

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
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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 ordinary 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)

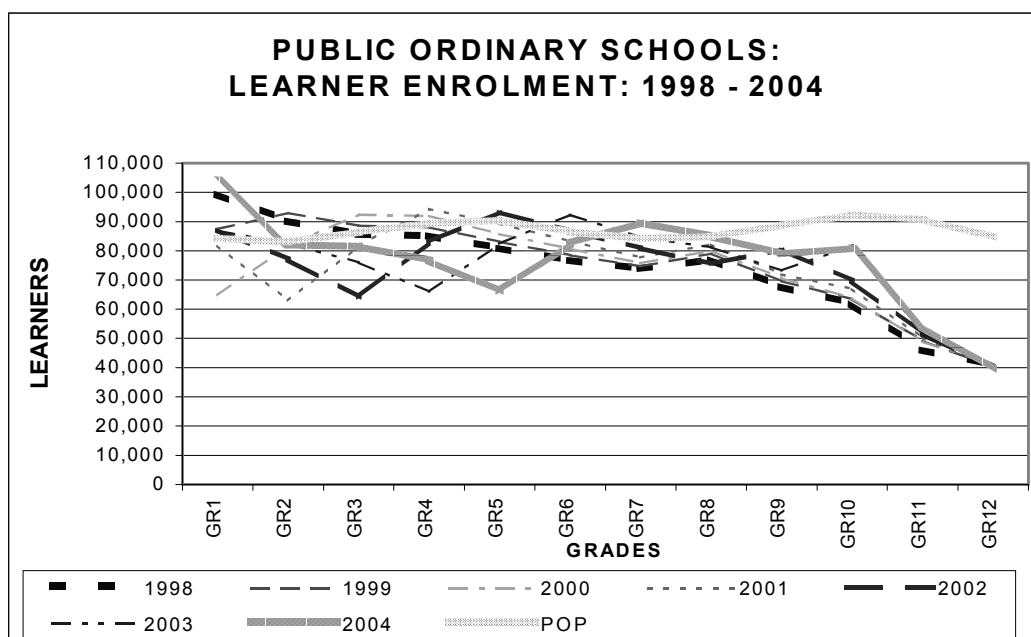


Figure 1
Source: EMIS

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.