

Jaarlikse Prestasieplan 2008/09 tot 2010/11

Annual Performance Plan 2008/09 to 2010/11

IsiCwangciso seNtsebenzo soNyaka 2008/09 ukuya 2010/11



**WESTERN CAPE
Education Department**

Provincial Government of the Western Cape



Foreword by MEC



As we approach the end of this five-year cycle it is important for the WCED to take stock of what has been achieved to date and what still lies ahead.

The focus in this Annual Performance Plan on matters of access and redress is a critical reminder to us of what the business of this government is. The decades of inequity still reflect in our school infrastructure, in the fact that most schools are located in areas of poverty and crime, in the fact that our very teachers are not fully equipped to give the necessary academic input.

Through targeted projects like QIDS-UP, through our expanded circuit team support model, our 42 new schools, 1509 new classrooms, our ring-fenced supply of learning and teaching support material, the extension of ACEs and NPDEs for our teachers, we are working single-mindedly to make serious inroads in our seriously uneven education provision. The growth in the FET College sector is a critical turnaround project to help curb learner dropout and attend to the supply of scarce skills. The ABET expansion programme is also a steady contribution to growing the skills' base in the province. Clearly the incrementally expanded allocations to ECD are a key factor in tackling critical issues like literacy and numeracy systemically.

I want this Annual Performance Plan to stand as a bold document which puts out our issues and concerns honestly and in full. We list programmatic deliverables across the board and look forward to rising to the challenges we are setting for ourselves. In a period in which we are looking increasingly to our schools for accountability we ourselves need to nail our colours to the mast and then deliver on what we commit to.

I simply want to repeat here what we say elsewhere in this plan: we commit ourselves in this year to:

- Shaping and managing improved achievement of learning outcomes through target-setting and accountability
- Enhanced specific/targeted and strategic support of teachers to develop both expertise (effectiveness) and job satisfaction (affective aspects) – this implies a need for programmes, for improved systems and for better communication
- Filling provincial policy and policy implementation gaps
- Giving full effect to the policies of the national department

I want the prevailing message for this year to our schools, our colleges, our ABET centres and to our parents and stakeholders, to be that we are entering a time of stability. We will be consolidating and moving steadily forward. We know what the needs are and we will do all in our power to support learning, teachers and learners. We expand our vision from “A learning home for all” to “A quality learning home for all” and commit ourselves to service.

Cameron Dugmore
MEC: Education, Western Cape

Foreword by the Accounting Officer



The Annual Performance Plan of the Western Cape Education Department (WCED) for the period 2008/09 to 2010/11 provides a framework for action as we strive to provide quality education for all in this province.

Our point of departure is the Human Capital Development Strategy (HCDS) of the Western Cape, which provides a detailed analysis of the challenges we face and what we have to do to achieve our objectives by 2014.

The HCDS is embedded in national and provincial policies and strategies to transform South African society by ensuring access to quality education, and to contribute to shared growth and development by building our human and social capital.

These include the national Accelerated Shared Growth and Development Strategy (AsgiSA) and the provincial iKapa Elihlumayo strategy to grow and share the Cape.

By definition, the Annual Performance Plan focuses in particular on the year ahead, while incorporating a three-year perspective, to cover the Medium-Term Expenditure Framework (MTEF) period.

The plan covers every aspect of education in detail, including our eight provincial budget programmes, strategic objectives, measurable objectives, and performance measures and targets.

While we are well aware that there are no “quick fixes”, we firmly believe that we have to tackle our key challenges with a great sense of urgency. As a developmental state, we have to intervene deliberately to transform education, and we have to do so with determination. We cannot do otherwise, given the challenges we face.

Key challenges for the WCED this year include implementing our redesign, which will ensure well-informed, well-planned and well-developed support for schools where it is needed the most.

While we operate within a comprehensive framework of policies, strategies and action plans, we do so without losing sight of our key focus, namely the learner in the classroom.

Everything we do, in the end, must ensure that our learners obtain the knowledge, skills values and attitudes they need to lead successful lives and to build a successful society. We commend this document to all interested parties as our plan for achieving this objective.

Ronald B Swartz
Head of Education, Western Cape

Vision

A Learning Home for All

Mission

Our mission is to ensure that all learners acquire the knowledge, skills and values they need:

- To realise their potential
- To lead fulfilling lives
- To contribute to social and economic development
- To participate fully in the life of the country
- To compete internationally, and
- To build communities capable of managing their lives successfully and with dignity.

Values

- The values of the South African Constitution
- The Batho Pele Principles
- Critical outcomes of the National Curriculum
- Transformation, by ensuring access, equity and redress
- The prime importance of the learner
- Pro-poor approach to resource allocation
- Accountability and transparency
- Excellence in all we do
- Responsibility to society at large, to support efforts at ensuring social, cultural and economic development

The *Manifesto on Values, Education and Democracy* (Department of Education, 2001) lists 10 values based on the values of the Constitution, namely: democracy, social justice, equality, nonracism and non-sexism, Ubuntu (human dignity), an open society, accountability, the rule of law, respect and reconciliation.

Batho Pele means "putting people first". The eight Batho Pele principles stress the importance of consultation, good service standards, courtesy, access, information, openness and transparency, dealing with complaints and giving best value.



WESTERN CAPE
Education Department

Provincial Government of the Western Cape



About this document

The *Annual Performance Plan* of the Western Cape Education Department (WCED) explains the plans for education of the Provincial Government for the period 2008/09 to 2010/11, with a special focus on what will happen during the financial year starting on 1 April 2008 and ending on 31 March 2009. This document also includes much information about the current situation in education: what the major challenges are and what Government's responses are in this regard.

There are two main parts to this document.

Part A explains what the national and provincial **strategic goals** and **strategic objectives** are, and how they are supported by the strategies and plans of the department. Successes and challenges in the province are also described. Part A also explains the way forward for pre-school services, schools, further education and training (FET) colleges and adult education.

Part B provides more details about the services of the department, and the social and economic challenges. Key elements used to organise the information in Part B are:

- **Provincial budget programmes.** There are eight such programmes. These constitute the sub-sections of Part B.
- **Strategic objectives.** These were introduced in Part A, but in Part B they are linked to individual budget programmes. There are a number of strategic objectives in total, and they indicate the strategic direction for the various budget programmes.
- **Measurable objectives.** These are more specific than the strategic objectives, and are mostly linked to specific programmes.
- **Performance measures.** These fall under the measurable objectives, and are specific statistics that Government regards as important, for example percentage of school-age children and youths enrolled in the system.
- **Performance targets.** Each performance measure has three performance targets, one for each of the next three financial years. These targets, which receive much attention in the analysis and plans provided in this document, indicate how Government intends improving service delivery in the coming years.
- **Appendix A** lists the 39 core performance measures (PMs) agreed upon nationally. For each performance measure, the number, the short description and the longer description are provided.

The strategic objectives, measurable objectives and performance measures are standardised for the country, in other words they are the same in each province (it is possible, however, for provincial strategic objectives and performance measures to exist alongside the national ones). Performance targets will often differ from province to province, depending on the specific circumstances of the province.

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Glossary of terms

The definitions attached to particular terms in this document are provided below.

Measurable objective (MO)

Measurable objectives are objectives where attainment can be relatively easily measured. Their focus is largely on fairly universal measures of access, adequacy, equity, efficiency, output and quality. They complement the strategic objectives. Most measurable objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.

Performance measure (PM)

Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic.

Provincial Performance measure (PPM)

Similar to PMs, provincial performance measures are unique to a particular province.

Performance target (PT)

A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.

Strategic goal (SG)

Strategic goals are goals that determine the overall medium to long-term direction of the pre-tertiary education system. They reside at the top of the hierarchy of planning elements.

Strategic objective (SO)

Strategic objectives are one level below the strategic goals. Their focus is more specific than that of the strategic goals. Most strategic objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.

Acronyms

ABET	Adult basic education and training	LOGIS	Logistics Information System
AFET	Adult further education and training	LSEN	Learners with special education needs
ASGI-SA	Accelerated and Shared Growth Initiative	LTSM	Learning and teaching support materials
CEM	Council of Education Ministers	MEC	Member of the Executive Council
CEO	Chief Executive Officer	MEDS	Micro-economic Development Strategy
CLC	Community learning centre	MSP	Master Systems Plan
CTI	Cape Teaching Institute	MTEF	Medium-term expenditure framework
DoE	National Department of Education	NCS	National Curriculum Statements
DTC	Departmental Training Committee	NGO	Non-governmental organisation
ECD	Early childhood development	NQF	National qualifications framework
EE	Employment Equity	NSNP	National school nutrition programme
EFA	Education for All	NSSF	Norms and standards for school funding
EMDC	Education Management and Development Centre	PED	Provincial Department of Education
EMIS	Education Management Information System	PFMA	Public Finance Management Act
EPWP	Expanded Public Works Programme	PPP	Public-private partnership
ETDP	Education, training and development practices	QUIDS-UP	Quality Improvement, Development, Support and Upliftment Programme
EWP	Employee Wellness Programme	RCL	Representative Council of Learners
FET	Further education and training	RPL	Recognition for Prior Learning
FETC	Further education and training certificate	SAQA	South African Qualifications Authority
FETMIS	Further education and training management information system	SASA	South African Schools Act
FTE	Full-time equivalent	SDA	Service delivery agreement
GET	General education and training	SDIP	Service delivery improvement plan/programme
GETC	General education and training certificate	SETA	Sector Education and Training Authority
HCDS	Human Capital Development Strategy	SGB	School governing body
HCPT	Human Capital Project Team	SIP	School improvement plan
HEDCOM	Heads of Education Departments' Committee	SITA	State Information Technology Agency
HEI	Higher education institution	SMT	School management team
HRD	Human resource development	SPMS	Staff performance management and development system
ICT	Information and communication technology	SSE	School self evaluation
IQMS	Integrated Quality Management System	WCED	Western Cape Education Department
		WSE	Whole school evaluation
		WSP	Workplace skills plan

Overview and Strategic Update

Part A of the Annual Performance Plan explains the challenges facing the WCED in terms of social and demographic pressures, education and other policies, as well as the strategies laid down in the *Five-year Strategic and Performance Plan 2005/06 – 2009/10*. It also explains successes that have been achieved by the WCED in meeting these challenges. Strategies for going forward, as they appear in the *Five-year Strategic and Performance Plan 2005/06 – 2009/10*, and as subsequently amended and augmented, are also explained.

A.1 Strategic goals and objectives

Introduction:

Core functions and responsibilities

The core mandate of the Western Cape Education Department (WCED) is “To deliver quality education to all our people, with a view to developing the economic growth of our country”.

The core functions are:

- Curriculum development and delivery
- Administrative and financial support systems
- Institutional development and support systems, structures and programmes

Vision

A Learning Home for All¹

Mission

Our mission² is to ensure that all learners acquire the knowledge, skills and values they need to:

- Realise their potential
- Lead fulfilling lives
- Contribute to social and economic development
- Participate fully in the life of the country
- Compete internationally, and
- Build communities capable of managing their lives successfully and with dignity.

Main services

To provide overall planning for, and management of, the education system.

To provide public education institutions as a whole with support.

To provide education in public ordinary schools.

To support independent schools.

To provide education in public special schools.

To provide Further Education and Training (FET) at public FET colleges.

To provide Adult Basic Education and Training (ABET) in community learning centres.

To provide Early Childhood Education (ECD) in Grade R.

To provide human resource development for educators and non-educators.

¹ This is embedded in the provincial “iKapa Elihlumayo” vision of building and sharing a “Home for All”

² As presented in the “Human Capital Development Strategy” of the province

To impact on social problems by extending HIV/Aids awareness; providing identified poor and hungry learners in primary schools with food so they can learn effectively in school and promoting a safe school environment.

A.1.1 Strategic plan update

The challenge for a developmental state is to be interventionist. As a result the WCED strategic plan is intended to change the status quo with a view to advancing the quality of education in the poorest communities. In this regard, the strategies contain short-medium and long term goals.

The Annual Performance Plan (APP) is a key mechanism for understanding the dynamic nature of the province's policies and our response to them. For the 2008/09 financial year the department reviewed the APP and budget for 2007/08 to 2009/10 to ensure alignment with the following: the policy priorities outlined in the provincial vision of the Western Cape which is a "Home for All"; the province's growth and development strategy, referred to as *iKapa elihlumayo*³, the Human Capital Development Strategy (HCDS), the policy priorities of the Provincial Executive Authority, national government's policy priorities, including the Accelerated and Shared Growth Initiative (ASGI-SA), and the (national) Education Sector Priorities for the 2006, 2007 and 2008 Medium-term Expenditure Frameworks (MTEFs).

The format of the APP is generic and is prescribed by the National Treasury and the national Department of Education (DoE) for all provincial departments of education.

A.1.2 Policies, priorities and strategic goals

Access to quality education is a basic human right, entrenched not only within the Constitution, but also in internationally-adopted agendas such as the Millennium Development Goals and UNESCO's Education for All. The Millennium Development Goals commit government to halving poverty and reducing unemployment through strategies that upscale the investment in the development of human capital. Creating a generally more literate population, building appropriate skills' sets, developing schools as places of quality learning and teaching, keeping learners learning and teachers teaching are all key success factors for this outcome to be met successfully.

The Annual Performance Plan is directly influenced by national Education Sector priorities, as approved by the Council of Education Ministers (CEM), as follows:

For the 2006 MTEF, i.e. for the period to 2008/09: quality through re-capitalisation through the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP) for public schools; access and equity with the implementation of 'no-fee schools' and the expansion of Grade R to ensure universal access; curriculum delivery with the implementation of the National Curriculum Statement (NCS) in Grades 8 – 12 and teacher development; monitoring and evaluation by enhancing the Education Management and Information System (EMIS) and improved human resource systems and capacity.

For the 2007 MTEF, i.e. for the period to 2009/10, the national sector initiatives target improving the quality of education. These include systemic evaluation and in-service training and teacher development programmes to enhance the quality of teaching in critical subjects such as mathematics and life orientation; Grade R and overall school management improvement. A mass adult literacy programme, being developed and launched by the DoE in 2007/08 to address the challenges of basic literacy both as a human right and a contributor to social cohesion, is another national sector initiative. The delivery will be done through partnerships with non-governmental organisations, adult basic education centres and volunteers.

For the 2008 MTEF, i.e. for the period to 2010/11 the national sector initiatives target: school building and maintenance; training of ECD practitioners at ECD sites; inclusive education and Special Schools; continuous expansion and improvement in the quality of Grade R; providing learner support materials for grades 10 to 12 to implement the new curriculum statement; expansion of the National School Nutrition Programme.

³ "*iKapa elihlumayo*", the Xhosa name for a Growing Cape, is the Provincial Government's underlying theme for the 2004/05 Budget and beyond. This vision has been translated into an eight-point strategy that will guide government and its social partners to 2014.

The priority monitoring focuses of the MEC for Education are Literacy and Numeracy improvement; the Re-design of the WCED; successful implementation of the FET curriculum and expansion of the FET College sector; School Safety; Infrastructure development and Social Capital development. These, together with the focus on ECD, ABET and on school improvement, summarise the particular emphases which characterise this 5 year period.

The broad policies, priorities and strategic goals of the WCED which were expressed in the Five year plan are encompassed in the Human Capital Development Strategy (HCDS), launched in March 2006. It should be noted that the HCDS defined its function as follows: "To promote the concept of "holism" this strategy document will subsume the WCED's Education Vision 2020 document and its 5-year Strategic Plan". The HCDS is a cornerstone of the province's *iKapa elihlumayo* Strategy that seeks to create prosperity for all, giving new hope and restoring human dignity and making a 'Home for All' for all its citizens. Through this strategy the Western Cape intends fulfilling its commitment towards achieving equity and redress, alleviating poverty, creating jobs and empowering the people of the WC to be agents of change. Through the provincial HCDS, the WCED aims to create an enabling environment for ensuring access for all, so that the youth of the province develop the knowledge, skills, values and attitudes for long-term growth and sustainable development.

Four key strands have been identified as the foundation upon which the HCDS has been built.

1. Improving the conditions of education:

Key priorities in this regard in the period 2008/09 – 2010/11 include –

- a) The second phase of the implementation of the micro-structure of the re-designed WCED, which will ensure that the organisation can best implement the HCDS and also become representative of the people of the Western Cape.
- b) The further development of key provincial education policies and strategies, as indicated by a policy audit to be conducted by the newly-formed Directorate of Policy Co-ordination.
- c) The development of local education provisioning plans which will inform planning and development at the local government level.
- d) Ensuring that the learner tracking system is efficiently operating and commence with the implementation of the Further Education and Training Management Information System (FETMIS) in FET Colleges.
- e) All schools to develop school improvement plans (SIP) and set targets, which will serve as the basis for the support offered by district support staff, and the whole school evaluation (WSE) of at least 30 schools per annum.
- f) The development of human capital within the department with a special focus on teachers (ongoing and accelerated teacher development) - ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS).
- g) The implementation of a pilot course for school business managers in 2008.
- h) Improving all aspects of financial management and accounting responsibilities to eventually move to a Level 4 auditable organisation.

2. Improving the educational environment:

Key priorities (as identified in the HCDS) for the department in the period 2008/09 – 2010/11 include –

- a) Continued enhancement and improvement of school safety with a focus on improved physical safety facilities for schools at risk to ensure a safe educational environment.
- b) Continued building of social capital in education through, *inter alia*, the embryonic retired teachers association, support for schools in the inception of Past Pupils' Associations, the peer education initiative and the provision of fora for school governing bodies (SGBs). Training and support of SGBs and RCLs will be maintained to enable overall improved participation and leadership in response to various developmental challenges facing school-communities.
- c) Development of Care and Support strategies for vulnerable children.

3. Improving the quality of education:

Key priorities in this regard in the period 2008/09 – 2010/11 include –

- a) Ongoing support for literacy and numeracy in primary schools
- b) The further roll-out of the QIDS-UP targeting the poorest schools in national quintiles 1 and 2 in 2008/09 to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible.
- c) Monitoring and evaluation of special school projects: Dineledi, QIDS-UP and NSLA
- d) Use of a classification model to determine a baseline for all learning institutions.
- e) Initiation of a process for Institutional Evaluation for colleges, AET Centres and ECD Sites.
- f) Development of delivery standards for Districts
- g) Further extension of Grade R with 6 000 additional learners in approximately 200 new classes, including allocating the increased subsidy formula to more sites in poor and rural communities, the provision of new teaching and learning kits that help learners to meet the requirements of the national curriculum, the provision of 2 600 learnerships for early childhood development (ECD) teachers and the development of an integrated approach to ECD with our sister departments of social development, health and local government.
- h) Successful implementation of the NCS in Grade 12 in 2008.
- i) Strengthening the Learner Attainment Strategy (LAS) to reduce the number of schools achieving less than 60% in the Senior Certificate examinations.
- j) The continued professional development of principals and teachers (Advanced Certificate in Education (ACE) and National Professional Diploma in Education (NPDE)) with 160 principals enrolled for a two-year ACE and at least 500 teachers enrolled in other courses.
- k) The roll-out of a further 200 computer facilities as part of the Khanya Technology in Education Project.

4. Expanding the skills and qualifications base through supporting the Micro-economic Development Strategy (MEDS):

Key priorities in this regard in the period 2008/09 – 2010/11 include –

- a) The final phase of the re-capitalisation of all 6 FET Colleges, with a focus on the expansion of the West Coast College facility, to ensure skills' development aligned to the MEDS and national needs as outlined by the national human resource development strategy.
- b) The expansion of participation rates in Mathematics, Physical Science and Technology through the continued introduction of Focus schools and the increase in the number of Dineledi schools and the improvement of pass rates for Grade 12, Mathematics and Science.
- c) Further resourcing of the 2 recently-established schools of skills (in Mitchell's Plain and Gugulethu).
- d) Increased access to ABET through structured Level 1 and 2 curriculum offerings in centres.

A national concern is the ongoing supply of new teacher recruits. The 2007 Funza Lushaka Bursary Programme makes full-cost bursaries available to enable eligible students to complete a full teaching qualification in an area of national priority. Recipients are required to teach in a provincial education department for the same number of years that they received benefits.

WCED Key Deliverables for 2008/09⁴

1. Access (also adequacy and efficiency)

- 1.1. Provide high quality learning programmes (Grade R) to all five year-old children in the Western Cape by 2010;
- 1.2. Provide quality programmes to Grade 1 – 9 learners so that learners leave the General Education and Training (GET) Band with the high level language and mathematics skills that are necessary to enhance their earning and learning opportunities;
- 1.3. Increase the number of the population of 15 – 17 year olds enrolled on relevant programmes that lead to employment or access to higher education;
- 1.4. Increase the number of learners who have access to purpose-driven Adult Basic Education and Training (ABET) programmes.

2. Redress and Equity

- 2.1. QIDS-UP: Roll out of support to schools in national quintiles 1 - 3 to boost infrastructure, libraries, resource materials and curriculum delivery through targeted interventions;
- 2.2. Physical safety facilities/features for schools at risk: provision of safety resource officers, CCTV in identified schools, increased direct and supportive involvement with schools by Senior Management Service members and strengthening links with partners;
- 2.3. Focus and Dinaledi schools: expansion of these schools in order to provide learners access to subject choices and opportunities that were previously denied.

3. Efficiency

- 3.1. Implementation of the micro structure of the re-design of the WCED in order to best implement the HCDS and ensure representivity. The re-design will enable the Department to better respond to the needs of schools.

4. Quality

- 4.1. Conduct Whole School Evaluation in 30 schools (part of a macro-process to strengthen accountability, quality etc)
- 4.2. Develop principals and teachers through their enrolment in the advanced certificate of education (ACE) and National Professional Diploma in Education (NPDE) programmes.

5. Outputs

- 5.1. Re-capitalisation of all 6 FET Colleges and support for ongoing expansion.
- 5.2. Roll-out of 200 computer laboratories with concomitant support
- 5.3. Improved literacy and numeracy in primary schools
- 5.4. Successful implementation of the NCS in Grade 12 in 2008

⁴ Because the Performance Measures attached to the APP are devised around the model of access, redress, equity, efficiency, quality and outputs the WCED "Key Deliverables for 2008/09" are clustered accordingly. This use of the guiding strands is part of a 2008/09 decision to use the APP as a coherent, convergent and value-adding document which is genuinely used to convert strategic intent into outputs:

Strategic Enablers

Against the background of all of the above, and informed by the drive for access, redress, equity, efficiency, quality and outputs the WCED commits itself to using the following strategic enablers/levers for 2008/09:

- Shaping and managing improved achievement of learning outcomes through target-setting and accountability
- Enhanced specific/targeted and strategic support of teachers to develop both expertise (effectiveness) and job satisfaction (affective aspects) – this implies a need for programmes, for improved systems and for better communication
- Filling provincial policy and policy implementation gaps
- Giving full effect to the policies of the national department

Thus the vision expands from: A Learning Home for all to “A Quality Learning Home for all” and the strategic objectives are expanded opportunity, improved performance and system stability.

2008 sees a new challenge with the implementation of the Education Laws Amendment Act 31 of 2007 which came into operation and effect on 31 December 2007. The initiation and co-ordination of the implementation plan will focus on four key aspects of the Education Laws Amendment Act, namely, random search and seizure, drug testing, the functions and responsibilities of principals, the identification of under-performing schools, norms and standards of infrastructure, capacity of schools and learning and teaching support materials.

A.2 The challenges facing the education sector

Education in the Western Cape faces various challenges, viz socio-economic challenges, national/provincial policy challenges and organisational challenges.

A.2.1 The socio-economic challenges

The population of the Western Cape has grown rapidly over the last five years and continues to grow. According to the Community Survey 2007, released by Statistics South Africa (StatsSA) on 24 October 2007, the Western Cape is home to about 5 279 million people, representing 10,9% of South Africa's total population. The Western Cape population has grown by 16,7% since Census 2001, which is by far the highest growth rate of all the provinces. This in-migration, combined with natural population growth, has impacted significantly on the growth in unemployment within the province, most noticeably amongst the youth in the province.

StatsSA projects inter-provincial migrations to take place from 2005 - 2015 at much the same rate as between 1996 - 2001. Net five-year migration assumptions (positive denotes net in-migration and negative denotes net out-migration) into provinces from 2006 - 2011 are shown below:

Province	Increase / (decrease)
Eastern Cape	(323 622)
Free State	(58 514)
Gauteng	533 410
KwaZulu-Natal	7 707
Limpopo	(252 928)
Mpumalanga	(42 190)
Northern Cape	(28 167)
North West	(64 176)
Western Cape	228 480

A further consequence of this increase in population in the Western Cape is that every form of education and training in the province has experienced growth in numbers in the past five years: ECD sites, schools, FET colleges, adult centres and learnerships. The growth in learner numbers is, however, unpredictable. This makes planning of service delivery, especially classrooms and teachers, extremely complex.

The data for the Western Cape public ordinary school system from 1995 - 2008 is provided in **Table 1** below to illustrate **the growth in learner numbers in the province and illustrates the first of the service delivery challenges faced by the WCED**. While some provinces experienced a decline in enrolments, the WCED continued to experience growth until 2004. The abnormal growth from 2003 - 2004 of 23 121 was mainly due to the relaxing of the intake/admission policy for Grade 1 learners that was in effect from 2000 (and also the reason for the decline in learner numbers from 1999 to 2000). The 2005 Annual Survey of Schools indicated no growth from 2004 to 2005, due mainly to the 2004 abnormal growth. The 2006 numbers, obtained for the first time from the CEMIS (Learner Tracking System), reflect a substantial decrease from 2005 to 2006. The increase from 2006 to 2007 is as a result of the expected normal growth. The 2008 numbers are derived from the 10th-day SNAP survey and the decrease in learners numbers from 2007 to 2008 is as a result of the 10th-day SNAP survey numbers usually being lower due to the full number of learners not yet being in the system.

Table 1: Enrolment in public ordinary schools 1995 – 2008

Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
1995	99 158	84 963	80 921	79 199	76 789	72 293	68 795	67 473	61 079	50 698	41 124	34 659	817 151
1996	99 998	84 845	81 137	79 996	77 673	74 142	69 474	72 116	62 696	54 440	43 574	36 764	836 855
1997	97 854	84 892	80 608	81 191	76 894	74 368	70 967	73 261	64 892	57 070	44 586	38 940	845 523
1998	99 380	90 168	85 625	85 188	80 881	76 716	73 928	76 949	67 644	61 926	46 115	40 980	885 500
1999	87 436	92 925	88 613	88 014	83 074	78 495	74 661	79 043	69 674	63 479	49 247	40 206	894 867
2000	64 844	81 865	92 343	91 949	85 766	80 658	75 813	80 026	70 634	63 840	48 934	40 996	877 668
2001	81 790	62 960	81 832	94 302	89 254	83 305	77 778	82 190	71 966	67 034	50 206	39 910	882 527
2002	86 969	77 026	64 134	83 022	93 188	86 786	80 865	75 601	80 450	69 752	51 618	40 468	889 879
2003	86 916	82 454	75 931	66 033	82 383	92 341	84 514	81 154	73 200	81 739	51 746	39 644	898 055
2004	104 105	82 130	81 489	76 781	66 060	82 574	89 614	85 053	78 964	80 756	54 199	39 451	921 176
2005	93 515	94 231	80 695	80 809	74 984	66 141	81 953	88 778	82 169	81 577	56 657	39 303	920 812
2006	90 346	85 738	89 955	80 398	77 835	73 096	65 090	80 665	81 869	84 095	57 385	38 845	905 317
2007	92 794	82 548	83 900	89 960	78 658	78 007	72 726	66 403	80 698	86 494	61 938	41 301	915 427
2008	89 439	83 037	79 033	85 450	86 598	77 880	75 788	69 813	73 059	79 529	64 178	43 208	907 012

Data Source:

1995 – 2005: Annual Survey for Schools (Public Ordinary schools)

2006: CEMIS current (31 March 2007)

2007: CEMIS current (31 July 2007)

2008: CEMIS current (13 February 2008)

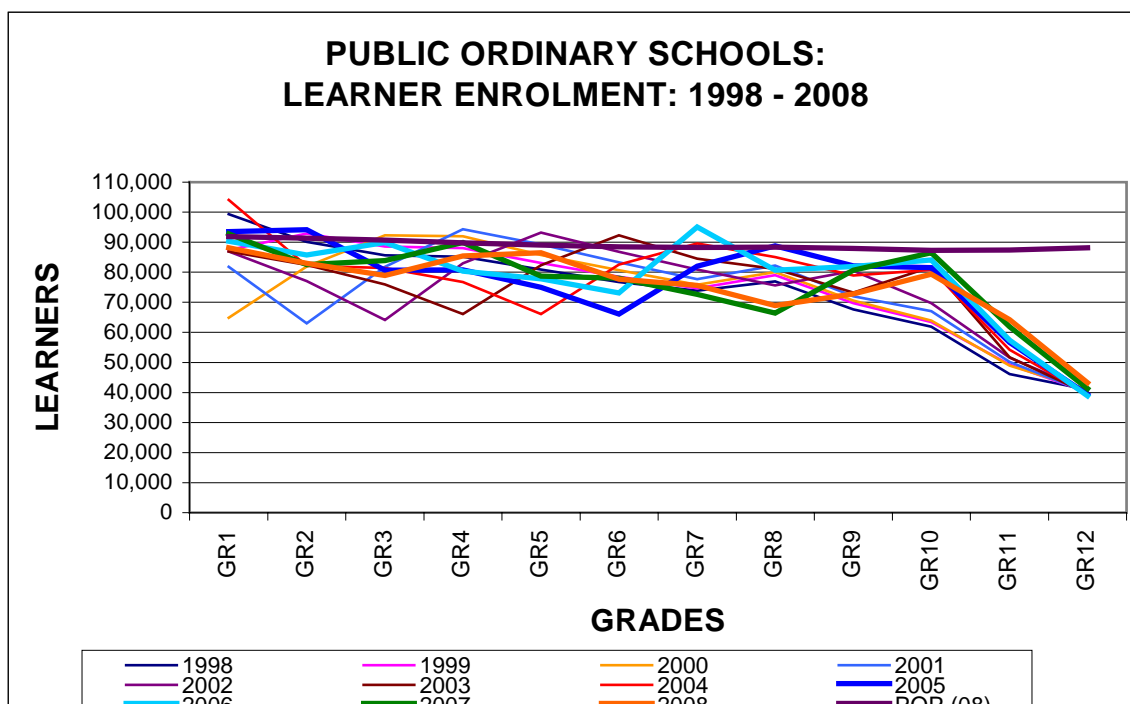


Figure 1

Data Source:

1995 – 2005: Annual Survey for Schools (Public Ordinary schools)

2006: CEMIS Current (31 March 2007)

2007: CEMIS Current (31 July 2007)

2008: CEMIS current (11 February 2008)

StatsSA: Population 2007 based on 2006 General Household Survey

The second challenge facing the WCED is to improve the education levels of the citizens of the Western Cape. The Western Cape has seen a slight improvement in the educational profile of its workforce over the past five years. It is not unexpected that employment rates amongst the youth, specifically those under the age of 25 years, would be lower than for the non-youth. This is evident in an employment rate of just 29,3 per cent amongst 15 to 24 year olds (most of whom are still studying during a proportion of the years in question) and 69,7 per cent amongst 25 to 34 year olds. Similarly, older individuals are more likely to have retired from active employment and thus the employment rate amongst 55 to 65 year olds is around one-third (32,8%).

A strong correlation exists between the illiteracy levels and the unemployment rate. High levels of illiteracy are found in predominantly rural areas. The illiteracy levels are particularly high for the Central Karoo (37%), Cape Winelands (28%), Eden (26%), Overberg (27%) and West Coast (29%). Central Karoo had the most unfavourable indicators with regard to unemployment, illiteracy and school enrolment rates. According to Census 2001 the unemployment rate was the highest (36%), the illiteracy rate, with 37 per cent of the population over 14 illiterate, was the highest and enrolment rate (87%) was the lowest.

Western Cape matric entries increased by 2078 to a new high of 41922 candidates in 2007. 471 more candidates passed in 2007 than in 2006. There was however a 3.1% decrease in the overall percentage pass from 2006 to 2007 and a 2% decrease in endorsements from 2006 to 2007. The Western Cape Province's matric pass rate, though relatively higher than the rest of the country, has experienced a marginal decline for the period 2004 to 2007.

Whilst the Western Cape Education Department, in its HCDS committed itself to increasing Maths (HG) pass rates to 8000 in the short-term, there has been a growing realisation that this is only possible in the medium and long-term. The table below reflects the declining trend. The availability of suitably qualified teachers and the adverse social conditions militate against the target set. The Western Cape Maths results are the best in the country over the period in question, and the decline mirrors the national one. Nevertheless, bearing in mind the role of Mathematical aptitude in careers such as engineering, this is a source for concern. There will be renewed efforts with regard to teacher training, leadership and management training and extra classes for learners in 2008.

	Mathematics HG			Mathematics SG		
	2005	2006	2007	2005	2006	2007
Wrote	4 992	5 071	5 166	17 474	18 137	19 659
Passed	4 321	4 137	3 990	10 556	9 826	10 346
%	86.6	81.6	77.2	60.4	54.2	52.6

With 2008 being the inception year for Maths Literacy at grade 12 level it is likely that both pass rates and the option to do meaningful projections will be impacted in the short term.

In Science Higher Grade (HG) there has been a gradual increase in the enrolments from the period 2005 to 2007.

	Physical Science HG			Physical Science SG		
	2005	2006	2007	2005	2006	2007
Wrote	4 736	4 741	4 826	7 861	8 024	8 926
Passed	3 968	4 053	3 687	4 973	4 972	5 137
%	83.8	85.5	76.4	63.3	62	57.6

The gradual decline in the matric pass rates, coupled with the urgent need to accelerate skills growth particularly in Maths and Science, highlights one of the challenges facing the education system. While the economy is growing and demanding more skills, these figures translate to a potential decline in the supply of a relatively skilled labour force in the Western Cape. Similarly the declining pass rates will have an adverse effect on the potential supply of students to enter institutions of higher learning.

Education levels and employability are closely linked. Over 70 per cent of the unemployed have no more than grade 11. Although this proportion is slightly lower in 2005 than it was five years earlier, the number of unemployed individuals with grade 9 to 11 education rose dramatically over the period, by a statistically-significant 12, 6 per cent a year. A similar rate of growth is observed in the number of unemployed individuals with matric certificates.

A.2.2 The national/provincial policy challenges

The key challenge for the Department is to ensure that the strategic vision of the Provincial Growth and Development Strategy and the HCDS is translated into a clear statement of intent and then into action. The department's strategic priorities, its core business and current service delivery platforms, need to accommodate the broader socio-economic context and meet the needs of the people it serves. Furthermore, responding effectively and meaningfully to inequality and low levels of confidence in the quality of education requires decisive actions on the part of government and education to enhance and improve learner performance and success. It is critical that a solid base of support to the general education and training band is maintained through initiatives such as the no-fee school programmes, the teacher assistance programme and the National School Nutrition Programme (NSNP).

The implementation of a new curriculum will always be a challenge. There is sufficient international research to support the view that the implementation of the curriculum is dependent on a number of factors. This includes the teacher qualifications, capacity of the leadership in schools, parental support, and a teacher audience that is aware of the need to keep in touch with a rapidly globalising world. These elements all need to be addressed and managed.

Particular challenges relate to the phasing in of the NCS (now in Grade 12 in 2008) with attendant issues of developing teacher skills, maintaining public confidence and managing the demands of a system which will no longer have the accustomed distinction between higher and standard grade. As the stipulations for assessment alter in the face of a maturing system, teachers need to keep pace with changing record-keeping systems and practices. Funding for the desired expansion of FET colleges and keeping up with industry requirements represents a particular challenge, especially in view of the training needs of college staff.

Changes to curriculum have kept expenses for the purchase of Learning and Teaching Support Materials high. The unsatisfactory levels of basic literacy and numeracy have also prompted greater spend on the purchase of reading materials, numeracy kits etc to build up resources. Low levels of family literacy/formal education contribute also to inadequate support and development in the home (both pre-school and during formal schooling). Inexperienced or ill-equipped School Governing Body members represent an ongoing challenge.

Because of apartheid demography, access to schools of choice is an issue with the upwardly-mobile population looking for places in schools outside their residential areas. The policy issues of when a school is "full", together with policy and funding issues around learner transport schemes are offshoots of this challenge.

The high number of parents who are at work makes for a significant "latchkey" population and allows for learner "bunking" to erode chances of academic success. This in turn, together with the economic pressures to start earning, contributes to the high attrition rate (learners who do not complete formal schooling). Restricted subject choice options continue to affect access for learners in disadvantaged communities. Provision of enough Schools of Skills, of specialised education classes and of adult education classes remain a challenge, as does the provision of schooling in the language of choice.

The advent of 'No fee' schools has also brought about a range of challenges: a) schools needing support to prevent their using all their funds too early (managed systemically by having two payment instalments) b) loss of "fee" income in these schools (this will increasingly be a problem if schools in higher quintiles join the programme) c) schools wishing to be re-classified "down" so as to be eligible for support.

A.2.3 The organisational challenges

The WCED, being the largest employer in the Western Cape Provincial Government, comprises the Provincial Ministry of Education, headed by the Member of the Executive Council responsible for Education (MEC), a provincial head office, district offices and educational institutions, including public ordinary and special schools, FET Colleges, adult community learning centres and ECD sites.

WCED activities – scope and scale

Learners **	936 106
Public ordinary schools *	1 452
Schools for learners with special needs #	72
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446

District offices	7 ⁵
Educators (Post Provisioning Model)	31 619
Public service staff (approved establishment)	8 971

**2008: CEMIS Current (12 February 2008) (Grades Pre-Gr R to Post Matric)

* Institutions current (All public ordinary schools, Grades Pre-Gr R to Post Matric)

Source – 2007 Snap Survey and 2007 Annual Schools Survey

Organisational re-design

The department is undergoing a major organisational re-design, phased in over 3 years, to ensure that it can deliver on the HCDS. The aims of the re-design process are to: build institutional capacity; enhance service delivery and accelerate employment equity.

In terms of the new organisational structure, the provincial head office has been subdivided into four branches (previously three) namely Strategy and Planning (new), Curriculum Management, Institutional Development and Co-ordination and Corporate Services. In a bid to bring management and development support closer to schools, the 7 district offices will become 8 with effect from 1 April with 49 Circuit Teams. The new macro organogram of the Department is reflected in **Schedule 1**.

A.3 Achievements to date

The inserts below are not presented via a comprehensive analytical lens. The analysis is contained under the respective programmes in Part B. The organisers of the HCDS are used.

A.3.1 Conditions of Education

- a) Sigcawu Primary School was completed in 2007 and the delivery of Dalubuhle Primary School, which commenced on 15 January 2007, is slightly behind schedule. Construction of the new Wellington and Bloekombos Secondary School buildings started early in the new academic year and is progressing very well. It is anticipated that these two secondary schools will be ready for use at the beginning of the 2009 academic year.
- b) A management team for the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP) was appointed, and this is improving the rate and efficiency of delivery of services and resources to schools in disadvantaged areas and contributes to the improved management of school resources.
- c) Strong school management is critical to the effective delivery of quality education. The HRD Directorate developed a training programme for School Governing Bodies (SGBs). The CTI has various leadership interventions in place such as the "Principal as Manager of the Curriculum", "Women in, and into, leadership" course, a course for aspiring principals and SMT training courses.
- d) The number of schools attaining Section 21 (of the South African Schools Act, 1996) status increased from the initial 409 (2000/01) to 996 (2007/08). Support continues for the 456 remaining schools to encourage them to become Section 21 schools. Ongoing marketing of the Section 21 status is facilitating the growth in numbers.

A.3.2 Improving the Educational Environment

- a) The key project in this regard is that of school safety. The integrated Safe Schools Strategy was developed and is in its final draft stage. Formulation of the strategy was a collaborative effort of the various role-players within the WCED, and was strengthened by the participation and commitment of other provincial and national departments, including Community Safety, the South African Police Services (SAPS), Justice and Social Development.
- b) The learner behaviour strategy programmes were implemented in all districts with staff capacitated as "diversion" or "developmental" programme facilitators. The policy on minimum standards for special education services to learners experiencing emotional and/or behavioural difficulties has been approved and manuals were developed and distributed to schools.
- c) Regional SGB Conferences were held during September 2007.
- d) The HIV/AIDS Peer Education programme has already received international acclaim. It is currently in 136 secondary schools, over 200 primary schools and is now being piloted in the FET Colleges.
- e) The Schools as Nodes of Care (SNOC) programme focuses on vulnerable children to promote caring, inclusive and supportive school communities. Working closely with SGBs and community-based organisations, the programme establishes local partnerships or networks of support - and is closely aligned to related initiatives such as Health Promoting Schools (HPS), Safe Schools and the Extra-Mural Education Programme (EMEP). Nodal schools hosted Jamborees to bring seamless national, provincial and local government services (such as birth and ID registrations, processing of social grants, voluntary HIV and TB counselling and testing) to the school community.

- f) The School Improvement Programme will focus its attention on the entire educational environment of targeted schools, especially the physical environment, the safety of learners and teachers and basic school and classroom functionality.

A.3.3 Improving the Quality of Education

- a) The Quality Assurance Directorate produced a discussion document on quality public education and held a successful Quality in Education Conference in August 2007.
- b) The learner tracking system is operational in all public ordinary and special schools.
- c) The WCED received approval from DoE to develop a link between CEMIS and School Administration Systems (SASAMS).
- d) The matric class of 2007 achieved the country's highest pass rate of 80,6%. The last fully-fledged Senior Certificate examination was written in 2007 and witnessed a substantial increase in the numbers of learners that sat for the examination. A total of 69 310 full-time and part-time candidates registered of whom 33 787 passed. A total of 10 300 full-time candidates obtained matriculation endorsements of which 4 530 were obtained by male learners and 5 770 by female learners.
- e) The total number of no-fee schools in the Western Cape is now 653, accommodating approximately 346 000 learners or 37.6 per cent of all learners.
- f) A progressive increase in the number of teaching posts (an additional 747 for 2008) contributed significantly to improving the teacher-learner ratio, which is critical to the delivery of quality education. At the beginning of the 2008 calendar year, there were 31 619 approved educator posts.
- g) The Teaching Assistant Programme (TAP) appointed 510 teaching assistants in 163 schools. These teaching assistants were trained through the FET colleges. A pilot was added for assistants to support family literacy in 28 schools (280 families) and the impact of this is being tracked.
- h) The Literacy and Numeracy Strategy has received a boost by the appointment of a project leader to drive the process fulltime.
- i) The Language Transformation Plan (LTP), encouraging mother-tongue-based bilingual education for the first six-years of schooling, was introduced formally in 2007. All schools were required to draw up school language policies which also indicated plans for learners to develop basic communicative competence in all 3 languages of the province by the end of Grade 9. The LTP won the PANSALB "Multilingualism and Nation-building provincial government department of the decade" awarded in 2008.
- j) Training of 5 648 Grade 10 to 12 FET teachers took place in June 2007, with longer training sessions for newer subjects, including agriculture, dance studies, technology subjects (including CAT and IT).
- k) The Khanya Project, responsible for supporting and enhancing teaching and learning in schools using information and communication technologies (ICT), is consistently recognised as an innovator in school-based ICT and has received 12 national and provincial awards over the past two years. To date it has assisted 813 schools in the effective use of ICT and there are a further 179 schools at various stages of preparation. There are 32 011 computers being used in Khanya schools, with technology being used by 19 750 educators for curriculum delivery and access being provided to 663 852 learners.
- l) Early Childhood Education has been recognized as a key lever to improve literacy and numeracy in the province. 2 600 learnerships have been provided as part of the integrated ECD strategy with the Department of Social Services. 200 kits consisting of equipment for indoor and outdoor learning were issued to the Level 5 practitioners who work in Grade R classes. 4 000 posters (in 3 languages) advocating Early Registration for Grade R were distributed to venues throughout the province. By the end of the 2007/08 financial year jungle gyms and fencing will have been installed at 100 mainstream schools that have grade R classes.
- m) The Mobile Library Project, being run under the auspices of EDULIS, won a Bronze Star Award at the Impumelelo Innovation Awards Trust. With assistance from the Japanese NGO, Together with Africa and Asia Association (TAAA), five mobile library buses have been procured. Two further buses, which are at present awaiting import approval, have been allocated to EDULIS. Additional buses have been promised for the future.
- n) During the 2007/08 financial year, various levels of Monitoring and Evaluation were implemented and strengthened by the Directorate: Quality Assurance. These include: verification of the data provided for the Performance Measures on Learner Transport Schemes, Educator Absenteeism & Learner Absenteeism; evaluation of the training of ECD practitioners (EPWP); Evaluation of key HCDS projects such as Dinaledi and NLSA; development of a framework for classification of school and target setting

A.3.4 Improving Access to the World of Work and Scarce Skills

- a) 53 Dinaledi/MST Schools continue to be supported in the focus on developing mathematics, science and technology in the province. There has been a 32% increase in the number of learners in these schools taking Maths and Science as a subject.
- b) 28 focus schools which offer specialised education in Arts and Culture; Business, Commerce and Management; and Engineering and Technology are showing steady progress. Funds were spent on infrastructure, equipment and LTSM to accommodate the focus subjects. ACE course are being offered part-time at Cape Peninsula University of Technology for 20 educators. In addition workshops, conferences and learner sessions have been conducted. In 2007, there was an overall increase of 460 in the numbers writing the senior certificate examinations in the focussed learning fields. In relation to 2006, the pass rate improved in all the learning fields. The percentage pass rate for Arts and Culture increased by 13% (72% to 85%), Business, Commerce and Management by 1% (87% to 88%) and Engineering and Technology by 20% (41% to 61%)
- c) The Re-capitalisation of the FET Colleges is proceeding based on the implementation of 11 National Certificate (Vocational) Programmes. In January 2007 the colleges enrolled a total of 3 222 students in the 11 new NCV programmes. 47 117 candidates sat for the 2007 examinations in N subjects, of whom 74% passed.
- d) Owing to the great demand for placement of learners at Schools of Skills, the Mitchell's Plain School of Skills was opened in January 2007 and the Siviwe School of Skills opened in Gugulethu in April 2007.
- e) Grade 9 Life Orientation educators were trained and supported in career guidance through the use of the PACE programme. Career guidance training in the use of PACE was conducted for a further 171 teachers in Grades 10, 11 and 12. The Grade 9 Life Orientation educators at the focus schools were trained to assist learners in making subject choices for Grade 10. As a pilot, a further 37 Grade 7 educators were trained to assist learners in guidance and applying to specific focus schools.
- f) A total of 1 896 adult learners registered to write the GET examinations in October 2007 (81.8% of the adult learners being younger than 44 years of age). The Adult Education and Training Section provided tuition to 627 employees of 10 Different Provincial Departments. Its 267 Community Learning Centre Sites offered the opportunity to 40 100 adults to complete their schooling. 1573 adults participated in short skills' programmes offered at Adult Learning Centres. Programmes focussed on sewing, fashion design, candle-making, art and craft including Mosaic, Beading, Weaving and Woodcraft. These programmes equip adults with much needed skills to make them more employable and/or self-employable.

A.4 The way forward

A.4.1. Pre-school services

Pre-Grade R

Pre-Grade R is currently provided by the provincial departments of Health and Social Development, as well as local government, through a variety of sites. An integrated delivery strategy has been developed. The WCED assists with training of caregivers and practitioners as well as the development of the appropriate curriculum. In support of the EPWP and to ensure quality education is delivered for the 0 to 4½ year age group, the WCED funds Learnerships for care-givers / and ECD practitioners. The appropriate training is delivered by accredited training providers.

Grade R in community sites

The NCS includes one year of education prior to entering Grade 1. This is Grade R, which seeks to provide 5/6 year olds with the necessary pre-literacy and numeracy as well as life skills to successfully cope with formal schooling. While Grade R is currently not regarded as compulsory education, it is an integral part of the Foundation Phase of the NCS. The WCED aims to provide universal access to Grade R to all 5/6-year-old children in the Western Cape by the year 2010. In order to achieve this objective, the department provides funding for 2 000 additional Grade R learners per annum. Approximately 46% of the Grade R age cohort is accommodated in such institutions. The training of practitioners and caregivers happens through the learnership model. Management Committees will also be trained.

A.4.2 Schools

Grade R in schools

In order to achieve universal access to Grade R by 2010, the WCED will provide funds for 4 000 additional Grade R learners per annum in public schools. Approximately 54% of the Grade R cohort is currently accommodated in such classes. The training of practitioners to a level that will ensure that quality education continues to take place using the Learnership Model.

Deliverables for the sector 2008/09:

- 400 kits consisting of equipment for indoor and outdoor learning will be issued to selected public primary schools across the Western Cape. Each Grade R practitioner at such a school will receive training in the use of the equipment.
- An audit will be conducted to reflect where and how resources can be allocated appropriately. The scope of the study is to inspect enrolment, teacher qualifications/development needs, registration of sites, allocation of LTSM, training for management committees at community sites etc.
- 24 Model Grade R classes at public primary schools are to be established across the Western Cape. Each Model Grade R class will receive indoor and outdoor equipment. These sites will be used as to demonstrate best practice and will be used for in-service training for all Grade R practitioners and Foundation Phase teachers in their respective communities.
- 6 000 new learners will be phased into Grade R classes. The Grade R subsidy has been increased to R8 average per learner capita from the start of the year. This increase is effected across all the quintiles.
- The ECD 900 practitioners who will be completing their Learnerships will be offered an opportunity to continue to the next level and so improve their ECD qualifications and skills. Some practitioners have already completed their training: 88 Practitioners were certified competent by the Klein Karoo Resource Centre.
- A new intake of 1 000 Level 1 practitioners at day-care centres and crèches will commence their training in April/May 2008. The training providers are the FET colleges and NGOs across the province.
- The WCED will investigate and establish an ECD Enrichment Centre at one of the WCED ECD sites. This will take place in partnership with an appropriate FET College. The internship centre will support in-service training.
- All registered community sites will receive appropriate management training in, for example the roles and functions of office bearers, financial management, fundraising etc.

2. Grades 1 - 12

Data from the 2001 Census and the WCED EMIS indicate that there are very high enrolment rates in the age group 6 – 15. In addition, the age-grade match in the Western Cape is high.

Deliverables for 2008/09

- a) Upskilling and reskilling of teachers in new content and teaching methodologies for the National Curriculum Statement
- b) Advance awareness of World Cup 2010 in all grades
- c) Entrench and consolidate the Literacy and Numeracy Strategy
- d) Workshops for GET / FET teachers to strengthen planning and classroom management strategies
- e) Integrate ICT into the curriculum
- f) Professional development of relevant expertise in the curriculum planners/ advisors to provide support to teachers
- g) Training for new curriculum advisors and teachers in NCS content
- h) Provision of sophisticated programmes in focus schools supported by studios, workshops, resource centres, school halls
- i) Supplementary tuition and revision workshops for Grade 11 and 12 learners especially in schools in the 21 areas identified by the Premier's office (STP-21)
- j) "Artists in Residence" Projects in each art form in all ten Arts and Culture focus schools

- k) Planning, support and monitoring of projects with Higher Education Institutions, Public Private Partnerships and NGEOs to support teaching and learning
- l) Training in Career Guidance for Grade 10 – 12 teachers
- m) “Advise and Refer” care and support and counseling training for teachers and community-based partners to deal with “at risk” and vulnerable learners.
- n) Workshops and visits for assisting, guiding and supporting principals in management especially in focus schools and those falling within the STP-21 areas.
- o) Grade 9 bridging through courses and material development
- p) A series of mini conferences bringing together roleplayers
- q) Professional development for officials in the integration of ICT in teaching, the use of “Rubricate” to design assessment tools, the Public Finance Management Act, web design, project management and coaching
- r) Translations of all the National Curriculum Documents
- s) Pace Setters for Grades 10 – 12
- t) Standard Setting for Grade 12 for the first National Senior Certificate
- u) Training of teachers in the new Performance Assessment Tasks (PATs)

In 2008, all Grade 12 learners will write an examination based on the new NCS. Substantial preparatory work has gone into teacher development and materials’ development. All FET teachers are receiving training in teaching and assessment strategies. In addition, teachers attend courses run by higher education institutions (HEIs) and other subject experts to upgrade their subject content knowledge as required. Computer skills’ programmes are being provided to teachers who require these for their teaching.

Targets are being set for the number of learners who obtain a Senior Certificate. It is quite possible to increase a school’s pass rate by simply reducing the number of learners who enter Grade 12. This practice needs to be discouraged. This is an important influence on the throughput rate. The WCED has set targets for increasing the number of learners passing the Senior Certificate by over 1 000 per annum from 34 000 in 2003 to 50 000 in 2014.

As the NCS is a new qualification based on a new curriculum, educators are being provided with ongoing training and support to enhance their understanding of the curriculum and assessment practices. All secondary schools will be provided with grade 12 exemplar question papers in the 29 subjects, which include the 11 official languages. These question papers, which reflect a national standard, may be used by educators to prepare learners for the type, format and design of questions that is indicative of the national curriculum statement. The question papers for the National Senior Certificate Examinations will be provided by the national Department of Education. The WCED is embarking on a training programme to ensure that provincial examiners and moderators are trained and equipped to set quality question papers which will be used for future preparatory examinations.

Special Schools

Special education services are being rationalised in order to accommodate the needs of the WCED and to ensure optimal utilisation of the resources available. Currently access to specialised education support services can be provided only to about 70% compared to the real need. The highest need is in the “Schools of Skill” sector. Current provisioning in the special school sector is inadequate to meet the growing demands of learners, especially in the rural areas. The lack of specialised education services for learners manifesting serious emotional, behavioural and psychiatric barriers to learning requires urgent attention by the various stakeholders. The WCED is negotiating in this regard with the Department of Health.

Curriculum support has been identified as a key area that needs strengthening in Special schools. The focus of the 07/08 programme was specifically on strengthening all special schools to enable them to function as resource centres providing support to mainstream schools. The WCED Directorate: Specialised Education Support received funding from the National Department of Education specifically for this purpose. While the Curriculum Directorate brought curriculum expertise to the special teachers, the teachers provided information on what type of adaptations and scaffolding will be needed for learners experiencing barriers to learning. The workshops involved teachers from all special schools which grouped for workshops according to the type of disabilities/

specialisation and band, i.e. Schools of Skill, Youth Care Centres, SMH, Autism, Units, Others (including schools for the visually and hearing challenged, physically disabled, epilepsy, cerebral palsy, hospital schools, and specific learning disability) and special schools offering FET.

Deliverables for 2008/09

Data captured in 2007/8 will be used by the senior curriculum specialists (a) for feedback to the districts and to formulate the way forward for district support to schools and (b) for the development of a user-friendly document containing frequently asked questions about adaptations, which can contribute to the national inclusive education field test. The focus will be on the monitoring and evaluation of the effect of this project in promoting curriculum accessibility for all learners.

Quality Assurance

In executing its oversight responsibilities the Directorate: Quality Assurance will, in the three-year period 2008/09 – 2010/11, ensure that all managers introduce and implement monitoring and evaluation in relation to their functional areas and programmes. This will also involve results-based reporting to the organisation – based on verifiable evidence. The Directorate: Quality Assurance will conduct verification exercises in order to quality assure the reports, processes and procedures.

The evaluation of selected projects by the Directorate: Quality Assurance will be continued in the next three years to determine whether the WCED is getting value for money and whether Business Process Owners are monitoring the roll-out of their projects. Three projects currently undergoing this type of evaluation are: Dinaledi Project, Safe Schools and the National Learner Attainment Strategy.

During the MTEF period, there will be a special focus on monitoring and evaluating directorates of the WCED in terms of their Service Delivery Improvement Plans and the service standards linked to their most important Key Result Areas. This process will enable the WCED to report on the performance of directorates.

The Department of Education (DoE) has indicated that the Whole School Evaluation (WSE) system should be strengthened and better resourced so that more schools can be evaluated each year. During 2007 the target in the WC was 30 schools, but the directorate evaluated 49 schools. The Minister of Education has determined that it must be possible to evaluate each primary school every five years and each high school every three years. This can be achieved only with adequate resourcing. From the "Corrective Action" reports that evaluated schools are required to submit on a regular basis, it is clear that WSE has had a huge impact on those schools. From 2008 every school in the province will have a School Improvement Plan based on the 9 Focus Areas of WSE.

A baseline assessment of QIDS-UP schools (522 schools in National Quintiles 1,2 and 3) will be completed, so that that project can base its resourcing decisions on detailed evidence. In addition, the baseline evaluation of Grade 3 learners in QIDS-UP schools conducted in February-March 2008 will be used to determine the impact of the QIDS-UP programme.

The process of evaluating district offices and FET colleges, ECD and AET will be initiated in 2008. The identification of standards and the development of instruments for this purpose will be finalized in early 2008. The Directorate will continue to manage the national Systemic Evaluations as planned by the Department of Education. It will introduce a classification model that will provide a baseline for learning institutions and help with the setting of targets.

Special Programmes in 21 identified areas

The provincial government's Social Transformation Programme (STP-21) Is a unique initiative that aims to accelerate development and social cohesion through dynamic partnerships and focused service delivery. It has already begun to establish its roots and presence through various intermediary structures and programmes of action, established jointly and painstakingly by government and communities. This programme, which compels government departments to work as a single unit, has been singled out by President Mbeki as one that is worthy of emulation in other parts of the country.

Twenty one (21) priority areas, characterised by social exclusion, spatial segregation, mounting crime and violence and other psychosocial pathologies that affect economic development and social change, are each being addressed according to their unique needs, contexts, peculiarities and dynamics - through a co-operative relationship between the community (organized under the umbrella of the intermediary structure) in cooperation with government (represented by a range of national, provincial and local role-players).

Interventions supported by Education include:

- a) Development/strengthening of Intermediary Structures (such as Proudly Manenberg and the Khayalitsha Development Forum) – to enable improved engagement between the collective of community-based civil society organisations and the joint government collective:
- b) Annual Service Delivery Jamborees (including the fast-tracking of grants such as the child support grant, ID documents and learner placement):
- c) April 2008 and Oct 2008 Izimbizos (interaction between communities and the Premier)
- d) Transversal Research and Development (including the development of local monitoring and management systems for orphans, HIV/AIDS-affected and other vulnerable learners)
- e) Transversal information/data management system
- f) Developing schools as nodes of care (SNOC)
- g) Addressing substance abuse as a high priority
- h) School safety
- i) Learner attrition/retention
- j) Enhanced school feeding

The 21 focal areas are:

Khayelitsha; Mitchell's Plain; Manenberg; Phillipi; Elsies River; Guguletu; Delft; Hanover Park; Kleinvelei;; Bishop Lavis; Nyanga; Muizenberg; Drakenstein; Kannaland; Central Karoo Matzikamma; Vredenberg/Saldanha/Atlantis; Cederberg; Witzenberg; Theewaterskloof; Oudtshoorn

2010 World Cup

The WCED in collaboration with the Department of Cultural Affairs and Sport and the Western Cape School Football Association is part of a collaboration venture between the Department of Education and Sport and Recreation South Africa, called the South African Schools' Soccer World Cup Competition. Schools will be attending planned, organised and regular educational excursions to the 2010 World Cup site. In addition, there are major exercises and competitions that cut across all subjects and which will support preparation for this key event.

The objectives of the Schools' Soccer World Cup Competition are: to mobilise South Africans, especially young people, to host and participate in the FIFA Soccer World Cup in 2010; to evoke national pride and unity and build values of non-racism, tolerance and anti-xenophobia; to use school sport creatively to foster physical activity, healthy lifestyles, commitment towards social values and social cohesion, as well as an appreciation and respect amongst educators, learners and parents; to strategically link this initiative to national interventions such as the HIV and AIDS Awareness Campaign, National Crime Prevention Strategy, moral regeneration, and ensuring institutional safety and security, anti-doping, abstinence from substance abuse, and adherence to a code of conduct in sport; and to promote mass participation of learners around the legacy themes of the 2010 FIFA World Cup™ in music, arts and cultural activities and soccer.

A.4 3 FET colleges

This sector is crucial to development plans, especially in that it is designed to provide greater access to students (both through the development of appropriate courses and the availability of financial support). The sector has already delivered its strategic development plans, restructured course offerings and delivered new course curricula, based primarily on the research done for the MEDS. In addition, the re-capitalisation funds, provided from the DoE, are assisting in making the colleges more responsive to the development needs of the province as well as the economy. By working closely with the SETAs, the colleges are able to deliver on the learnership targets set by the Department of Labour on a national level. A crucial aspect of the development of this sector will be the establishment of a FET College Information System that will enable the department to accurately track the

movement and efficiency of this system. The department will commence with the implementation of the Further Education and Training Management Information System (FETMIS) in FET Colleges.

A total amount of R227 million is being invested in the re-capitalisation of FET colleges in the period 2006/07 to 2008/09. The department and the six FET colleges operate on a strategic planning basis. Colleges are required to do environmental scanning and associated research into the human resource development needs of the areas they serve. The department conducts its own analysis and against this interrogates the plans of the colleges. Currently research is being conducted into the needs in the creative industries, for example, under the ground-breaking Integrated Creative Arts' Development Initiative of MECs Dugmore, Jacobs and Essop. Colleges are excellently positioned (given the resources) to meet the skills gaps of the Province as well as strategic national priorities.

The re-capitalisation plans of the six colleges are integrated with the college's strategic plans and, therefore, fully support the programme niche areas identified through the MEDS process. In this way the seamless integration of the objectives of re-capitalisation and human resource development priorities of the Western Cape are being achieved.

The re-capitalisation grant is not focussed on the addition of new infrastructure. It is focussed on the upgrading and re-fitting of colleges for their new task as FET Colleges. It is, therefore, essentially about the replacement of outdated machinery and equipment. FET colleges were created from the defunct infrastructure of Technical Colleges that had been grossly under-resourced for many years and in the apartheid era – subject to very uneven investment. In addition, the investment does not provide for additional personnel – a critical shortcoming in the current system in the Western Cape and a serious growth retardant factor. As a result of these factors, almost no growth (to negligible growth) in student numbers can be expected at this stage. What can be expected is an increase in the quality of human resource development, and a better correlation between education and training on offer and the socio-economic needs of the Province.

A.4.4 Adult education and training

ABET delivery, including curriculum delivery, governance and management, is aligned with the demands of provincial and national initiatives, e.g. the HCDS and the Expanded Public Works Programme (EPWP). Provision is being made for 2 500 learners annually who will benefit from skills focused curricula in ABET levels 1 -4 and further education; reinforcing the imperative of lifelong education.

Increased access to ABET is being ensured through structured Level 1, 2 and 3 modularised curriculum offerings in centres and targeted capacity building and training interventions for centre management and governance structures. Special attention will be given to the electives at ABET Level 4, i.e. Ancillary Health Care, Mathematics, Science and Technology.

The qualifications of unqualified and under-qualified educators will be improved through Learnerships in conjunction with the ETDP SETA. The ABET sector is being transformed to ensure that it delivers programmes that will benefit those who have been excluded from the education system. The sector and programmes offered have been streamlined, whilst Community Learning Centres (CLCs) are being made more accessible to those who have been excluded from formal, basic education.

The retention rate and throughput rate in both basic and further education at adult centres will be improved through offering more appropriate programmes, improved management and governance and through improved delivery mechanisms. More learners will be attracted through improved marketing in communities using various media. This will highlight the importance and benefits of Adult Learning and aim to break down the negative connotations and stigma attached to being illiterate.

Accredited skills programmes with a focus on workplace learning, the unemployed, women and rural areas will continue to form a cornerstone of curriculum delivery in ABET centres from 2008 - 2011. Such programmes focus on the key industries in the Western Cape, e.g. Tourism, Construction, Manufacturing and Retail. Programmes will be offered in conjunction with the SETAs and the Department of Labour.

Existing partnerships with 8 provincial departments will be maintained whilst new partnerships with other provincial departments and industry will be forged. Targeted training for centre management, governing bodies and educators is a priority to ensure CLCs can respond to the challenges of a transformed ABET sector.

Key deliverables for 2008/09

The WCED fully supports and is preparing to implement the Cabinet Approved Mass Literacy Campaign. Through this campaign government aims to address the critical challenges of achieving the goals set out in Education for All (1990) and the United Nations Literacy Decade (2003-2012). The plan presented to national cabinet aims to reach 4.7 million illiterate people by the end of 2012. Youth will play a significant role in the campaign, including the Provincial Youth Commission, CBOs, FBOs, etc. Besides the WCED's envisaged involvement in this campaign, it also aims to reach an additional 2 500 adult learners in 2008, over and above the 2007 figure.

Norms and Standards funding for Community Learning Centres will be provided to 102 Adult Education institutions. This Norms and Standards Funding makes provision for 8 886 ABET and 18 375 FET learners. Also included are 34 Centre Managers and 47 Site Co-ordinators, appointed on a full-time contract basis. Through these full-time contract positions, the WCED aims to ensure the successful management of the AET sector in the Western Cape.

Part B: Sector, Programme and Sub-Programme Plans

Part B of this Annual Performance Plan provides plans and targets for the MTEF period 2008/09 to 2010/11 for the provincial education sector as a whole, and in terms of individual budget programmes and sub-programmes. In doing this, the document also provides a considerable amount of analysis of past trends and challenges, which inform the plans and targets laid out here.

Section B.0 deals with the provincial education sector as a whole, **Sections B.1 to B.8** deal with the eight standard budget programmes into which provincial education services are classified and **Section B.9** deals with the capital investment plans.

Throughout, a number of statistical tables and performance measures are used in order to structure the analysis and the plans.

- The **core statistical tables** cover both financial and non-financial data, and are standardised for all nine provinces.
- The **performance measures** are indicators with one value for each year, where the values indicate how well service delivery has advanced in past years, or how well service delivery is expected to progress in coming years, in accordance with the objectives of Government. There is a distinction between core and province-specific performance measures. The core performance measures are determined nationally, and begin with the letter 'PM', whilst the province-specific performance measures are added by the province, and begin with the letter 'PPM'.

Appendix A lists the 39 core performance measures (PMs) agreed upon nationally. For each performance measure, the number, the short description and the longer description are provided.

B.0 The provincial education sector

The following are the measurable objectives (▲) relating to the provincial education sector, and their performance measures (▶):

	Measurable objectives	Performance measures
Access	<p>▲ To ensure that the population of compulsory school-going age in the province attends schools.</p> <p>▲ To make education progressively available to youth and adults above compulsory school-going age.</p>	<p>▶ PM001: Percentage of the children of compulsory school going age that attend schools</p> <p>▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions</p>
Equity	<p>▲ To ensure that overall the poor are favoured in the public resourcing of education.</p>	<p>▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners</p>
Efficiency	<p>▲ To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.</p>	<p>▶ PM004: Years input per FETC graduate</p>
Output	<p>▲ To ensure that the output of graduates from the education system is in line with economic and social needs.</p>	<p>▶ PM005: Average highest school grade attained by adults in the population</p>
Quality	<p>▲ To build a society that is literate.</p>	<p>▶ PM006: Adult literacy rate</p>

Specified policies, priorities and strategic objectives

These have been noted in Part A above and are not repeated here.

Progress analysis

Trends

The expenditure on education in the province has grown by, on average, 12.2 per cent per annum in nominal terms since 2004/05. Although education receives the bulk of the provincial budget, its share has declined from 37.1 per cent for 2007/08 to 36.2 per cent for 2008/09.

The number and the category of learners are the main cost drivers in the allocation of the education department's budget. Learners fall into six broad funding categories: Grade R, primary school, secondary school, learners with special needs (LSEN), FET college learners and learners at adult centres.

Except in the case of Grade R at community sites and adult learning centres, the funding of the educational institutions mainly consists of the allocation of staff and the allocation of norms and standards funding. Grade R at community sites, and adult learning centres, receive "norms and standards" funding payments that are also used to pay teaching and administrative staff.

Access

For the past five years there has been almost universal enrolment in Grade 1 in the Western Cape and universal participation is maintained in the primary school. In other words, the overwhelming majority of Western Cape children between the ages of 7 and 14 are enrolled in the education system at more or less the appropriate grade level. However, there is a dramatic drop off in enrolment after Grade 10.

School Grade 12 enrolment figures indicate a slight upturn in 2008 with the greatest number of learners enrolled since 1994 (43 208) – an increase of 1 907 over 2007. Similarly there are 2 240 more learners in Grade 11 (64 178 as compared with 61 938 in 2007). The challenge will be to retain as many as possible in the system. Overall there is an improvement from the approximately one third of learners who enrolled in Grade 1 getting through to Grade 12 (in 1994) to a figure closer to half in 2008. Once the envisaged FETMIS system is activated there will be more reliable data on learners who have chosen to access FET College programmes. Unmonitored data indicates that there is some promising evidence emerging: in 2004 there were 4 444 college students who successfully completed full qualifications; the 2007 figure is 22 661; students enrolled on FET College based learnerships have increased from 648 in 2004 to 4 525 in 2008; numbers of new industry-related programmes have grown from 13 to 24. Student numbers of those graduating from short courses have grown from 965 to 10 062.

Equity

By far the greatest portion of the budget goes to the primary and secondary school system, including schools for LSEN. In the school system, personnel are equitably allocated in terms of the post provisioning norms according to reported learner numbers, community poverty rankings and subjects offered. Norms and standards funding is allocated according to national poverty quintiles with the poorest quintile receiving, on average, six times more than the least poor.

Non-conditional and non-earmarked non-personnel expenditure represents 13 per cent of total expenditure for the 2008/09 financial year. Non-personnel expenditure includes funds for norms and standards funding for public ordinary primary and secondary schools, learner transport schemes and infrastructure, as well as for transfer payments to independent schools, public special schools, FET colleges, ABET centres and ECD schools and sites.

Capital expenditure has decreased from 2.7 per cent of the expenditure in 2004/05 to 2.2 per cent of the estimated expenditure for 2008/09. This includes mainly provision for infrastructure projects as well as for computers and equipment for the Khanya Project. The reason for the decrease is due to the funding provided for the accelerated capital infrastructure delivery programme, which was made available in 2005/06 and 2006/07 financial years from the Asset Financing Reserve (AFR), being recouped from the department's budget in future years commencing in 2007/08.

Programme 2: Public ordinary school education continues to be the main focus of the department's funding. 80.6 % of the budget for 2008/09 is allocated to this Programme. The main services included under this Programme are primary and secondary school education at public ordinary schools (including infrastructure), the district office management and development support to educational institutions, human resource development for institution-based personnel as well as the National School Nutrition Programme conditional grant. 56.8 % of the Programme's budget is allocated to primary schools and 37.9 per cent to secondary schools.

Programmes that have had considerable growth from 2004/05 to 2008/09 are Programme 7: Early Childhood Development where additional resources have been provided to promote participation in Grade R as well as for the EPWP to provide for the training of ECD practitioners at ECD sites plus to provide resource kits for these sites; Programme 5: Further Education and Training, where funds have been provided for the re-capitalisation of FET Colleges and Programme 8: Auxiliary and associated services where funds have been specifically provided for the further roll-out of the HCDS in line with the provincial growth and development strategy, iKapa Elihlumayo.

The first 5 year WCED Employment Equity (EE) Plan extended to 31 December 2007. Despite many barriers, the EE Plan has made steady progress and the representative EE Forum maintained their oversight responsibility. The WCED has complied with all the objectives and regulations of the Employment Equity Act and submitted the annual EE Report to the Department of Labour as required. The WCED also issued policy directives indicating, amongst others, best practice and progress with regard to Employment Equity targets on educational institution level. This resulted in a remarkable progress with especially female representation in school management teams.

The next 5 year EE Plan was consulted and was implemented from January 2008. The first round of appointments in the redesign brought about an adjusted SMS equity profile and equity issues will continue to shape appointments under the redesign.

The No-Fee Schools Policy was implemented during the course of the 2006 year with 419 of the poorest primary schools being awarded no-fee Status, thereby relieving the burden of school fees for approximately 150 000 learners (15,1%) w.e.f. 1 May 2006. A further 234 schools (both primary and secondary) were awarded no-fee status w.e.f. 1 January 2007, bringing the total number of no-fee schools in the Western Cape to 653, accommodating approximately 346 000 learners or 37,6% of all learners.

A progressive increase in the number of teaching posts contributed significantly to improving the teacher-learner ratio, which is critical to the delivery of quality education. At the beginning of the 2007 calendar year, there were 30 872 approved teaching posts. This includes 50 additional mathematics/science teachers appointed in the Dinaledi Schools, 21 additional teachers appointed in the various focus schools and 70 posts allocated to the 7 districts for a range of development interventions in disadvantaged schools. The Teaching Assistant Programme (TAP) appointed 510 teaching assistants in 163 schools. In 2008 the additional basket of posts was further expanded by 747 posts, increasing the 30 872 to 31 619.

Efficiency

While our data set in regard to PM 4 is still not available we do note a repeater ratio of 7.9% in Grades 1 to 7 and 18% in Grades 8 – 12. Enhanced career counseling is being provided and the slightly increased number of enrolments for Grades 11 and 12 (about 2000 each in 2008) provides a possible indicator of some upturn.

Output

The work in school, FET college and ABET sectors all combines to characterize the systemic impact of a range of inputs into this Measurable Objective. The ongoing expansion and diversification of programmes offered and sourced, for example in partnerships, is directed by an understanding of sector needs and often governed by available SETA funding and Learnership options. The major deliverable of the FET College sector has been on infrastructure development which included the upgrading of various campuses. The recapitalisation process creates space and possibilities for translating the recommendations of the Micro Economic Development Strategy into action. There was a focus on the expansion of the West Coast College facility, to ensure skills development aligned to the MEDS and national needs, as outlined by the national human resource development strategy.

A total of R80 million was allocated to the 6 FET colleges for the second year of the three-year Re-capitalisation Programme. The colleges are continuing to spend the funds in seven strategic areas, namely, human resource capacity building; systems and procedures; upgrading of infrastructure; buying new land/buildings; upgrading college sites; equipment; and curriculum delivery. Three colleges are currently completing building projects that were started during the previous financial year. An average of 711 programmes will be offered in 2008 at colleges: 443 are occupational industry related programmes, 316 are vocational

Quality

The province is awaiting details of the arrangements of the national Mass Literacy Campaign. Meanwhile there has been steady ongoing and incremental work in the field of Adult Literacy, for example in the "Each One Teach Ten" programme of Breede River Overberg.

Analysis of constraints and measures planned to overcome them

The 16.7 per cent increase in the population of the Western Cape from 4 524 335 in 2001 to 5 278 585 in 2007 reported in the Community Survey 2007, has had a significant impact on the demand for services. This impacts on the provision of classrooms, of LTSM, of equipment, of teaching staff, of support officials etc and commonly leads to some disruption of schooling, particularly at the start of the academic year and in the planning for, and provision of, Grade R accommodation.

New directorates in the WCED to handle on the one hand "Planning" for infrastructure, learner transport and learning and teaching support material and on the other hand "Operations" should start to yield benefits in relation to this challenge in the medium to long term. They will be informed by the newly-formed "Knowledge Management" and "Research" Directorates as they move towards the local "Education Provisioning Plans" which will stabilise development in the sector.

A high proportion of development depends on coherent and articulated inter-governmental co-operation. This is an area in which we need to pool resources (both financial and human) to better effect, particularly in view of the pending completion of this 5 year cycle. The provincial programme of action to focus on 21 identified areas (STP-21), school safety, the integrated substance abuse programme and the integrated provincial HIV and AIDS strategic plan, are good cases in point: for resources to be mobilised will take commitment at the highest level. The newly constituted Branch: Policy and Planning, together with the Directorate in the Office of the SG (focus on inter-governmental relations) will combine to fast-track or finalise MOUs, Service-Level agreements and on-the-ground links both at a provincial and at a local governmental level.

ST001	PROVINCIAL EDUCATION SECTOR – Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
REVENUE (R'000)						
Equitable share	6,292,822	6,559,897	7,520,995	8,607,711	9,676,157	10,500,288
Conditional grants	143,683	254,536	226,358	282,736	260,113	341,134
Donor funding	0	0	0	0	0	0
Other financing (Asset Finance Reserve)	0	81,633	47,000	105,000	54,000	0
Own Revenue	12,739	24,296	28,379	24,466	23,691	22,874
TOTAL	6,449,244	6,920,362	7,822,732	9,019,913	10,013,961	10,864,296
PAYMENTS BY PROGRAMME (R'000)						
1 Administration	250,870	309,789	375,230	410,189	445,617	468,865
2 Public ordinary school education (see further split below)	5,335,181	5,601,575	6,281,203	7,267,732	8,095,465	8,788,102
3 Independent school subsidies	32,445	34,259	39,541	48,406	51,637	54,413
4 Public special school education	366,447	389,112	423,846	500,589	549,854	602,885
5 Further education and training	168,186	271,048	309,637	326,858	345,641	363,447
6 Adult Basic Education and Training	23,051	23,539	26,056	27,789	29,433	30,911
7 Early Childhood Development	74,477	90,195	164,804	226,792	274,011	320,922
8 Auxiliary and associated services	198,587	200,845	202,415	211,558	222,303	234,751
TOTAL	6,449,244	6,920,362	7,822,732	9,019,913	10,013,961	10,864,296
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (R'000)						
2.1 Public primary schools	2,981,194	3,119,550	3,576,969	4,127,395	4,538,325	4,923,722
2.2 Public secondary schools	2,139,444	2,245,798	2,392,337	2,751,595	3,025,551	3,282,482
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	5,493,589	5,911,951	6,717,287	7,651,905	8,542,008	9,247,989
Compensation of employees	4,962,469	5,253,453	5,917,950	6,744,600	7,538,417	8,104,273
Educators	4,332,476	4,570,494	5,144,220	5,875,780	6,568,370	7,065,443
Non-educators	629,993	682,959	773,730	868,820	970,047	1,038,830
Goods and services and other current	531,120	658,498	799,337	907,305	1,003,591	1,143,716
Transfers and subsidies	661,590	773,526	911,073	1,176,166	1,233,173	1,311,823
Payments for capital assets	294,065	234,885	194,372	191,842	238,780	304,484
TOTAL	6,449,244	6,920,362	7,822,732	9,019,913	10,013,961	10,864,296

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
STAFFING						
Number of Educators (publicly employed)	30 059	30 491	30 528	30 729	30 729	30 729
Number of Non-educators (publicly employed)	8 316	7 974	8 353	8 280	8 405	8 405
ENROLMENT AT COMPULSORY LEVEL						
Learners aged 7 to 14 in public ordinary schools	621 250	599 112	593 960	596 000	598 000	600 000
Learners aged 7 to 14 in public special schools	6 490	7 413	5 866	6 687	6 800	6 900
Learners aged 7 to 14 in independent schools	12 109	16 072	13 370	16 080	16 080	16 080
TOTAL	639 849	622 597	613 196	618 767	620 880	622 980
ENROLMENT AT POST-COMPULSORY LEVEL						
Learners aged 15 to 17 in public ordinary schools	192 997	193 834	194 779	196 000	198 000	200 000
Learners aged 15 to 17 in public special schools	7 401	6 452	6 706	8 568	8 700	8 800
Learners aged 15 to 17 in independent schools	4 314	4 823	3 884	4 825	4 825	4 825
Students aged 15 to 17 in FET colleges	No historical data available	3 593	3 593	3 593	3 593	3 593
TOTAL	204 712	208 702	208 962	212 986	215 118	217 218
POPULATION						
Population aged 7 to 14	679 463	690 806	704 444	717 729	730 857	743 061
Population aged 15 to 17	247 265	250 644	256 755	262 603	267 905	272 675
► PERFORMANCE MEASURES						
► PM001: Percentage of the children of compulsory school going age that attend schools	98.8%	98.4%	99.1%	99.2%	99.3%	99.4%
► PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions	83.5%	84.7%	82.3%	83.0%	84.0%	85.0%
► PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	104.8%	102.9%	102.9%	102.9%	102.9%	102.9%
► PM004: Years input per FETC graduate	Provinces cannot compute this PM currently since accurate data sources are not available.					
► PM005: Average highest school grade attained by adults in the population	9.3	9.5	9.4	9.5	9.6	9.7
► PM006: Adult literacy rate	94.0%	95.1%	95.6%	95.7%	95.8%	95.9%
Note: All the performance measures, except for PM003 and PM004, are based on general household survey data.						
Note: The percentages for PM001 and PM002 are obtained from the 2004, 2005 and 2006 General Household Surveys and may differ slightly from enrolment over population reflected elsewhere.						
Sources: Provincial Budget Statement (2008) [2007/08 financial figures are the adjusted estimates]; Persal [2006 and 2007 employee figures refer to July and February respectively]; EMIS [Public ordinary and special school 2007 enrolment figures are actual as per third term CEMIS; Independent schools are Annual Survey 2007]; Population figures provided by DoE from the 2006 GHS. The publicly employed staff figures in this table and all other key trends tables reflect a count of unique employees on Persal, regardless of employment status (e.g. regardless of whether permanent or temporary) at one point in the year.						

ST002	PROVINCIAL EDUCATION SECTOR – Age-specific enrolment rates (2007)						
	2.1 Public primary schools	2.2 Public secondary schools	3 Independent schools	4 Special schools	5 FET colleges (headcount)	Population	Age-specific enrolment rate
< Age 6	61	2	49	307			
Age 6	22 300	240	811	245		91 402	25.8
Age 7	72 301	1 251	1 910	310		90 869	83.4
Age 8	73 029	1 301	1 858	411		90 157	85.0
Age 9	71 569	1 290	1 783	560		89 266	84.2
Age 10	74 649	1 326	1 657	731		88 112	88.9
Age 11	75 433	1 393	1 671	862		87 078	91.1
Age 12	73 398	1 477	1 556	998		86 437	89.6
Age 13	73 729	2 998	1 519	1 064		86 190	92.0
Age 14	27 092	46 925	1 399	1 450		86 335	89.0
Age 15	10 571	59 977	1 321	2 381	96	85 961	86.4
Age 16	3 636	64 021	1 357	2 655	1 087	85 325	84.0
Age 17	1 327	61 899	1 206	2 176	2 410	85 468	77.9
Age 18	369	47 717	682	1 251	4 382	86 392	57.9
> Age 18	139	37 583	203	363	33 895		
Total (age 6 to 18)	579 403	291 815	18 730	15 094	7 975	1 138 993	79.5

Source: Annual Schools Survey 2007 (Public Ordinary, LSEN & Independent Schools)
2006 General Household Survey (Population)

ST003	PROVINCIAL EDUCATION SECTOR – Resourcing effected via the Post Provisioning Norms (2008)				
Programmes/Purpose of posts	Posts PL1	Posts PL2	Posts PL3	Posts PL4	Total
Posts top-sliced before model is run	2 561	98	66	9	2 734
Posts distributed by model	20 599	4 358	1 416	1 547	27 920
2. Public ordinary school education	18 756	3 965	1 244	1 447	25 412
2.1 Public primary schools	11 261	2 328	719	1 092	15 400
Posts attached to schools	11 261	2 328	719	1 092	15 400
Posts not attached to schools	0	0	0	0	0
2.2 Public secondary phase	7 495	1 637	525	355	10 012
Posts attached to schools	7 495	1 637	525	355	10 012
Posts not attached to schools	0	0	0	0	0
4. Public special school education	1 226	244	76	72	1 618
5. Further Education and Training	617	149	96	28*	890
Total	23 160	4 456	1 482	1 556	30 654

Notes: Posts that are top sliced before the model is run are posts allocated for offices, ABET and special purposes e.g. poverty redress, substitutes, Cape Teaching Institute, etc, i.e. not posts allocated for public ordinary schools, public special schools and FET Colleges. The above figures exclude 965 posts, which are allocated for management purposes.

* FET Colleges have post level 1, 2, 3 and 5 posts.

Source: Post Provisioning Model 2008

ST004	PROVINCIAL EDUCATION SECTOR – Investment in staff skills development (2007/08)							
	Prog 1 Admin	Prog 2 POS	Prog 3 Indep	Prog 4 Spec	Prog 5 FET	Prog 6 ABET	Prog 7 ECD	Total
Expenditure (thousand R)	20,402	35,679	-	-	-	-	-	56,081
Trainees	12 421	19 087	-	-	-	-	-	31 508
Educators	7 627	17 519	-	-	-	-	-	25 146
Skills programmes	2 109	13 297	-	-	-	-	-	15 406
Curriculum change training	1 990	3 510	-	-	-	-	-	5 500
Other in-service training	3 528	467	-	-	-	-	-	3 995
HIV/AIDS training	-	245	-	-	-	-	-	245
Non-educators	4 794	1 568	-	-	-	-	-	6 362

Note: This table reflects all Departmental expenditure on the skills development of Department staff. It includes the cost of Department-employed trainers. The same educator may be counted twice, if, for example an educator has been through curriculum and HIV/AIDS training during the year in question. However, the values in the row 'Educators' do not reflect any double counting of educators.

Note: The cost for human resource development is included in sub-programmes with the same name in each of the relevant programmes. However, as there is no method by which the recording of the actual expenditure related to a particular person can be distributed between the human resource development sub-programmes, funds are only provided for human resource development Programme 1: Administration and Programme 2: Public ordinary schools.

Source: *Internal Human Capital Development, WCED*

B.1 Administration

The following are the measurable objectives (▲) relating to Programme 1: Administration, and their performance measures (▶):

	Measurable objectives	Performance measures
Efficiency	▲ To bring about effective management at all levels of the education system.	▶ PM101: Percentage of schools implementing the School Administration and Management System ▶ PM102: Percentage of schools that can be contacted electronically by the department ▶ PM103: Percentage of black women in management positions
	▲ To realise an optimal distribution of financial, physical and human resources across the system.	▶ PM104: Percentage of current expenditure going towards non-personnel items

Specified policies, priorities and strategic objectives

Policies

PFMA, Preferential Procurement Framework Act, Promotion of Access to Information Act, Employment Equity Act, Skills Development Act, Employment of Educators Act

Strategic goals and objectives (Extract from 5 Year plan):

To promote accountability on all levels, in line with the legislative mandate

To bring about effective management at all levels of the system.

Implement the Quality Assurance Management Strategy of the WCED:

To ensure effective management and governance in all the learning sites and support structures

Priorities:

Key priorities include:

- Continued implementation of the HCDS.
- The second phase of the implementation of the micro-structure of the re-designed WCED, which will ensure that the organisation can best implement the HCDS and also become representative of the people of the Western Cape.
- Ensuring that the learner tracking system is up and running and commence with the implementation of the Further Education and Training Management Information System (FETMIS) in FET Colleges.
- Building of Social Capital within the education sector, through, *inter alia*, forums for RCLs, retired teachers and SGBs, peer education programmes and the promotion of schools as nodes of care and hubs of extra-mural activity
- Improving all aspects of financial management and accounting responsibilities to eventually move to a Level 4 auditable organisation.

Progress analysis

There is some overlap between the indicators in this Programme and those in Programme 2. It has been decided not to repeat the details about improving school management and hence to include them in this analysis and not in the analysis for Programme 2.

Efficiency

Cape Teaching and Leadership Institute (CTLI)

The CTI is now reconfigured as the CTLI and has successfully delivered on the annual training and development programme for educators at Foundation Phase, Intermediate Phase, Senior Phase as well as school management and leadership development. Impact assessment of training interventions confirmed the high level of efficiency of the interventions in the classroom and also identified areas for improvement and the need for additional support. The CTLI ran courses for 2000 educators and 750 school leaders in 2007 on a range of topics. The CTLI also presented successful conferences for maths teachers and, because of the positive feedback and continued demand, are planning further conferences for 2008.

Over the years, the CTLI has proved its worth as a cost effective in-service training institute and through benchmarking visits to other provinces, it is clearly a leader in the field. Plans are underway to expand its activities. Leadership development and FET Band training interventions will be targeted. Although the infrastructure provides great potential, physical capacity remains a challenge that will have to be addressed first.

ACE for Principals

160 school principals are entering the first year of an ACE

School Business Managers' Course

The WCED is in the process of developing a certificate course in School Business Management at NQF Level 4 to equip administrative staff at all schools in the Western Cape with skills that will enable them to efficiently and effectively administer and manage the school operations and resources for a safe learning environment. This will also enable principals and educators to focus on teaching and curriculum development. This course is a partnership between WCED, Manchester University (MMU), the National College for School Leadership (NSCL), the Institute of Administrative Management (IAM) and SABISA/ISASA (the Independent Schools Association of SA). The certificate programme, to be offered by UWC, will adhere to SAQA accreditation standards. This course will be followed by the diploma and later the degree course which will be offered by the HEI's. The certificate course will be offered by the FET colleges in the Western Cape.

The pilot for 150 students will ensure manageability on the one hand, whilst securing sufficiently robust data on which to base future plans on the other. There will be a cross-section of candidates from all areas as well as the independent school sector. It is envisaged that the SAQA registration will take place in April 2008, whereafter the qualification will be quality assured by the ETDP-SETA. The launch of the pilot will take place in June 2008.

Learner tracking system

A comprehensive learner tracking system was introduced into all public schools in the Western Cape in 2006. This tracking system has improved the information base of the province, allowing for improved efficiency and planning to ensure that learners do not go missing from the social system. This tracking system will be improved and expanded to include FET colleges, AET and ECD sectors.

Central Education Management Information System

This will be maintained and developed for online tracking of learner progression and understanding of educational needs at public ordinary schools, Special Needs' schools, FET Colleges, Adult Education Centres, Early Childhood Development Centres and independent schools in order to maximize and effectively manage resource allocations such as Learner transport, nutrition, infrastructure, staff provisioning etc. CEMIS will allow for the integration of learner and school information on which management decisions can be based. The research services of the department will also be strengthened in order to provide evidence-based research information.

Master Systems Plan (MSP)

The WCED has managed, within the allocated budget, to maintain a sophisticated wide-area-network of computers linking the Head Office, the district offices and some of the satellite offices. The WAN services are provided by the State IT Agency (SITA) and managed by the Chief Directorate: e-Innovation (in the Department of the Premier). This network of computers has enabled not only the Head Office and district offices to link to the State's transversal systems but also to implement office automation and collaboration systems.

A number of computerised systems, identified in the MSP, have been developed and implemented either with in-house expertise or using external service providers. These systems have included CEMIS, a leave management system as a supplement to PERSAL, and various web-based applications. The CEMIS system is planned to link reports on learner attendance, teacher qualifications, teacher attendance. This is still in a developmental stage.

During 2007/08 a new ICT Strategic Plan (MSP) was developed with assistance from the Chief Directorate: e-Innovation. As this strategic plan is implemented over the 2008/09 – 2010/11 MTEF cycle new systems, including collaboration and communication systems, to support the provision of education in the province will be developed, and equipment and network infrastructure will be replaced or supplemented.

Schools Connectivity Project (Telecommunications Project)

Over the past 10 years the WCED has implemented a connectivity project whereby schools are provided with equipment (computer and printer) and a subsidy to connect to the Internet. The subsidy is paid to all schools on an annual basis with approximately 20% of the schools receiving replacement equipment every year. Through this process 97,8% of the public schools in the Western Cape have been linked to the Internet and have valid e-mail addresses. About 25 schools cannot be connected to the Internet (as they are currently outside of the existing telecommunications infrastructure) and approximately 130 have poor connections. With changes to the telecommunications legislation, specifically with respect to wireless providers, these schools will be provided with a connectivity solution with assistance from SITA and the telecommunications providers.

A national education network (EduNet) providing high bandwidth, free connectivity to public educational institutions is being planned as part of the national e-Education White Paper. Over the 2008/09 – 2010/11 MTEF cycle it is envisaged that, given adequate funding, this wide-area-network will be implemented.

Communication

Effective communication plays a key role in ensuring that the WCED achieves its strategic objectives. The department must ensure that its communication functions are well coordinated, effectively managed and responsive to diverse needs.

The WCED will maintain and build its capacity to communicate effectively on all levels, including its capacity for corporate communication. Corporate communication functions include media liaison, executive support, publications, the WCED web site, event management support, brand management, marketing, advertising, client services, language services and multimedia production services.

The WCED will use all available media to share information, build understanding and develop relationships within the education community and with broader society. We will "claim our communication space" through a range of activities, to communicate success, mediate challenges and share good practice.

Supply Chain Management

Section 217 of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) provides that when an organ of state in the national, provincial or local sphere of government, or any other institution identified in the national legislation, contracts for goods and services it must do so with a system which is fair, equitable, transparent, competitive and cost effective.

The WCED has the following measures in place to regularly update its current Accounting Officers system to align it with the current National Treasury Regulations and Provincial Treasury Instructions, and to ensure enforcement within the Department –

- a) The WCED Accounting Officers System is updated when circumstances dictate the need to review its provisions. This is especially so when new directives, in the form of Treasury Instructions or Supply Chain Management Practice Notes, are issued by the National and Provincial Treasuries.
- b) The revisions to the Accounting Officers System are submitted to the Departmental Bid Committee for recommendation before it is submitted to the Accounting Officer for approval.

Supply Chain Management functionaries and the Senior Management are informed of the revisions to ensure compliance to the prescriptions.

Social capital as contribution to management and system efficiency

The WCED already has a range of programmes in place that contribute to the development of social capital. High levels of experience and expertise are vested in human beings. In order to maximize this pool of knowledge, networks are created to share and disseminate such 'capital'. For example, to capitalize on such a wealth of human experience, forums for discussion and volunteerism are being created, such as an embryonic Retired Teachers' Association and an intervention to support schools in starting Past Pupils' Associations. SGB Association representatives are brought together from time to time, to be consulted on issues facing schools and communities.

A variety of programmes are committed to the development of strategic partnerships at provincial and community level to support initiatives such as the development of the school as a community hub, Safe Schools, peer education (healthy lifestyle / teenage pregnancy, HIV and substance abuse prevention strategy) and the promotion of schools as nodes of care and support.

A distinction needs to be drawn between the formal role of the SGB and of the RCL member of the SGB and the other elements such as volunteerism. It is incumbent on the state to provide formal support for SGBs. The WCED has, additionally, made a decision to empower RCLs. RCLs at schools become involved in issues of leadership and are afforded opportunities to impact on, or influence, management issues such as discipline, conflict resolution and role modelling.

Service Delivery Improvement Plan (SDIP)

Improved service delivery is a significant organisational challenge, especially in regard to the identification of business processes which need remodelling. The WCED has defined itself as a learning organization with a focus on service delivery excellence over the next ten years. Good progress has been made in developing a comprehensive SDIP. A Service Delivery Charter was developed, approved and launched on 17 August 2007. Monitoring and evaluation systems are being developed for implementation including a complaints and complements mechanism managed by the Directorate Quality Assurance. Service standards are being allocated to the redesigned directorates and the new directorates' service delivery standards will be developed.

Human Resource (HR) Plan

The WCED followed the HR Planning Framework of the Department of Public Service and Administration to develop a composite WCED Human Resource Plan. This plan is adjusted and then re-adopted annually. The strategies in terms of this plan are being developed and monitored on a monthly basis.

Audit Report

The department moved from Disclaimer audit opinion in 2005/06 to a qualified audit opinion by the Auditor-General for the 2006/07 financial year. The qualification was based on State housing guarantees. The Audit Monitoring Team (AMT) will continue with their mandate to deal with the outcome of the audit report.

Analysis of constraints and measures planned to overcome them

The integration of the various quality assurance and accountability measures introduced is a serious challenge to the WCED. It is important to ensure that these measures lead to improved teaching and learning and are not seen as ends in themselves. The WCED is subject to a wide range of monitoring, evaluation and accountability processes. These include the following:

- Auditing of financial management processes on an annual basis, by the provincial Auditor-General's office. The department needs to improve on the quality of financial management to ensure an unqualified audit report;
- Appearances at regular sessions with the Education Portfolio Committee and the Standing Committee on Public Accounts in the Provincial Parliament;
- Meetings (or road shows) with various education stakeholders at regular intervals by the MEC and the Superintendent-General to share information about the latest developments in education, or simply to hear about problems experienced by educators and school managers;
- The WCED is already under obligation to submit an annual report on its activities to the Legislature. The Annual Report document can be accessed by the broader public and allows for the education community to monitor the achievements or failures of the department, in relation to its legislative and policy mandates and its strategic plans; and
- Continuous monitoring and evaluation by the Quality Assurance function in the department.

An Enterprise Risk Management Unit will be installed alongside a Unit to further develop the Service Delivery (Improvement) Plan in the newly-formed Directorate: Business Planning and Strategy which is also tasked with ensuring strategic review of departmental performance, development of the Annual Performance Plan, production of reports etc. Since this directorate will also be responsible for co-ordination of Special Programmes (under which many of the Social Capital initiatives reside) and working on a protocol regarding links with Service Providers, the WCED is looking forward to greater alignment and more directed operations in the medium term.

Ongoing interventions regarding the training of school management team (SMT) members cover the following topics, amongst others: managing the curriculum, encouraging positive learner behaviour, women in leadership, policy management, inclusive education, the holistic management of HIV/AIDS and other psycho-socio-developmental challenges facing school communities, and the latest amendments to acts and signed resolutions.

ST101	ADMINISTRATION - Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)						
1.1 Office of the MEC	3,151	3,445	3,541	3,805	4,046	4,260
1.2 Corporate services	113,275	150,717	197,421	216,897	230,849	243,440
1.3 Education management	114,429	130,278	143,789	138,977	157,761	165,718
1.4 Human resource development	9,309	10,307	15,352	16,201	17,008	17,815
1.5 Education Management Information System (EMIS)	10,706	15,042	15,127	34,309	35,953	37,632
TOTAL	250,870	309,789	375,230	410,189	445,617	468,865
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	210,362	254,379	334,715	371,104	404,733	426,100
Compensation of employees	123,673	140,652	170,629	190,256	213,040	224,575
Educators	25,652	29,538	35,832	39,955	44,740	47,162
Non-educators	98,021	111,114	134,797	150,301	168,300	177,413
Goods and services and other current	86,689	113,727	164,086	180,848	191,693	201,525
Transfers and subsidies	27,212	44,806	34,476	32,773	34,281	35,857
Payments for capital assets	13,296	10,604	6,039	6,312	6,603	6,908
TOTAL	250,870	309,789	375,230	410,189	445,617	468,865
STAFFING						
Number of Educators (publicly employed)	109	123	164	164	164	164
Number of Non-educators (publicly employed)	767	736	750	800	850	850
STATISTICS ON ADMINISTRATION SYSTEMS						
Number of schools with SAMS (a)	1 460	1 452	1 452	1 455	1 455	1 455
Number of schools with e-mail	1 380	1 420	1 440	1 455	1 455	1 455
► PERFORMANCE MEASURES						
► PM101: Percentage of schools implementing the School Administration and Management System	100%	100%	100%	100%	100%	100%
► PM102: Percentage of schools that can be contacted electronically by the department	95.0%	97.8%	99.2%	100%	100%	100%
► PM103: Percentage of black women in management positions	8.8%	12.5%	26.9%	30.8%	30.8%	30.8%
► PM104: Percentage of current expenditure going towards non-personnel items	19.4%	21.4%	22.4%	23.6%	22.9%	23%

ST102	ADMINISTRATION – Expenditure by item (2006/07) R'000								
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total
Current payments	254,379	5,067,372	-	312,419	140,010	6,163	44,411	87,197	5,911,951
Compensation of employees	140,652	4,573,712	-	307,469	139,993	5,916	44,390	41,321	5,253,453
CS educators	29,538	4,116,341	-	236,750	116,194	4,969	44,390	22,313	4,570,495
Salaries and wages	25,994	3,581,218	-	205,973	102,251	4,820	37,732	20,974	3,978,962
Social contributions	3,544	535,123	-	30,777	13,943	149	6,658	1,339	591,533
Non-educators	111,114	457,371	-	70,719	23,799	947	-	19,008	682,958
Salaries and wages	97,781	397,913	-	61,526	20,943	919	-	17,868	596,950
Social contributions	13,333	59,458	-	9,193	2,856	28	-	1,140	86,008
Goods and services	112,640	493,660	-	4,950	17	247	21	45,876	657,411
Inventory	8,229	256,513	-	33	-	9	4	7,534	272,322
Learning support material	1,503	214,853	-	33	-	-	-	308	216,697
Stationery and printing	6,467	2,577	-	-	-	9	4	7,194	16,251
Other	259	39,083	-	-	-	-	-	32	39,374
Consultants, contractors and special services	27,253	2,868	-	8	-	3	-	9,834	39,966
Equipment less than R5, 000	2,974	1,152	-	-	-	-	-	73	4,199
Maintenance of buildings	19,028	90,991	-	64	17	-	-	-	110,100
Operating leases	1,928	1,591	-	-	-	-	-	7,750	11,269
Learner transport	-	93,300	-	-	-	-	-	-	93,300
Other goods and services	53,228	47,245	-	4,845	-	235	17	20,685	126,255
Interest and rent on land	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-
Rent on land	-	-	-	-	-	-	-	-	-
Financial transactions in assets and liabilities	1,087	-	-	-	-	-	-	-	1,087
Unauthorised expenditure	-	-	-	-	-	-	-	-	-
Transfers and subsidies	22,731	332,292	34,259	76,489	131,038	17,376	45,784	113,557	773,526
Municipalities	86	2,925	-	190	87	3	28	11	3,330
Departmental agencies and accounts	-	-	-	-	-	-	-	3,756	3,756
Non-profit institutions	19,740	315,639	34,259	75,448	130,688	17,373	45,619	107,862	746,628
Section 21 schools	-	181,516	-	-	-	83	-	-	181,599
LTSM	-	159,592	-	-	-	83	-	-	159,675

ST102	ADMINISTRATION – Expenditure by item (2006/07) (continued)								
	<i>1 Admin</i>	<i>2 POS</i>	<i>3 Indep</i>	<i>4 Spec</i>	<i>5 FET</i>	<i>6 ABET</i>	<i>7 ECD</i>	<i>8 Aux</i>	<i>Total</i>
Utilities		15,028	-	-	-	-	-	-	15,028
Maintenance		6,896	-	-	-	-	-	-	6,896
Service rendered		-	-	-	-	-	-	-	-
Other educational institutions	19,740	134,123	34,259	75,448	130,688	17,290	45,619	107,862	565,029
Households	2,905	13,728	-	851	263	-	137	1,928	19,812
Payments for capital assets	10,604	223,986	-	204	-	-	-	91	234,885
Buildings and other fixed structures	-	220,853	-	25	-	-	-	-	220,878
Buildings	-	220,853	-	25	-	-	-	-	220,878
Hostels	-	-	-	-	-	-	-	-	-
New schools	-	155,445	-	25	-	-	-	-	155,470
Additional classrooms	-	36,928	-	-	-	-	-	-	36,928
Other additions	-	28,480	-	-	-	-	-	-	28,480
Other	-	-	-	-	-	-	-	-	-
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	10,588	3,120	-	179	-	-	-	91	13,978
Transport equipment	-	624	-	179	-	-	-	-	803
Other machinery and equipment	10,588	2,496	-	-	-	-	-	91	13,175
Software and other intangible assets	16	13	-	-	-	-	-	-	29
GRAND TOTAL	287,714	5,623,650	34,259	389,112	271,048	23,539	90,195	200,845	6,920,362

B.2 Public ordinary school education

The following are the measurable objectives (▲) relating to programme 2, and their performance measures (▶):

	Measurable objectives	Performance measures
Access	▲ To provide access in the public ordinary schooling system in accordance with policy.	▶ PM201: Percentage of learner days covered by the nutrition programme ▶ PM202: Percentage of learners in public ordinary schools with special needs
Adequacy	▲ To put the basic infrastructure for public ordinary schooling in place in accordance with policy. ▲ To provide adequate human resourcing in public ordinary schools. ▲ To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools	▶ PM203: Percentage of public ordinary schools with a water supply ▶ PM204: Percentage of public ordinary schools with electricity ▶ PM205: Percentage of schools with an adequate number of functional toilets ▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure ▶ PM207: Percentage of schools with more than 40 learners per class ▶ PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered by day one of the school year
Efficiency	▲ To bring about effective and efficient self-managing public ordinary schools. ▲ To foster a culture of effective learning and teaching in public ordinary schools.	▶ PM209: Percentage of schools with Section 21 status ▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools

The following applies to sub-programme 2.1, public primary schools:

	Measurable objectives	Performance measures
Equity	▲ To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3
Efficiency	▲ To ensure that the progression of learners through public primary schools is optimal.	▶ PM213: Repetition rate in Grades 1 to 7
Quality	▲ To attain the highest possible educational outcomes amongst learners in public primary schools.	▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy ▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences

The following applies to sub-programme 2.2, public secondary schools:

	Measurable objectives	Performance measures
Equity	▲ To promote the participation of historically marginalised groups of learners in public secondary schools.	▶ PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12
	▲ To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate
Efficiency	▲ To ensure that the progression of learners through public secondary schools is optimal.	▶ PM218: Repetition rate in Grades 8 to 12
Output	▲ To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes.	▶ PM219: Pass ratio in Grade 12 examinations ▶ PM220: Pass ratio in Grade 12 for mathematics and science
Quality	▲ To attain the highest possible educational outcomes amongst learners in public secondary schools.	▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas

Specified policies, priorities and strategic objectives

Policies

South African Schools Act; Post Provisioning Norms; *National Norms and Standards for School Funding* (School Funding Norms); Revised National Curriculum Statements; 1998 Admissions Policy

Strategic goals and objectives (extract from 5 Year Plan):

To ensure access to quality education for all children living in the province

To ensure effective e-Learning in schools

To ensure safe institutional environments required for effective teaching and learning

To equip and support educators in their efforts to provide effective education

Priorities:

Key priorities for the period 2008/09 – 2010/11 include –

- The enhancement of numeracy and literacy, especially in primary schools thus ensuring effective teaching and learning. All Grade 3 learners will be tested in 2008 in literacy and numeracy. Grade 9 learners will also be subjected to a literacy and numeracy test in April 2008 in order to establish their level of competence.
- The continued implementation of the NCS especially in regard to the further education and training (FET) band.
- The implementation of QIDS-UP, targeting the poorest primary schools in National Quintile 1 in 2007/08, to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible.
- The implementation of the Learner Attainment Strategy (LAS) as per directive of (national) Minister of Education and the Premier, and bringing down the number of schools achieving less than 60% in the Senior Certificate examinations.
- Focus on improved physical safety facilities for schools at risk to ensure a safe educational environment.
- The expansion of participation rates in Mathematics, Physical Science and Technology through the continued introduction of Focus schools and the increase in the number of Dinaledi schools and the improvement of pass rates for Grade 12.
- The continuation of the Teacher Assistant Programme (TAP) with the deployment of 510 teacher assistants to assist in the Foundation Phase in the poorest schools.

- Ensuring access to appropriate support services and quality education through implementing the national policy framework of Education White Paper 6 (2001).
- All schools to develop School Improvement Plans (SIP) and set targets which will also serve as a basis for the support offered by district support staff.
- Improve quality education through Whole School Evaluation (WSE) of 30 schools
- The development of principals and teachers through Advanced Certificates in Education (ACE) and National Professional Diplomas in Education (NPDE)).

Progress analysis (in the discussions for this Programme the constraints and solutions are incorporated into the analysis for ease of interpretation)

Public ordinary school education

Access

In an attempt to curb the rising costs to parents of limited financial means of the education of their children and to expand the access to education, the SASA was amended to allow for the (national) Minister of Education (MoE) to determine the national quintiles for public schools that may not charge school fees w.e.f. 01 January 2007.

The MoE determined a national target for 2008 that accommodates 40% of learners in the country in 'no-fee schools', i.e. schools that fall in National Quintiles (NQ) 1 and 2, w.e.f. 01 January 2008. A list of the schools per province that will not be permitted to charge compulsory school fees was published in the Government Gazette.

Since the Western Cape has a low percentage of learners in NQs 1 and 2, compared to all the other provinces (only 6,5% (59 306) of the learners in the Western Cape fall in NQ 1 and 8% (73 254) in NQ 2, i.e. only 14,5% of the learners in the Western Cape are in the poorest two quintiles nationally (40% of learners in the country)), the WCED decided to also extend the 'no-fee school' status to schools in NQ 3 (211 841 learners). This was done by means of a voluntary arrangement with the identified NQ 3 schools. All NQ 3 schools took up this offer and have been declared 'no-fee schools' and, therefore, may also not charge compulsory school fees..

There are 653 'no-fee schools', representing 45% of the 1 452 schools in the province in the Western Cape in 2008. Approximately 345 000 learners attend these schools, representing 37,6% of the learners in the Western Cape.

National School Nutrition Programme (NSNP)

The responsibility for the management of the NSNP was transferred from the provincial Department of Health to the Department of Education on 1 April 2004. At that time 145 596 learners in Grades R to 7 were fed across approximately 659 targeted primary schools in the province. Since then, the poorest special and secondary schools were also included into the NSNP and currently 203 535 learners are fed across 988 targeted primary, special and secondary schools.

When the programme was transferred, only one uncooked menu option was provided on every feeding day. By March 2007 all targeted schools were afforded the opportunity to serve cooked meals. The NSNP enabled all targeted schools to purchase kitchen equipment in order to prepare cooked meals. Many targeted schools do not have adequate food preparation areas and the NSNP ensured the supply of durable and secured mobile units to 113 targeted schools to serve as preparation areas. All funded staff vacancies were filled, although not all the posts on the establishment could be funded.

Monitoring tools, information booklets and guidelines were disseminated to all targeted schools. Volunteers at all schools and in some cases relevant educators were trained in gas and food safety and food storage.

The monthly honorarium payable to volunteers and the total number of volunteers were increased by up to 400% and 241%, respectively and a further increase is under consideration.

251 Targeted schools currently have food gardens. Workshops covering topics such as the establishment of a food garden and the making of compost were conducted in all districts, covering the rural and nodal areas. Educators, learners and parents attended these workshops.

Effective networks have been established with the Department of Health in respect of nutrition and environmental health and with the Department of Agriculture with respect to the development of food gardens.

Special Needs

To accommodate more learners with special needs in mainstream schools, the WCED decided to establish units for learners with special needs at identified mainstream schools. These schools then become full-service schools. Twelve units already exist and the WCED envisages establishing 38 more in 2008/09. The learners that will be accommodated in these units are the same learners that would have been placed in special schools. The same placement procedure is followed as in the case of special schools. Additional posts are created on the staff establishment to service the units.

School Sport

The "Framework for Collaboration: Co-ordination and Management of School Sport in Public Ordinary Schools" document was jointly signed in 2005 by the Ministers of Education and Sport and Recreation. Included in the "Framework for Collaboration" document, is the imperative that school sport programmes must be strategically linked to national and provincial interventions, such as HIV & AIDS Awareness Campaigns, National and Provincial Crime Prevention Strategies, moral regeneration, etc.

In 2007, the Western Cape Education Ministry and the WCED, along with the Ministry for Cultural Affairs and Sport and its department (DCAS) jointly launched the organisation, Western Cape School Sport (WCSS) and signed a Western Cape School Sport Memorandum of Agreement (MoA). WCSS is the Provincial Co-ordinating Committee (PROCOC) for School Sport. The MoA commits the two departments to the joint organisation, co-ordination and implementation of school sport and it also creates the framework and determines the spirit that should underpin the delivery of school sport within the Western Cape Province.

As the National and Provincial Co-ordinating Committees for School Sport have now been structured, the next step is for the District Co-ordinating Committee (DISCOC) for School Sport to be structured in each of the Districts. Thereafter, each of the districts will establish School Sport Circuit and Cluster Co-ordinating Committees.

Adequacy

Infrastructure

The WCED approved 2006 Infrastructure Plan indicated a backlog of 104 new schools, of which 20 had been completed in February 2006. Seven (7) schools were completed in 2006/07, and another seven (7) in 2007/08. For this current year four (4) schools are under construction, six (6) schools have been advertised, and five (5) are in the planning stage. The planning of a further (6) schools will start shortly for 2009/10. The eleven schools in planning will be completed over the next 5 years. The expansion and development of some areas, as well as the migration of learners into certain areas of the province, will lead to continuous growth in learner numbers. Consequently, the demand for extra classrooms will continue.

Apart from the fact that building projects have been identified, prioritised and planned until 2014, it is more important that a Physical Infrastructure Provisioning Strategy considers new school designs, pursue the mobilisation of Public-Private Partnerships (PPPs) to fast-track delivery and the development of an intervention that will enable the maximum utilisation of existing structures. The expected Norms and Standards for space utilization at institutions (section 5A of SASA) will facilitate the process of maximum utilisation of infrastructure.

Accessibility to buildings for learners, especially for physically disabled learners e.g. ramps for learners who are wheelchair bound, is already incorporated in the planning of future physical infrastructure provisioning. Advanced future-planning scenarios must include explicit attention to those green-friendly aspects promulgated by environmentalists and with due attention to scarce resources.

A key aspect of delivery is programmes of SGB-managed minor works (upgrading, rehabilitation, beautifying, etc) at schools, which enhance community ownership of schools and provide economic benefit for those communities. School Governing Bodies (SGBs) have been empowered to undertake infrastructure projects (additional classrooms) at their schools under supervision of professional consultants. A total of 31 schools have been involved and the building of 175 classrooms over the last two years has taken place. In addition, transfer payments are also made to SGBs for the construction of halls under supervision of professional consultants. Four (4) halls have already been completed and two are still under construction. As part of the Buildings Facilities Maintenance Programme (BFMP) 5 103 jobs were created to date of which 202 were filled by male youth, 484 by female youth, 995 by males and 3 422 by females. The BFMP is a contract that runs over a period of two years, from July 2006 until July 2008. The intention is that the BFMP will be extended till the 2009/10 financial year.

The replacement of prefabricated structures with permanent structures is part of the infrastructure provisioning plan. These projects will be managed by school governing bodies assisted by the PMU. For the 2008/09 financial year, only those schools with very dilapidated structures that need urgent attention will be attended to. These projects will be done in phases to ensure that more schools can be assisted and to curb the possible disruption of teaching and learning at institutions.

In areas where there are excess classrooms, schools should be amalgamated to reduce the under-utilisation of classrooms and simultaneously making school buildings available to address other needs. This programme will also assist in curbing vandalism at schools.

Regular communication happens between the WCED and Local Government. These engagements help to anticipate new developments. It is however clear that new legislation by the Department of Environmental Affairs and Planning is hindering speedy development and is making the availability of school sites not yet zoned as "institutional" a cumbersome process. Consequently, the provision of classrooms is seriously compromised. National departments, such as DWAF and Energy and Minerals, are assisting in the delivery of new basic services, such as the building of new ablution facilities or the upgrading of current ones. Some Local Authorities are also assisting in the provision or improvement of basic services

The redesign of the WCED resulted in the old Directorate: Physical Resources Planning being split into an Operations Unit and a Planning branch. This step should enhance thorough planning, and improved control and monitoring of projects done by implementing agents.

Post Provisioning Norms

The staff establishments of public ordinary schools are annually determined in terms of the post provisioning norms. As prescribed by legislation, employee parties to the Provincial Education Labour Relations Council (PELRC) as well as the recognised SGB associations are duly consulted on the overall educator post affordability as well as on the determination of staff establishments of public ordinary schools. The WCED increased the total number of teaching posts in the province by 747 bringing the total number of educator posts to 31 619 for 2008.

Learner and teacher support materials (LTSM)

The WCED is responsible for the procuring of LTSM for all Non-section 21 schools and has put in place a 2-year contract with suppliers for this purpose. In terms of the current contract, 165 suppliers are registered to deliver LTSM to the 456 Non-section 21 schools. The department's objective is to achieve 100% supply and delivery of all LTSM that has been ordered by Non-section 21 schools before schools commence for the school year. The achievement of this objective is dependent on the availability of the LTSM.

Section 21 schools receive the funds from the department and are responsible for the purchase of LTSM according to the list of suppliers provided by the department.

All schools must adhere to the Preferential Procurement Policy of the province in the spending of their N&S allocations for textbooks and other books. For this purpose, there are two lists of suppliers. The first list (the preferential list) represents those suppliers who must be given preference. They are the so-called historically disadvantaged individuals (HDIs) and small, medium and micro enterprises (SMMEs). Schools must buy textbooks and other books to the value of at least 70% of their N&S allocation from the suppliers on this first list. Textbooks and other books for the balance (30% of the allocation for textbooks and other books) may be bought from suppliers on the second list. The latest lists are provided to schools under cover of circulars.

Efficiency

Section 21 schools

A total of 996 out of 1 452 schools (or 68,6% of all public ordinary schools) have been awarded full Section 21 (of the South African Schools Act, 1996 (Act No 84 of 1996) (SASA)) status. The remaining 456 schools are still receiving ongoing attention to capacitate them to become Section 21 schools. Support to all schools in financial management and administration is being given on an ongoing basis.

Absenteeism of Learners and Educators

The Directorate: Quality Assurance selected learner and educator absenteeism for verification last year. Only the field-testing part of the activity was completed. 8 schools were visited. In the new financial year we intend to: select a larger sample, but include two of the 8 schools (to check on whether they have improved); to conduct the audit, using our refined instruments; to include items that give information about certain aspects that we became aware of during the field testing e.g. excessively long periods of absence, with no follow-up, educator absence on pay day, parents' lack of interest even when informed that their child has been absent

From Whole School Evaluation it is evident that learners are without supervision for long periods in very specific cases, and that this has a detrimental effect on learner progress. In 2007/08, 700 cases of truancy were reported to the Safe Schools Call Centre. The reporting is done predominantly by the Learner Support Officers (LSO's) assigned to the schools, who, on visits to the schools, are given a list of learners who are playing truant. The LSO's in turn report these cases to the Safe Schools Call Centre for logging.

The LSOs proceed with the necessary interventions as is determined by each case. The LSOs, with the assistance of the educators, do background checks at the school, these are then followed up by a home visit to the learner. Interventions include interviews with the learners and their parents to establish the case /reasons for their truancy. The cases for truancy in order of occurrence are as follows:

- 1) Substance Abuse (alcohol and drug use)
- 2) Parental Neglect (could also be attributed to poverty)
- 3) Behaviour Problems (discipline issues)

The LSOs and SROs (Safety Resource Officers) will continue to follow up on truant learners. Their aim is to reintegrate them into school. Educators and school management forms an integral part of the process. Intervention programmes/workshops arranged include: parental skills; "Abuse no more" protocol; Youth Clubs at schools; holiday and after school programmes; support for educators and staff to curb drop out rate. Through these interventions we are able to reintegrate learners back into school; create forums for learners to address issues e.g. youth clubs, etc; capacitate parents; develop relationships with community and other NGO's, FBO's, CBO's, Government, etc.

Public Primary Schools

Equity

QIDSUP

The Qids-up programme has benefited from National Funding to improve the quality of education in the poorest schools in the province. The operational dimension of this project was to provide human, physical and material resources to these schools. The WCED appointed a project team to roll-out the programme over the next few years.

In the absence of an audit of physical, material and human resources, a department-wide consultation programme was held with the main sectors of the WCED. After this period of consultation, a programme was developed to meet the most urgent needs of the WCED that focussed on quintile one and two schools. This included the following interventions:

- Situational Analyses of 405 NQ1 & 2 schools. The purpose of these analyses was to establish the levels of support required for these poorest schools. An audit report has been submitted by the service provider which will assist in planning an intervention over the next few years.
- In view of the poor development of gross and fine motor skills, outdoor equipment for 100 schools offering Grade R. All these schools have been provided with the equipment to improve secondary factors that impact on teaching in learning in the poorest areas in the Western Cape. The work will be completed in March 2008.
- There is overwhelming evidence that a print culture does not exist in working class homes of children. The research also suggests that there is a correlation between reading ability and existence of a print culture. Therefore the QIDS-UP programme with a view to improving literacy and numeracy of learners provided library materials for 405 primary and secondary schools. Several hundred thousands of books were ordered at a cost of R 32 000 000. These books were supplemented by Learning Channel DVD's and wall charts. 330 teachers/schools have received training in managing the library materials. Where storage capacity does not exist, mobile units have been provided for the schools. It is for the first time that our rural small schools have been equipped with libraries with a view to improving literacy and numeracy.
- Whilst the provisioning plan of the WCED is being finalised, several schools were in need of repairs. The schools most severely affected were located in the poorest communities. Therefore, QIDS-UP conducted emergency repairs in 95 schools: A budget of R23m has been allocated for this purpose. The Department of Transport and Public Works (DTPW) is facilitating R21,162m of the repairs. 21 contracts are at tender evaluation stage and are being awarded to contractors on a daily basis. 61 sites are presently under construction i.e. contractors on site. 13 sites have been completed and are in retention.
- A budget of R1, 5m was made available to assist 16 poorest schools with infrastructure development of computer labs.
- The process of whole school evaluation which began on 30 July 2007 has been completed in 15 QIDS-UP schools for the current cycle. 34 supervisors were trained. Baseline testing in literacy and numeracy of all Grade 4 learners in Q1, 2 & 3 schools is being done.

Efficiency

The statistics below are important diagnostic tools for the province. They substantiate the case for emphasis on expanded ECD, on the one hand, and the need to provide strong support to secondary schools on the other.

Promotion Results for 2007

Category		GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	LSEN	Total
Enrolled	M	47 532	41 510	42 423	44 752	38 735	37 778	34 446	31 290	35 681	36 006	24,778	106	415 037
	F	43 819	39 978	40 626	44 091	38 643	38 511	35 803	30 656	38 196	42,269	32 411	79	425 082
Total		91 351	81 488	83 049	88 843	77 378	76 289	70 249	61 946	73 877	78,275	57 189	185	840 119
Promotion	M	37 666	36 949	39 716	40 495	36 291	35 446	32 228	26 888	24 156	22,534	18 433	64	350 866
	F	36 997	36 813	38 747	41 868	37 392	37 184	34 742	28 404	30 537	29,539	25 135	45	377 403
Total		74 663	73 762	78 463	82 363	73 683	72 630	66 970	55 292	54 693	52,073	43 568	109	728 269
%		81.73	90.52	94.48	92.71	95.22	95.2	95.33	89.26	74.03	66.53	76.18	58.9	86.69
More Time	M	9 866	4 561	2 707	4 257	2 444	2 332	2 218	4 402	11 525	13,472	6 345	42	64 171
	F	6 822	3 165	1 879	2 223	1 251	1 327	1 061	2 252	7 659	12,730	7 276	34	47 679
Total		16 688	7 726	4 586	6 480	3 695	3 659	3 279	6 654	19 184	26,202	13 621	76	111 850
%		18.27	9.48	5.52	7.29	4.78	4.8	4.67	10.74	25.97	33.47	23.82	41.1	13

Quality

Literacy and Numeracy Strategy

This multi-faceted approach includes the continued deployment of 510 teacher assistants to assist schools which have unsatisfactory literacy and numeracy performance. It involved the training and deployment of 100 Learning Support and Curriculum Advisors from the Districts and 450 Learning Support Educators from mainstream schools. The programme is an intervention-based one.

On provincial tests the Literacy scores of both Grades 3 and 6 (preliminary data from 2007 only) are showing an improvement of around 12% (Grade 3) and 10% (Grade 6) since the first testing in 2002. The fact that Numeracy results are taking longer to turnaround is a cause for concern but might reflect the fact that the provincial literacy development strategy pre-dates the Numeracy one. Research into the numeracy developmental needs of teachers is due in July 2008. Similarly research into the ingredients of turnaround success in certain schools will be studied with interest.

Some resource contributions include:

- The provision of graded reading material to encourage reading in Grades 4 – 7 through the Masifunde Maqela Reading Programme.
- Grade R Exemplars of work schedules have been developed in all 3 languages and also on CD and distributed.
- 349 Grade R Literacy Numeracy LTSM kits, plus a support manual, have been distributed to 349 Grade R (community-based and public primary) sites.
- The Grade 1 Baseline Assessment Programme is embedded within the Grade R Assessment Standards and activities. The Grade 2 and 3 Baseline Assessment Programme will be implemented in new financial year.

With regard to the Teaching Assistant Project:

- Funding for 100 teacher posts was re-allocated to the Teaching Assistant Pilot Project for 2007 – 2008.
- 410 teaching assistants continued with their second year of training and 100 new teaching assistants started with their first year of training. A service provider developed the second year course material.
- Through this project the Teaching assistants are upgrading their qualifications: some are working towards a SAQA accredited qualification, Certificate in Education, at NQF Level 5 and others are working towards a Bachelor of Education (Foundation Phase) degree. WCED have awarded bursaries to 15 successful applicants.

- d) In September, the ETDP SETA awarded bursaries to 50 first year teaching assistants to complete their second year training.
- e) Monitoring and evaluation of the project by the district offices and head office personnel as well as external evaluation were conducted. Recommendations are that: the teaching assistants are utilized in Grades 1 and 2 classes to ensure that learners have acquired their literacy and numeracy skills; more training sessions for class teachers and teaching assistants; a teaching assistant should be in a single class for the whole year rather than rotating between two classes.
- f) The Occupation Salary Specific Dispensation document has identified the teaching assistant (teaching support) as the first level of school based educators. The National Policy Framework for Teacher Education and Development in South Africa, Government Gazette, 26 April 2007, number 89 acknowledges that 'teaching assistants will be trained and appointed in areas of great need.'

Public Secondary Schools

Equity

The enrolment and performance of girl learners is part of the Dinaledi and Maths and Science Focus School strategy. This project will receive enhanced support in the coming year.

Programme for 2008/09

- a) Professional development of Maths and Science teachers in new content for Maths and Science
- b) The provision of suitable resources to promote excellence, performance and achievement in Maths and Science
- c) Development of the human resources (which includes school management and subject HODs) to ensure alignment and attainment of the MST goals and objectives
- d) ICT training programme for Maths and Science teachers through the Intel Teach Essentials Programme
- e) An audit of teacher qualifications and resources
- f) Learner career guidance and support by means of MST camps
- g) Performance and achievement in Maths & Science through participation in Maths and Science Olympiads
- h) Assistance to "at risk" learners by appointing Maths and Science tutors, Winter and Spring schools, Pre-exam sessions
- i) Setting of individual school subject targets for increase in learner numbers and improved results in Maths and Science
- j) Regular monitoring visits

Output

Learner Attainment Strategy (LAS)

The WCED has been achieving an average of 80%+ in the senior certificate examinations for the past five years. However, in the same period, some schools have consistently been under-performing, some achieving a pass rate of below 30%. The Learning Schools Programme (LSP) was introduced in 1999 to address this situation. The LSP has had some successes, as well as failures. A number of schools fell in and out of the Programme and some have never graduated, i.e. they have consistently achieved results below 60%.

The LSP has evolved into the Learner Attainment Strategy (LAS) and a National movement (NSLAS) in an effort to bring about a more comprehensive and holistic approach to improving learner attainment. The LAS focuses particularly on the FET band, with an immediate objective of addressing under-performance at schools in the senior certificate examinations. The Learner Attainment Strategy has contributed to a number of re-dress issues as well as the issue of improving access for all learners at grade 12 level through targeted support measures. The quality of these measures improved in 2007 despite a negative trend in terms of the number of schools dropping below the Provincial benchmark.

Currently the strategy is under review. These measures have become necessary in view of the amendments to the Education Act (2007) - in particular the identification of under-performing schools - and a plan to address the issue of the quality of the pass rate in the WCED.

Strategies to improve the quality of learner attainment as well as deepening access and re-dress in the province are being explored and will be implemented this year. The WCED is intent on addressing the issue of under-performance in a concerted manner through an integrated and focussed approach using current systemic measures as well as action research, reflection and improved monitoring. WCED senior managers will be deployed into these schools as well.

Quality

Environmental Security: School Safety

As is the case elsewhere in the world, school safety is becoming an increasing concern of government. The Western Cape is particularly plagued in this regard as it experiences the serious problems of gangsterism and gang violence and the accompanying scourge of alcohol and substance abuse. Together with a range of partners, but in particular the Department of Community Safety, these issues are being tackled head-on.

The Safe Schools Programme has a three-pronged strategy, which includes the following:

1. A Safe Schools Call Centre, where various issues relating to school based violence can be reported, and where affected and traumatised individuals can also request, and receive, counselling. The Safe Schools Call Centre operates a toll-free number (0800 45 46 47), providing immediate, free telephonic counselling and communication to learners, parents and teachers needing help, guidance or information regarding safety related issues. The service is available in the three official languages of the Western Cape. The Call Centre serves as a coordinating centre from which referrals are made to appropriate agencies and from which vital information is disseminated to relevant parties. It links with an extensive network of service providers, which support their work. Issues being dealt with include gang violence, abuse (physical, sexual, emotional, neglect) substance abuse, assault robbery, governing body issues (including discipline and discrimination issues), teenage pregnancies, HIV/AIDS, as well as traumatic incidents such as attempted suicides, hijackings, missing persons, bomb scares, weapons on school premises, etc.
2. Provision of physical security: this programme focuses on the installation of various safety measures, including security fencing and security alarms at high-risk schools. The programme also includes survival strategies.

Alarm Systems:

Burglaries and vandalism of school property is an ongoing occurrence. Schools with functional alarm systems have reported success stories in that the perpetrators were caught and stolen goods retrieved. To this end WCED will provide alarm systems to high risk schools.

Access Control

Security gates, mesh wire burglar bars barbed wire to be installed at High Risk schools. High Risk schools access control will be improved to prevent trespassing and reduce school violence.

CCTV

As part of the security infrastructure improvements at schools, 60 of the 109 High Risk schools were identified to receive CCTV that will be monitored at the various sites. CCTV will be used to detect unlawful entry on the school premises and monitor designated areas such as toilets and playground. It will monitor designated external public areas around the school perimeter by means of surveillance cameras to detect suspicious behaviour such as loitering or illegal activity inside and outside the school grounds, which could negatively impact on learners, educators and support staff. The information can be utilised to detect trespassers, vandalism, group activity or gangsterism within or near the school as well as loitering. The information will be used to process behaviour and or anti-social patterns that will enable pro-active strategies to be implemented to safeguard the learners, educators, support staff and property.

Bambanani School Safety Volunteer Programme

The Community Policing Forum recruited 400 Bambanani Volunteers and 100 volunteers were recruited via the School Governing Bodies to form part of the Bambanani School Safety Volunteer Programme. The Bambanani School Safety Volunteers support the local SAPS Station Crime Combating strategy and policing approach. 149 police reservists were deployed at the 109 High-Risk schools to form part of the strategy to combat crime and violence at school level. However, due to financial constraints, 80% of the police reservists were removed from schools.

School Holiday Security Patrols

Emergency security patrols are organized during the school holidays to assist with the reduction in property related crimes.

Safety Resource Officers

As part of the Premier's initiative 50 safety resource officers are employed to support schools with enhancing school safety committees, review school safety plans, establish youth clubs, alleviate substance abuse and establish support and or preventative programmes, to act as positive role models and mentors at the 109 High-Risk schools.

3. Educational programmes focusing on values and attitudes, the goal of which is to re-direct learners' interests into more positive pursuits such as sports, arts and drama, and focusing on future careers. They focus on attitudinal or behavioural changes; creative and constructive approaches to conflict management and mediation training. High Risk schools will be trained in Occupational Health and Safety Training and Disaster Management. Anti-bullying programmes and a colloquium will be hosted.

Learner Support Officers

They follow up on truant learners and ensure assessment of learner's problems. They provide mentoring and coaching to learners at risk and ensure that learners can access services they need. Learner Support Officers will facilitate the "Youth In Control" project as part of the holiday programme. The "Youth in Control" project aims to reinforce positive attitudes and behaviour through appropriate channelling and education: channelling dropouts to appropriate educational structures and developing skills to implement community projects.

Learner Transport

It is not always possible to build schools within a 5km radius of every learner. To make it possible for these learners to reach their nearest suitable school, the department has put other measures in place. These include the provision of a learner transport scheme (LTS) or the payment of either a boarding bursary or transport bursary to needy learners to ensure that they access education. Boarding in hostels can also be considered although this has its problems (high expenses, learners can't reach home over weekends, etc.).

It is the current policy of the WCED to transport Grades 1 – 12 learners who reside 5 kilometers and more away from their nearest suitable schools. In this regard, the WCED deals with the administration of 467 learner transport routes transporting \pm 46 000 learners to school on a daily basis. A learner transport scheme will not be instituted for fewer than 10 learners on a specific route and/or within a radius of 5km from a learner's home. However, deviations can take place under extraordinary circumstances, for example for physically handicapped learners attending mainstream schools or for safety reasons.

e-Education

The national e-Education White Paper makes provision for six strategic objectives, viz. professional development, ICT infrastructure, electronic content resources, connectivity, community involvement, and research and development. With the rollout of the Khanya Project in public schools, the e-Learning Project in the FET Colleges, and other ICT projects such as the Schools Connectivity Project, the Mindset Project and CEMIS the WCED has made huge strides towards addressing these strategic objectives and has considerably improved the utilisation of ICT across all sectors in education. The continued implementation of the national e-Education Strategy will further revolutionise teaching and learning in the province, and will improve business processes and communication within the Department.

In line with recommendations made in the White Paper and stemming from the WCED's re-design processes an e-Learning and Library Services directorate has been established that will, amongst others, focus on improving the e-learning capabilities of the Department and provide accessible, relevant, high quality learning opportunities for all learners, within a connected education system. The implementation of a connected e-learning environment will also endeavour to remove barriers to educational opportunities by establishing virtual schools and will increase participation at all levels of the education system. The challenges faced here are substantial and include not only broadband connectivity as a pre-requisite for connected learning but also the up-skilling of educators.

In the 2008/09 – 2010/11 MTEF period the Khanya Project will, pending adequate finances, provide 200 additional computer facilities to the outstanding public schools per year thereby completing the process of providing each public school with at least one computer facility. By 2011 the majority of the educators in the province will have received basic ICT training, all the schools will be connected to the Internet via a high bandwidth connection and additional electronic resources will be made available.

Some systemic measures planned to overcome constraints

The WCED has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. Amongst others, the projects and interventions in operation in schools include the following:

- Systemic evaluation of Grade 3 and 6's. The outcomes of these tests continue to direct focused literacy and numeracy interventions for the Foundation and Intermediate Phases.
- Strategy for encouraging positive behaviour and responding to challenging behaviour in public schools: the objective of the strategy is twofold: In the first place it must provide a conceptual framework and operational guidelines for encouraging positive behaviour, and secondly, it must identify strategies and provide mechanisms for responding effectively to challenging behaviour in schools. In order to realise this objective, the aim of the strategy will be (a) to promote reclaiming school environments in an inclusive education system, (b) to promote a developmental, strength-based and restorative approach to challenging behaviour, and (c) to build capacity of educators in order to respond to challenging learners in a developmental and restorative way and to ensure quality and effective programmes, services and education to learners at risk.
- Identification of schools at risk: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
- Multi-grade Intervention: to support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction. This project is now completed and fully owned by the Districts.

- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
- Inclusive education: Education White Paper 6 indicates how the current education system should be transformed into an inclusive education and training system to ensure access to the curriculum and appropriate support for all learners experiencing barriers to learning. It spells out essential structures for an inclusive education system: mainstream schools should be developed into full service schools to accommodate learners that need low and moderate levels of support; special schools should be strengthened as resource centres to offer specialist support services to mainstream schools; district-based support teams must be developed through a multifunctional approach that includes community involvement; institutional-level support teams must be established and developed in all mainstream schools.
- The new model of Circuit Team is designed to bring service closer to the schools. The enlarged capacity at District level and the inception of an extra district, together with enhanced capacity at Head Office should make a strong contribution to growth and development. Each team will have a minimum of 11 professionals to render coherent and consistent support to schools which will be an improvement on the *ad hoc* multifunctional teams previously operating.
- Human Capital Planning and Policy Co-ordination Directorates will also help to give the lead in shaping efficiencies. The main policy programmatic intervention for this period will be to conduct a policy audit structured in phases and focussing on the definitions of policy statements, guidelines, circulars, regulations and minutes, the collation of a policy audit inventory, the identification and assessment of policies, to submit recommendations for the review, alignment, initiation and rationalisation of policies, to co-ordinate the policy process and to facilitate the implementation thereof.

ST201	PUBLIC ORDINARY SCHOOLING – Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)						
2.1 Public primary schools	2,981,194	3,119,550	3,576,969	4,127,395	4,538,325	4,923,722
2.2 Public secondary schools	2,139,444	2,245,798	2,392,337	2,751,595	3,025,551	3,282,482
2.3 Professional services	153,541	177,165	233,427	280,370	339,805	359,781
2.4 Human resource development	11,665	13,104	25,386	37,263	110,106	116,475
2.5 Conditional grants	49,337	45,958	53,084	71,109	81,678	105,642
TOTAL	5,335,181	5,601,575	6,281,203	7,267,732	8,095,465	8,788,102
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	4,734,420	5,067,372	5,673,766	6,642,165	7,437,618	8,051,279
Compensation of employees	4,326,839	4,573,712	5,130,264	6,024,532	6,740,154	7,257,468
Educators	3,903,115	4,116,340	4,617,238	5,422,078	6,066,138	6,531,720
Non-educators	423,724	457,372	513,026	602,454	674,016	725,748
Goods and services and other current	407,581	493,660	543,502	617,633	697,464	793,811
Transfers and subsidies	329,708	310,217	419,190	440,127	425,764	439,345
Payments for capital assets	271,053	223,986	188,247	185,440	232,083	297,478
TOTAL	5,335,181	5,601,575	6,281,203	7,267,732	8,095,465	8,788,102
EFFICIENCY STATISTICS						
Learners (a)	920 812	914 543	891 749	901 749	911 749	921 749
Total possible learner days per learner (b)	205	195	191	203	199	199
Total learner days lost due to absenteeism (c)	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through quarterly submissions from schools.					
Number of Educators (publicly employed)	27 375	27 748	27 614	28 651	28 651	28 651
Number of Educators (publicly employed) Prim & Sec (d)	26 693	27 066	27 095	28 101	28 101	28 101
Number of Non-educators (publicly employed)	6 261	5 937	6 311	6 381	6 456	6 456
Number of Educators (publicly employed) (Control)	682	682	519	550	550	550
Number of permanent educators who have left public ordinary schools (e)	1 007	883	1 093	1 044	1 044	1 044
Attrition rate for permanent educators (e/d)	4%	3%	4%	4%	4%	4%
Total possible working days per educator (f)	205	199	195	207	201	201
Total working days lost due to educator absenteeism (g)	269 219	346 506	330 000	320 000	310 000	300 000
Non-section 21 schools receiving LTSMs by day one of the school year (h)	602	516	456	425	400	375

ST201	PUBLIC ORDINARY SCHOOLING - Key trends (continued)					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
INCLUSIVE EDUCATION STATISTICS						
Learners with high level special needs in public ordinary schools (i)	Historical data not available	15 110	14 663	14 200	14 000	13 800
SCHOOL NUTRITION STATISTICS						
Learners benefiting from the school nutrition programme (j)	156 617	203 676	204 000	235 000	238 000	240 000
Programme reach in terms of average days per learner (k)	170	170	170	170	170	170
SCHOLAR TRANSPORT STATISTICS						
Learners benefiting from scholar transport (l)	46 700	46 700	45 600	46 000	46 500	47 000
► PERFORMANCE MEASURES						
► PM201: Percentage of learner days covered by the nutrition programme ((j x k) / (a x b))	14.1%	19.4%	20.4%	21.8%	22.3%	22%
► PM202: Percentage of learners in public ordinary schools with special needs (i / a)	Historical data not available	1.7%	1.6%	1.6%	1.5%	1.5%
► PM203: Percentage of public ordinary schools with a water supply	100%	100%	100%	100%	100%	100%
► PM204: Percentage of public ordinary schools with electricity	100%	100%	100%	100%	100%	100%
► PM205: Number of schools with adequate number of functional toilets	11.1%	11.7%	47.5%	49.1%	50.4%	51.8%
► PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	0.7%	0.8%	0.3%	0.3%	0.3%	0.5%
► PM207: Percentage of schools with more than 40 learners per class	0%	0%	0%	0%	0%	0%
► PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered by day one of the school year	100%	100%	100%	100%	100%	35%
► PM209: Percentage of schools with Section 21 status	58.6%	64.3%	68.6%	70.8%	72.5%	74%
► PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ((g / (d x f))	4.9%	6.4%	6.5%	5.6%	5.5%	5.4%
► PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))	This PM can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through quarterly submissions from schools.					
Note: The numbers of schools with a water supply and electricity (used for PM203 and PM204) can be found in the tables on primary and secondary schools.						
Sources: Provincial Budget Statement (2008).						

ST202	PUBLIC PRIMARY SCHOOLS – Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	2,690,480	2,819,522	3,202,330	3,753,536	4,145,168	4,483,250
Compensation of employees	2,499,115	2,625,088	2,952,834	3,470,779	3,868,246	4,167,916
Educators	2,281,917	2,388,830	2,687,079	3,158,427	3,520,124	3,792,804
Non-educators	217,198	236,258	265,755	312,352	348,122	375,112
Goods and services and other current	191,365	194,434	249,496	282,758	276,921	315,334
Transfers and subsidies	174,582	182,005	252,228	263,490	254,845	262,966
Payments for capital assets	116,132	118,023	122,411	110,368	138,313	177,506
TOTAL	2,981,194	3,119,550	3,576,969	4,127,395	4,538,325	4,923,722
STAFFING						
Number of Educators (publicly employed) (a)	16 441	16 445	16 626	17 152	17 152	17 152
Number of Non-educators (publicly employed)	3 608	3 432	3 455	3 455	3 455	3 455
ENROLMENT						
Learners in public primary schools (b)	572 328	582 566	577 474	582 474	587 474	592 474
L:E ratio in public primary schools (b/a)	34.8	35.4	36.4	34.6	34.9	35.2
Learners Grade 1 to Grade 7 (c)	572 328	576 910	570 953	575 953	580 953	585 953
of which disabled learners	Historical data not available	13 470	13 183	13 321	13 321	13 321
of which females	281 609	284 538	282 421	284 894	287 367	289 841
Gender parity index	0.94	0.95	0.95	0.95	0.95	0.95
INSTITUTIONS & INFRASTRUCTURE						
Schools	1 108	1 095	1 095	1 098	1 098	1 098
Number of schools with SASA Section 21 functions	643	709	759	780	795	810
Number of schools declared no fee schools	0	547	546	546	546	546
Number of schools with a water supply	1 108	1 095	1 095	1 098	1 098	1 098
Number of schools with electricity	1 108	1 095	1 095	1 098	1 098	1 098
Number of schools with adequate number of functional toilets	115	163	603	615	626	634
Classrooms (d)	20 197	20 433	20 033	20 243	20 399	20 427
Learner/classroom ratio (b/d)	28.3	28.5	28.8	28.8	28.8	29.0
Schools with more than 40 learners per class	0	0	0	0	0	0

ST202 PUBLIC PRIMARY SCHOOLS – Key trends (continued)						
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
EXPENDITURE ON MAINTENANCE (R'000)						
Expenditure on school maintenance	52,667	55,121	24,724	34,909	36,479	68,106
Replacement value of all immobile school infrastructure (R'000)	8,000,000	8,000,000	8,960,000	10,035,200	11,239,424	12,558,155
OUTPUT AND EFFICIENCY STATISTICS						
Number of Grade 3 learners sitting for standardised tests* (e)	Testing only done every 2nd year	82 879	Testing only done every 2nd year	79 033	Testing only done every 2nd year	82 000
Number of Grade 3 learners attaining acceptable outcomes* (f)		Lit: 39 533 Num: 25 692		Lit: 41 650 Num: 28 452		Lit: 47 314 Num: 33 620
Number of Grade 6 learners sitting for standardised tests** (g)	31 726	Testing only done every 2nd year	71 854	Testing only done every 2nd year	85 000	Testing only done every 2nd year
Number of Grade 6 learners attaining acceptable outcomes** (h)	Lit: 13 357 Num: 5 457		Lit: 32 191 Num: 10 060		Lit: 42 330 Num: 16 150	
Number of Grades 1 to 7 learners repeating their grade (i)	Historical information not available	46 179	45 559	45 000	44 500	44 000
► PERFORMANCE MEASURES						
► PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3*	Testing only done every 2nd year	Lit: 0.375 Num: 0.174	Testing only done every 2nd year	Lit: 0.394 Num: 0.183	Testing only done every 2nd year	Lit: 0.413 Num: 0.192
► PM213: Repetition rate in Grades 1 to 7 (i/c)	Historical information not available	8%	8%	7,8%	7.7%	7.5%
► PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy* (f/e)	Testing only done every 2nd year	Literacy: 47,7% Numeracy: 31%	Testing only done every 2nd year	Literacy: 52,7% Numeracy: 36%	Testing only done every 2nd year	Literacy: 57,7% Numeracy: 41%
► PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in numeracy, literacy and natural sciences** (h/g) (Note: Natural sciences are not assessed in the Numeracy and Literacy Tests)	Literacy: 42,1% Numeracy: 17,2%	Testing only done every 2nd year	Literacy: 44,8% Numeracy: 14%	Testing only done every 2nd year	Literacy: 49,8% Numeracy: 19%	Testing only done every 2nd year

* This statistic cannot yet be provided by provinces, as the national systemic evaluation data cannot yet offer this information. WCED test results are hence used as indicators.

* Grade 3 learners write the WCED Literacy and Numeracy test every alternate year e.g. 2004, 2006, 2008, etc

** Grade 6 learners writes every alternate year the WCED Literacy and Numeracy test e.g. 2005, 2007, 2009 etc

ST203	PUBLIC SECONDARY SCHOOLS – Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	1,844,405	2,022,613	2,161,054	2,502,357	2,763,445	2,988,833
Compensation of employees	1,696,412	1,806,391	1,998,188	2,313,852	2,578,831	2,778,610
Educators	1,524,702	1,625,752	1,798,369	2,082,467	2,320,948	2,500,749
Non-educators	171,710	180,639	199,819	231,385	257,883	277,861
Goods and services and other current	147,993	216,222	162,866	188,504	184,615	210,223
Transfers and subsidies	140,592	120,336	166,996	175,660	169,897	175,311
Payments for capital assets	154,447	102,849	64,287	73,579	92,208	118,338
TOTAL	2,139,444	2,245,798	2,392,337	2,751,595	3,025,551	3,282,482
STAFFING						
Number of Educators (publicly employed) (a)	10 252	10 621	10 469	10 949	10 949	10 949
Number of Non-educators	2 653	2 505	2 551	2 551	2 551	2 551
ENROLMENT						
Learners in public secondary schools (b)	348 484	330 790	314 275	319 275	324 275	329 275
L:E ratio in public secondary schools (b/a)	34.0	31.1	31.5	29.2	29.6	30.1
Learners Grade 8 to Grade 12 (c)	348 484	337 633	320 796	325 796	330 796	335 796
of which disabled learners	Historical data not available	1 602	1 439	1 539	1 539	1 539
of which females (d)	186 107	179 685	171 531	174 205	176 878	179 552
of which females Grades 10 to 12	Historical data not available		101 098	102 674	104 249	105 825
Gender parity index	1.1	1.1	1.1	1.1	1.1	1.1
Females in Grades 10 to 12 taking both mathematics and science (e)	Historical data not available	25 298	23 448	23 813	24 179	24 544
INSTITUTIONS & INFRASTRUCTURE						
Schools	345	357	357	357	357	357
Number of schools with SASA Section 21 functions	208	225	237	250	260	270
Number of schools declared no fee schools	0	105	107	107	107	107
Number of schools with a water supply	345	357	357	357	357	357
Number of schools with electricity	345	357	357	357	357	357
Number of schools with adequate number of functional toilets	47	47	87	99	107	119
Number of schools with a science laboratory	314	318	352	354	357	357

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
INSTITUTIONS & INFRASTRUCTURE (continued)						
Classrooms (f)	10 825	10 960	11 595	11 661	11 760	11 760
Learner/classroom ratio (b/f)	32.2	30.2	27.1	27.4	27.6	28.0
Schools with more than 40 learners per class	0	0	0	0	0	0
EXPENDITURE ON MAINTENANCE (R'000)						
Expenditure on school maintenance	26,333	42,721	12,362	17,454	18,240	34,053
Replacement value of all immobile school infrastructure (R'000)	4,000,000	4,000,000	4,400,000	5,017,600	5,619,712	6,294,077
OUTPUT AND EFFICIENCY STATISTICS						
Number of Grade 9 learners sitting for standardised tests (g)	82 169	81 869	80 698	73 059	76 000	78 000
Number of Grade 9 learners attaining acceptable outcomes (h)	64 092	65 495	66 172	60 639	63 840	66 300
Number of Grades 8 to 12 learners repeating their grade (i)	Historical data not available	61 755	61 528	61 000	60 500	60 000
Population of age 18 (j)	83 524	84 605	86 392	88 200	89 918	91 631
Number of learners writing SC examinations (k)	38 586	39 824	41 922	43 000	45 000	47 000
Number of learners passing SC examinations (l)	32 573	33 316	33 787	35 260	36 540	37 500
Number of learners passing with endorsement	10 394	10 589	10 300	11 200	11 600	12 000
SC pass rate (l/k)	84.4%	83.7%	80.6%	82.0%	81.2%	79.8%
Number of SC candidates passing both mathematics and science (m)	9 708	9 461	9 845	16 800	17 200	17 600
Number of schools writing SC examinations	389	396	401	401	401	401
Number of schools with an SC pass rate below 40%	8	6	6	0	0	0
SC pass rate of quintile 1 schools (n)	62.0%	69.4%	69.1%	72.0%	75.0%	78.0%
SC pass rate of quintile 5 schools (o)	94.4%	93.0%	92.4%	96.0%	96.2%	96.4%
► PERFORMANCE MEASURES						
► PM216: Percentage of girl learners who take mathematics and science in Gr 10 to 12* (e/d)	Historical data not available		23.2%	23.2%	23.2%	23.2%
► PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate (n/o)	65.7%	74.6%	74.8%	75.0%	78.0%	80.9%
► PM218: Repetition rate in Grades 8 to 12 (i/c)	Historical data not available		18.3%	19.2%	18.7%	17.9%
► PM219: Pass ratio in Grade 12 examinations (l/j)	39.0%	39.4%	39.1%	40.0%	40.6%	40.9%
► PM220: Pass ratio in Grade 12 for mathematics and science (m/j)	11.6%	11.2%	11.4%	19.0%	19.1%	19.2%
► PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas (h/g)	78.0%	80.0%	82.0%	83.0%	84.0%	85.0%

Note: *PM216 counts participation in mathematics and science on both the HG and SG levels.

ST204	PUBLIC ORDINARY SCHOOLING - Schools according to lowest and highest grade (2007)											
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Gr 1		1	21	4	7	136	181	730	95			42
Gr 2							1					
Gr 3							1					
Gr 4							10	2	1			
Gr 5												
Gr 6												
Gr 7									5			7
Gr 8									2	1	1	297
Gr 9											1	2
Gr 10										1		
Gr 11												
Gr 12												1
Total primary schools (prog. 2.1)							1 095	Sec. schools (prog. 2.2)				357

Note: The grades in the left-hand column indicate lowest grade available in each school, and the grades along the top row indicate the highest grade. Sources: Annual Survey of Schools (2007).

ST205	PUBLIC ORDINARY SCHOOLING - Enrolment and flow rate details (2008)					
	Learners 2007*	Learners 2008*	Repeaters**	Repeater rate	Dropouts ***	Dropout rate
Gr 1	84 279	89 439	15 943	17.8%	6 187	6.9%
Gr 2	82 599	83 037	7 377	8.9%	4 358	5.2%
Gr 3	83 336	79 033	4 362	5.5%	3 829	4.8%
Gr 4	89 415	85 450	6 163	7.2%	4 003	4.7%
Gr 5	78 335	86 598	3 460	4.0%	3 975	4.6%
Gr 6	77 646	77 880	3 353	4.3%	4 240	5.4%
Gr 7	72 398	75 788	2 573	3.4%	4 914	6.5%
TOTAL GR 1 TO 7	568 008	577 225	43 231	7.5%	31 506	5.5%
Gr 8	59 891	69 813	5 574	8.0%	7 570	10.8%
Gr 9	80 585	73 059	15 783	21.6%	13 136	18.0%
Gr 10	87 812	79 529	21 059	26.5%	18 161	22.8%
Gr 11	65 013	64 178	10 851	16.9%	12 489	19.5%
Gr 12	41 287	43 208	8	0.0%	1 514	3.5%
TOTAL GR 8 TO 12	334 588	329 787	53 275	16.2%	52 870	16.0%

Footnotes

* All figures represent the situation in the SNAP Surveys for the school years 2007 and 2008.

** The repeater rates refer to CEMIS learners repeating in 2008 and are calculated against the 2008 SNAP numbers.

*** The dropout rates refer to CEMIS learners that dropped out for the 2007 academic years and uses 2007 SNAP survey numbers

ST206		PUBLIC ORDINARY SCHOOLING - Educator and learner attendance (2007)			
	Headcount	Potential learning and teaching days	Days lost **	% days lost	
EDUCATORS *					
2.1 Public primary schools	15 857	3 155 543	199 980	6.3%	
2.2 Public secondary schools	9 989	1 987 811	130 020	6.5%	
TOTAL	25 846	5 143 354	330 000	6.4%	
LEARNERS					
2.1 Public primary schools	577 474	110 297 534	The number of learner days lost can currently not be computed since accurate data sources are not available. It is envisaged that in future this information will be obtained through quarterly submissions from schools.		
2.2 Public secondary schools	314 275	60 026 525			
TOTAL	891 749	170 324 059			

- * Source: Post Provisioning 2007
- Note **: The days lost for educators is in respect of all leave taken irrespective of whether the educator was replaced by a substitute educator or not.

ST207		PUBLIC ORDINARY SCHOOLING - Learner/educator ratios by quintile (2008)				
	Learners	Publicly employed educators*	Public L:E	Privately employed educators**	Total educators	Effective L:E ratio
2.1 Public primary schools	583 334	15 962	36.5	2 779	18 741	31.1
Quintile 1 (poorest)	47 782	1 508	31.7	87	1,595	30.0
Quintile 2	55 063	1 513	36.4	95	1,608	34.2
Quintile 3	131 961	3 540	37.3	141	3,681	35.8
Quintile 4	169 339	4 647	36.4	413	5,060	33.5
Quintile 5 (least poor)	179 189	4 754	37.7	2 043	6,797	26.4
2.1 Public secondary schools	328 169	10 026	32.7	1 776	11 802	27.8
Quintile 1 (poorest)	12 353	318	38.8	26	344	35.9
Quintile 2	19 869	612	32.5	55	667	29.8
Quintile 3	79 206	2 435	32.5	93	2,528	31.3
Quintile 4	83 318	2 617	31.8	182	2,799	29.8
Quintile 5 (least poor)	133 423	4 044	33.0	1 420	5,464	24.4

* Source: Snap Survey 2008

ST208	PUBLIC ORDINARY SCHOOLING – Resourcing effected via the School Funding Norms (2008/09)			
Programmes/Legal status/Poverty quintiles	Schools	Total expenditure (R'000)	Learners	Expenditure per learner R
2.1 Public primary schools				
Non-Section 21 schools	351	97,825	194 759	502
Quintile 1 (poorest)	92	15,992	20 569	777
Quintile 2	28	12,397	17 436	711
Quintile 3	92	43,068	74 127	581
Quintile 4	86	19,337	49 837	388
Quintile 5 (least poor)	53	7,031	32 790	214
Section 21 schools	737	151,872	388 575	391
Quintile 1 (poorest)	177	21,150	27 213	777
Quintile 2	75	26,753	37 627	711
Quintile 3	82	33,602	57 834	581
Quintile 4	160	46,377	119 502	388
Quintile 5 (least poor)	243	23,990	146 399	164
TOTAL	1 088	249,697	583 334	428
2.2 Public secondary schools				
Non-Section 21 schools	114	61,124	115 258	530
Quintile 1 (poorest)	9	6,608	8 527	775
Quintile 2	11	9,274	13 044	711
Quintile 3	43	28,062	48 264	581
Quintile 4	29	9,659	23 362	413
Quintile 5 (least poor)	22	7,521	22 061	341
Section 21 schools	246	75,568	212 911	355
Quintile 1 (poorest)	5	2,965	3 826	775
Quintile 2	8	4,853	6 825	711
Quintile 3	31	17,977	30 942	581
Quintile 4	63	24,184	59 956	403
Quintile 5 (least poor)	139	25,589	111 362	230
TOTAL	360	136,692	328 169	417
Total for Non-section 21 schools	465	158,949	310 017	513
Total for Section 21 schools	983	227,440	601 486	378
Total for Quintile 1	283	46,715	60 135	777
Total for Quintile 2	122	53,277	74 932	711
Total for Quintile 3	248	122,709	211 167	581
Total for Quintile 4	338	99,557	252 657	394
Total for Quintile 5	457	64,131	312 612	205
GRAND TOTAL	1 448	386,389	911 503	424
Programme 2 non-personnel non-capital budget		980,127		
Level of 'top-slicing'		60.6%		

B.3 Independent school subsidies

The following are the measurable objectives (▲) relating to programme 3, and their performance measures (▶):

	Measurable objectives	Performance measures
Quality	▲ To ensure that quality education occurs in independent schools.	▶ PM301: Percentage of funded independent schools visited for monitoring purposes

Specified policies, priorities and strategic objectives

Policies

The Western Cape Provincial School Education Act No 12 of 1997.

Strategic goals and objectives (Extract from 5 Year Plan):

To ensure access to quality education for all children living in the province.

Priorities:

Constitutionally anyone may establish, and run at own cost, an independent school subject to strict criteria. These schools may not discriminate on the basis of race, must sustain a quality of education, which is not lower than that of a similar public school and must be registered with the WCED.

Rigorous registration criteria are applied, viz.

- Facilities must be appropriate and a certificate from the Local Authority is required for clearance to operate an educational Institution.
- There must be a written Constitution.
- Teachers must be appropriately qualified.
- The curriculum of the school must ensure that the outcomes of the National Curriculum are achieved.

All independent schools that are registered with the WCED are eligible, depending on the Norms and Standards Funding Policy for Independent Schools, to receive maximum subsidies equal to 60% of the cost per learner in the public schools. All independent schools that apply for a subsidy, and that are eligible for funding in terms of the Funding Policy, receive a subsidy. However, to ensure sustainability, subsidies are only granted after a year of operation after registration. Once subsidies are applied for, District officials, who carry out an evaluation of the educational programmes, visit the schools. Payment is then only made if a satisfactory report is written into the application, together with a recommendation for payment.

The WCED needs to ensure that quality education occurs in independent schools and will monitor schools in this regard. The Senior Certificate results of independent schools are closely monitored annually. Where the schools are not performing to standards above those of public schools, they are notified that they are under threat of being deregistered.

Progress analysis

Quality

There are currently 215 registered independent schools in the Western Cape. These schools accommodate a range of learners from varied socio-economic backgrounds and are important and valued partners in education delivery in the province. The WCED currently provides subsidies to 89 independent schools in the Western Cape. These independent schools provide learning opportunities to disadvantaged learners in the province.

Analysis of constraints and measures planned to overcome them

A few independent schools have very poor records in the systemic testing at Grade 3 and 6 levels and in Grade 12. There are also complaints from pupils and parents. The WCED monitors these schools to ensure that they provide quality education.

The throughput and output rates as well as the results of independent schools receiving a subsidy are closely monitored. Subsidies will be adjusted accordingly should schools be found to be continually producing poor results.

ST301	INDEPENDENT SCHOOL SUBSIDIES - Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)						
3.1 Primary phase	17,432	15,902	22,327	26,909	28,705	30,248
3.2 Secondary phase	15,013	18,357	17,214	21,497	22,932	24,165
TOTAL	32,445	34,259	39,541	48,406	51,637	54,413
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	-	-	-	-	-	-
Compensation of employees	-	-	-	-	-	-
Goods and services and other current	-	-	-	-	-	-
Transfers and subsidies	32,445	34,259	39,541	48,406	51,637	54,413
Payments for capital assets	-	-	-	-	-	-
TOTAL	32,445	34,259	39,541	48,406	51,637	54,413
STAFFING						
Number of Educators (publicly employed)	-	-	-	-	-	-
ENROLMENT						
Learners in independent schools receiving a subsidy	16 837	17 964	16 703	16 703	16 703	16 703
3.1 Primary phase	11 177	11 843	8 626	8 626	8 626	8 626
3.2 Secondary phase	5 660	6 121	8 077	8 077	8 077	8 077
Learners in non-subsidised independent schools	Historical data not available		8 532	8 532	8 532	8 532
Grades 1 to 7			6 474	6 474	6 474	6 474
Grades 8 to 12			2 058	2 058	2 058	2 058
TOTAL (all independent school learners)	16 837	17 964	25 235	25 235	25 235	25 235
INSTITUTIONS						
Schools receiving a subsidy	81	87	89	89	89	89
3.1 Primary phase	60	65	57	57	57	57
3.2 Secondary phase	21	22	32	32	32	32
Schools not receiving a subsidy	104	118	129	129	129	129
TOTAL	185	205	218	218	218	218
Subsidised schools visited during the year for monitoring purposes (b)	0	0	44	45	45	45
► PERFORMANCE MEASURE						
► PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)	-	0.0%	49.4%	50.6%	50.6%	50.6%

ST302		INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2007)		
Subsidy Level	Schools	Total expenditure (R'000)	Learners	Expenditure per learner R
60 % (poorest)	26	22,676	6 321	3,587
40%	26	10,707	4 286	2,498
25%	19	4,822	3 070	1,571
15%	18	2,281	3 026	754
0% (least poor)	2	0	107	0
TOTAL	91	40,486	16 810	2,408

Note The number of schools indicated above (91) does not include the schools who did not apply for a subsidy (127). Subsidy levels are related to fee levels on a five point progressive scale. Schools charging the lowest level will qualify for the highest level of the subsidy. Schools charging fees in excess of 2.5 times the separate provincial average estimates per learner in Primary or Secondary phases of public ordinary schools respectively, are considered to serve a highly affluent clientele, and 0% subsidy will be paid to them from public funds.

Source: Notice 20 of 2003.

B.4 Public special school education

The following are the measurable objectives (▲) relating to programme 4, and their performance measures (▶):

	Measurable objectives	Performance measures
Access	▲ To provide access in special schools in accordance with policy and the principles of inclusive education	▶ PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions

Specified policies, priorities and strategic objectives

Policies

Education White Paper 6; Department of Education's Conceptual and Operational Guidelines for the Implementation of Inclusive Education: Full-Service Schools; Department of Education's Full Service Schools: Physical and Material Resources - Full Service School Physical Resource Specification; Department of Education (EDO 296) Inclusive Education - Full Service Schools: Physical and Material Resources- Maintenance Manual.

Strategic goals and objectives (Extract from 5 Year Plan):

To ensure access to quality education for all children living in the province
To ensure effective management and governance in all the learning sites and support structures
To equip and support educators in their efforts to provide effective education

Priorities:

Transfer payments to special schools are determined according to the number of learners as well as the learner weightings based on the various barriers to learning, as is stipulated in the Employment of Educators Act, 1998. The transfer payments include subsidies for remuneration of bus drivers and class assistants, transport, hostel accommodation, LTSM, professional and special services and administrative costs. School-based Management Teams at Districts and SGBs monitor expenditure and quarterly financial reports are provided to the WCED. Audited statements are submitted to the WCED before 30 June of the following year.

Staff establishments for special schools are, in principle, determined according to the number of learners and the weightings based on the various barriers to learning and in terms of the available post basket for special schools.

The rationalisation of special schools in the province in order to promote accessibility of learners experiencing barriers to learning is a priority. The strengthening of special schools/resource centres is critical in order to provide specialised support to mainstream and full service schools in conjunction with the district-based support teams. This priority is also linked with the national Inclusive Education field-testing project in the three nodal zones of the province and includes the upgrading of capacity to provide specialised services to learners with high intensity support needs, and upgrading of physical facilities of schools in order to improve accessibility.

Progress analysis

Access

Currently there are 15 715 learners in the 72 special schools, of which seven offer the FET curriculum. Owing to the great demand for placement of learners at Schools of Skills, two further new schools have been planned, namely one in Khayelitsha and another one in Retreat.

The Department of Cultural Affairs and Sport (DCAS) and the WCED, jointly established the Western Cape Sports School in Kuils River. The school opened in January 2007 with 68 Grade 8 and 9 learners. At the start of the 2008 school year the school had 111 learners. 2008 was also the start of the school's Grade 10 classes, as well as its introduction of "Sport and Exercise Science" – a new FET subject, researched and developed by the WCED and accepted by the Department of Education (DoE), as an accredited FET NCS subject.

The *Circle of Courage* philosophy is the cornerstone for transforming the approach in Education, understanding troubled behaviour from a strength-based perspective, and responding to these challenges with restorative intervention strategies. Training programmes are underpinned by the universal values of the Circle of Courage that are essential for meeting the developmental needs of learners by creating a culture of teaching and learning that promotes positive socialisation, academic excellence, responsible citizenship, and healthy and caring lifestyles.

Training of personnel from youth centres and the support services at Districts in skills for dealing with challenging behaviour, and training of personnel as facilitators of youth developmental programmes is ongoing. Facilitators of youth developmental programmes for the *Mapping the Future Programme* (145) and *Drug Information Programme* (251) were trained in all districts. District support staff and personnel from youth centres were trained in therapeutic skills courses i.e. *Life Space Crisis Intervention* (26), restorative interviewing (RAP training)(288), restorative group intervention (21), developmental assessment of at risk learners (82), drug counselling (108) and dealing with inappropriate sexual behaviour (30). A total of 951 staff members have thus far participated in the training programmes.

Minimum standards for special education services for learners at-risk have been approved and distributed to districts for implementation. The aims of these standards are to ensure that services are effective and efficient, that the principles of the SA Constitution, other legislation and international instruments (UN Convention on the Rights of the Child) are upheld as well as to identify delivery challenges and build the capacity and resources needed to develop the schools. All six youth care centres were assessed in terms of the *Minimum Standards for Special Education Services for Learners Manifesting or at risk of Experiencing Emotional and/or Behavioural Difficulties*.

Analysis of constraints and measures planned to overcome them

The current provisioning in the special school sector is inadequate to accommodate the vast number of learners experiencing barriers to learning referred to the special schools. This results in waiting lists at the existing special schools. The envisaged rationalisation of special schools has as an objective to improve service delivery and accessibility in order to accommodate more learners. Although, in the short term, the availability of sufficient funding and additional CS-educator posts for expanding the capacity of special schools is a challenge, ways of addressing this concern were discussed and a plan has been developed. Amongst other measures, units will be developed at mainstream schools to accommodate more learners with special needs.

Learners manifesting serious emotional, behavioral and psychiatric barriers to learning cannot be accommodated at the existing special schools or at youth centres. These educational institutions do not have the capacity to provide the intensive level of support and treatment required. The service delivery models of the Departments of Health and Social Development are similarly inadequate to provide these specialised services. As a result these unfortunate learners cannot access the curriculum effectively nor find appropriate care and therapeutic programmes. Some learners come into conflict with the law as a result of the lack of services and are criminalized in the process and then referred in terms of the Child Care Act, 1983 and the Criminal Procedures Act, 1977 to youth centres and special youth centres respectively. Discussions with the relevant sister departments in order to address this gap in service delivery have taken place and it seems as if a solution will be found soon.

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)						
4.1 Schools	366,447	389,112	423,844	500,587	549,852	602,883
4.2 Professional services	0	0	1	1	1	1
4.3 Human resource development	0	0	1	1	1	1
TOTAL	366,447	389,112	423,846	500,589	549,854	602,885
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	294,556	312,419	344,380	416,378	461,769	510,748
Compensation of employees	291,577	307,469	339,364	397,997	441,433	469,774
Educators	224,513	236,750	261,309	306,456	339,902	361,724
Non-educators	67,064	70,719	78,055	91,541	101,531	108,050
Goods and services and other current	2,979	4,950	5,016	18,381	20,336	40,974
Transfers and subsidies	71,735	76,489	79,466	84,211	88,085	92,137
Payments for capital assets	156	204	0	0	0	0
TOTAL	366,447	389,112	423,846	500,589	549,854	602,885
STAFFING						
Number of Educators (publicly employed)	1 480	1 538	1 620	1 620	1 620	1 620
Number of Non-educators (publicly employed)	905	904	932	932	932	932
ENROLMENT						
Up to and including Grade 7	9 444	10 178	9 665	9 615	9 585	9 485
Grade 8 and above	4 411	5 586	6 050	6 175	6 425	6 675
INSTITUTIONS & INFRASTRUCTURE						
Schools	70	70	72	74	75	76
► PERFORMANCE MEASURES						
► PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions	Historical data not available	23,2%	6,2%*	6,1%	6%	5,9%
<p>Source: * StatsSA 2006 General Household Survey - This is the percentage of disabled children of compulsory school-going age (7 – 14 years old) not enrolled in any educational institution compared to the total number of disabled children of compulsory school-going age in the province. Previously the number of disabled children of compulsory school-going age not enrolled in any educational institution was compared to the total number of all children enrolled in public special schools only.</p>						

B.5 Further Education and Training

The following are the measurable objectives (▲) relating to programme 5, and their performance measures (▶):

	Measurable objectives	Performance measures
Access	▲ To expand the FET college sector in terms of the economic and social needs of the country.	▶ PM501: Percentage of FET college students relative to youth in the province ▶ PPM501: Number of study loans/bursaries awarded to students at FET colleges.
Equity	▲ To promote the participation by historically marginalised groups in public FET institutions.	▶ PM502: Percentage of female students who are in technical fields
Output	▲ To improve the success rate in the FET college sector	▶ PM503: FET college throughput rate
Quality	▲ To provide relevant and responsive quality FET learning opportunities	▶ PM504: Percentage of learners placed in learnerships through FET colleges

Specified policies, priorities and strategic objectives

Policy

Further Education and Training Colleges Act No 16 of 2006; National Student Financial Aid Scheme Act No 56 of 1999; Education White Paper 4 of 1998; Skills Development Levies Act 9 of 1997; Skills Development Act 97 of 1998

Strategic goals and objectives (Extract from 5 Year Plan):

To ensure access to quality FET college education for all in the province
To ensure effective management and governance in all the learning sites and support structures
To equip and support educators in their efforts to provide effective education

Priorities:

The continued re-capitalisation of all 6 FET colleges with a focus on skills development aligned to the MEDS and national needs, as outlined by the National Human Resource Development Strategy. The conditional grant, introduced in 2006/07, for the re-capitalisation of the FET colleges is funding this strategy.

The participation and success rates of learners, especially black learners, participating in the FET band at colleges as well as the number of FET learners who qualify to enter higher education needs to be increased as follows –

- Increase number of learners of 16 - 22 years enrolled at colleges
- Increase number of learners enrolled for full qualifications
- Increase number of learners that qualify for higher education
- Offer and evaluate new programmes that respond to needs of the economy
- Train lecturers in new FET courses
- Maintain learner support units at each of the six colleges and track learners on exit
- Award bursaries/loans to needy learners
- Maintain computer laboratories
- Ensure that all students are trained in ICT

Progress analysis

The previous FET curriculum was based on Report 191 (Formal Technical College Instructional Programmes in the RSA) and Report 190 (Norms and standards for instructional programmes and the examination and certification thereof in technical colleges for education). These curriculum and programme offerings have been replaced in the period to 2008 by a framework that offers 16 - 20 year olds more flexible and responsive education and training programmes. The framework for FET offers three pathways to the FETC or NQF Level 4 certificates, namely:

- General academic
- General vocational
- Occupational – trade, operational, professional

This means that Report 191 programmes are being phased out gradually and relevant qualifications and programmes are being phased in. FET colleges have already begun the process of developing new courses and qualifications based on Unit Standards. This programme development phase was substantially strengthened by the *iKapa elihlumayo* grant for the development of level 2 to 4 programmes.

As with FET schools, the province will actively drive a process of curriculum redress to ensure that in all districts a wide range of programmes is offered. This will require careful planning and strong redress action through the re-capitalisation of colleges especially the provision of workshops and equipment and specialist teaching staff.

Targeted programmes enable educators at colleges to upgrade their mathematical literacy and mathematics skills, integrate theory and practice, upgrade their academic and professional qualifications, and assess learning to meet Umalusi and SETA standards and deal with barriers to learning.

Colleges are also developing strategies to broaden access to FET colleges such as:

- A variety of delivery modes (e-learning, distance learning, learnerships, skills programmes, etc.)
- Facilities and training that meet the needs of differently-abled learners
- New sites for the disadvantaged and rural communities
- Bursary and loan schemes

The population of 16 – 20 year olds in the Western Cape is 400 000, but only 210 000 or 55% of the population is enrolled at schools, colleges or adult centres on FET level courses (Grades 10, 11 and 12 or Level 2 to 4 on the NQF). Close on 50% of learners of any age cohort leave the school system without completing Grade 12 and, with only 20 000 learners in FET colleges, it is clear that the majority of learners do not see college as an alternative to schools. While socio-economic factors play a significant role in learners leaving the system, the relevance of the subject offerings and the prospect of the FET qualification leading to employment are factors that the education system is addressing.

The FET access goals have two dimensions: first to work towards a more equal balance between FET school enrolees and FET college enrolees; and secondly to increase the number of the population of 16 – 20 year olds in FET institutions. In the medium term this will mean reducing the Grade 10 - 12 learners to around 160 000 learners and increasing the FET college learners or those enrolled on learnerships from 20 000 to 60 000 learners by 2014.

Reflections on PMs above

Expansion trends (PM 501) show promising indicators: the data will be confirmed as FETMIS comes on line in the next financial year.

The sector faces particular challenges currently which are sketched below. In 2007, 11 NC(V) Level 2 programmes were implemented at the FET colleges. The implementation was characterised by two major systemic problems, related to funding and examinations.

The funding issues centred on the fact that colleges had to implement a new draft funding formula that required the colleges to adhere to 'capped' class fees. The funding formula also required a significant financial contribution from WCED to cover operational costs that would otherwise have been covered by class fees. This operational contribution of R26m did not materialise and the colleges had to cover NC(V) costs from own pocket.

The examination systemic issues related to the fact that the fact that the DoE examination system was not adequately prepared to handle the moderation and examination of the NC(V) programmes. Results were in some instances very late and in others still outstanding when the supplementary exams started. The internal and external moderation process needed major refinements before implementation and as a result, the moderation results were not credible and were in many instances discarded to the detriment of the students. Of the 3,222 students initially enrolled on NC (V) Level 2, the colleges had an attrition rate of 28% and a certification rate of 58,5%. A large number of students are currently entered for the supplementary examination for which results will only be made available in April 2008.

In February 2008, 5 247 students were enrolled on NC (V) Level 2 and 1 287 students on NC(V) Level 3. The draft funding-norm is in its final stages of approval. As yet, there is no indication that the MTEF cycle has been adapted to include the operational costs of NC (V) delivery. The colleges are adamant that they cannot absorb the non-payment of the approximately R52m that is required to be paid to the colleges in terms of the proposed funding norms.

On the plus side the NC (V) is clearly adding value to people's lives. The challenge is to solve the systemic problems and to provide the colleges with the security of public funding and a properly developed examination system.

Analysis of constraints and measures planned to overcome them

The rate of growth of full-time equivalents (FTE's) in FET colleges is constrained only by resources e.g. staff, equipment, finance etc. FET colleges offer courses, which range from a few hours to years in terms of duration. Learner enrolment is, therefore, ongoing. Audited FTE's for the preceding year are only available from April in the subsequent year as these are subject to complex calculations and auditing by external auditors along with the financial statements of the college concerned.

Colleges have established learner support units to accommodate, and provide support for, the vast variety of learners with different learning backgrounds and experiences. Tracking of learners internally will be done to support learners in curriculum and work placement.

The credibility and value of qualifications achieved at FET colleges will depend on the quality of their programme offering. Colleges will develop and apply quality management systems in order to measure and improve the quality of academic programmes and non-academic processes.

ST501	FURTHER EDUCATION AND TRAINING - Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
5.1 Public institutions	168,186	201,048	229,635	249,551	345,639	363,445
5.2 Professional services	0	0	1	1	1	1
5.3 Human resource development	0	0	1	1	1	1
5.4 Conditional grants	0	70,000	80,000	77,305	0	0
TOTAL	168,186	271,048	309,637	326,858	345,641	363,447
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	133,538	140,010	159,218	11,700	12,481	13,152
Compensation of employees	133,538	139,993	161,049	11,700	12,481	13,152
Educators	110,618	116,194	133,670	9,711	10,359	10,916
Non-educators	22,920	23,799	27,379	1,989	2,122	2,236
Goods and services and other current	0	17	0	0	0	0
Transfers and subsidies	34,648	131,038	150,419	315,158	333,160	350,295
Payments for capital assets	0	0	0	0	0	0
TOTAL	168,186	271,048	309,637	326,858	345,641	363,447
STAFFING						
Educators	1 040	1 062	1 066	1 120	1 120	1 120
In posts	776	767	836	Educators transferred to FET Colleges		
Employed by college	264	295	230	1 120	1 120	1 120
Non-educators	858	815	802	813	813	813
In posts	253	245	232	24	24	24
Employed by college	605	570	570	789	789	789
ENROLMENT						
Full-time equivalent students	21 000	21 323	22 976	20 000	21 000	22 000
Students (headcount) (a)	44 296	44 960	48 421	41 157	43 214	45 374
of which females (b)	16 390	19 151	17 431	19 343	20 310	21 325
of which females in technical fields (c)	6 684	7 605	8 000	8 500	9 000	9 000
Students completing programmes successfully during the year (d)	31 007	32 000	35 000	30 000	32 000	35 000
STATISTICS ON LEARNERSHIPS						
Active learnership agreements in the province (e)	Historical data not available		4 525	5 000	5 000	5 000
Number of agreements involving FET colleges as provider (f)	Historical data not available		1 090	1 090	1 090	1 090

ST501	FURTHER EDUCATION AND TRAINING - Key trends (continued)					
	<i>2005/06 Actual</i>	<i>2006/07 Actual</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>	<i>2009/10 Estimated</i>	<i>2010/11 Estimated</i>
► PERFORMANCE MEASURES						
► PM501: Percentage of FET college students relative to youth in the province	17.9%*	21.4%*	2.1%	2.2%	2.3%	2.4%
► PM502: Percentage of female students who are in technical fields (c/b)	41%	40%	46%	44%	44%	45%
► PM503: FET college throughput rate (d/a)	70.0%	71.2%	72.3%	72.9%	74.1%	77.1%
► PM504: Percentage of learners placed in learnerships through FET colleges (f/e)	Historical data not available		24%	22%	22%	22%
► PPM501: Number of study loans/bursaries awarded to students at FET colleges.	3 251	2 885	3 553	4 201	4 500	4 859
Source: * StatsSA 2006 General Household Survey - This is the percentage of 16 to 18 year olds that attend FET Colleges compared to the total number of 16 to 18 year olds in the province. Previously the total number of enrolled students was included as a percentage of the total population of 15 to 17 year olds.						

B.6 Adult Basic Education and Training

The following are the measurable objectives (▲) relating to programme 6, and their performance measures:

	Measurable objectives	Performance measures
Access	▲ To ensure that adults without basic education have access to ABET centres.	▶ PM601: Percentage of ABET learners relative to adults in the province

Specified policies, priorities and strategic objectives

Policy

Adult Basic Education and Training Act No 52 of 2000; Provincial Act: The Western Cape Provincial Education Act No 12 of 1997.

ABET Centres are not necessarily equipped to offer the NCS (FET). To this end, the WCED will research and identify suitable alternative programmes, including skills' programmes and FET-related programmes that CLCs can offer at the FET level.

Strategic goals and objectives (Extract from 5-Year Plan):

*To improve access to ABET and adult skills development in line with policy
To ensure effective management and governance in all the learning sites and support structures.
To equip and support educators in their efforts to provide effective education*

Priorities:

Provision is made for 2 500 new learners per annum to access ABET. "New learners" are defined as learners who enter the system for the first time and those who enter the system after a break of one year. Separate statistics will be kept to facilitate an analysis of dropouts.

ABET will be provided through the following:

- Purpose-driven, modularised ABET level 1, 2 and 3 curricula – consisting of two programme offerings, namely numeracy and literacy, offered in all community learning centres
- A focus on the electives at ABET Level 4, i.e. Ancillary Health Care, Maths, Science and Technology Level 4 Centres offering a selection of learning areas that lead to a purposeful GETC qualification for the learner in the context of the community
- Provision of physical and financial resources to support the ABET curriculum
- All existing educators to receive targeted training and all new educators to receive orientation and training
- All CLC managers receiving appropriate training on an ongoing basis
- Increase in number of partnerships with provincial and national government departments and the private sector.
- Integrate ICT into delivery of curriculum at ABET Level 1 – 4
- Improved monitoring of learner enrolment/ retention at district level
- The provision of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities needs to be increased by applying placement instruments to ensure that learners are correctly placed when registering for an ABET course.

Progress analysis

Access

In 2002 10 000 adult learners were enrolled on ABET courses and 16 000 on Grade 10 and 12 programmes. The retention rate and throughput rate in both basic and further education at adult centres (CLCs) is poor and the province has thus adapted its approach to offering more appropriate programmes and adopting improved delivery mechanisms.

In 2007 its 267 Community Learning Centre Sites offered the opportunity to 40 100 adults between the non-compulsory age of 16 and older to improve or complete their schooling. 1573 adults participated in short skills programmes offered at Adult Learning Centres. Increased access is further enhanced by providing a skills-based (not school-based) ABET level 1 – 4 curriculum, which provides regular opportunities for assessment. This means: an ABET level 1 and 2 curriculum – consisting of numeracy and literacy and skills programmes and an ABET level 3 and 4 curriculum – consisting of the fundamentals, and introducing core learning areas in line with the learner/centre's direction of study in level 4 ABET.

Improved Management of CLCs was brought about through the appointment of Full-time Contract Centre Managers (33) and Site Coordinators (48).

Analysis of constraints and measures planned to overcome them

The majority of learners achieve the requested credits over a time period of at least two to three years. Once a learner obtains the requisite 120 credits, a GETC can be issued by UMALUSI. Consequently the numbers of GETCs issued (actual performance) is relatively low compared to the target set. Learning Area certificates have been issued when learners successfully completed a Learning Area.

In order to improve the quality of provision of adult education, appropriate models for teaching and curriculum management at CLCs, the recommendations of a feasibility study will be evaluated within the context of available National Policy and Guidelines. In addition, a training and development model for staff at ABET centres will be established and implemented. The model will ensure that all existing educators receive targeted training and all new educators receive orientation and training and development.

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)						
6.1 Subsidies to private centres	23,051	23,539	26,054	27,787	29,431	30,909
6.2 Professional services	0	0	1	1	1	1
6.3 Human resource development	0	0	1	1	1	1
TOTAL	23,051	23,539	26,056	27,789	29,433	30,911
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	5,850	6,163	7,272	8,066	8,803	9,332
Compensation of employees	5,432	5,916	6,994	7,774	8,498	9,013
Educators	4,569	4,969	5,882	6,538	7,147	7,580
Non-educators	863	947	1,112	1,236	1,351	1,433
Goods and services and other current	418	247	278	292	305	319
Transfers and subsidies	17,201	17,376	18,784	19,723	20,630	21,579
Payments for capital assets	0	0	0	0	0	0
TOTAL	23,051	23,539	26,056	27,789	29,433	30,911
STAFFING						
Number of Educators (publicly employed)	3	4	4	4	4	4
Number of Non-educators (publicly employed)	11	10	9	11	11	11
ENROLMENT						
GET level	16 975	15 529	16 612	20 655	21 655	22 655
FET level	17 668	22 110	23 405	21 845	23 345	24 845
TOTAL	34 643	37 639	40 017	42 500	45 000	47 500
POPULATION						
Population aged 18 to 60	2 718 151	2 767 069	2 821 443	2 874 777	2 927 328	2 979 586
INSTITUTIONS						
Subsidised centres	346	351	368	368	368	368
► PERFORMANCE MEASURES						
► PM601: Percentage of ABET learners relative to adults in the province	1.3%*	1.4%*	0.04%	0.05%	0.06%	0.07%
► PPM601: Number of ABET learners registered for FET	17 668	22 110	23 405	21 845	23 345	24 845
Source: * StatsSA 2006 General Household Survey - This is the percentage of eligible adults in the province that attend ABET compared to the total number of eligible ABET candidates in the province. Previously the total number of enrolled ABET students was calculated as a percentage of the total population of 18 to 60 year olds.						

B.7 Early Childhood Development

The following are the measurable objectives (▲) relating to programme 7, and their performance measures:

	Measurable objectives	Performance measures
Access	▲ To provide publicly funded Grade R in accordance with policy	▶ PM701: Percentage of learners in publicly funded Grade R

Specified policies, priorities and strategic objectives:

Policies and priorities:

Dealing urgently and purposefully with HIV/AIDS, in and through education, is a national priority whose mandate is reflected in, inter alia, the HIV and AIDS and STI Strategic Plan for South Africa, 2007-2011, the National Integrated Plan for Children Infected and Affected by HIV and AIDS (2001), the National Education Policy Act: National HIV/AIDS Policy for Learners and Educators (1996), and the annual Division of Revenue Act. Education's responsibility is also reflected in the Government's National Programme of Action, Social Cluster (2006) in terms of continued implementation of Government's Comprehensive Plan to combat HIV and AIDS.

At a provincial level, the Western Cape Provincial Growth and Development Strategy addresses the relationship between, for example, the human capital and social capital development base strategies, whilst the Social Capital Strategy (SCFS) further describes social capital formation in terms of key provincial interventions such as Health 2010, the provincial HIV/AIDS programme, youth development, family-strengthening programmes, strengthening community-based structures, and so on. Finally, the approved draft inter-Departmental 'Comprehensive HIV & AIDS Strategy for the Western Cape, Strategic Plan and Implementation Framework: 2007 to 2011' describes the responsibilities, and targets, for the Western Cape Education Department. Included in these are new WCED responsibilities and targets for, *inter alia*, potentially sensitive issues such as the promotion and provision of voluntary counselling and testing (VCT) for adults >15 yrs, (provincial target 15% of adults annually, WCED target 30 000 for 2008/09, rising to 50 000 by 2009/10) and increased male condom uptake to 100 condoms per adult male >15 yrs by 2010 (with similar targets). The Accelerated HIV Prevention Strategy: A Multi-Sectoral Framework for Action in the Western Cape 2006 to 2011 further unpacks this strategy in response to the national, multi-sectoral HIV & AIDS and STI Strategic Plan for South Africa, 2007-2011.

Strategic goals and objectives (Extract from 5 Year Plan):

To ensure access to quality education for all children living in the province.

To ensure effective management and governance in all the learning sites and support structures

To equip and support educators in their efforts to provide effective education

Priorities:

A strategy to support ECD in the Western Cape has been developed by an inter-sectoral planning team led by the WCED and the provincial Department of Social Development (DSD). The overall goal is the provision of an integrated and co-ordinated approach to ensure effective and holistic services to young children in the age group from 0 - 4 ½ years old. The aim of the strategy is not only to have all children in crèches or daycare centres, but to ensure that those who care for children (parents, grandparents, community workers, day centre, pre-primary school and crèche staff) are equipped to promote the physical, social and cognitive development of children.

As part of this integrated approach to the development of all 0 – 4 ½ year olds living in the province, the WCED will train practitioners and caregivers in the ECD curriculum. The EPWP has been extended to the ECD sector and makes provision for a learnership programme as well as the supply of resource kits.

While there is universal enrolment of children of ages 6 – 15 in the Western Cape, not all five year-olds have access to Grade R. An HCDS goal is to provide high quality learning programmes to all five year-old children in the Western Cape at the first level of formal education, namely Grade R by 2010, so that they are introduced to emergent literacy and numeracy skills. This is particularly important in communities where parents have low literacy levels or none and homes are text- and resource-poor. The NCS Grade R curriculum spells out the knowledge and skills that ought to be taught to five year-olds. The human resource challenge for the province is to ensure that the learning outcomes of the Grade R NCS are taught and acquired by learners in Grade R sites.

If conservative estimates of 2006 participation rates in the Western Cape are used, that is 60 000 of a possible 80 000 learners (age cohort), then an additional 20 000 children must be reached in the period to 2010. This means enrolling, on average, 6 000 additional five year-old children each year in the period to 2010. But these children must also be enrolled in high quality programmes because the provision of Grade R programmes to young children is based on the assumption that these programmes provide a solid foundation and advantage for learning in school. This assumption is supported by a number of studies, including the national systemic assessment study of Grade 3 learners undertaken in 2001 as well as the provincial systemic evaluation conducted in 2004 and 2006. These studies show a high correlation between reading and numeracy performance at the Grade 3 level and access to pre-school programmes.

To provide high quality Grade R tuition to all five year-olds so that they are ready for school learning, the WCED will implement the following short to medium term plans:

- a) Advocacy and recruitment of additional learners, particularly in the rural and poor areas.
- b) Establishment of classes in public schools where space allows.
- c) Ensuring that there is ongoing in-service training for practitioners.
- d) Ensuring that there is adequate LTSM for the delivery of quality teaching and learning
- e) Continue to support the DSD in upgrading the qualification of care-givers/practitioners in terms of the EPWP.
- f) Monitoring of ECD which is to be done at District Level by Circuit Teams (Curriculum Advisers)

Progress analysis

Access

Access to Grade R has increased from approximately 21 000 in 1996 to in excess of 63 000. During 2006 every Grade R child at an institution was subsidised *per capita* instead of on the basis of a maximum class size of 30. This has increased the number of children qualifying for financial assistance.

The abolition of departmentally-approved posts and their replacement by means of per capita subsidies has allowed greater access to Grade R in poorer areas.

Analysis of constraints and measures planned to overcome them

It is difficult to ascertain the exact numbers of Grade R learners because many of the Community Sites are in remote rural areas or in informal settlements where communication is a severe challenge. The Snap and Annual Survey forms have not yet been returned by Community Sites.

District Officials experience work overloads are not able to visit the sites regularly to ensure quality programmes are being offered. Many of the tasks of monitoring and support are meant to be provided by District Officials, but there is limited human capacity to do so. The implementation of the WCED Redesign is intended to address this challenge.

The extension of CEMIS to include ECD and the option to use the GIS tools to plot the expansion of ECD will help this sector to establish control over this critical phase of education. As a short term measure Districts have appointed temporary staff to conduct an *in situ* audit of sites. The medium to long term vision and objective of the WCED is to attach Grade R facilities to existing school buildings.

ST701	EARLY CHILDHOOD DEVELOPMENT- Key trends					
	2005/06 Actual	2006/07 Actual	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	2010/11 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)						
7.1 Grade R in public schools	57,829	66,902	54,908	87,058	105,135	118,416
7.2 Grade R in community centres	16,648	23,293	67,741	80,111	106,846	128,639
7.3 Professional services	0	0	1	1	1	1
7.4 Human resource development	0	0	42,154	59,622	62,029	73,866
7.5 Conditional grants	0	0	0	0	0	0
TOTAL	74,477	90,195	164,804	226,792	274,011	320,922
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	44,764	44,411	95,974	98,390	106,672	121,908
Compensation of employees	43,829	44,390	69,158	66,520	73,921	78,767
Educators	43,829	44,390	69,158	66,520	73,921	78,767
Non-educators	0	0	0	0	0	0
Goods and services and other current	935	21	26,816	31,870	32,751	43,141
Transfers and subsidies	29,713	45,784	68,830	128,402	167,339	199,014
Payments for capital assets	0	0	0	0	0	0
TOTAL	74,477	90,195	164,804	226,792	274,011	320,922
STAFFING						
Number of Educators (publicly employed)	299	295	275	275	275	275
Number of Non-educators (publicly employed)	-	-	-	-	-	-
ENROLMENT (PUBLICLY FUNDED ONLY)						
Grade R in public schools* (a)	31 505	31 916	31 932	37 932	43 932	49 932
Grade R in community centres (b)	28 000	30 000	26 899	24 000	22 000	20 000
Pre-Grade R in public schools*	2 481	1 356	1 644	1 700	1 800	1 900
Pre-Grade R in community centres	This statistic cannot be computed this statistic since data sources in this regard are not available in the WCED.					
TOTAL	61 986	63 272	60 475	63 632	67 732	71 832
POPULATION						
Population aged 5 (c)	89 423	90 975	91 757	92 829	94 077	95 415
► PERFORMANCE MEASURES						
► PM701: Percentage of learners in publicly funded Grade R ((a+b)/c)	66.5%	68.1%	64.1%	66.7%	70.1%	73.3%
► PPM701: Number of practitioners enrolled for ECD Learnerships (full qualification)	0	0	2 400	3 000	4 000	4 000

*CEMIS Current (08 February 2008)

B.8 Auxiliary and associated services

The following are the measurable objectives (▲) relating to programme 7, and their performance measures:

	Measurable objectives	Performance measures
Access	▲ To deliver HIV/AIDS life skills education in schools, and to ensure access to an appropriate and effective integrated system of prevention, care and support	▶ PPM 801: Life Skills and HIV/AIDS Programmes: Annual percentage HIV prevalence levels amongst youths 15-19 years ▶ PPM 802: Percentage of public schools with at least one computer facility for teaching and learning

Specified policies, priorities and strategic objectives

Policies and priorities:

Dealing urgently and purposefully with HIV/AIDS, in and through education, is a national priority whose mandate is reflected in, *inter alia*, the HIV and AIDS and STI Strategic Plan for South Africa, 2007-2011, the National Integrated Plan for Children Infected and Affected by HIV and AIDS (2001), the National Education Policy Act: National HIV/AIDS Policy for Learners and Educators (1996), and the annual Division of Revenue Act. Education's responsibility is also reflected in the Government's National Programme of Action, Social Cluster (2006), in terms of the continued implementation of Government's Comprehensive Plan to combat HIV and AIDS.

At a provincial level, the Western Cape Provincial Growth and Development Strategy addresses the relationship between, for example, the human capital and social capital development base strategies, whilst the Social Capital Formation Strategy (SCFS) further describes social capital formation in terms of key provincial interventions, such as Health 2010, the provincial HIV/AIDS programme, youth development, family-strengthening programmes, strengthening community-based structures, and so on. Finally, the approved draft inter-Departmental 'Comprehensive HIV & AIDS Strategy for the Western Cape, Strategic Plan and Implementation Framework: 2007 to 2011' describes the responsibilities and targets for the Western Cape Education Department. Included in these are new WCED responsibilities and targets for, *inter alia*, potentially sensitive issues such as the promotion and provision of voluntary counselling and testing (VCT) for adults >15 yrs, (provincial target: 15% of adults annually, WCED target: 30 000 for 2008/09, rising to 50 000 by 2009/10) and increased male condom uptake to 100 condoms per adult male >15 yrs by 2010 (with similar targets). The Accelerated HIV Prevention Strategy: A Multi-Sectoral Framework for Action in the Western Cape 2006 to 2011 further unpacks this strategy in response to the national, multi-sectoral HIV & AIDS and STI Strategic Plan for South Africa, 2007-2011.

Strategic goals and objectives (extract from 5 Year Plan):

To provide human resource development in accordance with the Skills Development Act.

To provide for HIV/AIDS life skills education in schools, and to ensure access to an appropriate and effective integrated system of prevention, care and support.

To promote organisational efficiency and effectiveness in the administration of the external examinations

To ensure that the province provides sufficient numbers of appropriately trained educators.

To support the provincial goals of iKapa elihlumayo

Progress analysis

Workplace Skills Plan (WSP)

With an organisation the size of the WCED, the demands for effective and efficient service delivery constantly increase while the in-service development of educators in response to new and rapid developments in education, knowledge management and methodology, are critical. The representative Departmental Training Committee (DTC) of the WCED has constantly confirmed its serious commitment to ensure sustainable, accountable, effective and equitable skills development as envisaged in the Skills Development Act and related legislation and

policy. The DTC has embarked on a process to develop a WSP for the MTEF period to ensure improved effectiveness and sustainability of skill development and training over the medium term.

HIV/AIDS Conditional Grant:

All schools are clustered for advocacy, training and ongoing support and have designated HIV/AIDS co-ordinators and/or committees. Cumulatively, 22 099 educators had been trained by December 2007 (against a target of 20 000. An estimated 820 000 learners (85%) receive regular HIV/AIDS life skills education within the context of Life Orientation. Whilst preventative education through Life Orientation remains the backbone, the focus is now shifting towards integration of HIV/AIDS across the curriculum.

The *Achieve through the curriculum* programme has a holistic and integrated focus: it attends to the Explicit Curriculum (personal experiences, sensory experiences); the Implicit Curriculum (hidden curriculum, subliminal messaging); and Null / Nil Curriculum (What is the curriculum not saying?). The programme also focuses on teaching strategies and methodologies such as the contextualisation of lesson content and moral reasoning, as well as messaging and the development of LTSM through classroom-based, school enrichment-based and community-based activities.

All schools receive, annually, their requirements of curriculum-based LTSM either in English, Afrikaans or isiXhosa. Each school, from 2008/09, will receive 10 resource files for SMT and SGB members, to enable the school to workshop the development of a School HIV/AIDS policy and a School HIV/AIDS Management Plan. This will include leadership and workplace issues. Each school community will also receive 10 *Care and Support Strategy* resource files to enable SMT/educators, SGB members and community-based partners to develop social capital and networks of support for orphans and other vulnerable children inclusive of those affected by AIDS.

90 School Psychologists and Social Workers have also been trained as professional HIV/AIDS counsellors, for high-level learner support to schools, on demand. An NQF Level 4 qualification and short course in *Basic counselling and referral skills* has also been finalised and will be offered to educators and SGB members from 2008

A *Schools as Nodes of Care and Support for vulnerable children* (SNOC) model is currently being rolled out to all schools. This will initially focus on the ST-21 communities. Included with SNOC is the promotion of service-delivery 'jamborees' – in partnership with the Department of the Premier and national, provincial and local partners including Home Affairs and SASSA - with a particular focus on improved access to social grants for vulnerable children. During 2007, 15 jamborees were successfully implemented, meeting the needs of some 30 000 individuals. A further 5 jamborees are scheduled for early 2008.

The peer education programme (managed in partnership with the Department of Health and NGO service providers), now in almost 150 schools, was in 2006 a finalist in the Premier's Service Excellence awards, and competing against 63 other countries, won the international Commonwealth 'Good Practice in Education' award. A formal external evaluation of this programme, as well as the partnership initiative with DoH and *loveLife*, was also completed by the University of Cape Town in 2006, and together with the province's Accelerated HIV Prevention Strategy, indicates important challenges ahead.

The HIV/AIDS curriculum-based life-skills programme was also twice evaluated by the national department in 2006, to assess programme delivery in schools, and the Auditor-General undertook, for the third year in 2006/07, a Value-Added Audit in addition to the usual compliance audits. The HIV/AIDS programme was thus the first in the WCED to undergo such scrutiny, now over three years, and has been used as an example to the department of how other programmes and services will, in future, be assessed for quality of outcomes, rather than just inputs and outputs. All evaluations pointed to a severe personnel shortfall. Nonetheless, district-based HIV/AIDS personnel continue to regularly visit schools to ensure that the programme is implemented, to trouble-shoot, and to address the broader needs of the school community with respect to prevention, care and support for educators and learners infected and/or affected by HIV/AIDS. Finally, a number of research projects and pilot studies are well underway and these continue to enable the programme to adjust to new insights and 'best practice' on an ongoing basis.

Examinations

The directorate is responsible for all examinations and assessments in the WCED. Primarily, the grade 12 examinations are handled with an entry of over 70 000 candidates. At the end of 2008, the first national senior certificate will be conducted. The examination will be shifted to take place in the month of November. Approximately 45 000 candidates are expected. All question papers will be set by the national department. Foreign languages will be set by the Independent Examinations Board.

Annually, the Grade 9 Common Tasks for Assessment (CTA) are conducted and written by 85 000 candidates. The CTAs and associated common papers are also set nationally. As from 2008, a provincial grade 9 test in the Languages (Afrikaans, English, isiXhosa) and Mathematics will take place in the first term of the year. A total number of 75 000 learners will take part in the testing, which will be aimed at systemic evaluation in the high school phase.

A printing unit has been established in the WCED to print all examination and assessment materials. Printing is also done for other state departments within the PAWC. Approximately 110 million copies are made by the reprographic services. Other departments are contributing to the expenses incurred by paying a Treasury-approved per copy charge, which is currently fixed at 20 cents per A4 sheet.

Teacher Training

An important need for the HCDS is the availability of well-qualified teachers, especially those teaching mathematics, science and technology. Financial assistance is provided to aspirant teachers who wish to enter the profession as Mathematics and/or Science and Technology Teachers. In the 2007/08 budget, there was provision of R9m for ACE and NPDE courses to improve qualifications and to address un- and under-qualified educators in the system. In 2008/09 the allocation will be R20m. Thus there are: 160 Principals registered for the ACE in School Leadership; 643 teachers for the NPDE; Maths Literacy ACE - 100 educators; Visual Art Practice – 20; Foundation Phase – 50; Technology 50; Language (isiXhosa) and Consumer Studies are planned for the future.

Careers' Development

In the light of the relatively steep dropout rates and the need to feed the economy it is clearly critical that intensive, up-to-date and value-adding career advice should be rendered by people who are proficient. The electronic or paper versions of the PACE careers package have now impacted cumulatively on 140 700 learners and been administered by 700 trained teachers. In 2008/09 a further 210 teachers will be trained.

Schools of Skill

The funds in this programme allocated for schools of skills are utilised to establish new schools of skills. Two new schools of skills are annually established as far as it is practically possible. The funds are mainly used to build workshops at existing schools that can be transformed into schools of skills, as well as for workshop equipment. The establishment of schools of skills is identified as one of the priorities in the HCDS. The WCED already has 12 schools/sections of skills and in 2008/09 two further schools will be added.

Focus Schools

In an innovative, forward-thinking project, the Western Cape Education Department nominated twenty-eight secondary schools serving previously disadvantaged learners to be converted into focus schools over three years. Each school focuses on one of the following three fields and its range of subjects: Arts and Culture (Dance Studies, Design, Dramatic Arts, Music, Visual Arts); Business, Commerce and Management (Accounting, Business Studies Economics, Computer Application Technology); Engineering and Technology (Electrical Technology, Civil Technology, Mechanical Technology, Engineering Graphics and Design)

Rationale: Increase access to subjects previously not available to learners; increase the participation and success rates of learners, especially previously disadvantaged learners, in the Further Education and Training (FET) band; expand the number of FET learners who qualify to enter higher education especially learners from poor families; empower people by equipping them with scarce skills needed in the marketplace.

These schools are expected to have a concentration of quality human and material resources and equipment in a particular field; nurture and offer comprehensive training to learners with exceptional talent, interest or aptitude; provide access to excellence; serve as lead institutions in their fields; benefit the learners, the community, education system and ultimately the economy.

2008/09 Deliverables

The completion of the buildings at 5 of the Focus Schools; the provision of material and equipment; audit of resources; audit of learners entering tertiary institutions; the professional development of the teachers at the 28 schools; learner support through tutorials and winter/spring schools; learner subject guidance sessions through a conference and camp; "Artist in residence" programmes; setting of targets for increase in learner numbers and improved results in the specific focussed subjects; regular monitoring visits to the 28 focus schools; special training for Life Orientation teachers; exhibitions of work and performances.

Khanya Technology in Education Project

At present 813 (52,9%) schools have been provided with at least one computer facility with another 179 (11,7%) schools in various stages of preparation for the next wave of implementation. A total of 32 011 computers are used in Khanya schools (of these 19 259 have been funded by Khanya or its donor partners, and the balance of 12 752 have been procured by the schools themselves). As part of the Khanya roll-out, 19 750 educators are being empowered to use technology optimally for curriculum delivery and 663 952 learners are already reaping the benefits of the project.

The remaining 544 public schools will be provided with at least one computer facility and appropriate educational software. The teachers at these schools will also be provided with basic ICT skills in order for them to gain maximum benefit from the use of the technologies provided and to meet the WCED's objective of using ICT's to deliver the curriculum.

Analysis of constraints and measures planned to overcome them

HIV/AIDS

South Africa carries the highest number of persons infected with the Human Immune-deficiency Virus (HIV) in the world – an estimated 5,9 to 6,5 million people in 2005. Over 20% of the adult population and 30% of adults of child-bearing age are infected by 2005. An estimated three quarters of all new infections occur in young people aged 15 to 25.

The task for education is to prepare these young people for that risk, in order to prevent infection to themselves and others. The Western Cape Provincial AIDS Council has endorsed the Accelerated HIV Prevention Strategy, 2006 to 2011. Systems-wide, this includes strategies to prevent HIV infection in educators and learners, to manage HIV/AIDS in school-communities, to provide psychosocial support for affected educators and learners, and to manage the total response to HIV/AIDS in order to protect the quality of education.

Key performance areas include:

- a) The training and support of educators to ensure that all learners in Grades R to 12 receive a minimum of 20 hrs of age and context-appropriate HIV/AIDS life skills and sexuality education annually, through Life Orientation and the infusion of HIV/AIDS life skills across other subjects and learning areas.
- b) To provide for the development and distribution of age/grade and language-appropriate, curriculum-based, AIDS-specific learner and teacher support materials (LTSM) to support effective HIV/AIDS life skills education in the classroom.
- c) To 'train' stakeholders and support the establishment of appropriately networked, effective, sustainable school-community-based Care and Support strategies for vulnerable children.
- d) To ensure that SMT members and key parent SGB members and community representatives are 'trained', resourced and supported in the development and maintenance of a contextually-appropriate AIDS policy and HIV/AIDS Management Plan.

- e) To support the development and implementation of effective, adolescent HIV-preventative, quality-assured peer education programmes in schools and FET colleges.
- f) To develop an effective, integrated, mainstreamed intra- and inter-departmental HIV/AIDS management system for the WCED and efficient programme administration and financial management.
- g) To support the implementation of an employee HIV/AIDS workplace programme and Employee Wellness Programme (EWP).

A pilot study is underway (through the HIV/AIDS programme) to investigate the feasibility of school-based assistant social workers or 'teacher assistants', as a low-cost initiative with potential for learnerships, to address the broader social challenges experienced in many communities (including absenteeism and learner attrition, behavioural problems, and improved access to social grants, family support and basic health services).

ST801	AUXILIARY AND ASSOCIATED SERVICES - Key trends					
	<i>2005/06 Actual</i>	<i>2006/07 Actual</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>	<i>2009/10 Estimated</i>	<i>2010/11 Estimated</i>
PAYMENTS BY SUB-PROGRAMME (R'000)						
8.1 Payments to SETA	3,306	3,756	3,944	4,258	4,542	4,786
8.2 Conditional grant projects	11,205	11,872	13,011	13,847	14,626	15,420
8.3 External examinations	54,561	63,124	66,127	74,907	79,252	83,257
8.4 Teacher training	1,743	1,868	1,814	1,905	1,993	2,085
8.5 iKapa Elihlumayo	127,772	120,225	117,519	116,641	121,890	129,203
TOTAL	198,587	200,845	202,415	211,558	222,303	234,751
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	70,099	87,197	101,962	104,102	109,932	115,470
Compensation of employees	37,581	41,321	42,323	45,821	48,890	51,524
Educators	20,180	22,313	22,650	24,522	26,164	27,574
Non-educators	17,401	19,008	19,673	21,299	22,726	23,950
Goods and services and other current	32,518	45,876	59,639	58,281	61,042	63,946
Transfers and subsidies	118,928	113,557	100,367	107,366	112,277	119,183
Payments for capital assets	9,560	91	86	90	94	98
TOTAL	198,587	200,845	202,415	211,558	222,303	234,751
STAFFING						
Number of Educators (publicly employed) (a)	17	16	15	15	15	15
Number of Non-educators	119	142	119	132	132	132
► PERFORMANCE MEASURES						
► PPM801: Life Skills and HIV/AIDS Programmes: Annual percentage HIV prevalence levels amongst youths 15-19 years	7,2%	5,6%	5,3%	5%	4,7%	4,4%
► PPM802: Number of public schools with at least one computer facility for teaching and learning	510	725	950	1 070	1 200	1 350

B.9 Implementation of capital investment, maintenance and asset management plan

New projects, upgrades and rehabilitation

The following projects will be completed during 2008/09:

Additional classrooms (brick) to existing schools (21); Ablution Projects (4); Administration facilities (3 Primary); Forum facilities (1 Primary); Secondary Schools (2); Special Schools (1)

The details of the projects are as follows:

PROJECT TYPE	NUMBER OF PROJECTS	NAME OF PROJECT
School building projects	Primary schools – 3	Vredenburg PS, Table View PS, Samora Marchel PS
	Secondary schools – 2	Bloekombos SS, Wellington SS
Instruction rooms as part of each new school or as separate projects	Classrooms at primary schools – 165	Table View PS (30), Samora Marchel PS (30), Vredenburg PS (22), Kuyasa PS (15), Attie van Wyk PS (1) Bastion LS (2), Bloekombos PS (4), Ekhlukweni PS (1), Enshona PS (5), Gordons Bay PS (3), Hlengisa PS (4), Marine PS (3), FJ Conradie PS (2), Klapmuts PS (6), Tanqua PS (2), AH Barnard PS (4), Seekoegat (NGK) PS (1), Kliprivier PS (1), Ongelegen PS (1), Kommandantsdrift PS (1), Franken PS (1), Chris Nissan PS (4), Brakfontein PS (1), Hartenbos LS (1), Hillcrest PS (3), Bongulethu PS (1), Saturnus PS (2), Avontuur PS (1), Kranshoek PS (2), Phakamansani PS (2), Hermanus LS (1), Kleinmond PS (3), Citrusdal PS (2), Kapel PS (2).
	Classrooms at secondary schools 83	Bloekombos SS (33), Wellington SS (33), Wellington SS (6), Hopefield HS (4), Imizamo Yethu SS (3), Thembaletu SS (2) Wittedrift SS (1), Villiersdorp SS (1)
	Classrooms at Special schools – 4	Beacon School (2), Klein Karoo Skool (2),
Relocation of mobile classrooms	23	Relocated from Smutsville to Brakfontein (1), Franken PS (1), Kliprivier PS (1), Kranshoek PS (2), Ongelegen PS (1), Saturnus PS (2), Imizamo Yethu SS (3), Thembaletu SS (2). Four mobiles (4) will be relocated from Elsiesrivier to Kleinmond PS. Six (6) dilapidated classrooms will also be removed from Klapmuts PS.
Forums		Mzamomsha PS
Toilets	Primary schools 95	Table View PS (27), Samora Marchel PS (27), Vredenburg (15), Eden Training Centre (4 WCs), St Boniface PS (8 WCs), Bitterfontein PS (8 WCs), Ekhlukweni PS (6 WCs)
	Secondary schools 131	Bloekombos SS (34), Wellington SS (34), Gansbaai SS (29), Wallacedene SS (34)
Upgrading projects	Primary schools - 4	Administration blocks – Leiden Avenue PS, Rainbow PS, Gansbaai PS, Klapmuts PS
	Secondary schools - 0	Masibambane SS, Waveren SS
	Special schools - 1	JD Crawford PS

PROJECTS TO BE INITIATED IN 2008/09	
Schools to go out on tender	Silukhanyo PS, Nomzamo, Strand, Zwelihle PS, Zwelihle, Hermanus; Avian Park PS, Worcester Wallacedene SS, Wallacedene, Kraaifontein Gansbaai SS, Gansbaai
Schools in which planning must be completed in order to go out on tender	Tafelberg School, Bothasig (Special school) Northpine SS, Northpine, Brackenfell Grabouw SS, Grabouw

Building maintenance over the MTEF (2008/09 to 2010/11)

Number of projects	Budget Available R'000
240	R209,358 million

A request for additional funds has been submitted to Provincial Treasury to address all backlogs (existing classroom and maintenance backlogs). The assumption of the bid document is that all backlogs will be eradicated within a 10-year period. This assumption is already not attainable with the funds earmarked for the 2008/09, 2009/10 and 2010/11 financial years

Another assumption is that a value of R12 billion has been placed on immovable school properties in the Western Cape and 2% of which should be made available annually for scheduled maintenance. An anticipated escalation of 12%, per annum, is predicted in building costs. It is important to note that a scheduled maintenance allocation of less than R200 million annually will definitely ensure that the existing school stock will deteriorate progressively and that the cost to repair such stock will subsequently increase.

Asset Management

Immovable assets

The WCED uses the Education Management Information System (EMIS) and the National Education Infrastructure Management System (NEIMS), which are adequate in managing immovable assets

Major movable assets

Head Office and Districts (including offices linked to Districts). In respect of moveable assets the WCED established an asset management unit. This unit is one of the pillars of the Supply Chain Unit. All furniture and equipment for these offices are purchased from the head office and are captured on an inventory of moveable assets in terms of the requirements prescribed by the National Treasury. An audit of all moveable assets (November) and a stock-take (February/March) is done annually.

The following measures have been taken to ensure data integrity that supports an effective asset register that maintains accounting standards and ensures an effective, efficient and accurate reconciliation of information.

- (a) a stock take is done by the Department at least once a year as prescribed in the Treasury Regulations
- (b) a six monthly stock take is also under way in view of the volume of the items
- (c) inventories are signed off by the responsible officials and then certified by Cost Centre Managers
- (d) circulars are issued in line with Chapter 10 of Treasury Regulations
- (e) procurement procedures for assets are outlined in the Accounting Officer's System
- (f) a reconciliation of purchases on LOGIS and the expenditure on BAS is done on a monthly basis
- (g) the asset register contains all the information required in terms of Treasury Regulations

The mechanisms that have been implemented to ensure that an efficient system of identification, safeguarding, monitoring and record keeping of moveable assets is in place are as follows:

- (a) all assets have been bar coded, marked "RSA" and recorded on inventories
- (b) all assets are identified in the movable asset register in all of the asset categories indicated by Treasury and are allocated unique numbers (bar codes)
- (c) Cost Centre Managers are responsible for the safeguarding of their assets
- (d) all movable assets are recorded on an inventory per cost centre and location. Inventories are certified as correct by the Cost Centre Managers. The inventory is then kept in a visible place at each location.

Schools

It has been decided to make transfer payments to schools in terms of existing Treasury Guidelines so that schools may purchase their own equipment from contracted suppliers. All purchases from schools were removed from the LOGIS Asset Register as it is, in terms of the South African Schools Act, 1996 (Act No 84 of 1996), considered to be inventory items of the schools. Schools will, therefore, report on these inventory items in their annual financial statements. The LOGIS Asset Register reflects only the inventories for Head Office of the WCED as well as the Districts and their respective service points.

Plans regarding movable assets, such as motor vehicles

The provision, withdrawal and replacement of old and/or damaged Government Garage (GG) motor vehicles are managed by the Provincial Department of Transport (Government Motor Transport). They also see to the licensing, maintenance and fuelling of the vehicles, as well as maintaining an asset register on the Fleetman System. They also formulate provincial policy with regard to the use of GG vehicles. The WCED ensures that the provincial policy is adhered to. It also maintains a register of vehicles in use by the WCED, monitors vehicle use by means of log sheets and ensures that the vehicles are roadworthy and properly maintained. The present fleet, supplemented by the provision of subsidised vehicles to qualifying officials, meets the current needs of the WCED. The provision of subsidised vehicles has been withdrawn by means of Circular No. 179/2003 dated 10 September 2003, as it was found to be more expensive than government motor transport.

Part C: Quarterly and Annual Targets

Part C of this Annual Performance Plan provides quarterly and annual targets for the performance measures for 2008/09.

Programme Subprogramme Performance Measures	Target for 2008/09 as per Annual Performance Plan	1st Quarter Planned Output	2nd Quarter Planned Output	3rd Quarter Planned Output	4th Quarter Planned Output
PROGRAMME PERFORMANCE MEASURES					
(Customised: National specific)					
QUARTERLY OUTPUTS					
Programme 1: Administration					
PM101: Number of schools implementing the School Administration and Management System	1 455 of 1 455	1 452	1 452	1 452	1 455
PM102: Number of schools that can be contacted electronically by the department	1 455 of 1 455	1 440	1 445	1 450	1 455
Programme 2: Public Ordinary Schools					
PM201: Number of learner days covered by the nutrition programme	39 950 000	10 340 000	10 045 000	8 695 000	9 870 000
PM203: Number of public ordinary schools with water supply	1 455 of 1 455	1 452	1 452	1 452	1 455
PM205: Number of schools with an adequate number of functional toilets	714 of 1 455	696	702	708	714
Programme 3: Independent School Subsidies					
PM301: Number of funded independent schools visited for monitoring purposes	45 of 89	12	12	9	12

Programme Subprogramme Performance Measures	Target for 2008/09 as per Annual Performance Plan	1st Quarter Planned Output	2nd Quarter Planned Output	3rd Quarter Planned Output	4th Quarter Planned Output
ANNUAL MEASURES					
Provincial Education Sector					
PM001: Number of children of compulsory school going age that attend schools	618 767				618 767
PM002: Number of youths above compulsory school going age attending schools and other educational institutions	212 986				212 986
PM004: Years input per FETC graduate	Not available				Not available
PM005: Average highest school grade attained by adults in population	9.5				9.5
PM006: Adult literacy rate	95.7%				95.7%
Programme 1: Administration					
PM103: Number of black women in senior management positions	16 of 52				16 of 52
PM104: Percentage of current expenditure going towards non-personnel items	23.6%				23.6%
Programme 2: Public Ordinary School Education					
PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	102,9%				102,9%
PM202: Number of learners in public ordinary schools with special needs	14 200				14 200
PM204: Number of public ordinary schools with electricity	1 455 of 1 455				1 455 of 1 455
PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	0.3%				0.3%
PM207: Number of schools with more than 40 learners per class	0				0
PM208: Number of non-Section 21 schools with all LTSMs and other required materials delivered on day one of the school year	425				425

Programme Subprogramme Performance Measures	Target for 2008/09 as per Annual Performance Plan	1st Quarter Planned Output	2nd Quarter Planned Output	3rd Quarter Planned Output	4th Quarter Planned Output
Programme 2: Public Ordinary School Education (continued)					
PM209: Number of schools with Section 21 status	1 030				1 030
PM210: Number of working days lost due to educator absenteeism in public ordinary schools	320 000				320 000
PM211: Number of learner days lost due to learner absenteeism in public ordinary schools	Not available				Not available
2.1 Public Primary Schools					
PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3*	Lit: 0.394 Num: 0.183				Lit: 0.394 Num: 0.183
PM213: Repetition rate in Grades 1 to 7	7,8%				7,8%
PM214: Number of learners in Grade 3 attaining acceptable outcomes in Numeracy and Literacy*	Lit: 41 650 Num: 28 452				Lit: 41650 Num: 28 452
PM215: Number of learners in Grade 6 attaining acceptable outcomes in Mathematics, Literacy and Natural Sciences*	Testing only done every 2nd year. Next testing in 2009				Testing only done every 2nd year. Next testing in 2009
2.2 Public Secondary Schools					
PM216: Number of girl learners who take Mathematics and Science in Grades 10 to 12	23 813				23 813
PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate	75%				75%
PM218: Repetition rate in Grades 8 to 12	18.7%				18.7%
PM219: Pass ratio in Grade 12 examinations	40%				40%

Programme Subprogramme Performance Measures	Target for 2008/09 as per Annual Performance Plan	1st Quarter Planned Output	2nd Quarter Planned Output	3rd Quarter Planned Output	4th Quarter Planned Output
2.2 Public Secondary Schools (continued)					
PM220: Pass ratio in Grade 12 for Mathematics and Science	19%				19%
PM221: Number of learners in Grade 9 attaining acceptable educational outcomes in all learning areas	60 639				60 639
Programme 4: Public Special School Education					
PM401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions	250 of 4 086				250 of 4 086
Programme 5: Further Education and Training					
PM501: Number of FET students relative to youth in the province	5 700 of 270 479				5 700 of 270 479
PM502: Number of female students who are in technical fields	8 500				8 500
PM503: FET college throughput rate	72.9%				72.9%
PM504: Number of learners placed in learnerships through FET colleges	1 090				1 090
Programme 6: Adult Basic Education and Training					
PM601: Number of ABET learners relative to adults in the province	1 400 of 3 060 334				1 400 of 3 060 334
Programme 7: Early Childhood Development					
PM701: Number of learners in publicly funded Grade R	63 632				63 632

Programme/Subprogramme/Performance Measures	Target for 2008/09 as per Annual Performance Plan	1st Quarter Planned Output	2nd Quarter Planned Output	3rd Quarter Planned Output	4th Quarter Planned Output
OWN PROGRAMME PERFORMANCE MEASURES					
(Customised: Provincial specific)					
ANNUAL OUTPUTS					
Programme 5: Further Education and Training					
PPM501: Number of study loans/bursaries awarded to students at FET colleges	4 201				4 201
Programme 6 Adult Basic Education and Training					
PPM601: Number of ABET learners registered for FET	21 845				21 845
Programme 7: Early Childhood Development					
PPM701: Number of practitioners enrolled for ECD Learnerships (Full qualification)	3 000				3 000
Programme 8: Auxiliary and Associated Services					
8.2 Conditional Grant Projects					
PPM801: Life Skills and HIV/AIDS programmes: Annual percentage HIV prevalence levels amongst youth <19 years.	5%				5%
8.5 iKapa Elihlumayo					
PPM802: Number of public schools in the province with at least one computer facility for teaching and learning.	1 070				1 070

This statistic cannot yet be provided by provinces, as the national systemic evaluation data cannot yet offer this information. WCED test results are hence used as indicators.

APPENDIX A: PERFORMANCE MEASURES

This appendix lists the 39 core performance measures (PMs) agreed upon nationally. For each performance measure, the number, the short description and the longer description are provided.

► **PM001: Percentage of the children of compulsory school going age that attend schools**

This is the percentage of the children of compulsory school going age in the province attending any school or educational institution. This performance measure indicates how effectively the educational rights of children, as expressed in the Constitution, are being fulfilled, and the degree to which the provisions of the South African Schools Act referring to compulsory schooling are being complied with.

Interpretation:

It should be emphasised that the data is sample data, so it would have a margin of error associated with it. The policy target should clearly be a 100% value for this PM across all years. Values falling short of this target should be interpreted with reference to the various factors that keep children of compulsory school-going age out of school. In particular, disabled children tend to have low access to schooling.

Source:

For non-census years the Stats SA General Household Survey (GHS) data applicable to the year in question is used for both the numerator and denominator.

► **PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions**

This is similar to PM001, except that this performance measure refers to older children. This is the percentage of the population in the province aged 15 to 17 attending any school or other educational institutions. It indicates how successful government and the country are in providing schooling and other education beyond the basic education level. Whilst the Constitution does not make education for this age group a basic right, it obliges government to make further education progressively available and accessible for our youth.

Interpretation:

Since the focus of this PM is to indicate how successful government is in progressively making FET education available, it is appropriate to compare current values with past values and set targets for future based on current enrolment rates. It is important to note that this PM does not indicate whether the 15 to 17 year olds are in FET education – in fact a 16 year old that is still in Grade 9 will also be counted as in school. Given that schooling is not compulsory for learners older than 15, it is safe to assume that an increase in the number of 15 to 17 year olds in the school system will imply an increase in the number of learners who engage in FET schooling.

The policy target should be to increase the Age-specific cohort of 15 – 17year olds in this age bracket from year to year. Aspects such as participation rates for learners in rural areas and female learners might impact this PM.

Care should be taken when comparisons between different years' results are made. This is for two reasons: Firstly it is important to note that calculations conducted according to the 2002 manual, used different data sources. To do comparisons with previous years, it is recommended that the historical values are recalculated in line with this specification. Secondly, it should be emphasised that the data is sample data, so it would have a margin of error associated with it. The sampling error should be taken into account when making conclusions that one year's Age-specific cohort of 15 – 17year olds improved or declined.

Source:

For non-census years, the Stats SA General Household Survey (GHS) data applicable to the year in question is used for both the numerator and the denominator.

► **PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners**

This is government's expenditure on the poorest one-fifth of learners as a percentage of government's expenditure on the least poor one-fifth. During the last years of apartheid, the percentage was around 20%, in other words, for every R1 that was spent on the non-poor learners, R0.20 was spent on poor learners. It is government's aim to increase this percentage to more than 100% for all provinces. There are many factors pushing this percentage up and down: the pro-poor post provisioning and school allocation policies of government; government's school building programmes (push the percentage up); problems in attracting teachers to rural areas (these factors push the percentage down).

Interpretation:

Despite government's pro-poor funding policies, various factors result in this PM still being below 100% for all provinces. What we would be interested in, is a steady increase in the values from year to year, and eventually a fully pro-poor spending approach reflected in a PM value exceeding 100%.

Source:

Enrolment figures for learners in public ordinary schools in quintile 1 or quintile 5 schools are obtained from EMIS enrolment figures as computed from the Annual School Survey or the Snap Survey.

Personnel expenditure figures are obtainable from PERSAL, whilst NPNC expenditure should also be relatively easy to obtain if PEDs have ensured that all schools are converted to cost centres. PEDs are required to report on CAPEX according to DORA and therefore this information should be readily available for this analysis. CAPEX expenditure on quintile 1 and quintile 5 schools might be somewhat more challenging to extract from the various provincial financial sources since there might have been difficulties in the past in linking the information back to the schools masters list (where the quintile status is recorded).

► **PM004: Years input per FETC graduate**

This is the number of years of schooling government invests to produce each Grade 12 or equivalent graduate. Because learners repeat, and because learners drop out of the schooling system before the end of Grade 12, the number of years is always greater than 12. However, by keeping the number of years as low as possible, government can provide more education of a better quality to more people.

Interpretation:

Note that this way of calculating the years input per FETC graduate is not similar to the usual methods of calculating it. If this was to be calculated in the conventional way, cohort data for a period of at least 12 years would be necessary detailing the exact number of completers, drop-outs and repeaters. This formula presented here is a compromise solution to address the issue of non-availability of historical data. It is envisioned that as EMIS systems become more sophisticated in the type of historical data it maintains, that this calculation will be amended to use actual historical data.

This PM does not adequately control for inter provincial migration. If a learner moves from one province to another it will be reflected as a learner that dropped out of the education system, and consequently, the number of years input will increase somewhat. This is particularly a problem in some of the more rural provinces that loose learners to Gauteng and the Western Cape.

The General Household Survey does not allow for adequate differentiation between learners enrolled in grade one and pre-grade. In both cases the highest qualification for the learner would be reported as 0. For the purposes of this indicator, all learners that indicate they are in school and have no qualification are considered as currently being in grade 1.

Source:

No data source currently available.

► **PM005: Average highest school grade attained by adults in the population**

The maximum value possible for this performance measure is 12. This would be the case if all adults in the population had completed Grade 12 or its equivalent. As our society becomes more educated, the value for this performance measure should increase. We should expect fairly gradual increases, as it takes many years for schooling and ABET to change the overall levels of education across the whole adult population.

Interpretation:

The focus of this PM is to indicate, on average, how successful the adult population was in completing school level training whilst taking into account the negative effect of repeater rates. Possible values range between 0 (which indicates that the adult population is not educated at all) and 12 (which indicates that the adult population have qualifications of Grade 12 or higher). The policy target should be to move towards a result of 12, which would indicate that all adults have completed at least Grade 12 or its equivalent.

Provinces with a higher proportion of adults with higher education qualifications (in other words, provinces where many people have completed grade 12) will score higher than those provinces with fewer higher education graduates. Consequently it is also likely that progress on this indicator will move very slowly from year to year and inter-provincial comparisons will be of more value than comparisons from year to year.

It should be emphasised that the data is sample data, so it would have a margin of error associated with it. The sampling error should be taken into account when comparing results of different provinces or different years.

Source:

For non-census years, the data for the numerator and the denominator is based on sample data derived from Stats SA general household surveys.

► **PM006: Adult literacy rate**

This is the percentage of adults who are able to read and write, at least at a basic level. Our Constitution guarantees the right to a basic education for all adults who were deprived of this in the past. For human rights reasons, but also for economic development reasons, this is an important performance measure for government. Our aim should be a 100% adult literacy rate.

Interpretation:

The literacy rates for different provinces range between 70% and 90%. Since it is the aim of the education department to increase adult literacy rates to 100%, the policy target is to achieve 100%.

Source:

For non-census years, the data is based on sample data derived from Stats SA household surveys or population estimates as provided by the DOE.

► **PM101: Percentage of schools implementing the School Administration and Management System**

The School Administration and Management System (SAMS) is a nationally designed and computerised system that allows schools to organise and use their learner, staff, facilities and finance information more effectively. SAMS will improve the planning capacity of schools and consequently better service could be expected from these schools.

Interpretation:

Access to information technology has an impact on the uptake of SAMS. Each province should consider current performance against past performance and set targets for the future based on realistic expectations.

Source:

SA-SAMS records for the school year in question.

► **PM102: Percentage of schools that can be contacted electronically by the department**

E-mail assists schools in contacting the Department quickly when there is a problem the Department needs to deal with. This form of communication also allows the Department to swiftly and at a low cost to communicate information about policy changes, ongoing projects and general circulars. It is government's aim to ensure that all schools enjoy e-connectivity.

Interpretation:

The target for this indicator should be as close to 100% as possible, although various factors outside of the PEDs control may impact this (e.g. schools may have the equipment and ability to use electronic means of communication but still prefer to do business over the telephone or fax). A low level of uptake should be expected in provinces with more rural schools since the access to fixed line telecommunications is generally a prerequisite for e-mail.

Source:

The Annual School Survey provides information about the number of schools that use e-mail for administrative purposes. In the 2003 ASS this was under question 6.10 in the Administration section. As an additional check the IT section could send out a test e-mail to all of the addresses listed on the ASS and check how many of these addresses are actually operational. If there is a large failure rate then PEDs should make a comment about this in their interpretation of the PM value.

► **PM103: Percentage of black women in management positions**

This is the percentage of black women in management positions and is an equity indicator. Although employment equity covers a number of areas, black women in management positions are very important in highlighting progress towards employment equity in Provincial Education Departments.

Interpretation:

According to Stats SA's mid-year population estimates for 2004 women make up approximately 52% of South Africa's population and black women make up approximately 48% of South Africa's population. Yet the percentage of black women in senior management positions fall far short of 48%. This is particularly concerning if one considers that black women have traditionally had greater access to education as a career option and yet they are still significantly underrepresented in the senior ranks. The target for this PM should be to have (at minimum) the same representation of black women amongst senior managers as is found in the general population for that province.

Source:

PERSAL

► **PM104: Percentage of current expenditure going towards non-personnel items**

This is the percentage of education expenditure, other than expenditure on physical infrastructure (Non Personnel Non Capital), going towards non-personnel items such as textbooks, stationery and scholar transport. It gives an indication of whether educators have the requisite tools available to do their jobs.

Interpretation:

Values in the range of 10% - 20% are expected. A value below this indicates that staff probably does not have the requisite tools available to do their work. It is best to contextualise this value with view of similar expenditure figures in the past and specific policy programmes that would change future targeting of resources.

Source:

Provincial budget statement and annual reports

► **PM201: Percentage of learner days covered by the nutrition programme**

This is the number of lunches provided at schools, through government's nutrition programme, divided by all the learner days in a year (a learner day is one learner's attendance on one day). This percentage goes up when the nutrition programme covers more learners, or when each learner receives more lunches in one year. The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels.

Interpretation:

This PM should be interpreted with care since it considers the level of poverty in the province and the education department's response to this. If this percentage is low, it could either mean less NSNP support is required because fewer learners in the province are poor relative to other provinces, or that the province has not yet responded adequately (in terms of the number of children it reaches or the number of learner days that the project covers) to this problem. Therefore it is recommended that this PM is interpreted together with information on Provincial poverty figures e.g. National quintiles 1 and 2. If 50% of the population in a province is said to be poor and only 40% of learner days are covered, it means that the PED's response to poverty alleviation should be geared up.

The user should be cautioned not to use this indicator as a proxy for poverty levels as is typically done in international literature. The number of learners that receive "free lunches" are often used to determine how many learners are poor, but since this PM also takes into account the provincial response to the challenge, it is not appropriate.

This percentage goes up when more learners are covered by the nutrition programme, or when each learner receives more lunches in one year. The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels.

Source:

The annual school survey has a question on the number of learners that receive support under the NSNP. It currently does not collect information on the number of days that this support is provided at each school but other Provincial Data sources could be used for this.

School nutrition statistics are specified in the statistical tables and indicate both the number of learners that benefit from the programme as well as the average number of school days that this nutritional support covers. Ideally the actual number of school days for which support is provided at each school should be used. If this is not available then the average number of school days for which support was planned (as per DORA) should be used instead.

► **PM202: Percentage of learners in public ordinary schools with special needs**

This is the percentage of learners in public ordinary schools with special needs. Historically, such learners have had problems accessing public ordinary schools though, in view of government's inclusive education policy, measures should be taken to make access a reality for special needs learners.

Interpretation:

This PM intends to track government's performance towards including LSEN in mainstream education and to gain insight into the level of adaptation that is required within public ordinary schools to accommodate LSEN. If a very low percentage of LSEN relative to the disabled population in the province are in public ordinary schools, then it indicates that more work should be done to ensure that LSEN access schooling, especially if the number of special schools in the province is limited. Low percentages of LSEN learners could also be due to the fact that many schools are not sufficiently sensitised to identify and deal with LSEN learners and therefore do not report LSEN learners on the Annual School Survey. If a very high percentage of LSEN relative to the total school population are included, this will have an impact on resource planning for these schools.

Source:

EMIS Annual Survey of Schools data applicable to the year in question.

► **PM203: Percentage of public ordinary schools with a water supply**

This is the percentage of public ordinary schools that have access to some kind of supply of clean water. For health and other reasons it is important that all schools should have access on the premises to clean water.

Interpretation:

The policy target should be 100% for this PM. Values falling short of this target should be interpreted with regards to the urbanisation levels in the province. It is expected that provinces with more rural schools are likely to have greater challenges in terms of water supply.

Source:

EMIS Annual Survey of Schools data applicable to the year in question. Many initiatives are currently underway to improve the information systems available to assess infrastructural delivery at school level. If other more reliable data sources become available, PEDs should investigate these for applicability.

► **PM204: Percentage of public ordinary schools with electricity**

This is the percentage of public ordinary schools with an electricity supply. Electricity is an important prerequisite for the introduction of modern technologies that can enhance management, teaching and learning in schools.

Interpretation:

The policy target should be 100% for this PM. Values falling short of this target should be interpreted with regards to the urbanisation levels in the province. It is expected that provinces with more rural schools are likely to have greater challenges in terms of electricity supply.

Source:

EMIS Annual Survey of Schools data applicable to the year in question.

► **PM205: Percentage of schools with an adequate number of functional toilets**

This is the number of schools with at least 1.5 functional toilets for each classroom or 1 toilet per 20 learners as per the building regulations. For health and school attendance reasons, it is important for the schooling system to move towards this minimum norm for all schools.

Interpretation:

The target should be 100%. Although infrastructural development initiatives at schools are currently working hard to eradicate infrastructure backlogs it is likely that this target will evade PEDs for still some time to come. The figure should be interpreted in comparison to figures for previous years and targets should be based on infrastructural delivery programmes.

Source:

The total number of toilets and urinals as well as the total number of non-functioning toilets and urinals are found in the sanitation section of the Annual School Survey. The total number of classrooms used for teaching or the total number of learners per school is also found in the Annual School Survey.

► **PM206: Expenditure on maintenance as a percentage of the value of school infrastructure**

This indicator provides an indication of what percentage of the budget is spent on maintenance of existing buildings and equipment. It is important that existing buildings and equipment in the schooling system be maintained properly, so that they are fully functional, and replacement can be minimised. Policy stipulates that annual expenditure on maintenance of facilities should amount to at least 1.5% of the total value of those facilities.

Interpretation:

The target should be between 1.5% and 2%. If this PM is higher than 2%, too much money is being spent on maintenance that could have been spent on other education needs including the building of new schools. If this PM is lower than 1.5% it indicates that a maintenance shortfall exists and that the infrastructure will continuously decay into a state of disrepair.

Source:

Maintenance expenditure figures are held by PEDs financial departments as per the SCOA grid and the capital asset value are extracted from the relevant asset register(s) held by the PED or the Provincial Department of Public Works.

► **PM207: Percentage of schools with more than 40 learners per class**

This is the percentage of schools with a learner/educator ratio greater than 40. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to 0%.

Interpretation:

The target should be 0% since PEDs would not want any schools with a learner to educator ratio of more than 40:1 since this will negatively impact on the quality of education.

Source:

Both learner numbers and educator numbers are extracted from the Annual School Survey.

► **PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered by day one of the school year**

This is the percentage of schools depending on the Department for the procurement of textbooks and other LTSMs, which receive all the goods they expect by the first day of the school year, at the latest.

Interpretation:

The target for this indicator is 100%. If schools do not receive all their LTSM by the time the school year starts, unnecessary disruptions in teaching and learning is caused. This is of great concern to the department of education and will require prudent action by the relevant PED to identify the reason for late delivery and the eradication of such delays in future.

Source:

The most recent ASS provides information about late delivery of textbooks and the section 21 status of the school. This information is cross-checked against the records held by supply chain management.

► **PM209: Percentage of schools with Section 21 status**

This is the percentage of schools granted certain management responsibilities, including financial management responsibilities, in terms of section 21 of the South African Schools Act. (This has nothing to do with Section 21 companies.) It is important for more schools to be made ready for this self-management status so that schools can respond more effectively to local pressures.

Interpretation:

Since it would be the ideal to have all schools able to manage their own affairs, the target for this PM should be 100%. If a PED's performance falls short of this target it indicates that support at school level would be required to capacitate schools to manage their own affairs.

Source:

The Annual School Survey is used for this PM.

► **PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools**

This is the number of educator working days that have been lost expressed as a percentage of the total number of available educator working days. This performance measure takes into account any absence of educators from schools, for any reason, where there was no replacement educator. For schools to function properly, it is important that learners should not be without their educators. The aim should be to keep the result of this performance measure as low as possible.

Interpretation:

The higher the percentage of lost working days, the greater the negative impact on the quality of education provided and the greater the need for the province to find effective measures of intervention for this. Provinces should aim to obtain a score as close to 0% as possible.

Source:

This PM can currently not be computed by provinces since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future. School Principals should have systems in place at school level which will allow the quick compilation of this figure on an annual basis.

Existing information sources on educator absenteeism (i.e. PERSAL) are not appropriate since there are huge gaps in the capturing of leave information which are unlikely to be eliminated in the short term. In addition, PERSAL does not provide information on how many educators were absent without a replacement teacher at the school.

► **PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools**

This is the number of learner days that have been lost expressed as a percentage of the total number of available learner days. This performance measure is similar to PM210, but it considers learners instead of educators. Any absence from school by any learner would be taken into account by this performance measure.

Interpretation:

The higher the percentage of lost learner days, the greater the negative impact on the quality of education provided and the greater the need for the province to find effective measures of intervention for this. Provinces should aim to obtain a score as close to 0% as possible.

Source:

Few provinces currently have accurate data sources to reliably report the learner days lost. Options for collecting this data reliably will be investigated in the future together with EMIS.

This PM can currently not be computed by provinces since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future. School Principals should have systems in place at school level which will allow the quick compilation of this figure on an annual basis.

► **PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3**

This is the average of the Literacy and Numeracy scores of Grade 3 learners in the poorest schools relative to the average for the least poor learners, expressed as a percentage. It is not only important to tackle the apartheid legacy of unequal spending on learners. It is also important to ensure that inequalities in learner results are reduced, so that learners obtain a more equal start in life.

Interpretation:

A value lower than 100% would indicate that the learners in the poorest schools are performing weaker than their counterparts in the least poor schools. Although the long-term policy target should be to obtain a score of 100% on this PM, results from across the world suggest that this is an elusive target. Regression analysis conducted on the Grade 3 and Grade 6 Systemic Evaluation results indicate that socio economic status is significantly associated with educational attainment: the higher the learner's socio economic status, the higher one would expect his or her attainment to be and the opposite would be true for learners with low socio-economic status. Even in highly equitable countries (Like Japan for example) there is a very marked under-performance of the less advantaged relative to the more advantaged. Based on the Grade 8 Mathematics results in the TIMSS 2003 survey, the poorest quintile in Japan performed at about 85% of the level of the richest quintile. The corresponding figure for South Africa was 55%, and for Chile it was 65%. Based on this information, it might be appropriate for PEDs to set a more realistic and attainable target comparable to the performance in other developing countries.

To obtain a score of 100%, the poorest learners have to perform as well as the least poor learners – E.g. if the combined average Literacy and Numeracy results for quintile 1 learners are 45% and it is 55% for quintile 5 learners, this would yield a result of 81% when you divide 45% by 55%.

PEDs should be careful in how they go about setting targets for this PM. Although an ultimate target of 100% is desirable, this should be considered against the absolute performance levels of the different quintiles. In terms of the above-mentioned example, it would be possible to obtain 100% if the quintile 1 average increases to 55% or if the quintile 5 average decreases to 45%. Clearly, the latter scenario is undesirable even though it would allow the policy target to be reached.

Once the Systemic Evaluation is repeated on a regular basis, it is expected that the sampling methodology and measurement instruments will be kept similar. If this is not done, PEDs will not be able to compare their performance across different years.

Source:

No data is available currently to compute an example since the available data cannot be linked back to the schools masters list which contains information about the school quintile. PEDs would only be able to compute this once the data collection requirements have been reviewed.

The last Systemic Evaluation for Grade 3 was conducted in 2003. Data for learner performance is not disaggregated by quintile. In fact, the sampling methodology that was used does not allow for statistically representative disaggregating by both province and quintile.

► **PM213: Repetition rate in Grades 1 to 7**

This is the percentage of learners repeating their present grade in Grades 1 to 7, divided by all learners enrolled in Grades 1 to 7. A high repetition rate is both costly, and detrimental for teaching and learning. It is important for this performance measure to be as low as possible.

Interpretation:

An acceptable target for the repetition rate should be determined by taking into account the situation in each province. Although a repetition rate close to 0% might indicate that the education system is efficient, it may also imply that learners who do not attain acceptable outcomes are not welcome in the education system and choose to drop out. Since Grade 1 – 7 falls within what is compulsory schooling, a high drop out rate and consequent low repetition rate is contrary to what is intended. A repetition rate closer to (or higher than) 10% indicates that the education system is carrying a disproportionate burden with regards to repetition rates and may also indicate that there are systemic challenges in the school context that negatively impacts on the education quality.

Source:

Repeater numbers and learner numbers in PEDs are obtained from the Annual School Survey.

► **PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy**

This performance measure is based on some of the same data as PM212. It indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in Numeracy and Literacy.

Interpretation:

Since the Systemic evaluation is based on a sample of learners, issues of sampling errors and confidence intervals are applicable. No benchmark is set for this PM since it has never been calculated before. Obviously, a result close to 100% would be desirable since this implies that 100% of the learners have at least the minimum competence in the areas of Literacy, Numeracy and Life Skills. Also note that this PM requires PEDs to report the percentage of learners that obtain acceptable outcomes which is quite different from the average percentage scored by learners in the different learning areas. PEDs should carefully consider whether sampling changes or measurement changes are implemented from one cycle to the next, since this will impact on the comparability of results.

Source:

The last Systemic Evaluation for Grade 3 was published in 2003 but the results are currently not available for statistical manipulation. In future, these statistics will be made available by the DOE.

► **PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences**

This performance measure indicates the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in Mathematics, Literacy and Natural Science. It is similar to PM214 except that it focuses on Grade 6 learners instead of Grade 3 learners and focuses on the learning areas of Mathematics, Literacy (this is the language of teaching and learning) and Natural Sciences.

Interpretation:

Since the Systemic evaluation is based on a sample of learners, issues of sampling errors and confidence intervals are applicable. No benchmark is set for this PM since it has never been calculated before. Obviously, a result close to 100% would be desirable since this implies that 100% of the learners have at least the minimum competence in the areas of Literacy, Mathematics and Natural Sciences. Also note that this PM requires PEDs to report the percentage of learners that obtain acceptable outcomes, which is quite different from the average percentage, scored by learners in the different learning areas. PEDs should carefully consider whether sampling changes or measurement changes are implemented from one cycle to the next, since this will impact on the comparability of results.

Source:

The last Systemic Evaluation for Grade 6 was published in 2005. In future, these statistics will be made available by the DOE.

► **PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12**

This is the percentage of female learners who are enrolled in Mathematics and Science in Grades 10, 11 and 12. Historically, girls have been under-represented in these subjects, so increased participation in them would be an important indicator of the move towards a more gender-balanced FET band.

Interpretation:

It is to be expected that not all girl learners would continue with both Science and Mathematics in the FET phase. Therefore a target of 100% is not likely to be achieved. PEDs should be encouraged to evaluate the situation by aiming to incrementally increase the percentage of girl learners who take Mathematics and Science from one year to the next.

Source:

The Annual School Survey contains information on the number of male and female learners that take Mathematics and Science in Grades 10 – 12, and also provides an indication of the total number of learners in these grades. Figures from the most recent ASS should be used for this PM.

► **PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate**

This is the average of the Senior Certificate marks of Grade 12 learners in the poorest schools relative to the average for the least poor learners, expressed as a percentage. This performance measure is thus similar to PM212.

Interpretation:

If the value of this PM is lower than 100% it indicates that there continues to be a gap in the education quality outcomes for the least advantaged schools. Although it is expected that a gap will continue to remain for quite some time, a closing gap (As measured from year to year) will demonstrate that the pro-poor funding policies of the Education Department is delivering results. If the gap increases from year to year, PEDs will have to strategise very carefully to ensure that the most important factors associated with education quality in the least advantaged schools are addressed. Also refer to the discussion about the relationship between socio-economic status and school performance under PM212.

Source:

Senior Certificate Examinations database.

► **PM218: Repetition rate in Grades 8 to 12**

This is the percentage of learners repeating their present grade in Grades 8 to 12, divided by all learners enrolled in Grades 8 to 12. A high repetition rate is both costly, and detrimental for teaching and learning. It is important for this performance measure to be as low as possible. This is the same as PM213, except that this performance measure deals with Grades 8 to 12.

Interpretation:

An acceptable target for the repetition rate should be determined by taking into account the situation in each province. Although a repetition rate close to 0% might indicate that the education system is efficient, it may also imply that learners who do not attain acceptable outcomes are not welcome in public ordinary school and choose to drop out. Since Grade 10 – 12 falls outside of compulsory schooling, a higher drop out rate and consequently lower repetition rate might be expected. Given that the higher grades make more demands of learners in terms of attaining outcomes, it is not uncommon for the repeater rates in Grade 8 – 12 to exceed 5%. A repetition rate closer to (or higher than) 10% indicates that the education system is carrying a disproportionate burden with regards to repetition rates and may also indicate that there are systemic challenges in the school context that negatively impacts on the education quality.

Source:

Repeater numbers and learner numbers in PEDs are obtained from available EMIS data sources.

► **PM219: Pass ratio in Grade 12 examinations**

This is the total number of Senior Certificate passes in a year, divided by the total number of 18 year olds. This is not the same as the Matric pass rate. This performance measure allows us to see what proportion of the population, not just what proportion of enrolled learners, is receiving a Senior Certificate.

Interpretation:

Obtaining a value lower than 100% does not necessarily constitute a failure on the part of the Education Department, since other avenues of study are available to learners and would therefore contribute towards a lower participation in the Senior Certificate Examination. PEDs should, however, endeavour to increase both participation of learners that would otherwise drop out of the education system and decrease the number of repeaters whilst aiming to achieve high pass rates. It is therefore applicable to set targets for this PM that take the current situation into account and incrementally increase over time.

Source:

The senior certificate examination report for the previous year is used to obtain the denominator. The population of 18 year olds is determined from the population estimates provided by the DOE.

► **PM220: Pass ratio in Grade 12 for mathematics and science**

This is the total number of learners who pass either the Mathematics or Science Senior Certificate examinations in a year, divided by the total number of 18 year olds. Like the overall pass ratio (see PM219), this performance measure provides an idea of how much output the education system is producing relative to the population.

Interpretation:

The higher this ratio, the better the performance on this PM. Since learners have the option to choose whether they take Mathematics and Science in Grade 12, one would not expect a ratio of 100%. This would indicate that as many people successfully completed Science and Mathematics as there are 18 year olds in Province. A high ratio, though, indicates that an adequate number of learners successfully complete Mathematics and / or Science at FET level. A low ratio means that intervention is necessary by the PEDs to make sure that there are adequate resources (e.g. skilled teachers, adequate teaching and learning support materials) in the province to address this challenge.

Source:

The Senior Certificate Examinations database contains information about the number of learners that passed the Senior Certificate Examinations in Science, Mathematics or both. This data is obtained from the examination's database by the DOE on behalf of Provinces. The DOE provides population estimates on the number of 18 year olds in the Province.

► **PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas**

This performance measure indicates the percentage of all Grade 9 learners who, on average, attain acceptable educational outcomes across all of the senior phase learning areas. It is similar to PM214 and PM215 except that this PM focuses on Grade 9 learners instead of Grade 3 or Grade 6 learners, and it takes into account attainment in all of the learning areas.

Interpretation:

To be elaborated once the data source is established.

Source:

Either the GETC or the Grade 9 Systemic Evaluation results may become available in future.

► **PM301: Percentage of funded independent schools visited for monitoring purposes**

This is the percentage of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

Interpretation:

Provinces are required to monitor the enrolment figures and quality of programming at independent schools, but it is not always practically feasible, nor is it legally mandated, to visit all of the independent schools in the province. PEDs have the responsibility to ensure that a critical random sample of independent schools is monitored on an annual basis. The absolute number and percentage of schools that should be visited might differ from province to province, especially since some provinces have a greater concentration of independent schools than others.

It is, therefore, unreasonable to expect a result of 100% on this PM. A more constructive approach towards the interpretation of this PM would be to compare it to past performance and set targets for the future that commits to incremental improvement over time.

Source:

Management of the provincial monitoring and quality control divisions in charge of independent schools in the various PEDs provide this information.

► **PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions**

This is the percentage of disabled children of compulsory school-going age not enrolled in any educational institution. It is important that government should provide sufficient and appropriate access to special and public ordinary schools for these learners. Ideally, this performance measure should carry a value of 0%.

Interpretation:

The percentage computed under this PM indicates how many LSEN are not being accommodated at all in the education system. Since government made the commitment to provide "education for all" the policy target for this PM is 0%, which means that none of the LSEN of compulsory school going age should be left out. Note that because the data originates from the General Household Survey, the issue of sampling errors and confidence intervals are applicable here.

Source:

Relevant questions from the most recent General Household Survey is used.

► **PM501: Percentage of FET college students relative to youth in the province**

This is the percentage of FET college students, of all ages, divided by youth aged 16 to 18. Whilst many FET college students would be above age 18, this performance measure nonetheless provides a useful indication of how well FET colleges are reaching out to the youth and the population as a whole.

Interpretation:

The higher the percentage, the greater the reach of FET colleges and the better the performance on this PM. PEDs should be mindful of the fact that headcounts and not weighted FTEs should be used for this PM.

Source:

For non-census years the population figures are obtained from the most recent General Household Survey or population estimates as provided by the DOE. FET Headcounts are obtained from EMIS systems.

► **PM502: Percentage of female students who are in technical fields**

This is the percentage of female FET college students who are enrolled in engineering or other technical fields. Historically, enrolment of females in these fields has been low. In the interests of gender equity, this situation should improve.

Interpretation:

Although gender parity should be the ultimate target for this PM, the value of this PM should be interpreted against information about the enrolment of females and males in Public FET Colleges. If it is known that females make up 40% of the general FET College student body, then any value lower than 40% for this PM means that females are underrepresented in the technical fields of study. PEDs should target an incremental increase in female participation for this PM.

Source:

Although College Enrolment records should contain all of the information for the calculation of this PM, there is currently no systematic approach by the PEDs or the DOE to collect this information. This means that the data source issue should be addressed before PEDs would be in a position to compute this PM for their annual performance plans.

► **PM503: FET college throughput rate**

This is the number of students who pass the final examinations at FET colleges at the end of each year, divided by the total number of students who entered the FET college system with the intention of passing the examinations.

Interpretation:

The higher the value of this PM, the more efficient the FET College sector is. The benchmark for this PM is currently around 50%. Provinces should set targets aiming at an incremental improvement over time.

Source:

The data for this PM is obtained from the examinations section of the DoE (National Department of Education).

► **PM504: Percentage of learners placed in learnerships through FET colleges**

This is the learners in learnerships receiving their training through an FET college, as a percentage of all learners in learnerships in the province. This performance measure indicates how effective FET colleges are at attracting learners from the learnership system.

Interpretation:

Currently, the learners from FET Colleges make up a relatively small proportion of the total number of learners that participate in learnership programmes. A high score on this PM would indicate that Public FET Colleges are relevant and competitive and able to access the extra resources.

Source:

The number of learners in learnerships is obtained from the Department of Labour's Annual Report or the Provincial Departments' reports. The number of learners that complete their learnership through FET Colleges is collected from the various FET Colleges in the Province.

► **PM601: Percentage of ABET learners relative to adults in the province**

This is the number of students enrolled in public ABET centres, divided by the total number of adults who would be eligible for ABET in the province. This percentage provides an indication of how extensive the public provisioning of ABET is in the province.

Interpretation:

This PM should be interpreted in the context of adult illiteracy, the skills levels of adults and the various options for accessing ABET. The higher the value of this PM, the better PEDs are succeeding in making ABET accessible to adult learners. Given that adult illiteracy is a challenge experienced in all provinces the ideal would be to get as many of the illiterate individuals involved in ABET as possible. It should, however, be borne in mind that public ABET is not the only vehicle for these people to address their skills deficits. The policy target should be to achieve incremental increase in the enrolment rates in ABET from year to year.

Source:

For non-census years the population figures for adults are obtained from the General Household survey for the year in question or population estimates as provided by the DOE.

► **PM701: Percentage of learners in publicly funded Grade R**

This is the total number of learners in publicly funded Grade R (in public schools or community centres), divided by all five year olds in the population. Whilst it is not government's aim to reach 100% with respect to this performance measure (some learners can be expected to attend private centres), policy stipulates that by 2010 we should have universal coverage.

Interpretation:

The policy target is to have universal reach by 2010. Provinces should consider their current performance on this PM and set targets for increasing the number of Grade Rs enrolled every year in order to meet the intended policy target of 100%. Based on the targets set for each year up to 2010 the value of this PM should be interpreted as "on track" or "falling behind".

Source:

The calculation of this PM requires dividing the number of learners in an appropriate age cohort (i.e. 5 year olds or 6 year olds) in publicly funded Grade R, by the total number of learners in that appropriate age cohort. The GHS is the data source used for the denominator of this PM and the Snap Survey is the source for the numerator.

Schedule 1 – Organogram of the Western Cape Education Department

WESTERN CAPE EDUCATION DEPARTMENT

