-day programme targeting ideally the entire school staff, inclusive of School HIV/AIDS Co-ordinator(s), the school secretary (by broad request), and the School Management Team – on a cluster basis. The focus of this training will be on first aid, universal precautions, networking local support, basic counselling skills (for referral purposes) and an orientation to care and support of affected learners within the school-community. Community-based organisations (NGOs) will be included in this process</p> <p>As part of the HRD AIDS in the Workplace responsibility (separate programme), an employee AIDS programme has been initiated and LifeLine have been contracted in by Province to provide a VCT and counselling service to infected and affected employees.</p>

Name of Project	Project Objectives	Achievements
HIV/AIDS Life Skills Programme (continued)	<p>3. Teaching and learning support material (LSM):</p> <p>LSM audit, selection and development; Translations (English, Afrikaans, Xhosa); Procurement and/or printing; Distribution; and Resource Centres</p>	<p>An intensive LSM distribution process was begun in July and is still continuing. This includes the provision of both RNCS-based material, as well as supplementary material (Additional materials having been procured via a R3m savings in 2002/3 achieved by negotiating substantial discounts and purchasing directly from publishers). Carefully selected LSM is currently being packaged on an individual school basis, paying careful attention to the number of learners, grades, languages, etc.</p> <p>The intention remains to ensure the effective facilitation of delivery of LSM. National and provincial research indicates that unless distribution is carefully managed, the bulk of the LSM does not end up in the hands of the learners.</p> <p>All primary school material is available in the three official languages, and should be currently available in at least 80% of the schools. Secondary school materials (Grades 8-9 and 10-12) will be disseminated with training early in 2004 and a translation process is also underway.</p>
	<p>4. Peer education:</p> <p>Advisory committee and management team established; Teacher training; Orientation for NGO service providers; NGO-driven programmes in prioritised schools; Support to schools; Learner conferences; Publications</p>	<p>The Western Cape is currently piloting peer education in 50 secondary schools, via 10 service providers. This is intentionally part of a two-year programme designed to develop a "best practice" model for the Western Cape. This process is currently being finalised in preparation for full rollout from July 2004.</p> <p>It must be noted that the peer education programme is primarily (but not exclusively) an extra-curricular programme that happens outside of formal teaching time. In the Western Cape, it is an integrated model and has strong connections with other locally based service providers such as loveLife, churches, welfare organisations, and especially the local Health clinics.</p> <p>The programme is well-supported by participating schools and has come to be seen by the Western Cape as a major vehicle for bringing about behaviour change amongst adolescents.</p> <p>A Global Fund application for R5,3 m per annum (as approved by SANAC, and fixed for the first two years despite the fluctuating rand-dollar exchange rate) is designed to extend this programme to 200 prioritised high prevalence level / lower socio-economic school-communities (R6,6m GF budget in year 1).</p> <p>Through the high school peer education programme, as well as partnerships with NGOs and the support of educators undertaking short courses in this area, support groups for learners have been initiated in a significant number of schools.</p> <p>To date, approximately 2 500-peer educators have been trained and are currently active in the school system.</p> <p>An RCL conference for secondary schools was held in June. This had a significant HIV/AIDS component, and resulted in an RCL charter that places HIV/AIDS high on the school RCL agenda.</p>



Name of Project	Project Objectives	Achievements
HIV/AIDS Life Skills Programme (continued)	5. Monitoring, evaluation and support:  Monitoring and evaluation of implementation and efficacy; support for trained educators; support for development of integrated systems response	Together with the University of Cape Town an external evaluative process is already underway, targeting secondary schools in particular (an extensive assessment of the primary school teacher training process was undertaken in 2001/2 by the University of the Western Cape).  Several research processes have been supported, and a number of research papers already delivered. These are informative, and enable the programme to adjust to any new insights provided.
	6. Management and administration:  Regional implementation plans developed; Project and financial management training provided to regions; Contractual administrative support staff appointed; Provincial management meetings; Systems development.	At EMDCs, District HIV/AIDS Management Committees have been established to ensure that the HIV/AIDS Life Skills programme is jointly managed by the three EMDC components of Curriculum Services, Specialised Education Support Services, and Institutional Management and Governance - each with different but complementary roles and responsibilities. These HIV/AIDS Management Committees are also now able to deal with HIV/AIDS Workplace issues - without detracting from the HIV/AIDS Life Skills programme. In fact, they are able to co-ordinate all HIV/AIDS-related activity at the regional level (including imminent EMGD/IMG training). There now exists a high degree of co-operation between the EMDC components of SLES, Curriculum Services and IMG (enabling a multi-functional team, or matrix, approach to HIV/AIDS) as well as between Specialised Education Support Services, Curriculum Services, HRD, EMIS, Personnel, Finance, Labour Relations and other head office components. The decisions of the District Management Team, on behalf of the EMDC, and in accordance with the Business Plan, are effected by an EMDC HIV/AIDS Co-ordinator (full-time contract post), with assistance from a field-worker (or two, in the cases of South and East Metropoles). At Head Office, co-operation between the Directorates: Specialised Education Support Services, Curriculum Development, Human Resource Development and Institutional Management and Governance, in particular, has been successfully secured. The establishment of a WCED HIV/AIDS Unit is imminent. At a provincial level, inter-departmental co-operation is also high - especially with regard to the Departments of Health, Social Services and Cultural Affairs & Sport. The Provincial Inter-Departmental AIDS Committee (PIDAC) meets monthly, and provides the province with a high degree of co-ordination and direction.

### Conditional Grant: Early childhood development

Name of Project	Project Objectives	Achievements
Early Childhood Development.	To phase in 357 sites and pay subsidies To supply 357 sites in the most impoverished areas with quality learning resource material To train EMDC and Head Office Officials in Management and Monitoring of sites	357 sites phased in, subsidies are being paid, and WCED has assumed responsibility for this. Learning resource material for 357 sites delivered to the 7 EMDCs  Khulisa training completed both nationally and provincially. Interaction with the final Khulisa report on EMDC and Head Office level. Areas identified as shortfalls are being addressed, for example HIV and AIDS training

Name of Project	Project Objectives	Achievements
Early Childhood Development. (continued)	<p>To have a monitoring tool on an ongoing basis that will ensure quality</p> <p>To have a monitoring tool on an ongoing basis that will ensure quality</p> <p>Siseko Motheo- to train practitioners to a level 4 qualification to ensure quality learning programmes</p> <p>Vuleka Productions – ECD Awareness</p> <p>To ensure quality at learning sites and enskill and empower and inform School Management teams and School Governing Bodies</p>	<p>Western Cape Officials played a part in drafting the final monitoring tool, now implemented in the province on an ongoing basis</p> <p>Western Cape Officials played a part in drafting the final monitoring tool, now implemented in the province on an ongoing basis</p> <p>357 practitioners trained. Progress – Recognition of Prior Learning completed. First phase of the training completed. Training ongoing</p> <p>Advocacy – result – awareness for ECD role players, ongoing</p> <p>800 members trained, ongoing</p>

### Conditional Grant: Financial management and quality enhancement

Name of Project	Project Objectives	Achievements
1. Education Management and Leadership Development	Fully functional schools delivering education in a well-managed environment	<ul style="list-style-type: none"> <li>▪ Within the province, management and leadership is developed through the IMG pillar at the EMDC level. Districts respond to the generic and specific needs of SMT members.</li> <li>▪ Support is given to managers at risk.</li> </ul>
	School management staff (SMTs) are capacitated to deal with all school functions	<ul style="list-style-type: none"> <li>▪ All principals (1640) in the province received LR training on the new Collective Agreements</li> <li>▪ 240 primary school principals were trained at the Cape Teaching institute on Managing the Implementation of the RNCS (2-week course)</li> <li>▪ 38 principals-at-risk completed a 1-week programme on basic school administration and management.</li> <li>▪ 5 clusters of principals were trained in the Management of discipline (staff and learners)</li> <li>▪ A wide range of management development interventions offered by EMDCs from their allocations.</li> <li>▪ The induction of all newly appointed SMT members.</li> <li>▪ Managing your School like a Business – 24 principals</li> </ul>
	Management and leadership development of other stakeholders, linked to school improvement	<ul style="list-style-type: none"> <li>▪ 156 school support staff managers were trained in managing support functions and school resources</li> <li>▪ 653 senior certificate learners completed the Responsible Action and Leadership Programme linked to school improvement</li> </ul>
	Capacity building of office-based managers	<ul style="list-style-type: none"> <li>▪ Top management completed a course on conversational Xhosa</li> <li>▪ 10 officials at Head Office completed a Powerspeaking programme</li> <li>▪ 1 324 public service staff middle managers were trained in the Staff Performance and Management and Development System (SPMDS)</li> </ul>
	Infrastructure objective: The effective supervision of the delivery of the project activities	<ul style="list-style-type: none"> <li>▪ The appointment and training of staff to secure the effective administration of the project</li> <li>▪ The production of training materials for various courses</li> <li>▪ Purchase of stationery and materials</li> </ul>

Name of Project	Project Objectives	Achievements
2. School Governance	<p>The programme covered the capacity building process of school governance and focussed specifically on improving the capacity level of the governing bodies in order to:</p> <ul style="list-style-type: none"> <li>▪ Take ownership of their schools and their communities;</li> <li>▪ Understand their roles as governors in order to complement the management team in leading the school towards its vision;</li> <li>▪ Consolidate the current capacity building programmes of the department;</li> <li>▪ Consolidate all attempts at transformation of school governance,</li> <li>▪ Accept the maximum devolution of administrative responsibility in order to move towards a school-based management model,</li> <li>▪ Improve the quality of education delivery and financial management in the education system.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All the objectives were achieved to a large extent. As this was an election year for School Governors, the capacity building process was divided into three phases viz. pre-election, election and post-election phase.</li> <li>▪ In the pre-election phase the focus was on generic training such as Managing Diversity, Employment Equity, HIV/AIDS, etc. The focus on the post-election phase was on specific training such as Roles &amp; Responsibilities, Meeting Procedures, Nomination Procedures, etc.</li> <li>▪ A very successful RCL Conference with the theme Deepening Democracy was held in July and was evaluated as an unqualified success.</li> <li>▪ The election of new governing bodies started in July with most schools successfully electing new governors.</li> <li>▪ Because of the elections fewer governors, 3 407, were trained in 187 interventions. In most cases schools/sites were brought together in clusters. A cluster counted as one intervention.</li> </ul>
3. In-service training of educators	<p>The improvement of learner achievement through the professional development of educators</p> <p>The delivery of intensive INSET based on research studies conducted in the WC</p> <p>The development and printing of quality course materials</p> <p>Determine, through a mini-impact assessment, the effects of the training on educator confidence and knowledge</p>	<ul style="list-style-type: none"> <li>▪ At a provincial level, the WCED has a multi-pronged strategy to improve the knowledge and skills of educators.</li> <li>▪ This project contributes towards that provincial strategy</li> <li>▪ 252 Foundation Phase Educators completed the 5-week Mathematics course</li> <li>▪ 201 Foundation Phase educators completed the 3-week Literacy course</li> <li>▪ Each participant is supplied with a file of the course material prepared by the service providers (UCT).</li> <li>▪ Each participant is supplied with copies of policy documents related to the learning area.</li> <li>▪ Participate in the mini-impact assessment conducted by the researcher contracted by the GTZ.</li> </ul>

Name of Project	Project Objectives	Achievements
4. Multi-grade rural schools	Personal and professional development of Multifunctional teams in clusters	<ul style="list-style-type: none"> <li>• 142 Officials (MFT of the three rural EMDCs) attended 3 days training on supporting multigrade schools. MFT certified 130 educators (40 credits – Cape Technikon)</li> </ul>
	Development of resources	<ul style="list-style-type: none"> <li>• Resources for Literacy (reading package – one package per school) and Numeracy (beads – 1 string per teacher) supplied to 93 schools (276 teachers)</li> </ul>
	Appointment of a co-ordinator to assist with the implementation and mentoring of the on-line component	<ul style="list-style-type: none"> <li>• 13 clusters, 93 schools and 178 teachers received mentoring and technical support with their ICT on-line training (educators received a diploma form SA SchoolNet - 73,9%)</li> </ul>
5. Teacher development and GETC	<p>5.1 New GET level (including Curriculum 2005 and Assess learner performance)</p> <ul style="list-style-type: none"> <li>▪ To empower SMT's to manage and support the RNCS implementation in schools</li> <li>▪ To advocate the RNCS and train the Foundation Phase teachers to implement in 2004</li> <li>▪ To empower teachers' content and pedagogy skills in all eight Learning Areas, with special reference to LLC, Tech, LO, EMS and A&amp;C.</li> <li>▪ To empower head office curriculum planning officials to develop, sustain and employ ITC to support the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Circulars were sent to schools giving information re training for RNCS FP.</li> <li>• Circular 0071/2003 were sent to schools requesting that they register with their EMDCs</li> <li>• Schools were offered three possible dates during July holidays for training.</li> <li>• Each EMDC established and informed schools about venues and training dates</li> <li>• Teachers and SMTs were offered the choice of attending a training session during any one of the three weeks available. Dates were 30 June – 4 July; 7 – 11 July; 14 – 18 July 2003</li> <li>• Schools registered with their respective EMDC s, in advance, to facilitate the packaging and distribution of training materials as well as catering and venue management arrangements.</li> <li>• Head Office as well as EMDCs Identified a core training team which underwent training conducted by the National Core Training Team</li> <li>• Training material for teachers as well as School Management Teams were developed translated, into Afrikaans and Xhosa, and printed.</li> <li>• Training materials were couriered to 58 training venues across the province.</li> <li>• Standard Bank Economic and Financial Literacy programme for Grade 8 &amp; 9 EMS educators and ABET level 4 educators completed.</li> <li>• Design Learning Area/ subject and related Web-sites</li> <li>• Sub-sites were modified and further developed</li> </ul>
	<p>5.2 General Education and Training Certificate (GETC)</p> <ul style="list-style-type: none"> <li>• Support Assessment, including CASS and moderation initiatives and provide for printing and distribution of materials</li> <li>• To empower SMT's and teachers to implement Assessment, including CASS and moderation policy in the GET</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment including CASS and moderation policy in GET completed</li> <li>• In Jan 2003, provincially designed CTA s, in the eight Learning Areas, were developed to be used as an example. These documents were translated, printed and one set was couriered March 2003 to each school offering Grade 9 including the LSEN schools.</li> <li>• Printing of exemplars of Best Practice and distribution to schools.</li> <li>• Assessor training for Head Office Senior Curriculum Planners completed</li> <li>• Moderator training for Head Office Senior Curriculum Planners completed in February 2004.</li> <li>• Assessment including CASS and moderation policy in GET completed printed and couriered to schools</li> </ul>

Name of Project	Project Objectives	Achievements
6. Whole school and systemic evaluation	The implementation of a system of evaluation at all schools	<ul style="list-style-type: none"> <li>All the preparations for implementing this system have been undertaken</li> </ul>
	To be able to hold all school managers and support officials accountable for the delivery of quality education	<ul style="list-style-type: none"> <li>All principals and circuit managers in the province were trained in school self-evaluation</li> <li>And school development planning.</li> <li>The professional development of training manuals.</li> </ul>
	All schools have school Development Plans based on the areas for development identified by the school community during its self evaluation	<ul style="list-style-type: none"> <li>The majority of schools had School Development Plans by the end of the financial year.</li> </ul>
	Whole School Evaluation teams which are fully capacitated to conduct WSE professionally	<ul style="list-style-type: none"> <li>80 officials from across the functional areas of the WCED completed the supervisor training</li> <li>The development and printing of quality manuals for the above training</li> <li>A trial-run of WSE was conducted at three schools</li> </ul>
	The effective, professional administration of the project.	<ul style="list-style-type: none"> <li>Appointment on contract of a professional assistant and an administrative assistant</li> </ul>
	Full participation in the national meetings	<ul style="list-style-type: none"> <li>Attendance at the NQACC and other QA meetings in Pretoria, including the workshops to align WSE with IQMS</li> </ul>
	The introduction and implementation of the Collective Agreement 3 of 2002	<ul style="list-style-type: none"> <li>All office-based educators were trained in the Performance Management and Development Scheme (PMDS) of the Collective Agreement.</li> <li>The first cycle ran from 1 April 2003- 31 March 2004.</li> <li>Printing of the training manual</li> </ul>
	The implementation of school development plans	<ul style="list-style-type: none"> <li>Support for and monitoring of the implementation of SDPs at 50 schools</li> <li>Staffs trained in project management to do this.</li> </ul>
7. FET colleges	Developing an operational framework for FET Colleges management within the prioritised areas to create an enabling environment for effective and efficient curriculum delivery	<ul style="list-style-type: none"> <li>4 OBE for Management workshops ± 30 participants each</li> <li>3 Human rights, gender awareness, diversity workshops – 30 management delegates per workshop</li> </ul>
	Improving the management of colleges to create an enabling environment for delivering relevant, flexible and responsive education and training	<ul style="list-style-type: none"> <li>OBE video completed and ready for distribution</li> <li>Research on the implementation and use of OBE CD and video commissioned</li> <li>114 Lecturers trained in learning programme design</li> <li>190 assessors trained</li> <li>86 moderators trained</li> </ul>
	Developing an operational framework for enhancing the professional and pedagogical skills of educators at the FET college groups	<ul style="list-style-type: none"> <li>30 Educators trained in planning learning events and aids</li> <li>35 Educators trained in using a variety of facilitating methodologies</li> <li>Learner support training for 18 Learner support co-ordinators</li> </ul>
	Supporting Educators to offer integrated education and training to prepare learners for the world of work and HE	<ul style="list-style-type: none"> <li>Work placement policy developed</li> <li>3 Contextualised Fundamentals workshops</li> <li>300 sets of resource material for fundamental learning printed and distributed</li> <li>2 Early Childhood Development workshops</li> <li>6 Generic Business and Adm. Programme development workshops for educators and programme managers</li> </ul>

Name of Project	Project Objectives	Achievements
8. FET	Appoint a contract manager to develop and sustain an efficient and effective programme for the EMDCs to improve the Grade 12 Senior Certificate results in those identified schools obtaining a pass rate of < 60% in the 2002 Senior Certificate Examinations.	<ul style="list-style-type: none"> <li>• Senior Certificate results analysed; targets set; trends, strengths, weaknesses identified. Total of 234 institutions identified for support interventions at various levels.</li> <li>• Appropriate teaching and learning support material analysed, designed, collated, distributed and workshopped with teachers.</li> <li>• Website on school improvement designed, managed and populated with relevant material.</li> <li>• EMDCs designed, developed and implemented relevant support programmes for dysfunctional schools.</li> <li>• Seriously under-performing schools monitored in conjunction with NFLP</li> <li>• Outcomes of NFLP monitoring collated and distributed to EMDCs and schools.</li> <li>• Revision guidelines in critical subjects designed and distributed to schools</li> <li>• Management training courses designed in conjunction with HRD</li> <li>• Identified principals trailed management course.</li> <li>• Suggested/arranged Winter and Spring workshops for teachers and learners at decentralised venues. Approximately 2550 learners attended September Spring Schools</li> <li>• Common examinations in 12 critical subjects were set and written according to a provincial timetable.</li> <li>• Standard setting workshops conducted by SCPs and/or examiners with EMDC: CAs and others to conduct moderation within norms &amp; standards framework.</li> <li>• All schools participating in common examinations delegated teachers to attend workshops to capacitate those concerned in norm and standard setting with regard to marking.</li> </ul>
	Developing an ACE course for teacher development within the FET Band, Grades 10 to 12, with special reference to Grade 12, that will promote and enhance the competence and professional skills of English teachers to improve teaching practices and contribute to more effective learning with special reference to nodal areas	<ul style="list-style-type: none"> <li>• Curricula for the subjects were finalised,</li> <li>• The following number of teachers was registered, namely, English: 27 2nd years.</li> <li>• Contact and distance learning took place throughout the year.</li> <li>• An estimated 12 740 Grade 10 - 12 learners will ultimately benefit.</li> <li>• Of 28 teachers originally registered, 25 graduated in March 2004. Two remaining teachers have to repeat one and two modules receptively at their own costs.</li> <li>• Three from this ACE intake are registered for MA (Language Education) in 2004.</li> <li>• An additional nine teachers in rural areas will join a MA programme in 2005 using vacation blocks and on-line learning.</li> </ul>
	Appoint a contract manager to establish and sustain an effective and efficient moderation management system with special reference to nodal areas.	<ul style="list-style-type: none"> <li>• Provincial Moderation Protocol and CASS guidelines for each subject designed and completed in collaboration with EMDCs and approved for implementation. Moderation Protocol, CASS guidelines and covering circular distributed to all relevant schools</li> <li>• All FET EMDC: CAs trained. Workshops conducted and dry runs completed involving all EMDC Assessment Co-ordinators and Cas</li> <li>• All high and combined school teachers trained by seven EMDCs.</li> </ul>

Name of Project	Project Objectives	Achievements
8. FET (CONT.)		<ul style="list-style-type: none"> <li>• 271 Cluster moderation meetings in all subjects by EMDCs. Applying of moderation policy by CASS in 7 EMDCs delivery within provincial time-frame guide</li> <li>• Developing CASS requirements documents and workshops for all subjects for Grades 10 - 12. Introducing the concepts of assessment for and assessment of learning. Policy documents were distributed to all schools.</li> <li>• Standard setting workshops were conducted by the EMDCs in all the FET subjects during the first term 2004.</li> </ul>
	Preparing and training of Grade10 and 11 teachers for implementation of new NCS in 2004 with special reference to nodal areas	<ul style="list-style-type: none"> <li>• Established a provincial Transition Task team, which managed the process in collaboration with EMDC: CCAs.</li> <li>• Conduct provincial planning workshops with EMDC: CA's</li> <li>• Developed transition guidelines for Grades 10 &amp; 11 for each subject were completed and distributed to schools.</li> <li>• Planning workshops completed. Grade 11 transition operational plans finalised for rollout January – February 2004 in EMDCs.</li> <li>• EMDCs to conduct afternoon training workshops with all Grade 10 and 11 teachers. 4842 grade 10 and 11 teachers throughout the WCED have been trained to bridge Grade 9 learners' knowledge gaps.</li> <li>• Preparing Grade 10 - 12 Agricultural Science teachers for the transition process. Four afternoon working sessions conducted by Senior Curriculum Planner, CAs and Agricultural High School teachers. 36 teachers from all schools offering Agricultural Science attended the series of workshops.</li> <li>• Preparing Grade 10- 12 Biology teachers for the transition process. 5 afternoon workshops by IMSTUS and Zoology Faculty (US) to develop process skills. 44 teachers from EMDC East and West Coast attended the workshops.</li> <li>• Preparing Grade 10 - 12 Travel &amp; Tourism teachers for the transition process. 66 teachers attended the workshops.</li> <li>• Preparing Grade 10 - 12 Art &amp; Design teachers for the transition process. 83 teachers attended the workshops.</li> </ul>
	Preparing and training of Grade10 and 11 teachers for implementation of new NCS in 2004 with special reference to nodal areas (Cont.)	<ul style="list-style-type: none"> <li>• Preparing Grade 10 - 12 Computyping teachers for the transition process. 110 teachers attended three two-day workshops.</li> <li>• Preparing Grade 10 - 12 Hospitality teachers for the transition process.</li> <li>• Preparing Grade 10 - 12 Dance teachers for the transition process. 22 teachers attended the series of four workshops.</li> <li>• Preparing Grade 10 - 12 providing Accounting teachers in the nodal areas for the transition process with Learning &amp; Teaching Support Materials.</li> <li>• Preparing Grade 10 - 12 Accounting teachers to use the software packages. 138 teachers attended 7 weekend workshops throughout the province.</li> <li>• Preparing Grade 10 - 12 Biology teachers by conducting a weekend workshop at Beaufort West about Fossil records in the Karoo.</li> </ul>

Name of Project	Project Objectives	Achievements
8. FET (CONT.)	Developing an operational and sustainable framework for identifying and targeting disadvantaged and female learners in gateway subjects and critical professions with special reference to nodal areas	<ul style="list-style-type: none"> <li>• 25 Female learners identified and enrolled in Star Schools programme for Mathematics and Sciences in preparation for 2003 SC examination.</li> <li>• Tender and contractual agreement with service provider concluded including quarterly meetings to monitor progress. Tender awarded to Star Schools</li> <li>• Managed by the Sub-project manager in collaboration with EMDCs.</li> </ul>
	Designing of an e-based, integrated, distance learning CD-ROM course complemented by cluster workshops, real-time video teaching/conferencing, and communities of practice and "one-on-few" contact.	<ul style="list-style-type: none"> <li>• Designing of an e-based, integrated, distance-learning course complemented by cluster workshops, real-time video teaching/conferencing, and communities of practice and "one-on-few" contact.</li> <li>• Translation of training OBE CD-ROM into Afrikaans</li> <li>• Multi-media kit distributed to schools</li> <li>• Training of teachers to use the Multi-media kit via EMDCs</li> </ul>
	Supporting and maintaining curriculum development and knowledge management electronically.	<ul style="list-style-type: none"> <li>• All Directorate SCPs trained for subject and learning area Web site design.</li> <li>• Web sites established for each subject and learning area.</li> <li>• All 42 officials trained.</li> <li>• Web sites placed on internet.</li> <li>• EMDC CAs trained during January – March 2003.</li> <li>• 111 EMDC curriculum advisers trained.</li> <li>• Capacitate all EMDC curriculum advisers to design and sustain curriculum Web sites.</li> <li>• Web site Manager appointed reporting to Director.</li> <li>• Friday afternoons designated to upkeep Web sites by SCPs.</li> <li>• Outsourced team of specialists concluded training in accordance with WCED specifications</li> </ul>
9. Improved EMIS	<p>Verification of co-ordinates of existing institutions within current EMIS data sets. Recording the co-ordinates of institutions not listed within current EMIS data sets. Cleaning of data</p> <p>Implementation of a Geographic Information System.</p> <p>Linking the Geographic Information System to current EMIS data sets and WCED data repository Capacity building Training EMIS and PAWC:IT personnel in advanced GIS skills using ArcView Training on ArcIMS</p>	<ul style="list-style-type: none"> <li>• The co-ordinates of the public ordinary schools for the urban areas were verified and corrected..</li> <li>• The co-ordinates were recorded.</li> <li>• Data cleaning process included the creation of standard folder structure and naming conventions. Basic metadata was created</li> <li>• The ArcIMS software was installed on the Webserver. Managers have access to the software.</li> <li>• Successful link to the EMIS data was established.</li> <li>• Skills transfer took place during the course of the project.</li> <li>• Formal training completed on ArcView 8 for 7 advanced Users</li> <li>• Formal training completed on ArcIMS for 7 users</li> </ul>



Name of Project	Project Objectives	Achievements
10. School finance	<p>The overall goal of this project is to build the capacity of all schools enabling them to become capable in financial and administrative management, thus being able to accept Section 21 status. Training, support and audits take place as follows:</p> <p>Capacity building at 710 non-Section 21 Schools to enable them to become Section 21 schools.</p> <p>Support rendered to 751 Section 21 schools to ensure that these schools implement and maintain effective, efficient and transparent financial management.</p> <p>Audit of all schools to monitor progress and to determine the effectiveness of training and support provided</p>	<ul style="list-style-type: none"> <li>• Schools have been evaluated with regard to their administrative capacity and financial control measures and systems. The total number of public ordinary schools in the Province is 1 461. 409 schools were initially allocated Section 21 status. Capacity had been built at 292 schools to enable them to become Section 21 schools during 2000/01 to 2002/03. Capacity had been built at a further 53 schools during 2003/04 to enable them to become Section 21 schools, bringing the total number of Section 21 schools to 751. The remaining 710 schools are still receiving ongoing attention. Support to all schools is being given on an ongoing basis.</li> </ul>
11. Values in education	<p>1. Values Heritage and Creativity</p> <ul style="list-style-type: none"> <li>• Project in context of the national initiative to celebrate and commemorate events linked to the overall theme "Our roots are speaking"</li> <li>• Set up networks throughout the EMDCs (districts)</li> <li>• Conduct advocacy at provincial and EMDC levels</li> <li>• Identify and train local and provincial adjudicators</li> <li>• Arrange for and conduct EMDC competitions</li> <li>• Arrange for and conduct provincial competition and celebrations</li> <li>• Preparation for participation at National Heritage Day Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial winners participated in the national event in September 2003 of which 8 learners won national awards in the various categories catered for.</li> <li>• One learner will represent the WCED and South Africa to Mali in January 2004.</li> <li>• Ten learners and seven teachers participated in the Freedom Day event under the auspices of DoE in Cape Town in March 2003.</li> <li>• 8 learners winners at the national event and one to represent the province and SA in Mali</li> <li>• Heritage Calendar designed and distributed to all 1 800 schools in the WCED</li> </ul>

Name of Project	Project Objectives	Achievements
11. Values in education (continued)	2. Networking <ul style="list-style-type: none"> <li>• Establishment of a network to support the Values in Education Programme of action in the WCED</li> <li>• Facilitate collaboration across sectors</li> <li>• Co-ordinate activities of Values</li> </ul>	<ul style="list-style-type: none"> <li>• Values co-ordinates were identified in each of the 7 EMDCs to advocate and co-ordinate district events.</li> <li>• Firm relations were established with the provincial teacher unions</li> <li>• Provincial workshop during January schools holidays attended by 110 teachers, 12 curriculum advisors and 12 representatives from other provinces</li> </ul>
	3. Music Protocol <ul style="list-style-type: none"> <li>• Develop Choral music and run Eisteddfod focusing on own heritage, national symbols, non-racism and HIV/Aids a</li> <li>• EMDC elimination rounds</li> <li>• Set up meetings with stakeholders and EMDC CA's</li> <li>• Set up and conduct workshops</li> <li>• Draft implementation proposals for competitions</li> <li>• Select winners for provincial finals</li> <li>• Preparation for participation</li> </ul>	<ul style="list-style-type: none"> <li>• 123 primary and 39 high schools competed throughout the EMDCs involving 10 380 primary school learners, 3120 high school learners, and 219 primary school teachers.</li> <li>• Three schools were runners-up at the national competition, 6 schools obtained third place and two learners highest award.</li> </ul>
	4. Leadership through Adventure <ul style="list-style-type: none"> <li>• EMDC identify FET learners</li> <li>• Identify and training of Trainers</li> <li>• Design Adventure Activities</li> <li>• Adventure Camp</li> <li>• Skills development</li> <li>• Translation of skills to other learners</li> </ul>	<ul style="list-style-type: none"> <li>• 14 Learners (two per EMDC) and 7 teachers (one per EMDC) participated in an inter-provincial youth leadership programme in collaboration with a service provider (RIASA) in Cape Town.</li> </ul>
	5. ACE course Over 900 applicants applied of which 72 were selected to enrol for the two-year part-time course in collaboration with the University of the Western Cape. DoE are the bursary holders.	<ul style="list-style-type: none"> <li>• Teachers will complete phase one this year to proceed to phase two in 2005</li> </ul>

Name of Project	Project Objectives	Achievements
12. School effectiveness	1. School Management  To provide capacity to the School Management Teams (SMTs) through training, development and support.	<ul style="list-style-type: none"> <li>• Training on discipline assisted principals to start developing creative ideas on how to manage serious misconduct cases.</li> <li>• Different levels of misconduct were also identified.</li> <li>• SMTs were exposed to the different management styles and management styles for the different situations at schools were identified.</li> <li>• The correct procedures in dealing with serious misconduct cases are followed.</li> <li>• Proper management of schools.</li> <li>• Disciplined educators and learners</li> </ul>
	2. Teacher Development  To provide capacity to teachers to deal with discipline in their classes.	Discipline of learners has improved marginally as alternatives to corporal punishment were introduced.
	3. Whole School Evaluation  To provide capacity to School Governing Bodies and SMTs to do whole school evaluation, i.e. to establish reflective practices and instruments	<ul style="list-style-type: none"> <li>• Schools are planning better.</li> <li>• More reflective practices.</li> <li>• Community has more confidence in the education structure.</li> <li>• A sound relationship has been developed between the district officials and leadership in Khayelitsha.</li> <li>• All High schools and most primary schools have SDPs.</li> </ul>
13. Leave audit	Capturing of outstanding leave applications The approval of captured leave applications The disposal of redundant leave and other personnel files	<ul style="list-style-type: none"> <li>• All leave records have been audited successfully.</li> <li>• The formal audit conducted by the Office of the Auditor-General has also been completed.</li> <li>• Staff must still be informed of audited capped leave.</li> <li>• Redundant files must still be disposed of.</li> </ul>
14. Maths, Science and Technology	Support of new learning areas (Technology) <ul style="list-style-type: none"> <li>• To empower CA's and Educators in the content and pedagogy, in the Learning Area Technology, wrt Systems and Control.</li> <li>• To empower educators to utilise the Technology kits, supplied to schools in nodal areas, to it's full potential in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Designing training and support documents for electrical and mechanical kits</li> <li>• Designing support material for Systems and Control</li> <li>• Translation of all documents in two languages</li> <li>• Printing of documents for all EMDCs: two copies of each document per school.</li> <li>• Distribution of documents to EMDCs</li> <li>• In total 700 Technology kits were provided to schools in the three nodal areas and trained teachers in the application thereof</li> </ul>

Name of Project	Project Objectives	Achievements
15. Quality assurance for Grades 3, 6 and 9	The measurement of the progress made by the education system in the Western Cape, with respect to the transformational goals of equity, quality, redress and access	<ul style="list-style-type: none"> <li>• This is a national (countrywide) project, which is co-ordinated by the DoE. The WCED is a full participant in the project.</li> <li>• Within the WCED, the process and activities are co-ordinated in line with the national prescripts</li> </ul>
	To measure the progress of learner achievement in Literacy, Numeracy and Life Skills	<ul style="list-style-type: none"> <li>• The national Grade 3 SE report was printed and distributed to all schools in the WC</li> <li>• The nodal zone Grade 3 report was printed and distributed to all primary schools in the nodal zones.</li> </ul>
	To promote improved quality through the mediation of the SE school profiles with the staff of the primary schools in the nodal zones	<ul style="list-style-type: none"> <li>• By the end of the financial year 82% of the schools in the nodal zones had had their school profiles mediated by service providers contracted and trained by the WCED</li> </ul>
	Participation in the development and refinement of the Grade 6 SE instruments. Grade 6 SE will be conducted in September 2004	<ul style="list-style-type: none"> <li>• 4 officials of the WCED participated in all the phases of the preparation for the Grade 6 SE.</li> <li>• They attended all the workshops related to the Grade 6 instruments.</li> <li>• These officials participated in the field-testing of the Grade 6 instruments. Coding and scoring as well.</li> </ul>
	Quality enhancement through the targeted INSET of educators whose learners achieved poorest	<ul style="list-style-type: none"> <li>• The selection of educators attending the courses at the Cape Teaching Institute was based, largely, on the results of the Systemic Evaluation.</li> <li>• Redress and quality are promoted.</li> <li>• The travel costs of these educators were funded by this grant.</li> </ul>
16. Disaster Management	To repair Damages caused by floods	<p>The following repairs were done because of floods:</p> <ul style="list-style-type: none"> <li>• Fraaisig Primary - damage to roof and trees</li> <li>• Olympia skills school - damage to roof and doors</li> <li>• Outeniqua - damage to roof and ceiling</li> <li>• Milkwood Primary - prefabricated building and roof</li> <li>• Poplars Primary - Electrical cable and pvc water pipe</li> </ul>

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

### **11.1 Interdepartmental linkages**

The WCED holds regular meetings and discussions with the national Department of Education, National and Provincial Treasuries as well as the other provincial education departments regarding education policy.

The WCED also has discussions with sister departments on inter-sectoral collaboration on a regular basis, especially with the Departments of Health (HIV/AIDS and Life Skills), Community Safety (Safe Schools Project), Transport and Public Works (capital projects and maintenance), Department of Culture and Sport (administer the Values in Education and School Enrichment programmes).

The WCED has quarterly meetings with the ISLP co-ordinating committee for the provision of school buildings in previously disadvantaged areas.

The WCED also has regular discussions with sister departments on Integrated Holistic Development.

### **11.2 Local government linkages**

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

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

- aligning the HIV/AIDS and Life Skills Programme.
- aligning the WCED's ICT initiatives with the Smart Cape initiatives.

The WCED also had discussions the City of Cape Town and other municipalities with regard to the approval of structure plans (Town Planning).

### **11.3 Public entities**

The WCED has no public entities for which it is responsible.

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

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

The WCED has also collaborated with –

PETROSA - They are building a R12m school for Rietvlei Primary School in Mossel Bay and they have fully equipped all 4 ex DET schools in Mossel Bay with state-of-the-art Computer and Science Laboratories

Chamber of Commerce – Technopreneur competition Grade 10

SANTAM – Funding best Practices for EMS

Cape Town Holocaust Centre – Facing History and Ourselves Grades 9 – 12

### **11.5 Donor Funding**

The WCED received no donor funding during 2003/04.



# REPORT OF THE AUDIT COMMITTEE

## PART 3

### REPORT OF THE WESTERN CAPE PROVINCIAL GOVERNMENT AUDIT COMMITTEE ON THE DEPARTMENT OF EDUCATION (VOTE 5) FOR THE FINANCIAL YEAR ENDED 31 MARCH 2004

#### 1. Introduction

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

#### 2. Audit Committee Members & Attendance

2.1 The shared audit committee created in terms of Section 17(2) and 77(c) of the Public Finance Management Act, 1999 (Act 1 of 1999) was modified and on 18 July 2003 the Education MEC appointed an independent audit committee.

##### 2.2 Members

Mr RG Nicholls (Chairperson)

Mr R Lalu

Mr J January

Mr VW Sikobi

2.3 The newly appointed audit committee officially met for the first time on 22 October 2003, and to date has met 4 times. The audit charter was officially adopted at the second meeting. To date the audit committee has acted in compliance with the requirements of the adopted charter. A quorum has been present at all official meetings.

All audit committee members have attended the induction and training as supplied by the provincial treasury to empower us in correctly undertaking the audit committee role.

2.4 The audit committee charter allows for five audit committee members and the accounting officer has been requested to fill this position with a person who is skilled in the education field to balance the skills necessary on the audit committee.

#### 3. Audit Committee Responsibility

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

#### 4. Auditor General

4.1 For the purposes of this report we met with the Auditor General and Senior Management of the Education Department. On enquiry the Auditor General reported that the annual financial statements report qualification relates to the fact that a substantial portion of R100 000 000 of debtors in the balance sheet is unlikely to be collected. Of specific concern is that in the current year collection and credit control have not improved and relating to the long outstanding debt no authority and permission for write-off has been sought to clear that backlog which is uncollectable debt.

- 4.2 Included under emphasis of matter in the Auditor General's detailed report is reference to a general finding that in many instances controls do not exist and where instituted do not function as required. The Auditor General was asked to conclude his opinion on the adequacy of the internal control measures and he believes this area needs to be prioritised for attention towards necessary improvement.
- 4.3 The Auditor General's report makes specific reference to the lack of a fixed assets register. We do not need to comment further on this matter.

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

- 5.1 Head Office and seven regional offices administration compliance – This department performs inspections to report on adequacy of internal control and compliance with the law and regulations of the areas in the subheading. This department is independent in that they plan their own inspection coverage. They report functionally to the Chief Financial Officer, while inspection findings are reported to the director responsible for correction of the inspection findings. On enquiry our finding is that these report items, have not been followed-up adequately and correction is still needed. This observation was confirmed by report items supplied by other audit committee service providers.
- 5.2 Schools compliance – This department performs inspections to develop and ensure financial management capacity exists in the schools. We are informed that many of the schools inspected do not have adequate administrative and financial skills in place. They also lack adequate systems, procedures and controls and in many cases the required documentation is not in place. This department reports functionally to the Chief Financial Officer, while inspection findings are reported to the responsible regional office director for capacity building in the school. On enquiry, we have learnt that report findings follow-up is not administered to ensure the correction required. The forensics service provider confirms that the lack of financial control and discipline has allowed the financial irregularities which forensics have had to investigate.

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

- 6.1 This department provides a re-active mechanism for the investigation of irregularities which have been detected in the Western Cape education environment. They report that the necessary fraud prevention plan required by the PFMA is correctly in place. Investigation findings are reported to the Head of Department. These reports include action points on internal control, law and labour law for follow-up. We have been informed that the action points reported have not been followed-up and corrected in most instances and remain outstanding. See the comment in 5.2 above. A follow-up mechanism must be instituted at a senior level to ensure adequate correction related to the action points reported.
- 6.2 We are informed that only completed investigations are reported on. We have also learnt from our meeting with the forensics representatives that the fraud phone-in line, which is the main source of feedback from departmental employees and the general public needs to be substantially improved to become both confidential and professional.



## 7. Internal Audit

The internal audit service provided by the Western Cape Treasury Internal Audit Department in the financial year to March 2003, provided no internal audit services to Education in the financial year to March 2004. A consortium of Chartered Accountancy firms was appointed by tender effective January 2004 to increase the internal audit capacity of the province, however no internal auditing has taken place to the date of this report. We have reviewed the internal audit report summaries for reports issued by the provincial internal audit service during the year ending March 2003. They report that inadequate follow-up and correction has taken place especially related to report items on inadequate records, procedures, systems and controls. This observation is reinforced by the Auditor General finding on internal control.

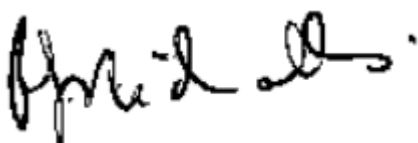
## 8. Internal Control

In our opinion, based on the report back of the service providers above and information reported during our audit committee meetings, we concur with the Auditor General that the internal control environment contains weaknesses which are unacceptable and need to be substantially strengthened in the financial year ending March 2005. We further believe that valuable findings are being reported by the above service providers. These need a mechanism for follow-up and correction. The management committee responsibilities must ensure that this mechanism is implemented and monitored.

## 9. Conclusion

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

Good corporate governance and effective controls must be the prioritised matters for attention and improvement in the financial year ending March 2005.



(RG NICHOLLS)  
CHAIRPERSON OF THE WESTERN CAPE  
EDUCATION DEPARTMENT AUDIT COMMITTEE

8 August 2004  
DATE



WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5

ANNUAL FINANCIAL STATEMENTS  
31 MARCH 2003

PART 4

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**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**MANAGEMENT REPORT  
for the year ended 31 March 2004**

Report by the Accounting Officer to the Executive Authority and Western Cape Provincial Parliament

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

**Balance Sheet**

The Balance Sheet shows the assets and liabilities as at 31 March 2004

***Unauthorised, Irregular and Fruitless and Wasteful Expenditure***

***R55m***

R22m originated in 1991/2 in the Welfare Department of the previous House of Representatives. The purchase of computers has been investigated by Forensic Audit and the cost of the computer systems has been debited to a suspense account pending the outcome of the forensic audit. This amount has subsequently been included in a draft Finance Act compiled by National Treasury for the regularisation of the amount.

R11m of this amount constitutes overspending by the ex Administration: House of Representatives (HOR) which are still reflected in the books of the Western Cape Education Department (WCED). These amounts are also included in the draft Finance Act of National Treasury.

A further R22m constitutes overspending of the vote for the 2003/04 financial year. The reasons for the overspending are as explained in note no. 4.1 of the Notes to the Appropriation Statement. No programmes or services were adversely affected by this overspending due to the fact that the overspending is considered to be advance payments to schools for Norms and Standards Funding, which includes learner support materials, municipal services and routine maintenance. The deficit will be recovered from the 2004/05 allocation to the WCED, but the total allocations to schools for a school year are not affected. Previously, Norms and Standards Funding to schools was made for a particular school year over two financial years, i.e. November and July. This caused major problems from a budget control perspective. In order to prevent a recurrence of the over-expenditure experienced for the 2003/04 financial year, it has been decided that the allocations to schools will henceforth be made in a single financial year, i.e. in April and November.

***Receivables***

***R204m***

*Receivables consists of the following:*

Receivables from state departments	R 109m
Advances granted	R 2m
Other debtors	R 14m
Contract debts	R 65m
Staff debtors	R 7m
Staff debtors: Ex Dept's Mopping up	<u>R 7m</u>
	<u>R 204m</u>

Personnel and other expenses owed to the WCED by other national or provincial departments, mostly due to agency services rendered. ***R87m***

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**MANAGEMENT REPORT  
for the year ended 31 March 2004**

Personnel expenses incurred during the dissolution of the Ex House of Representatives with respect to staff remunerated by the WCED after the transfer of these officials to other departments. R17m of this amount was claimed from other departments in the PAWC. **R22m**

Advances granted to Special Schools and for RDP disbursements amounted to R2m.

**Investments** **R9m**

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

**Amounts to be surrendered** **R1m**

Voted funds to be surrendered amounts to zero due to the fact that the department overspent it's budget during 2003/04. Non-voted funds amount to R1m. The underspending on conditional grants will be made available on the 2004/05 appropriation.

**Current Liabilities; Payables** **R45m**

R36m of this amount relates to a double payment made to the Department of Health and Population Development in respect of pension deductions and employer contributions. The amount was refunded by the national department to this department and now forms part of the Mopping-Up process, which is managed by the Provincial Treasury.

The balance of R9m relates mainly to employer contributions towards pension and medical funds that were not paid over by the end of March 2004, but subsequently during April 2004.

**Non-Current Liabilities; Payables** **R125m**

R113m of this amount is in respect of an unfavourable bank balance inherited from the Ex HOR, which has been included in the mopping-up process.

R12m relates to the Requisite Store that was operated mainly for the WCED and other provincial education departments. The amount comprises of capital of R26m less amounts owed to the WCED by other provinces for issues from the requisite store (R14m).

**Capitalisation reserve** **R9m**

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

**Recoverable Revenue** **R84m**

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

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**MANAGEMENT REPORT  
for the year ended 31 March 2004**

**Summarised Balance Sheet**

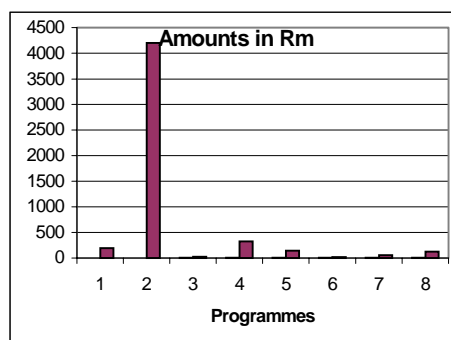
<b>Assets</b>	<b>Rm</b>	<b>Liabilities</b>	<b>Rm</b>
Unauthorised expenditure	55	Unfavourable bank balance: ex HOR	113
Other State Departments	109	Amounts owed: Employer contributions	36
Advances	2	Bank overdraft	4
Personnel debts	14	Revenue to be surrendered	1
Recoverable revenue	84	Bursary Debts	65
Requisite Store	12	Other debts	14
		Other amounts payable	9
Investments	<u>9</u>	Trust Funds - capital	<u>9</u>
	<u>268</u>		<u>268</u>

**Income Statement**

The Income Statement is the result of the activities for the year ended 31 March 2004.

**Division of amounts voted per programme Rm**

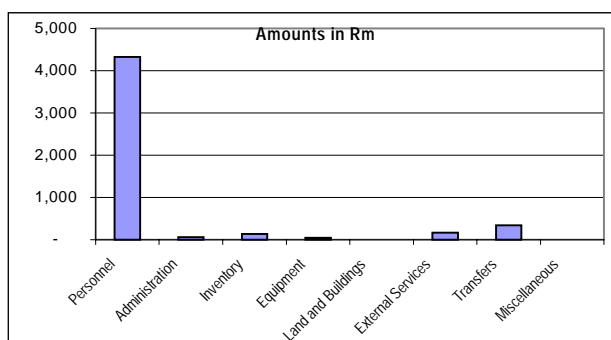
1 Administration	197	4%
2 Public ordinary school education	4,198	82%
3 Independent school subsidies	26	1%
4 Public special school education	326	6%
5 Further education and training	145	3%
6 Adult basic education and training	19	0%
7 Early childhood development	57	1%
8 Auxiliary & associated services	124	3%
	<u>5,092</u>	



**Programme 1** incorporates the ministry, senior management, Personnel and Financial Management, Curriculum Development, Information Technology, Edumedia, Building Management and Management of Schools with Special Educational Needs. **Programmes 2 to 7** represent the various categories of education institutions and comprises 93% of the department's total expenditure. The management of schools and development centres are included in **Programme 2**. **Programme 8** includes Examination Administration, Conditional Grants (HIV/AIDS as well as Financial Management and Quality Enhancement) and iKapa Elihlumayo.

**Division of amounts voted per Standard Item Rm**

Personnel	4,327	85%
Administration	65	1%
Inventory	137	3%
Equipment	45	1%
Land and Buildings	2	0%
External Services	170	3%
Transfers	344	7%
Miscellaneous	2	0%
	<u>5,092</u>	



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**MANAGEMENT REPORT  
for the year ended 31 March 2004**

In addition to the above-mentioned, approximately R210m was also budgeted by other departments within the Province for Education (Provincial Administration: Western Cape – Khanya and other Information Systems and Department of Transport and Public Works - Physical Facilities).

Personnel costs are by far the largest expense. The target set by National Education is 85%. Taking into account the expenditure of the other departments mentioned above, personnel costs amount to 82%. Inventory is mainly text books and stationery for learners. External services include transport of learners (approximately R110m) and municipal services (approximately R23m). Transfers are payments to schools and other institutions, which are managed by themselves for the procurement of goods and services. This amount will increase in future as a result of devolvement of departmental functions to schools where possible.

**2. Services rendered by the department**

2.1 The department rendered services to:

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

2.2. Tariff Policy

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

2.3. Free Services

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

**3. Capacity Constraints**

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

**4. Utilisation of donor funds**

A donation of R200,000 was received from the Cape Town College and Hewat College Memorial Trust. The purpose of undertaking research into the number and profile of teachers required in the Western Cape over the next ten to fifteen years and to develop and implement a teacher recruitment drive.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**MANAGEMENT REPORT  
for the year ended 31 March 2004**

**5. Trading Entities**

This department does not have any trading entities under its control.

**6. Other organisations to whom transfer payments have been made**

Transfer payments amounting to R343m were made to approximately 1900 schools and other educational institutions primarily for maintenance, utilities and the acquisition of learner support materials.

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

**7. Public Private Partnerships (PPP)**

There were no public private partnerships entered into by this Department for the year under review.

**8. Corporate governance arrangements**

The department has a Fraud Prevention Policy in place, which includes a clear description of acts, which constitutes corruption, fraud, theft and mal-administration. The policy clearly indicates the reporting procedures that must be followed when such acts occur. A copy of the Code of conduct has been supplied to each official. The department emphasizes the need for segregation of duties in order to limit the effect of conflict of interest.

In compliance with S38(1)(a)(ii) of the PFMA, the department has appointed an audit committee during July 2003.

In collaboration with the Provincial Treasury, the department has ensured that the necessary induction sessions were held and interactions between management and the audit committee were also arranged. This in an effort to ensure that the audit committee operates effectively and sound financial governance is achieved.

The Provincial Treasury has awarded the tender for the outsourcing of the internal audit and risk assessment function at the departments of Education, Health and Social Services and Poverty



**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**MANAGEMENT REPORT  
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Alleviation to the Sihluma Sonke Consortium. Subsequent to the appointment of the Sihluma Sonke Consortium, the compilation of a comprehensive risk assessment for the department was started in January 2004. The expected date of completion of the departmental risk assessment is July 2004.

Based on the results of the risk assessment, formal internal audit plans will be drafted and submitted to the Audit committee for approval.

The consortium will perform the departments' internal audit functions for the next three years where after the necessary skills and capacity must be established to ensure the continued existence of the Risk Management and Internal Audit unit in the Department.

The department has an Emergency plan in place, which has also been communicated to all officials. Officials have been identified and trained to act as health and safety officers. The Safer Schools Project addresses safety issues in the schools. Schools have been categorised according to certain criteria eg. gang violence, geographic areas prone to property damage, occasional crime in the area etc. The Safer Schools Project also provide trauma counselling in cases of accidental death, rape, gang violence and other social issues. The department liases with other government departments eg. Community Safety and Security in an effort to address the challenges facing the schools.

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

The function for teacher training was shifted to the National Department.

**10. New/proposed new activities**

**IKapa Elihlumayo**

The Western Cape Education Department has a key role to play in the fight against poverty and the expansion of the economy as "the main driver of human capital accumulation" in achieving the goals of IKapa Elihlumayo.

The Western Cape Education Department allocated IKapa Elihlumayo funding to the following projects, to achieve the objectives of this strategy:

1. Analysis of grade 6 reading and numeracy tests to locate the nature and scope of the problem and communicate this to schools.
2. Testing skills and aptitudes of all grade 8 learners to improve subject/programme choice.
3. Developing a subject selection/career guidance programme for grades 8/9, that provides:
  - Trends in provincial economy
  - Details of existing FET programmes and learnerships
  - Training for 400 teachers to advise learners on subject choice/career selection
4. Developing FET College programmes to meet economic and social needs of the province.
5. Providing loans to FET College students.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**11. Events after the accounting date**

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

**12. Progress made with financial management improvements**

The department's focus for financial training is not limited to its own personnel. Part of the funds received from the Conditional Grant Financial Management and Quality Enhancement is directed towards the training of staff at the various institutions as well as the members of the School Governing Bodies.

**13. Performance information**

The department's performance is explained in Part 2 of the Annual Report. However, the budget was overspent by 22,7m (0,45% of the total budget). The over-expenditure is solely due to the allocation of programme 2: Public ordinary school education being exceeded due to provision of learner support material and equipment at schools that had a significant growth in learner numbers. Furthermore a larger percentage (70% vs 55%) of funds was made available for Norms and Standards funding of Section 21 schools.

Through monthly budget meetings with programme managers the outputs and spending levels are measured against the stated objectives and budgets. Monthly and quarterly reports are submitted to the Provincial Treasury, which evaluates the information contained in these reports.

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

**Approval**

The annual financial statements as set out on pages 15 to 50 have been approved by the Accounting Officer.



**RB Swartz  
Accounting Officer  
28 May 2004**



A U D I T O R - G E N E R A L

**REPORT OF THE AUDITOR-GENERAL TO THE PROVINCIAL PARLIAMENT OF THE WESTERN CAPE ON THE FINANCIAL STATEMENTS OF THE EDUCATION DEPARTMENT  
VOTE 5 – FOR THE YEAR ENDED 31 MARCH 2004**

**1. AUDIT ASSIGNMENT**

The financial statements as set out on pages 15 to 50 for the year ended 31 March 2004, have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 3 and 5 of the Auditor-General Act, 1995 (Act No. 12 of 1995). These financial statements, the maintenance of effective control measures and compliance with relevant laws and regulations are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements, based on the audit.

**2. NATURE AND SCOPE**

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

An audit includes:

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

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

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

**3. QUALIFICATION**

**3.1 Accounts Receivable**

*[Balance sheet on page 31 and note 13 to the financial statements on page 38-39]*

Doubt exists regarding the existence, completeness and recoverability of debtors for R93 025 000 due to the following:

- (i) Numerous cases were found where there were inconsistencies with the debt take-on date.
- (ii) The debtors age analysis revealed that debt amounting to R59 737 244.24 (95%) had been outstanding for a period greater than two years, of which 78% is bursary debt.
- (iii) Numerous cases were found where there was inadequate follow-up of debt cases performed by both the bursary administration and debtors' sections.

- (iv) There is an inconsistency with the reflection of some of the debtors' balances on the debtors systems. Mostly, the system reflects the debtors' balance as capital plus interest. Cases were found where the balance only reflects the capital amount. Due to the quantum of transactions involved, audit is not in a position to quantify the possible understatement of debtors on the financial statements.
- (v) Inspection of files revealed that there is insufficient documentation on file to prove the existence of debtors.

#### **4. QUALIFIED AUDIT OPINION**

In my opinion, except for the effect on the financial statements of the matter(s) referred to in subparagraph 3.1, the financial statements fairly present, in all material respects, the financial position of the Western Cape Education Department (WCED) at 31 March 2004 and the results of its operations and cash flows for the year then ended, in accordance with prescribed accounting practice and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA).

#### **5. EMPHASIS OF MATTER**

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

##### **5.1 Investments**

*[Balance sheet on page 31 and note 14 to the financial statements on page 40]*

- (i) Confirmation received from National Treasury revealed a difference of R1 823 127 with the opening balance of investments on the financial statements. Furthermore, interest received on investments could not be reconciled with the interest disclosed on the financial statements.
- (ii) Confirmation received from the Graaffs Trust Limited (Ltd), revealed that the trust amounting to R203 000 is administered by Graaffs Trust Ltd and should not be disclosed as an asset in the balance sheet of the WCED.

##### **5.2 Compliance with laws and regulations**

###### **5.2.1 Unauthorised Expenditure**

*[Management report, paragraph 1 on page 2 and note 11 to the financial statements on page 37-38]*

As a consequence of over-expenditure on programme 2 due to the unexpected increase in learners, the WCED reflected an over-expenditure of R22,713 million of the total amount voted. In terms of section 34 of the PFMA this over expenditure would constitute unauthorised expenditure.

### **5.2.2 Transfer payments**

***[Income statement on page 30 and note 8 to the financial statements on page 36]***

A management framework to review allocations and to monitor actual expenditure is not in place in respect of transfer payments and consequently the following errors were identified:

- (i) Quarterly instalments to institutions were paid although the recipient had not submitted a satisfactory report (WCED-043 form) on the financial activities of the quarter before the preceding quarter. Inspection of the WCED-043 forms revealed that it was not possible to conclude on the financial performance of the institution as these forms are insufficient without further information.
- (ii) According to the Education Management and Development Centres (EMDC's), 10,1% of the schools in the Western Cape had not submitted their financial statements for the school financial year ended 31 December 2002 and thus it could not be determined whether the funds transferred to schools were utilised for the intended purposes.

### **5.2.3 Conditional Grants**

***[Note 1.2 to the financial statements on page 34 and Annexure 1 on page 45]***

Since a management framework is not in place to ensure compliance with the requirements of Division of Revenue Act (DORA), the following errors and non-compliance to DORA was identified:

- (i) Roll-over approval was not available for the savings of R1,04 million and R729 000 on the Financial Management & Quality Enhancement (FMQE) and Early Childhood Development (ECD) grant, respectively. This is non-compliance in term of section 24 of DORA, which states that the utilisation for purposes other than that set out constitutes a breach of the measures established in terms of section 216(1) of the Constitution. If roll-over approval is not obtained it should be dealt with as irregular in terms of section 38(1)(g) and (h) of the PFMA.
- (ii) ECD grants that were due and payable to the various schools revealed that the payments were not in compliance with the internal policy that requires that payment should occur after receipt of claim forms at the end of every school term to achieve the business plan objectives.
- (iii) The WCED did not comply with section 20(2) of DORA as an internal audit department had not established procedures, systems and mechanisms to facilitate the external audit as contemplated in section 20(1) of DORA.
- (iv) The HIV/AIDS conditional grant allocated per DORA amounted to R10,003 million whilst the actual expenditure amounted to R10,725 million.

### **5.2.4 Housing loan guarantees**

***[Disclosure note 25 to the financial statements on page 43 and Annexure 3 on page 47]***

Housing loan guarantees issued since the inception of the PFMA, were not properly authorised because the approval of the MEC for Finance had to be obtained in terms of section 66(2)(b) of the PFMA.

## 5.2.5 Learning support material (LSM)

### (a) Regularity audit

- (i) As a result of the non-availability of textbooks from suppliers, late deliveries consequentially resulted that orders placed in the 2002/03 financial year were paid in the 2003/04 financial year.
- (ii) The School Budgeting System (SBS) was accessed to trace all payments to a related order and it was found that payments made to schools could not be located on the system and that payments were still reflected as outstanding and ranged as far back as April 2003.

### (b) Value added services

A value-added audit was performed concurrently and in conjunction with the audit of the financial statements for the year ended 31 March 2004, focussing on learner support material.

#### (i) Procurement planning

Insufficient assistance was provided to schools in the selection of LSM to be procured as the assistance provided only consisted of the provision of a list of approved suppliers from whom the schools could procure textbooks. At 17 out of 20 of the schools visited (85 per cent) during the audit it was found that a need existed for more assistance in the selection of LSM.

#### (ii) Distribution and utilisation of LSM

- (a) In 11 of the 62 orders selected for testing (18 per cent) it was found that suppliers did not adhere to the 60-day delivery period, which contributed to learners only receiving textbooks after a long period of the academic year had already elapsed.
- (b) None of the eight schools where it was found that textbooks were delivered after the 60-day delivery period, requested the order to be cancelled as required in terms of paragraph 8 of Circular 0138/2003.

#### (iii) Reproduction of LSM

At 14 of the 20 schools visited (70 per cent) it was found that LSM was reproduced due to late delivery of LSM and schools not being able to select the most appropriate textbooks. The reproduction of LSM was in contradiction to the provisions of section 6 of the Copyright Act, No 98 of 1978 (Copyright Act).

### 5.2.6 Asset Management

The audit of asset management revealed that there is no asset management policy in place that incorporates all the aspects of asset management. Although an asset register has been maintained, the asset register is not complete and does not meet the minimum requirements and as a result is in non-compliance with existing laws and regulations.

### 5.3 Weaknesses in internal control

Various internal control weaknesses were identified and reported in the management letter and informal queries that were issued during the audit. Most of the weaknesses relate to insufficient control over payment vouchers (including supporting documentation), as well as the omission of references to where the supporting documentation can be obtained. The internal control weaknesses included, *inter alia*, the following:

- (i) Inspection of a report of the paysheet control system revealed that there were paysheets outstanding for a period ranging from 45 days to 470 days.
- (ii) Review of the monthly reconciliations performed between the FMS and PERSAL system indicated that it was not reviewed and approved. Furthermore, there was no indication on the reconciliations that the differences were followed up.
- (iii) A budget per individual school could not in all cases be provided and thus, it could not be determined whether the actual payments made to schools had exceeded the budget per school.
- (iv) Due to the department not compiling an appropriate revenue budget a comparison between the actual revenue received and the revenue budgeted for, could not be made. The revenue budget was not captured for any of the revenue items as classified in the FMS 0044 report. Audit is therefore not in a position to quantify the under recovery on revenue components.
- (v) Supporting documentation was not attached to revenue vouchers and thus it was not possible to determine the validity and correctness of amounts received and allocations thereof.

### 5.4 Previous audit report

- (i) *Trading account for Stores Branch and Requisite Depot*  
[Management report on page 3, balance sheet on page 31 and note 19 to the financial statements on page 41]

With reference to page 26, paragraph 4.3.3 of the 2002/03 annual report, a submission has been drafted to obtain in principle approval from Cabinet for the proposed amendment to Ordinance 3 of 1962 to enable the winding up and abolition of the Stores Branch and Requisite Depot which was closed on 31 March 1998.

- (ii) *Unauthorised expenditure*  
*[Management report, paragraph 1 on page 2, balance sheet on page 31 and note 11 to the financial statements on page 37-38]*

With reference to page 25, paragraphs 4.3.1 and 4.3.2 of the 2002/03 annual report, the Provincial Minister of Finance and Economic Development has approved a memorandum to the National Treasury on 23 March 2004, to table a Finance Bill to authorise the mentioned unauthorised expenditure and to subsequently fund the Paymaster General account of the Former Cape Provincial Administration and former Administration House of Representatives.

## **5.5 Internal Audit**

No internal audits were performed at the WCED during the 2003/04 financial year.

## **5.6 Performance Audit**

During the year under review the following performance audits were performed:

- (i) Review of the Learner Transport Scheme for which a separate audit report was issued on 22 October 2003 [PR 188/2003].
- (ii) Performance audit on the management of sick leave benefits for which a separate audit report was issued on 11 March 2004 [PR 30/2004].

## **6. APPRECIATION**

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

**WJ Brits**  
**for Auditor-General**  
**Bellville**  
**30 July 2004**



**WESTERN CAPE EDUCATION DEPARTMENT  
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**STATEMENT OF ACCOUNTING POLICIES AND RELATED MATTERS  
for the year ended 31 March 2004**

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material respects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act and the Division of Revenue Act, Act 7 of 2003.

**1. Basis of preparation**

The financial statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosures. The reporting entity is in transition from reporting on a cash basis of accounting to reporting on an accrual basis of accounting. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid. Under the accrual basis of accounting transactions and other events are recognised when incurred and not when cash is received or paid.

**2. Revenue**

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

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

**3. Donor aid**

Donor aid is recognised in the income statement in accordance with the cash basis of accounting.

**4. Current expenditure**

Current expenditure is recognised in the income statement when the payment is made.

**5. Unauthorised, irregular, and fruitless and wasteful expenditure**

**Unauthorised expenditure** means:

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

Unauthorised expenditure is treated as a current asset in the balance sheet until such expenditure is recovered from a third party or funded from future voted funds.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**STATEMENT OF ACCOUNTING POLICIES AND RELATED MATTERS  
for the year ended 31 March 2004**

**Irregular expenditure** means expenditure, other than unauthorised expenditure, incurred in contravention of or not in accordance with a requirement of any applicable legislation, including: the Public Finance Management Act, the State Tender Board Act, or any regulations made in terms of this act, or any provincial legislation providing for procurement procedures in that provincial government.

Irregular expenditure is treated as expenditure in the income statement.

**Fruitless and wasteful expenditure** means expenditure that was made in vain and would have been avoided had reasonable care been exercised. Fruitless and wasteful must be recovered from a responsible official (a debtor account should be raised), or the vote if responsibility cannot be determined. It is treated as a current asset in the balance sheet until such expenditure is recovered from the responsible official or funded from future voted funds.

**6. Debts written off**

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of surplus funds available to the department. No provision is made for irrecoverable amounts.

**7. Capital expenditure**

Expenditure for physical items on hand on 31 March 2004, to be consumed in the following financial year, is written off in full when they are received and are accounted for as expenditure in the income statement.

**8. Investments**

Non-current investments excluding marketable securities are shown at cost and adjustments are made only where in the opinion of the directors, the investment is impaired. Where an investment has been impaired, it is recognised as an expense in the period in which the impairment is identified.

On disposal of an investment, the difference between the net disposal proceeds and the carrying amount is charged or credited to the income statement.

**9. Investments in controlled entities**

Investments in controlled entities are those entities where the reporting entity has the ability to exercise any of the following powers to govern the financial and operating policies of the entity in order to obtain benefits from its activities:

- To appoint or remove all, or the majority of, the members of that entity's board of directors or equivalent governing body;
  - To appoint or remove the entity's chief executive officer;
  - To cast all, or the majority of, the votes at meetings of that board of directors or equivalent governing body; or
  - To control all, or the majority of, the voting rights at a general meeting of that entity.
- Investments in controlled entities are shown at cost.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**STATEMENT OF ACCOUNTING POLICIES AND RELATED MATTERS  
for the year ended 31 March 2004**

**10. Receivables**

Receivables are not normally recognised under the cash basis of accounting. However, receivables included in the balance sheet arise from cash payments that are recoverable from another party.

Receivables for services delivered are not recognised in the balance sheet as a current asset or as income in the income statement, as the financial statements are prepared on a cash basis of accounting, but are disclosed separately as part of the disclosure notes to enhance the usefulness of the financial statements.

**11. Payables**

Payables are not normally recognised under the cash basis of accounting. However, payables included in the balance sheet arise from cash receipts that are due to the Provincial Revenue Fund or another party.

**12. Provisions**

A provision is a liability of uncertain timing or amount. Provisions are not normally recognised under the cash basis of accounting, but are disclosed separately as part of the disclosure notes to enhance the usefulness of the financial statements.

**13. Lease commitments**

Lease commitments for the period remaining from the accounting date until the end of the lease contract are disclosed as part of the disclosure note to the financial statements. These commitments are not recognised in the balance sheet as a liability or as expenditure in the income statement as the financial statements are prepared on the cash basis of accounting.

**14. Accruals**

This amount represents goods/services that have been delivered, but no invoice has been received from the supplier at year end, OR an invoice has been received but remains unpaid at year end. These amounts are not recognised in the balance sheet as a liability or as expenditure in the income statement as the financial statements are prepared on a cash basis of accounting, but are however disclosed as part of the disclosure notes.

**15. Employee benefits**

*Short-term employee benefits*

The cost of short-term employee benefits is expensed in the income statement in the reporting period when the payment is made. Short-term employee benefits, that give rise to a present legal or constructive obligation, are deferred until they can be reliably measured and then expensed. Details of these benefits and the potential liabilities are disclosed as a disclosure note to the financial statements and are not recognised in the income statement.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**STATEMENT OF ACCOUNTING POLICIES AND RELATED MATTERS  
for the year ended 31 March 2004**

*Termination benefits*

Termination benefits are recognised and expensed only when the payment is made.

*Retirement benefits*

The department provides retirement benefits for its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions. Employer contributions to the fund are expensed when money is paid to the fund. No provision is made for retirement benefits in the financial statements of the department. Any potential liabilities are disclosed in the financial statements of the National Revenue Fund and not in the financial statements of the employer department.

*Medical benefits*

The department provides medical benefits for (certain/all) its employees through defined benefit plans. These benefits are funded by employer and/or employee contributions. Employer contributions to the fund are expensed when money is paid to the fund. No provision is made for medical benefits in the financial statements of the department.

Retirement medical benefits for retired members are expensed when the payment is made to the fund.

**16. Capitalisation reserve**

The capitalisation reserve represents an amount equal to the value of the investments and/or loans capitalised for the first time in the previous financial year, plus any credits received in respect of dividends not yet disbursed from the trust funds. On disposal, repayment or recovery, such amounts are transferable to the Revenue Fund.

**17. Recoverable revenue**

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

**18. Comparative figures**

Where necessary, comparative figures have been restated to conform to the changes in the presentation in the current year. The comparative figures shown in these financial statements are limited to the figures shown in the previous year's audited financial statements and such other comparative figures that the department may reasonably have available for reporting.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5: EDUCATION**

**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

<b>Programme</b>									
		2003/04						2002/03	
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>1.</b>	<b>Administration</b>	208,037	(11,463)	196,574	194,497	2,077	98.9%	174,579	161,379
	Current	178,910	(8,787)	170,123	168,046	2,077		143,833	133,825
	Capital	29,127	(2,676)	26,451	26,451	-		30,746	27,554
<b>2.</b>	<b>Public ordinary school education</b>	4,187,855	9,988	4,197,843	4,227,298	(29,455)	100.7%	3,866,558	3,842,283
	Current	4,180,255	7,113	4,187,368	4,215,444	(28,076)		3,860,156	3,829,466
	Capital	7,600	2,875	10,475	11,854	(1,379)		6,402	12,817
<b>3.</b>	<b>Independent school subsidies</b>	27,549	(1,172)	26,377	26,243	134	99.5%	23,850	23,745
	Current	27,549	(1,172)	26,377	26,243	134		23,850	23,745
	Capital	-	-	-	-	-		-	-
<b>4.</b>	<b>Public special school education</b>	318,956	7,200	326,156	325,294	862	99.7%	307,279	300,928
	Current	318,524	7,200	325,724	325,294	430		307,279	300,928
	Capital	432	-	432	-	432		-	-
<b>5.</b>	<b>Further education and training colleges</b>	142,105	3,150	145,255	145,255	-	100.0%	136,347	132,707
	Current	142,105	3,150	145,255	145,255	-		136,347	132,707
	Capital	-	-	-	-	-		-	-
<b>6.</b>	<b>Adult basic education and training</b>	18,626	-	18,626	18,473	153	99.2%	16,219	17,961
	Current	18,626	-	18,626	18,473	153		16,219	17,959
	Capital	-	-	-	-	-		-	2
<b>7.</b>	<b>Early childhood development</b>	56,084	1,003	57,087	56,310	777	98.6%	53,822	52,838
	Current	56,021	1,003	57,024	56,252	772		53,822	52,778
	Capital	63	-	63	58	5		-	60
<b>8.</b>	<b>Auxiliary and associated services</b>	132,960	(8,706)	124,254	121,515	2,739	97.8%	99,595	100,270
	Current	127,938	(8,706)	119,232	116,452	2,780		96,458	97,440
	Capital	5,022	-	5,022	5,063	(41)		3,137	2,830
	<b>Total</b>	<b>5,092,172</b>	<b>-</b>	<b>5,092,172</b>	<b>5,114,885</b>	<b>(22,713)</b>	<b>100.4%</b>	<b>4,678,249</b>	<b>4,632,111</b>
<b>Reconciliation with Income Statement</b>									
Less: Investments acquired and capitalised during the current financial year - expensed for appropriation purposes									
Add: Local and foreign aid assistance (including RDP funds)									
Add: Other Receipts									
Less: Unauthorised, Fruitless and wasteful expenditure									
<b>Actual amounts per Income Statement</b>				<b>5,092,172</b>	<b>5,114,885</b>			<b>4,678,249</b>	<b>4,632,111</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	5,043,728	(1,222)	5,042,506	5,071,459	(28,953)	100.6%	4,641,414	4,588,847
Personnel	4,330,972	(3,708)	4,327,264	4,316,446	10,818		3,969,362	3,959,403
Transfer payments	300,491	31,485	331,976	339,772	(7,796)		277,735	261,920
Other	412,265	(28,999)	383,266	415,241	(31,975)		394,317	367,524
<b>Capital</b>	<b>48,444</b>	<b>1,222</b>	<b>49,666</b>	<b>43,426</b>	<b>6,240</b>	<b>87.4%</b>	<b>36,835</b>	<b>43,264</b>
Transfer payments	9,095	3,517	12,612	3,517	9,095		5,333	9,699
Acquisition of capital assets	39,349	(2,295)	37,054	39,909	(2,855)		31,502	33,565
<b>Total</b>	<b>5,092,172</b>	<b>-</b>	<b>5,092,172</b>	<b>5,114,885</b>	<b>(22,713)</b>	<b>100.4%</b>	<b>4,678,249</b>	<b>4,632,111</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	4,330,972	(3,708)	4,327,264	4,316,446	10,818	99.8%	3,969,362	3,959,403
Administrative	73,724	(8,491)	65,233	68,035	(2,802)	104.3%	53,763	61,320
Inventories	138,381	(1,508)	136,873	158,425	(21,552)	115.7%	161,976	147,499
Equipment	50,391	(5,736)	44,655	52,607	(7,952)	117.8%	41,443	32,777
Land and buildings	2,231	-	2,231	1,635	596	73.3%	2,348	1,914
Professional and special services	185,592	(15,559)	170,033	171,946	(1,913)	101.1%	164,289	155,461
Transfer payments	309,586	35,002	344,588	343,289	1,299	99.6%	283,068	271,619
Miscellaneous	1,295	-	1,295	2	1,293	0.2%	2,000	2,118
Special functions	-	-	-	2,500	(2,500)		-	-
<b>Total</b>	<b>5,092,172</b>	<b>-</b>	<b>5,092,172</b>	<b>5,114,885</b>	<b>(22,713)</b>	<b>100.4%</b>	<b>4,678,249</b>	<b>4,632,111</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 1: Administration**

Programme per subprogramme		2003/04						2002/03	
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
1.1	<b>Office of the MEC</b>	2,682	-	2,682	2,711	(29)	101.1%	2,192	2,079
	Current	2,585		2,585	2,612	(27)		2,172	2,067
	Capital	97	-	97	99	(2)		20	12
1.2	<b>Corporate services</b>	95,843	(2,067)	93,776	92,809	967	99.0%	89,517	90,143
	Current	94,533	(1,959)	92,574	91,607	967		83,743	88,469
	Capital	1,310	(108)	1,202	1,202	-		5,774	1,674
1.3	<b>Education management</b>	104,965	(7,090)	97,875	96,724	1,151	98.8%	82,870	69,157
	Current	77,245	(4,522)	72,723	71,586	1,137		57,918	43,289
	Capital	27,720	(2,568)	25,152	25,138	14		24,952	25,868
1.4	<b>Human resource development</b>	4,547	(2,306)	2,241	2,253	(12)	100.5%	-	-
	Current	4,547	(2,306)	2,241	2,241	-			
	Capital			-	12	(12)			
	<b>Total</b>	<b>208,037</b>	<b>(11,463)</b>	<b>196,574</b>	<b>194,497</b>	<b>2,077</b>	<b>98.9%</b>	<b>174,579</b>	<b>161,379</b>

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>178,910</b>	<b>(8,787)</b>	<b>170,123</b>	<b>168,046</b>	<b>2,077</b>	<b>98.8%</b>	<b>147,283</b>	<b>133,824</b>
Personnel	117,446	(1,959)	115,487	113,410	2,077		94,595	92,686
Transfer payments	4,569	5,517	10,086	12,549	(2,463)		10,253	4,750
Other	56,895	(12,345)	44,550	42,087	2,463		42,435	36,388
<b>Capital</b>	<b>29,127</b>	<b>(2,676)</b>	<b>26,451</b>	<b>26,451</b>	<b>-</b>	<b>100.0%</b>	<b>27,296</b>	<b>27,555</b>
Transfer payments	2,463	3,517	5,980	3,517	2,463		5,333	9,257
Acquisition of capital assets	26,664	(6,193)	20,471	22,934	(2,463)		21,963	18,298
<b>Total</b>	<b>208,037</b>	<b>(11,463)</b>	<b>196,574</b>	<b>194,497</b>	<b>2,077</b>	<b>98.9%</b>	<b>174,579</b>	<b>161,379</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	117,446	(1,959)	115,487	113,410	2,077	98.2%	94,595	92,686
Administration	18,364		18,364	18,594	(230)	101.3%	12,882	16,264
Inventories	6,083		6,083	6,014	69	98.9%	6,360	6,929
Equipment	32,822	(9,634)	23,188	23,816	(628)	102.7%	22,009	14,985
Land and buildings	-		-	4	(4)			1
Professional and special services	24,995	(8,904)	16,091	14,091	2,000	87.6%	21,147	14,389
Transfer payments	7,032	9,034	16,066	16,066	-	100.0%	15,586	14,007
Miscellaneous	1,295		1,295	2	1,293	0.2%	2,000	2,118
Special functions				2,500	(2,500)			
<b>Total</b>	<b>208,037</b>	<b>(11,463)</b>	<b>196,574</b>	<b>194,497</b>	<b>2,077</b>	<b>98.9%</b>	<b>174,579</b>	<b>161,379</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 2: Public Ordinary School Education**

Programme per subprogramme	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>2.1 Public Primary schools</b>	2,419,175	13,479	2,432,654	2,426,915	5,739	99.8%	2,080,196	2,214,808
Current	2,416,336	10,604	2,426,940	2,420,309	6,631		2,077,144	2,208,842
Capital	2,839	2,875	5,714	6,606	(892)		3,052	5,966
<b>2.2 Public Secondary schools</b>	1,604,972	1,023	1,605,995	1,648,616	(42,621)	102.7%	1,633,415	1,476,152
Current	1,601,972	1,023	1,602,995	1,644,884	(41,889)		1,630,347	1,471,458
Capital	3,000		3,000	3,732	(732)		3,068	4,694
<b>2.3 Professional services</b>	159,208	(8,222)	150,986	143,559	7,427	95.1%	152,947	151,323
Current	157,447	(8,222)	149,225	142,057	7,168		152,665	149,166
Capital	1,761		1,761	1,502	259		282	2,157
<b>2.4 Human resource development</b>	4,500	3,708	8,208	8,208	-	100.0%	-	-
Current	4,500	3,708	8,208	8,194	14			
Capital			-	14	(14)			
<b>Total</b>	<b>4,187,855</b>	<b>9,988</b>	<b>4,197,843</b>	<b>4,227,298</b>	<b>(29,455)</b>	<b>100.7%</b>	<b>3,866,558</b>	<b>3,842,283</b>

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>4,174,055</b>	<b>6,090</b>	<b>4,180,145</b>	<b>4,215,444</b>	<b>(35,299)</b>	<b>100.8%</b>	<b>3,860,156</b>	<b>3,829,467</b>
Personnel	3,753,820	(11,930)	3,741,890	3,736,207	5,683		3,433,252	3,436,174
Transfer payments	147,285	14,312	161,597	167,797	(6,200)		126,570	119,953
Other	272,950	3,708	276,658	311,440	(34,782)		300,334	273,340
<b>Capital</b>	<b>13,800</b>	<b>3,898</b>	<b>17,698</b>	<b>11,854</b>	<b>5,844</b>	<b>67.0%</b>	<b>6,402</b>	<b>12,816</b>
Transfer payments	6,200		6,200		6,200		-	442
Acquisition of capital assets	7,600	3,898	11,498	11,854	(356)		6,402	12,374
<b>Total</b>	<b>4,187,855</b>	<b>9,988</b>	<b>4,197,843</b>	<b>4,227,298</b>	<b>(29,455)</b>	<b>100.7%</b>	<b>3,866,558</b>	<b>3,842,283</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Personnel</b>	<b>3,753,820</b>	<b>(11,930)</b>	<b>3,741,890</b>	<b>3,736,207</b>	<b>5,683</b>	<b>99.8%</b>	<b>3,433,252</b>	<b>3,436,174</b>
Administrative	24,270		24,270	27,087	(2,817)	111.6%	24,371	24,688
Inventories	113,897	3,708	117,605	144,600	(26,995)	123.0%	133,666	114,492
Equipment	10,668	3,898	14,566	16,458	(1,892)	113.0%	14,025	13,131
Land and buildings	2,231		2,231	1,580	651	70.8%	2,348	1,889
Professional and special services	129,484		129,484	133,569	(4,085)	103.2%	132,326	131,514
Transfer payments	153,485	14,312	167,797	167,797	-	100.0%	126,570	120,395
Miscellaneous			-	-	-			
Special functions			-	-	-			
<b>Total</b>	<b>4,187,855</b>	<b>9,988</b>	<b>4,197,843</b>	<b>4,227,298</b>	<b>(29,455)</b>	<b>100.7%</b>	<b>3,866,558</b>	<b>3,842,283</b>



**WESTERN CAPE EDUCATION DEPARTMENT  
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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 3: Independent School Subsidies**

Programme per subprogramme	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>3.1 Primary phase</b>	20,064	(1,172)	18,892	14,385	4,507	76.1%	13,000	14,174
Current	20,064	(1,172)	18,892	14,385	4,507		13,000	14,174
Capital			-		-			
<b>3.2 Secondary phase</b>	7,485	-	7,485	11,858	(4,373)	158.4%	10,850	9,571
Current	7,485		7,485	11,858	(4,373)		10,850	9,571
Capital			-		-			
<b>Total</b>	<b>27,549</b>	<b>(1,172)</b>	<b>26,377</b>	<b>26,243</b>	<b>134</b>	<b>99.5%</b>	<b>23,850</b>	<b>23,745</b>

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>27,549</b>	<b>(1,172)</b>	<b>26,377</b>	<b>26,243</b>	<b>134</b>	<b>99.5%</b>	<b>23,850</b>	<b>23,745</b>
Personnel	-		-	-	-		-	-
Transfer payments	27,549	(1,172)	26,377	26,243	134		23,850	23,745
Other	-		-	-	-		-	-
<b>Capital</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>
Transfer payments			-	-	-		-	-
Acquisition of capital assets			-	-	-		-	-
<b>Total</b>	<b>27,549</b>	<b>(1,172)</b>	<b>26,377</b>	<b>26,243</b>	<b>134</b>	<b>99.5%</b>	<b>23,850</b>	<b>23,745</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel			-	-	-			
Administrative			-	-	-			
Inventories			-	-	-			
Equipment			-	-	-			
Land and buildings			-	-	-			
Professional and special services			-	-	-			
Transfer payments	27,549	(1,172)	26,377	26,243	134	99.5%	23,850	23,745
Miscellaneous			-	-	-			
Special functions			-	-	-			
<b>Total</b>	<b>27,549</b>	<b>(1,172)</b>	<b>26,377</b>	<b>26,243</b>	<b>134</b>	<b>99.5%</b>	<b>23,850</b>	<b>23,745</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 4: Public Special School Education**

Programme per subprogramme		2003/04					2002/03		
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
4.1	Schools	318,954	7,200	326,154	325,294	860	99.7%	307,279	300,928
	Current	318,522	7,200	325,722	325,294	428		307,279	300,928
	Capital	432		432		432			
4.2	Professional services	1	-	1	-	1	0.0%	-	-
	Current	1		1		1			
	Capital			-		-			
4.3	Human resource development	1	-	1	-	1	0.0%	-	-
	Current	1		1		1			
	Capital			-		-			
	<b>Total</b>	<b>318,956</b>	<b>7,200</b>	<b>326,156</b>	<b>325,294</b>	<b>862</b>	<b>99.7%</b>	<b>307,279</b>	<b>300,928</b>

Economic classification	2003/04					2002/03		
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>318,524</b>	<b>7,200</b>	<b>325,724</b>	<b>325,294</b>	<b>430</b>	<b>99.9%</b>	<b>307,279</b>	<b>300,928</b>
Personnel	254,506	7,219	261,725	261,725	-		245,199	239,085
Transfer payments	60,660	112	60,772	61,204	(432)		61,480	57,511
Other	3,358	(131)	3,227	2,365	862		600	4,332
<b>Capital</b>	<b>432</b>	<b>-</b>	<b>432</b>	<b>-</b>	<b>432</b>		<b>-</b>	<b>-</b>
Transfer payments	432		432		432		-	-
Acquisition of capital assets			-	-	-		-	-
<b>Total</b>	<b>318,956</b>	<b>7,200</b>	<b>326,156</b>	<b>325,294</b>	<b>862</b>	<b>99.7%</b>	<b>307,279</b>	<b>300,928</b>

Standard item classification	2003/04					2002/03		
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	254,506	7,219	261,725	261,725	-	100.0%	245,199	239,085
Administrative	3,043	(131)	2,912	2,197	715	75.4%	600	4,146
Inventories			-	3	(3)			2
Equipment			-	8	(8)			6
Land and buildings			-	-	-			
Professional and special services	315		315	157	158	49.8%		178
Transfer payments	61,092	112	61,204	61,204	-	100.0%	61,480	57,511
Miscellaneous			-	-	-			
Special functions			-	-	-			
<b>Total</b>	<b>318,956</b>	<b>7,200</b>	<b>326,156</b>	<b>325,294</b>	<b>862</b>	<b>99.7%</b>	<b>307,279</b>	<b>300,928</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 5: Further Education and Training**

Programme per subprogramme	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
5.1 Public institutions	142,103	3,150	145,253	145,255	(2)	100.0%	136,347	132,707
Current	142,103	3,150	145,253	145,255	(2)		136,347	132,707
Capital			-		-			
5.2 Professional services	1	-	1	-	1	0.0%	-	-
Current	1		1		1			
Capital			-		-			
5.3 Human resource development	1	-	1	-	1	0.0%	-	-
Current	1		1		1			
Capital			-		-			
<b>Total</b>	<b>142,105</b>	<b>3,150</b>	<b>145,255</b>	<b>145,255</b>	<b>-</b>	<b>100.0%</b>	<b>136,347</b>	<b>132,707</b>

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>142,105</b>	<b>3,150</b>	<b>145,255</b>	<b>145,255</b>	<b>-</b>	<b>100.0%</b>	<b>136,347</b>	<b>132,707</b>
Personnel	112,587	1,959	114,546	114,546	-		106,812	103,323
Transfer payments	29,269	1,172	30,441	30,441	-		29,245	29,136
Other	249	19	268	268	-		290	248
<b>Capital</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>
Transfer payments			-	-	-		-	-
Acquisition of capital assets			-	-	-		-	-
<b>Total</b>	<b>142,105</b>	<b>3,150</b>	<b>145,255</b>	<b>145,255</b>	<b>-</b>	<b>100.0%</b>	<b>136,347</b>	<b>132,707</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	112,587	1,959	114,546	114,546	-	100.0%	106,812	103,323
Administrative	249	19	268	268	-	100.0%	290	248
Inventories			-	-	-			
Equipment			-	-	-			
Land and buildings			-	-	-			
Professional and special services			-	-	-			
Transfer payments	29,269	1,172	30,441	30,441	-	100.0%	29,245	29,136
Miscellaneous			-	-	-			
Special functions			-	-	-			
<b>Total</b>	<b>142,105</b>	<b>3,150</b>	<b>145,255</b>	<b>145,255</b>	<b>-</b>	<b>100.0%</b>	<b>136,347</b>	<b>132,707</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 6: Adult Basic Education and Training**

Programme per subprogramme		2003/04					2002/03		
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
6.1	<b>Subsidies to private centres</b>	18,624	-	18,624	18,473	151	99.2%	16,219	17,961
	Current	18,624		18,624	18,473	151		16,219	17,959
	Capital			-	-	-			2
6.2	<b>Professional services</b>	1	-	1	-	1	0.0%	-	-
	Current	1		1		1			
	Capital			-	-	-			
6.3	<b>Human resource development</b>	1	-	1	-	1	0.0%	-	-
	Current	1		1		1			
	Capital			-	-	-			
	<b>Total</b>	<b>18,626</b>	<b>-</b>	<b>18,626</b>	<b>18,473</b>	<b>153</b>	<b>99.2%</b>	<b>16,219</b>	<b>17,961</b>

Economic classification		2003/04					2002/03		
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
	<b>Current</b>	<b>18,626</b>	<b>-</b>	<b>18,626</b>	<b>18,473</b>	<b>153</b>	<b>99.2%</b>	<b>16,219</b>	<b>17,959</b>
	Personnel	5,380	-	5,380	5,102	278		7,661	6,569
	Transfer payments	12,938	-	12,938	12,701	237		7,494	10,814
	Other	308	-	308	670	(362)		1,064	576
	<b>Capital</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>2</b>
	Transfer payments			-	-	-		-	-
	Acquisition of capital assets			-	-	-		-	2
	<b>Total</b>	<b>18,626</b>	<b>-</b>	<b>18,626</b>	<b>18,473</b>	<b>153</b>	<b>99.2%</b>	<b>16,219</b>	<b>17,961</b>

Standard item classification		2003/04					2002/03		
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
	<b>Personnel</b>	<b>5,380</b>		<b>5,380</b>	<b>5,102</b>	<b>278</b>	<b>94.8%</b>	<b>7,661</b>	<b>6,569</b>
	Administrative	263		263	556	(293)	211.4%	750	408
	Inventories	9		9	71	(62)	788.9%	80	106
	Equipment			-	-	-			5
	Land and buildings			-	8	(8)			1
	Professional and special services	36		36	35	1	97.2%	234	58
	Transfer payments	12,938		12,938	12,701	237	98.2%	7,494	10,814
	Miscellaneous			-	-	-			
	Special functions			-	-	-			
	<b>Total</b>	<b>18,626</b>	<b>-</b>	<b>18,626</b>	<b>18,473</b>	<b>153</b>	<b>99.2%</b>	<b>16,219</b>	<b>17,961</b>

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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 7: Early Childhood Development**

Programme per subprogramme		2003/04						2002/03	
		Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000		R'000	R'000
7.1	Grade R in public schools	32,709	1,003	33,712	43,753	(10,041)	129.8%	39,779	41,050
	Current	32,646	1,003	33,649	43,753	(10,104)		39,779	41,050
	Capital	63		63		63			
7.2	Grade R in community centres	14,018	-	14,018	3,930	10,088	28.0%	14,043	9,071
	Current	14,018		14,018	3,930	10,088		14,043	9,071
	Capital			-		-			
7.3	Professional services	1	-	1	-	1	0.0%	-	-
	Current	1		1		1			
	Capital			-		-			
7.4	Human resource development	1	-	1	-	1	0.0%	-	-
	Current	1		1		1			
	Capital			-		-			
7.5	Conditional grant	9,355	-	9,355	8,627	728	92.2%	-	2,717
	Current	9,355		9,355	8,569	786			2,657
	Capital			-	58	(58)			60
	<b>Total</b>	<b>56,084</b>	<b>1,003</b>	<b>57,087</b>	<b>56,310</b>	<b>777</b>	<b>98.6%</b>	<b>53,822</b>	<b>52,838</b>

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>56,021</b>	<b>1,003</b>	<b>57,024</b>	<b>56,252</b>	<b>772</b>	<b>98.6%</b>	<b>53,822</b>	<b>52,778</b>
Personnel	42,606	1,003	43,609	43,609	-		39,558	40,912
Transfer payments	13,279		13,279	12,351	928		14,043	11,616
Other	136		136	292	(156)		221	250
<b>Capital</b>	<b>63</b>	<b>-</b>	<b>63</b>	<b>58</b>	<b>5</b>	<b>92.1%</b>	<b>-</b>	<b>60</b>
Transfer payments			-	-	-		-	-
Acquisition of capital assets	63		63	58	5		-	60
<b>Total</b>	<b>56,084</b>	<b>1,003</b>	<b>57,087</b>	<b>56,310</b>	<b>777</b>	<b>98.6%</b>	<b>53,822</b>	<b>52,838</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Personnel	42,606	1,003	43,609	43,609	-	100.0%	39,558	40,912
Administrative	65		65	242	(177)	372.3%	210	164
Inventories			-	31	(31)		11	51
Equipment	103		103	58	45	56.3%		60
Land and buildings			-	1	(1)			
Professional and special services	31		31	18	13	58.1%		35
Transfer payments	13,279		13,279	12,351	928	93.0%	14,043	11,616
Miscellaneous			-	-	-			
Special functions			-	-	-			
<b>Total</b>	<b>56,084</b>	<b>1,003</b>	<b>57,087</b>	<b>56,310</b>	<b>777</b>	<b>98.6%</b>	<b>53,822</b>	<b>52,838</b>

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**APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

**DETAIL PER PROGRAMME 8: Auxiliary and Associated Services**

Programme per subprogramme	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>8.1 Payments to SETA</b>	3,485	-	3,485	3,485	-	100.0%	-	3,485
Current	3,485		3,485	3,485	-			3,485
Capital			-	-	-			
<b>8.2 Conditional grant projects</b>	30,074	-	30,074	29,756	318	98.9%	39,553	37,269
Current	30,074		30,074	29,367	707		37,818	36,676
Capital			-	389	(389)		1,735	593
<b>8.3 External examinations</b>	49,259	-	49,259	50,143	(884)	101.8%	43,943	43,326
Current	44,237		44,237	45,520	(1,283)		42,716	41,252
Capital	5,022		5,022	4,623	399		1,227	2,074
<b>8.4 Teacher training</b>	17,642	(2,333)	15,309	11,956	3,353	78.1%	16,099	16,190
Current	17,642	(2,333)	15,309	11,953	3,356		15,924	16,027
Capital			-	3	(3)		175	163
<b>8.5 Ikapa Elihlumayo</b>	32,500	(6,373)	26,127	26,175	(48)	100.2%	-	-
Current	32,500	(6,373)	26,127	26,127	-			
Capital			-	48	(48)			
<b>Total</b>	<b>132,960</b>	<b>(8,706)</b>	<b>124,254</b>	<b>121,515</b>	<b>2,739</b>	<b>97.8%</b>	<b>99,595</b>	<b>100,270</b>

Economic classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Current</b>	<b>127,938</b>	<b>(8,706)</b>	<b>119,232</b>	<b>116,452</b>	<b>2,780</b>	<b>97.7%</b>	<b>96,458</b>	<b>97,439</b>
Personnel	44,627		44,627	41,847	2,780		42,285	40,654
Transfer payments	4,942	11,544	16,486	16,486	-		4,800	4,395
Other	78,369	(20,250)	58,119	58,119	-		49,373	52,390
<b>Capital</b>	<b>5,022</b>	<b>-</b>	<b>5,022</b>	<b>5,063</b>	<b>(41)</b>	<b>100.8%</b>	<b>3,137</b>	<b>2,831</b>
Transfer payments			-	-	-			
Acquisition of capital assets	5,022		5,022	5,063	(41)		3,137	2,831
<b>Total</b>	<b>132,960</b>	<b>(8,706)</b>	<b>124,254</b>	<b>121,515</b>	<b>2,739</b>	<b>97.8%</b>	<b>99,595</b>	<b>100,270</b>

Standard item classification	2003/04						2002/03	
	Adjusted Appropriation	Virement	Final Allocation	Actual Expenditure	Savings / Underspend (Excess)	Expenditure as % of revised allocation	Revised Allocation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>Personnel</b>	<b>44,627</b>		<b>44,627</b>	<b>41,847</b>	<b>2,780</b>	<b>93.8%</b>	<b>42,285</b>	<b>40,654</b>
Administrative	27,470	(8,379)	19,091	19,091	-	100.0%	14,660	15,402
Inventories	18,392	(5,216)	13,176	7,706	5,470	58.5%	21,859	25,919
Equipment	6,798		6,798	12,267	(5,469)	180.5%	5,409	4,590
Land and buildings			-	42	(42)			23
Professional and special services	30,731	(6,655)	24,076	24,076	-	100.0%	10,582	9,287
Transfer payments	4,942	11,544	16,486	16,486	-	100.0%	4,800	4,395
Miscellaneous			-	-	-			
Special functions			-	-	-			
<b>Total</b>	<b>132,960</b>	<b>(8,706)</b>	<b>124,254</b>	<b>121,515</b>	<b>2,739</b>	<b>97.8%</b>	<b>99,595</b>	<b>100,270</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE APPROPRIATION STATEMENT  
for the year ended 31 MARCH 2004**

- 1. Detail of current and capital transfers as per Appropriation Act (after Virement):**  
Detail of these transactions can be viewed in note 8 (Transfer payments) and Annexure 1 to the annual financial statements.
  - 2. Detail of specifically and exclusively appropriated amounts voted (after Virement):**  
Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the annual financial statements.
  - 3. Detail of special functions (theft and losses)**  
Detail of these transactions per programme can be viewed in note 10.5 (Details of special functions (theft and losses)) to the annual financial statements.
  - 4. Explanations of material variances from Amounts Voted (after Virement)**  
The general criteria used for explanations was for variances greater than 2%. In instances lesser than 2% the significance of the item and amount involved was taken into consideration.
- 4.1 Per programme:**
- Programme 1: Administration
- 1.2: Corporate services : Underspending due to saving on communication expenses and transport.
  - 1.3: Education Management : Underspending due to delay in the delivery of equipment.
- Programme 2: Public ordinary school education
- 2.2: Public secondary schools : Overspending due to provision of learner support material and equipment at schools that had a significant growth in learner numbers.
  - 2.3: Professional services : Underspending due to the redeployment of staff in excess and the non-filling of posts.
- Programme 7: Early childhood development
- 7.1 and 7.2: Funds were erroneously allocated to sub-programme 7.1. The actual expenditure was incurred under sub-programme 7.2 (Annexure 2).
  - 7.5: Conditional grant: ECD : Underspending due to the delay in the procurement of training contracts by the National Department of Education. The unspent amount will be recovered from the 2004/05 allocation (Annexure 2).
- Programme 8: Auxiliary and associated services
- 8.2: Conditional grant projects : Overspending on HIV will be recovered from the 2004/05 allocation. The adjusted allocation of R457,000 was erroneously captured against Transfer Payments. The actual expenditure was incurred under Professional and Specialised Services. The underspending on Financial Management is due to the delay in the procurement processes. The unspent amount will be recovered from the 2004/05 allocation.
  - 8.4: Teacher training : Underexpenditure due to the closure of the teacher training colleges
- 4.2 Per standard item:**
- Personnel:  
Underspending due to the redeployment of excess staff.
- Administrative:  
Overspending due to increase in the curriculum training expenditure at the EMDC's.
- Inventories:  
Overspending due to provision of learner support material at schools that had a significant growth in learner numbers.
- Equipment:  
Overspending due to advancement of the upgrading of the duplicating equipment of the examination section and the provision of equipment at schools that had a significant growth in learner numbers.
- Land & Buildings:  
Underspending due to an over estimation.
- Professional and Specialised services:  
Overspending due to increased demand for the transport of learners.
- Miscellaneous:  
Overspending due to unforeseen thefts and losses.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**INCOME STATEMENT (STATEMENT OF FINANCIAL PERFORMANCE)  
for the year ended 31 MARCH 2004**

	Note	2003/04 R'000	2002/03 R'000
<b>REVENUE</b>			
<b>Voted funds</b>			
Annual Appropriation	1	5,092,172	4,678,249
Other revenue to be surrendered to the revenue fund	2	2,145	3,934
<b>TOTAL REVENUE</b>		5,094,317	4,682,183
<b>EXPENDITURE</b>			
<b>Current</b>			
Personnel	3	4,316,447	3,959,405
Administrative		68,036	61,321
Inventories	4	158,425	147,498
Machinery and Equipment	5	8,755	10,513
Land and buildings	6	1,635	1,914
Professional and special services	7	171,944	155,459
Transfer payments	8	339,772	269,594
Miscellaneous	9	2	15
Special functions: authorised losses	10	2,500	2,103
<b>Total Current Expenditure</b>	A	5,067,516	4,607,822
<b>Capital</b>			
Machinery and equipment	5	43,852	22,263
Transfer Payments	8	3,517	2,026
<b>Total Capital Expenditure</b>	B	47,369	24,289
<b>TOTAL EXPENDITURE</b>	A+B	5,114,885	4,632,111
<b>NET SURPLUS /(DEFICIT)</b>		(20,568)	50,072
Add back unauthorised and fruitless and wasteful expenditure disallowed	11	22,713	-
<b>NET SURPLUS /(DEFICIT) FOR THE YEAR</b>		2,145	50,072
<b>Reconciliation of Net Surplus/ (Deficit) for the year</b>			
Voted Funds to be surrendered to the Revenue Fund	15	-	46,138
Other Revenue to be surrendered to the Revenue Fund	2	2,145	3,934
<b>NET SURPLUS /(DEFICIT) FOR THE YEAR</b>		2,145	50,072



**WESTERN CAPE EDUCATION DEPARTMENT  
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**BALANCE SHEET (STATEMENT OF FINANCIAL POSITION)  
as at 31 MARCH 2004**

<b>ASSETS</b>	<b>Note</b>	<b>2003/04 R'000</b>	<b>2002/03 R'000</b>
<b>Current assets</b>		261,650	324,726
Unauthorised, irregular and fruitless and wasteful expenditure	11	55,369	32,668
Cash and cash equivalents	12	2,037	91,770
Receivables	13	204,244	200,288
<b>Non-current assets</b>		8,468	5,893
Investments	14	8,468	5,893
<b>TOTAL ASSETS</b>		<b>270,118</b>	<b>330,619</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>		53,111	110,629
Voted funds to be surrendered to the Revenue Fund	15	-	46,138
Other revenue funds to be to be surrendered to the Revenue Fund	16	1,181	3,773
Bank overdraft	17	5,763	16,359
Payables	18	46,167	44,359
<b>Non-current liabilities</b>		124,255	124,255
Payables	19	124,255	124,255
<b>TOTAL LIABILITIES</b>		<b>177,366</b>	<b>234,884</b>
<b>NET ASSETS/LIABILITIES</b>		<b>92,752</b>	<b>95,735</b>
<b>Represented by:</b>		92,752	95,735
Capitalisation reserve	23	8,719	7,833
Recoverable revenue	24	84,033	87,902
<b>TOTAL</b>		<b>92,752</b>	<b>95,735</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**STATEMENT OF CHANGES IN NET ASSETS  
for the year ended 31 MARCH 2004**

	Note	2003/04 R'000	2002/03 R'000
<b>Capitalisation reserve</b>			
Opening balance		7,833	7,834
Return on investments/ Adjustment	23	886	(1)
Closing balance		<u>8,719</u>	<u>7,833</u>
<b>Recoverable revenue</b>			
Opening balance		87,902	66,057
Debts raised/ adjusted		(3,871)	21,845
Closing balance	24	<u>84,033</u>	<u>87,902</u>
<b>TOTAL</b>		<u><u>92,752</u></u>	<u><u>95,735</u></u>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**CASH FLOW STATEMENT  
for the year ended 31 MARCH 2004**

	2003/04	2002/03	
Note	R'000	R'000	
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Net cash flow generated by operating activities	20	56,863	88,150
Cash utilised to increase working capital	21	(27,833)	(8,531)
Voted funds and Revenue funds surrendered	22	(64,315)	(79,306)
<b>Net cash outflow from operating activities</b>		(35,285)	313
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Capital expenditure	5	(43,852)	(22,263)
<b>Net cash flows from operating and investing activities</b>		(79,137)	(21,950)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
(Decrease)/increase of bank overdraft	*	(10,596)	4,818
<b>Net increase /(decrease) in cash and cash equivalents</b>		(89,733)	(17,132)
<b>Cash and cash equivalents at beginning of period</b>	12	91,770	108,902
<b>Cash and cash equivalents at end of period</b>	12	2,037	91,770

\*The 2002/03 bank overdraft is a restated figure.

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
For the year ended 31 MARCH 2004**

**1. Annual Appropriation**

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

Programmes	Total Appropriation 2003/04 R'000	Actual Funds Received R'000	Variance over/(under) R'000	Total Appropriation 2002/03 R'000
1 Administration	208,037	208,037	-	174,579
2 Public ordinary school education	4,187,855	4,187,855	-	3,866,558
3 Independent school subsidies	27,549	27,549	-	23,850
4 Public special school education	318,956	318,956	-	307,279
5 Further education & training	142,105	142,105	-	136,347
6 Adult Basic Education and Training	18,626	18,626	-	16,219
7 Early Childhood development	56,084	56,084	-	53,822
8 Auxiliary & Associated Services	132,960	132,960	-	99,595
Special functions: Authorised losses	-	-	-	-
<b>Total</b>	<b>5,092,172</b>	<b>5,092,172</b>	<b>-</b>	<b>4,678,249</b>

**1.2 Conditional grants**

	Note	2003/04 R'000	2002/03 R'000
Total grants received	Annexure 1	34,989	33,047

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

Description	Note	2003/04 R'000	2002/03 R'000
Gifts, donations and sponsorships received	2.2	177	793
Debt recoveries		1,150	(64)
Interest on debt		1,445	879
Admin fees: commission on insurance		4,425	4,446
Rental: dwellings and other		215	267
Endowment fees		81	121
Reprographic services		1,034	2,658
Examination remarks		133	101
Registration/Tuition/Examination Fees		431	724
Stale cheques		383	435
Recoveries previous years		5,403	4,756
Miscellaneous		536	1,977
Rental of facilities		172	-
Plus amount overpaid i.r.o. 200102		-	781
Total revenue collected		15,585	17,874
Less: Own revenue budgeted		13,440	13,940
Total other revenue collected		2,145	3,934

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

2.1 Gifts, donations and sponsorships received by the department	Note	2003/04	2002/03
<b>Gifts, donations and sponsorships</b>		<b>R'000</b>	<b>R'000</b>
Nature of gift, donation and sponsorship			
Cape Town College & Hewat College Memorium Trust - Teacher recruitment (R200 000)		177	792
Other		-	1
		<u>177</u>	<u>793</u>
<b>3. Personnel</b>			
<b>Current expenditure</b>			
Appropriation to Executive and Legislature			
Basic salary costs		3,224,529	2,929,013
Pension contributions		416,861	387,698
Medical aid contributions		212,529	211,392
Other salary related costs		462,528	431,302
<b>Total personnel costs</b>		<u>4,316,447</u>	<u>3,959,405</u>
Average number of employees		36,364	36,130
<b>4. Inventories</b>			
<b>Current expenditure</b>			
<b>Inventories purchased during the year</b>			
School provisions		141,933	110,707
Other		16,492	36,791
<b>Total cost of inventories</b>		<u>158,425</u>	<u>147,498</u>
<b>5. Machinery and Equipment</b>			
Current (Rentals, maintenance and sundry)		8,755	10,513
Capital	5.1	43,852	22,263
Total capital and current expenditure		<u>52,607</u>	<u>32,776</u>
<b>5.1 Capital machinery and equipment expenditure analysed as follows:</b>			
Computer equipment		20,691	8,296
Furniture and office equipment		14,652	5,259
Other machinery and equipment		8,509	8,708
		<u>43,852</u>	<u>22,263</u>
<b>6. Land and Buildings</b>			
Current expenditure		1,635	1,914
- Rental		<u>1,635</u>	<u>1,914</u>
Total current and capital expenditure		<u>1,635</u>	<u>1,914</u>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

7. Professional and special services	Note	2003/04	2002/03
7.1 Current expenditure		R'000	R'000
Auditors' remuneration		4,077	3,682
Regulatory		3,242	
Performance		768	
Other audit		67	
Contractors		3,713	4,542
Consultants and advisory services		26,063	6,862
Municipal services		26,405	34,335
Injuries on duty		1,672	965
Learner transport schemes		105,297	95,236
Catering services		445	3,481
Bank charges		1,140	1,097
Other		3,132	5,259
		<u>171,944</u>	<u>155,459</u>
Footnote: Comparative figures for the split of auditor's remuneration could not be provided for 2002/03.			
<b>8. Transfer payments</b>			
Conditional grant transfers	Annexure 2	8,412	2546
Transfers to public entities and institutions	Annexure 2	334,877	269074
		<u>343,289</u>	<u>271620</u>
<b>Analysis of transfer payments</b>			
Current		339,772	269,594
Capital		3,517	2,026
		<u>343,289</u>	<u>271,620</u>
<b>9. Miscellaneous</b>			
<b>9.1 Current expenditure</b>			
Stabilisation fund (Terminates after 2001)		-	3
Remissions, refunds and payments made as an act of grace	9.2	2	12
<b>Total miscellaneous expenditure</b>		<u>2</u>	<u>15</u>
<b>9.2 Remissions, refunds and payments made as an act of grace</b>			
<b>Nature of remissions, refunds and payments</b>			
Injury to educator		<u>2</u>	<u>12</u>
<b>10. Special functions: Authorised losses</b>			
Material losses through criminal conduct	10.1	22	273
Other material losses written off	10.2	1,057	556
Debts written off	10.4	1,421	1,274
		<u>2,500</u>	<u>2,103</u>

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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

<b>10.1 Material losses through criminal conduct</b>	<b>Note</b>	<b>2003/04</b>	<b>2002/03</b>
		<b>R'000</b>	<b>R'000</b>
<b>Nature of losses</b>			
Fraud		22	273
<b>10.2 Other material losses written off in income statement in</b>			
<b>Nature of losses</b>			
Interest on municipal services		262	235
Claims against the state		146	161
GG - Accidents		646	15
Vis Major		-	81
Sundry		3	64
		<u>1,057</u>	<u>556</u>
<b>10.3 Other material losses of items expensed in previous periods (Total not included above)</b>			
<b>Nature of losses</b>	<b>Current</b>	<b>Capital</b>	
	<b>expenditure</b>	<b>expenditure</b>	
Criminal conduct	296	-	1,099
Bursary debt	182	-	101
Salary debt	377	-	590
Irregular expenditure	-	-	10
Other	73	-	29
	<u>928</u>	<u>-</u>	<u>1,829</u>
<b>10.4 Debts written off</b>			
<b>Nature of debts written off</b>			
Salary overpayments		428	863
State guarantees		92	48
Misc.debt overpayment of learner transport services		-	164
Employee Tax		893	-
Other		8	199
		<u>1,421</u>	<u>1,274</u>
<b>10.5 Details of special functions (theft and losses)</b>			
<b>Per programme</b>			
Programme 1		<u>2,500</u>	<u>2,103</u>
<b>11. Unauthorised and fruitless and wasteful expenditure disallowed</b>			
Unauthorised expenditure	11.1	<u>55,369</u>	<u>32,668</u>
		<u>55,369</u>	<u>32,668</u>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

11.1 Reconciliation of unauthorised expenditure	Note	2003/04 R'000	2002/03 R'000
Opening balance		32,668	32,678
Unauthorised expenditure current year		22,713	-
Approved by Parliament		-	-
Transfer to Income statement - Mopping up		(12)	(10)
Transfer to receivables for recovery		-	-
Closing balance		<u>55,369</u>	<u>32,668</u>
<b>11.2 Unauthorised expenditure</b>			
<b>Incident Disciplinary steps taken/ criminal proceedings</b>			
2003/2004 Overspending of vote		22,713	-
<i>Ex Departments Mopping-up:</i>			
1991/92- Literacy Programmes: Purchase of Computers, equipment and software		21,949	21,949
1995/96- Overspending of vote by ex Administration: House of Representatives		10,707	10,707
1995/96-Insufficient Authority		-	12
		<u>55,369</u>	<u>32,668</u>
<b>12. Cash and cash equivalents</b>			
Cash on hand		3	3
Short term investment		2,034	91,767
		<u>2,037</u>	<u>91,770</u>
<b>13. Receivables - Current</b>			
Amounts owing by other departments	Annexure 5	13,855	11,028
Staff debtors	13.2	6,538	6,911
Other loans and debtors	13.3	70,422	84,266
Advances	13.4	2,210	564
<b>Subtotal</b>		<u>93,025</u>	<u>102,769</u>
<i>Ex Departments Mopping-up:</i>			
Amounts owing by other departments		95,219	89,850
Staff debtors	13.2	7,445	2,489
Other loans and debtors	13.3	8,555	5,180
<b>Subtotal</b>		<u>111,219</u>	<u>97,519</u>
<b>Grand total</b>		<u>204,244</u>	<u>200,288</u>
<b>13.1 Age analysis - receivables current</b>			
Less than one year		1,531	
One to two years		1,569	
More than two years		59,732	
		<u>62,832</u>	<u>62,103</u>

An age analysis could not be provided i.r.o. 2002/03.



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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

13.2 Staff debtors	Note	2003/04 R'000	2002/03 R'000
Salary overpayments		6,538	6,911
<i>Ex Departments Mopping-up:</i>			
Salary overpayments		7,445	2,489
<b>13.3 Other debtors</b>			
Contract debt		1,742	3,557
New debtors account		62,833	62,103
State Guarantees		25	108
Claims payable GG Transport		811	2,056
Salary Deductions-Tax		4,051	4,084
Salary Deductions-Medical schemes		-	963
Salary Deductions-Pension		-	9,326
Disallowances - Suppliers		758	2,111
Miscellaneous		202	(42)
<b>Subtotal</b>		<b>70,422</b>	<b>84,266</b>
<i>Ex Departments Mopping-up:</i>			
Contract debt		1,264	-
Claims Payable PMG Dt GG Transport		1,072	352
Claims Payable PMG Dt Post & Tel.		1,145	1,145
Disallowance Suppliers		2,210	413
Miscellaneous Debt		1,160	1,162
Debt Boarding Fees		551	541
Disal Periodic Payment Class 50		827	827
Claims Payable PMG Dt Tres. ACB/BDB		325	740
		<b>8,555</b>	<b>5,180</b>
<b>13.4 Prepayments and advances</b>			
<b>Nature of prepayments/advances</b>			
Subsistence and transport		353	564
Advance- Special Schools		36	-
Advance- Hostels		1,821	-
		<b>2,210</b>	<b>564</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

14. Investments	Note	2003/04	2002/03
Investee	Nature of investment	R'000	R'000
	Royal Reception Fund - Corp for Public Dep. - Gov. stocks	36	28
	Sir David Harris Trust - Corp. for Public Dep. - Gov. stocks	10	7
	John L Bisset - Corp. for Public Dep. - Gov. stocks	256	188
	Graham Civil Serv Burs Fund - Corp. for Public Dep. - Gov. stocks	35	27
	De Waal Education Fund - Graaffs Trust Ltd.	203	203
	School Building Fund - Corp. for Public Dep - Gov. stocks	7,927	5,440
		8,468	5,893
<b>15. Voted funds to be surrendered to the Revenue Fund</b>			
	Opening balance	(46,138)	(65,986)
	Transfer from income statement	-	(46,138)
	Not received during year	-	-
	Paid during the year	46,138	65,986
	Closing balance	-	(46,138)
<b>16. Other revenue funds to be surrendered to the Revenue Fund</b>			
	Opening balance	(3,773)	781
	Transfer from income statement for revenue to be surrendered	2 (15,585)	(17,874)
	Paid during the year	18,177	13,320
	Closing balance	(1,181)	(3,773)
<b>17. Paymaster General Account (Bank overdraft)</b>			
<b>Reconciliation of Paymaster General Account/ Exchequer account</b>			
	Balance as per National Accounting Office	116	2,183
	Add: Outstanding deposits	-	406
	<b>Subtotal</b>	116	2,589
	Deduct:	(5,878)	(18,948)
	Orders payable outstanding	1,504	(18,948)
	PMG Adjustment ABSA	159	
	Electronic funds payable	(7,541)	-
	<b>Balance</b>	(5,763)	(16,359)
<b>18. Payables - Current</b>			
<b>Description</b>			
	Amounts owing to other departments	Annexure 6	-
	Other payables	18.1	(371)
			(7,667)
			(9,387)
			(8,038)
<i>Ex Departments Mopping-up:</i>			
	Other payables		(36,780)
	<b>Grand total</b>		(44,359)

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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

18.1 Other payables	Note	2003/04 R'000	2002/03 R'000
Salary Deductions-Pension		(3,395)	-
Claims payable Treasury ACB/BDB		(84)	(1,763)
Salary disallowance.- cr objective		(4,974)	(4,987)
Other		(934)	(917)
<b>Subtotal</b>		<u>(9,387)</u>	<u>(7,667)</u>
<i>Ex Departments Mopping-up:</i>			
Salary Disallowance-Housing Payment		(468)	
ACB/BDB Persal Debits		(36,312)	(36,312)
Recall Control - Salary ACB		-	(9)
<b>Subtotal</b>		<u>(36,780)</u>	<u>(36,321)</u>
<b>19. Payables (non-current)</b>			
<b>Description</b>			
<i>Ex Departments Mopping-up:</i>			
CPRS Trading account		(11,530)	(11,530)
Amounts owing to other departments		(112,725)	(112,725)
		<u>(124,255)</u>	<u>(124,255)</u>
<b>20. Net cash flow generated by operating activities</b>			
Net surplus as per Income Statement		2,145	50,072
Adjusted for the net surplus for all items separately disclosed		54,718	38,078
Own revenue budget		13,440	13,940
Increase in investments		(2,574)	1,875
Capital expenditure	5	43,852	22,263
Net cash flow generated by operating activities		<u>56,863</u>	<u>88,150</u>
<b>21. Cash (utilised) to (increase)/decrease working capital</b>			
Increase in receivables- current		(3,955)	(30,781)
Increase in other current assets		(22,701)	10
Increase in payables		1,808	396
Increase in capitalisation reserve		886	(1)
Decrease in recoverable revenue		(3,871)	21,845
		<u>(27,833)</u>	<u>(8,531)</u>
<b>22. Voted funds and Revenue funds surrendered</b>			
Voted funds surrendered during the year	15	(46,138)	(65,986)
Revenue funds surrendered during the year	16	(18,177)	(13,320)
		<u>(64,315)</u>	<u>(79,306)</u>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

23. Capitalisation reserve	Note	2003/04	2002/03
<b>Trust Funds</b>		<b>R'000</b>	<b>R'000</b>
Royal Reception Fund		(34)	(25)
Sir David Harris Trust		(10)	(7)
John L Bisset		(256)	(188)
Graham Civil Serv Burs Fund		(37)	(29)
De Waal Education Fund		(270)	(270)
School Building Fund		(8,112)	(7,314)
		<u>(8,719)</u>	<u>(7,833)</u>
24. Recoverable Revenue			
Recoverable revenue		(1,777)	(3,797)
Salary Disallowance Control (Rev prev Yrs)		(13,339)	(19,688)
Recoverable revenue-Capital Debt		(34,154)	(36,620)
Rec Rev disallowance-S&T		(6)	(6)
Rec Rev Suppl dis		(1,158)	(3,511)
Recoverable Revenue-Interest		(23,216)	(21,297)
<b>Subtotal</b>		<u>(73,650)</u>	<u>(84,919)</u>
<i>Ex Departments Mopping-up:</i>			
Salary Disallow- Credit Rev: Recov.Rev.		(96)	(96)
Salary Disallow- Rev. rec.(Officials)		(56)	(56)
Sal Dis Contr. Rev. Prev Fin. Year		(3,817)	(48)
Miscellaneous Debt: Rev.		(1,132)	(1,132)
Debt Boarding Fees: Rec. Rev		(551)	(541)
Recov Disal Periodic Class 50		(798)	(798)
Contract debt Bursaries re. Rev.		(1,252)	-
Rev Recover Disall Suppliers		(2,681)	(312)
<b>Subtotal</b>		<u>(10,383)</u>	<u>(2,983)</u>
<b>Grand total</b>		<u>(84,033)</u>	<u>(87,902)</u>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS  
For the year ended 31 MARCH 2004**

These amounts are not recognised in the financial statements, and are disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), the Treasury Regulations for Departments and Constitutional Institutions issued in terms of the Act and the Division of Revenue Act, Act 5 of 2002.

25. Contingent liabilities	Nature	Note	2003/04	2002/03
Liable to			R'000	R'000
Housing loan guarantees	Employees	Annexure 3	58,025	56,333
Other guarantees		Annexure 3	-	1,856
Claims			14,672	13,976
			<u>72,697</u>	<u>72,165</u>
26. Accruals				
Listed by standard Item				
Administration			424	297
Equipment			744	1,183
Inventories			315	1,690
Professional and special services			647	1,463
			<u>2,130</u>	<u>4,633</u>
*Listed by programme level				
Programme 1			334	1,038
Programme 2			1,030	1,745
Programme 5			-	-
Programme 8			764	1,696
Programme 9			-	154
			<u>2,128</u>	<u>4,633</u>
			<i>* The programme structure for the 2003/04 financial year changed. The previous year figures were not restated</i>	
<b>Lapsed cheques</b>			<u>2,058</u>	
27. Employee benefits				
Leave entitlement (capped leave + unused leave credits)			764,436	696,651
Bonuses (SMS Personnel)			98	-
			<u>764,534</u>	<u>696,651</u>
28. Irregular expenditure				
28.1 Movement Schedule of irregular expenditure				
Opening Balance				10
Irregular expenditure - current year				-
Expenditure condoned			-	10
Expenditure awaiting condonement			-	0
			<u>-</u>	<u>0</u>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS (Continued)  
For the year ended 31 MARCH 2004**

29. Key management personnel		2003/04	2002/03
		R'000	R'000
<b>29.1 Remuneration</b>			
MEC for Education: Western Cape	1	628	511
Superintendent-General	1	791	540
Chief Financial Officer	1	475	497
		<hr style="border-top: 1px solid black;"/>	<hr style="border-top: 1px solid black;"/>
		1,894	1,548
		<hr style="border-top: 3px double black;"/>	<hr style="border-top: 3px double black;"/>

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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 MARCH 2004  
ANNEXURE 1: STATEMENT OF CONDITIONAL GRANTS RECEIVED BY  
PROVINCIAL DEPARTMENTS AS AT 31 MARCH 2004**

NAME OF DEPARTMENT	GRANT ALLOCATION				EXPENDITURE				
	Division of Revenue Act	Adjustments Estimate	Roll Overs	Total Available	Actual (1)	Unspent	% of Available Spent	Capital	Current
	R'000	R'000	R'000	R'000	R'000	R'000		R'000	R'000
<b>EDUCATION:</b>									
Financial management enhancement and quality assurance	18,519		1,552	20,071	19,031	1,040	94.8%		19,031
HIV/AIDS	9,518		485	10,003	10,725	(722)	107.2%	389	10,336
Early childhood development	6,952		2,403	9,355	8,627	728	92.2%	58	8,569
Disaster management		70		70	70		100.0%		70
	<u>34,989</u>	<u>70</u>	<u>4,440</u>	<u>39,499</u>	<u>38,453</u>	<u>1,046</u>		<u>447</u>	<u>38,006</u>

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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 MARCH 2004  
ANNEXURE 2: STATEMENT OF OTHER TRANSFERS BY  
PROVINCIAL DEPARTMENTS AS AT 31 MARCH 2004**

Transfer to Entities	GRANT ALLOCATION				EXPENDITURE				
	Appropriations Act	Adjustments Estimate	Roll Overs	Total Available	Actual Transfer (1)	Amount not Transferred	% of Available Transferred	Capital	Current
	R'000	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Administration	4,569	11,497		16,066	16,066	-	100.0%	3,517	12,549
SETA	3,485			3,485	3,485	-	100.0%		3,485
Public ordinary schools	144,285	23,512		167,797	167,797	-	100.0%		167,798
Independent schools	24,949	1,428		26,377	26,243	134	99.5%		26,243
Schools for learners with special educ. Needs	60,660	544		61,204	61,204	-	100.0%		61,203
Further education and training colleges	24,269	6,172		30,441	30,441	-	100.0%		30,441
ABET: Subsidies private centres	14,438	(1,500)		12,938	12,701	237	98.2%		12,701
ECD: Gr-R- Public schools	2,924			2,924	9	2,915	0.3%		9
ECD: Gr-R- Community centres	1,000			1,000	3,930	(2,930)	393.0%		3,930
ECD: Conditional Grant	6,952	2,403		9,355	8,412	943	89.9%		8,412
Conditional Grant: Projects		457		457		457	0.0%		-
Teacher training: Universities	1,000			1,000	1,001	(1)	100.1%		1,001
Ikapa Elihlumayo	-	11,544		11,544	12,000	(456)			12,000
	288,531	56,057	-	344,588	343,289	1,299	99.6%	3,517	339,772



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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 MARCH 2004  
ANNEXURE 3: STATEMENT OF FINANCIAL  
GUARANTEES ISSUED AS AT 31 MARCH 2004**

Guaranteed institution	Guarantee in respect of	Original Guaranteed capital amount  R 000	Opening balance as at 01/04/2003  R 000	Guarantees issued during the year  R 000	Guarantees Released during the year  R 000	Guaranteed interest outstanding at 31/03/2004  R 000	Closing Balance 31/03/2004  R 000	Realised losses i.r.o. claims paid out  R 000
<b>Employees` Housing loans</b>								
Standard Bank			7,184	733	98	-	7,819	11
Cape of Good Hope Bank			849	30	0	-	879	
Nedbank			1,534	402	32	-	1,904	
First Rand Bank			5,111	176	58	-	5,229	
BOE Bank (Boland Div.)			1,905		20	-	1,885	
ABSA			20,415	1,017	279	-	21,153	81
Old Mutual			826	33	158	-	701	
People`s Bank			1,277	-	4	-	1,273	
BOE Bank: (NBS Div.)			2,606	-	-	-	2,606	
Saambou Bank			3,877	-	100	-	3,777	
Permanent Bank			9,522	-	-	-	9,522	
GBS Mutual Bank			49	-	-	-	49	
Albaraka Bank			13	-	-	-	13	
BOE Private Bank			30	-	-	-	30	
BOE Bank Ltd			1,030	-	-	-	1,030	
Greenstart Homeloans			105	-	-	-	105	
NHFC-Mashikeni				50	-	-	50	
<b>Total</b>			<b>56,333</b>	<b>2,441</b>	<b>749</b>	<b>-</b>	<b>58,025</b>	<b>92</b>
<b>School Building Fund</b>								
Board of Excecutors (Pty) Ltd.		70	7	-	7	-	-	-
Boland Bank Ltd.		127	56	-	56	-	-	-
Sanlam		1,794	1,794	-	1,794	-	-	-
<b>Total</b>		<b>1,991</b>	<b>1,857</b>	<b>-</b>	<b>1,857</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Grand Total</b>		<b>1,991</b>	<b>58,190</b>	<b>2,441</b>	<b>2,606</b>	<b>-</b>	<b>58,025</b>	<b>92</b>

**WESTERN CAPE EDUCATION DEPARTMENT  
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**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 MARCH 2004  
ANNEXURE 4: PHYSICAL ASSET MOVEMENT SCHEDULE**

PHYSICAL ASSETS ACQUIRED DURING FINANCIAL YEAR 2003/04	Opening Balance R'000	Additions R'000	Disposals R'000	Transfers In R'000	Transfers Out R'000	Closing Balance R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>31,391</b>	<b>4,936</b>	-	-	-	<b>36,327</b>
Computer equipment	-	4659	-	-	-	4659
Furniture and office equipment	-	277	-	-	-	277
Other machinery and equipment	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-
Transport assets	-	-	-	-	-	-
	-	-	-	-	-	-
	<b>31,391</b>	<b>4,936</b>	-	-	-	<b>36,327</b>
<b>PHYSICAL ASSETS ACQUIRED DURING FINANCIAL YEAR 2002/03</b>	<b>Opening Balance R'000</b>	<b>Additions R'000</b>	<b>Disposals R'000</b>	<b>Transfers In R'000</b>	<b>Transfers Out R'000</b>	<b>Closing Balance R'000</b>
<b>MACHINERY AND EQUIPMENT</b>						<b>31,391</b>

Footnote: The expenditure figure i.r.o. additions will not agree with the expenditure figure as reflected in Note 5.1 to the AFS(R43,852m), as capital expenditure i.r.o. schools is not taken up on the department's asset register.  
Assets acquired are taken up by schools in terms of the SA Schools Act.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 MARCH 2004  
ANNEXURE 5: INTER-DEPARTMENTAL RECEIVABLES - CURRENT**

Department	Confirmed balance outstanding		Unconfirmed balance outstanding	
	31/03/2004	31/03/2003	31/03/2004	31/03/2003
Department of Education Pretoria			364,920.09	
Department of Education Gauteng			8,777.32	
Department Education Eastern Cape			410,947.86	
Conditional Grant Fund			238,575.31	
Department Economic Dev & Tourism W.C.			65,038.12	
Department of Internal Affairs			54,296.20	
W. Cape Dept. Community & Satey			9,629.37	
W. Cape Dept. of Agriculture			44,513.66	
Dept. of Labour Pretoria			3,575.63	
Dept. of Enviromental Affairs W.C.			33,748.81	
Dept. Corporate Services			4,537.09	
Dept. Correctional Services Gauteng			8,091.84	
Dept. Social Services W.C.			87,002.97	
Dept. Transport & Public Works W.C.			18,505.13	
Cultural Affairs & Sport			7,764.39	
ELRC			713,023.39	
FET Conditional Grants			32,837.00	
Information and Technology			10,548.47	
Kimberly Hospital			103,594.30	
Mathew House JHB			169,540.21	
P/B X9086 C/T			6,681.31	
SGB Conditional Grant HRD			24,420.50	
HIV AIDS Conditional Grants			670,255.80	
PAWC			84,718.60	
National Treasury, Pensions			4,471,727.59	
W. Cape Dept. Enviromental Affairs & Dev.			1,200.00	
W. Cape Dept. Health			36,568.20	
W. Cape Provincial Parliament			90.20	
W. Cape Dept. Housing			73.80	
W. Cape Dept. PAWC			2,092.90	
W. Cape Provincial Treasury Dept. Finance			2,790.00	
W. Cape Dept. of Social Services			42,958.40	
W. Cape Local Government			2,025.00	
Hosmed01			99,499.00	
Other			6,020,431.54	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>13,855,000.00</b>	<b>0.00</b>

- NOTES:
1. Not included in the outstanding balance is an amount of R106 936.19 in respect of funds received but not allocated due to insufficient information.
  2. The amount of R6,020,000 (Other) is in respect of amounts not substantiated by supporting documentation.

**WESTERN CAPE EDUCATION DEPARTMENT  
VOTE 5**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 MARCH 2004  
ANNEXURE 6: INTER-DEPARTMENTAL PAYABLES - CURRENT**

Department	Confirmed balance outstanding		Unconfirmed balance outstanding	
	31/03/2004	31/03/2003	31/03/2004	31/03/2003
Justice and Constitutional Dev.			83,143.87	
Provincial Administration	244,829.25			
Provincial Parliament	0.00			
Provincial Treasury	0.00			
Department of Transport and Public Works	608,634.84		126,487.86	
Department Correctional Services	0.00			
Public Transport Roads & Works Gauteng			3,774.66	
National Department of Education	286,023.00			
<b>Total</b>	<u>1,139,487.09</u>		<u>213,406.39</u>	

Includes all amounts owing to National and Provincial Departments as well as all Public Entities of those departments. These amounts are not recognised in the the Balance Sheet.

## PART 5

### HUMAN RESOURCE MANAGEMENT

#### POST BASKET FOR 2003/04: 29488 PLUS R40M POSTS

Note: The WCED received R40m during 2002 from the Provincial Treasury in order to supplement the basket of educator posts. In allocating the additional ad hoc posts the following were taken into account: The fixed establishment: 2003 allocated to schools would remain in place. Secondary schools and primary schools which fall within the four poorest quintiles of schools and which would have had, according to the fixed establishment: 2003, a learner: educator dispensation of worse than 33:1 (secondary schools) or 39:1 (primary schools). Combined schools of which the secondary phase (Grades 8 to 12) was not allocated a minimum of six posts in the fixed establishment: 2003. Forty-nine posts were left over and these posts were allocated to secondary and primary schools which fall within the least poorest quintile of schools and which would have had, according to the fixed establishment: 2003, a learner: educator dispensation of worse than 33:1 (secondary schools) or 39:1 (primary schools). These schools were ranked in terms of poverty (in the particular quintile) and posts were allocated to the poorest schools to the extent that the forty-nine posts were exhausted.

#### 1. Service delivery

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

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

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
<b>Development of Educators</b>				
On-site development of educators at the Cape Teaching Institute	Educators and Principals	Institution-based educators, including principals	<ul style="list-style-type: none"> <li>50 employees accommodated per course for Foundation Phase Mathematics and Reading and for Principals on the Revised National Curriculum Statement</li> <li>Standards as set in tenders</li> <li>Efficient and error-free registrations and appointments of substitutes</li> </ul>	<ul style="list-style-type: none"> <li>1238 employees were trained</li> <li>Employees are making a difference in the classroom by applying the knowledge gained</li> <li>Principals are equipped to manage the introduction of the new curriculum</li> </ul>
<b>Provisioning of Library Services</b>				
Providing a Library and Information Service (LIS)  Supporting School Library (SL) development	<ul style="list-style-type: none"> <li>Educators</li> <li>Public Service Staff</li> <li>Education researchers</li> <li>Cape Administrative Academy</li> <li>WCED</li> </ul>	Those not yet EDULIS (Education Library Information Service) clients	<ul style="list-style-type: none"> <li>Easily accessible physical address</li> <li>User-friendly EDUPALS library system</li> <li>Availability of EDUPALS website</li> <li>Various efficient access modes</li> <li>Internal and external</li> </ul>	Extended client base

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
	institutions <ul style="list-style-type: none"> <li>• Learners</li> <li>• Education students &amp; lecturers</li> <li>• NGEOs/ NGOs</li> <li>• Other education-related clients e.g. independent schools</li> </ul>		resource sharing <ul style="list-style-type: none"> <li>• SL Manifesto</li> <li>• SL manuals</li> <li>• Constant co-operation with SL Advisors at EMDCs</li> </ul>	

### Enhancing Client Care

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

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

**Table 1.3: Service delivery access strategy**

Access Strategy	Actual achievements
<b>Development of Educators</b>	
To cater for the needs of rural educators who were not able to attend courses at the main campus in Kuils River, three decentralised courses were delivered (2 in Worcester and 1 in George)	153 educators attended these decentralised courses
<b>Provisioning of Library Services</b>	
<ul style="list-style-type: none"> <li>• To make the services accessible to all clients in the province, EDULIS has extended access to the EDUPALS Library database via the Internet.</li> <li>• Documentation is provided in all 3 official languages, where applicable</li> <li>• Direct phone numbers have been re-instated</li> <li>• Decentralised Resource Centres are being developed</li> <li>• EDULIS involvement in the WCED Literary Strategy intends access possibilities</li> <li>• Staff hold quarterly meetings with EMDC-LIS staff to plan for co-ordinated access strategies at all levels</li> </ul>	<p>The services to the client base have been extended, and the membership of EDULIS library increased by 885.</p> <p>Communication has been enhanced.</p> <p>Resource Centres to support educators have been built in 5 of the 7 EMDCs and resourcing of these has commenced.</p> <p>Literacy programmes have resulted in increased use of EDULIS resources.</p> <p>School Library organisation and cataloguing manuals have been published &amp; used in workshops with teacher-librarian</p>

Access Strategy	Actual achievements
<b>Enhancing Client Care</b> <ul style="list-style-type: none"> <li>• Advocacy regarding Client Services</li> <li>• To increase the number of staff during peak times</li> </ul>	<ul style="list-style-type: none"> <li>• The Client Service Centre was officially launched and received wide media coverage.</li> <li>• A circular to inform clients of the establishment of the centre was also issued.</li> <li>• When warranted, additional staff was allocated to the Client Services to ensure that clients receive prompt service.</li> </ul>

**Table 1.4: Service information tool**

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



**Table 1.5: Complaints mechanism**

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

## 2. Expenditure

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

### Programmes

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

### Salary Bands

Salary level	Description	Salary range
Salary level 1	Lower skilled	R30 702 x 1% - R31 008
Salary level 2	Lower skilled	R34 389 x 1% - R 34 734
Salary level 3	Skilled	R39 498 x 1% - R 39 894
Salary level 4	Skilled	R46 353 x 1% - R46 818
Salary level 5	Skilled	R54 837 x 1% - R55 383
Salary level 6	Highly skilled production	R67 887 x 1% - R68 568
Salary level 7	Highly skilled production	R84 561 x 1% - R85 40
Salary level 8	Highly skilled production	R105 018 x 1% - R106 071
Salary level 9	Highly skilled supervision	R125 400 x 1% - R126 65
Salary level 10	Highly skilled supervision	R156 516 x 1% - R158 082
Salary level 11	Highly skilled supervision	R182 598 x 1% - R184 425
Salary level 12	Highly skilled supervision	R219 768 x 1% - R221 964
Salary level 13	Senior Management Service (Band A)	R427 497 x 1.5% - R433 908
Salary level 14	Senior Management Service (Band B)	R503 541 x 1.5% - R511 095
Salary level 15	Senior Management Service (Band C)	R611 064 x 1.5% - R620 229
Salary level 16	Senior Management Service (Band D)	R787 029 x 1.5% - R798 831

**Note:** As can be seen from the above, the salary progression of employees on salary levels 1-12 is 1% p.a. while that of the SMS is 1,5% every 24 months.

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

**Table 2.1: Personnel cost in respect of all personnel by programme: 2003/04**

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Number of employees*	Average Personnel cost per employee (R'000)
1	194 497	113 410	2 402	14 091	2.22	827	137,13
2	4 227 298	3 736 207	12 891	133 569	73.04	32 392	115,34
3	26 243	0	0	0	0	0	0
4	325 294	261 725	0	157	5.12	2425	107,93
5	145 255	114 546	0	0	2.24	948	120,83
6	18 473	5 102	0	35	0.10	4	*126,74
7	56 310	43 609	0	18	0.85	333	130,96
8	121 515	41 847	23 801	24 076	0.82	162	**157,70
<b>Totals</b>	<b>5 114 885</b>	<b>4 316 446</b>	<b>39 094</b>	<b>171 946</b>	<b>84.39</b>	<b>37 091</b>	<b>116,37</b>

**Note:**

\* The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) includes the expenditure of the 4 permanently employed educators as well as the personnel expenditure in respect of the 220 of the educators appointed on a per-hourly basis for tuition at ABET-centres. The average personnel cost in respect of the 4 permanently employed educators totals an amount of R126 740 and that of the 220 educators appointed on a per-hourly basis totals R20 887. These are the actual averages.

\*\* The personnel expenditure in respect of Programme 8 (Auxiliary and Associated Services) includes the expenditure of the 162 employees as well as the personnel expenditure in respect of the 2 200 Markers. The average personnel cost in respect of the 162 staff members totals an amount of R157 700 and that of the 2 200 Markers(educators) totals R734.

**Table 2.2: Personnel costs in respect of all personnel by salary bands: 2003/04**

Salary levels	Personnel Expenditure (R'000)	% of total personnel cost	Number of employees*	Average personnel cost per employee (R'000)
1-2	167 299	3.88	3625	46,15
3-5	200 981	4.66	3429	58,61
6-8	3 122 510	72.34	26017	120,02
9-12	807 630	18.71	3981	202,87
13-16	18 026	0.41	39	462,21
<b>Total</b>	<b>4 316 446</b>	<b>100</b>	<b>37 091</b>	<b>116,37</b>

\* The total number of employees indicated in tables 2.1 and 2.2 above includes both public service staff and educators.

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

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

**Table 2.3: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by programme: 2003/ 04**

Programme	Salaries		Overtime		Home Owners' Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Programme 1	98 903	2.29	152	0.004	3 032	0.070	6 055	0.140
Programme 2	2 737 160	63.41	89	0.002	94 071	2.179	184 821	4.282
Programme 3	0	0	0	0	0	0	0	0
Programme 4	190 216	4.41	9	0	6 084	0.141	12 556	0.291
Programme 5	82 401	1.91	7	0	2 539	0.059	5 434	0.126
Programme 6	1 177	0.03	0	0	31	0	64	0.001
Programme 7	30 925	0.72	0	0	976	0.023	2 136	0.049
Programme 8	30 292	0.70	674	0	1 634	0.038	3 088	0.072
<b>Total</b>	<b>3 171 074</b>	<b>73.46</b>	<b>931</b>	<b>0.016</b>	<b>108 367</b>	<b>2.51</b>	<b>214 154</b>	<b>4.961</b>

**Table 2.4: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by salary bands: 2003/04**

Salary levels	Salaries		Overtime		Home Owners' Allowance (HOA)		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
<b>1-2</b>	121 902	2.824	84	0.002	5 547	0.129	6 548	0.152
<b>3-5</b>	149 923	3.473	148	0.003	5 869	0.136	10 687	0.248
<b>6-8</b>	2 311 408	53.549	637	0.015	76 731	1.778	156 920	3.635
<b>9-12</b>	577 482	13.379	62	0.001	20 206	0.468	39 394	0.913
<b>13-16</b>	10 359	0.240	0	0	14	0	606	0.014
<b>Total</b>	<b>3 171 074</b>	<b>73.465</b>	<b>931</b>	<b>0.022</b>	<b>108 367</b>	<b>2.511</b>	<b>214 154</b>	<b>4.961</b>

### 3. Employment and Vacancies

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

**Table 3.1: Employment and vacancies by programme: 31 March 2004**

Personnel group	Programme	Number of posts	Number of posts filled	Vacancy Rate	* Number of posts filled additional to the establishment
All personnel	Programme 1	891	827	7	0
	Programme 2	33 099	32 010	3	382
	Programme 3	0	0	0	0
	Programme 4	2 516	2 364	6	61
	Programme 5	1 232	945	23	3
	Programme 6	5	4	18	0
	Programme 7 **	335	333**	1	0
	Programme 8	145	140	3	22
	<b>Total</b>	<b>38 223</b>	<b>36 623</b>	<b>4</b>	<b>468</b>
Educators	Programme 1	150	103	32	0
	Programme 2	26 729	26 099	2	104
	Programme 3	0	0	0	0
	Programme 4	1 560	1 515	3	8
	Programme 5	789	687	13	3
	Programme 6	5	4	20	0
	Programme 7**	335	333**	1	0
	Programme 8***	0	0	0	18***
	<b>Total</b>	<b>29 568</b>	<b>28 741</b>	<b>2</b>	<b>133</b>
Public Service Personnel	Programme 1	741	724	2	0
	Programme 2	6 370	5 911	7	278
	Programme 3	0	0	0	0
	Programme 4	956	849	11	53
	Programme 5	443	258	42	0
	Programme 6	0	0	0	0
	Programme 7	0	0	0	0
	Programme 8	145	140	0	4
	<b>Total</b>	<b>8 655</b>	<b>7 882</b>	<b>9</b>	<b>335</b>

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

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

\*\*\* Western Cape College of Education was closed on 31 March 2004.

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

**Table 3.2: Employment and vacancies by salary bands: 31 March 2004**

Personnel Group	Salary levels	Number of Posts	Number of Posts Filled	Vacancy Rate	* Number of Posts Filled Additional to the Establishment	Total number of employees on 31 March 2004
All Personnel	1-2	3806	3412	10	215	3625
	3-5	3918	3377	14	52	3429
	6-8	26035	25847	1	168	26017
	9-12	4257	3948	7	33	3981
	13-16	41	39	5	0	39
	<b>TOTAL</b>	<b>38223</b>	<b>36623</b>	<b>4</b>	<b>468</b>	<b>37091</b>
Educators	1-2	0	0	0	0	0
	3-5	1029	719	30	3	722
	6-8	24527	24218	0	97	24315
	9-12	4012	3804	9	33	3837
	13-16	0	0	0	0	0
	<b>TOTAL</b>	<b>29568</b>	<b>28741</b>	<b>2</b>	<b>133</b>	<b>28874</b>
Public Service Personnel	1-2	3806	3412	10	215	3625
	3-5	2889	2658	8	49	2707
	6-8	1821	1629	11	71	1702
	9-12	98	144**	0	0	144
	13-16	41	39	5	0	39
	<b>TOTAL</b>	<b>8655</b>	<b>7882</b>	<b>9</b>	<b>335</b>	<b>8217</b>

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

\*\* 46 Khanya contract employees included in this figure.

#### 4. Job Evaluation

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

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

**Table 4.1: Job Evaluation i.r.o Public Service Posts: 1 April 2003 to 31 March 2004**

Salary levels	Number of posts	Number of Jobs Evaluated	% jobs evaluated	Posts grading unchanged		Posts Upgraded		Posts downgraded	
				Number	%	Number	%	Number	%
1-2	3806	0	0	0	0	0	0	0	0
3-5	2889	0	0	0	0	0	0	0	0
6-8	1821	3	0.16	3	0.16	0	0	0	0
9-12	98	7	7.14	7	7.14	0	0	0	0
13	31	0	0	0	0	0	0	0	0
14	6	0	0	0	0	0	0	0	0
15	3	0	0	0	0	0	0	0	0
16	1	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>8655</b>	<b>10</b>	<b>7.3</b>	<b>10</b>	<b>7.3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Note:** All SMS posts were job evaluated in the previous financial year.

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2003/ 04	NIL
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#### 5. Employment Changes

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

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

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

**Table 5.1: Annual turnover rates by salary band for the period 1 April 2003 to 31 March 2004**

Personnel Group	Salary band	Number of Employees per band as on 1 April 2003	Appointments and transfers into the Department	Terminations and transfers out of the department	Turnover Rate %
All Personnel	1-2	3 857	3 477	3 867	-10.11
	3-5	3 375	3 703	4 172	-13.90
	6-8	25 998	13 833	13 572	1.00
	9-12	4 084	201	358	-3.84
	13	25	5	1	16.00
	14	6	1	2	-16.67
	15	3	0	0	0
	16	1	0	0	0
	<b>Total</b>	<b>37 349</b>	<b>21 220</b>	<b>21 972</b>	<b>-2.01</b>
Educators	1-2	0	0	0	0
	3-5	727	1 047	892	21.32
	6-8	24 233	13 681	13 329	1.45
	9-12	3 948	119	278	-4.03
	13	0	0	0	0
	14	0	0	0	0
	15	0	0	0	0
	16	0	0	0	0
	<b>Total</b>	<b>28 908</b>	<b>14 847</b>	<b>14 499</b>	<b>1.20</b>
Public Service Personnel	1-2	3 857	3 477	3 867	-10.11
	3-5	2 648	2 656	3 280	-23.56
	6-8	1 765	152	243	-5.16
	9-12	136	82	80	1.47
	13	25	5	1	16.00
	14	6	1	2	-16.67
	15	3	0	0	0
	16	1	0	0	0
	<b>Total</b>	<b>8 441</b>	<b>6 373</b>	<b>7 473</b>	<b>-13.03</b>

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

Termination Type	Number	% of Total
Death	115	0.52
Resignation	660	3.00
Expiry of Contract *	20 105	91.50
Dismissal – Operational Changes **	453	2.06
Dismissal – Misconduct	51	0.23
Dismissal – Inefficiency	0	0
Ill Health	201	0.91
Retirement	300	1.37
Transfers to other State Departments, Statutory Bodies, etc.	87	0.40
<b>Total</b>	<b>21 972</b>	<b>100</b>
<b>Total number of employees who left as a % of the total employment</b>	<b>1867</b>	<b>5.00</b>

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

\*\* "Dismissal – Operational Changes" refers to the Severance Package, which were made available to staff members who were additional to the establishment (excess staff members).



Table 5.3: Promotions by salary band

Personnel Group	Salary levels	Employees 1 April 2003	Promotions to another Salary Level	Salary Bands Promotions as a % of Employees by salary level	Progressions to another Notch within a Salary Level	Notch progressions as a % of Employees by salary band
ALL PERSONNEL	1-2	3 857	3	0.08	3 265	84.65
	3-5	3 375	149	4.41	2 293	67.94
	6-8	25 998	2 088	8.03	20 754	79.83
	9-12	4 084	172	4.21	3 679	90.08
	13	25	0	0	0	0
	14	6	1	16.67	0	0
	15	3	0	0	0	0
	16	1	0	0	0	0
	<b>Total</b>	<b>37 349</b>	<b>2 413</b>	<b>6.46</b>	<b>29 991</b>	<b>80.30</b>
EDUCATORS	1-2	0	0	0	0	0
	3-5	727	0	0	503	69.19
	6-8	24 233	2 071	8.55	19 127	78.93
	9-12	3 948	163	4.13	3 590	90.93
	13	0	0	0	0	0
	14	0	0	0	0	0
	15	0	0	0	0	0
	16	0	0	0	0	0
	<b>Total</b>	<b>28 908</b>	<b>2 234</b>	<b>7.72</b>	<b>23 220</b>	<b>80.32</b>
PUBLIC SERVICE PERSONNEL	1-2	3 857	3	0.08	3 265	84.65
	3-5	2 648	149	5.63	1 790	67.60
	6-8	1 765	17	0.96	1 627	92.18
	9-12	136	9	6.62	89	65.44
	13	25	0	0	0	0
	14	6	1	16.67	0	0
	15	3	0	0	0	0
	16	1	0	0	0	0
	<b>Total</b>	<b>8 441</b>	<b>179</b>	<b>2.12</b>	<b>6 771</b>	<b>80.22</b>

## 6. Employment Equity

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

**Table 6.1: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2004**

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	2	14	0	18	2	1	0	2	39
Professionals	1 711	6 584	55	2 052	3 761	10 490	75	4 270	29 008
Technicians and associate professionals	8	104	0	24	12	69	2	32	251
Clerks	67	391	1	30	284	1 327	7	583	2 690
Service and sales workers	1	71	0	0	0	10	0	1	83
Skilled agriculture and fishery workers									
Craft and related trades workers	0	14	0	0	0	0	0	0	14
Plant and machine operators and assemblers	2	20	0	0	0	1	0	0	29
Elementary occupations	500	2 055	0	130	228	1 795	2	255	4 977
<b>Total</b>	<b>2 297</b>	<b>9 255</b>	<b>60</b>	<b>2 260</b>	<b>4 287</b>	<b>13 699</b>	<b>80</b>	<b>5 143</b>	<b>37 091</b>
Employees with disabilities	5	15	0	8	3	9	0	8	48

**Table 6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2004**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	2	0	2	0	0	0	0	4
Senior Management	2	12	0	16	2	1	0	2	35
Professionally qualified and experienced specialists and mid-management	215	1 607	21	878	217	510	13	522	3 983
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 472	5 267	38	1 191	3 552	10 255	69	4 171	26 015
Semi-skilled and discretionary decision making	216	1 007	1	154	304	1 351	2	394	3 429
Unskilled and defined decision making	392	1 364	0	19	212	1 582	2	54	3 625
<b>Total</b>	<b>2 297</b>	<b>9 259</b>	<b>60</b>	<b>2 260</b>	<b>4 287</b>	<b>13 699</b>	<b>86</b>	<b>5 143</b>	<b>37 091</b>

**Table 6.3 Recruitment for the period 1 April 2003 to 31 March 2004**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	3	0	3	1	0	0	0	7
Professionally qualified and experienced specialists and mid-management	11	55	2	34	12	31	5	40	190
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 140	2 345	8	695	2 925	4 502	33	2 156	13 804
Semi-skilled and discretionary decision making	230	688	2	208	460	1 600	0	507	3 695
Unskilled and defined decision making	1 008	933	0	57	496	832	0	151	3 477
<b>Total</b>	<b>2 389</b>	<b>4 024</b>	<b>12</b>	<b>997</b>	<b>3 894</b>	<b>6 965</b>	<b>38</b>	<b>2 854</b>	<b>21 173</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Table 6.4 Promotions for the period 1 April 2003 to 31 March 2004**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	1	0	0	0	1
Professionally qualified and experienced specialists and mid-management	216	1 593	21	861	216	500	12	451	3 873
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 226	4 801	37	977	2 870	9 227	63	3 610	22 811
Semi-skilled and discretionary decision making	147	848	0	110	146	920	2	275	2 448
Unskilled and defined decision making	238	1 333	0	12	133	1 533	2	20	3 271
<b>Total</b>	<b>1 827</b>	<b>8 575</b>	<b>58</b>	<b>1 960</b>	<b>3 365</b>	<b>12 180</b>	<b>77</b>	<b>4 356</b>	<b>32 404</b>
Employees with disabilities	5	15	0	9	3	12	0	8	52

\* The 32 404 promotions represent:  
 2 413 promotions from one salary level to a higher salary level; and  
 29 991 persons who received salary notch progressions of 1%.

**Table 6.5 Terminations for the period 1 April 2003 to 31 March 2004**

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	1	0	2	0	0	0	0	3
Professionally qualified and experienced specialists and mid-management	14	113	1	88	20	48	3	64	351
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 064	2 378	7	704	2 677	4 403	30	2 255	13 518
Semi-skilled and discretionary decision making	267	731	2	203	525	1 856	0	578	4 162
Unskilled and defined decision making	1 030	1 054	0	60	509	1 029	0	169	3 851
<b>Total</b>	<b>2 375</b>	<b>4 277</b>	<b>10</b>	<b>1 057</b>	<b>3 731</b>	<b>7 336</b>	<b>33</b>	<b>3 066</b>	<b>21 885</b>
Employees with disabilities	0	1	0	1	0	3	0	1	6

**Note:**

1. The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.
2. This table does not include "Transfers" (87) and the final total (21885) therefore does not correspond with the final totals (21972) of tables 5.1 and 5.2.

**Table 6.6: Skills development for the period 1 April 2003 to 31 March 2004**

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	0	8	0	4	0	2	0	0	14
Professional	445	2 031	16	670	866	4 089	10	1 480	9 607
Uncategorised in terms of gender									6 209
Technicians and associate professionals	1	16	0	7	0	12	0	3	39
Clerks	50	324	2	33	133	469	5	88	1 104
Service and sales workers	0	6	0	0	0	0	0	0	6
Skilled agriculture and fishery workers									
Craft and related trades workers									
Plant and machine operators and assemblers	0	1	0	0	0	0	0	0	1
Elementary occupations	2	23	0	0	1	16	0	0	42
Uncategorised in terms of Occupational Category and Gender									3 153
Uncategorised in terms of Occupational Category	344	1 834	2	566	770	2 035	1	1 096	6 648
<b>Total</b>	<b>842</b>	<b>4 243</b>	<b>20</b>	<b>1 280</b>	<b>1 770</b>	<b>6 623</b>	<b>16</b>	<b>2 667</b>	<b>26 823</b>

**Note:**

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

## 7. Performance Rewards

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

**Table 7.1: Performance Rewards by race, gender and disability for Public Service personnel (excluding SMS): 1 April 2003 to 31 March 2004**

Beneficiary Profile			Cost (R'000)		
Population group	Number of Beneficiaries	Total number of employees in group	Percentage of population group	Total Cost (R'000)	Average cost per employee
<b>African</b>	<b>20</b>	<b>1 128</b>	<b>1.77</b>	<b>56</b>	<b>2800</b>
Male	9	592	1.52	25	2778
Female	11	536	2.05	31	2818
<b>Asian</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
Male	0	1	0	0	0
Female	0	11	0	0	0
<b>Coloured</b>	<b>317</b>	<b>5 857</b>	<b>5.41</b>	<b>1 357</b>	<b>4 281</b>
Male	153	2 684	5.70	562	3 673
Female	164	3 173	5.17	795	4 848
<b>White</b>	<b>79</b>	<b>1 100</b>	<b>7.18</b>	<b>555</b>	<b>7 025</b>
Male	20	218	9.17	184	9 200
Female	59	882	6.69	371	6 288
<b>TOTAL</b>	<b>416</b>	<b>8 097</b>	<b>5.14</b>	<b>1 984</b>	<b>4 746</b>
Employees with a disability	2	28	7.14	16	8 000

Note:

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

**Table 7.2: Performance Rewards by salary levels for Public Service personnel below Senior Management Service: 1 April 2003 to 31 March 2004**

Beneficiary Profile				Cost		
Salary level	Number of Beneficiaries	Number of employees	Percentage of group per salary level	Total Cost (R'000)	Average Cost per Employee (R)	Total cost as a % of the total personnel expenditure
1-2	76	3 625	2.10	189	2 487	0.004
3-5	83	2 707	3.07	297	3 578	0.007
6-8	237	1 702	13.92	1 818	7 671	0.042
9-12	22	144	15.28	405	18 409	0.009
<b>Total</b>	<b>418</b>	<b>8 178</b>	<b>5.11</b>	<b>2 709</b>	<b>6 481</b>	<b>0.063</b>

Note:

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

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

Salary level	Beneficiary Profile			Total Cost (R'000)	Average Cost per Beneficiary (R)	Total cost as a % of the total SMS personnel expenditure (R'000)
	Number of Beneficiaries	Number of SMS members	Percentage of total within salary level			
13	10	29	37.93	133	13 300	0.73
14	3	6	66.67	43	14 333	0.23
15	1	3	33.33	23	23 000	0.13
16	0	1	0.00	0	0	0
<b>TOTAL</b>	<b>14</b>	<b>39</b>	<b>41.02</b>	<b>199</b>	<b>14 214</b>	<b>1.09</b>

**Note:**

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

## 8. Foreign Workers

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

**Table 8.1: Foreign Workers by salary band: 1 April 2003 to 31 March 2004**

Salary level	1 April 2003		31 March 2004		Change	
	Number	% of total	Number	% of total	Number	% of total
1-2	1	2.44	0	0	1	33.33
3-5	9	21.95	4	10.53	5	166.67
6-8	30	73.17	32	84.21	-2	-66.67
9-12	1	2.44	2	5.26	-1	-33.33
13 - 16	0	0	0	0	0	0
<b>TOTAL</b>	<b>41</b>	<b>100</b>	<b>38</b>	<b>100</b>	<b>3</b>	<b>100</b>

**Table 8.2: Foreign Workers by major occupation: 1 April 2003 to 31 March 2004**

Major Occupation	1 April 2003		31 March 2004		Change	
	Number	% of total	Number	% of total	Number	% of total
Administrative office workers	2	4.88	0	0	2	66.67
Elementary occupations	1	2.44	0	0	1	33.33
Professionals and managers	38	92.68	38	100	0	0
<b>TOTAL</b>	<b>41</b>	<b>100</b>	<b>38</b>	<b>100</b>	<b>3</b>	<b>100</b>

**Note:**

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

## 9. Leave utilisation for the period 1 January 2003 to 31 December 2003

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

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

**Table 9.1: Sick leave: 1 January 2003 to 31 December 2003**

Personnel Group	Salary level	Total Days	% Days with Medical Certification	Number of Employees using Sick Leave	Total number of employees as at 31 December 2003	% of Total Employees using Sick Leave	Average Days per Employee based on number of employees as at 31 December 2003	Estimated Cost (R'000)
ALL PERSONNEL	1-2	12 937	80	1 703	3 625	46.98	8	1 727
	3-5	12 430	82	1 451	3 387	42.84	9	2 340
	6-8	150 386	79	14 735	26 130	56.39	10	52 474
	9-12	19 091	82	2 023	4 022	50.30	9	10 498
	13-16	26	42	13	39	33.33	2	44
	<b>Total</b>	<b>194 870</b>	<b>80</b>	<b>19 925</b>	<b>37 203</b>	<b>53.56</b>	<b>10</b>	<b>67 083</b>
EDUCATORS	1-2	0	0	0	0	0	0	0
	3-5	4 550	88	318	721	44.10	14	975
	6-8	142 189	80	13 652	24 405	55.94	10	50 053
	9-12	18 753	82	1 955	3 876	50.44	10	10 290
	13-16	0	0	0	0	0	0	0
	<b>Total</b>	<b>165 492</b>	<b>80</b>	<b>15 925</b>	<b>29 002</b>	<b>54.91</b>	<b>10</b>	<b>61 318</b>
PUBLIC SERVICE PERSONNEL	1-2	12 937	80	1703	3 625	43	8	1 727
	3-5	7 880	79	1133	2 666	28	7	1 365
	6-8	8 197	72	1083	1 725	27	8	2 421
	9-12	338	60	68	146	2	5	208
	13-16	26	42	13	39	0	2	44
	<b>Total</b>	<b>29 378</b>	<b>77</b>	<b>4 000</b>	<b>8 201</b>		<b>7</b>	<b>5 765</b>



**Table 9.2: Disability leave (temporary and permanent): 1 Jan. 2003 to 31 Dec. 2003**

Personnel Group	Salary level	Total Days Taken	% Days with Medical Certification	Number of Employees using Disability Leave	% of Total Employees using Disability Leave	Average Days per Employee	Estimated Cost (R'000)
ALL PERSONNEL	1-2	2 051	99	100	2.76	21	272
	3-5	3 844	96	137	4.04	28	785
	6-8	59 806	93	2 509	9.60	24	20 945
	9-12	7 010	95	304	7.56	23	3 810
	13-16	0	0	0	0	0	0
	<b>Total</b>	<b>72 711</b>	<b>93</b>	<b>3 050</b>	<b>8.20</b>	<b>24</b>	<b>25 812</b>
EDUCATORS	1-2	0	0	0	0	0	0
	3-5	2 592	95	80	11.10	32	563
	6-8	58 889	92	2 461	10.08	24	20 668
	9-12	7 009	95	303	7.82	23	3 810
	13-16	0	0	0	0	0	0
	<b>Total</b>	<b>68 490</b>	<b>93</b>	<b>2 844</b>	<b>9.81</b>	<b>24</b>	<b>25 041</b>
PUBLIC SERVICE PERSONNEL	1-2	2 051	99	100	2.76	21	272
	3-5	1 252	97	57	2.14	22	222
	6-8	917	99	48	2.78	19	277
	9-12	1	100	1	0.68	1	0
	13-16	0	0	0	0	0	0
	<b>Total</b>	<b>4 221</b>	<b>98</b>	<b>206</b>	<b>2.51</b>	<b>20</b>	<b>771</b>

Note:

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

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

**Table 9.3: Annual Leave: 1 January 2003 to 31 December 2003**

Personnel Group	Salary level	Total Days Taken	Average days per Employee based on total number of employees as at 31 Dec. 2003	Total number of employees as at 31 Dec. 2003
ALL PERSONNEL	1-2	21 642	5.98	3 625
	3-5	13 092	3.87	3 387
	6-8	43 552	1.67	26 130
	9-12	15 416	3.83	4 022
	13-16	740	18.97	39
	<b>Total</b>	<b>94 442</b>	<b>2.54</b>	<b>37 203</b>
EDUCATORS	1-2	0	0	0
	3-5	486	0.67	721
	6-8	23 946	0.98	24 405
	9-12	13 342	3.44	3 876
	13-16	0	0	0
	<b>Total</b>	<b>37 774</b>	<b>1.30</b>	<b>29 002</b>
PUBLIC SERVICE PERSONNEL	1-2	21 642	5.97	3 625
	3-5	12 606	4.73	2 666
	6-8	19 606	11.37	1 725
	9-12	2 074	14.21	146
	13-16	740	18.97	39
	<b>Total</b>	<b>56 668</b>	<b>6.91</b>	<b>8 201</b>

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

**Table 9.4: Capped leave: 1 January 2003 to 31 December 2003**

Personnel Group	Salary level	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 December 2003	Number of employees as at 31 December 2003
ALL PERSONNEL	1-2	24 014	6.62	48	3 625
	3-5	15 261	4.51	45	3 387
	6-8	66 377	2.54	51	26 130
	9-12	19 244	4.78	90	4 022
	13-16	275	7.05	115	39
	<b>Total</b>	<b>125 171</b>	<b>3.36</b>	<b>55</b>	<b>37203</b>
EDUCATORS	1-2	0	0	0	0
	3-5	2 660	3.69	52	721
	6-8	61 450	2.52	51	24 405
	9-12	19 025	4.91	92	3 876
	13-16	0	0	0	0
	<b>Total</b>	<b>83 135</b>	<b>2.87</b>	<b>56</b>	<b>29 002</b>
PUBLIC SERVICE PERSONNEL	1-2	24 014	6.62	48	3 625
	3-5	12 601	4.73	43	2 666
	6-8	4 927	2.86	59	1 725
	9-12	219	1.50	49	146
	13-16	275	7.05	115	39
	<b>Total</b>	<b>42 036</b>	<b>5.12</b>	<b>49</b>	<b>8 201</b>

**Note:**

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

**Table 9.5: Leave payouts for the period 1 April 2003 to 31 March 2004**

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

Personnel Group	REASON	Total Amount (R'000)	Number of Employees	Average payment per Employee
Educators	Leave payout for 2003/04 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2003/2004	10 134	294	34 469
	Current leave payouts on termination of service for 2003/2004	27	7	3 857
	Leave discounting for 2003/2004	3 806	801	4 745
	<b>Total</b>	<b>13 967</b>	<b>1 102</b>	<b>12 674</b>
Public Service Staff	Leave payout for 2003/04 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2003/2004	2 940	216	13 611
	Current leave payouts on termination of service for 2003/2004	31	18	1 722
	Leave discounting for 2003/2004	472	242	1 950
	<b>Total</b>	<b>3 413</b>	<b>476</b>	<b>7 135</b>

**Note:**

1. The WCED adopted a policy according to which no unused annual leave is paid out to employees. Employees and supervisors were instructed to ensure that all employees utilise their full annual leave entitlement as prescribed in the approved measures on leave.
2. Capped leave payouts refer to normal leave gratuities payable on death, discharge because of ill-health, normal retirement.
3. Discounting of capped leave is allowed in respect of long service awards i.e. for 20 and 30 years continuous satisfactory service for all employees. Educators also qualified for the discounting of capped leave in terms of the previous Regulation 59(d).
4. Current leave payouts on termination of service refer to the payment of unused leave at the time of resignation.

## 10. HIV/AIDS & Health Promotion Programmes

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

Units/categories of employees identified as being at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
<ul style="list-style-type: none"> <li>Educators at Youth Centres</li> <li>Educators and Support staff (school nurses, cleaning staff and school secretaries)</li> </ul>	<ul style="list-style-type: none"> <li>Workshops regarding occupational exposure</li> <li>Educators are trained in the Life-skills Programme that equips them to identify high risks. Educators in high-risk areas have been trained as Peer Educators to assist their colleagues.</li> </ul>

**Table 10.2: Details of Health Promotion and HIV/AIDS Programmes**

Question			Details
	Yes	No	
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	:		Director: Human Resource Development
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	:	)	The WCED has two specific programmes that it focusses on i.e. the HIV/AIDS Life Skills Orientation Programmes (LSOP) and HIV/AIDS in the Workplace (HWP) Programme. The LSOP is being rolled out by a dedicated team funded out of Conditional Grant Funding. The HWP was set up in conjunction with the Provincial Employee AIDS Programme (PEAP).
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	:		The WCED has drafted a policy and a management plan for implementation. Funds have been made available and severe cases are managed on an ad hoc basis. A toll-free help-line to provide counselling is being sourced to provide a 24-hour, free counselling service to employees.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	:		The committee meets quarterly and consists of representatives of WCED Head Office, EMDCs and Employee parties(Unions).
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	:		The employment policies of the WCED, based on national employment policies, do not discriminate against the employment of employees on the basis of their HIV/AIDS status.
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	:		Continuous Awareness raising of the proper context in which HIV/AIDS should be perceived. Unique matters regarding HIV/AIDS, e.g. confidentiality, disclosure, VTC, etc.
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	:		VCT within the PEAP-initiative is encouraged within the WCED. Services have been offered at Head Office level and at some schools in the urban areas. This service will be extended to EMDCs and rural schools by PEAP.
8. Has the department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	:		Staff at Head Office completed a KAB survey. A successful support group was offered to infected and affected employees in the urban areas.

**Note:**

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

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

## 11. Labour Relations

**Table 11.1: Collective agreements: 1 April 2003 to 31 March 2004**

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

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

Subject Matter	Date
1. Strategic Planning	14 July 2003
<b>Total collective agreements</b>	<b>1</b>

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

**Table 11.2.1: Misconduct and disciplinary hearings finalised: 1 April 2003 to 31 March 2003**

Outcomes of disciplinary hearings	Number	Percentage of Total
Correctional counselling	5	1.66
Verbal warning	3	1.00
Written warning	7	2.33
Final written warning	118	39.20
Suspended without pay	32	10.63
Fine	81	26.91
Demotion	1	0.33
Dismissal	29	9.63
Not guilty	5	1.66
Case withdrawn	20	6.65
<b>Total</b>	<b>301</b>	<b>100</b>

**Table 11.2.2: Disciplinary action, including Progressive Discipline, for the period 1 April 2003 to 31 March 2004**

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
<b>TOTAL</b>	<b>45</b>	<b>132</b>	<b>6</b>	<b>18</b>	<b>35</b>	<b>49</b>	<b>2</b>	<b>12</b>	<b>299</b>

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

Type of misconduct	Number	% of total
Sexual Assault of learner	12	5.19
Sexual Harassment	6	2.60
Assault with intention to cause Grievous Bodily Harm	2	0.87
Assault	87	37.66
Theft, bribery or fraud	16	6.92
Financial Mismanagement	5	2.16
Unlawful possession of firearm	0	0
Wrongful possession of state property	0	0
Falsification of records	4	1.73
Misuse of state property	2	0.87
Fails to comply or contravenes any Act, Regulation or legal obligation	6	2.60
Unjustifiably prejudices the administration of the department	4	1.73
Under the influence of intoxicating substance	11	4.76
Improper conduct	32	13.85
Dishonesty	2	0.87
Negligence	2	0.87
Absenteeism	31	13.42
Failing to carry out a lawful order	9	3.90
<b>TOTAL</b>	<b>231</b>	<b>100</b>

**Table 11.4: Grievances lodged for the period 1 April 2003 to 31 March 2004**

Number of grievances addressed	Number	% of total
Number of grievances resolved	293	76.50
Number of grievances not resolved	90	23.50
<b>Total number of grievances lodged</b>	<b>383</b>	<b>100</b>

**Table 11.5: Disputes lodged with the relevant Labour Relations Councils for the period 1 April 2003 to 31 March 2004**

Number of disputes addressed	Number	% of total
Number of disputes upheld	42	46.15
Number of disputes dismissed	13	14.29
Number of disputes pending	36	39.56
<b>Total number of disputes lodged</b>	<b>91</b>	<b>100</b>

**Table 11.6: Strike actions for the period 1 April 2003 to 31 March 2004**

Strike Actions	
Total number of person working days lost	Nil
Total cost (R'000) of working days lost	N/A
Amount (R'000) recovered as a result of no work no pay	N/A

**Table 11.7: Precautionary suspensions for the period 1 April 2003 to 31 March 2004**

Precautionary Suspensions	
Number of people suspended	13
Number of people whose suspension exceeded 30 days	12
Average number of days suspended	144
Cost of suspensions	<b>R563,000</b>

## 12. Skills development

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

**Table 12.1: Training needs identified for the period 1 April 2003 to 31 March 2004 as per the WCED's Workplace Skills Plan**

Occupational Categories	Gender	Number of employees as at 1 April 2003	Training needs identified at start of reporting period			
			Learnerships *	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	6	0	39	0	39
	Male	32	0	19	0	19
Professionals	Female	18 592	0	9 761	0	9 761
	Male	10 534	0	6 213	0	6 213
Technicians and associate professionals	Female	21	0	1 844	0	1 844
	Male	35	0	1 140	0	1 140
Clerks	Female	2 180	0	749	0	749
	Male	566	0	233	0	233
Service and sales workers	Female	28	0	219	0	219
	Male	153	0	185	0	185
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	1	0	0	0	0
	Male	14	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	9	0	9
	Male	31	0	58	0	58
Elementary occupations	Female	2 420	0	2 681	0	2 681
	Male	2 735	0	815	0	815
Sub Total	Female	23 253	0	15 302	0	15 302
	Male	14 096	0	8 663	0	8 663
Total		37 349	0	23 965	0	23 965

\* The WCED is currently not a party to any learnerships delivered within the Western Cape.

**Table 12.2: Training provided 1 April 2003 to 31 March 2004**

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

Occupational Categories	Number of employees as at 1 April 2004	Training provided within the reporting period			
		Learnerships*	Skills Programmes & other short courses	Other forms of training	Total
Professionals – uncategorised in terms of gender		0	6 209	0	6 209
Uncategorised in terms of Occupational Class and gender		0	3 153	0	3 153
Uncategorised in terms of Occupational Class		0	6 648	0	6 648
<b>Total</b>	<b>37 091</b>	<b>0</b>	<b>26 823</b>	<b>0</b>	<b>26 823</b>

\* The WCED is currently not party to any learnerships delivered within the Western Cape

### 13. Injury on duty

The following tables provide basic information on injury on duty.

**Table 13.1: Injury on duty, 1 April 2003 to 31 March 2004**

Personnel group	Nature of injury on duty	Number	% of total
<b>Educators</b>	Required basic medical attention only	34	37.4
	Temporary Total Disablement	56	61.5
	Permanent Disablement	1	1.1
	Fatal	0	0
	<b>Total</b>	<b>91</b>	<b>100</b>
<b>Public Service Personnel</b>	Required basic medical attention only	137	93.8
	Temporary Total Disablement	9	6.2
	Permanent Disablement	0	0
	Fatal	0	0
	<b>Total</b>	<b>146</b>	<b>100</b>

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

### 14. Utilisation of Consultants

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

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

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

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

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

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

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

15. Organogram

