Annual Report 2010/11

Executive Summary
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1. Introduction

Over the last 16 years, the Department has ensured that all learners of school-going age are within the system and have access to education, irrespective of their socioeconomic background. The quality of the learners passing Grade 12 has improved over time and in the 2010 Senior Certificate Examination, the Department achieved an increase in the pass rate of 78.6%, up from 71.8% in 2009. This achievement has seen the province top the country’s list in terms of Matric results.

The Department has also managed to achieve an unqualified audit opinion for the second year in a row. This year the Department only had three emphasis of matter and one other matter.

The vision of the Department is:
Ensuring all learners in Gauteng do well at school and leave our institutions with the values, knowledge, skills and qualifications that will give them the best chance of success in adult life.

The mission of the Department is:
To ensure quality learning and teaching take place in the classroom every day.

2. Education Sector Overview

The mandate of the Gauteng Department of Education is to provide access to quality education for all learners in the province. Our learner enrolment in the province is near universal levels and female participants in our schools are among the highest in the world. Our endeavour is to ensure that all learners in the province have access to quality schools and all learners from a disadvantaged background benefit from the school nutrition and scholar transport initiatives.

2.1 Size and Shape of the Education Sector

Number of Learners
For the 2010 academic year, the Department had delivered education services to 2 183 738 learners in total. A total of 1 982 800 of these learners are in public institutions and 200 938 are in independent institutions (ordinary, LSEN and AET). This showed a growth of 3.3% (69 003 learners) on the 2009 figure of 2 114 735.

Further analysis of primary and secondary school sectors reveals that there are 1 977 557 learners in the sector of which 90% (1 781 126) are in public ordinary school, 5.42% (107 794) are in the independent non-subsidised sector and 4.48% are in the independent subsidised sector.

The analysis also indicates that there was a 3.5% increase in 2010 in the public ordinary school sector compared to 2009.

Number of Institutions
There was an increase of 45 public institutions from 2009 academic year to 2010 year. The number of public primary schools increased by 22 schools from 1,350 in 2009 to 1372 in 2010, and secondary schools increased by 23 schools from 620 schools in 2009 to 643 in 2010.

The increase in the number of public institutions is largely attributable to the inclusion of Merafong District Municipality (incorporated in 2009). The “Learners with Special Needs” (LSEN) public schools increased by 5 from 103 in 2009 to 108 in 2010.
The AET learning centres (PALCs) have increased from 52 to 54 combining both public and independent centres. Only Adult main centres are surveyed, the information pertained in the survey is due to the collation of AET sites data into centre data. Each main centre has one or more satellites.

The number of FET institutions in Gauteng has remained constant at 8 since 2008.

**Number of Teachers**

In 2010 the total number of educators in the province was 77,747 (including independent institutes). This was an increase of 6% (4,533) educators from 2009. The largest portion of educators is from public ordinary schools and constitutes 89% of the total number of educators in the province. The total number of educators in independent schools was 13,138 which included educators in independent subsidised, non-subsidised as well as LSEN independent schools and AET independent non-subsidised.

The number of female educators in public institutions was 45,444, and constituted 70% of the educators of the sector. The total number of female educators in Gauteng was 55,092, which include independent institutions, this constitutes 74%.

### 2.2 High Level System Indicators

There were a number of achievements and challenges in the 2010 academic year.

#### 2.2.1 Achievements

- The Department has declared all Quintile 1-3 schools no-fee schools; a total of 879 161 learners are benefitting from this policy. In addition, Quintile 4 and 5 schools were given the option to join the no-fee category on a voluntary basis. This is a clear indication that the Department is fulfilling its constitutional obligation in ensuring that learners have access to public schools.

- The dropout rate measures the extent to which learners leave the public school system without completing a grade in a school year. The dropout rate for primary schools increased from -2.6% in 2009 to -1.02% in 2010. The biggest increases occur at the entry and exit grades, that is, for Primary School, the higher dropouts are in Grades 1 and 7 whereas at Secondary levels, it is in Grades 10 and 11. On a positive note, the dropout rate at schools is lower than the repetition rate, which indicates that learners are retained in the education system.

- The learner: educator (L:E) ratio for the entire public education system for Gauteng has reduced from 34:1 in 2009 to 33:1 in 2010, with the average class size in public ordinary schools down to 38 learners per class from 39 in 2009.

- The systems per capita expenditure for 2009/10 financial year was R10 302, with the largest portion of spending going to Public Ordinary Schools.

- The personnel and non personnel expenditure split for the 2009/10 year was 75:25.

- Grade 12 learner performances have fluctuated over the past five years and the GDE is aiming to achieve an 80% pass rate by 2014. However, in 2010, the performance of Gauteng fell short by 1.4% to reach the 80% target, recording a 78.6% pass rate for the year. The province was also regarded as the top performing province in the country. The number of learners passing the Grade 12 examinations has increased by 1 666 learners. Of a total of 270 schools that had achieved between 40% and 70% in 2009, 170 improved on their pass rate in 2010 after being targeted by the Department in improvement programmes.

#### 2.2.2 Challenges and Plans to address the Challenges
• The Department had a significant increase in enrolment of 3.5% in public ordinary schools and 4.9% in LSEN Schools. The increases were largely due to Merafong schools from North West being incorporated into Gauteng. To address the increase in enrolment, the Department is providing additional resources in the form of building additional schools, provision of mobile classrooms and the provision of additional educators in the form of catering for growth posts.

• The Net Enrolment Rate (NER), which measures the number of children of an official age group who are enrolled in a particular level of education as a percentage of the total children of the corresponding official school age, decreased to 77% in primary ordinary schools and increased to 78% in secondary ordinary schools. The number of female learners in the system for LSEN learners is at 36% and Adult Basic Education and Training has slightly increased by 1.5% to 10.32%.

• The theoretical maximum NER value is 100% and therefore a high Net Enrolment Rate (NER) implies that there is a high degree of enrolment in education of the official school-age population. A Net Enrolment Ratio below 100% provides a measure of the proportion of learners who are not in the appropriate age-grade norm. The decrease in the NER for primary ordinary schools may be due to the fact that there is a substantial number of six-year-olds in Grade 1 who were not included in the calculation.

• The repetition rate measures the rate at which learners repeat a grade. In the primary level, the repetition rate for Grade 1 was 6.7%, the same as in 2009, and decreased per grade to 2.3% in Grade 7. A higher repetition rate is noticeable in Grades 10 and 11. In order to reduce the repetition rate, the Department has identified underperforming primary and secondary schools and developed and is implementing a number of interventions i.e. the Gauteng Primary Literacy Strategy, the Maths, Science and Technology Strategy, the Secondary School Improvement Programme (SSIP) as well as the School Safety Strategy, that are particularly focused on improving the results of learners and therefore reduce the repetition rate.

• The term over-aged learners in this analysis was construed as all learners outside the age-grade norm, for example, all learners in Grade 1 who were over seven years of age were regarded as over-age. At primary levels, the percentage of over-aged learners increased from 17% in 2009 to 19% in 2010. An increase of 8% was observed among secondary school learners. As with addressing the repetition rate, the departmental interventions aimed at improving learner performance will also have as a result the reduction in the number of over-aged learners in a particular grade.

3. Progress against Goals

In translating the vision and mission, as well as taking into account the educational programmes and service provided, the Department has adopted the following goals to enhance the provision of quality education in the province:

• Goal 1: Ensuring Gauteng has effective schools and learning institutions
• Goal 2: GDE Head Office and Districts - Providing relevant, co-ordinated and effective support.
• Goal 3: Enabling young people to make the transition from school to further education and/or work that provides further training opportunities; and
• Goal 4: Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.

The key achievements for the financial year highlighted under each goal, are as follows:

3.1 Goal 1: Ensuring Gauteng has effective schools and learning institutions

The rationale of this goal is to improve the quality and sustainability of primary and special schooling including Grade R. We strive to enhance teacher development that ensures quality learning and teaching in all our institutions. We also focus on strengthening school management and institutional capacity to support learning and ensure effective curriculum management and delivery. In addition, to ensure that we increase public
accountability with respect to school performance, we conduct and report on external tests and the assessment of learners based on national and provincial targets to improve learner performance.

**Language and Literacy**

After detailed analysis of the current levels of learning across primary schools, the department formulated a strategy to turnaround the quality of teaching and learning in the foundation phase focusing on Literacy. The department identified 792 schools where the performances of learners were unacceptably low. We conducted audit of the 792 schools to determine the resource environment supporting learning.

In preparation for the 2011 academic year, Learner Resource Packages for all Home Languages was provided to all 792 primary schools. This package included phonics programmes, workbooks and a set of graded readers. The Department also procured a total of two library trolleys per Foundation Phase grade per school for all under-performing primary schools that do not have libraries. Each trolley consisted of a total of 120 books. In addition, all public primary schools in the province from Grades 1 to 6 were allocated lesson plans for languages.

As part of the implementation of the Gauteng Primary Literacy Strategy (GPLS), the Department provided Learner Resource Packages for Home Language and trained a total of 6 453 teachers at 65 venues in all districts across the province. The training took place on 10-11 January 2011 and 14-15 January 2011. The content of the training was the use of the Learner Resource Packs in the classroom, particularly in Term 1 of the academic year.

Following the training, a total of six non-governmental organisations assigned Foundation Phase Literacy Coaches to schools and classrooms with the relevant language of learning and teaching. On average, one coach is assigned to 5 to 6 schools to provide support and Just-in-Time Training. Coaches will offer technical support and act as a critical friend as the teacher implements the literacy programme. A total of 120 coaches from the ‘best performing schools’ and ‘retired teachers’ were identified to mentor and train educators on literacy in the poor-performing schools.

In terms of the Foundations for Learning Campaign, all public primary schools in the province from Grades 1 to 6 have been allocated with lesson plans for languages. These plans were vigorously mediated and this mediation is ongoing to ensure that quality teaching and learning takes place in the classroom.

**Maths, Science and Technology**

The Gauteng MST Improvement Strategy was formulated and aimed at the achievement of a sustained and significant improvement in MST teaching and learning. In 2010 academic year, we focused on 792 primary and 276 secondary underperforming schools.

The Department therefore supplied all public primary schools in the province from Grades 1 to 6 were also allocated lesson plans for mathematics. All primary schools in Quintiles 1-3, including the 792 underperforming schools, were also supplied with two mental maths kits and two numeracy kits. A total of 715 technology kits have also been procured and all educators received support in terms of the utilisation of the kits.

A total of 5 000 weather and calendar charts have been printed and distributed to all 15 districts. Workshops on shape and space were held in all districts across the province. The number of educators assisted in these workshops is 910 in both the intermediate and senior phases.

In terms of the Foundations for Learning Campaign, all public primary schools in the province form Grades 1 to 6 were also allocated lesson plans for mathematics.

The Department trained a total of 2 127 Foundation Phase teachers in numeracy. In the Intersen phase, a total of 2 111 teachers were trained in general education and training, maths, natural science and technology. A total of 104 teachers were appointed in the Relief Teacher Programme to support the Maths and Science Teacher Development Programme. The relief teachers are deployed to schools to allow teachers to be taken for intensive training. A total of 527 mathematics teachers have been trained through this MST programme so far.
Secondary School Intervention Programme (SSIP)
To improve learner performance in the senior secondary phase, the Department has implemented the Secondary School Intervention Programme (SSIP) for all Grade 12 learners in previous years. In the 2010 academic year, the programme was extended to include Grades 10 and 11. Grade 10 and 11 learners from under-performing schools received extra lessons on Saturdays and during school holidays in languages, mathematics and study skills.

The Grade 10 – 12 learners in underperforming schools are receiving extra lessons through the Secondary School Improvement Programme (SSIP). The programme is targeted at learners from the 276 schools that performed below 70% in the 2009 examinations. There are a total of 98 SSIP sites across the province. The learners are given learning materials such as notes, previous question papers and memorandum. Grade 10, 11 and 12 Physical Sciences learners have been attending Saturday SSIP lessons since the beginning of 2010 between 8:00 and 14:00. The Saturday classes are compulsory for all learners from underperforming schools. A total of 43 000 learners were targeted. A total of 27 sessions were held for Grade 10 and 11 learners and approximately 23 400 learners were reached.

The SSIP supports ten subjects including maths, maths literature, life science, accounting, physical science, history and geography.

The Department also facilitated two types of matric camps in order to address the challenge of time lost due to the teachers’ industrial action as well as the 2010 World Cup. The September holiday camp focused on syllabus completion and a total of 80 centres operated in all 15 districts across the province. The Department also facilitated self study groups in some districts that were resourced and facilitated. District officials mediated learning material where possible.

2010 Senior Certificate Examination
The Department managed to achieve a pass rate of 78.6%, in the Senior Certificate 2010 Examination up from 71.8% in 2009, a 6.8% rise. This means that the Department is only 1.4% short of our 2014 target of an 80% pass rate. For the first time ever, Gauteng is the top performing province in the whole country.

Bachelor passes have increased to 33.9% in 2010, an improvement on the 29.3% recorded in 2009. Of those who actually passed matric, 43% obtained a bachelors pass and six out of the 15 districts in the province achieved a pass rate of over 80%.

Much of the success of the matric results can be attributed to the implementation of the Secondary School Intervention Programme (SSIP) and October camps which focused on the drilling of exam papers and exam preparation technique. A total of 170 schools, just under two-thirds of the schools in the SSIP programme, improved their performance in 2010, while 54 of the 276 showed no improvement and 46 (16%) recorded a drop in performance.

The pass rate for the 2010 mathematics examination was 60.5% which is an improvement of 4.8% on the 2009 results. There is been a significant improvement in Physical Science passes in 2010 with a pass rate of 57%. This translates into an improvement of 14% from the 2009 pass rate of 42.6%.

Teacher Development
To continuously enhance the educators’ competence and performance, the Teacher Development Strategy was adopted by the Provincial Executive Council on the 8 September 2010.

A training calendar has been finalised for the period from January 2011 to March 2012. The calendar was adopted by the Provincial Educator Labour Relations Council (ELRC) Chamber and identifies training for educators as well as departmental officials. The calendar also highlights training to support underperforming schools with content, assessment, teaching and learning methodologies, as well as curriculum management. Training programmes addressing the needs identified during the performance management processes of staff have also been incorporated in the calendar for January 2011 – March 2012.
To ensure that school-based educators are able to deliver the National Curriculum Statement across all phases, training for 232 Grade 12 educators was rolled out over weekends in accounting, geography and English first additional language. Training was also provided for office-based educators.

A total of 527 mathematics’ teachers were trained through the maths, science and technology programme in partnership with the Sci-Bono Discovery centre. A training programme for Grade 1-9 educators, covering mathematics, numeracy, physical science and technology, has been running over weekends. A total of 4 020 teachers were trained; while a further 400 ECD practitioners have been registered with the University of the Witwatersrand and have completed modules 1-4 of the course.

A total of 366 educators have been granted bursaries to upgrade their qualifications from an REQV 13 to REQV 14 by completing an Advance Certificate in Education.

The Department conducted a competency assessment of 975 principals and deputy principals, and also trained 2 852 teachers in curriculum adaptation, facilitation skills, material development, sign language and other disciplines.

**Grade R**

The Grade R implementation strategy has been revised to meet the 2014 ECD targets of the province and an integrated implementation plan has been developed. To date we have established a total of 2421 Grade R sites in 1221 public schools serving 75 824 learners across the province, of which 314 Grade R sites have been registered in 2011 alone. In total 95249 learners are in Grade R programmes in both public and independent Grade R classes.

The last delivery of the 337 mobile Grade R classes was made in June 2010. A new process in relation to the procurement of an additional 75 Grade R mobiles was also finalised, and these classrooms were delivered.

The rollout of new classes was supported by a full LTSM kit and all existing sites received LTSM and a top-up of consumables.

The Department has a three-year agreement with the University of the Witwatersrand (WITS) with regard to training of practitioners. Training of a total of 1 200 Grade R practitioners on both National Qualification Framework Level 4 and 5 resumed in January 2011. A total of 545 Level 4 practitioners 655 Level 5 practitioners attended the training.

### 3.2 Goal 2: GDE Head Office and Districts - Providing relevant, co-ordinated and effective support.

In order to achieve effective schools and effective teaching and learning, the Department will improve organisational efficiency by determining common guidelines for the role and function of Districts and Head Office in relation to the provision of support to schools. We also focus on our administrative support to schools with a focus on effective strategies for the provisioning and procurement of services to schools and timeous allocation and appropriate usage of school subsidies and allocations. This includes our commitment to expanding the poverty combating measures that improve the environment for learning and teaching. We introduced a school safety programme that ensures all schools become a safe school environment that is conducive to effective quality teaching and learning. To this end, we also developed and maintained infrastructure and promote a more effective approach to the use of ICT in schools.

**CAPEX**

A total of 24 new schools i.e. nine brick and mortar and 15 mobile schools, were opened in January 2011 to ease overcrowding.

The Department has to date delivered a total of 1 682 mobile classrooms, of which 15 full schools were completed, with eight still under construction. The Department carried out checks on mobile classrooms and toilets, between 21-26 February 2011, to check that they met all safety and other requirements.
In terms of fencing, an audit was conducted and it was found that 703 schools have fencing in good condition, 540 schools were earmarked to be fenced, of which 495 were to receive new fences and 45 would have their fences repaired. At the end of the financial year, a total of 164 schools were completed.

A total of 77 ordinary schools and 16 special schools had condition-based maintenance work carried out.

A total of 1278 unplanned maintenance projects were carried out in ordinary schools, LSEN schools; ABET centres and offices across the province.

**National School Nutrition Programme (NSNP)**
Nutrition is being provided to a total of 795 785 learners, of whom 553 644 are in Quintile 1-3 primary schools and 85 305 in Quintile 4-5 primary schools. Also, a total of 176 836 learners in Quintile 1-2 secondary schools are on the provincial nutrition programme. Plans are under way to implement the programme for Quintile 3 secondary schools in the 2011/12 financial year. Learners received nutritious meals from the first day of the new academic year on 12 January 2011. This is part of the National School Nutrition Programme that forms part of the government’s Reconstruction and Development Programme, which aims to promote the general health, development and well-being of needy learners.

**Scholar Transport**
Over the period under review, the department experienced an increase in learners using the scholar transport programme. The Department is ferrying a total of 55 769 learners in both primary schools and secondary schools. To ensure the safe transportation of learners, all contracted buses are subjected to compulsory testing every six months.

**No-Fee Schools**
All schools in the province have been ranked in compliance with the Norms and Standards for School Funding. Schools were given Circular 31/2010 which outlined the procedure to be followed when requesting a change in status.

The final list of no-fee schools in the province was compiled and a total of 41 schools requested a change of status from a no-fee school to a fee-paying school; while a total of 164 schools in quintiles 4 and 5 requested no-fee status. There are currently 1 170 no-fee schools in the province servicing 879 161 learners.

**School Safety**
The goal of the Department is to provide a safe, respectful and welcoming environment for learners to perform optimally. The School Safety Strategy has been adopted with a five-year implementation plan.

The Department has established both internal and external teams to provide integrated support in terms of the implementation of the strategy. The Department has partnered with the Department of Community Safety, the Department of Health and Social Development, the South African Police Services (SAPS) and the Gauteng Liquor Board, and has spearheaded operations in which several schools were raided and drugs and dangerous weapons were confiscated by the SAPS. The partnership has also managed to shut down several illegal shebeens within a 500m radius of the schools.

With regard to the auditing of schools to determine the level of compliance with the Occupational Health and Safety Act, a total of 237 schools were checked. A total of 274 officials were trained in the critical areas of first aid, fire marshalling, fire fighting and as safety representatives. A total of 900 schools have had disaster management and first aid training.

To reduce crime around and in schools, a total of 1 000 schools have been identified for the Linking Schools to Police Stations programme, which was launched on 1 October 2010. In addition, random searches were conducted at 30 schools throughout the province to prevent weapons and illegal substances being brought to school.

**Learner Teacher Support Material**
In fulfilling the strategic objective regards the implementation of the departmental circulars related to the procurement of LTSM the Department has completed the training of all schools on how to implement the Resource Allocation Circular to distribute the budget allocation according to the budget splits and to conduct all LTSM processes. The Department completed the process of ordering LTSM by 30 November 2010 and more than 96% of the required LTSM was delivered before the schools reopened in 2011.

An audit of Learner and Teacher Support Materials (LTSM) was completed in the 792 underperforming schools. Material from various publishers were reviewed and the focus was on graded readers to ascertain whether they reinforce the content taught and whether the workbooks are aligned to phonic programmes. In an attempt to improve the performance of the in the 792 underperforming schools the department has finalized the specifications for the procurement of resources in Foundations for Learning Programme (FFLP).

The procurement of approved materials for 10 languages, 6 453 teachers and 260 233 learners in 792 poor performing primary schools was completed. In terms of the distribution of materials, resource packages were compiled for each language and a list of materials to be distributed to each cluster for training was also compiled. The distribution of the material to the 792 schools was completed.

3.3 Goal 3: Enabling young people to make the transition from school to further education, and/or work that provides further training opportunities.

We are committed to increasing the survival and flow of learners to higher education and gainful employment. We focus on career counselling as a means to improve the transition from school to further education or place of work. We also fully implement the Pipeline Talent Search in secondary schools and promote increased private sector involvement with schools to support learners to realize their career paths by industry appropriate workplace experience. We also work with the new ministry of Higher Education and provincial departments to facilitate better access by matriculants to bursaries and the national student loan fund.

Public Sector Skills Development
The Gauteng Provincial Government (GPG), through the Gauteng City Region Academy (GCRA), commissioned a study to identify scarce and critical skills in the province to inform the Gauteng Master Skills Plan for the period 2010 to 2015 and beyond. The scarce and critical skills review, which identified the skills gap, culminated in the Gauteng Master Skills Plan for the province which was adopted by the provincial Executive Council for implementation. A total of 12 492 Gauteng Provincial Government employees have received generic training to date, with a total of 759 provincial government employees having undergone the Massified Induction Programme (MIP). A total of 1 800 employees attended ABET training.

A total of 219 executive and senior managers and school managers benefitted from the Executive Coaching Programme and a total of 618 SMS, 724 supervisors, junior as well as middle management were trained in various Executive Leadership programmes during this financial year.

Learnerships and Internships
To fulfil one of the department’s goals of enabling young people to make the transition from school to further education and/or work that provides further training opportunities, the department facilitated the implementation of career guidance programmes.

The Department has successfully implemented a number of learnership programmes under the Ithutele Tiro project, helping 1 289 learners - 452 in the Information and Communications Technology (ICT) sector, 593 on the artisan programme on trades and 87 Automotive Industry Development Centre (AIDC) learners have successfully completed their training and graduated on 11 March 2011. Another 157 learners are on the Recognition of Prior Learning (RPL) programme.

A total of 1 448 additional ICT learners on National Qualification Framework levels 3 and 5 were placed within provincial government departments for workplace learning and 1 200 learners are currently on training for
Gauteng onLine programme. On completion of the training, these learners are to be deployed to under performing schools.

Also, a total of 443 learners are doing a National Qualification Framework Level 5 System Support programme and were placed in the workplace for experience.

A total of 20 716 CVs of youth have been captured on the unemployed youth database in 2009/10 and 2010/11. A total of 4 285 learners were in various departments placed in 2010/11.

There are currently a total of 5 376 learners are on internship programme and were deployed to provincial government departments for workplace experience.

**Bursaries**

Through the GCRA, the Department is awarding bursaries. A booklet has been produced, highlighting career and bursary opportunities of all GPG Departments. A meeting was held with Principals and Deputy Principals with regard to the GCRA bursary opportunities for learners living with disabilities. The schools will forward the contact details of learners to the GCRA.

Bursaries have been awarded to increase access to scarce and critical skills and to date, a total of 1 051 bursaries have been awarded to learners in Quintile 1, 2 and 3 schools, of which 515 are males and 536 are females. A further 150 bursaries were awarded to FET Colleges and a total of 134 bursaries were awarded for the Tool and Artisan Project. In total, 1 335 bursaries have been awarded to date. A booklet has also been produced, highlighting career and bursary opportunities of all GPG Departments.

**Career Guidance**

In order to provide career counselling to improve the transition from school to further education or place of work, the Career Guidance Implementation Plan was adopted. A total of 92 lay counsellors were trained and deployed to schools to provide intensive career guidance in Grades 8 to 12. However, five of the trained counsellors resigned and a total of 87 counsellors are currently deployed at schools. A total of 84 lay counsellors were trained. The Department is currently facilitating the appointment of an additional 520 counsellors.

With regard to career guidance, a group of 20 000 school based learners received group counselling while about 10 000 received face-to-face counselling. A total of 29 968 learners took part in career fairs and expos.

**3.4 Goal 4: Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.**

In making education a societal priority, we ensured the involvement of stakeholders in exercising their involvement in schools in a manner that adds value to the attainment of the core outcomes. We mobilised civil society, faith-based organisations and the private sector to support the inputs and outcomes of a quality education system.

The Quality Learning and Teaching Campaign was launched in 2008 and called on individuals and organisations to assume responsibility for improving the quality of education.

In terms of the campaign and in ensuring the involvement of stakeholders in schools in a manner that adds value to the core outcomes of education in the province, the School Governing Bodies (SGBs) played a fundamental role in making inputs to finalise the admissions circular, and after a prolonged consultation process with the senior management of the Department as well as other relevant role players, the admissions circular was signed on 4 June 2010 and distributed to schools and stakeholders.

In terms of the mobilisation of Civil Society, a number of key stakeholder engagements were held during the year under review including the establishment of a task team comprising of organised labour, business leaders, community members, faith based organisations and learners in Soweto to discuss the serious challenges facing
education in Soweto. This team worked with all stakeholders for five months to prepare for the Soweto Summit that was held in April 2011.

The MEC met with retired teachers. The meeting was held with a view to engage them on best strategies for improving condition in the Department. A meeting was also held with leaders of Faith Based Organisations to deliberate on social ills that have a negative impact on the society and map out mechanisms for dealing with the identified challenges. A programme of action for faith-based organisations in promoting education as a societal priority was also developed.

On the 27 May 2010, the MEC hosted a business breakfast meeting with strategic business partners at Gallagher Estate to discuss the departmental programmes. The aim of the meeting was to mobilize business to pledge support to schools.

In terms of establishing a social compact with a clear programme of action for adoption and implementation, the Department is facilitating possible skills programmes with industries, in order to, amongst other matters, partner qualified youth with Non-Governmental Organisations and Organised Business.

Consultations with principals and foundation phase teachers as well as officials through 15 District Road Shows were held in order to ensure that the support for the implementation of departmental strategies aimed at improving the quality of education delivery at the primary school level. These consultations were all aimed at galvanising stakeholder support for the delivery of quality education and making education a societal matter.

The key to making education a societal priority is to mobilise the community in participating in educational policy dialogue and educational programmes. During the reporting period, the Parental Guideline Booklet was developed. The purpose of the booklet is to provide easy-to-use guidance and information for parents whose children are in public schools in the province. This booklet is available in all the official languages and was launched in January 2011.

The Department also organised a series of workshops on learner discipline and school fee exemption regulations. A total of 2 092 SGB members from a total of 523 schools were trained in this regard.

Management programmes conducted through Mathew Goniwe School of Leadership and Governance for SGB members are continuing for all 1 066 underperforming schools in the province.

4. Outcome of Audit Opinion

4.1 Auditor’s Report Overview

In respect of the 2010/11 financial year, the Department has received a financially unqualified audit report with a few findings on compliance and also received a clean audit report in the Audit of Performance Information, with no findings. The Department has managed to improve in its responsibility in carrying out its fiduciary duties and for the prudent manner in which the resources voted to the Department have been managed, culminating in an unqualified audit report.

This is the second consecutive year that the Department achieved this outcome in both elements of the audit.

4.2 Budget and Expenditure

The Department received an adjusted appropriation of R22,8 billion for 2010/11. The main appropriation of R22,4 billion was increased by R355,9 million.

The final expenditure outcome for the 2010/11 financial year amounts to almost R22,3 billion against the final appropriation of R22,8 billion which resulted in a net under expenditure of R585 million.
Personnel expenditure has been exceeded by R319,9 million and the under expenditure of R1,1 billion was incurred under goods and services, whilst over expenditure of R1,1 million and R148 264 incurred under current and capital payments respectively. The payment for financial assets is exceeded by R15,7 million.

4.3 Addressing the findings from the Regulatory Audit and Audit of Performance Information

The audit revealed that significant progress in systems, controls and accountability has reduced the number of finding in the audit and management report. Three major matters have been eliminated since the 2009/10 audit. There are six remaining matters that prevented the department from receiving a clean audit. We have formulated an action plan to address these matters raised as Emphasis of Matters and the finding on other legal and regulatory requirements. The plan also addresses matters with inherent high risks and proactive predictability concerns. These action plans are monitored weekly and subjected to combined assurance reviews by management, internal audit as well as the AGSA.