



Province of the
EASTERN CAPE
EDUCATION

2016 / 2017
**THIRD QUARTER
PERFORMANCE
REPORT**

TABLE OF CONTENTS

NO.	ITEM	PAGE
PART 1: OVERVIEW BY THE ACCOUNTING OFFICER		
1	Overview by the Accounting Officer	3
PART 2: FINANCIAL PERFORMANCE		
2.1	Voted Funds	6
2.2	Departmental Receipts	6
2.3	Departmental Payments	7
2.4	Overall Programme Performance	8
	Summary Appropriation Statement 01 October -31 December 2016	8
2.5	Transfer Payments	10
PART 3: PROGRAMME PERFORMANCE		
3.1	Programme 1: Administration	12
3.2	Programme 2: Public Ordinary School Education	17
3.3	Programme 3: Independent Schools Subsidies	36
3.4	Programme 4: Public Special Schools Education	40
3.5	Programme 5: Early Childhood Development	43
3.6	Programme 6: Infrastructure Development	47
3.7	Programme 7: Examination and Education Related Services	59

PART 1

OVERVIEW OF THE ACCOUNTING OFFICER

Overview by Accounting Officer

The Eastern Cape Department of Education continued its effort to clean up the learner data in Education Management Information System (EMIS) /South African School Administration and Management System (SASAMS) in this third quarter of 2017/18. There was a strong commitment to improve communication through ICT and to filter this down to schools as planned in the Annual Performance Plan. Due to a shift from the old email system to Office 365, the province encountered challenges in accessing schools through email. This was addressed by improvements made towards connectivity in schools. All schools will be ready for this shift in January 2017.

The supply of schools with qualified educators remained a major demand again in the term under review due to a twin challenge of high attrition rate and poor supply of teachers in strategic gateway subjects. This continues to be a challenge in this province, especially in the third quarter and therefore necessitates development of a strategy, not only to retain teachers, but also to attract them to even the deep rural schools. The Department made it its priority to utilise this quarter to address such challenges in preparation for a smooth start in January 2017.

Some of the critical activities planned for this quarter included procurement of Literature, Technical Science and Mathematics textbooks, Stationery requirements Public Ordinary Quintiles 1, 2 and 3 and LSEN schools. The emphasis on supplying only those learners with IDs will continue when such material is distributed due to budget controls. Schools were instructed to raise the importance of IDs for learners to parents. The delivery of the stationery to schools for Grade R to 12 had been completed by closing of schools in December 2016.

A plan to resource LSEN and Full Service Centres took centre stage with the development of, not only Subject Advisors, but also DBSTs in these schools. This facilitated the roll-out of SIAS Policy Orientation. Posts for Therapists and Psychologists were also advertised.

To strengthen the effective Governance for school functionality, the Department embarked on training programs and road shows which were intended to improve compliance with relevant prescripts. The department also conducted public hearings in additional 188 schools for the implementation of the rationalisation of small schools and realignment of schools in general.

During the period under review, there was an improvement in compliance with submission of the required Financial Statements by schools as 57% of the targeted 58% registered schools received subsidy. 89% of the projected budget was spent. Mop up payment was in progress at the end of the reporting period to address variances. However, monitoring remained a challenge, as only 9,3% of the targeted 15% were visited. Verification of learner information continued. The assessment of schools in respect of school readiness was done in all schools, and all schools were found to be ready at the end of the final examinations in December 2016.

During the third quarter there was an increase in the number of learners who benefited from the subsidy (8 920, compared to 8 730 learners who benefited in the first quarter) as additional 258 learner ID numbers were submitted. However, this is still 91.36% of learners who are supposed to have been retained in special schools for this financial year. An amount of R32 871 152 000 was transferred to special schools in addition to R29 270 231 000 which was transferred as first tranche.

In the period under review, 4 602 public schools had Grade R classes attached to them thereby benefitting 133 734 learners with 5 028 practitioners whose monthly stipend was increased by 6% with effect from April 2016. In preparation for school readiness in 2017, learners and classroom stationery packs were distributed. As at closure of schools in December 2016, 92% of schools had received their material. Towards professionalization of the ECD practitioners, 34 Grade R practitioners, who wrote their final examination on B.Ed. in Foundation Phase in October 2016 are expected to graduate in April 2017. Also, training on ECD NQF Level 4 qualification for identified Pre - Grade R practitioners commenced in King William's Town, East London and Fort Beaufort districts.

To encourage project readiness in infrastructure for 2017/18, assessments of 355 identified projects were undertaken by Department of Roads and Public Works (DRPW) in the quarter and this will culminate in the formulation of Project Design Reports in the last quarter. These projects were allocated to Implementing Agents to start with their internal planning before the end of the financial year. The DRPW also took up tender evaluation of 65 disaster projects, which saw all of them being commenced in the 4th quarter. Supplementary fencing and mobile classrooms provision was commenced in earnest, with Office of the Premier (OTP) receiving 126 classroom projects while Coega Development Corporation (CDC) leveraged a framework contract which commenced the delivery of 288 classrooms.

The term under review was mainly set aside for conducting Analysis of the Common Tests that were written for Grades 3, 6 and 9. This was in order to refine teacher engagements/sessions planned for 2017. The Eastern Cape Department of Education together with North West Province Department of Education, were invited and hosted by Japan International Co-operation Agency (JICA) in Japan. The main focus was the Development of Teaching Skills for Teachers in Elementary Mathematics. The Japanese "Lesson Study Approach" is being borrowed and will be implemented by a number of countries in order to turn things around in the performance of Mathematics.

In the third quarter the department focused on conducting, moderating and monitoring Practical Assessment Tasks (PAT) and practical examinations. Life Orientation and CAT were sampled and moderated centrally to ensure valid and reliable marks for Grade 12 learners. Support to Grade 12 learners was provided through motivational Z-cards and radio lessons.

The Department successfully managed, administered and monitored the NSC Grade 12 Examinations, Grades 3, 6, 9, 10 and 11 common examinations. Appointment and training of markers, marking centre personnel were completed on scheduled times. Capturing of marks for NSC Grade 12 SBA, marking and capturing of marks were successfully completed. Provincial Examination Irregularity committee meeting was held. The department ran these examinations smoothly and with no hiccups. The staff in the examination unit did the department proud.


MR. T. S. KOJANA
SUPERINTENDENT-GENERAL

Date: 07 February 2017

PART 2

FINANCIAL PERFORMANCE

2.1 VOTED FUNDS

Appropriation	Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Over/Under Expenditure
30 982 636	30 982 636	30 982 636	22 469 656	960 705
Responsible Minister	MEC for Education			
Administering Department	Provincial Department of Education			
Accounting Officer	Head of Education			

2.2 DEPARTMENTAL RECEIPTS

Departmental Receipts	Budgeted 2016/17	Budgeted Collection Quarter 3rd (Cumulative) 2016/17	Actual Collection Quarter 3rd (Cumulative) 2016/17	Deviation from target
Current revenue	68 628	50 662	45 839	4 823
Departmental Revenue	68 628	50 662	45 839	4 823

2.3 DEPARTMENTAL PAYMENTS

Programmes Payments ('000)	Annual Budget (Cumulative) (000)	Budgeted Payments Quarter 3rd (Cumulative) (000)	Expenditure Quarter 3rd (Cumulative) (000)	Balance (Cumulative) (000)	Over/under (000)	% Deviation from target
Administration	2 607 596	1 915 363	1 855 608	751 794	59 755	2.3%
Public Ordinary School Education	24 802 666	19 030 445	18 224 957	6 577 292	805 488	3.2%
Independent School Subsidies	120 000	120 000	112 661	7 339	7 339	6.1%
Public Special School Education	690 280	536 559	492 362	197 952	44 197	6.4%
Early Childhood Development	630 961	464 656	316 844	314 096	147 812	23.4%
Infrastructure Development	1 679 493	962 554	1 100 544	578 950	(137 990)	-8.2%
Auxiliary and Associated Services	451 640	400 784	366 680	84 939	34 104	7.6%
Total	30 982 636	23 430 361	22 469 656	8 512 362	960 705	3.1%

2.4 OVERALL PROGRAMME PERFORMANCE

2.4.1 Summary Appropriation Statement: 01 October 2016 – 31 December 2016

Programmes Payments	Budgeted Payments 2016/17	Budgeted Payments Quarter 3rd (Cumulative)	Actual Payments Quarter 3rd (Cumulative)	Over/under (000)	% Deviations
Administration					
Current Payment	2 489 545	1 817 084	1 786 748	30 336	1.2%
Transfers and Subsidies	55 174	48 755	28 727	20 028	36.3%
Capital Payment	62 877	49 524	40 133	9 391	14.9%
Public Ordinary School					
Current Payment	22 537 436	16 801 235	16 347 327	453 908	2%
Transfers and Subsidies	2 251 412	2 218 984	1 876 590	342 394	15.2%
Capital Payment	13 818	10 266	1 040	9 186	66.5%
Independent School					
Current Payment					
Transfers and Subsidies	120 000	120 000	112 661	7 339	6.1%
Capital Payment					
Special Schools					
Current Payment	613 822	467 496	430 012	37 484	6.1%
Transfers and Subsidies	69 419	69 063	62 350	6 713	9.7%
Capital Payment	7 039				

Early Childhood Development								
Current Payment	612 444	451 290	307 809	143 481	23.4%			
Transfers and Subsidies	18 517	13 366	9 035	4 331	23.4%			
Capital Payment								
Infrastructure Development								
Current Payment	159 132	111 347	108 782	2 565	1.6%			
Transfers and Subsidies								
Capital Payment	1 520 361	851 207	991 762	(140 555)	-9.2%			
Auxiliary and Associated Services								
Current Payment	348 359	297 503	285 642	11 861	3.4%			
Transfers and Subsidies	93 031	93 031	80 747	12 284	13.2%			
Capital Payment	10 250	10 250	291	9 959	97.2%			
	30 982 636	23 430 361	22 470 274	960 087	3.1%			

2.5 TRANSFER PAYMENTS: This section provides for funds that have been transferred to other institutions, provinces, municipalities, public entities, business enterprises and individuals and therefore does not constitute final expenditure by the department.

PROGRAMME	INSTITUTION/BENEFICIARY	PURPOSE	AMOUNT TRANSFERRED	NEED TO COMPLY WITH SECTION 38(1)J
Programme 1	Public Ordinary Schools Individuals	Transfers to schools Leave Discounting and Leave Gratuities	116 28 611	No
Programme 2	Seta All Public Ordinary Schools Individuals	Departmental Agencies and Accounts Transfers to schools Leave Discounting and Leave Gratuities	1 711 321 165 269	Yes No
Programme 3	All Independent Schools	Transfers to schools	112 661	Yes
Programme 4	All Special Schools Individuals	Transfers to special schools Leave discounting and Leave Gratuities	59 014 3 336	Yes No
Programme 5	All ECD centres Individuals	Transfers to ECD Centres Leave Discounting and Leave Gratuities	9 035	Yes No
Programme 6	Individuals	Leave Discounting and Leave Gratuities		No
Programme 7	Examinations and Assessment Exam Centred Individuals	Transfer to Department Agency Transfers to Examination Centres Leave Discounting and Leave Gratuities	59 662 21 085	Yes No
ALL TRANSFER PAYMENTS			2 170 110	

PART 3

PROGRAMME PERFORMANCE

PROGRAMME 1: ADMINISTRATION

Overview

Purpose

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

Analysis per programme:

The objective of the programme is to provide good governance, financial management and assurance services. The management of the programme includes public funded goods, services and resources, in particular educators, non-educators and office items, utilised for governance, management, research and administration, in the provincial head offices, districts offices, circuit offices and schools:

Key Achievements

Email addresses for schools and principals have been created on the Microsoft Office 365 platform. These email addresses have also been grouped according to Clusters, Districts, Circuits and Phases. Not all the schools are using these email addresses yet as they do not have the necessary equipment and they also using their own email such as Gmail, Yahoo, Webmail, etc .

District officials have also been trained as Office 365 Master Trainers to assist schools in realising the full potential in utilising Microsoft Office 365 email system and other services. These officials will commence with training and implementation in January 2017 when the schools reopen.

In order to support the rollout of these emails and also improve communication and collaboration at a school level, the department is in a process of procuring laptops and mobile data connectivity for all schools and the contract will be awarded before the end of December 2016.

By end of Quarter 4, all school will be contacted via this new email system

Challenges

See Table below

Strategic Goal 3: School functionality improved for learner achievement at all levels						
Strategic Objective 3.5: To improve systems for effective management and administration of schools						
PPM 101: Number of public ordinary schools that use the School Administration and Management Systems (SASAMS) to electronically provide data to the national learner tracking system	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	5 534	5 534	5 534	5 534	5 534
	Actual		5 097	5 366	4 951	
	Budget(R)		3 148 500	3 148 ,500	6 800 000	5 100 000
	Expenditure		3 030 232	4 467 681	3 110 534	
Reason for variance between Target and Actual:						
Schools were not expected to make a submission for November since the December collection starts in the first week in December. Some schools closed down due to the rationalisation of schools and some schools did not adhere to Instruction 27 of 2015. Approval of the extension of the SASAMS contract was granted in Quarter 3 hence the reason for the change in budget for Quarter 3 and Quarter 4. The contract between Deloitte and the Department ended on 31 August 2016 and the initially indicated budget excluded the September month of Quarter 2. It was also envisaged that the Department will appoint new school administration clerks which were expected to be trained on SASAMS during Quarter 3. Hence the increase in the budget for Quarter 3 and Quarter 4. At the time of reporting the EMIS servers were down and the loading of databases could not continue. Loading will continue once the server issue has been resolved.						
Key achievements linked to this Performance Indicator.						
Improved number of schools that are using SASAMS for producing final end of year results than the previous years.						
Challenges and Responses						
Challenge 1:	<ul style="list-style-type: none"> The servers which are used to host the databases and the consolidated data became full before the end of the quarter and therefore continuation with the upload came to a standstill. 	Response to Challenge 1: <ul style="list-style-type: none"> Communication with the IT Directorate and the Supply Chain Management took place to fast track the procurement of the server up-grades. The IT and SCM section was finalising a proposal for the HOD to approve. 				
Challenge 2:	<ul style="list-style-type: none"> Late arrival of instructions from DBE that deals with progressing learners per grade in schools. 	Response to Challenge 2: <ul style="list-style-type: none"> Meeting with the examination directorate to ensure that instruction is released much earlier. 				
Portfolio of Evidence:	<ul style="list-style-type: none"> The list of the public schools with the school names and their EMIS numbers 					
Responsible Chief Directorate: Strategic Management Monitoring and Evaluation						

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and information - communications technology (ICT) to schools						
PPM 102: Number of public schools that can be contacted electronically (e-mail)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Quarterly					
	Target	5 534	5 534	5 534	5 534	5 534
	Actual	5 534	1287	1287	1287	
	Budget(R)	22 528 125	0.00	22 528 125	22 528 125	
Expenditure	7 537 790	0.00	7 537 790	0		
Reason for Variance between Target and Actual: Not all schools are utilising the new email system. The rollout will commence at the beginning of the January 2017 to ensure that all schools are on Microsoft Office 365 by end of Q4.						
Key achievements linked to this Performance Indicator:						
<ul style="list-style-type: none"> • Training of Office 365 Master Trainers • Finalising the "ecdoe" schools email tenant (school name and principal email per school). • Creation of email distribution groups 						
Challenges and Responses						
Challenge 1:			Response to Challenge 1:			
<ul style="list-style-type: none"> • Not all schools have access to the functional equipment and connectivity to be able to access internet and also operate emails. 			<ul style="list-style-type: none"> • The rollout of new laptops and connectivity will provide the schools with new equipment and connectivity 			
Portfolio of Evidence:						
<ul style="list-style-type: none"> • A list of the 1287 schools that are utilising the new email system 						
Responsible Chief Directorate: Strategic Management Monitoring and Evaluation						

Strategic Goal 6: Efficient administration through good corporate governance and management						
Strategic Objective 6.1: To stabilize financial management across the organization through proper budgeting, control and reporting						
PPM 103: Percentage of education current expenditure going towards non-personnel items	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target					17.3%
	Actual		15.3%	18.4%	12.9%	
	Budget(R)		1 448 566	997 587	1 653 773	
	Expenditure		1 099 958	1 395 003	992 696	
Reason for Variance between Target and Actual: This is an annual target that will be reported in the 4 th quarter. .						
Progress towards achieving 4th Quarter Target: The threshold of the 20 – 80 percent split will be achieved as required by the act.						
Challenges and Responses						
Challenge 1:			Response to Challenge 1:			
<ul style="list-style-type: none"> None 			<ul style="list-style-type: none"> None 			
Portfolio of Evidence:						
<ul style="list-style-type: none"> IYM December 2016 						
Responsible Chief Directorate: Financial Management						

Strategic Goal 3: School functionality improved for learner achievement at all levels						
Strategic Objective 3.3: To improve the quality of monitoring and support provided to schools by the department						
PPM 104: Number of schools visited by district officials for monitoring and support purposes	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Quarterly	16 602	4 150	4 151	4 151	4 150
	Target		343	3367	926	
	Actual	0	0	0	0	
	Budget(R)	0	0	0	0	
	Expenditure	0	0	0	0	
Reason for Variance between Target and Actual: High vacancy rate of EDO in the districts						
Key achievements linked to this Performance Indicator						
<ul style="list-style-type: none"> School support visits conducted Final examinations were monitored 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Vacant posts for EDOs not filled 		<ul style="list-style-type: none"> The Department is undertaking recruitment processes for EDOs 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> List of schools visited with findings 						
Responsible Branch: Institutional Operations Management						

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

Overview

Purpose

Programme 2 mandate is to provide public quality education to Public Ordinary Schools from Grades 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education.

Analysis per programme

The main objective is to provide: -

- high quality early childhood education with access rates exceeding 90%;
- quality school education with globally competitive literacy and numeracy standards;
- further and higher education and training that enables people fulfill their potential; and
- wider system of innovation linking key public institutions with areas of economy consistent with our economic priorities

This programme is responsible for improving quality of education; training and innovation throughout the entire schooling system from Grades 1 to 12.

Key Achievements

The Quarter 3 (October, November and December 2016) Programme achievements are detailed below:

1. Teacher demand and supply

The Department has issued the following Bulletins in trying to reduce the vacancy rate:

- Principal Bulletin Volume 1 of 2016 (375 Posts).
- Post Level 1 Bulletin Volume 2 of 2016 (922 Posts).
- HOD's Bulletin Volume 3 of 2016 (759 Posts).
- Deputy Principals Volume 3 of 2016 (216 Posts).
- Placed 304 Fundza Lushaka Bursary Holders.
- Appointed 1665 post level 1 educators
- Appointment of 141 mentors for FET school principals.

2. Provisioning of teaching and learning support material

Procurement of the following has been completed for the 2017 academic year:

- Grade 12 Literature.
- Grade 10 and 11 Technical Science and Mathematics textbooks.

- Stationery requirements for Grades R to 12; and LSEN schools for Quintiles 1, 2 and 3 learners with ID.
- Corrective order for textbooks for Grades 1 to 12: Batch 1 as well as Batch 2.

During the Third Quarter the following LTSM items were delivered to schools:

- Stationery for Grades R to Grade 12.

3. Inclusive Education

- A Plan has been developed by Inclusive Education Directorate and Curriculum GET and FET Directorate for training of 100 GET Subject Advisors in Curriculum Differentiation
- 22 Districts have submitted plans for strengthening transversal DBSTs and roll-out of SIAS Policy orientation programme.
- 63 Therapists and Psychologists have been appointed in 23 Districts and 79 vacant posts of Therapists in Special Schools have been advertised.
- 122 School Based Support Teams that have been established in Primary Schools (Full Service and Ordinary Schools), and 252 School Based Support Teams in Secondary Schools and 10 Special Schools.
- 835 learners received psycho-social support
- 10 teachers appointed as Learning Support Educators (LSE) \Remedial in 8 Full Service Schools
- There are 14 special schools designated as Resource centres.

4. Effective Governance for School Functionality

- The Department embarked on numerous programmes like ABSA Financial Management.
- Training and Road Shows were conducted to address budget utilization issues.
- Functionality tools were collected from schools and subsequently submitted to DBE for analysis.
- 6 560 SGB member from 20 Districts (excluding Butterworth, Cradock and Port Elizabeth) attended Road Shows attending to compliance issues like: No Fee schools charging fees; Section 20 and 21 functions for public school; Admission; Roles of RCL's; Corporal Punishment; Code of Conduct for learners; Suspension and Expulsion and Asset Management
- Conducted public hearings in 188 schools for the implementation of rationalization.

5. School Nutrition; Scholar Transport/ Residences Provisioning

- Memo dated 05 December directed amongst others that procurement of commodities be done by 08 December 2016 for delivery to be done 10 January 2017 was dispatched to all schools.
- Balance of funds and commodities from the last quarter of 2016 was sufficient to cover the 1st week and more of 2017 first school term.

- This tranche makes provision for all learners regardless of the ID status.
- 12 719 meal servers that have been contracted since April 2016 to March 2017 will be available to prepare meals for learners from 11 January 2017.
- District monitors and NSNP coordinators will resume monitoring activities in the first 2 weeks of the term

6. Teacher development

The Department offered the following activities on Teacher Development activities:

- SACE training for principals and/or deputies from 560 schools and signed up 1120 post level 1 teachers (2 per school) to further lead training and assist signing up other teachers at site level in 8 Districts.
- Induction programme for the selected Pre -Grade R practitioners identified for the Level 4 ECD qualification and the training programme commenced.
- Enrolled a 3-year B. Ed Learnership programme at Fort Hare, Free State, NMMU and Walter Sisulu Universities
- isiXhosa and Sesotho Mediation Workshop.
- **GET Trainings:** Reading and Writing; SBA; Maths lead teachers; Mental Maths Quiz, Technology.
- **ECD Practitioners** received training on accredited NQF Level 4 training; Enrolled with SANTS for a Diploma in Grade R Teaching (NQF Level 6). Training was still in progress for 1000 practitioners enrolled in the first year of Diploma in Grade R Teaching.
- **FET Training:** Grade 12 Mathematics, Technical Maths; Physical Science; Technical Sciences; Civil Technology; Life Sciences; Consumer Studies; Business Studies; Economics; Subject Advisors trained in Agricultural Sciences, Accounting and Accounting.
- **School Principal's training:** Legal Framework; Leadership Professional Ethics; Curriculum Management; Inclusive Teaching / Learning Assessment; School Administration; Physical Science and Financial Management.

7. Programme Performance Measures (PPM) addressed the following key Priorities

- Ensured that the eligible learners continue to benefit from the “No Fee Policy” despite inability of the Department to live up to required norm of per capita funding.
- Managed and monitored that the National School Nutrition Programme (NSNP) continues to benefit learners in Quintiles 1-3 (“No Fee”) Public Ordinary Schools, including attached Grade R and targeted Special Schools through daily serving of quality nutritious meals that cover even pre-arranged extra formal structured classes.
- Targeted Teacher Development for strengthened Mathematics and Sciences teaching, including support to underperforming schools and ICT integration

- Enhanced school Functionality for Effective Teaching and Learning through Management, Governance Development and Institutional support.
- Improved capacity of Full Service Schools to become Remedial Centres to public ordinary schools supporting learners screened and assessed through the SIAS Policy and incremental placement of Teacher/Therapeutic Assistants.

Challenges

See Table below

Strategic Goal 1: Equitable access to education and resources							
Strategic Objective 1.2: To increase access to education in Public Ordinary Schools							
PPM 201: Number of Full Service schools servicing learners with learning barriers	Reporting Period Annually	Target		Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Actual	30	-	-	-	30
	Budget (R)	5 000 000	0	0	0	2 500 000	1 612 403
	Expenditure	0	0	0	0	0	0
	Reason for Variance between Target and Actual: This is an annual target						
Progress towards achieving the Annual Target in the 4th Quarter:							
<ul style="list-style-type: none"> • 30 Full Service and Special School educators trained in a five-day Intellectual Disability Course • 30 Full Service School Principals and 30 District officials trained on Guidelines for Full Service Schools • 60 Full Service School educators and Teacher Assistants trained in Base and Intermediate modules of the International Computer Driver's License • 63 Therapists and Psychologists appointed in 23 districts to support Full Service Schools and mainstream schools • Orientation session for 63 Therapists and CES-ESSS held to capacitate them on Inclusive Education policies 							
Challenges and Responses							
Challenge 1:		Response to Challenge 1:					
<ul style="list-style-type: none"> • Out of 80 posts for Therapists and Psychologists which have been advertised only 63 have been appointed 		<ul style="list-style-type: none"> • Memo has been approved for appointment of five additional Therapists 					
Portfolio of Evidence:							
<ul style="list-style-type: none"> • Attendance registers • List of Full Service Schools 							
Responsible Chief Directorate: Education Social Support Services							

Strategic Goal 2: Quality of teaching and learning improved at all educational institutions						
Strategic Objective 2.2: To increase the percentage of Grade 3,6 and 9 learners performing at required levels in Language and Mathematics						
PPM 202: Number of primary schools with an overall pass rate in ANA of 50% and above	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	1 236	-	-	-	1 236
	Target					
	Actual	0	-	-	-	-
	Budget (R)	0	-	-	-	-
	Expenditure	0	-	-	-	-
Reason for Variance between Target and Actual:						
This is an annual target and will be reported in the last quarter of the financial year						
Progress towards achieving the Annual Target in the 4th Quarter: N/A						
School visits were conducted to monitor effective teaching and learning. Accountability meetings were conducted with school principals.						
Challenges and Responses						
Challenge 1 :	Response to Challenge 1:					
<ul style="list-style-type: none"> Shortage of EDOs 	<ul style="list-style-type: none"> The department has advertised 33 EDOs and has started the recruitment process 					
Portfolio of Evidence:						
<ul style="list-style-type: none"> List of schools visited 						
Responsible Chief Directorate: Institutional Management Development and Governance						

Strategic Goal 2: Quality of teaching and learning improved at all educational institutions						
Strategic Objective 2.2: To increase the percentage of Grade 3, 6 and 9 learners performing at required levels in Language and Mathematics						
PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	705	-	-	-	705
	Actual	-	-	-	-	-
	Budget (R)	-	-	-	-	-
Expenditure	-	-	-	-	-	-
Reason for Variance between Target and Actual:						
This is an annual target and will be reported in the last quarter of the financial year.						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> School visits were conducted to monitor effective teaching and learning. Accountability meetings were conducted with school principals. 						
Challenges and Responses						
Challenge 1 :		Response to Challenge 1:				
<ul style="list-style-type: none"> Shortage of EDOs 		<ul style="list-style-type: none"> The department has advertised 33 EDO posts. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> List of schools visited 						
Responsible Chief Directorate: Institutional Management Development and Governance						

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

Strategic Objective 2.3: To increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university

PPM 204: Number of secondary schools with National Certificate (NSC) pass rate of 60% and above	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	Target	-	-	-	700
		Actual	-	-	-	
		Budget(R)	-	-	-	
		Expenditure	-	-	-	

Reason for Variance between Target and Actual:

This is an annual target which will be reported in the last quarter of the financial year (Quarter 4)

Progress towards achieving the Annual Target in the 4th Quarter:

- Principals were trained on Curriculum Management
- Principals were trained on Financial Management so that they utilize financial resources effectively and efficiently
- Monitoring of teaching and learning

Challenges and Responses

Challenge 1:

- Shortage of EDO's.

Response to Challenge 1:

- The department has advertised 33 EDO posts.

Portfolio of Evidence:

- List of schools visited

Responsible Chief Directorate: Institutional Management Development and Governance

Strategic Goal 2: Quality of teaching and learning improved at all educational institutions						
Strategic Objective 2.6 To improve systems for monitoring of learner performance, administration of assessments and utilisation of examination question banks across the system						
PPM 205: Percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	Target	-	-	-	54%
		Actual	-	-	-	-
		*Budget(R)	-	-	-	-
		*Expenditure	-	-	-	-
Reason for Variance between Target and Actual: This is an annual target which will be reported in the last quarter						
Progress towards achieving the Annual Target in the 4th Quarter: Conducted school support visits. Issued circular 5 of 2016 on admissions						
Challenges and Responses						
Challenge 1:	Response to Challenge 1:					
<ul style="list-style-type: none"> Admission of overage learners 	<ul style="list-style-type: none"> The department is conducting advocacy campaigns to alert parents about registration of learners at an early age 					
Portfolio of Evidence:	<ul style="list-style-type: none"> EMIS report 					
Responsible Chief Directorate: Institutional Management Development and Governance						
*The activities for this PPM have no financial implications, hence no budget allocation and expenditure has been reflected						

Strategic Goal 2: Quality of teaching and learning improved at all educational institutions						
Strategic Objective 2.6 To improve systems for monitoring of learner performance, administration of assessments and utilisation of examination question banks across the system						
PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
			Target	Actual	*Budget(R)	*Expenditure
	Annually	37%	-	-	-	37%
Reason for Variance between Target and Actual:						
This is an annual target which will be reported on the last quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
Conducted school support visits.						
Issued circular 5 of 2016 on admissions						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Admission of overage learners 		<ul style="list-style-type: none"> The department is conducting advocacy campaigns to alert parents about registration of learners at an early age 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> EMIS report 						
Responsible Chief Directorate:	Institutional Management Development and Governance					

***The activities for this PPM have no financial implications, hence no budget allocation and expenditure has been reflected.**

Strategic Goal 2: Quality of teaching and learning improved at all educational institutions							
Strategic Objective 2.1 To increase access to high quality teaching-learning materials							
PPM 207: : Number of schools provided with media resources	Reporting Period	Annual		Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Target	Actual				
	Annually	1 112	-	-	-	-	1 112
		17 000000	0	0	0	0	
		Expenditure	0	0	0	0	0
Reason for Variance between Target and Actual: This is an annual target that will be reporting on the 4 th Quarter							
Progress towards achieving the Annual Target in the 4th Quarter:							
<ul style="list-style-type: none"> The submission for procurement of these resources is still in circulation and achievement of the goal to its approval and all the necessary steps have been followed in ensuring that all is in order. 							
Challenges and Responses							
Challenge1: Ever changing demands regarding the requirements for purchasing of library resources.		Response to Challenge 1: Early Information towards budget allocation would assist in ensuring early crafting of document to minimize lengthy time spent in circulation for signatures. <ul style="list-style-type: none"> Development of a Provincial School Library resource catalogue. 					
Portfolio of Evidence:		<ul style="list-style-type: none"> Attendance registers 					
Responsible Chief Directorate: Institutional Management Development and Governance							

Strategic Goal 3: School functionality improved for learner achievement at all level						
Strategic Objective 3.5: To improve systems for effective management and administration of schools						
PPM 208: Learner absenteeism rate	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
			1%	1%	1%	1%
	Quarterly	Target	1%	1%	1%	1%
		Actual	3%	3%	3%	3%
		Budget(R)	0	0	0	0
Expenditure	0	0	0	0		
Reason for Variance between Target and Actual: Learners do not attend schools regularly in November due to examination writing						
Progress towards achieving the Annual Target in the 2nd Quarter:						
<ul style="list-style-type: none"> • Summit convened for RCLs • Conduct school support visits. 						
Challenges and Responses						
Challenge 1:	Absence of code of conduct in some schools		Response to Challenge 1:			
Portfolio of Evidence:	<ul style="list-style-type: none"> • EMIS printout 		<ul style="list-style-type: none"> • Advocacy on the code of conduct for learners 			
Responsible Chief Directorate: Institutional Management Development and Governance						

Strategic Goal 3: School functionality improved for learner achievement at all level						
Strategic Objective 3.5: To improve systems for effective management and administration of schools						
PPM 209:Teacher absenteeism rate	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
			2%	2%	2%	2%
	Quarterly	Target	2%	2%	2%	2%
		Actual	5%	5%	5%	5%
		Budget(R)	0	0	0	0
	Expenditure	0	0	0	0	
Reason for Variance between Target and Actual: Teachers are on incapacity leave and Pillar cases Teachers are engaged in examination writing						
Key achievements linked to this Performance Indicator: Conducted school monitoring and support visits.						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Shortage of vehicles to assist EDOs to visit schools on a regular basis 		<ul style="list-style-type: none"> The department is in the process of buying subsidised vehicles for EDOs 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> EMIS printout 						
Responsible Chief Directorate: Institutional Management Development and Governance						

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.: To increase access to education in public ordinary schools						
PPM 210: Number of learners in public ordinary schools benefiting from the “no fee schools” policy	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	1 599 047	-	-	-	1 599 047
	Actual	-	598 318 125	330 734 229	2 798 847	
	Budget(R)		312 429 473	312 429 473	312 429 473	
	Expenditure		598 318 125	330 734 229	2 798 847	
Reason for Variance between Target and Actual: This is annual target to be reported on at the end of the 4 th Quarter						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> Conducted verification and validation of learner ID numbers Collaborated with the Department with the Department of Home Affairs to track the issuing of ID numbers 						
Challenges and Responses						
Challenge 1 :		Response to Challenge 1:				
<ul style="list-style-type: none"> Admission of learners without ID numbers 		<ul style="list-style-type: none"> Principals are advised to adhere to the admission policy. Collaboration with the department of Home Affairs to facilitate the speedy issuing of IDs. 				
Portfolio of Evidence						
<ul style="list-style-type: none"> Registers for the trainings BAS Report 						
Responsible Chief Directorate: Institutional Management Development and Governance						

Strategic Goal 3: School functionality improved for learner achievement at all level							
Strategic Objective 3.5: To improve systems for effective management and administration of schools							
PPM 211: Number of educators trained on Literacy/Language content and methodology	Reporting Period		Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	Actual	Budget(R)	Expenditure			
Annually							
			3 672	-	-	-	3 672
				92	900	2584	
				0	0	0	
				0	0	0	
Reason for Variance between Target and Actual:							
This is annual target to be reported on at the end of the 4 th Quarter							
Progress towards achieving the 3rd Quarter Target							
<ul style="list-style-type: none"> • Besides the 139 B. Ed. Students registered, who have been promoted and allowed to progress to either third or fourth year of study at various Universities and • 664 employee bursars (Fort Hare – 54); North West – 185; Rhodes 76; Unisa – 164; and WSU – 185), the Department followed up, in terms of ensuring return on investment for committed and productive workforce, on professionalization of:- <ul style="list-style-type: none"> ➢ 34 Grade R practitioners registered for 3rd Year with Rhodes University for a B. Ed in Foundation Phase ➢ 1 047 Grade R practitioners enrolled for 2nd Year Diploma in Grade R Teaching with South African National Tutor Services (SANTS); and ➢ 700 practitioners selected from 4 Districts receiving training on accredited NQF Level 4. • Hosted on 30 November 2016 Matthew Goniwe Provincial teachers' Day in Mthatha District with the 1st Phase focusing on Public Participation Meetings targeting at least 1 500 delegates hosted in 5 different clusters of: - <ul style="list-style-type: none"> ▪ Mthatha Schools around Holomisa; ▪ KSD FET (Cicira) College; ▪ Luthubeni; ▪ Qokolweni; and ▪ Qunu Villages, emphasising: - <ul style="list-style-type: none"> ➢ <i>The school - Entrusted estate and agent of the community;</i> ➢ <i>The Child – Operational basis and community's borrowed tool;</i> ➢ <i>Establishment – Tripartite to build responsible future citizenry;</i> ➢ <i>Ownership - Respect (value) for societal development;</i> ➢ <i>Environment - Safe and secured, consistent with productivity;</i> ➢ <i>Anchor - Good stewardship for passing legacy to generations;</i> ➢ <i>Heritage - Preserve old landmarks for future technology, including</i> • 2nd Phase Matthew Goniwe Memorial Lecture (after whom Teachers' Day in the Province of the Eastern Cape is recognised) delivered in the Nelson Mandela Drive WSU Auditorium 500. 							

Challenges and Responses	
<p>Challenge 1 : Continue non-cooperation by the Institute Staff draining all the required energies and leading to Service Delivery delays and obstructions.</p>	<p>Response to Challenge 1: Identified and appointed an Education Leadership Institute Director. Draw staff from sister units in the Districts Identify and utilise expert and competent lead teachers to deliver training programmes at local level.</p>
<p>Portfolio of Evidence:</p> <ul style="list-style-type: none"> • Master Lists of trained personnel together with actual attendance registers for verification and reconciliation purposes. • Detailed report of areas covered supported by training content highlighting impact and gaps for further emphasis. 	
<p>Responsible Chief Directorate: Educational Professional Services and Human Resource Development</p>	

Strategic Goal 3: School functionality improved for learner achievement at all level

Strategic Objective 3.5: To improve systems for effective management and administration of schools

PPM 212: Number of educators trained on Numeracy/Mathematics content and methodology	Reporting Period				
	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Target	3 672	-	-	-	3 672
Actual		2 552	2 198	213	
Budget(R)		0	0	0	
Expenditure		0	0	0	

Reason for Variance between Target and Actual:

This is an annual target to be reported on at the end of the 4th Quarter

Progress towards achieving the 3rd Quarter Target

- Continued training on the second leg of Masters Programme for 27 Sciences teachers through the University of the Western Cape, aiming at setting up centres of excellence with capable lead teachers as spheres of influence for delivery in both FET and GET schools, particularly natural sciences, including 50 new entrants enrolled for Advanced Diploma in Education (ADE).
- In collaboration with ETDP-SETA has registered the first cohort of 100 selected Grades 10 – 12 Mathematics Lead Teachers with NMMU for facilitating and mentoring others at identified Professional Learning Communities (PLCs).
- 30 e-Learning specialists have been put on week long block training on e-Skills during the October and November month. These are conducted in our East London Vodacom Centre and are scheduled for completion and accreditation by the University of Fort Hare in January 2017
- 3 Delegates participated in DBE PLC Workshop held in Pretoria on 05 - 06 December 2016
- Hosted a very glamorous ceremony also attended by National DBE Officials at East London on 17 November 2017 with the top three of the 10 categories selected to represent the Province nationally; and for the first time selected nominees included teachers with disabilities;
- Sequel to this event, **focused 3rdPhase** of the Provincial Teachers' Day at Triset Auditorium **on the 4 Outcomes of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPTED)**, viz: -
 - {Increase high-achieving school-leavers attracted into teaching}** through: -
 - Orientation 2017 Potential Funza Lushaka/B. Ed Admitted Applicants;
 - Completion of Application Profiles for Prospective Entrants into Teaching

<ul style="list-style-type: none"> • The last leg concluded with a Joint Recognition Ceremony with UWC of 120 teachers - Mqanduli Multi-Purpose Centre, covering: - <ul style="list-style-type: none"> ➤ GET Natural Sciences Short Learning Programme recently trained Subject Advisors and Lead Teachers; ➤ Community involvement: - extraordinary thing/s the teacher has done for the community; ➤ Innovation and Diffusion of Innovation - new idea and carried it out successfully; ➤ Obtaining 100% pass rate in Maths and Science over a period of three consecutive years (NSC Grade 12); ➤ Political contribution - influence to education development; ➤ Risking own life to save or better the life a child or community member. ➤ Long Service (20 years and more) - going beyond the call of duty to execute extra-ordinary tasks ➤ Out of service but still contributing to the betterment of a child/community. ➤ Post-humously unsung classroom heroes Re-skilling and/or re-direction of Teachers in Excess for gainful utilisation; {Establish expanded and accessible formal teacher education system} by: - <ul style="list-style-type: none"> • Throwing a final life-line by Signing-up All 'Protected Temporary Teachers' (REQV 10; 11 and 12) currently on PERSAL; • Affording unqualified opportunity for professionalization (PGCE and ECD Practitioners); {Enhance teacher support at local level} Enrol/Register Identified Capable Lead Teachers for Induction in Facilitation Programme 	<ul style="list-style-type: none"> • The 4th Phase of the Teachers' Day constituted Parallel Sessions Gallery Walk: (Holomisa Senior Secondary School Infrastructural layout) with particular emphasis on establishment, growth and development of the school: <ul style="list-style-type: none"> ➤ Historical Background – Resume of humble Beginnings ➤ Current Status - Sphere of Influence and Reputation ➤ Future Projections – Capacity and Infrastructural Architecture; including 	<ul style="list-style-type: none"> • Awards Exhibition for Recognition of Teachers with: - <ul style="list-style-type: none"> ➤ Brief Resume/profiles, including motivation abstracts ➤ Show-casing – mounting visual displays and/or practical observations 	<ul style="list-style-type: none"> • The last leg concluded with a Joint Recognition Ceremony with UWC of 120 teachers - Mqanduli Multi-Purpose Centre, covering: - <ul style="list-style-type: none"> ➤ GET Natural Sciences Short Learning Programme recently trained Subject Advisors and Lead Teachers; ➤ Community This is annual target to be reported on at the end of the 4th Quarter involvement: - extraordinary thing/s the teacher has done for the community; ➤ Innovation and Diffusion of Innovation - new idea and carried it out successfully; ➤ Obtaining 100% pass rate in Maths and Science over a period of three consecutive years (NSC Grade 12); ➤ Political contribution - influence to education development; ➤ Risking own life to save or better the life a child or community member. ➤ Long Service (20 years and more) - going beyond the call of duty to execute extra-ordinary tasks ➤ Out of service but still contributing to the betterment of a child/community. • Post-humously unsung classroom heroes.
---	--	---	---

Challenges and Responses

<p>Challenge 1 : Continue non-cooperation by the Institute Staff draining all the required energies and leading to Service Delivery delays and obstructions.</p>	<p>Response to Challenge 1: Identified and appointed an Education Leadership Institute Director. Draw staff from sister units in the Districts Identify and utilise expert and competent lead teachers to deliver training programmes at local level.</p>
<p>Portfolio of Evidence:</p> <ul style="list-style-type: none"> • Master Lists of trained personnel together with actual attendance registers for verification and reconciliation purposes. • Detailed report of areas covered supported by training content highlighting impact and gaps for further emphasis. 	
<p>Responsible Chief Directorate: Educational Professional Services and Human Resource Development</p>	

PROGRAMME 3: INDEPENDENT SCHOOLS SUBSIDIES

Overview

Purpose

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

Analysis per programme

The Programme provides for the payment of subsidies to independent Primary and Secondary schools whose registration the Department approved and monitoring compliance of such schools with relevant legislation and policies.

Key Achievements

During the period under review, there was an improvement in compliance as 57% of the targeted 58% registered schools received subsidy. 89% of the projected budget was spent. Mop up payment is in progress to address variance. However, monitoring remained a challenge, as 9.3 % of the targeted 15% were visited. Verification of learner information continued. The assessment of schools in respect of school readiness was done in all schools, and all schools were found to be ready at the end of examinations. Consideration of new registration applications was delayed due to inadequate personnel to conduct due diligence in all the applications. However, this will be finalised in the 4th quarter.

Challenges

See Table below

Strategic Goal 1: Equitable access provided to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology(ICT) to schools						
PPM 301: Number of subsidised learners in registered independent schools	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	45 059	-	-	-	45 059
	Target		23 406	19 506	36 382	
	Actual		60 000 000	0	60 000 000	
	Budget (R)	120 000 000	35 909 842	21 393 395	55 399 259	
Expenditure						
Reason for Variance between Target and Actual:						
This is an annual target that will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
The process of Learner ID verification has been done and the programme is able to account for more than 98% of learners in the system.						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Not all learners subsidised due to unavailability of valid IDs 		<ul style="list-style-type: none"> Mop up payment to address variance 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Budget transfer documents. 						
Responsible Chief Directorate: Education Social Support Services						

Strategic Goal 1: Equitable access provided to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 302: Percentage of registered independent schools receiving subsidies	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	58%	-	-	-	58%
	Actual		-	-	-	
	*Budget (R)		0	0	0	0
	Expenditure		0	0	0	0
Reason for Variance between Target and Actual: This is an annual target that will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter: The process of Learner ID verification has been done and the programme is able to account for more than 98% of learners in the system..						
Challenges and Responses						
Challenge 1:	Response to Challenge 1:					
<ul style="list-style-type: none"> Not all learners subsidised due to unavailability of valid IDs 	<ul style="list-style-type: none"> mop up payment to address variance 					
Portfolio of Evidence:						
<ul style="list-style-type: none"> Budget transfer documents 						
Responsible: Chief Directorate: Education Social Support Services						
The budget is same as PPM 301						

Strategic Goal 1: Equitable access provided to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology (ICT) to schools						
PPM 303: Percentage of registered independent school visited for monitoring	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Quarterly					
	Target	58%	18%	18%	15%	9%
	Actual		17%	16%	15 %	
	Budget (R)		-	-		
	Expenditure	0	0	0	0	
Reason for Variance between Target and Actual: Target met						
Progress towards achieving the Annual Target in the 4th Quarter: Districts reminded to visit requisite number of schools.						
Challenges and Responses						
Challenge 1:	Response to Challenge 1:					
<ul style="list-style-type: none"> No dedicated personnel staff at district level for management of Independent Schools. 	<ul style="list-style-type: none"> This is catered for in the New Service Delivery Model. 					
Portfolio of Evidence:	<ul style="list-style-type: none"> District reports submitted 					
Responsible Chief Directorate: Education Social Support Services						

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS

Overview

Purpose

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System

Analysis per programme

The main focus of this programme is to address issues of human rights and social justice through provision of support and access to quality basic education of learners who are from previously marginalised groups (including disabled learners who need intensive support and children in conflict with law) in line with the requirements of the policy on Inclusive Education.

Key Achievements

During this period there was an increase in the number of learners who benefited from the subsidy (8 920, compared to 8 730 learners who benefited in the first quarter) as additional 258 learner ID numbers were submitted, however, this is still 91.36% of learners who are supposed to have been retained in special schools for this financial year. An amount of R32 871 152 000 was transferred to special schools in addition to R29 270 231 000 which was transferred as first tranche. From the remainder of R10 871 848 00, an approval was granted to shift 60% of LTSM funds (which is R5 483 224 000) during the budget adjustment period to facilitate central procurement as planned. The directorate, is collaborating with SASAMS and sister departments to facilitate a mop up process to address the variance.

In addition to the achievements during this term, 5 special schools (12%) were identified by the districts to serve as Resource Centres as planned.

Challenges

See Table below

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.3: To increase access to inclusive and specialised education and access to centres which offer specialised services						
PPM 401: Percentage of learners with special needs in special schools retained in school until the age of 16	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	*9 763 (100%)	-	-	-	*9 763 (100%)
	Target		-			
	Actual		-			
	Budget (R)	73 014 000	36 507 000	0	36 507 000	
Expenditure		22 706 911	6 563 320	32 871 921		
Reason for Variance between Target and Actual: This is an annual target that will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter: Verification of learner ID numbers has been done, hence more learners in Special Schools are accounted for.						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Slow process of Learner ID verification 		<ul style="list-style-type: none"> Strengthen the collaboration with sister departments. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Budget transfer documents 						
Responsible Chief Directorate: Education Social Support Services						

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology (ICT) to schools.						
PPI 402: Percentage of special schools serving as Resource Centres	Reporting Period					
	Annually	Target	12% (5)	-	-	12% (5)
		Actual		-	-	
		Budget (R)	600 000	0	0	600 000
		Expenditure		0	0	
Reason for Variance between Target and Actual: This is an annual target that will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter: Identification of Special Schools as resource centres has been done.						
Challenges and Responses						
Challenge 1:			Response to Challenge 1:			
<ul style="list-style-type: none"> None 			<ul style="list-style-type: none"> None 			
Portfolio of Evidence:						
<ul style="list-style-type: none"> List of Identified Schools 						
Responsible Chief Directorate: Education Social Support Services						

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

Overview

Purpose

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

Analysis per programme

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

Key Achievements

In the period under review, 4 602 public schools are reported to have Grade R classes benefitting 133 734 learners with 5 028 practitioners whose monthly stipend has been increased by 6% with effect from April 2016. In preparation for school readiness in 2017, Learners and Classroom stationery packs have been distributed. As at closure of schools in December, 92% of schools had received their material. Orders have also been generated for the supply of posters whilst the contract for the supply of Educational Toys has been awarded and deliveries are expected between January and February 2017.

Towards professionalization of the practitioners, 34 Grade R practitioners wrote their final examination on B.Ed. in Foundation Phase in October 2016 and expected to graduate in April 2017. Training is also in progress for:

- 1 041 practitioners in the third year of Diploma in Grade R Teaching
- 1 000 practitioners in the first year of Diploma in Grade R Teaching

For the Pre- Grade R programme, four districts have trained the Pre – Grade R practitioners on National Curriculum Framework for Birth to Four age cohort. Also, training on ECD NQF Level 4 qualification has commenced for identified Pre - Grade R practitioners in King William's Town, East London and Fort Beaufort districts.

Challenges

See Table below

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.1: To improve access of children to quality Early Childhood Development (ECD)						
PPM 501: Number of public schools that offer Grade R	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	4 400	-	-	-	4 400
	Actual		-	-	-	
	Budget (R) Expenditure		0	0	0	0
Reason for Variance between Target and Actual: This is an annual target that will be reported in the fourth quarter						
Progress towards achieving the Annual Target in the 4th Quarter: According to EMIS data, 4 602 public schools have Grade R classes benefitting 133 734 learners.						
Challenges and Responses						
Challenge 1 :			Response to Challenge 1:			
• None			• None			
Portfolio of Evidence:						
• List of Public Schools with Grade R classes						
Responsible Chief Directorate: Institutional Management Development and Governance						

Strategic Goal 2: Quality of teaching and learning at all educational institutions							
Strategic Objective 2.1: To provide an integrated quality Early Childhood Development (ECD) provisioning							
PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
	Target	80%	-	-	-	-	80%
	Actual	-	-	-	-	-	
	Budget(R)	0	0	0	0	0	0
	Expenditure	0	0	0	0	0	0
Reason for Variance between Target and Actual: This is an annual target that will be reported in the fourth quarter							
Progress towards achieving the Annual Target in the 4th Quarter: In the period under review, 163 287 learners are reported in Grade 1 whilst Grade R registered 152 852 in the fourth quarter of 2015. This implies that 93,6% Grade 1 learners had received formal Grade R education.							
Challenges and Responses							
Challenge 1:	Response to Challenge 1:						
• None	• None						
Portfolio of Evidence:	• List of schools with the total number of learners Grade R and Grade 1						
Responsible Chief Directorate:	Institutional Management Development and Governance						

Strategic Goal 4: Organisational capacity enhanced through human resource development and talent management						
Strategic Objective 4.1: To develop and enhance the professional and technical capacity and performance of educators/practitioners						
PPM 503: Percentage of employed ECD practitioners with NQF level 4 and above	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	0	-	-	-	0%
	Actual	-	-	-	-	-
	Budget (R)	0	0	0	0	0
	Expenditure	0	0	0	0	0
Reason for Variance between Target and Actual:						
This is an annual target that will be reported in the fourth quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
Currently, Grade R practitioners are employed by School Governing Bodies (SGBs) and the Department subsidizes the stipend of Grade R practitioners.						
Challenges and Responses						
Challenge 1:	Response to Challenge 1:					
• None	• None					
Portfolio of Evidence:						
• No evidence as there is no target						
Responsible Chief Directorate: Institutional Management Development and Governance						

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

Overview

Purpose

To provide and maintain infrastructure facilities for effective teaching and learning at schools and for Departmental administration.

Analysis per programme

The primary objective of the Department's infrastructure programme is to provide facilities in such a manner that the delivery process is consistent with these goals and in accordance with the Infrastructure Delivery Management System (IDMS). The physical facilities must enhance the quality of the teaching and the learning environment, and restore the pride and dignity of learners, educators and communities.

Key Achievements

The third quarter of the 2016/17 financial year has seen various activities being engaged upon within the infrastructure provision programme. The operation of the programme structures have gathered steam with all of the scheduled meetings sitting as planned.

Following the successful completion of the 10-year User Asset Management Plan (UAMP) in the second quarter, the Chief Directorate engaged in the development of the 3-year outlook Infrastructure Programme Management Plan (IPMP) together with other planning documents as required by National Treasury (NT). These plans were moderated jointly by NT resulted in the province achieving a score of 81% thus qualifying for the Incentive Grant amounting to R145m additional to the baseline for 2017/18 in the third quarter.

To encourage project readiness for 2017/18, assessments of 355 identified projects were undertaken by Department of Roads and Public Works (DRPW) in the quarter and this will culminate in the formulation of Project Design Reports in the last quarter. These projects have been allocated to Implementing Agents to start with their internal planning before the end of the financial year. The DRPW also took up tender evaluation of 65 disaster projects which see all of them being commenced in the 4th quarter.

Supplementary fencing and mobile classrooms provision was commenced in earnest with Office of the Premier (OTP) receiving 126 classroom projects while Coega Development Corporation (CDC) leveraged a framework contract which commenced the delivery of 288 classrooms. These projects will see a relief on water, sanitation and classrooms for small unviable schools that have been earmarked for closure. Significant progress has been made with the completion of 10 projects of the major maintenance programme as well as completion of the significant portion of the DoE fencing programme that saw the employment of 70 Meslani with 574 other labour earning in excess of R 5000.00 per month.

Progress on APP targets for this quarter has been suspect given the reality that most projects are under construction stage and will come to conclusion in the new year. However, the disaster relief programme has forged ahead and has been the main source of expenditure in the programme with 58 projects having been completed. To augment capacity on the water and sanitation front, the Service Delivery Agreement (SDA) between the Water Research

Commission (WRC) and the department was concluded in this quarter thereby adding to the number of Implementing Agents(IA's).

Challenges with water and sanitation indicatives have been attributed to the slowdown of activity within the Mvula Trust (TMT) operations, however all 120 projects will have been concluded in the 4th Quarter. Certain challenges were encountered in the Inter Departmental Account (IDA) payment system resulting in a significant portion of payments not being honoured leading to the DRPW to withhold the disbursement of funds. Such delays might lead to possible interest claims which should be avoided at all material times. However, to overcome this phenomena, the department resorted to acceleration the sunset procedure of the IDA process thereby processing payments to overcome the debt backlog with DRPW and as such crossing the R1bn budget utilisation. This is by far a better position the department has been in juxtaposed to the same time in the last financial year.

Challenges

See Table below

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 601: Number of public ordinary schools provided with water supply	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	178	-	-	-	178
	Actual	-	8	3	31	-
	Budget (R)	-	-	-	-	-
	Expenditure	-	-	-	-	-
Reason for Variance between Target and Actual:						
<ul style="list-style-type: none"> This is an annual reporting target which will be reported in the 4th Quarter. 						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> A new contract with a new Implementing Agent(IA) has been concluded and allocation thereto fulfilled Additional sanitation projects re-allocated to DRPW to utilise their in-house teams 						
Challenges and Responses						
Challenge 1 :		Response to Challenge 1:				
<ul style="list-style-type: none"> Delays in settling payments lead to contractors to leave sites owing to cashflow problems IA has slowed down operations in response to looming non-renewal of contract. 		<ul style="list-style-type: none"> DoE has piloted direct payments to the IA in a quest for better cashflow efficiency Process to close out projects commenced and further handover of projects with a low prospect of completion to the WRC. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Completion certificates 						
Responsible Chief Directorate: Physical Resources Management						

Strategic Goal 1: Equitable access to education and resources

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

PPM 602: Number of public ordinary schools provided with electricity supply

Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Target	103	-	-	-	103
Actual	-	6	2	0	0
Budget @*	-	-	-	-	-
Expenditure	-	-	-	-	-

Reason for Variance between Target and Actual:

- This is an annual reporting target which will be reported in the 4th Quarter.

Progress towards achieving the Annual Target in the 4th Quarter:

- Interventions made lead to projects progressing to tender stage for construction to start during the 4th Quarter.

Challenges and Responses

Challenge 1:

- Delayed construction of 30 projects by DBSA due to protracted design processes
- DBSA encountered procurement hindrances.

Response to Challenge 1:

- Design of project exempted from SDP processes to aggravate progress
- Department intervened and got the IA to reorganize their SCM processes and leadership.

Portfolio of Evidence:

- No PEO, achievement is zero

Responsible Chief Directorate: Physical Resources Management

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 603: Number of public ordinary schools supplied with sanitation facilities	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	259	-	-	-	259
	Actual	-	11	11	30	-
	Budget (R)*	-	-	-	-	-
	Expenditure	-	-	-	-	-
Reason for Variance between Target and Actual: This is an annual reporting target which will be reported in the 4 th Quarter						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> • A new contract with a new Implementing Agent(IA) has been concluded and allocation thereto fulfilled • Additional sanitation projects re-allocated to DRPW to utilise their in-house teams 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> • Delays in settling payments lead to contractors to leave sites owing to cashflow problems • IA has slowed down operations in response to looming non-renewal of contract. 		<ul style="list-style-type: none"> • DoE has piloted direct payments to the IA in a quest for better cashflow efficiency • Process to close out projects commenced and further handover of projects with a low prospect of completion to the WRC. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> • completion Certificates 						
Responsible Chief Directorate: Physical Resources Management						

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 604: Number of classrooms built in public ordinary schools	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	543	-	-	-	543
	Actual	-	46	14	0	-
	Budget ®* Expenditure	-	-	-	-	-
Reason for Variance between Target and Actual:						
<ul style="list-style-type: none"> This is an annual reporting target which will be reported in the 4th Quarter. 						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> A massive delivery of 288 mobile classrooms has been commenced to augment the baseline on combined priority. 13 classrooms completed in Q2 not reported on time and were omitted from the tally. The actual figure is 27 instead of 14 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> None 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> No PEO, achievement is zero 						
Responsible Chief Directorate: Physical Resources Management						

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 605: Number of specialist rooms built in public ordinary schools	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	109	-	-	-	109
	Actual		20	4		0
	Budget (R) Expenditure					
Reason for Variance between Target and Actual:						
<ul style="list-style-type: none"> This is an annual reporting target which will be reported in the 4th Quarter. 						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> None 						
Challenges and Responses						
Challenge 1 :		Response to Challenge 1:				
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> None 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> No PEO, achievement is zero 						
Responsible Chief Directorate: Physical Resources Management						

Strategic Goal 1: Equitable access to education and resources						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	31	-	-	-	31
	Target					
	Actual		6	2	0	
	Budget (R)					
	Expenditure					
Reason for Variance between Target and Actual:						
<ul style="list-style-type: none"> This is an annual reporting target which will be reported in the 4th Quarter. 						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> None 						
Challenges and Responses						
Challenge 1 :		Response to Challenge 1:				
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> None 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> No PEO, achievement is zero 						
Responsible Chief Directorate: Physical Resources Management						

Strategic Goal 1: Equitable access to education and resource						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 607: Number of new schools under construction (includes replacement schools)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	34	-	-	-	34
	Actual	-	19	11	0	-
	Budget (R)	-	-	-	-	-
	Expenditure	-	-	-	-	-
Reason for Variance between Target and Actual:						
<ul style="list-style-type: none"> Complete tally to emerge at the end of the financial year 						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> None 						
Challenges and Responses						
Challenge 1 :		Response to Challenge 1:				
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> None 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> No PEO, achievement is zero 						
Responsible Chief Directorate: Physical Resources Management						

Strategic Goal 1: Equitable access to education and resource						
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools						
PPM 608: Number of Grade R classrooms built	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	93	-	-	-	93
	Actual	-	14	2	0	-
	Budget (R)	-	-	-	-	-
	Expenditure	-	-	-	-	-
Reason for Variance between Target and Actual:						
<ul style="list-style-type: none"> This is an annual reporting target which will be reported in the 4th Quarter. 						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> None 						
Challenge 1 :						
<ul style="list-style-type: none"> None 						
Portfolio of Evidence:						
<ul style="list-style-type: none"> No POE, achievement is zero 						
Responsible Chief Directorate: Physical Resources Management						
Challenges and Responses						
Response to Challenge 1:						
<ul style="list-style-type: none"> None 						

Strategic Goal 1: Equitable access to education and resources										
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools										
PPM 609: Number of hostels built/ upgraded	Reporting Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual	Target	Actual	Budget (R)	Expenditure
	Annually	-	-	-	-	0	0	0	-	-
		0	0	0	0	-	-	-	-	-
		-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-
Reason for Variance between Target and Actual:										
This is an annual reporting target which will be reported in the 4 th Quarter.										
Progress towards achieving the Annual Target in the 4th Quarter:										
3 priority hostels under design with Clarkebury Senior Secondary School having been handed over to a contractor. Thubalethu Senior Secondary School had a contract awarded in the 3 rd quarter and will be handed over in the 4 th quarter while work on services at Healdtown Senior Secondary School will commence in 4 th quarter.										
Challenges and Responses										
Challenge 1 :										
<ul style="list-style-type: none"> 3 priority hostel contracts ceded to DBSA and delayed in acceptance 										
Response to Challenge 1:										
<ul style="list-style-type: none"> Management intervened at DBSA 										
Portfolio of Evidence:										
<ul style="list-style-type: none"> No POE, achievement is zero 										
Responsible Chief Directorate: Physical Resources Management										

Strategic Goal 1: Equitable access to education and resources									
Strategic Objective 1.4: To provide infrastructure, financial, material, human resources and Information-Communications Technology to schools									
PPM 610: Number of schools undergoing scheduled maintenance	Reporting Period	Annually	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4		
			33	-	-	-	33		
			-	23	16	13			
			-	-	-	-			
		Budget (R)							
		Expenditure							
Reason for Variance between Target and Actual: This is an annual reporting target which will be reported in the 4 th Quarter.									
Progress towards achieving the Annual Target in the 4th Quarter: Out of 16 projects 3 have been completed									
Challenges and Responses									
Challenge 1:		Response to Challenge 1:							
<ul style="list-style-type: none"> 3 projects had contract terminations and consultant's failure. 		<ul style="list-style-type: none"> Lead consultant instructed to take over operations 							
Portfolio of Evidence:									
<ul style="list-style-type: none"> completion certificate 									
Responsible Chief Directorate: Physical Resources Management									

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

Overview

Purpose

To provide education institutions as a whole with support.

Analysis per programme

The Programme 7 is managed by the Chief Directorate: Curriculum Management and which consists of four Directorates, namely Curriculum ECD and GET Programmes, Curriculum FET Programmes, Tele-Collaborative Learning and Technology Education (TLTE) and Assessment and Examinations. Programme 7 is responsible for facilitating the achievement of learning outcomes, prominently, teaching, learning and assessment. This Chief Directorate is the key driver of curriculum delivery for the Department of Education. It facilitates the provision of quality public education for continued skills development of the country's human resource base. It continues to ensure that the Programmes offered in schools are in line with the National Curriculum Statement (NCS) as outlined in the Curriculum and Assessment Policy Statements (CAPS) documents, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.

Key Achievements

All the priorities of the programme was adjusted to the State of the Province Address (SOPA), MEC's policy and budget speech and the Sector priorities. Training of teachers on Technical Maths and Sciences, 1+4 Senior Phase Mathematics model implementation, Training of teachers on Maths, Science and Technology were conducted. Administration, management and monitoring of the NSC examinations, Grades 3, 6, 9, 10 and 11 common examinations, NSC Grade 12 examinations, SBA moderation, marking and capturing of marks were successfully completed.

The activities carried out by the Curriculum ECD and GET Programme ensured that there is effective delivery of teaching and learning from Grades R – 9.

The term under review was mainly set aside for conducting Analysis of the Common Tests that were written for Grades 3, 6 and 9. This was in order to refine teacher engagements/sessions in 2017. Curriculum Planners attended and participated in Subject Committee meetings that were held at the Department of Basic Education (DBE). The special focus was the strengthening of CAPS through revisiting Chapter 4 that deals with Assessment.

In order to encourage and appreciate Teachers and Learners, Learners' Awards were held for the first time in the Province. The Directorate also hosted National Teaching Awards to recognise excellence in the teaching profession. To strengthen collaborations, the Directorate is working together with IDS and G in training Principals of Schools on Curriculum Management. Together with DBE, the Directorate is in the process of preparing districts for the training of teachers on Reading in the three (3) clusters. The

56 core trainers have been trained by DBE in order to strengthen the Programme for Foundation Phase Languages in 2017.

The Directorate conducted a Bosberaad in order to strengthen systems and procedures used in Planning, monitoring, support and evaluation. A 2017 Year Planner has been developed to support events in 2017. The Directorate together with North West Province and DBE, was invited and hosted by Japan International Co-operation Agency (JICA) in Japan. The main focus is the Development of Teaching Skills for Teachers in Elementary Mathematics. The Japanese “Lesson Study Approach” is being borrowed and implemented by a number of countries in order to turn things around in the performance of Mathematics.

A number of initiatives were conducted by Intermediate and Senior Phase (InterSen) in respect of Languages including Certificate in English Language Teaching (CiPELT) training for outstanding Clusters, English Across the Curriculum training for Curriculum Planners, Reading Clubs training for Subject Advisors and British Council training for Provinces on “Connecting Classrooms- Core Skills”.

Curriculum FET Programmes: The main thrust of activities for Curriculum FET Programmes during the Third Quarter was the conducting, moderation and monitoring of Practical Assessment Tasks (PAT) and practical examinations. The Life Orientation CAT was sample moderated centrally to ensure valid and reliable marks for Grade 12 learners. Support to Grade 12 learners was provided through motivational Z-cards and radio lessons. A highlight for the Directorate was the announcement at the National Tourism Career Expo, that an Eastern Cape Teacher from the Port Elizabeth District was awarded a trophy and Certificate from GTTPSA as the best Tourism teacher in South Africa. The Directorate continued to provide guidance to teachers in the implementation of CAPS through a Music, Civil Technology and Life Sciences content gap workshops. SBA guideline documents for CAT and IT were developed and distributed and teachers and learners were provided with a common Grade 10 common paper for Life Sciences. The Directorate also provided co-curricular learning opportunities for learners and teachers through participation in the Nkosi Albert Luthuli Oral History Competition and the South African Model United Nation’s (SAMUN) debating competition.

TLTE Directorate: The main focus of the directorate was on the revision workshop for Mathematics and Physical Sciences for the learners to prepare for the final Examinations. 458 Mathematics and Physical Sciences learners attended Spring school and study guides were distributed to learners. Advocacy Campaign was organised with South African National Space Agency (SANSA) in the Queenstown District. 1 346 Grade 8-10 Science learners from 10 high schools attended the science demonstrations in their respective schools. A STATS.SA workshops on data handling and probability was facilitated by the unit for Senior Phase Maths teachers from Libode district. Fifty (50) Senior Phase Natural Sciences teachers were taken through their first contact session by the University of Western Cape for a 2-year part-time accredited course viz. Advanced Diploma in Science Education (ADE) from 03 to 07 October 2016 at the Education Leadership Institute in Mthatha. 218 Intermediate and Senior Phase Natural Sciences

teachers were trained by South African Astronomical Observatory (SAAO). 153 Technology teachers attended a Technology workshop.

Assessment and Examinations: Successfully managed, administrated and monitored the NSC Grade 12 Examinations, Grades 3, 6, 9, 10 and 11 common examinations. Appointment and training of markers, marking centre personnel were completed. Capturing of marks for NSC Grade 12 SBA and marking and capturing of marks were successfully completed. Provincial Examination Irregularity committee meeting was held.

Strategic Goal 1: Equitable access to education in public ordinary school						
Strategic Objective: 1.2 To increase access to education in public ordinary schools						
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Annually	Target	-	-	-
		Actual	-	-	-	-
		Budget (R)	115 59 000	49 848 000	140 216 000	
		Expenditure (R)	20 456 000	48 661 627	68 948 911	
Reason for Variance between Target and Actual:						
This is an annual target and will be reported in the 4 th quarter						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> • Z-cards printed and issued to all 93 000 Grade 12 learners registered to write the 2016 NSC examinations. The cards contained messages of support, study tips and motivational messages. • Radio lessons for Grade 12 conducted in collaboration with local community radio station Umhlobo Wenene during October and November 2016. • Music Intervention Workshop held for 22 Grade 12 music teachers at the ELI, East London on the 04 – 06 October 2016. • Civil Technology level 3 training conducted at the East Cape Training Centre in Port Elizabeth during 26 September -07 October for 93 teachers and 20 subject advisors. • Life Orientation Common Assessment Task Centralised Provincial Moderation took place on the 25 – 28 October 2016 at the Education Leadership Institute in East London. • Each district sampled 10 school, comprising of 09 scripts. In total 230 schools were sampled and 2070 scripts moderated. In total 22 districts were moderated. • Sample moderation and monitoring of the Life Orientation moderation of the Physical Education Task (PET) took place on the 11 – 14 October 2016. 06 schools were moderated in Maluti and Libode districts and a total number of 54 learners' files were moderated. • Arts Practical examinations moderation was conducted for Dramatic Arts, Music, Dance Studies, Design and Visual Arts. • Completed the appointment of 5 823 Markers, 114 marking Centre personnel and 1 553 Examination Assistants. • Signed the marking Centre contracts with 19 marking centres which was utilized for NSC marking. • Trained the 81 Chief Markers, 81 Moderators, 19 centre managers and 19 Irregularity officers. • Successfully managed and administered the Grade 12 NSC examinations, Grades 3, 6, 9, 10 and 11 common examinations. • Successfully captured the 88645 Grade 12 SBA and written marks in the Integrated Examination and Computer System (IECS). • Provincial Irregularity Committee meeting was conducted on 15 December 2016. 						

Challenges and Responses	
<p>Challenge 1:</p> <ul style="list-style-type: none"> • Shortage of Subject Advisors at District Level to monitor and support curriculum implementation at schools 	<p>Response to Challenge 1:</p> <ul style="list-style-type: none"> • Include vacant posts in Annual Recruitment Plan
<p>Challenge 2:</p> <ul style="list-style-type: none"> • Shortage of examination personnel and inadequate allocation of budget 	<p>Response to Challenge 2:</p> <ul style="list-style-type: none"> • Filling of all vacant post as per the annual recruitment plan and allocation of sufficient budget.
<p>Portfolio of Evidence:</p> <ul style="list-style-type: none"> • Attendance registers • Reports • Radio Lesson schedule • Copy of z-card • Copy of guideline documents • List of appointed markers, marking centre personnel and Examination Assistants • Copy of Irregularity Report • Copy of Examination timetables • Copy of the signed contracts with marking centres. • Copy of the Irregularity report. 	
<p>Responsible Chief Directorate: Curriculum Management</p>	

Strategic Goal 2: Quality of teaching and learning at all educational institutions

Strategic Objective: 2.3: To increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university

PPM 702: Percentage of Grade 12 learners passing at bachelor level

Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Target	Actual	Budget (R)	Expenditure(R)
Annually	25%	-	-	-	25%
	-	-	-	-	-
	9 405 196	3 238 000	3 288 980	4 672 000	
		1 516 000	3 530 704	1 817 859	

Reason for Variance between Target and Actual:

This is an annual target and will be reported in the 4th quarter.

Progress towards achieving the Annual Target in the 4th Quarter:

- Sinesipho Thomas from Jabavu High School in the Fort Beaufort District represented the Province in the National Tourism Careers Expo Public Speaking Competition 29 September – 01 October 2016
- 4 subject advisors, 4 teachers and 08 learners from the Province attended the national finals of the Nkosi Albert Luthuli Oral History Competition held in Pretoria on the 05 – 07 October 2016
- The South African Model United Nations (SAMUN) debating competition attended in Cape Town on the 15 – 18 October 2016 by 2 subject planners, 2 teachers and 04 learners
- The National Tourism Careers Expo (NTCE) held in Bloemfontein on the 29 September – 01 October attended by 01 subject planner, 15 subject advisors, 50 teachers and 54 learners
- The subject planner for Business Studies and Economics attended the “Teach a Man to fish” conference (29 November – 01 December) with the intention of launching a Business Studies project in schools in the Chris Hani and Amatole district municipalities in 2017

Challenges and Responses

Challenge 1:

- Co-curricular activities are not supported uniformly across schools

Response to Challenge 1:

- Districts to conduct advocacy programmes

Portfolio of Evidence:

- Attendance registers
- Reports

Responsible Chief Directorate: Curriculum Management

Strategic Goal 2: Quality of teaching and learning at all educational institutions						
Strategic Objective 2.4: To increase the number of Grade 12 learners who pass Mathematics and Physical Science						
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Target	35%	-	-	-	35%
	Actual	-	-	-	-	-
	Budget (R)	5 000 000	1 000 000	2 580 000	900 000	270 000
	Expenditure (R)	-	-	1 490 952	485 284	-
Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> The spring school Intervention programme was conducted in two centres in Queenstown and Ngcobo Districts for cluster A, B and C. A total of 458 Mathematics and Physical Sciences learners benefitted from the Spring school programme. 261 Grade 12 Mathematics and Physical Sciences learners from Libode District attended an MSTE facilitated 04-day Revision camp at Port St Johns on the 20 – 23 October 2016 and provided with study guides and other study support material. 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> None 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Attendance registers Lists of registered learners and lists of districts which registered their learners. 						
Responsible Chief Directorate: Curriculum Management						

Strategic Goal 2: Quality of teaching and learning at all educational institutions						
Strategic Objective: 2.4 To increase the number of Grade 12 learners who passes Mathematics and Physical Science						
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		35%	-	-	-	35%
	Target	-	-	-	-	-
	Actual	-	-	-	-	-
	*Budget (R)					
	Expenditure (R)					
Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> The spring school Intervention programme was conducted in two centres in Queenstown and Ngcobo Districts for cluster A, B and C. A total of 458 Mathematics and Physical Sciences learners benefitted from the Spring school programme. 261 Grade 12 Mathematics and Physical Sciences learners from Libode District attended an MSTE facilitated 04-day Revision camp at Port St Johns on the 20 – 23 October 2016 and provided with study guides and other study support material. Advocacy Campaign was organised with South African National Space Agency (SANSA) in the Queenstown District. 1 346 Grade 8-10 Science learners from 10 high schools attended the science demonstrations in their respective schools between 17 and 21 October 2016. 1st MEC Provincial Learners' Award Ceremony was organised jointly by GET, FET and TLTE Directorates and held on 12 October 2016 at ICC in East London. This event sought to recognise and award learners that had won at a provincial level to an extent of representing the province at a national level from the 3 Directorates and sub – directorate. 243 learners were organized and attended the occasion. A STATS.SA workshops on data handling and probability was facilitated by the unit for Senior Phase Maths teachers from Libode district and took place from 19th to 21st October 2016. Fifty (50) Senior Phase Natural Sciences teachers were taken through their first contact session by the University of Western Cape for a 2-year part-time accredited course viz. Advanced Diploma in Science Education (ADE) from 03 to 07 October 2016 at the Education Leadership Institute in Mthatha. 218 Intermediate and Senior Phase Natural Sciences teachers from 3 districts (viz. Maluti, Port Elizabeth and Uitenhage) were trained by South African Astronomical Observatory (SAAO) in their respective districts between 11 and 14 October 2016. The focus of the workshop was on the new content of the curriculum viz. Planet, Earth and Beyond. Provincial National Teachers Awards were adjudicated in East London from 18 to 20 October 2016. Six (06) FET Science teachers who are cluster winners from all 23 districts of the province competed in the Excellence in teaching Physical Science (FET) Category. 153 Technology teachers from the 14 Mqanduli circuits of Umthatha district attended a Technology workshop from the 19 – 26th October 2016. The areas that they were work shopped on were Processing with Mini PAT's, Electrical Systems and Controls with Mini PAT's. An award ceremony for the best learner in Physical Sciences during the Spring school that was held at Nyanga Hugh School during September vacation was organised for a learner from Dudumayo Sen Sec School on the 22 November 2016. The learner obtained a flouting trophy plus R500 from the Nyanga School principal. 						

Challenges and Responses	
Challenge 1:	Response to Challenge 1:
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Portfolio of Evidence:	
<ul style="list-style-type: none"> • Attendance registers • Lists of registered learners and lists of districts which registered their learners. 	
Responsible Chief Directorate:	Curriculum Management

*Budget for PPM 704 is same as PPM 703

Strategic Goal 2: Quality of teaching and learning at all educational institutions						
Strategic Objective 2.2: To increase the percentage of Grade 3,6 and 9 earners who performing at required levels in Languages and Mathematics						
PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	62%	-	-	-	62%
	Target					
	Actual					
	*Budget (R)	10 191 799	2 945 000	5 258 000	4 672 000	
	*Expenditure (R)		1 516 000	4 589 106	1 583 781	
Reason for Variance between Target and Actual:						
This is an annual target and will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> Participated in a DBE Consultative Forum on the establishment of a National Teachers Association in Pretoria on 04 October 2016. Conducted a term 4 content training in partnership with National Education Collaboration Trust (NECT) in TRINSET – Mithatha on 07 October 2016 and 42 Subject Advisers were trained Hosted and organised the 1st Provincial MEC Learners Awards Ceremony in ICC, East London; 12 October 2016. Participated in IDS and G training of GET Principals at Mt Fletcher on 17-18 October 2016. Conducted and participated in DBE English First Additional Language (EFAL) Reading workshop in collaboration with NECT on 19 – 21 October 2016. Participated in a DBE Foundation Phase Languages Subject Committee Meeting focussing amongst others on the strengthening of CAPS in (Pretoria on 26 - 27 October 2016. Conducted English First Additional Language (EFAL) Reading roll out workshop in 4 venues Algoa, JJ Serfontein, ELI and TRINSET on 31 October 2016. Attended and participated in the 2017/18 GET Strategic Planning Bosberaad: (ELI, East London; 02-04 November 2016) Developed and participated to all 23 districts November Common Papers 02 and 03 Qualitative Results Analysis Tools for Grade 3 Languages and Mathematics on 11 November 2016. Monitored the administration of the 2016 ECDOE November Common Papers in the following districts and schools: Buttenworth district at Lengeni JSS on 15 November 2016; Qumbu district at Tsole Residency JSJ on 16 November 2016 and King Williams Town district at Smiling Valley Farm School on 17 Nov. 2016 Participated in DBE English First Additional Language (EFAL) Training of Trainers for 56 Subject Advisors on Reading workshop in collaboration with NECT on 29 Nov – 02 Dec. 2016 						
challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Shortages of resources and personnel in districts 		<ul style="list-style-type: none"> Supply of resources on time and appointment of personnel as per the funded vacancies. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Attendance registers Agendas Monitoring tools Reports 						
Responsible Chief Directorate: Curriculum Management						

Strategic Goal 2: Improve quality of teaching and learning at all educational institutions						
Strategic Objective 2.2: To increase the percentage of Grade 3, 6 and 9 earners who performing at required levels in Languages and Mathematics						
PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	62%	-	-	-	62%
	Target					
	Actual					
	*Budget (R)					
	*Expenditure (R)					
Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> Attended and participated in National Mathematics Committee held at DBE on reviewing CAPS Chapters 2,3 and 4 with special focus on SA-SAMS compatibility with CAPS and refining of SBA booklet Hosted and participated in the 1st Provincial MEC Learners Awards Ceremony in ICC, East London on 12 October 2016. Participated in IDS and G training of GET Principals in Mt Fletcher on 17-18 October 2016. Conducted and participated in the 2017/18 GET Strategic Planning Bosheraad in ELI, East London on 02-04 November 2016. Attended and participated in Japan International Co-operation Agency (JICA) Development of Teaching Skills for Teachers in the Teaching of Elementary Mathematics in Japan (Naruto University, Tokushima on 07 November-11 December 2016. 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Shortages of resources and personnel in districts 		<ul style="list-style-type: none"> Supply of resources and appointment of personnel 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Agendas Attendance registers Reports Analysis tools 						
Responsible Chief Directorate: Curriculum Management						
*Budget for PPM 706 is same as PPM 705						

Strategic Goal 2: Improve quality of teaching and learning at all educational institutions						
Strategic Objective 2.2: To increase the percentage of Grade 3, 6 and 9 earners who performing at required levels in Languages and Mathematics						
PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	Target	-	-	-	60%
		Actual	-	-	-	-
		*Budget (R)				
		*Expenditure (R)				
<p>Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4th quarter.</p> <p>Progress towards achieving the Annual Target in the 4th Quarter:</p> <ul style="list-style-type: none"> Participated in a DBE Consultative Forum on the establishment of a National Teachers Association in Pretoria on 04 October 2016. Hosted and participated in the 1st Provincial MEC Learners Awards Ceremony in ICC, East London on 12 October 2016. Conducted GET Languages Provincial Subject Committee Meetings at ELI, East London on 17 October 2016 and 23 November 2016. Conducted the 2016 National Teaching Awards (NTA) Provincial Adjudications for Excellence in Grade R, Special Needs and Primary School teaching at King David Hotel; EL on 18-20 Oct 2016. Hosted the 2016 NTA Provincial Ceremony at Osner Hotel in East London on 17 November 2016. Three ECDOE Champion Spellers participated in the 2016 DBE National Spelling Bee competition at UNISA in Pretoria on 29 October 2016. In collaboration with Nal'ibali Trust/ USAID, organised "Story Powered School Project" meetings with Maluti and Mbizana districts which will involve 120 schools per year for the next 03 years: (Maluti district, 31 October 2016; Mbizana district, 01 November 2016) Hosted a meeting with Nal'ibali to plan for all Literacy related events that are scheduled from Jan – Dec 2017: (ELI, East London; 18 November 2016) 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Port Elizabeth, Cradock, Fort Beaufort and King Williams Town districts are without a Languages Subject Advisor in GET. 		<ul style="list-style-type: none"> Vacant and funded Subject Advisors posts should be filled. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Attendance Registers Reports Agendas 						
Responsible Chief Directorate: Curriculum Management						
*Budget for PPM 707 is same as PPM 705						

Strategic Goal 2: Improve quality of teaching and learning at all educational institutions							
Strategic Objective 2.2: To increase the percentage of Grade 3,6 and 9 earners who performing at required levels in Languages and Mathematics							
PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Reporting Period		Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	Target	55%	-	-	-	55%
		Actual	-	-	-	-	-
		*Budget (R)					
		*Expenditure (R)					
Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4 th quarter.							
Progress towards achieving the Annual Target in the 4th Quarter:							
<ul style="list-style-type: none"> Attended and participated in National Education Collaboration Trust (NECT) trainers' workshop for Grade 7-9 held in Mthatha Conducted adjudication for National Teaching Awards (NTA) Mathematics and Science Category Attended and participated in National Mathematics Committee meeting held at DBE on reviewing CAPS Chapters 2,3 and 4 with special focus on SA-SAMS compatibility with CAPS and refining of SBA booklet Participated in IDS and G training on Curriculum Management for GET Principals at Mt Fletcher on 17-18 October 2016. Attended and participated in Japan International Co-operation Agency (JICA) Development of Teaching Skills for Teachers in the Teaching of Elementary Mathematics in Japan (Naruto University, Tokushima; 07 November-11 December 2016) 							
Challenges and Responses							
Challenge 1:	Non-availability of Subject Advisors in some districts make it difficult to roll out workshops		Response to Challenge 1:				
Portfolio of Evidence:	<ul style="list-style-type: none"> Attendance registers Reports 		<ul style="list-style-type: none"> Vacant and funded Subject Advisors posts should be filled. 				
Responsible Chief Directorate: Curriculum Management							
*Budget for PPM 708 is same as PPM 705							

Strategic Goal 2: Improve quality of teaching and learning at all educational institutions						
Strategic Objective 2.2: To increase the percentage of Grade 3, 6 and 9 learners who performing at required levels in Languages and Mathematics						
PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	45%	-	-	-	45%
	Target					
	Actual					
	*Budget (R)					
	*Expenditure (R)					
Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter:						
<ul style="list-style-type: none"> Participated in a Department of Basic Education (DBE) Consultative Forum on the establishment of a National Teachers Association at Pretoria on 04 October 2016. Hosted and participated in the 1st Provincial MEC Learners Awards Ceremony at ICC in East London on 12 October 2016. Conducted GET Languages Provincial Subject Committee Meetings at ELI in East London on 17 October 2016 and 23 November 2016. Participated in a DBE GET Languages Subject Committee Meeting focussing amongst others on the strengthening of CAPS; (Pretoria; 13-14 October 2016) Conducted the 2016 NTA Provincial Adjudications for Excellence in Grade R, Special Needs and Primary School teaching at King David Hotel in EL on 18-20 Oct 2016. Hosted and participated in the 2016 NTA Provincial Ceremony at Osner Hotel in East London on 17 November 2016. In collaboration with Nal'ibali Trust/ USAID, organised "Story Powered School Project" meetings with Maluti and Mbizana districts which will involve 120 schools per year for the next 03 years: (Maluti district, 31 October 2016; Mbizana district, 01 November 2016) Hosted a meeting with Nal'ibali to plan for all Literacy related events that are scheduled from Jan – Dec 2017: (ELI, East London; 18 November 2016) 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> Port Elizabeth, Cradock, Fort Beaufort and King Williams Town districts are without a Languages Subject Advisor. 		<ul style="list-style-type: none"> Vacant and funded Subject Advisors posts should be filled. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> Attendance Registers Reports Agendas 						
Responsible Chief Directorate: Curriculum Management						
*Budget for PPM 709 is same as PPM 705						

Strategic Goal 2: Improve quality of teaching and learning at all educational institutions						
Strategic Objective: 2.2 To increase the percentage of Grade 3,6 and 9 earners who performing at required levels in Languages and Mathematics						
PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Reporting Period	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Annually	50%	-	-	-	50%
	Target					
	Actual					
	*Budget (R)					
	*Expenditure (R)					
Reason for Variance between Target and Actual: This is an annual target and will be reported in the 4 th quarter.						
Progress towards achieving the Annual Target in the 4th Quarter: <ul style="list-style-type: none"> • Attended and participated in National Education Collaboration Trust (NECT) trainers' workshop for Grade 7-9 held in Mthatha • Conducted adjudication for National Teaching Awards (NTA) Mathematics and Science Category • Attended and participated in National Mathematics Committee held at DBE on reviewing CAPS Chapters 2,3 and 4 with special focus on SA-SAMS compatibility with CAPS and refining of SBA booklet • Participated in IDS and G Curriculum Management training for GET Principals at Mt Fletcher on 17-18 October 2016. • Attended and participated in Japan International Co-operation Agency (JICA) Development of Teaching Skills for Teachers in the Teaching of Elementary Mathematics in Japan (Naruto University, Tokushima; 07 November-11 December 2016) 						
Challenges and Responses						
Challenge 1:		Response to Challenge 1:				
<ul style="list-style-type: none"> • Non-availability of Subject Advisors in some districts make it difficult to roll out workshops 		<ul style="list-style-type: none"> • Vacant and funded Subject Advisors posts should be filled. 				
Portfolio of Evidence:						
<ul style="list-style-type: none"> • Attendance Registers • Reports • Agendas 						
Responsible Chief Directorate: Curriculum Management						
*Budget for PPM 710 is same as PPM 705						

Important contacts

Contact us Customer Care

Tel: +27(0)86 063 8636

Fax: +27 (0)40 608 4021

<http://www.ecdoe.gov.za/contact-us>

E-mail: customercare@edu.ecprov.gov.za

SWITCHBOARD: + (0)40 608 4200

Postal Address

The Eastern Cape Department of
Education

Private Bag X0032

Bhisho, Eastern Cape, RSA, 5605

Physical Address

Steve Vukile Tshwete Education Complex
Zone 6, Zwelitsha

Province of the Eastern Cape, RSA