

Strategiese Plan

Fiskale jare
2010 – 2014

Strategic Plan

Fiscal years
2010 – 2014

IsiCwangciso soBuchule

OoNyaka-mali
2010 – 2014

Date of tabling: 1 March 2010



WESTERN CAPE
Education Department

Provincial Government of the Western Cape

*PR Number: 58/2010
ISBN Number: 978-0-621-39168-8*

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31 March 2010.*

Foreword



Donald Grant, Minister of Education, Western Cape

The Western Cape Government will improve the life chances of all its children through the provision of quality education. To this end, all children will remain in school for as long as possible and achieve optimal results. In particular, the focus in the period 2010 to 2019 will be on improving the reading, writing and calculating abilities of learners. The period 2010-2014 will lay the foundations for these improvements. In the period 2014-2019 the province's children will reap the fruits of a system that has been designed and managed to deliver on the targets set.

The main indicators for measuring the progress made by the Western Cape Education Department (WCED) in providing quality education will thus be i) improving literacy and numeracy in Grades 1-6 and ii) increasing the numbers passing in Grade 12 - including an increase in numbers passing mathematics and science and qualifying for admission to a Bachelor's degree.

To support learner participation and success, the Western Cape Government will provide: officials who are caring, knowledgeable and organized to support schools, teachers and learners; teachers who are present, prepared and using texts; funding which is deployed to maximize success; sufficient and safe schools and an enabling environment for partners in education to contribute towards quality education: teacher unions, School Governing Bodies, private sector, Non-Government Organisations, private schools, colleges, and Higher Education Institutions.

Every decision taken in relation to education in the Western Cape will be informed by the need to attain the learner achievement outcomes stated. A diversified curriculum will be offered after primary school to ensure that learners are provided with appropriate opportunities to develop their skills and knowledge. There is no quick fix when it comes to improving the quality of education provided in the Western Cape. It is only through a sustained, focused and systematic approach that we will achieve the stated targets.

A handwritten signature in blue ink that reads "D. Grant". The signature is written in a cursive style.

Executive Authority of the Western Cape Education Department

Official Sign-Off

This Strategic Plan

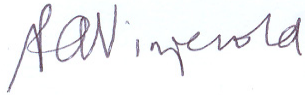
- was developed by the management of the Western Cape Education Department under the guidance of the Minister for Education in the Western Cape, Donald Grant.
- takes into account all the relevant policies, legislation and other mandates for which the Western Cape Education Department is responsible.
- accurately reflects the strategic goals and objectives which the Western Cape Education Department will endeavour to achieve over the period 2010 - 2014.



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Part A: Strategic Overview

1. Vision

Improved education outcomes in an open opportunity society for all.

2. Mission

To ensure that all the conditions for optimal learning are met in order for all learners to acquire the knowledge, skills and values they need to realise their potential; lead fulfilling lives; contribute to social and economic development; participate fully in the life of the country; compete internationally, and build communities capable of managing their lives successfully and with dignity, the WCED must render the following main services, in the context of compulsory education for all, including Grade R:

- Provide overall planning for, and management of, the education system
- Provide public education institutions with support
- Provide education in public ordinary schools
- Support independent schools
- Provide education in public special schools
- Provide further education and training (FET) at public FET colleges
- Provide adult education and training (AET) in community learning centres
- Provide early childhood development (ECD) in Grade R
- Provide training opportunities for educators and non-educators
- Support the whole child by extending HIV/AIDS awareness; providing food for identified poor and hungry learners so that they can learn effectively; and promoting a safe school environment
- Support teachers through guidance, provision of basic conditions of service, incentives and employee wellness programmes

3. Values

- The values of the South African Constitution and the Bill of Rights
- The Batho Pele ("putting people first") principles of consultation, good service standards, courtesy, access, information, openness and transparency, dealing with complaints and giving best value
- Transformation through improved access, equity, quality, efficiency, effectiveness and redress
- The prime importance of the learner
- Excellence through the supply of and support for an equipped, optimistic and flourishing teaching force
- Pro-poor approach to resource allocation
- Accountability and transparency
- Excellence and empathy in administrative and support functions
- Commitment to trans-sectoral government operations for maximum impact and service
- Rejection of all forms of discrimination
- Acknowledgement and affirmation of teacher excellence

4. Core Mandate

The core mandate of the Western Cape Education Department (WCED) is to deliver quality education to all our people.

5. Core functions

Curriculum and assessment support

Administrative and financial support systems

Institutional development and support systems, structures and programmes

Within the prescribed domains of operation the WCED will therefore

- support an integrated approach to the physical, social and cognitive development of all 0 to 4-year-olds living in the province.
- provide high quality Grade R tuition to all 5-year-olds so that they are ready for school learning.
- ensure that all learners from Grade 1 to Grade 6 read, write and calculate at the levels determined by the National Curriculum Statement.
- ensure that all learners in Grades 7 to 9 are provided with a high quality general education.
- provide advice on subject choice and career guidance to all learners in Grade 9 so that they make appropriate programme and subject choices.
- increase the participation and success rates of learners, especially black learners, participating in high schools and vocational colleges.
- increase the number of Grade 12 learners who qualify to enter higher education.
- increase the provision of qualifications, learnerships, apprenticeships, internships and skills programmes in FET Colleges that are linked to work opportunities.
- increase the number of adult learners in basic education programmes through economic and social programmes such as the Expanded Public Works Programme (EPWP).

6. Legislative and other mandates

6.1 Constitutional mandates

Section 9 of the Constitution of the Republic of South Africa, Act 108 of 1996 [Bill of Rights], makes provision for the rights of all to a basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make progressively available. Schedule 4 of the Constitution states that education at all levels, excluding tertiary education, is an area of national and provincial legislative competence. The legislative competence of the provincial legislature is derived from Section 126(1) of the Constitution, which empowers provinces to make laws with regard to all matters listed in Schedule 6 of the Constitution, and education is a Schedule 6 functional area which is exercised concurrently with Parliament.

6.2 Legislative mandates

Mandates	Brief description
The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)	The Constitution requires education to be 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 through the provision of basic education, including adult basic education. The policy framework of the Ministry of Education is stated in the White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995).
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.

Mandates	Brief description
The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended	SASA provides 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 school funding norms, outlined in SASA, target poverty with regard to the allocation of funds for the public school system.
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)	The aim of this Act is to provide for the determination of national policy for education, including the determination of policy on salaries and conditions of employment of educators. It inscribes in law both these policies and the legislative and monitoring responsibilities of the Minister of Education, and relations between the national and provincial authorities. It lays the foundation for the establishment of the Council of Education Ministers (CEM) and the Heads of Education Departments Committee (HEDCOM) as inter-governmental forums to collaborate in supporting quality education. As such, it provides for the formulation of national policies in general and further education and training. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.
The Further Education and Training Colleges Act, 2006 (Act 16 of 2006)	This Act aims 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; and 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 Plan for FET Colleges (Gazette no: 31712, in Government Notice 1361, 12 December 2008) it provides the basis for the development of a nationally co-ordinated further education and training system.
The General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001), as amended in 2008 (Act 50 of 2008)	This Act provides for the establishment, composition and functioning of Umalusi; for the provision of quality assurance in general and further education and training; for control over norms and standards of curriculum and assessment; for the issuing of certificates at the exit points and for the conduct of assessment.
The Employment of Educators Act, 1998 (Act 76 of 1998)	Provision is made for the employment of educators by the State and for the regulation of the conditions of service, discipline, retirement and discharge of educators in this Act. It regulates the professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers.
The Western Cape Provincial School Education Act, 1997 (Act No 12 of 1997)	Provides for a uniform education system; for the organisation, governance and funding of all schools and makes provision for the specific educational needs of the province.
The Public Finance Management Act, 1999 (Act 1 of 1999), as amended	Regulates financial management in the national government and provincial governments; ensures that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; and provides the responsibilities of persons entrusted with financial management in those governments.
The Annual Division of Revenue Acts	These Acts provide for the equitable division of revenue raised nationally among the national, provincial and local spheres of government; for the reporting requirements for allocations pursuant to such division; for the withholding and delaying of payments; and 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 103 of 1994]	It provides 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.

Mandates	Brief description
The South African Qualifications Authority Act, 1995 (Act 58 of 1995)	This Act provides for the development and implementation of a National Qualifications Framework (NQF) and the establishment of the South African Qualifications Authority for this purpose. The NQF is the expression of a national learning system where education and training are complementary.
The Adult Basic Education and Training Act, 2000 (Act 52 of 2000)	Regulates adult basic education and training; provides for the establishment, governance and funding of public adult learning centres; provides for the registration of private adult learning centres; and provides for quality assurance and quality promotion in adult basic education and training.
The South African Council for Educators Act (31 of 2000).	This Act mandates SACE to provide for the registration of all educators. It explains the importance of registration for those in the teaching profession. The SACE Act further aims to enhance the status of the teaching profession, and to promote the development of educators and their professional conduct. It makes provision for a Legal Affairs and Ethics department which has to ensure that educators do not breach the Code of Professional Ethics for educators; protect the dignity of the profession and revise the Code of Educators on a continuous basis.

6.3 Policy mandates

In addition to the national education legislative mandates and Education White Papers (EWP) 1-7, the following policies guide the Western Cape in the delivery of quality education:

- National Curriculum Statement: Grade R – 9 (Gazette 23406, Vol. 443 – May 2002)
- Language in Education Policy, 1997
- National Policy on Religion and Education, 2003
- Policy Document on Adult Basic Education and Training (12 December 2003)
- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998
- National Policy regarding Further Education and Training Programmes: Approval of the amendments to the programme and promotion requirements for the National Senior Certificate: A Qualification at Level 4 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007]
- National Policy on the conduct, administration and management of the assessment of the National Certificate (Vocational), 2007
- Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate [Gazette 31337, Volume 518 of 29 August 2008]
- Addendum to FET Policy document, National Curriculum Statement on the National Framework regulating Learners with Special Needs (11 December 2006)
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- National Policy of Whole School Evaluation (July 2001)
- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000.
- National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)
- National Education Policy Act: Requirements for administration of surveys, (2 April 2007)
- National Education Information Policy (Government notice 1950 of 2004)

The quality of education in the province will further be strengthened by the following:

- Dinaledi "Centres of Excellence" in Mathematics, Science and Technology
- QIDS UP (Quality Improvement, Development, Support and Upliftment Programme)
- Foundations for Learning Programme
- Education Management Information System (EMIS)
- Integrated Quality Management System (IQMS)
- NEEDU (National Education Evaluation Development Unit) overseeing the evaluation and improvement of educator performance
- Dedicated bursaries for initial educator training and the ongoing professional development of educators.

6.4 Planned policy initiatives

As required.

6.4.1 Review of existing policies

As required.

7. Situational analysis

7.1 Performance environment

The population of the Western Cape has grown since the census in 2001 and continues to grow. According to the 2009 mid-year population estimates released by Statistics South Africa (StatsSA), the Western Cape is home to 5,356 million people, representing 10,9% of South Africa's total population. The Western Cape population has the highest life expectancy at birth for both males and females.

For the period 2006 – 2011 it is estimated that the Western Cape will experience a net inflow of approximately 140 000 people. The table below shows the increase/decrease in population from 2006 – 2011, based on growth since the last census in 2001 to the 2009 population estimate.

Province	Out-Migration	In-Migration	Net Migration
Eastern Cape	390 100	116 500	-273 600
Free State	125 900	94 100	-31 800
Gauteng	295 000	741 900	446 900
KwaZulu-Natal	195 200	207 300	12 100
Limpopo	286 700	97 500	-189 200
Mpumalanga	166 600	122 800	-43 800
Northern Cape	66 000	41 100	-25 500
North West	193 900	161 800	-32 100
Western Cape	112 800	249 800	137 000

(Source: Mid-year population estimates, 2009 – StatsSA: p.13)

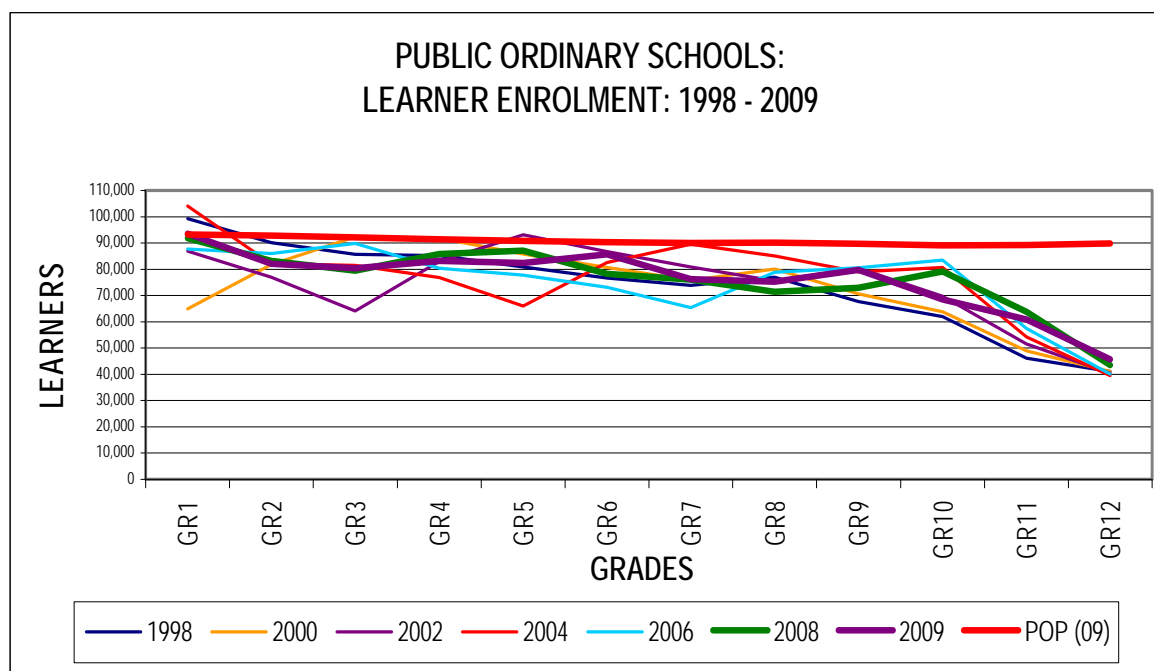
A consequence of this increase in population in the Western Cape is that every form of education and training in the province has experienced growth in numbers.

The data for the Western Cape public ordinary school system from 2000 - 2009 is provided in **Table 1** below and illustrates the growth in learner numbers in the province. While some provinces experience a decline in enrolments, the WCED continues to experience growth. The growth in numbers at the Grade 12 level is a promising development.

Table 1: Enrolment in public ordinary schools 2000 – 2009

Data Source: 2000 – 2009: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners; StatsSA: Population for 2008 based on 2007 Community Survey)

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
2000	64,844	81,865	92,343	91,949	85,766	80,658	75,813	80,026	70,634	63,840	48,934	40,996	877,668
2001	81,790	62,960	81,832	94,302	89,254	83,305	77,778	82,190	71,966	67,034	50,206	39,910	882,527
2002	86,969	77,026	64,134	83,022	93,188	86,786	80,865	75,601	80,450	69,752	51,618	40,468	889,879
2003	86,916	82,454	75,931	66,033	82,383	92,341	84,514	81,154	73,200	81,739	51,746	39,644	898,055
2004	104,105	82,130	81,489	76,781	66,060	82,574	89,614	85,053	78,964	80,756	54,199	39,451	921,176
2005	93,515	94,231	80,695	80,809	74,984	66,141	81,953	88,778	82,169	81,577	56,657	39,303	920,812
2006	87,650	85,972	89,828	80,443	77,811	73,106	65,347	78,926	80,595	83,529	57,536	40,198	900,941
2007	92,818	82,562	83,914	89,973	78,674	78,021	72,733	66,406	80,697	86,495	61,938	42,624	916,855
2008	91,853	83,267	79,454	85,891	87,116	78,290	76,146	71,410	72,914	79,133	63,819	43,470	912,763
2009	93,601	82,158	80,385	83,150	82,382	85,621	76,262	75,227	79,795	68,405	60,812	45,692	913,490



The decline in enrolment in the last three years of schooling exposes the fragility of a system which is built on inadequate foundational learning. The low literacy and numeracy results at Grade 3 and Grade 6 inform the strategic purpose of the WCED over the next decade. Learners with poor foundations in language and mathematics cannot meet the academic demands of high school.

7.2 Organisational environment

The department's strategic priorities, its core business and current service delivery platforms need to accommodate the broader socio-economic context and meet the needs of the people it serves. Furthermore, responding effectively and meaningfully to inequality and low levels of confidence in the quality of education requires decisive action on the part of government. It is critical that a solid base of support to primary schools, and especially the Foundation Phase, is maintained through initiatives such as the "no-fee" school programme and the National School Nutrition Programme (NSNP).

The WCED, the largest employer in the Western Cape Provincial Government, comprises the Provincial Ministry of Education, headed by the Minister of Education in the Western Cape, the provincial head office, district offices and education institutions, including public ordinary and special schools, FET colleges, adult community learning centres and ECD sites.

8. The strategic plan of the WCED

The development of this plan was preceded by a full review of the past 5 year plan, stakeholder consultations, drafts and revisions. It is governed by the statement, "Creating an Open Opportunity Society for All in the Western Cape - Objective: Improving education outcomes 2010 – 2019", accepted by the cabinet of the Western Cape.

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

Plans are directly influenced by national education sector priorities, as approved by the Council of Education Ministers (CEM).

8.1 Strategic elements of the plan

Problem statement

The majority of children in the Western Cape are not achieving their academic potential. This is largely due to:

1. Inadequate time and attention paid to reading, writing and counting in the first three grades of school
2. Poor levels of accountability for performance from education officials and educators
3. Weak school management and leadership
4. Slow rate of response and support from the education department
5. The low morale of teachers
6. Inadequate quality textbooks and other learning materials
7. Social ills such as poverty and crime
8. The declining quality in school infrastructure
9. A legacy of underinvestment in a number of areas in the Western Cape
10. The pressure posed by inward migration to the Western Cape

The combination of these factors has led to poor learner performance:

- The Grade 12 pass rate is dropping. In 2004 there was an 85% pass rate, but this has dropped over the last five years to 75,1% in 2009.
- Literacy and numeracy results as measured by Grade 3 and 6 show that learners are not reading, writing and calculating at the appropriate levels for these grades and to support learning in later grades.
- The number of under-performing schools (schools with less than 60% matric pass rate) in the Western Cape has increased, from 36 in 2006 to 85 at the end of 2009.

8.2 Strategic goals

These goals are specific, measurable, achievable, relevant and time-bound. The goals are selected to ensure that every element of the support systems is geared to improve learning outcomes. For example, unless teachers are well-equipped to handle the demands of the curriculum, resources are provided appropriately, posts are filled timeously, school management teams operate effectively and schools are safe, the learners will not be able to make significant improvements. The strategic objectives per Programme focus all sections of the WCED on the overall goal of quality education for all.

Strategic Goal 1	Improved performance in Literacy and Numeracy.
Goal statement	Literacy and Numeracy performance to improve such that: 75% of learners in Grade 3 perform in Literacy according to age norms by 2014 and 60% perform according to age norms for Numeracy. 65% of learners in Grade 6 perform in Literacy according to age norms by 2014 and 50% perform according to age norms for Numeracy. 65% of learners in Grade 9 perform in Language according to age norms by 2014 and 55% perform according to age norms for Numeracy.
Justification	Currently 53.5% of Grade 3 learners are performing at age/grade norm for Literacy and 35% for Numeracy and 44.8% of Grade 6 learners are performing at age/grade norm for Literacy and 14% for Numeracy. This unacceptable state of affairs clearly has a knock-on effect in the upper grades.
Links	The national Foundations for Learning Programme; libraries; the media; the Departments of Health, Social Development; local government; AET (Family Literacy and parent training) all have the potential to support this goal. Schools should be safe and adequately resourced (both infrastructure and materials/equipment). Teachers should be equipped to teach well. The disciplines of time and classroom and curriculum mastery will drive maximum performance. Higher Education Institutions will provide expert research and support training. The learning needs of all learners will be met and both English and other home languages will be strongly developed.

Strategic Goal 2	Improved National Senior Certificate Results
Goal Statement	Teacher training and support programmes, management training and support, facilities and resources to improve so that schools are helped to strengthen the performance of their learners in all subjects and with particular reference to Mathematics and Physical Science. The targets for 2014 are an NCS Pass rate of 84% with 43 000 learners passing and 37% gaining admission to Bachelor's degrees. Numbers of learners: 17 500 passing, of whom 17 000 pass Mathematics and 13 500 pass Physical Science.
Justification	In 2009, the National Senior Certificate (NSC) examinations were written by 44 931 learners in 417 examination centres. The Western Cape maintained the highest pass rate of 75.1%. There was, however, a decline of 3% when compared to the pass rate of 78.6% achieved in 2008 in the National Senior Certificate examinations. A total of 19 210 candidates wrote Mathematics in 2009, and a total of 13 349 candidates wrote Physical Science. Of these, 12 467 candidates passed Mathematics, and 7 064 candidates passed Physical Science.
Links	Attention to this goal involves attention to teaching and learning across all grades and not only at the Grade 12 level. Subject content courses and school-based support will be offered. Textbooks, management, teaching and the time spent learning are key to improving NSC results.

Strategic Goal 3	Reduction in number of under-performing high schools
Goal statement	Elimination of under-performance in the National Senior Certificate in high schools, i.e. no schools which have a pass rate of <60%.
Justification	The number of schools falling within this range has grown from 34 in 2004 to 85 in 2009. This is a situation which cannot be allowed to continue.
Links	Support can be rendered by retired teachers or expert or lead teachers. Transversal links with other government departments will include support for anti-drug and other substance-abuse initiatives. Libraries and homes without electricity need attention.