WESTERN CAPE EDUCATION DEPARTMENT

FIVE-YEAR STRATEGIC AND PERFORMANCE PLAN
2005/06 TO 2009/10

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Foreword

My department has accepted responsibility for leading the first of the iKapa elihlumayo (meaning growing and developing the Cape) lead strategies: Human Resource Development with an emphasis on youth.

In this regard our fundamental priority will be to ensure the effective and sustainable delivery of both the General Education and Training (GET) and Further Education and Training (FET) curricula in our schools and to make sure that each institution is effectively managed via ongoing support from the department. Our priority is to provide the skills, knowledge and values required to fulfil the provincial vision of the Western Cape as a Home for All and to implement our economic development strategy, iKapa elihlumayo. The recapitalisation and realignment of our FET colleges to more adequately deliver the skills required by the provincial economy is critical to this process. While the key priority is the delivery of the GET and FET curricula, Early Childhood Development (ECD) and Adult Basic Education and Training (ABET) are essential for a solid foundation for the Human Resource Development Strategy (HRDS). Besides ensuring that all Grade R learners are enrolled by 2010 we need to ensure that our partnership with the Departments of Health, Social Services and Local Government as well as our social partners leads to a co-ordinated strategy for ECD delivery to our 0 to 4 year olds. Training of these caregivers / ECD educators, and curriculum support and development to this sector are thus new priorities that will have to be considered for funding.

A key priority is strengthen numeracy and literacy skills in the foundation and intermediate phases of the GET band while ensuring that we reverse the alarming drop-out rate which sees almost 50% of our learners who enter Grade 1 dropping out of the education system before Grade 12. It is mainly the youth from Grade 9 onwards who are leaving the system. We therefore need to accelerate and expand our career guidance initiatives and also ensure that more of these learners are directed to our FET colleges. Greater resources are required to market and promote FET amongst youth as well increasing the number of loans available.

A key priority is to dramatically increase the number of African and Coloured learners from disadvantaged schools taking and passing Maths and Science on the Higher Grade. Linked to this is the need to both develop the skills of our Maths and Science teachers and ensure much greater recruitment of new teachers in these learning areas. Our e-Education strategy remains a priority. This must include delivery of information and communication technology (ICT) infrastructure and ensure continuous alignment with the delivery of the curriculum.

Huge inequalities exist in regard to physical infrastructure at our existing schools while a massive shortage of classrooms in key growth areas in the province exists. Existing allocations for this purpose are inadequate. Our department's programme to identify unused and under-utilised school land for possible alienation needs to be resourced to ensure desired results.

To deliver on our strategy we also will have to invest in building social capital within the education sector. Programmes to develop the capacity of local Representative Council of Learners (RCL's) and School Governing Bodies (SGB's) must be resourced and lead to vibrant structures at local and provincial level.

CAMERON DUGMORE
PROVINCIAL MINISTER OF EDUCATION
31 March 2005

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Part A: Strategic Overview

1. Overview of Strategic Plan

The aim of a strategic plan is to provide a map of how we plan to achieve our objectives. While our vision and mission statements describe our ultimate destination, we have to vary our course from time to time as we encounter new challenges and develop more effective ways of completing our journey.

While the first decade of democracy was about building foundations, the second will deal with the finer details of building a learning home for all. Change is never easy, but it will continue to be a feature of our lives until this noble project has been completed.

While our number one objective is to ensure access to quality basic education for all learners of the province, we are also emphasising the need to support economic growth in our Strategic and Performance Plan for 2005/06 to 2009/10.

This plan makes it quite clear that we are aligning our strategic goals with the provincial goals of iKapa elihlumayo. While our point of departure is the learner, we are also committed to ensuring sustainable development and economic growth through well-planned human resource development.

Poverty remains one of our most pressing challenges, and education provides the single most important way of addressing this issue. We have to work with partners in all spheres to develop holistic solutions for social and economic development.

In the end, our learners will only flourish if the social, economic and cultural contexts in which they are living enable them to do so. We all have a responsibility to our learners to make this possible.

Ron B Swartz
Head: Education
31 March 2005

2. Vision

A Learning Home for All

3. Mission

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

- To realise their potential
- 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.

4. 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, non-racism 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.

5. Sectoral Situation Analysis

5.1 Service delivery environment and challenges

The population of the Western Cape has grown rapidly over the last five years and continues to grow. In 1996 there were 3 956 000 people in the Western Cape and this number grew by over half a million persons to 4 524 000 in 2001. The majority of those entering the Western Cape are black people in search of work. This phenomenon has changed the age, race and poverty profile of the Western Cape.

One consequence of this increase in population 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 data for the school system from 1995 to 2004 is provided in Table 1 below to illustrate the growth in learner numbers in the Western Cape and illustrates the first of the service delivery challenges faced by the Western Cape Education Department (WCED). While some provinces face a decline in enrolments, the WCED continues to experience growth. This growth is also

unpredictable as there is considerable in-migration and intra-migration in the province. This makes planning of service delivery, especially classrooms and teachers, extremely complex.

Table 1: Enrolment in public ordindary schools 1995-2004

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	99158	84963	80921	79199	76789	72293	68795	67473	61079	50698	41124	34659	817151
1996	99998	84845	81137	79996	77673	74142	69474	72116	62696	54440	43574	36764	836855
1997	97854	84892	80608	81191	76894	74368	70967	73261	64892	57070	44586	38940	845523
1998	99380	90168	85625	85188	80881	76716	73928	76949	67644	61926	46115	40980	885500
1999	87436	92925	88613	88014	83074	78495	74661	79043	69674	63479	49247	40206	894867
2000	64844	81865	92343	91949	85766	80658	75813	80026	70634	63840	48934	40996	877668
2001	81790	62960	81832	94302	89254	83305	77778	82190	71966	67034	50206	39910	882527
2002	86969	77026	64134	83022	93188	86786	80865	75601	80450	69752	51618	40468	889879
2003	86916	82454	75931	66033	82383	92341	84514	81154	73200	81739	51746	39644	898055
2004	104105	82130	81489	76781	66060	82574	89614	85053	78964	80756	54199	39451	921176

Data Source: Annual survey for schools (Public Ordinary schools, including Pre-primary)

The second challenge facing the WCED is to improve the education levels of the citizens of the Western Cape. While there has been some improvement in the five-year period 1996 to 2001, large numbers of people have not had access to education at the level required for dignified participation in the civic, political and economic life of the province. For example, Table 2 below shows that less than a quarter of the Western Cape population has a Senior Certificate. Detailed analysis of the figures provided in Table 2 indicates that the opportunities to learn have been heavily biased towards white, and to a lesser extent, the coloured population. In this way the Western Cape has not been a Home for All.

Table 2: Percentage of population at various levels of schooling 1996 and 2001

Levels of schooling	1996	2001
No schooling	6,3%	5,7%
Some primary	15,0%	15,2%
Completed primary	8,4%	7,9%
Some secondary	37,2%	36,5%
Grade 12	18,0%	23,4%
Higher	10,1%	11,2%

Source: Statistics South Africa Census 1996 and 2001

Current enrolment figures for public ordinary schools suggest that the worrying situation described above will not change substantially in the foreseeable future. The enrolment figures for the period 1999 - 2004 show that only 50% of learners that enrolled in Grade 1 reach Grade 12 (See Figure 1). The throughput rate in schools is also highly correlated with race. While enrolment in school up to the age of 17 is almost 100% amongst whites, enrolment is much lower among Africans and even lower among coloured adolescents. (Seekings, 2003 and WCED EMIS)

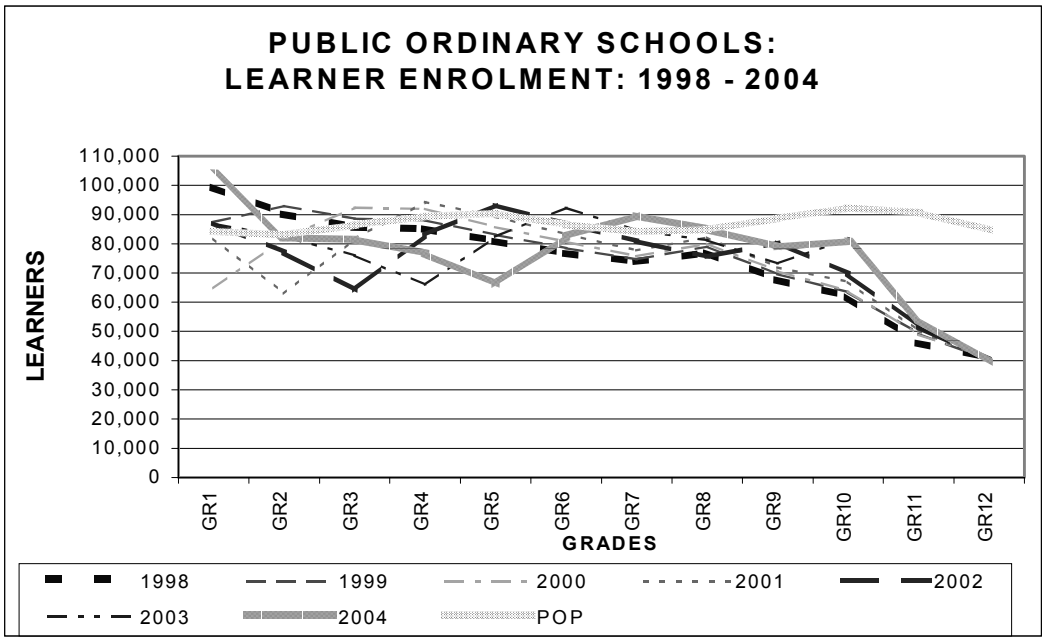


Figure 1
Source: EMIS

Recent studies conducted in the Western Cape indicate that the race-based throughput and output figures in the school system can be traced to the early years of the school system. The results of reading and mathematics tests conducted at the Grade 3 and Grade 6 levels indicate that the vast majority of learners from low-income homes are achieving two to three years below expectation on the national curriculum.

This situation cannot be allowed to continue. Government must intervene decisively and strategically in the development of its human resources. The Western Cape Human Resource Development Strategy (HRDS) describes the way in which the Western Cape Provincial Government intends to intervene. In other words the HRDS sets out clearly what the vision and priorities of government are, it sets targets and timelines for achieving these priorities and declares how it will intervene to achieve these priorities. The WCED will take up these policy priorities, which are described in Paragraph 7: Policies, Priorities and Strategic Goals.

5.2 Summary of organisational environment and challenges

The WCED consists of a provincial head office, seven Education Management and Development Centres (EMDCs), 6 FET Colleges, 1 459 schools, 112 Community Learning Centres and various other educational institutions. Four of the EMDCs are in the metropolitan region of Cape Town, and three are in rural areas. The organogram of the Department is reflected in **Schedule 1** and the map of the education management and development districts is indicated in **Schedule 2**.

WCED activities – scope and scale

Learners *	955 225
Public ordinary schools *	1 459
Districts	7
Schools for learners with special needs #	70
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
Educators (Post Provisioning Model)	30 080
Public service staff (approved establishment)	8 885

** Source - 2004 Annual Survey (All public ordinary schools, Grades Pre-Gr R to Post Matric)*
 # Source – 2004 Snap Survey

5.2.1 Internal environment

The provincial head office is responsible for policy co-ordination and mediation and strategic management, whereas the EMDCs are responsible mainly for policy implementation. This is not a rigid dividing line since EMDCs are involved in the design and development of policies at various levels, including the national level as far as curriculum policy is concerned. It is essential, therefore, that EMDCs should also have strong policy analysis, mediation and facilitation capacities.

The EMDCs offer a range of services, provided by teams of specialists, assisted by the WCED's Head Office in Cape Town. These services include the following:

- Curriculum development and support
- Specialised learner and educator support
- Institutional management and governance support
- Administrative services, including institutional development and support for Section 21 and non-Section 21 schools, labour relations assistance, and internal administration services.

The EMDCs also promote parental involvement in schools through school governance, local participation in the WCED's Safe Schools Project, and a culture of teaching and learning in schools and local communities.

The immense size of the WCED also presents an enormous responsibility to ensure that its employees are provided with continuous and lifelong development programmes. This holds true for the public service sector, where the demands for effective and efficient service delivery increase with every passing year, and for the educator sector, where the rapid developments in education, knowledge management and education technology demand that educators stay abreast of new forms of knowledge and methodology. The WCED's programme for workplace skills development and its programme for in-service development of educators will play key roles in this regard. As the development and training demands of the department increase over the next ten years, so too will its development budget decrease. It is essential, therefore, that new sources of financial and other resources, including the Education and Training Development (ETDP) Sectoral Education and Training Authority (SETA) and the private sector, be approached to support the WCED's long-term development strategies.

5.2.2 Organisational efficiency

Administrative support services to schools are of paramount concern to the WCED. Given that schools are required to focus most of their energy on the delivery of the curriculum in the classroom, the WCED will ensure that the administrative support provided to schools is quick, efficient and accurate. The less time school managers have to deal with administrative problems such as teacher appointments, teacher salaries and other matters relating to conditions of service, the more time they are able to devote to organising their professional and learning programmes. By implication, the WCED's administrative support systems must provide a high level of service to schools.

Several things need to, and are, being done to give effect to this objective. These include the following:

- The rate at which schools become Section 21 institutions will be increased. This means that a range of development programmes for School Governing Bodies (SGBs) and school managers will be launched to ensure that the management capacity exists for schools to take control of certain key functions.

- By devolving key management functions to schools, much of the responsibility for provisioning and logistical services will shift to schools, enabling the Head Office and EMDCs to focus on policy mediation, support and monitoring.
- Head office will improve the Client Services office to ensure that principals and educators receive a high quality service and that, as far as possible, enquiries are dealt with immediately.
- The WCED Call Centre became operational during 2004. This Call Centre provides the education community and the public at large with a wide range of services and information relating to the management of education in the province. This form of access to the department is augmented by the WCED website (WCED Online), where the public can access information ranging from recent news to examinations developments and curriculum issues.

6. Legislative Mandate

6.1 Constitutional and other legislative mandates

The strategic objectives are based on the following constitutional and other legislative mandates:

Mandates	Brief description
The Constitution of South Africa, 1996 (Act No 108 of 1996)	Requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). After extensive consultation, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
The Constitution of the Western Cape Province, 1998 (Act 1 of 1998)	Subject to the national Constitution, it is the highest law in the Western Cape.
The South African Schools Act (SASA), 1996 (Act No 84 of 1996) as amended.	To provide for a uniform system for the organisation, governance and funding of schools. It promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.
The National Education Policy Act, 1996 (Act No 27 of 1996)	To provide for the determination of national policy for education, including the determination of policy on salaries and conditions of employment of educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, inter alia, curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.

Mandates	Brief description
The Further Education and Training Act, 1998 (Act No 98 of 1998)	To regulate further education and training; to provide for the establishment, governance and funding of public further education and training institutions; to provide for the registration of private further education and training institutions; to provide for quality assurance and quality promotion in further education and training. Together with the Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001), it provides the basis for the development of a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.
The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001)	To provide for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council, to provide for quality assurance in general and further education and training, to provide for control over norms and standards of curriculum and assessment, to provide for the issue of certificates at the exit points, to provide for the conduct of assessment and to repeal the South African Certification Council Act, 1986
The Employment of Educators Act, 1998 (Act No. 76 of 1998)	To provide for the employment of educators by the State and for the regulation of the conditions of service, discipline, retirement and discharge of educators. It regulates the professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. One Act of Parliament and one professional council, the South African Council of Educators (SACE), now govern the historically divided teaching force.
The Western Cape Provincial School Education Act, 1997 (Act No 12 of 1997)	To provide for a uniform education system for the organisation, governance and funding of all schools and to make provision for the specific educational needs of the province.
The Public Finance Management Act, 1999 (Act No 1 of 1999) as amended.	To regulate financial management in the national government and provincial governments, to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively and to provide for the responsibilities of persons entrusted with financial management in those governments
The annual Division of Revenue Acts	To provide for the equitable division of revenue raised nationally among the national, provincial and local spheres of government for the respective financial years, to provide for reporting requirements for allocations pursuant to such division, to provide for the withholding and delaying of payments and to provide for the liability for costs incurred in litigation in violation of the principles of co-operative governance and intergovernmental relations
The Public Service Act, 1994 as amended [Proclamation No 103 of 1994]	To provide for the organisation and administration of the public service of the Republic as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service
The South African Qualifications Authority Act, 1995 (Act No 58 of 1995)	To provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority. The NQF is an essential expression, as well as a guarantor of a national learning system where education and training are of equal importance as complementing facets of human competence. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our young and adult learners.

Mandates	Brief description
The Adult Basic Education and Training Act, 2000 (Act No 52 of 2000)	To regulate adult basic education and training; to provide for the establishment, governance and funding of public adult learning centres; to provide for the registration of private adult learning centres; and to provide for quality assurance and quality promotion in adult basic education and training

6.2 Other mandates

6.2.1 Provincial iKapa elihlumayo strategy
6.2.2 Human Resource Development Strategy
6.2.3 Revised National Curriculum Statements
6.2.4 White Paper 5 on ECD
6.2.5 White Paper 6 on Inclusive Education

7. Broad policies, priorities and strategic goals

The strategic goals of the WCED are to -

1. Support an integrated approach to the physical, social and cognitive development of all 0 to 4 year olds living in the province
2. Provide high quality Grade R tuition to all 5 year olds so that they are ready for school learning
3. Ensure that all learners from Grade 1 to Grade 6 read, write and calculate at the levels determined by the National Curriculum
4. Ensure that all learners in Grades 7 - 9 are provided with a high quality general education
5. Provide advice on subject choice and career guidance to all learners in Grade 9 so that they make appropriate choices in the Further Education and Training band
6. Increase the participation and success rates of learners, especially black learners, participating in the Further Education and Training band at both schools and colleges
7. Increase the number of FET learners who qualify to enter higher education
8. Increase access to higher education especially for learners from poor families
9. Increase the provision of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities
10. Increase the number of adult learners in basic education programmes through economic and social programmes such as the Expanded Public Works Programme.

In practical terms this means that the WCED should, with its social partners, ensure a dramatic increase in the number of young people participating in and succeeding in FET and Higher Education programmes that contribute to the growth and development of the province. In this way the WCED will address the current dropout in the school system and ensure much higher retention rates in further and higher education. But success in further and higher education depend on the exposure of young children to a healthy, active and stimulating environment and a good general education. In order to ensure that these goals are achieved the WCED will endeavour to –

- ensure that every child is accommodated in a safe, well-lit, ventilated and comfortable classroom;
- equip and support educators in their efforts to provide effective education;
- ensure effective management and governance in all learning sites and support structures;
- deliver a Primary School Nutrition Programme (PSNP); and
- apply scarce resources as effectively and as equitably as possible.

Five key policies cut across the above ten priorities:

1. Relevant knowledge, skills and values

All education and training programmes and courses will promote high-level knowledge, skills and values. The National Curriculum Statement (NCS) for GET and the FET Curriculum (General) for schools are explicitly values-based curricula. This approach will be promoted in all education and training programmes.
At the same time education and training programmes must be relevant to learners. This means taking account of the context and environment in which teaching and learning takes place and choosing the most appropriate methods for delivering curricula. General education for children of compulsory school-going age should consider language, safety, urban and rural living conditions and the socio-economic environment. Further and Higher Education and Training and adult basic education must take account of learners' aptitudes and interests. In these sectors work experience are often key to the learning experience. Here learnerships, apprenticeships and workplace skills development play an important role in human resource development.

2. Literacy and numeracy

The development of high levels of language use and numeracy are key to all learning. For this reason languages and numeracy / mathematics are part of all formal learning programmes in the Western Cape.

- Grades R – 3: three learning programmes are offered. Literacy and numeracy take up over 75% of the time spent at school
- Grades 4 – 9: eight learning programmes are offered. Again languages and mathematics are allocated the majority of time on the school time table
- Grades 10 – 12: Two languages and mathematics or mathematical literacy are compulsory for all learners who wish to achieve a Further Education and Training Certificate.
- FET College formal courses and Adult Basic Education Courses: all have languages and mathematics as fundamental programmes

3. Access to Information

The WCED plans for -

- The introduction of Information and Communication Technology (ICT) in all schools and other learning sites in the strategic period 2005 to 2010. This means that every educator and learner in the Western Cape will have access to ICT infrastructure and training to support the teaching and learning process
- Resource centres and libraries to be developed at each school to provide a wide range of learner and teacher support materials and their effective management
- Access to HIV/AIDS-Life Skills information and education

4. Subject and career guidance

Subject and career guidance will be provided to all Grade 8 learners in the school system so that they are supported to choose appropriate FET courses. Career guidance will continue and will be institutionalised at all high schools, FET colleges and Community Learning Centres (CLCs) in the province.

5. Quality Assurance and Accountability

The demand for improved efficiency in the education system requires that a strong accountability system and process be introduced into the WCED. Systemic Evaluation, School Self-Evaluation (SSE) and Whole School Evaluation (WSE), as well as Tracking, Reporting and Accountability Measures, are all instruments to be used to advance the objective of heightened accountability measures throughout the system.

8. Information systems to monitor progress

The WCED utilises the Education Management Information System (EMIS) to inform and guide management in strategic planning, decision-making and policy development. Most of the learner and institutional information is collected via structured survey forms. Various verification and validation processes ensure high quality and reliable data. The databases are also structured in a very uniform manner, so that different sectors within the WCED (e.g Public Ordinary, ABET, LSEN, ECD) all have data that is consistently structured. The information is also crucial in the allocation of resources within the WCED for example, Norms and Standards and Post Provisioning. The information that is gathered by the WCED is also made widely available and easily accessible to all managers within the system, through its dissemination via the intranet.

The WCED is in the process of conceptualizing the implementation of a Learner Tracking System. Through this system, it will be possible to monitor and track all learners in public ordinary schools in the school system. Benefits to the WCED will be that accurate learner level information will be available and therefore accurate allocations with respect to resources can be made to institutions. A further advantage is that the WCED will be in a position to initiate critical research projects in order to gain a better understanding of the factors, at learner level, that impact negatively on issues such as learner performance, dropouts, over-age, etc.

The WCED has an updated Master Systems Plan (MSP) where all the IT systems' requirements are identified and prioritised for upgrading, enhancement and further development. This is then matched to the available resources within the annual IT Capacity and MTEF budget framework.

The WCED continuously enhances and improves its IT systems for optimal use. This is further supplemented by the on-going training of users. Systems governance is also applied whereby each system has a system owner and administrator for the effective management of each system in order to ensure that it matches and adds value to business requirements.

9. Description of strategic planning process

The departmental planning process that led to the formulation of the new spending proposals for the 2005 MTEF took into account the policy priorities of the Executive Authority, the iKapa elihlumayo goals and objectives as well as the Draft Human Resource Development Strategy (HRDS) of the Western Cape.

For the 2005/06 financial year the strategic planning process was aimed at refining the existing strategic plan in line with the HRDS the resource base and new information on the needs of the province. The format used is the generic format prescribed by the National Treasury and the national Department of Education for all provincial departments of education.

PART B

Programme and sub-programme plans

10. Programme 1: Administration

10.1 Programme objective

To provide overall management of and support to the education system.

The Administration programme consists of the following sub-programmes:

Office of the Provincial Minister
- to provide for the functioning of the office of the Member of the Executive Council (MEC)

Corporate services
- to provide management services that are not education specific

Education management
- to provide education management services

Human resource development
- to provide human resource development for head office-based staff

10.2 Situational analysis

Quality Assurance and Accountability

The demand for improved efficiency in the education system requires that a strong accountability system and process be introduced into the WCED. Systemic Evaluation, School Self-Evaluation (SSE) and Whole School Evaluation (WSE), as well as tracking, reporting and accountability measures, are all instruments to be used to advance the objective of heightened accountability measures throughout the system.

- Systemic Evaluation

  Systemic Evaluations at Grade 3 and 6 levels are conducted by the Department of Education across South Africa every alternative year. These evaluations are intended to assess the extent to which the education system has managed to achieve social, economic and transformation goals by measuring learner performance within the context in which they experience learning and teaching programmes. The outcomes of these assessments are used to inform interventions. The Grade 3 Systemic Evaluation Report (2002) indicates reason for concern on the numeracy and literacy skills of learners, barriers to full access to educational services for disadvantaged learners, poor achievement of equity goals and a major concern about the overall quality of education in relation to such indicators as the quality of teaching, overcrowded classrooms, ineffective use of contact time in the classroom and unsafe conditions at schools. The Grade 6 systemic evaluation was conducted in 2004 and the results are expected in 2005.

- School Self-Evaluation (SSE) and Whole School Evaluation (WSE)

  Starting with an honest appraisal of their own systems and practices, schools will be required to develop focused and realistic School Development Plans that will outline the key strategies they will launch to improve on identified areas of weakness. The WSE process will then periodically monitor and assess schools' achievements of their development strategies.

- Integrated Quality Management System (IQMS)

  The Collective Agreement 8 of 2003, signed in August 2003, sets out the nature and implementation rules for the IQMS. The IQMS links the Whole School Evaluation, the identification of development needs of individuals and the performance appraisal of individual educators. According to the collective agreement, every educator first has to be trained in the system.

- Employee Wellness Programme (EWP)

  A service provider, Careways, delivers the EWP service in the WCED. The service is primarily a telephonic counselling service, with the possibility of face-to-face counselling when required. The EWP is intended primarily to be preventative; this means that staff and supervisors are encouraged to make use of the call centre service when problems begin.

  The service provider supplies the WCED with a monthly report on the number of calls as well as the major categories of concern of staff. It is hoped that the availability of such a professional service will, in itself, reduce absenteeism because staff will be helped to find and implement solutions for their problems.

  As a pilot, the Directorate: Human Resource Development will work with the following categories in order to determine the impact that principal intervention can have if the EWP service is used:
  - 10 schools with the worst absentee / stress leave record
  - 10 staff members with the worst random absence record
  - 10 staff members who show certain absentee trends (e.g. Monday, Friday)

  The principals of these schools will be put on a special training programme to equip them to deal with these and to refer staff to the EWP service.

- Reporting and Accountability Measures

  The WCED is subject to a wide range of accountability processes. These include the following:

  - Auditing of financial management processes on an annual basis, by the provincial Auditor-General's office;
  - 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 Minister 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; and
  - 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.

Communication

An important management and accountability tool for big organisations such as the WCED is rapid and effective communication. To this end the WCED will expand and improve its Client Service through an effective and user-friendly call centre, web sites and circulars.

The WCED's ICT Strategy, the Khanya Project, the Dassie Project, the Telecommunications Project and the WCED website, which includes the Curriculum, Edulis and Edumedia sites, are informed and influenced by:

- the national White Paper on e-Education;
- the Provincial Knowledge Economy and e-Governance Strategy; and
- the City of Cape Town's ICT strategy.

Most importantly, however, the WCED will develop its internal capacity, especially among teachers, to prepare for the use of curriculum digital content.

10.3 Policies, priorities and strategic objectives

Table: Strategic objectives for Programme 1: Administration

Strategic Goal	Strategic Objective
To promote accountability on all levels, in line with the legislative mandate.	• To promote co-operative governance. • To align policy and practice to the government's strategic objectives and the legislative mandate. • To promote effective evaluation and quality assurance management systems. • To encourage awareness of the rights and responsibilities of all role-players in education, including learners, parents, educators, school management, school governing bodies and WCED officials at all levels. • To foster a culture of teaching and learning in schools and colleges, and a commitment to life-long human resource development. • To play an active role in meeting the broader needs of the country, especially in dealing urgently and purposefully with the issue of HIV/AIDS and Life Skills. • To bring about effective management at all levels of the system.
To promote organisational efficiency and effectiveness.	• To develop a creative and resilient management echelon. • To build strong policy systems and capacity within the WCED. • To design effective communication systems for access by the education community (internal and external). • To build district capacity, service and support. • To implement Batho Pele principles. • To respond to customer needs effectively. • To put effective financial management systems in place. • To realise an optimal distribution of financial, physical and human resources across the system. • To ensure that the flow of learners through the system is optimal.
To establish a quality assurance function in the WCED.	• To establish targets in relation to human resource development and report on progress on targets. • To ensure systemic accountability with introduction of Systemic Evaluation, School Self Evaluation (SSE), School Development Plans (SDP) and Whole School Evaluation (WSE). • To build management capacity in offices and schools. • To develop norms and standards for the delivery of all services.

10.4 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.

10.4 Description of planned quality improvement measures

Ongoing interventions regarding the training of school management team (SMT) members include managing curriculum, discipline, women in leadership, policy management, latest amendments to acts and signed resolutions.

10.5 Resourcing information

None at this stage.

11. Programme 2: Public Ordinary School Education

11.1 Programme objectives

To provide public ordinary education from Grades 1 to 12 in accordance with the South African Schools Act, 1996.

The Public Ordinary School Education programme comprises the following sub-programmes:

Public primary schools
- to provide education for the Grades 1 to 7 phase at public primary ordinary schools

Public secondary schools
- to provide education for the Grades 8 to 12 levels at public secondary ordinary schools

Professional services
- to support public ordinary schools

Human resource development
- to provide for the professional development of educators and non-educators in public ordinary schools

11.2 Situational analysis

General Education and Training (GET) (Grades 1-9)

Data from the 2001 Census and the WCED EMIS indicate that there are very high enrolment rates in the age group 6 – 15 (Grades 1 - 9). In addition, the age-grade match in the Western Cape is high. However, studies conducted in the Western Cape in the last five years suggest that learner achievement is below what is expected in Grades 1 - 9. This is true both in relation to other countries (including other developing countries) and in relation to the expectations of the South African curriculum. For example, in 2002, the WCED assessed the reading and numeracy results of the Grade 3 learners in all schools. This study found that only 36% of learners are achieving the reading and numeracy outcomes expected in Grade 3. The vast majority of learners are achieving two to three years below expectation.

To address this problem diagnostic testing will take place at the end of the Foundation Phase and Intermediate Phase, that is, Grades 3 and 6 every alternative year beginning with Grade 3 in 2002. The diagnostic testing will be used not only to identify areas for intervention but will also be used to measure progress in the system over time. These tests will be used to -
- develop interventions and strategies
- set targets for schools, districts and the province.

The diagnostic testing conducted in 2002 and 2003 indicates that the results of the test are highly correlated to poverty. For this reason the province will plan a holistic approach to supporting the development of poor learners. This holistic approach includes the PSNP. The administration of the PSNP, which is part of the national school nutrition programme conditional grant, was shifted from the Department of Health during 2004. This shift to the department will improve planning, enhance co-ordination and further contribute to more efficient feeding in schools.

Grade 9 is the end of the GET Band. After this grade learners choose FET programmes. In order to promote relevant and appropriate FET programme choice all Grade 8 learners will be assessed every year.

Further Education and Training (FET) Grades 10 -12

FET is a specialisation phase. It is the first phase of the education system in which learners must make choices about the subjects or programmes they will offer.

The current FET curriculum is based on Report 550 for Grades 10 to 12; 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 education). These curriculum and programme offerings will be replaced in the period 2004 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 Further Education and Training Certificate (FETC) or National Qualifications Framework (NQF) Level 4 certificates, namely:

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

This means that Report 550 and Report 191 programmes will gradually be phased out and relevant qualifications and programmes will be phased in. In schools the new National Curriculum will be introduced into Grades 10 - 12 from 2006 to 2008. The number of subjects offered in the FET schools curriculum has been greatly reduced but the subjects are more focussed and relevant. The province will have to actively drive a process of curriculum redress to ensure that in all districts the full range of subjects is offered. This will require careful planning and strong redress action.

The curriculum redress process must be supported by a systematic redress programme, which provides equipment (especially computers) and specialist teachers to disadvantaged areas. The WCED has begun this redress process in the fields of maths and science and other 'focus' schools will be developed in the FET band.

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:

- A Safe Schools Call Centre, where various problems can be reported, and where affected and traumatised individuals can also request, and receive, counselling
- 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.
- 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.

11.3 Policies, priorities and strategic objectives

Strategic objectives for Sub-programme 2.1: Public primary phase

Strategic Goal	Strategic Objective
To ensure access to quality education for all children living in the province.	• To provide learner accommodation in the public primary phase in line with policy. • To provide the basic infrastructure for primary schools in accordance with policy • To improve access to education for learners from previously marginalised groups • To provide relevant and structured training to teachers on the National Curriculum • To improve learner performance in numeracy and literacy • To improve efficiency in the education system and to improve the pass-through rate of pupils and the quality of education as a whole over time. • To promote effective and inclusive education for learners with special education needs. • To provide transport and hostel facilities for needy learners • To provide a primary school nutrition programme (PSNP) • To restore school discipline.
To ensure effective e-Learning in schools	• To accelerate ICT infrastructure provision for all schools. • To ensure curriculum delivery through the use of ICT. • To ensure digital content development and management. • To ensure that educators are trained in the use of ICTs to support their teaching programmes
To ensure safe institutional environments required for effective teaching and learning	• To promote a safe school environment in partnership with communities and other government departments. • To end conditions of physical degradation of learning sites. • To promote understanding of social conditions in the province and how these affect schools.

Strategic objectives for Sub-programme 2.2: Public secondary phase

Strategic Goal	Strategic Objective
To ensure access to quality education for all children living in the province.	• To provide learner accommodation in the public secondary phase in line with policy. • To put the basic infrastructure for secondary schooling in place in accordance with policy. • To increase the number of FET learners enrolled in appropriate programmes at schools especially learners from previously marginalised groups. • To increase the number of learners successfully completing their education in the FET band. • To increase the number of learners that obtain a school leaving certificate that allows access to higher education • To increase participation and success rates in maths and science • To promote effective and inclusive education for learners with special education needs.
To ensure effective e-Learning in public secondary schools	• To accelerate ICT infrastructure provision for all schools. • To ensure curriculum delivery through the use of ICT. • To ensure digital content development and management. • To ensure that educators are trained in the use of ICTs to support their teaching programmes

Strategic Goal	Strategic Objective
To ensure safe institutional environments required for effective teaching and learning	• To promote a safe school environment in partnership with communities and other government departments. • To end conditions of physical degradation of learning sites. • To promote understanding of social conditions in the province and how these affect schools.

Strategic objectives for Sub-programme 2.3: Professional services

Strategic Goal	Strategic Objective
To ensure effective management and governance in all the learning sites and support structures	• To bring management and governance support and development closer to schools through the work of the EMDCs and other professional services. • To achieve an optimal and equitable distribution of financial, physical and human resources across the system. • To improve the knowledge and skills of school principals through targeted training and support. • To improve the knowledge and skills of school governing bodies through targeted training and support. • To improve management of the curriculum and assessment processes. • To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework. • To provide professional support to all public ordinary schools.

Strategic objectives for Sub-programme 2.4: Human resource development

Strategic Goal	Strategic Objective
To equip and support educators in their efforts to provide effective education	• To provide educators at the public primary and secondary phases in accordance with policy. • To ensure that the province employs sufficient numbers of appropriately trained educators. • To support efforts to recruit student teachers to pre-service training institutions. • To develop the professional quality of the teaching force, through ongoing professional support. • To develop the potential of media and technology (e-education and ICT) so as to enhance teaching and learning and to provide curriculum support. • To equip educators to ensure effective curriculum development, delivery and support. • To launch focused educator development programmes through the Cape Teaching Institute (CTI). • To provide specialised education support to teachers.

Strategic objectives for Sub-programme 2.5: Primary school nutrition programme

Strategic Goal	Strategic Objective
To provide identified poor and hungry learners in primary schools with the minimum food they will need to learn effectively in school	To provide 149 000 identified poor and hungry learners in 866 primary schools with the minimum food they will need to learn effectively in school.

11.4 Analysis of constraints and measures planned to overcome them

The growth in the number of secondary school learners in the Western Cape and the use of vacant primary school buildings, which have no laboratories, as secondary schools, have caused the percentage increase in the number of secondary schools without laboratories. Platooning schools will also increase the number of secondary schools without laboratories.

11.5 Description of planned quality improvement measures

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:

- To encourage positive learner behaviour: The focus here is to initiate development workshops for teachers in order to assist them to understand learner behaviour and peer pressure and assist them to deal with behavioural issues in a new way.
- Identification of dysfunctional schools: 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 teaches more than one grade per class in their teaching methods. Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction.
- 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.
- Over-age learners: The number of over-age learners in the system is being reduced gradually, as no over-age learners are admitted into the system. Those who are already in the system are encouraged to register at ABET Centres. (Please Note: These are learners that are 20 years and older).
- Inclusive education: Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.
- Focused literacy and numeracy strategies for Foundation Phase and Intermediate Phase that includes -
  - providing 100 books to every Foundation Phase (Grades 1 - 3) and Intermediate Phase (Grades 4 - 6) class in the province;
  - providing mathematics textbooks to all Grade 3 to 6 learners;
  - providing examples of 36 week work schedules;
  - monitoring on a weekly basis learning progress through officials dedicated to each school that offers Grades 1 to 6; and
  - monitoring learner access and learner acquisition of the intended curriculum through reading and mathematics testing of Grades 3 and 6.

The EMDCs and their different structures visit all educational institutions and assist them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing new governing bodies, financial matters, curriculum, etc.

11.6 Resourcing information

The statistical information regarding the number of learners and educators is obtained from the WCED's Annual Survey and 10th day statistics.

There has been an increased in migration to the Western Cape, but additional classrooms completed during 2002/03 and 2003/04 assisted in keeping the learner:classroom ratio envisaged, in check.

The spending of available funds for new construction projects did not progress as intended. However, over 200 additional maintenance projects were completed. This had a large impact on the percentage infrastructure budget spent on maintenance.

Grades 1 – 12 in public ordinary schools are resourced with educator staff determined according to the Post Provisioning Model, non-educator personnel as well as non-personnel funding determined according to the Norms and Standards Funding for Schools, both based on poverty rankings.

12. Programme 3: Independent school subsidies

12.1 Programme objective

To support independent schools in accordance with the South African Schools Act, 1996.

The Independent School Subsidies programme comprises the following sub-programmes:
Primary phase
- to support independent schools in the Grades 1 to 7

Secondary phase
- to support independent schools in the Grades 8 to 12

12.2 Situational analysis

There are currently 180 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 provides subsidies to 75 independent schools, which provide learning opportunities to disadvantaged learners in the province.

12.3 Policies, priorities and strategic objectives

Strategic objectives for Programme 3: Independent school subsidies

Strategic Goal	Strategic Objective
To ensure access to quality education for all children living in the province.	To support independent schooling that serves poorer communities on a sliding scale as a complement to public schooling.

12.4 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 regular complaints from pupils and parents. The WCED plans to deal decisively with these schools and ensure that they are de-registered if they fail to provide quality education.

12.5 Description of planned quality improvement measures

The throughput and output of independent schools receiving a subsidy is closely monitored and subsidies are adjusted accordingly.

12.6 Resourcing information

All independent schools that are registered with the WCED are eligible, depending on the Norms and Standards Funding for Independent Schools, to receive subsidies equal to 60% of the cost per learner in the public schools. All independent schools that apply for a subsidy, and are eligible for funding in terms of the Norms and Standards policy, receive a subsidy.

13. Programme 4: Public special school education

13.1 Programme objective

To provide public education in special schools in accordance with the South African Schools Act, 1996 and White Paper 6 on inclusive education.

The Public special school education programme consists of the following sub-programmes:
Schools
- to provide education at public special schools

Professional services
- to support public special schools

Human resource development
- to provide for the professional development of educators and non-educators in public special schools

13.2 Situational analysis

Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.

13.3 Policies, priorities and strategic objectives

Strategic objectives for Sub-programme 4.1: Schools

Strategic Goal	Strategic Objective
To ensure access to quality education for all children living in the province.	• To provide spaces in public special schools in accordance with policy and the principles of inclusive education. • To improve access to public special school education for learners from previously marginalised groups. • To provide psychological, social, medical, therapeutic and learning support to learners. • To promote effective and inclusive education for learners with special education needs. • To ensure that the flow of learners through public special schools is optimal. • To attain the highest possible educational outcomes amongst public special school learners.

Strategic objectives for Sub-programme 4.2: Professional services

Strategic Goal	Strategic Objective
To ensure effective management and governance in all the learning sites and support structures.	• To bring management and governance support and development closer to schools through the work of the EMDCs and other professional services.

Strategic Goal	Strategic Objective
	• To achieve an optimal and equitable distribution of financial, physical and human resources across the system. • To improve the knowledge and skills of school principals through targeted training and support. • To improve the knowledge and skills of school governing bodies through targeted training and support. • To improve management of the curriculum and assessment processes. • To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework. • To provide professional support to all public special schools.

Strategic objectives for Sub-programme 4.3: Human resource development

Strategic Goal	Strategic Objective
To equip and support educators in their efforts to provide effective education	• To provide educators at the public special schools in accordance with policy. • To ensure that the province employs sufficient numbers of appropriately trained educators. • To support efforts to recruit student teachers to pre-service training institutions. • To develop the professional quality of the teaching force, through ongoing professional support. • To develop the potential of media and technology (e-education and ICT) so as to enhance teaching and learning and to provide curriculum support. • To equip educators to ensure effective curriculum development, delivery and support. • To launch focused educator development programmes through the Cape Teaching Institute (CTI). • To provide specialised education support to teachers.

13.4 Analysis of constraints and measures planned to overcome them

There is a significant increase in the number of referrals of learners with barriers to learning for placement in special schools. The greatest need is for placement of learners in youth centres and schools of skills. Attention is being given to the rationalisation of services with a view to accommodate the needs of the WCED.

13.5 Description of planned quality improvement measures

The EMDCs and their different structures visits the special schools and help them with capacity building in terms of different scenarios and actions that need to be done, e.g. appointing a new governing body, financial matters, implementing the IQMS, etc. Ongoing interventions regarding the training of SMT members include managing curriculum, enhancing positive behaviour, women in leadership, policy management, latest amendments to acts and signed resolutions.

The transforming of special schools into resource centres, in line with Education White Paper 6, contributes to an increase in the support rendered to learners with special education needs in mainstream schools. In-service training is provided for EMDC support staff. CS Educators at Youth Centres (Basic Qualification in Secure Care), therapists and social workers.

13.6 Resourcing information

The pass rate is excellent for the learners at special schools. Five schools have a 100% pass rate. The pass rate is higher than those for the mainstream schools.

Learners from the Schools of Skills tend to get jobs more easily than those in other special schools and even mainstream schools. However, factors like the current economic climate and the inaccessibility of the labour market plays an important inhibiting role.

All public special schools are funded by determining a per capita allocation that takes into account learner numbers and the weightings in terms of the disability categories. This allocation also includes funding for LTSM, assistive devices and the adaptation of physical facilities to accommodate the mobility of learners as well as the provision of specialised transport. Furthermore, funding for class assistants and bus drivers are allocated to schools according to a per capita subsidy in terms of policy.

14. Programme 5: Further education and training

14.1 Programme objective

To provide FET at public FET colleges in accordance with the Further Education and Training Act, 1998.

The FET programme comprises the following sub-programmes:
Public institutions
- to provide specific public FET colleges with resources

Professional services
- to support public FET colleges

Human resource development
- to provide for the professional development of educators and non-educators in public FET colleges

14.2 Situational analysis

Thirteen FET colleges have been merged into six mega institutions and CEOs have been appointed to manage the six institutions. Ongoing support is required for the restructuring process. In particular it will be necessary to develop systems, procedures, programmes and infrastructure for increased numbers of learners.

The FET college curriculum is being redesigned and developed. The introduction of the new curricula requires considerable redesign of the organisation and management of FET institutions. The WCED initiatives in this programme are all designed to support curriculum / programme development and implementation and institutional restructuring. These include -

- Teacher development: In order to provide relevant quality programmes, educator development interventions will upgrade mathematical literacy and mathematics skills, integrate theory and practice, provide work place experience, and upgrade academic and professional qualifications. The DANIDA-sponsored Support to Education and Skills Development (SESD) Project will support the delivery of practical and labour market oriented education and skills training. Colleges will gain the capacity to develop accredited and certified training programmes.
- Physical Resources: Vocational Education and Training is resource intensive by nature. Specialised workshops that carry industry accreditation are required for effective HRD. If FET colleges are to increase in size fivefold over the next seven or eight years, major investment will be required in buildings, equipment and personnel.
- Learner Support: this entails recruitment and advocacy, recognition of prior learning, programme placement, financial and academic support and job placement and tracking.
- A variety of delivery modes such as e-learning, distance learning, learnerships, skills programmes will be used to deliver these programmes. The DASSIE project is key to expanding these delivery mechanisms.

14.3 Policies, priorities and strategic objectives

- To promote access to FET colleges
- Articulation between GET and Higher Education
- Develop and maintain a FET college curriculum strategy and supportive structures

- Developing new learning programmes responsive to the needs of the economy and community needs.

Strategic objectives for Sub-programme 5.1: Public institutions

Strategic Goal	Strategic Objective
To ensure access to quality FET college education for all in the province.	• To provide learner accommodation in FET colleges in accordance with policy. • To improve knowledge of and access to FET college education for learners from previously marginalised groups. • To increase the number of FET learners enrolled in appropriate programmes at colleges especially learners from previously marginalised groups. • To promote the development of programmes that are responsive to the social and economic needs of the province. • To provide loans to learners from poor backgrounds who wish to study at FET colleges. • To create learner support units at each college to assist recruitment, support and placement

Strategic objectives for Sub-programme 5.2: Professional services

Strategic Goal	Strategic Objective
To ensure effective management and governance in all the learning sites and support structures.	• To achieve an optimal and equitable distribution of financial, physical and human resources across the system. • To improve the knowledge and skills of FET chief executive officers (CEOs) through targeted training and support. • To improve the knowledge and skills of FET college councils through targeted training and support. • To improve management of curriculum and assessment processes. • To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework. • To provide professional support to all public FET colleges.

Strategic objectives for Sub-programme 5.3: Human resource development

Strategic Goal	Strategic Objective
To equip and support educators in their efforts to provide effective education	• To provide educators at FET colleges in accordance with policy. • To develop the professional quality of the teaching force, through ongoing professional support. • To develop the potential of media and technology (e-education and ICT) so as to enhance teaching and learning and to provide curriculum support. • To equip educators to ensure effective curriculum development, delivery and support.

14.4 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. Indications are that targets will be reached as additional enrolments are recorded in the 2004/05 financial year. 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.

14.5 Description of planned quality improvement measures

Targeted programmes will enable educators at colleges to:

- Upgrade mathematical literacy and mathematics skills
- Upgrade their academic and professional qualifications
- Assess learning to meet Umalusi and SETA standards.
- Deal with barriers to learning.

Colleges will establish learner support units to accommodate and provide support for the vast variety of learners with different learning backgrounds and experiences. Learner tracking will be done to support learners in curriculum and work placement. Colleges will also develop 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 schemes and Recognition of Prior Learning (RPL)

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.

14.6 Resourcing information

Participation of adults, assuming adults to be 21 years old and older, will increase as more learnerships are introduced.

FET Colleges are resourced with the provision of educator personnel determined according to the Post Provisioning Model, non-educator personnel as well as subsidies for rates and taxes, physical infrastructure acquisistion and development as well as ad hoc (targeted) subsidies.

15. Programme 6: Adult basic education and training

15.1 Programme objective

To provide ABET in accordance with the Adult Basic Education and Training Act, 2000.

The ABET programme comprises the following sub-programmes:
Subsidies to private centres
- to support specific private ABET sites through subsidies

Professional services
- to support ABET sites

Human resource development
- to provide for the professional development of educators and non-educators at ABET sites

15.2 Situational analysis

In 2003 10 000 learners were enrolled on courses at the GET level. 6 000 learners were enrolled on ABET Level 1 and 2 courses and 4 000 on ABET Level 3 and 4 courses. However, over 1,5 million people living in the Western Cape have less than a GETC or related qualification. Clearly the WCED cannot hope to address the education needs of this magnitude alone and will require the assistance of partners.

The WCED is involved in a number of partnerships with government departments and corporations. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. Draft guidelines for the implementation of partnerships were developed in 2004. These guidelines include, amongst other, phases in the implementation of a partnership, roles and responsibilities of those involved, costs and cost drivers.

In addition partnerships have been formalised through Memorandums of Understandings. Both parties, i.e. the WCED as the service provider and the partner (e.g. provincial department), sign this Memorandum of Understanding.

Partnerships contribute significantly to the number of learners in CLCs. The appointment of more full-time Centre Managers (CM) and Site Co-ordinators (SC) and the fact that the contracts of some CMs and SCs are renewable will ensure stability in many CLCs. This ensures improved planning, management and governance of CLCs. The support and guidance rendered by, in particular, ABET officials in the EMDCs assist CLCs in becoming more responsive to the needs of the communities they serve and ensure an increase in learner numbers.

15.3 Policies, priorities and strategic objectives

Provision will be made for 2 500 new learners per annum to access ABET. This will be provided through the following:

- Purpose-driven ABET level 1, 2 and 3 curricula – consisting of two programme offerings, namely numeracy and literacy, offered in all community learning centres
- 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 CLCs receiving a computer and printer

- All existing educators receiving targeted training and all new educators receiving orientation and training
- All CLC managers receiving appropriate training (technical skills and personal development plans) on an ongoing basis

Strategic objectives for Sub-programme 6.1: Subsidies to public centres

Strategic Goal	Strategic Objective
To improve access to ABET and adult skills development in line with policy.	• To increase the number of learners, especially women, rural and poor learners, enrolled on ABET and Adult Further Education and Training (AFET) courses at Community Learning Centres (CLCs) by a minimum of 2 500 each year. • To develop and offer purpose-driven ABET and AFET qualifications. • To develop partnerships with other government departments, sectoral education and training authorities (SETAs) and non-governmental organisations (NGOs) in the delivery of ABET and AFET courses. • To increase the number of adult learners successfully completing their qualifications in the ABET and FET bands.

Strategic objectives for Sub-programme 6.2: Professional services

Strategic Goal	Strategic Objective
To ensure effective management and governance in all the learning sites and support structures.	• To bring management and governance support and development closer to CLCs through the work of the EMDCs and other professional services. • To achieve an optimal and equitable distribution of financial, physical and human resources across the system. • To improve the knowledge and skills of CLC managers through targeted training and support. • To improve the knowledge and skills of governing bodies through targeted training and support. • To improve management of the curriculum and assessment processes. • To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework. • To provide professional support to all ABET sites.

Strategic objectives for Sub-programme 6.3: Human resource development

Strategic Goal	Strategic Objective
To equip and support educators in their efforts to provide effective education.	• To develop the professional quality of the teaching force, through ongoing professional support. • To develop the potential of media and technology (e-education and ICT) so as to enhance teaching and learning and to provide curriculum support. • To equip educators to ensure effective curriculum development, delivery and support.

15.4 Analysis of constraints and measures planned to overcome them

Unlike public schools or mainstream exams, learners in CLCs cannot obtain a GETC through one sitting for the ABET Level 4 exam. Learners achieve the requested credits over a period of time of at least two to three years. Once a learner obtains the 120 credits required, a GETC can be issued by UMALUSI. Consequently the numbers of GETCs issued (actual performance) is relatively low compared to the target set. Furthermore, learning area certificates are issued when learners successfully complete a learning area.

15.5 Description of planned quality improvement measures

- Develop a purpose-driven ABET level 1 – 4 curriculum, which provides regular opportunities for assessment.
- Level 4 Centres developed to offer a selection of learning areas that lead to a purposeful GETC qualification for the learner in the context of the community.
- Programmes for FET colleges, as appropriate, are offered in Community Learning Centres that offer FET.
- 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.
- Centres located at schools have access to the required physical resources to ensure effective curriculum implementation (implement minimum requirements for an agreement between the host school and the CLC).
- Each site has at least one computer and a modem and connectivity.
- Placement instruments will be developed and used to place learners in the most suitable programme. In addition, learners will be offered access to counselling (career, social and learning difficulties) and RPL systems will be implemented through lead CLCs.
- Every ABET Community Learning Centre will be visited for quality assurance purposes every three years. The focus of the quality assurance will be the quality and relevance of programmes offered and ABET Level 1 – 4 and FETC throughput rates.

15.6 Resourcing information

Financial support to ABET CLCs is calculated using a formula to determine the management requirements as well as the LTSM allocations taking the number of ABET and FET learners in urban and rural areas into account.

16. Programme 7: Early childhood development

16.1 Programme objective

To provide Grade R level education in accordance with White Paper 5.

The ECD programme comprises the following sub-programmes:
Grade R in public schools
- to provide specific public ordinary schools with resources required for Grade R

Grade R in community centres
- to support particular community centres at the Grade R level

Professional services
- to support ECD sites

Human resource development
- to provide for the professional development of educators and non-educators at Grade R sites

16.2 Situational analysis

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. The province's goal in respect of Grade R 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.

If conservative estimates of 2004 participation rates in the Western Cape are used, that is 45 000 of a possible 80 000 learners, then an additional 35 000 children must be reached in the period 2005 – 2010. This means enrolling 4 000 to 6 000 additional five year old children each year in the period 2005 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. This study shows a high correlation between reading and numeracy performance at the Grade 3 level and access to pre-school programmes.

16.3 Policies, priorities and strategic objectives

The policy goal of the province is to provide high quality Grade R programmes to five-year-old children. These programmes should promote the social, cognitive, emotional and physical development of five-year olds and in particular ensure that these children experience safe and stimulating learning environments. This is particularly important in communities where parents are illiterate and homes are text and resource poor.

The National Curriculum Statement (NCS) Grade R curriculum spells out the knowledge and skills that ought to be taught to five-year-olds. The challenge for the province is to ensure that the learning outcomes of the Grade R NCS especially the literacy and numeracy outcomes are taught and acquired by all learners in Grade R sites by 2010.

Strategic objectives for Sub-programme 7.1: Grade R in public schools

Strategic Goal	Strategic Objective
To ensure access to quality education for all children living in the province.	• To provide Grade R spaces in public ordinary schools in accordance with policy and availability of tuition space. • To improve access to education for learners from previously marginalised groups. • To increase the number of learners in Grade R programmes so that all children of five years of age living in the Western Cape are enrolled in Grade R classes • To ensure that the NCS learning outcomes are taught and acquired in all Grade R classes (school readiness tests will be used to determine this) • To provide resources to support the teaching of the NCS Grade R to every site • To train all Grade R teachers in the NCS • To identify at risk learners and their barriers to learning.

Strategic objectives for Sub-programme 7.2: Grade R in community centres

Strategic Goal	Strategic Objective
To ensure access to quality education for all children living in the province.	• To provide Grade R spaces in education-funded community based sites in accordance with policy, but specifically White Paper 5. • To improve access to education for learners from previously marginalised groups. • To ensure that the NCS learning outcomes are taught and acquired in all Grade R classes (school readiness tests will be used to determine this) • To provide resources to support the teaching of the NCS Grade R to every site • To train all Grade R teachers in the NCS • To identify "at risk" learners and their barriers to learning

Strategic objectives for Sub-programme 7.3: Professional services

Strategic Goal	Strategic Objective
To ensure effective management and governance in all the learning sites and support structures.	• To bring management and governance support and development closer to Grade R sites through the work of the EMDCs and other professional services. • To achieve an optimal and equitable distribution of financial, physical and human resources across the system. • To improve the knowledge and skills of Grade R staff through targeted training and support • To improve the knowledge and skills of governing bodies through targeted training and support. • To improve management of the curriculum and assessment processes. • To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework. • To provide professional support to all Grade R sites.

Strategic objectives for Sub-programme 7.4: Human resource development

Strategic Goal	Strategic Objective
To equip and support educators in their efforts to provide effective education	• To ensure that the province employs sufficient numbers of appropriately trained educators. • To develop the professional quality of the teaching force, through ongoing professional support on the RNCS. • To equip educators to ensure effective curriculum development, delivery and support. • To provide specialised education support to teachers.

16.4 Analysis of constraints and measures planned to overcome them

Availability of funding is a serious constraint. In other provinces the reduction in the number of learners in the primary schools will allow for the expansion of Grade R. In-migration into the Western Cape means that this route is not feasible for the WCED.

Access to many rural and remote sites remains a challenge for EMDCs.

16.5 Description of planned quality improvement measures

The WCED will in the period 2005 – 2010 ensure that -

- All children of five years of age living in the Western Cape are enrolled in Grade R classes
- The NCS learning outcomes are taught and acquired in all Grade R classes (school readiness tests will be used to determine this)
- Learning material resources to support the teaching of the NCS Grade R is provided to every site
- All ECD educators are trained and supported to deliver the NCS for Grade R
- All "at risk" learners are identified and their barriers to learning and development addressed by school based and district support teams
- All sites are visited to ensure safety and quality service delivery once every three years

16.6 Resourcing information

The resourcing of Grade R education is currently done on the basis of funding personnel as well as the provision of a subsidy for LTSM. However, the basis of funding is changing to a subsidised model only. In this way Grade R education will be resourced by the provision of a per capita subsidy determined according to a poverty sliding scale. This will be used to pay teachers, procure LTSM and to secure sites.

17. Programme 8: Auxiliary and associated services

17.1 Programme objective

To provide the education institutions as a whole with support.

The Auxiliary and Associated Services programme comprises the following sub-programmes:
Payments to SETA
- to provide employee human resource development in accordance with the Skills Development Act

Conditional grant projects
- to provide for projects specified by the national Department of Education that are applicable to more than one programme and funded from conditional grants

External examinations
- to provide for departmentally managed examination services

Teacher training
- to assist with the supply of qualified and competent educators for the teaching profession

iKapa elihlumayo
- to assist with the building of human capital

17.2 Situational analysis

The WCED has a key role to play in the fight against poverty and the expansion of the economy, as the main driver of human resource development in the Western Cape. This challenge will be supported by the following:

- The Skills Development Act;
- the HIV/AIDS Conditional Grant 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 (ref Division of Revenue Act);
- the provision of valid and reliable certification through examinations;
- recruiting teachers; and
- providing the foundation of all skills development.

17.3 Policies, priorities and strategic objectives

The WCED has a key role to play in conceptualising and driving a Human Resource Development Strategy (HRDS) as the main provider of:
- GET, which provides the bedrock or foundation for all HRD in the province; and
- FET, which provides opportunities to further develop the skills and knowledge required for employment and economic participation.

An important need for the HRDS is the availability of well-qualified teachers, especially those teaching maths and science. Targeted bursaries are offered to students wishing to enter the profession. Such bursaries are available to students wishing to enter fields specifically identified through research as in need of more teachers.

One of the most serious threats to the development of human resources in South Africa is the HIV /AIDS pandemic. The WCED will play a strategic role in ensuring that all teachers and learners are aware of and have information on HIV/AIDS.

Poverty is another serious threat to human resource development. In an attempt to address some of the consequences of poverty the WCED has launched the FET College Loan Scheme.

Strategic objectives for Sub-programme 8.1: Payments to SETA

Strategic Goal	Strategic Objective
To provide human resource development in accordance with the Skills Development Act.	To support the Education Training and Development Practices (ETDP) Sectoral and Education Training Authority (SETA) with regard to the administration of the sector.

Strategic objectives for Sub-programme 8.2: Conditional grant projects

Strategic Goal	Strategic Objective
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 train and support educators to deliver HIV/AIDS Life Skills in primary and secondary schools, via the Curriculum: Life Skills/Life Orientation and the cross-curricular infusion of HIV/AIDS education into all learning areas/subjects. • To provide for the development, selection, translation, procurement and distribution of teaching and learning support materials to support effective HIV/AIDS life skills education in the classroom. • To develop and implement an effective, structured and co-ordinated adolescent-to-adolescent peer education initiative in schools and FET colleges • To ensure that SMTs and key parent SGB and community representatives are provided with the necessary training to manage an institutional AIDS response (inclusive of the development of a locally-appropriate AIDS policy and Management Plan - within the context of the SDP). • To ensure that schools participate in key advocacy events (such as School AIDS Month, World AIDS Day, etc.) • To develop and implement a generic Care and Support training programme for school-communities, with appropriate material support, in a way that ensures local networking and support. • To ensure an effective Provincial HIV/AIDS Management Unit at head office to co-ordinate this response, as well as staffed district-based management teams. • To ensure the development and maintenance of policy, advocacy, master trainers, educator development, district support, inter-sectoral collaboration and partnerships, quality assurance (through monitoring and evaluation), effective and efficient programme delivery and financial management.

Strategic objectives for Sub-programme 8.3: External examinations

Strategic Goal	Strategic Objective
To promote organisational efficiency and effectiveness.	To manage the Senior Certificate and ABET Level 4 examinations and certification thereof.

Strategic objectives for Sub-programme 8.4: Teacher training

Strategic Goal	Strategic Objective
To equip and support educators in their efforts to provide effective education.	• To ensure that the province employs sufficient numbers of appropriately trained educators. • To assist with the supply of qualified and competent teachers. • To support efforts to recruit student teachers to pre-service training institutions.

Strategic objectives for Sub-programme 8.5: iKapa elihlumayo

Strategic Goal	Strategic Objective
To support the provincial goals of iKapa elihlumayo: ▪ increased economic growth ▪ increased employment and participation in the economy ▪ reduced socio-economic and geographic inequality ▪ maintenance of a sustainable safety net	• To test skills and aptitudes of grade 8 learners • To develop a career guidance programme for Grade 9 and FET learners • To train GET and FET teachers to provide career advice • To promote the development of FET programmes that are responsive to the social and economic needs of the province. • To provide loans to learners from poor backgrounds who wish to study at FET colleges.

17.4 Analysis of constraints and measures planned to overcome them

It is increasingly difficult to attract good quality, dedicated persons to the teaching profession. The reasons for this are complex and intertwined and relate both to the public view of education and the opportunities available to young graduates both in South Africa and abroad. The WCED has launched a teacher recruitment campaign with the local Higher Education Institutions. This has had some success and more effort will be invested in this campaign in the next five years.

There are very few qualified guidance teachers left in the WCED. This means recruiting and training teachers in this important and skilled area from scratch. This will not be easy. The WCED has devised a three-year programme to develop the skills of life orientation teachers in respect of subject and career guidance.

It has not been easy to establish the necessary processes and controls for the FET College Loan Scheme. The WCED has consulted and worked with the National Students Financial Aid Scheme of South Africa (NSFAS) and has adopted many of the processes. In addition, poor learners reacted with suspicion to the concept of loans. The WCED has had to change the name of the scheme to financial aid scheme and to conduct considerable advocacy concerning the scheme.

17.5 Description of planned quality improvement measures

None at this stage.

17.6 Resourcing information

Teacher education:

- Meetings with Higher Education Institutions (HEI) are held twice per annum to ensure curriculum programmes offered at Institutions suit the employment needs of the WCED. Bursaries are awarded to student teachers in scarce subjects.

IKapa Elihlumayo:

- The establishment of a loan scheme to enable students to access FET colleges.
- The six public FET colleges in the province submitted proposals for courses to be developed that meet the needs of the province. These proposals have been scrutinised and improved for implementation in 2005.
- A career guidance course has been developed for the province. It has been translated into Xhosa and Afrikaans and the course will be installed on computers at each high school in the province. 800 selected teachers will be trained on the use of the software in February 2004. The guidance course provides trends in the provincial economy and provides details of existing FET programmes and learnerships.

18. Capital investment, asset management and maintenance

Physical Infrastructure

The system whereby the budget for infrastructure development and scheduled maintenance has appeared on the books of the Department of Transport and Public Works (Works) came to an end on 31 March 2005. From 1 April 2005, the WCED budget will reflect the construction or maintenance budget for the year. The WCED will thus be taking full responsibility for its budget (starting with the negotiations for a budget and ensuring the signing of a service level agreement that will determine the nature of the relationship between WCED and Works with regard to the quality of service required, reporting, time frames and management of projects

The Department of Transport and Public Works will thus be an important implementing agent of the WCED (as governed by the service level agreement) and will submit progress and financial reports. Other service level agreements may also be negotiated with other service providers, such as school governing bodies, municipalities or the CSIR.

The average learner-classroom ratio stands at present at approximately 29. This low learner-classroom ratio indicates that there is an excess of classrooms in the Western Cape. However, many of these classrooms are situated in areas where there is no shortage of classrooms and are of no assistance in addressing real classroom shortages in areas affected by migration, where there are huge classroom shortages.

With a projected influx of approximately 48 000 people annually into the Western Cape from other provinces, it is clear that the need for additional classrooms will increase in those areas.

It is also clear that the system will struggle to meet the growing need, unless additional capital is made available in the short term.

It is of paramount importance that excess classrooms be taken out of the system by making best use of school accommodation and by making excess schools available for other programmes of the WCED, such as ECD, FET, ABET, ELSEN.

Furthermore, classrooms constructed from unsuitable building materials, such as wood, asbestos or chipboard, are easily vandalised and should be taken out of the system, returned to the Department of Transport and Public Works, and sold. The proceeds should be made available for the building of additional infrastructure.

Another important factor, the upgrading of informal areas in the Western Cape, will, in future, put tremendous pressure on the system. The upgrading process results in a situation that, when an undeveloped space accommodating 10 to 20 families is upgraded, only 1 family may return to live in that upgraded area. The other 19 families will need to be relocated to an area without schools or already experiencing classroom shortages. According to the anticipated time required for the developing of Greenfields areas (areas that families will be relocated to), the housing units will be available long before the school facilities are completed. Pressure may then be exerted on the education department to provide, at huge cost, learner transport to schools with available space. At the same time, many schools near to the initial informal area will be losing pupils and will no longer be overcrowded. However, there is the danger that some of them will become uneconomical entities.

It is important to note that each of these new classrooms built will be duplicating a classroom in excess in another area. It is thus important that schools be amalgamated where possible and that buildings be made available for other programmes of the WCED.

The WCED and the Department of Transport and Public Works are of the opinion that classroom shortages should be addressed by building permanent classrooms only if the school is allowed to expand to a capacity of 1 120 learners as a primary school or 1 200 as a secondary school. Approval to allow a school to grow much larger should be evaluated, applying the criteria that are being developed for mega-schools.

Interim shortages, such as shortages experienced by schools near informal areas, should not be solved by building permanent classrooms but by providing good quality pre-fabricated classrooms.

The following building projects are under construction or being tendered or being planned:

New projects	2005/06 (Voted)	2006/07 (MTEF)	2007/08 (MTEF)	2008/09 (Projected)	2009/10 (Projected)
Programme 2 – Public Ordinary Schools					
Sub-programme 2.1 – Public Ordinary Primary Schools					
Prefabricated classrooms	50				
Mobile classrooms	1 827				
Permanent classrooms	270			8 000	10 000
Relocation of classrooms	315	750	750	1 000	1 000
New schools	53 050	28 100	1 500	25 000	55 000
Ablutions	1 080	200		5 000	3 000
Administration facilities				8 000	4 000
Extensions to existing buildings				10 000	10 000
Forums	150			15 000	11 000
Maintenance	12 000	57 987	66 739	75 000	77 000
PIT funds					
Own funds		16 536	29 978		
Total Primary Schools	**68 742**	**103 573**	**98 967**	**147 000**	**171 000**
Sub-programme 2.2 – Public Ordinary Secondary Schools					
Prefabricated classrooms					
Mobile classrooms	3 309				
Permanent classrooms	1 100				
Relocation of classrooms	315	750	750	1 000	1000
New schools	79 716	35 184	4 200	15 000	50 000
Ablutions		750		15 000	13 000
Administration facilities				5 000	2 000
Extensions to existing buildings					
Forums	450	750			
Maintenance	6 000	28 993	33 369	40 000	42 000
PIT funds					
Own funds		8 268	14 989		
Total Secondary Schools	**90 890**	**73 945**	**53 308**	**76 000**	**108 000**
Programme 4 – Public Special Schools					
Prefabricated classrooms					
Mobile classrooms					
Permanent classrooms	500				
Relocation of classrooms					
New schools				8 000	8 883
Ablutions					
Administration facilities					
Extensions to existing buildings					
Forums					
Maintenance				11 000	13 000
PIT funds					
Own funds					
Total Public Special Schools	**500**			**19 000**	**21 883**
Classroom backlogs	**20 000**	**40 000**	**40 000**		
Total New Projects	**180 132**	**217 518**	**1925 265**	**242 000**	**300 883**

Upgrades	2005/06 (Voted)	2006/07 (MTEF)	2007/08 (MTEF)	2008/09 (Projected)	2009/10 (Projected)
Programme 2 – Public Ordinary Schools **Sub-programme 2.1 – Public Ordinary Primary Schools**					
Completion of forum	340	140			
Upgrading of classrooms				10 000	5 000
Sub-programme 2.2 – Public Ordinary Secondary Schools					
Upgrading of a hostel	6 500				
Completion of forum	2 000	160			
Upgrading of classrooms				10 000	3 000
Programme 4 – Public Special Schools					
Upgrading of classrooms				6 000	2 000
Total Upgrades	**8 840**	**300**		**26 000**	**10 000**
Total New Projects and Upgrades	**188 972**	**217 818**	**192 265**	**268 000**	**310 883**

19. Co-ordination, co-operation and outsourcing plans

19.1 Interdepartmental linkages

The WCED will take the lead in developing, implementing and monitoring the province's Human Resource Development Strategy (HRDS). However, the magnitude of the task requires that all government departments, at provincial and local government level, support and contribute to the implementation of the Strategy. Key departments include the Departments of Health, Social Welfare and Povert Alleviation, Community Safety as well as Transport and Public Works. In addition, the social partners, namely organised business, organised labour and civil society, through the Provincial Development Council, have a key role to play in shaping and implementing the HRDS.

Regular meetings and discussions are held with the national Department of Education and the other provincial education departments regarding education policy.

Discussions with sister departments on intersectoral collaboration also take place on a regular basis, especially with the Departments of Health (HIV/AIDS and life skills), Community Safety (Safe Schools Project and Learner Support Officers Project to reduce truancy and juvenile offending), Economic Development and Tourism (Learning Cape Festival and economic growth sectors) and Transport and Public Works (capital projects and maintenance).

Quarterly meetings are held with the ISLP co-ordinating committee for the provision of school buildings in previously disadvantaged areas.

Discussions with sister departments on Integrated Holistic Development also take place on a regular basis.

19.2 Local government linkages

The WCED co-operates with the City of Cape Town regarding the Urban Renewal Programme (URP) and the Central Karoo Municipality regarding the Integrated Sustainable Rural Development Programme (ISRDP). The aim of both programmes is to work collaboratively and integratedly with other departments and governments to alleviate poverty through skills development for unemployed people.

Some discussions took place between the WCED and the City of Cape Town with regard to –

- aligning the HIV/AIDS and Life Skills Programme.
- aligning the WCED's ICT initiatives with the Smart Cape initiatives.
- the approval of structure plans (Town Planning).

19.3 Public entities

There are currently no public entities for which the WCED is responsible.

19.4 Public-private partnerships (PPPs)

PPPs will be a key area of intervention for the WCED, both from the perspective of rationalising existing projects in our schools, as well as mobilising more resources for deployment in education development.

The WCED has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. These projects and interventions are managed either by the WCED (through the EMDCs) directly, or through several education non-governmental organisations (NGOs).

The WCED is collaborating with 6 private developers in the development of systems for use in the School Administration and Management Systems (SAMS) Project.

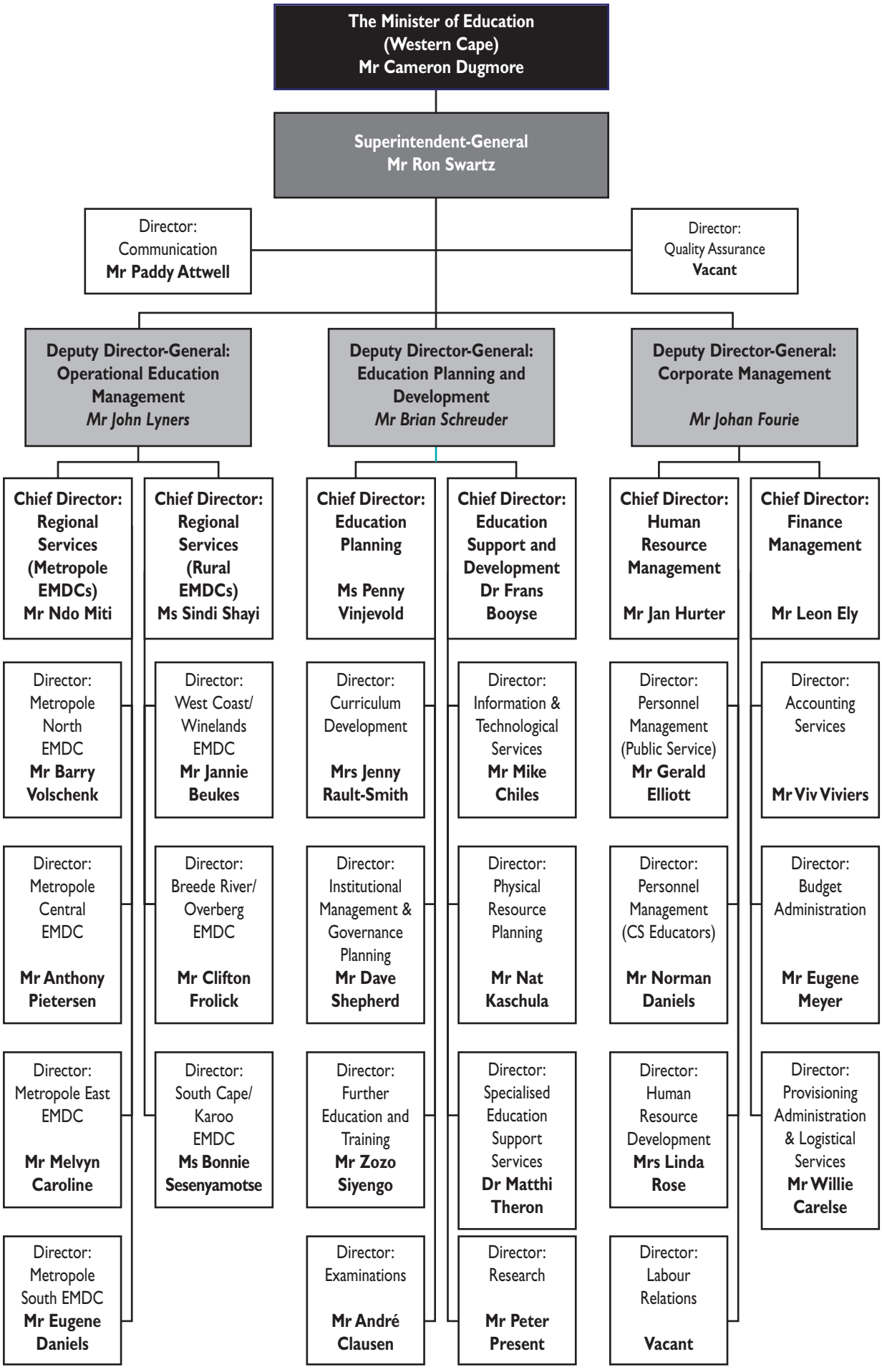
The WCED is also collaborating with –

- PETRO SA - They completed a R12m school for Rietvlei Primary School in Mossel Bay and have fully equipped all 4 ex DET schools in Mossel Bay with state-of-the-art computer and science laboratories
- Chamber of Commerce – Technopreneur competition Grade 10
- SANTAM – Funding best Practices for EMS
- Cape Town Holocaust Centre – Facing History and Ourselves Grades 9 – 12.

The first draft of the WCED's Strategic Accommodation and Infrastructure Plan mentions that the WCED and the Department of Transport and Public Works should make a co-ordinated attempt to create joint ventures with business to assist with capital and maintenance expenses at schools and by so doing alleviate infrastructure shortages at schools. The Department of Transport and Public Works is at present seeking a PPP to build a new special school. The WCED anticipates that negotiations will be concluded during the 2005/06 financial year.

List of abbreviations

ABET	Adult basic education and training
AFET	Adult further education and training
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CLC	Community learning centre
CTI	Cape Teaching Institute
ECD	Early childhood development
EMDC	Education Management and Development Centre
EMIS	Education Management Information System
ETDP	Education, training and development practices
EWP	Employee Wellness Programme
FET	Further education and training
FETC	Further education and training certificate
FTE	Full-time equivalent
GET	General education and training
GETC	General education and training certificate
HEDCOM	Heads of Education Departments' Committee
HEI	Higher education institution
HRD	Human resource development
HRDS	Human Resource Development Strategy
ICT	Information and communication technology
IQMS	Integrated Quality Management System
LOGIS	Logistics Information System
LSEN	Learners with special education needs
LTSM	Learning and teaching support materials
MSP	Master systems plan
MST	Maths, science and technology
MTEF	Medium-term expenditure framework
NCS	National Curriculum Statements
NDE	National Department of Education
NGO	Non-governmental organisation
NQF	National qualifications framework
PSNP	Primary school nutrition programme
RCL	Representative Council of Learners
RNCS	Revised National Curriculum Statements
RPL	Recognition for Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SDIP	Service delivery improvement plan/programme
SDP	School development plan
SETA	Sectoral Education and Training Authority
SGB	School governing body
SMT	School management team
SPMS	Staff performance management and development system
SSE	School self evaluation
WCED	Western Cape Education Department
WSE	Whole school evaluation


The Minister of Education
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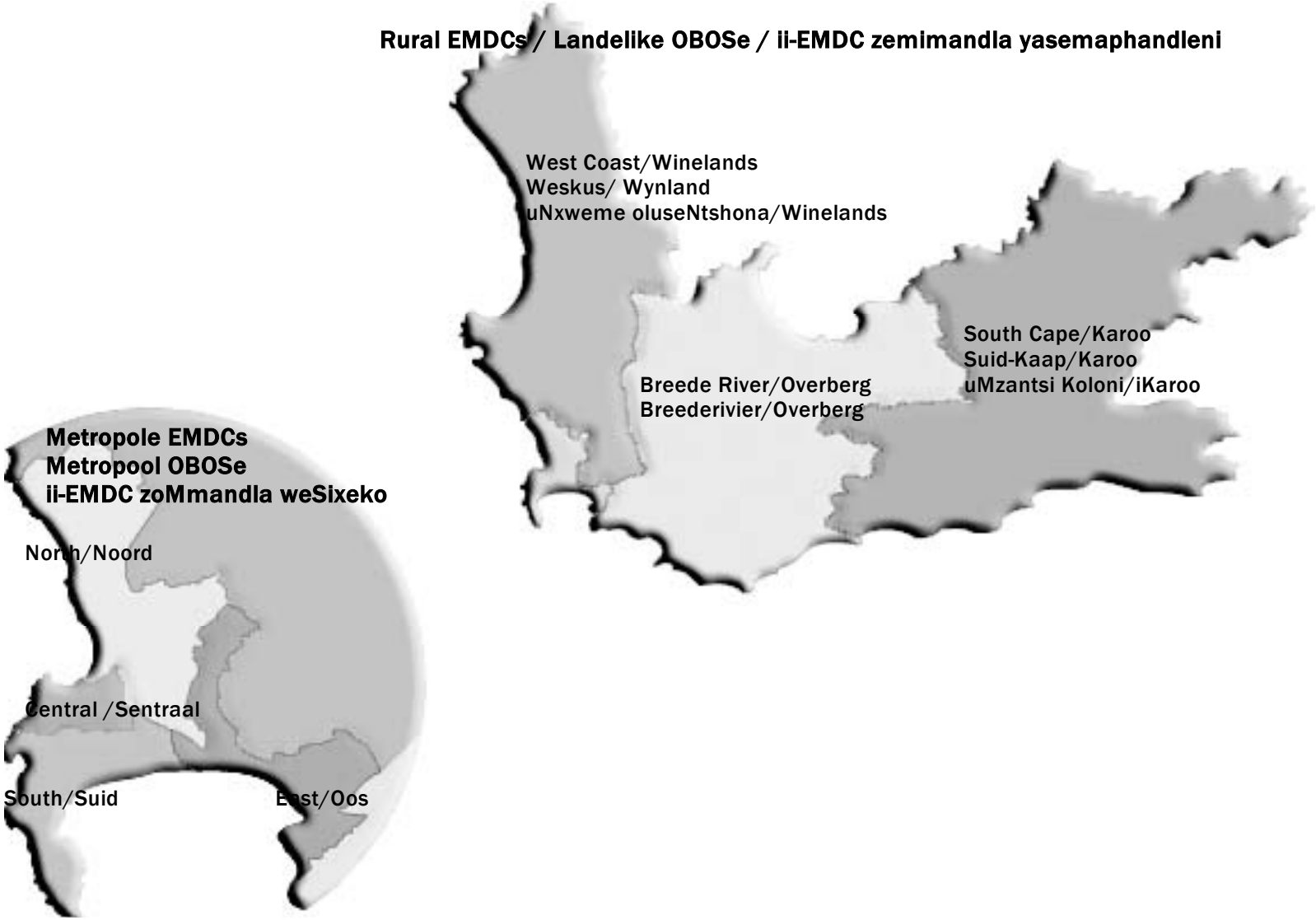
Metropole
South EMDC
Mr Eugene
Daniels
Director:
Examinations
Mr André
Clausen
Director:
Research
Mr Peter
Present
Director:
Labour
Relations
Vacant

SKEDULE 2 - Onderwysbestuurs-en-ontwikkelingsentrums (OBOS'e)
SCHEDULE 2 - Educational Management and Development Centres (EMDC)
iSheduli 2 - aMaziko oLawulo noPhuhliso lweMfundo (EMDC)