Operational and Strategic Risk Register
Annexure H
### ANNEXURE A – Department of Education – Risk Register

<table>
<thead>
<tr>
<th>Risk Register Ref No.</th>
<th>Risk Description</th>
<th>Root Causes</th>
<th>Consequences</th>
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<th>Inherent Risk Rating</th>
<th>Residual Risk Rating</th>
<th>Future Action Plan</th>
</tr>
</thead>
</table>
| EDU13                | Misappropriation and misallocation of assets. | • Inadequate monitoring of assets by end users  
• Decentralisation of Asset Management in terms of the reporting functions (creation of Valid, accurate and complete FAR)  
• Inadequate human resource capacity (within asset mgt sections) to manage the FAR.  
• Lack of Appropriately skilled personnel.  
• Inadequate reporting of lost assets | • Non achievement of objectives  
• Loss of assets  
• Inaccurate asset register  
• Inaccurate financial statement. | • Asset Register in place  
• Asset Management Policies and Procedures in place (incl. Reconciliation)  
• Regular asset counts | 80 Critical | 44 Major | • Urgent evaluation of current structure to determine post provisioning norms.  
• Fill all vacant posts.  
• Solicit and provide appropriate training.  
• Delineate functions appropriately. |
| EDU14                | Misappropriation and misallocation of inventory | • Inventory-control weakness  
• Inadequate human resource capacity.  
• Inadequate security. | • Loss of inventory  
• Inaccurate inventory register  
• Inaccurate financial statement. | • Draft policy and procedure in place  
• Monthly inventory counts | 28 Moderate | 15 Minor | • Urgent evaluation of current structure to determine post provisioning norms.  
• Fill all vacant posts. |
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</table>
| EDU15                | Misstatement of financial statements | • Misallocation of expenditure  
• Inadequate management of documents  
• Fraud and corruption  
• Lack of capacity  
• Poor control over BAS and PERSAL  
• Incompleteness of accruals  
• Inadequate disclosure of contingent accruals, e.g commitments and guarantees.  
• Non timely response by officials to AG | • Qualified audit opinion  
• Tarnished reputation  
• Poor decision making | • Stores controllers in place  
• Pre Audit readiness program in place(Financial Timetable)  
• BREPCO  
• Annual Financial Statement timetable  
• HR / Finance meetings | 80  
Critical | 44  
Major | • Solicit and provide appropriate training  
• Delineate functions appropriately.  
• Train official at district level on how to deal with this matter  
• Revise the roles and responsibility of Internal control and Risk Unit |
| EDU16                | Over/under expenditure. | • Possible mass action by Educators  
• Escalating personnel cost  
• Displaced Educators  
• Accouchement leave | • Reduced funding to schools  
• Inability to pay for fixed cost (Electricity and Water)  
• None achievement of | • Monitoring  
• Financial training to principals  
• In year monitoring  
• Monthly financial | 80  
Critical | 64  
Critical | • An assessment to be done on the number of staff required  
RO: HOD  
AO: All SGM |
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<tr>
<td>EDU17</td>
<td>Funds transferred to education institutions may be used for</td>
<td>• Lack of monitoring of the activities of funded education institutions.</td>
<td>• Non achievement of objectives.</td>
<td>• Delegations in place</td>
<td>48 Major</td>
<td>38 Major</td>
<td>• Look at re-prioritisation in terms of all programme RO: HOD AO: All SGMs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Poor monitoring of SLA.</td>
<td>• Misappropriation of funds.</td>
<td>• Policies and procedures</td>
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<td></td>
<td></td>
<td>• Inadequate capacity.</td>
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<td>• Financial management guidelines (Green</td>
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<tr>
<td></td>
<td></td>
<td>• Lack of integrated</td>
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<td>Management</td>
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- Delayed submission and/ or payment of invoices.
- Inadequate budget monitoring.
- Inadequate budget
- Limited financial management skills.
- Non compliance with budgetary policies and procedures.
- Insufficient time allocated for the budgetary process.
- Payment of stipends and provision of training to educators employed by governing bodies.
- Inadequate management of payroll
- Unfunded mandates
- Funds returned to Treasury.
- Overdrawn bank account.
- Budget not used for intended purposes.
- Management meetings
- BREBCO
- Functional labour relations chamber
- Procurement plan in place
- Budget processes and procedures in place
- Physical verification of employees
- Delegations in place
- Policies and procedures
- Financial management guidelines (Green
- Capacitate Ward Managers, SGB’s, and Principals
- RO: HOD AO: All SGM’s and CFO: All District Directors
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<td>EDU018</td>
<td>Non filling of vacant positions and appointment of unsuitable candidates</td>
<td>• Unintended approach&lt;br&gt;• Unavailability of systems (SCM processes, recruitment processes)&lt;br&gt;• Norm and Standards guidelines&lt;br&gt;• Financial management training to Principals&lt;br&gt;• Monitoring mechanism in place</td>
<td>• Inappropriately trained SGB's / non functional councils&lt;br&gt;• Dysfunctional Governance structures&lt;br&gt;• Inadequate recruitment process&lt;br&gt;• Favouritism&lt;br&gt;• Lack of vetting processes&lt;br&gt;• Lack of appropriate skills&lt;br&gt;• Fraudulent qualifications&lt;br&gt;• Budgetary constrains</td>
<td>• Non achievement&lt;br&gt;• Dysfunctional schools&lt;br&gt;• Poor service delivery&lt;br&gt;• Financial loss&lt;br&gt;• Integrity and credibility of the organization is tarnished&lt;br&gt;• Poor throughput&lt;br&gt;• Recruitment processes and procedures in place&lt;br&gt;• HRM circulars in place&lt;br&gt;• Development program in place&lt;br&gt;• Integrated quality management System&lt;br&gt;• Teacher Capacity Development program in place</td>
<td>56&lt;br&gt;56 Major&lt;br&gt;56 Major&lt;br&gt;56 Major&lt;br&gt;56 Major&lt;br&gt;56 Major&lt;br&gt;56 Major&lt;br&gt;56 Major&lt;br&gt;56 Major</td>
<td>30&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate&lt;br&gt;30 Moderate</td>
<td>• Ensure continuous monitoring of compliance&lt;br&gt;RO: HOD&lt;br&gt;AO: All SGM's and CFO&lt;br&gt;• Development of skills development plan&lt;br&gt;RO: HOD&lt;br&gt;AO: SGM: Corporate Management and Other SGM's + CFO&lt;br&gt;Due date 31/08/2012</td>
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| EDU20                | Well being of employees and learners | safety of staff and learners | materials and workmanship  
- Ineffective management of norms and standards allocation (Repairs and renovation)  
- Non-compliance with legislature prescripts  
- Use of asbestos roofs;  
- Inadequate of maintenance at schools;  
- Buildings that do not meet health, safety, health and quality requirements.  
- Negligence and non monitoring of consultants and contractors by implementing agencies  
- Ineffective safety measures | Ligation  
- Tarnished reputation  
- Injury on duty  
- Unsuitable school and working environment | School Infrastructure Development Initiative in place  
- Introduction and compliance with GIAMA  
- Repairs and maintenance budget in place  
- Repairs and maintenance plan in place | Major | Moderate | OHS policy  
- Fasttrack approval and implementation of the OHS component  
- Monitor adherence to health and safety regulations. |
<p>| | | | | | | | |
|                      |                  |             |              |          |                      |                      |                     |</p>
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| EDU21                | Ineffective management of accountability, discipline and grievance issues. | • Failure to hold people accountable for incompetence in their field of work.  
• Staff not adhering to conditions of service (working hours).  
• Management (at all levels) not adhering to disciplinary procedures for misconduct or incapacity.  
• Delays in finalisation of grievances.  
• Lack of proper induction programme and manual for new staff. | • Perpetuated ill discipline  
• Low staff morale  
• Impact on productivity  
• Fraud and corruption.  
• Disgruntled staff.  
• Loss of production  
• New employees not knowing which services are offered in which unit and therefore affecting their service delivery. (Internally and externally).  
• Unresolved | • Effective performance management system operating at an optimum level  
• Performance monitoring of staff taking place on an ongoing basis with clearly defined performance indicators and outputs in place  
• Training programme on handling | 48 Major | 38 Major | Assistant Program  
• Fasttrack implementation of You Decide (campaign against under age drinking)  
• Search and seizure in collaboration with SAPS  
• Create awareness on managers role in terms of grievance and disputes  
• Develop and implement an M&E framework  
• Finalise induction manual  
• Review and monitor performance agreement of relevant personnel  
• Train Prosecutors, Presiding Officers and Grievance Officers  
• Training programme based on the approved manual to be facilitated |
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<td>• Number of role players in the implementation process e.g. SGB's, HR, ER • Resource constraints</td>
<td>employee/employer issues.</td>
<td>grievances and the role of management with regard to discipline • Clearly delineated time frames in relation to handling of grievances and discipline • Induction manual for new staff to be finalised • Monitoring and evaluation mechanism to be established to facilitate this process within the areas of misconduct and dispute resolution</td>
<td>28 Moderate</td>
<td>19 Minor</td>
<td>• Collate data from personnel and update EMIS data • Strengthen system for EMIS</td>
</tr>
<tr>
<td>EDU22</td>
<td>Inaccurate Data on PERSAL</td>
<td>• Inadequate management of personnel records • Lack of review of personnel records and</td>
<td>Inaccurate payments of salaries • Unsupported deductions • Deceased benefits</td>
<td>Induction and training of EMIS personnel</td>
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|                      | PERSAL          | - Human and deliberate errors  
- Non submission of records by staff  
- Capacity constraints | paid to illegitimate beneficiaries  
- Litigations  
- Low staff morale | Biometrics system  
- Payment policies and procedures in place  
- Segregation of duties in place  
- Verification of employees | 48 Major | 38 Major | Enhance monitoring of System Controllers  
Review and strengthen financial controls |
| EDU23                | Invalid BAS/Persal payments due to the factors such as unauthorised access changes to records. | - Inadequate access controls  
- Inadequate segregation of duties  
- Collusion of employees  
- Inadequate control over password by employees  
- Failure to review log reports activities  
- Payments to suppliers without supporting documentation. | Hampers growth and development  
- Financial loss  
- Tarnished reputation  
- Non achievement of objectives  
- Ghost Employees/suppliers. | Biometrics system  
- Payment policies and procedures in place  
- Segregation of duties in place  
- Verification of employees | 48 Major | 38 Major | Enhance monitoring of System Controllers  
Review and strengthen financial controls |
| EDU24                | Obsolete IT infrastructure and software | - IT systems no longer supported/outdated systems  
- IT core hardware reaching end of life span  
- Lack of policies on the replacement of core | Financial implications  
- Hampered service delivery  
- Operational inefficiencies | An Enterprise Resources Planning (ERP) Solution in place  
- Environmental Control  
- Information Technology, | 48 Major | 14 Minor | Acquiring a tool that identify over and/or underutilised infrastructure  
Conduct a feasibility study to assess the benefits of Owning Versus leasing IT |
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<td>EDU25</td>
<td>Long turnaround time for equipment</td>
<td>• Inappropriate use of departmental IT infrastructure • Inadequate integration of systems • Lack of master systems plan</td>
<td>• Inadequate human resource capacity at SCM units. • Ineffective and inefficient service delivery</td>
<td>Communication and Electronics Acts and Regulations • IT Disaster Recovery Plan • IT Governance Framework • Physical and electronic access to the departmental environment • Security screening/assurance of both Internal and External IT personnel • Service Level Agreements (SLA’s) • Standard Operation Procedures (SOP’s)</td>
<td>48 Major</td>
<td>26 Moderate</td>
<td>• Consider implementation of Electronic Waste system • Implement MSP to update and support system • Implement the master system plan</td>
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<tr>
<td>EDU26</td>
<td>Acquisition of goods and services at inflated prices</td>
<td>• Lack of monitoring of supply chain performance</td>
<td>• Financial loss</td>
<td>• Bid Committees in place</td>
<td>64</td>
<td>51</td>
<td>Fill all vacant posts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fraud and corruption</td>
<td>• Hampers growth and development of education system</td>
<td>• Emergency and urgent procedures in place</td>
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<td>Increase frequency of compliance audits by the departmental internal audit unit</td>
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<tr>
<td></td>
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<td>• Lack of standardised price control.</td>
<td>• Financial pressures on the department</td>
<td>• SCM policies and procedures in place</td>
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<td></td>
<td>Issue procurement planning and procurement purchasing guidelines</td>
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<tr>
<td></td>
<td></td>
<td>• High frequency of ad-hoc procurement purchases for similar items across the department</td>
<td>• Lack of capacity</td>
<td>• SCM policies and procedures in place</td>
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<td></td>
<td>Urgent evaluation of current structure to determine post provisioning norms</td>
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<td>• Integrating of the Department is hinted</td>
<td>• SCM practice notes in place</td>
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<tr>
<td>EDU27</td>
<td>Ineffective implementation of SCM processes</td>
<td>• Fraudulent intentions</td>
<td>• Financial Loss</td>
<td>• Approved SCM policies and processes</td>
<td>72</td>
<td>57</td>
<td>Develop and introduce controls for standard contracts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inadequate contract management and bid support functions</td>
<td>• Fraud and corruption</td>
<td>• BEC and BAC in place</td>
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<td></td>
<td>Fill all vacant posts</td>
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<tr>
<td></td>
<td></td>
<td>• High frequency of ad-hoc procurement purchases for similar items across 110</td>
<td>• Litigation</td>
<td>• Bid Committees in place</td>
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<td>Implement procurement planning and procurement purchasing guidelines</td>
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<td>• Departmental</td>
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<td>Increase frequency of compliance audits by the departmental internal audit unit</td>
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| EDU28                | Unethical behaviour and conduct | departmental responsibilities  
- Urgent/ emergency cases  
- Poor procurement planning by end users  
- Poor performance by service providers |  | suppliers database  
- Electronic SCM system  
- Procurement planning and procurement purchasing guidelines  
- SCM practice notes |  |  
| EDU29                | Payment of salaries to non existing employees (Ghost employees) | Lack of a code of conduct  
- Lack of proper induction programme and manual for new staff.  
- Employees not adhering to conditions of service such as working hours. | Fraud and Corruption  
- Tarnished reputation | Capacity building programme on governing body members  
- Conditions of service in place  
- Training of employees | 36 Major  
20 Minor |  
|                       |                 |             |              |          |                      |                      | Intensify SCM compliance audits  
Urgent evaluation of current structure to determine post provisioning norms |  
|                       |                 |             |              |          |                      |                      | Develop manual on ethics and code of conduct  
Training of officials on organisational discipline |  
|                       |                 |             |              |          |                      |                      | Improve communication between schools, Service Centres and HO  
Review a document transmission process between Service centres and HQ |
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| EDU30                | Inaccuracy of reported Performance information | • Inadequate monitoring  
• Poor coordination and collection of information | • Tarnished reputation  
• Impact on decision making | • Review and verification of payroll  
• Monitoring and evaluation in place | 48 Major | 38 Major | • Improve monitoring of staff and projects  
• Review S&T policies and procedures in place |
| EDU31                | Fraudulent S & T claims            | • Concealment of supporting documentation  
• Weak supervision of staff and projects  
• Lack of integrity | • Financial loss | S&T policies and procedures in place | 48 Major | 26 Moderate | • Improve monitoring of official vehicles |
| EDU32                | Ineffective implementation of disciplinary process | • Inefficiencies in dealing with cases of misconduct  
• Inadequate capacity | • Lengthy precautionary suspensions  
• Financial loss | Disciplinary processes and procedures in place | 28 Moderate | 8 Insignificant | • Improve monitoring of official vehicles |
| EDU33                | Misuse and abuse of state vehicles | • Non compliance with transport practice notes  
• Poor management of personnel  
• Poor management projects | • Financial loss  
• Negative Publicity  
• Hampers service delivery | Review of first auto reports  
Transport hand book  
Transport practice notes | 38 Major | 26 Moderate | • Enhance monitoring of official vehicles |
<p>| EDU34                | Conditional                        | • Inadequate monitoring | • Hampered service | Quarterly | 48 | 26 | Review and enhance grants |</p>
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|                      | grants may be used for unintended purposes | of funds by the department | delivery.  
- Tarnished reputation | reporting on conditional grant | Major | Moderate | monitoring mechanism |
| EDU35                | Failure of infrastructure delivery projects |  
- Poor project management |  
- Insufficient number schools  
- Tarnished reputation  
- Negative impact on service delivery |  
- Approved infrastructure specification |  
68 Critical |  
37 Major |  
Capacitate official on project management skills |
| EDU36                | Late/non delivery of learner, teacher support materials |  
- Inadequate planning  
- Inadequate coordination between stakeholders |  
- Tarnished reputation |  
- Adopt the matric exam model for delivery of materials  
- Implement a recipient response feedback systems |  
68 Critical |  
20 Minor |  
Adopt the matric exam model for delivery of materials  
Implement a recipient response feedback systems |
| EDU37                | Misuse and abuse of leave |  
- Leave forms not captured timeously  
- Poor monitoring of personnel |  
- Waste of instructional time for learners  
- Tarnished reputation  
- Poor pass rate | Leave policies and procedures in place |  
48 Major |  
38 Major | |
| EDU38                | Ineffective implementation of EPMDS |  
- Inadequate roles and responsibilities within the department.  
- Lack of accountability |  
- Non alignment of PMDS and operational plan  
- Non achievement of Employee Development Programme (EPMDS) | |  
48 Major |  
26 Moderate |  
Delink PMDS with financial remuneration  
Link PMDS to the Provincial Programme of Action |
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| EDU39                | Undisclosed conflict of interest by officials | • Non disclosure of remunerative work performed outside public service.  
• Non disclosure of business interest(Tenders)  
• Inadequate or non verification of financial disclosure forms  
• Poor ethics and lack of integrity  
• Fraud and corruption  
• Lack of vetting of newly appointed employees  
• Inadequate vetting of suppliers | • Fraud and corruption  
• Perpetuation of fraud and corruption  
• Overriding of controls and systems | • Policy on conflict of interest in place  
• Quarterly reporting on RWOPS approval by managers  
• Remuneration for Work outside Public Service procedures in place | 48 Major | 38 Major | • Monitor the adherence of RWOPS  
• Promote the ethics and other training requirements |
| EDU40                | Late payment to suppliers | • Lack of oversight by management  
• Poor document management process  
• Inadequate control over payment processes (invoice/voucher control) | • Litigations  
• Financial loss  
• Non achievement of SMME targets | • Feedback to responsibility managers on payment compliance  
• Financial circular on payments  
• Monitoring mechanism in | 48 Major | 26 Moderate | • Develop a manual for service providers to avoid delays of payment  
• Improve the payment systems of DoE  
• Investigate late payments and institute disciplinary action where necessary  
• Monitor payment |
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<td></td>
<td></td>
<td>● Negligence of official</td>
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<td>BAS implemented  Monthly reporting to Provincial Treasury</td>
<td></td>
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<td>processes</td>
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</table>
| EDU04            | Inadequate exam management | • Inadequate security over examination process  
• Non-confidentiality of scripts  
• Poor ethics and integrity of personnel  
• Quality of examiners, moderators and assessors  
• Integrity on the compilation of internal assessment  
• Non compliance with promotion and progression requirements | • Tarnished reputation/public perception  
• Dropout/failure rate at a tertiary level increased  
• Economic growth constraints  
• Negatively impacts integrity of the qualification  
• Financial loss  
• Increased unemployment rate  
• Inability to compete in a labour market | • Exam and Integrity committee in place  
• Examination board in place  
• Training process for official in examination related work (Examiners, Invigilators, captures etc)  
• Assessment of markers via the appeal process for learners  
• Vetting of exam officials in place  
• Government Gazette of 2008  
• Code of practice in place | 80 Critical | 26 Moderate | • Consider assessment process for markers  
• Develop Exam procedure manual |
| EDU12            | Poor results outcome at school’s level | • Lack of educator support by subject advisors (Curriculum implementation)  
• Inadequately prepared learners  
• Hampers socio-economic | | • Action plan 2014 (Basic Sector Education Plan)  
• Programme of action 2012 | 80 Critical | 64 Critical | • Effective utilisation of education centres |
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<td>• Mismanagement of schools (School leadership, dysfunction schools)</td>
<td>development and growth</td>
<td>• Annual National Assessment in place</td>
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<td>• Dysfunctional governance structures</td>
<td>• Importation of higher level skills</td>
<td>• Schooling 2025</td>
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<td></td>
<td></td>
<td>• Poor management</td>
<td>• Increased unemployment</td>
<td>• Educators belong to SACE</td>
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<td>• Insufficient supply of text books</td>
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<td>• Insufficient classroom equipment and laboratory equipment and laboratory</td>
<td>• Loss of learner confidence</td>
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<td>• Inadequate of onsite coaching and mentoring</td>
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<td>• Inadequate monitoring, evaluation and support of learners and educators</td>
<td>• Exposure learners to hazardous environment</td>
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<td> Non commitment by educators and learners</td>
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<td> Inadequate participation by parents in learner’s education and school governance</td>
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<td> Vandalism of infrastructure and theft of resources</td>
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<td> Failure to attract, retain and replace</td>
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| EDU05            | Ineffective implementation of the feeding scheme/nutrition programme | • Poor project Management  
• Late/ Inaccurate enrolment or confirmation of enrolment  
• Fraud and corruption  
• Compromised nutrition by service providers  
• Selection of service providers  
• Inadequate monitoring of the programme  
• Poor contract management  
• Inadequate capacity (Vacant | • Financial loss  
• Increased drop-out rate  
• High failure rate  
• Inability of the programme to meet other objective such as economic development, job creation  
• Increased learner absence | • Nutrition programme guideline in place  
• Feeding registers in place  
• Menu specification in place  
• EMIS  
• Monitoring processes in place | 48 Major | 26 Moderate | • Project management training  
• Finalise the policy on nutrition programme  
• Contract Management  
• Collaborate with Treasury, DEDT and Agriculture to facilitate development of Cooperatives (Compliance with BBBEE requirements  
• Fast track the filling of vacant |
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</table>
| EDU09            | Safety of educators, learners and school property | • Inability of the suppliers to comply with BBBEE posts)  
  • Inability of the suppliers to comply with BBBEE posts  
  • Poor security at schools (Some schools do have security guards and fences)  
  • Inadequate community involvement  
  • Inadequate budget to improve security  
  • Location of schools  
  • Poor infrastructure at schools (Non compliance with OSHA)  
  • Loss of life  
  • Litigation  
  • Financial loss  
  • Tarnished reputation | • Schools participate in CPF  
  • Schools linked to SAPS  
  • Security guards (Some schools)  
  • Fencing in some schools  
  • Alarms in some schools  
  • Access controls in some schools  
  • burglar guards in high valued storage items  
  • Infrastructure plan in place | 80 Critical  
  64 Critical | - The appointment of Security guards is under discussion  
  - Senior management in discussion for appointment security at all schools  
  - Recommendation for security of high valued items |
| EDU01            | Ineffective implementation of Early Childhood | • Lack of appropriate infrastructure and facilities  
  • Poor | • Non achievement of objectives  
  • Hindered learner progress | • SLA with Embury College in place  
  • National policy in Phasing in Grade R in schools | 48 Major  
  26 Moderate | - Set a service level agreement with DSD |
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| EDU03            | Inability to promote national identity and social cohesion e.g. youth development, art, culture and sport | • Inadequate funding  
• Inadequate coordination  
• Inadequate sports fields | • Non achievement of programme objectives  
• Impacting on learner progress and pass rate | • Policies and procedures in place  
• Sport programme in place  
• Arts and Culture in programmes place  
• Provincial Heritage event  
• Participate national days  
• Enrichment programmes in place  
• National flag and national symbols are distributed in schools | 80 Critical | 44 Major | • Conduct an assessment/audit of sport codes to address school leagues  
• Infrastructure to include sporting facilities in all new schools |
| EDU10            | Ineffective communication throughout all the levels of the | • Insufficient IT infrastructure at schools and district offices  
• Delays on  
• Poor decision making  
• Tarnished reputation  
• Media leaks. | | • Communication strategy in place  
• Weekly EXCO meetings  
• Bi-monthly Branch | 48 Major | 26 Moderate | • IT infrastructure put in place such that HO can communicate with District and |
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</table>
| EDU02            | Inability to eradicate illiteracy through ABET       | • Insufficient budget for ABET                                             | • Non achievement of objectives       | • Level 4 exams equivalent to grade 9              | 60 Major        | 33 Moderate      | • Participate in the Finalisation the white paper
|                  |                                                       | • Delays by National Department of Education in respect on transfer of ABET to National Department of Higher Education. |                                      | • Some public adult training centres are governed and managed |                 |                 | • Promote and advocate for public adult learning centres
<p>|                  |                                                       | • Inadequate norms and standards                                           |                                      | • Monitoring and evaluation of Adult Training Centres |
|                  |                                                       | • Non finalisation of qualification framework                               |                                      |                                                   |                 |                 | •                                            |
|                  |                                                       | • Non availability of qualified educators.                                  |                                      |                                                   |                 |                 |                                            |
|                  |                                                       | communication including feedback on requests made                          | • Litigation/financial loss.           | • Monthly Meetings with MEC                       |                 |                 |                                            |
|                  |                                                       | • Correspondence not attended to timeously or not at all.                   | • Possible conflicts between employees.| • Electronic information sent via e-mails (circulars) |                 |                 |                                            |
|                  |                                                       |                                                                            |                                      | • Website in place                               |                 |                 |                                            |
|                  |                                                       |                                                                            |                                      |                                                   |                 |                 |                                            |</p>
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</table>
| EDU06            | Failure to provide all needy learners with transport | • Poor project management  
• Inadequate coordination between stakeholders (taxi and buses owners)  
• Inadequate coordination between Dept of transport and Dept of Education | • Higher absenteeism or late comings  
• Safety and security of learners  
• Low concentration level | • MOU in place with dept of Transport  
• Route and beneficiaries identified by the department  
• Monitoring processes in place  
Quarterly meeting with dept of transport  
• Steering Committee in place | 48 Major | 26 Moderate | • Provide capacity by employing officials at HO and District Offices  
• Conduct an analyses to determine deserving beneficiaries of the transport system |
| EDU07            | Limited access to schools by learners with learning barriers | • Insensitive buildings to different learner challenges/disabilities  
• Inadequate budget  
• Insufficient adapted material  
• Insufficient educators for special needs  
• Delayed implementation of white paper 6 | • Inadequate development of disabled learners  
• Violation of constitutional basic Rights to education  
• Compromised quality of education | • Special schools  
• Full service schools in place  
• Modified buses  
• Strategy for implementation of white paper 6 in place | 48 Major | 38 Major | • Full implementation of infrastructure norms and standards  
• Curriculum adaptation  
• Training of qualified educators for learners with disability  
• Continuous assessment of the |
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</table>
| EDU11           | School Infrastructure | • Insufficient budget  
• Limited design  
• Limited useful life  
• Population migration  
• Infrastructure Backlog | • Non achievement of objectives  
• Undermine quality of education | • Infrastructure plan in place  
• Maintenance plan in place  
• Presidential Infrastructure Commission | 48 Major | 38 Major | implementation of the strategy  
• Gravitate to better Design  
• Philosophy of schools (Social Values)  
• Conduct a thorough Research before building a school  
• Initiate PPP awareness  
• Partnering with other organisations |
| EDU08           | - Low output of maths and science learners | • Under qualified educators(MST)  
• Inadequate attention at the foundation phase for MST  
• Insufficient skill in the market  
• Non alignment between the strategy and | • Economic regression | • Conditional Grants from National Government  
• Dinaledi Programme in place  
• Rural Incentive policy in place | 100 Critical | 80 Critical | • Rural Incentive policy in place  
• Benchmark against other leading countries  
• Consider a institution that will have professional staff to train educators |
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<td>• Inadequate incentives to attract maths and science educators</td>
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<td>• Inheritance of the past</td>
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<td>• Poor methodology of learning</td>
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<td>Curriculum planners to promote Maths illiteracy</td>
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<td>Demystify Maths and Science</td>
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<td>Formalise relationship with Moses Kotane Institute</td>
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<td>Identify high flyers and seek to retain them on the maths system</td>
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<td>Identify mechanism to train more teachers in maths and Science</td>
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- Politicians to create awareness about maths and science
- Review methodology of teaching – interactive learning
- Review rural incentives
- Transfer a grant to institute