

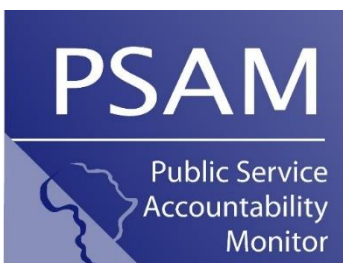


**Department of Education**  
**Eastern Cape, South Africa**



## **Expenditure Tracking Report, December 2017**

**Public Service Accountability Monitor**



**Siyabulela Fobosi**

**Expenditure Tracking Report: Education****2016/17****December 2017****Siyabulela Fobosi**

Monitoring and Advocacy Programme

Public Service Accountability Monitor

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**INTRODUCTION**

The South African Constitution commits government departments to the progressive realisation of socio-economic rights, including the right to education, healthcare, housing and social welfare, within available resources. Social accountability is central to good governance and relates to being accountable or responsive to citizens. Through social accountability, the citizens as users of public services voice their needs and demand for an improved delivery of basic services.<sup>1</sup> The Public Service Accountability Monitor (PSAM) defines social accountability as the obligation by public officials and private service providers to justify their performance in progressively addressing the socio-economic rights through the delivery of public services, state departments and private service providers responsible for the management of public resources must implement effective accountability and service delivery processes. These include: planning and resource allocation processes; expenditure management processes; performance monitoring processes; integrity management processes and, oversight processes. These processes, together, combine to form a *social accountability system*, which acts as the central pillar of a responsive democratic space.

In South Africa, education is widely recognized for its potential to lift people out of poverty and promoting human rights and democracy. Even though Gross Domestic Product (GDP) is expected to grow marginally in the current year, the state is accumulating debt faster than it is able to collect and increase revenue. Minister of Finance, Malusi Gigaba, in his Medium Term Budget Policy Statement (MTBPS) speech on 25<sup>th</sup> October 2017, rightly drew attention

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<sup>1</sup> Baez Camargo, C and Jacobs, E. 2013. *Social Accountability and Its Conceptual Challenges: An analytical framework*. Basel Institute on Governance: Working paper series No. 16.

to the fact that “tax revenue is projected to fall short of the 2017 Budget estimate by R50.8 billion in the current year, the largest downward revision since the 2009 recession.”<sup>2</sup> This shortfall in revenue collection is coming at a time when the country is under pressure to stick to its path of fiscal consolidation to prevent further credit rating downgrades. He said that nearly 15% of the main budget revenue will be spent servicing debt by 2020/21.<sup>3</sup>

This report is aimed at interrogating expenditure on public education infrastructure in the 2016/17 financial year and first two quarters of 2017/18 in the Eastern Cape. In so doing, it provides a brief account of the available funds and whether these funds were spent efficiently and effectively during the financial year under review. The report focuses on the implementation of an effective management process by the Eastern Cape Department of Education (ECDoE) within its infrastructure delivery programmes. In order to monitor and evaluate the transparency and accountability of government departments, the PSAM has developed a set of evidenced-based tools for monitoring the information that is produced annually by departments.

## **KEY FINDINGS AND RECOMMENDATIONS**

### **I) Finding**

In the 2016/17 financial year, the ECDoE had an Adjusted Budget of R30.98 billion. As at 31 March 2017, the ECDoE had spent 99.9% of its budget. When the MTBPS was tabled on 25<sup>th</sup> October 2017, it was explained that “R 7.3 billion that had been shifted to the provincially-administered education infrastructure grant, but had not been allocated to specific projects, would be returned to the department’s school infrastructure backlogs grant (SIBG) over the 2018 MTEF period”.<sup>4</sup>

### **I) Recommendation**

The failure to allocate funds to projects requires explanation, and corrective action needs to be taken to ensure that when the R 7.3 billion is allocated to the SIBG in 2018 MTEF, it is efficiently and effectively spent to respond to learners and educators most in need of support. The Department of Basic Education (assisted by Treasury) must address challenges in school infrastructure provisioning. In order to address the inequalities of access to education, there is a need of a better targeting of public spending to disadvantaged groups to improve access to quality education. This means that public spending policies should be able to achieve more equitable education outcomes.

### **II) Finding**

The national and provincial government has “the responsibility for providing and delivering education services is shared between the national and provincial government”, in order to

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<sup>2</sup> Medium Term Budget Policy Statement. 2017. Accessed from <http://www.treasury.gov.za/documents/MTBPS/2017/speech/speech.pdf> at page 16, on 14 December 2017

<sup>3</sup> *Ibid*, at page 17

<sup>4</sup> *Ibid* at page 43

ensure that the rights to access education is realised.<sup>5</sup> The Infrastructure Development Programme was allocated R 1.71 billion in the 2016/17 financial year which was reduced to R1.7 billion. This Programme had a recorded underspending of R 49.85 million.

## **II) Recommendation**

In addition to the delivery of infrastructure projects, it is important to address “the lack of capacity to plan and budget effectively at various administrative levels of the Department of Basic Education”.<sup>6</sup> Addressing this is very important, considering its impact on the implementation and completion of school infrastructure projects. Just like the compensation of employees within the Department, infrastructure is an important policy and budget priority.

## **III) Finding**

In the 2016/17 financial year, the ECDoE received seven conditional grants, with the Education Infrastructure Grant (EIG) being the largest single grant received by the Department. This grant was allocated R 1.5 billion allocated in 2016/17. The ECDoE, however, failed to meet its targets on school infrastructure, even though it is reported as having spent 100% of the EIG allocation.

## **III) Recommendation**

The Treasury must take immediate action to ensure that all school infrastructure funds are effectively spent. The underspending by the Department is unacceptable given the economic climate and needs of learners and teachers. The inability of the ECDoE to meet its current targets in the delivery of projects will have implications for meeting future targets and, needs to be addressed for the progressive realisation of the rights of learners to quality education.

## **IV) Finding**

It is reported by the Auditor-General in the 2016/17 financial year that the ECDoE did not take effective steps to prevent irregular expenditure. In addition to this, steps were not taken to prevent fruitless and wasteful expenditure. Moreover, construction contracts were reported to have been awarded to contractors that were not registered with the Construction Industry Development Board in accordance with section 18(1) of the Construction Industry Development Board Act of South Africa, 2000 (Act No.38 of 2000).<sup>7</sup>

## **IV) Recommendation**

The ECDoE should prevent irregular and wasteful expenditure as required by section 38(1) (C)(ii) of the Public Finance Management Act (PFMA) and treasury regulation 9.1.1. In

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<sup>5</sup> United Nations Children’s Fund (UNICEF). 2017. Education Budget South Africa 2017/2018. Accessed from [https://www.unicef.org/esaro/UNICEF\\_South\\_Africa\\_-\\_2017\\_-\\_Education\\_Budget\\_Brief.pdf](https://www.unicef.org/esaro/UNICEF_South_Africa_-_2017_-_Education_Budget_Brief.pdf) on 12 December 2017.

<sup>6</sup> Kota, Z. 2014. *Still Stuck in the Mud: A Brief Review of Budget and Expenditure Trends In The Provisioning of School Infrastructure in South Africa*. Budget Brief in Preparation for a Joint Submission to the Standing Committee on Appropriations during the Public Hearings on the Medium Term Budget Policy Statement (MTBPS). Public Service Accountability Monitor.

<sup>7</sup> Eastern Cape, Department of Education *Annual Report 2016/17*, at page 160 Part E

section 38(1) (C)(ii), the PFMA is very clear that the department should “prevent unauthorised, irregular and fruitless and wasteful expenditure and losses resulting from criminal conduct”.<sup>8</sup> Moreover, the treasury regulation 9.1.1 states that “the accounting officer of a department must exercise all reasonable care to prevent and detect unauthorised, irregular, fruitless and wasteful expenditure, and must for this purpose implement effective, efficient and transparent processes of financial and risk management”.<sup>9</sup>

## 1. PROVINCIAL GOVERNMENT ALLOCATIONS TO SCHOOL INFRASTRUCTURE

Provinces make use of the EIG to build, maintain and refurbish education infrastructure and schools. An indirect grant to provinces is the SIBG that was introduced in 2011 as a temporary, high-impact grant. This is called an indirect grant because the National Department of Education performs the function of addressing the inappropriate structures and access to basic services to schools on behalf of the ECDoE. This grant addresses the conditions of mud schools which have unsafe and inadequate school infrastructure. This kind of infrastructure endangers learners and teachers, including making effective learning and teaching impossible. Poor school infrastructure is found throughout the country, but the problem is particularly worse in the Eastern Cape where the majority of mud schools are located.<sup>10</sup> In its papers filed in the Grahamstown High Court, the Legal Resources Centre (LRC) stated that while there has been progress in providing proper structures, it was just not enough.<sup>11</sup> It is evident that the provincial education system continues to fail learners in township and rural schools in particular in spite of the existence of a progressive education policy context.

In the MTBPS, it is explained that “R7.3 billion that had been shifted to the provincially-administered education infrastructure grant, but had not been allocated to specific projects, be returned to the department’s school infrastructure backlogs grant over the 2018 MTEF period”.<sup>12</sup> According to the Annual Report of the ECDoE for the 2016/17 financial year “the Department had an Adjusted Budget of R 30.98 billion in the 2016/17 financial year. At 31 March 2017, the Department had spent R 30.96 billion, that is, 99.9% of the budget”.<sup>13</sup> Overspending was reported in Programme 2 (Public Ordinary Schools) by R 123.34 million and Programme 7 (Examination and Education Related Services) by R 51.22 million. Programme 6 (Infrastructure Development), “received an original allocation of R1.71 billion in the 2016/17 financial year, which was reduced by R 35 million in the adjustment estimate to R 1.67 billion”.<sup>14</sup> Underspending was recorded in this programme by R 49.85 million. The 2016/17 financial year was noted to having had under expenditure similar to the 2015/16 financial year due to delays in project delivery and subsequent underachieving of planned

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<sup>8</sup> Public Finance Management Act No.1 of 1999

<sup>9</sup> Treasury Regulations, Issued in terms of the Public Finance Management Act, 1999, at page 24

<sup>10</sup> Abdoll, C and Barberton, C. 2014. Mud to bricks: A review of school infrastructure spending and delivery. Accessed from <https://www.cornerstonesa.net/list-of-publications> on 21 September 2017

<sup>11</sup> George, Z. 26 August 2017. Let down by schools of shame. Accessed from <http://www.dispatchlive.co.za/news/2017/08/26/let-schools-shame/> on 21 September 2017

<sup>12</sup> <http://www.treasury.gov.za/documents/MTBPS/2017/mtbps/FullMTBPS.pdf> at page 43

<sup>13</sup> Eastern Cape, Department of Education *Annual Report 2016/17*, at page 14

<sup>14</sup> *Ibid*, Part A, at page 15

targets.<sup>15</sup> Table 1 below illustrates EIG allocations in nominal terms by province over the 2016/17 and over the MTEF.

**Table 1: Education Infrastructure Grant and Backlogs Grant Allocations by province<sup>16</sup>**

Education Infrastructure Grant Allocations	Medium-term estimates			Average Change Over MTEF (%)	NOMINAL Change Between 2016 and 2017 (%)
	<i>R thousand</i>				
Provinces	2016/17	2017/18	2018/19		
Eastern Cape	<b>1,505,088.00</b>	1,581,750.00	1,494,984.08	-0.22%	5.09%
Free State	<b>695,122.00</b>	661,635.00	690,454.75	-0.22%	-4.82%
Gauteng	<b>1,385,737.00</b>	1,468,146.00	1,376,434.67	-0.22%	5.95%
Kwazulu-Natal	<b>1,958,321.00</b>	1,993,146.00	1,924,302.11	-0.58%	1.78%
Limpopo	<b>830,532.00</b>	810,523.00	845,827.70	0.61%	-2.41%
Mpumalanga	<b>788,153.00</b>	750,184.00	782,861.16	-0.22%	-4.82%
Northern Cape	<b>486,538.00</b>	612,267.00	483,271.72	-0.22%	25.84%
North West	<b>971,989.00</b>	1,074,331.00	965,464.23	-0.22%	10.53%
Western Cape	<b>992,212.00</b>	1,093,580.00	985,551.59	-0.22%	10.22%
<b>Total</b>	<b>9,613,692.00</b>	<b>10,045,562.00</b>	<b>9,549,152.00</b>	-0.22%	4.49%
<b>National School Infrastructure Backlogs Grant (NSIBG)</b>	<b>2,374,867.00</b>	<b>2,594,698.00</b>			<b>9.26%</b>

From the table above, it can be seen that there was an increase by 5.09% in nominal terms between 2016 and 2017 for the EIG in the Eastern Cape. The allocation increased from R 1.5 billion in 2016/17 to R 1.6 billion in 2017/18. The Eastern Cape and Kwazulu-Natal provincial departments received the largest EIG allocation. The budget increases for both provinces between 2016/17 and 2017/18 are worth noting. All the provinces, except for the Free State, Limpopo and Mpumalanga experienced increases in nominal terms between 2016 and 2017. Over the MTEF, the EIG allocations across all provinces decreased by 0.22% in nominal terms, with the exception of Limpopo with a slight increase of 0.61% and Kwazulu Natal with a decrease by 0.58%. When looking at the increase in Limpopo, the Limpopo Department of Education (LDoE) mentions that it “prioritises the allocations towards eradication of inappropriate school infrastructure, provision of sanitation facilities, and provision of water and maintenance of existing infrastructure”.<sup>17</sup> Despite this – the LDOE sees a decrease in the EIG allocation between 2016 and 2017. In a similar light to the

<sup>15</sup> Portfolio Committee on Education. 31 October 2017. Political Overview by MEC for Education Hon. M Makupula, MPL, at page 7

<sup>16</sup> National Treasury, Republic of South Africa. 2016 and 2017 Budget Review

<sup>17</sup> 2017 Estimates of Provincial Revenue and Expenditure, Limpopo Vote 3, at page 30



Eastern Cape – the Limpopo provincial department exhibits worrying trends in financial management including significant under expenditure. For example, “of the total education budget of R 27.4 billion allocated to Limpopo in the 2017 financial year, R 565 million went unspent – a spending rate of 97.9%.”<sup>18</sup> The province of the Northern Cape had a huge increase of 25.4% in nominal terms between 2016 and 2017, because of the focus on improving school infrastructure. The reason for this increase “is mainly due to new reforms of the infrastructure spending and planning in government as a whole.”<sup>19</sup>

An increase of 9.26% in nominal terms between 2016/17 and 2017/18 can also be observed in the SIBG. The DoE uses the SIBG to build and upgrade schools on behalf of provinces in order to address the inappropriate structures and access to basic services. From the 2017/18 financial year, the SIBG used to fund the Accelerated Schools Infrastructure Delivery Initiative (ASIDI), will be merged with the Education Infrastructure Grant (EIG) from 2017/18. For this financial year, the grant is allocated R 2.4 billion. The full value of the ASIDI grant (R 5.4 billion) will be added to the EIG over the medium term”.<sup>20</sup> However, since 2011 ASIDI has been plagued by under expenditure. It is not clear that merging the two grants (EIG and SIBG) will ensure more efficient expenditure and delivery. During the 2015/16 financial year, ASIDI underspent by R 980 million, meaning that only 52.1% of the fund was utilised. Spending on this grant, SIBG, has been reported to have been poor for a number of years and was scheduled to come to an end in 2017/18.<sup>21</sup> The Department of Basic Education, however, needs to complete projects that are under way.

The Minister of Finance, Mr. Malusi Gigaba explained in his MTBPS speech that R 44 billion would be spent on building new schools and refurbishing others.<sup>22</sup> However, according to the Adjustment Estimates that accompanied the MTBPS, R 415 million in unspent funds was declared within the SIBG.<sup>23</sup> The underspend is explained as being due to delays in appointing contractors, including slow spending on school infrastructure projects. This is unacceptable given the economic climate and needs of learners and teachers.

## **2. ECDoE INFRASTRUCTURE EXPENDITURE: PROGRAMMES AND CONDITIONAL GRANT ALLOCATIONS**

The ECDoE has the following seven (7) programmes (listed with their final appropriations in 2016/17)<sup>24</sup>:

- Programme 1: Administration (R 2.7 billion)
- Programme 2: Public Ordinary Schools (R 23 billion)
- Programme 3: Independent School Subsidies (R 116.3 million)
- Programme 4: Public Special Schools (R 651.5 million)

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<sup>18</sup> Daily Maverick. 2017 *GroundUp: Michael Komape case – Education department had funds to fix toilet*. Accessed from <https://www.dailymaverick.co.za/article/2017-11-22-groundup-michael-komape-case-education-department-had-funds-to-fix-toilet/#.WjDSYDaQzIV> on 12 December 2017

<sup>19</sup> Northern Cape Department of Education. 2017. *Vote 4*. To be appropriated by Vote in 2017/18, at page 10

<sup>20</sup> Equal Education. 2016. Press Statement: Equal Education’s Response to Minister Pravin Gordhan’s 2016 Budget Speech: HIT and MISS. Accessed from <https://equaleducation.org.za/2016/02/25/press-statement-equal-educations-response-to-minister-pravin-gordhans-2016-budget-speech-hit-and-miss/> on 10/11/2017

<sup>21</sup> 2017 MTBPS, p.43

<sup>22</sup> 2017 MTBPS Speech, p. 21

<sup>23</sup> Adjusted Estimates of National Expenditure 2017, p.95

<sup>24</sup> Eastern Cape Department of Education, *Annual Report 2016/17*, p.14

Programme 5: Early Childhood Development (R 556.5 million)  
**Programme 6: Infrastructure Development (R 1.7 billion)**  
 Programme 7: Examinations and Education Related Services (R 469.4 million)

The **Infrastructure Development** programme has the following key priorities:

- Eradicate inappropriate and mud structures and other infrastructure of Public Ordinary Schools in line with Norms and Standards for Infrastructure.
- Ensure that all schools have basic services and meet basic safety requirements in line with the Norms and Standards.
- Provide appropriate Grade R facilities at schools in line with the Norms and Standards.
- Provide intervention in cases of disasters or emergencies.
- Monitor minor maintenance required at schools.
- Provide infrastructure in respect of the realigned schools and optimise existing infrastructure in rationalised schools.
- Provide and upgrade existing infrastructure to facilitate universal access for disabled children and youths.

In the 2016/17 financial year, the Department received the following conditional grants (with final appropriations):<sup>25</sup>

1. Conditional Grant 1: Mathematics, Science and Technology (MST) Conditional Grant (R 59.3 million)
2. Conditional Grant 2: National School Nutrition Programme (R 1.08 billion)
3. Conditional Grant 3: **Education Infrastructure Grant (R 1.5 billion)**
4. Conditional Grant 4: HIV and AIDS Grant (R 39.6 million)
5. Conditional Grant 5: EPWP Grants - Integrated Incentive Grant (R 2.1 million)
6. Conditional Grant 6: EPWP Grants - Social Sector Incentive Grant (R 10.2 million)

The Education Infrastructure Grant is the largest single grant received by the Department (R 1.5 billion allocated in 2016/17) followed by the National School Nutrition Programme at R 1.08 billion – a programme that is focused on alleviating the impact of poverty on the wellbeing of learners. The following expected outputs and actual achieved outputs of the grant were reported in the 2016/17 financial year.

**Table 2: EIG Expected Outputs vs Actual Outputs (2016/17)<sup>26</sup>**

<b>Expected Outputs</b>	<b>Actual Outputs achieved</b>
Provision of water supply for the targeted 165 public ordinary schools	77 public ordinary schools were supplied with water
Provision of electricity supply for the targeted 95 public ordinary schools	10 public ordinary schools were supplied with electricity
Provision of sanitation facilities for the targeted 246 public ordinary schools	88 public ordinary schools were supplied with adequate sanitation

<sup>25</sup> Eastern Cape Department of Education, *Annual Report 2016/17*, at page 93, Part B

<sup>26</sup> Eastern Cape, Department of Education *Annual Report 2016/17*, at page. 97 Part B



Provision of classrooms for the targeted 509 public ordinary schools	88 classrooms were built at public ordinary schools
Provision of specialist rooms for the targeted 83 public ordinary schools	24 specialist rooms were built at public ordinary schools
Provision of Grade R classrooms for targeted 84 public ordinary schools	19 Grade R classrooms in public ordinary schools
Refurbishment to a targeted 21 public ordinary schools	23 public ordinary schools received scheduled maintenance

Looking at the actual outputs achieved against the expected outputs in table 2 above, it is clear that the ECDoE failed to meet its targets. It can be seen that there is a huge variance between planned targets and actual performance. The common challenges presented by these variances have to do with the non-performance of project contractors and poor project management practices. This poor project management is explained as a result of the lack of capacity in the agents/contractors who are awarded tenders.

In addition to the projects in the table above, the MEC for Education in the Eastern Cape, explained in his speech during a meeting of the Portfolio Committee on Education, on 31 October 2017, that in 2016, the Department identified (initially) five priority hostels for refurbishment and or new construction. These hostels were the following:

- Thubalethu High School,
- Nomsa Frans High School,
- Riebeek East High School,
- Makaula High School, and
- Smuts Ndamase High School.

The following two schools were later added:

- Clarkebury High School and
- Healdtown High School

Mr. Mandla Makupula, in his presentation further reported that three (3) of these seven (7) are at various stages of construction and, four (4) are undergoing design for construction in the 2017/18 financial year. Across the province of the Eastern Cape, a total of 23 schools (1 per district) were identified for major maintenance in the 2016/17 financial year. Out of this number, 19 were completed with the balance delayed as a result of non-performance by the contractors. The completion of these has been moved to the 2017/18 financial year due to the non-performance by the contract and, a new service provider has been sourced.<sup>27</sup> In addition to this, 105 schools and 1 school with hostel accommodation, “were identified for implementation under this priority”.<sup>28</sup> The 2016/17 Annual Report reported that “there are 7 schools without water nor sanitation, 810 with pit latrines and 30 requiring electricity”.<sup>29</sup>

<sup>27</sup> Eastern Cape, Department of Education *Annual Report 2016/17*, at page 105

<sup>28</sup> *Ibid*

<sup>29</sup> *Ibid*, at page 104

According to the 2017 Adjusted Estimates of National Expenditure, “only 3 new schools have been completed through the ASIDI against a target of 115 for the year”.<sup>30</sup> This was reported to have been as a result of poor performance by some implementing agents and difficulties experienced in replacing underperforming ones. The ECDoE Annual Report for the 2016/17 financial year further notes that “it is pleasing to see that the department has been able to spend 100% of the EIG for the past 2 years (2015/16 and 2016/17)”.<sup>31</sup> However, it is vital to note that this expenditure trend does not mean that the department is improving on its targets. For example, while it was expected that 84 public ordinary schools would be provided with Grade R classrooms, only 19 were achieved. This means that even though the department is reported to have spent 100% on this grant, it still does not meet the planned targets.

The budget details in the tabled MTBPS report an Adjusted budget of 30 983 billion for ECDoE in the 2016/17 financial year. This increased to 32 989 in the 2017/18 financial year, with a reported actual spending of 13 442 from April to August.<sup>32</sup>

### **3. PROVINCIAL AUDIT OUTCOMES**

The 2017 report of the Auditor-General to the Eastern Cape Provincial Legislature on the Department of Education, reported that “effective steps were not taken to prevent irregular expenditure, as required by section 38(1) (C) (ii) of the PFMA and treasury regulation 9.1.1. The full extent of the irregular expenditure could not be quantified”.<sup>33</sup> In addition to this, the Department did not take effective steps to prevent fruitless and wasteful expenditure. The report of the Auditor-General also notes that the department has a significant budget for infrastructure which is critical for the maintenance of school infrastructure.<sup>34</sup> Moreover, construction contracts were reported to have been awarded to contractors that were not registered with the Construction Industry Development Board in accordance with section 18(1) of the Construction Industry Development Board Act of South Africa, 2000 (Act No.38 of 2000).<sup>35</sup> Substantial deficiencies were “noted in key priorities of the department relating infrastructure, school management, learner-teacher support material and early childhood development”.<sup>36</sup>

### **4. CONCLUSION**

Based on the observations made above, the dismal progress in the provision of school infrastructure should be addressed, because learners’ access to quality education is heavily influenced by safe and appropriate school infrastructure. There is a need for more financial management support from the Treasury in order to avoid under/over-expenditure and improve expenditure within the EIG. In addition to this, withholding funds is not enough to addressing the challenges of over/under expenditure because, it perpetuates the lack of service delivery. The underspending of EIG by the provinces must be addressed. Provinces

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<sup>30</sup> Adjusted Estimates of National Expenditure 2017, at page 92

<sup>31</sup> Eastern Cape, Department of Education *Annual Report 2016/17*, p.103

<sup>32</sup> 2017 MTBPS, at page 74

<sup>33</sup> *Ibid*, at page 159 Part E

<sup>34</sup> *Ibid*, at page 162 Part E

<sup>35</sup> Eastern Cape, Department of Education *Annual Report 2016/17*, at page 160 Part E

<sup>36</sup> *Ibid*

should ensure better use of the budget allocated in order to improve access to quality education. While the Minister of Finance, Malusi Gigaba, explained in his Medium Term Budget Policy Statement (MTBPS) speech that R 44 billion would be spent on building new schools and refurbishing others, R 415 million in unspent funds was declared within the School Infrastructure Backlogs Grant (SIBG) according to the Adjustment Estimates that accompanied the MTBPS. The underspending is explained as being due to delays in appointing contractors. This is unacceptable given the economic climate and needs of learners and teachers.

## OUR ORGANISATION

The PSAM was founded in 1999 as a research project in the Rhodes University Department of Sociology. Its initial aim was to monitor incidents of corruption within the Eastern Cape government. From 2005, recognising the systemic nature of poor governance and corruption in the province, the PSAM began a concerted advocacy effort to systematically strengthen public resource management by key Eastern Cape government departments. In 2007,

PSAM introduced a training and academic component. The training component has developed to be what is known as the Regional Learning Programme and the academic component has changed to become what is known as the Advocacy Impact Programme. The various activities and interventions by PSAM over the years have emphasised the on-going need for greater and improved accountability interventions by civil society organisations across the region. Through our work we seek to achieve improved networking and advocacy to leverage impact and enhanced learning so that achievements are shared, evaluated and used to bolster social accountability interventions in sub-Saharan Africa.

Visit- [psam.org.za](http://psam.org.za)

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