

Annual Performance Plan

2007/08 to 2009/10

Jaarlikse Prestasieplan

2007/08 tot 2009/10

IsiCwangciso Sentsebenzo Yonyaka Emihlanu

2007/08 ukuya 2009/10



**WESTERN CAPE
Education Department**

Provincial Government of the Western Cape



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*To obtain additional copies of this document please contact:
Head Education, Private Bag X9114, Cape Town, 8000.
Tel: 021 467 2531
Fax: 021 461 3694
E-mail: media1@pgwc.gov.za*

FOREWORD BY MEC

I believe this APP represents closer alignment to national and provincial strategies and outcomes.

Last year, schools in the Western Cape delivered strong matric results, of which we can all be proud. But, we can and must do better. We can never be happy with an endorsement rate of only 13.53% of our 17,554 ex-HOR and ex-DET learners, while in ex-CED schools the endorsement figure for the 6,501 learners of 2006, was 52.13%.

In this respect, I have already announced six clear interventions that we will be making, and these are:

1. Embark on the Quality Improvement, Development, Support and Upliftment Programme (QUIDS UP). This initiative, led by Minister Pandor, aims to allocate new learning resources to schools, especially in poor and disadvantaged communities. The programme includes all primary schools in quintiles one and two. These primary schools are feeder schools to secondary schools that have poor results. It also includes about 80 high schools with poor Senior Certificate results.

2. Set targets. By the end of March 2007 each high school in the province will have set an overall pass target, a matric endorsement target and Maths/Science targets for 2007. These targets must be formally signed off by the school governing body, including the RCL representatives. In fact, as 2007 is the last year of the existing curriculum, all schools will be encouraged to pull out all the stops to set individual performance records across the board. I also want targets to reduce the number of dropouts for grades 10, 11, and 12 for 2007 and subsequent years. Finally, literacy and numeracy targets will also be set during the course of 2007.

3. Broaden our base: work on literacy and numeracy across the board. What is also very clear to me is that we cannot just look for weaknesses in our high schools. We need to work in our primary schools as well. Our Literacy and Numeracy Strategy must be strengthened – especially the family literacy programmes and our provincial Language Transformation Plan.

4. Make our schools a safe learning home for all. Some of the issues that have impacted severely on our schools this year and previous years, are the levels of violence in and around our schools, and the aggressive behaviour of learners. We will implement an unprecedented inter-sectoral campaign to build a safe learning home for 2007 and beyond. Discipline patterns and codes of conduct must be set and maintained. Value-adding school improvement plans will be put in place. We will be assisting all our schools to review and strengthen codes of conduct by October 2007.

5. Monitor and evaluate. I believe the redesign process of the Department must lead to greater research capacity, monitoring, evaluation and accountability. As a learning organisation, one of our key challenges is to understand our context, challenges and possibilities and respond to them.

6. Tackle the situation in the 34 schools still performing below 60%. If Iqayiya Secondary School in Khayelitsha could notch an incredible pass rate of 94% in 2006, up from 39% the previous year, clearly we need to examine this type of success, and try and replicate it throughout the system.

We cannot continue to tolerate under-performance. We have conducted a full analysis of each under-performing school and where the main or contributing factors are lack of effective leadership and management, or of problems with fundamentally weak teachers, we will certainly consider options of redeployment of school principals and senior management teams, in line with accepted labour practices.

Other key projects for the Western Cape Education Department (WCED) this year, include the implementation of the first phase of the redesign of the Department; further development of key policies; the development of local education provisioning plans; the development and introduction of an improved salary dispensation for principals and improving the administrative support for schools.

Education has been allocated the biggest share of 37% of the total budget for 2007/08, with an emphasis on skills development, teacher development, remuneration for teachers and administrative personnel, and infrastructure provisioning.

The focus on Early Childhood Development (ECD), Further Education and Training (FET) colleges, and general education through QUIDS UP, builds quality throughout the system. The additional funds give real hope to parents, teachers and schools. We will use this injection to build human capital in the province and take further steps to entrench quality education.

Infrastructure remains a challenge but we are exploring a number of options to supplement this allocation. When one considers allocations to sister departments, which will also assist education generally, for example social development funds to fight substance abuse, and allocations for promoting school sport, safety and skills development, it means even more good news.

I look forward to a year in which we can accelerate our efforts to implement strategies, and to deliver more endorsements, and more learners with maths and science pass rates, and more learners in our FET colleges in pursuit of a better life for all.

This APP is a step forward in giving practical effect to our Human Capital Development Strategy. We must ensure that every school is supported to deliver the National Curriculum Statement (NCS) and ensure that we bring about quality education for all. Targets must be set and met. If targets are not quantifiable and cannot be counted, they are not worth pursuing.

Cameron Dugmore
MEC for Education
Western Cape

FOREWORD BY ACCOUNTING OFFICER

The Western Cape Education Department (WCED) launched the Human Capital Development Strategy (HCDS) of the Western Cape in March 2006.

The HCDS is a cornerstone of the iKapa Elihlumayo, the Western Cape's growth and development strategy, and provides the point of departure for all of our education planning.

The strategy has entered a crucial phase as we enter the second year of implementation. The first phase of the HCDS has been to redesign the WCED to ensure that we have the capacity to achieve our objectives using all the resources available to us.

The Cabinet approved the new macro structure for the WCED on 13 February 2007. We began the financial year by looking at the fine detail – the micro structures - required to ensure effective support on every level.

While grappling with the issues of redesign, we also have to shift gear to ensure rigorous attention to service delivery. In his foreword, our MEC has highlighted six areas that need special attention during the 2007/08 financial year.

2007/08 will be an especially challenging year for the WCED as we finalise the design of the department while also ensuring high standards of education delivery.

Our Annual Performance Plan (APP) provides a comprehensive programme of action for education in the province for 2007/08. It includes detailed targets and performance measures, and reflects our commitment to making sure that we achieve our objectives.

While challenging, the APP represents an exciting opportunity to show what we can do to transform lives and our society as a whole. We commend this plan to all interested parties and look forward to working with you as we strive to provide quality education for all.

Ron Swartz
Head of Education in the Western Cape
31 March 2007

Vision

A Learning Home for All

Mission

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

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

Values

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

The *Manifesto on Values, Education and Democracy* (Department of Education, 2001) lists 10 values based on the values of the Constitution, namely: democracy, social justice, equality, 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.



WESTERN CAPE
Education Department

Provincial Government of the Western Cape



ABOUT THIS DOCUMENT

The *Annual Performance Plan* of the Western Cape Education Department (WCED) explains the plans for education of the Provincial Government for the period 2007/08 to 2009/10, with a special focus on what will happen during the financial year starting on 1 April 2007 and ending on 31 March 2008. This document also includes much information about the current situation in education: what the major challenges are and what Government's responses are in this regard.

There are two main parts to this document.

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

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

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

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

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

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GLOSSARY OF TERMS

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

Measurable objective (MO)

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

Performance measure (PM)

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

Performance target (PT)

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

Strategic goal (SG)

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

Strategic objective (SO)

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

ACRONYMS

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

PART A: OVERVIEW AND STRATEGIC PLAN UPDATE

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

A.1 Strategic goals and objectives

A.1.1 Strategic plan update

For the 2007/08 financial year the department reviewed the annual performance plan and budget to ensure that these documents are aligned with the policy priorities outlined in the provincial vision of the Western Cape as a "Home for All", the province's growth and development strategy, referred to as *iKapa elihlumayo*, the Human Capital Development Strategy (HCDS) that was launched in March 2006, after being widely consulted with all role-players and stakeholders throughout the Province, including the Legislature, labour unions, school governing body associations, business sector, higher education institutions, other provincial government departments in the social cluster, principals as well as the personnel of the department, the policy priorities of the Provincial Executive Authority, national government's policy priorities, including the Accelerated and Shared Growth Initiative (ASGI-SA), and the (national) Education Sector Priorities for the 2006 and 2007 Medium-term Expenditure Frameworks (MTEFs).

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

A.1.2 Policies, priorities and strategic goals

Education has a key role to play in building a society based on the values of our Constitution – democracy, human rights, human dignity, freedom, non-racialism and non-sexism and in sustaining long-run growth and reducing inequality. Through the provincial HCDS, the WCED aims to create an enabling environment for ensuring access for all, so that the youth of the province develop the knowledge, skills, values and attitudes for long-term growth and sustainable development.

The broad policies, priorities and strategic goals of the WCED are encompassed in the HCDS, launched in March 2006. Formulated after a two-year extensive consultative process, the strategy presents a long-term vision for education in the Western Cape by providing the point of departure for educational planning for many years to come and reflects the department's mandate to build a 'Learning Home for All' by overcoming the inequities of a racially-driven education system, where access and performance continues to be skewed to historically advantaged learners.

The HCDS is a cornerstone of the province's *iKapa elihlumayo* (Growing Cape) Provincial Growth and Development Strategy (PGDS) that seeks to create prosperity for all, giving new hope and restoring human dignity and a 'Home for All' citizens. Through this strategy the Western Cape intends fulfilling its commitment towards achieving equity and redress, alleviating poverty, creating jobs and empowering the people of the WC to be agents of change.

The HCDS is further influenced by national Education Sector priorities, as approved by the Council of Education Ministers (CEM), as follows:

- For the 2006 MTEF, i.e. for the period to 2008/09 –
 - Quality through re-capitalisation through the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP) for public schools.
 - Access and equity with the implementation of 'no-fee schools' and the expansion of Grade R to ensure universal access.
 - Curriculum delivery with the implementation of the National Curriculum Statement (NCS) in Grades 8 – 12 and teacher development.
 - Monitoring and evaluation by enhancing the Education Management and Information System (EMIS) and improved human resource systems and capacity.
- For the 2007 MTEF, i.e. for the period to 2009/10, the national sector initiatives target improving the quality of education. These included systemic evaluation and in-service training and teacher development programmes to enhance the quality of teaching in critical subjects such as mathematics and life orientation, Grade R and overall school management improvement.

A mass adult literacy programme, to be developed and launched by the DoE in 2007/08 to address the challenges of basic literacy both as a human right and a contributor to social cohesion, is another national sector initiative. This will be done through partnerships with non-governmental organisations, adult basic education centres and volunteers.

The primary aim of the HCDS is to ensure that the education system is able to deliver knowledgeable, skilled, critical and flexible young people who can take advantage of future opportunities, but who will also be able to adapt to and overcome future challenges. It aims to achieve this by developing the relevant values, knowledge and skills of the people of the Western Cape, especially the youth, to enhance their national and provincial participation within a globally competitive economy and vibrant, caring society. As such, it responds to the challenges of high levels of unemployment among the (black) youth in particular, the perceived lack of skills to take up existing employment and entrepreneurial opportunities, and the actual lack of opportunities to absorb the growing maturing youth population.

Four key strands have been identified as the foundation upon which the HCDS has been built. A focus on **improving the conditions of education** at institution level will be supported by a drive to **improve the educational environment** by dealing with issues of social pathology and crime. The core of the strategy will be one that focuses on **improving the quality of education** and ensuring that opportunities for the **expansion of the skills and qualifications base** are created. For each of these key strands, three clear lines of response have been identified and include a set of **systemic strategies**, **key short-term interventions** and **detailed implementation-driven programme-based strategies**.

1. Improving the conditions of education:

Education can be most effectively delivered under optimal conditions. These relate to the physical conditions of education (physical infrastructure, equipment) as well as its enabling conditions (relating to the management of the education programme at school level) to ensure that the schools are institutions that are conducive to learning and excellence, and that highly effective, innovative and creative people manage them.

Key priorities for the department in the period 2007/08 – 2009/10 include -

- The implementation of the macro-structure of the re-designed WCED, which will ensure that the organisation can best implement the HCDS and also become representative of the people of the Western Cape.
- The further development of key provincial education policies and strategies.
- The development of local education provisioning plans.
- The expansion of the number of no-fee schools for 2007 by 233 by including both the poorest primary and secondary schools in national quintiles 1 to 3, bringing the total number of no-fee schools to 652.
- Ensuring that the learner tracking system is up and running and commence with the implementation of the Further Education and Training Management Information System (FETMIS) in FET Colleges.
- All schools to develop school improvement plans (SIP) and set targets, which will serve as the basis for the support offered by district support staff, and the whole school evaluation (WSE) of at least 30 schools per annum.
- The development of human capital within the department with a special focus on teachers (ongoing and accelerated teacher development) by ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS).
- The development and introduction of an improved salary dispensation for principals and improving the administrative support for schools.
- The implementation of a pilot course for school business managers in 2007.
- Improving all aspects of financial management and accounting responsibilities to eventually move to a Level 4 auditable organisation.

Performance measures to be used:

- ▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners.
- ▶ PM101: Percentage of schools implementing the School Administration and Management System (SAMS).
- ▶ PM102: Percentage of schools that can be contacted electronically by the department.
- ▶ PM103: Percentage of black women in management positions.
- ▶ PM104: Percentage of current expenditure going towards non-personnel items.
- ▶ PM203: Percentage of public ordinary schools with a water supply.
- ▶ PM204: Percentage of public ordinary schools with electricity.
- ▶ PM205: Percentage of schools with an adequate number of functional toilets.
- ▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure.
- ▶ PM207: Percentage of schools with more than 40 learners per class.
- ▶ PM208: Percentage of non-Section 21 schools with all learner and teacher support materials (LTSMs) and other required materials delivered by day one of the school year.
- ▶ PM209: Percentage of schools with Section 21 status.
- ▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools.
- ▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools.

2. Improving the educational environment:

Most of the schools are subjected to the ravages of social pathology (crime, drugs, gangsterism, etc.) that impact disastrously on schools, the learners and educators, and the educational programmes offered by them. The provincial departments of Education, Community Safety, Social Development and Health will jointly develop and implement a programme designed to reduce the impact of social pathology on schools.

Key priorities for the department in the period 2007/08 – 2009/10 include -

- Continued enhancement and improvement of school safety with a focus on improved physical safety facilities for schools at risk to ensure a safe educational environment.
- Building of social capital in education through, *inter alia*, the provincial association of representative council of learners (RCL's), the retired teachers association and convening an annual provincial conference for all school governing bodies (SGBs). Training and support of SGB's and RCL's will be stepped up to enable overall improved participation and leadership in response to various developmental challenges facing school-communities.
- Development of Care and Support strategies for vulnerable children.

Performance measures to be used:

- ▶ PM201: Percentage of learner days covered by the nutrition programme.
- ▶ PM202: Percentage of learners in public ordinary schools with special needs.
- ▶ PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions.
- ▶ PPM 801: Number of educators trained to deliver HIV/AIDS and sexuality life skills education.
- ▶ PPM 802: Percentage annual delivery to schools of requested HIV/AIDS LTSM.
- ▶ PPM 803: Number of school-communities 'trained' and supported in the implementation of Care and Support Strategies for vulnerable children.
- ▶ PPM 804: Number of school management teams (SMTs) and SGBs 'trained' and supported in the development of HIV/AIDS policy and management plans, within the context of WSE and SIPs.

3. Improving the quality of education:

Issues of classroom activity, management and support, teacher competence and development, and relevant curriculum packages. The national Ministry of Education has also identified this need.

Key priorities for the department in the period 2007/08 – 2009/10 include –

- Ongoing support for literacy and numeracy in primary schools through –
Testing of all Grade 6 learners in 2007 in numeracy and literacy;
Continuous training of teachers;
Continuous support; and

The continued deployment of 510 teacher assistants to assist in the Foundation Phase in the poorest primary schools.

- The implementation of the QIDS-UP targeting the poorest primary schools in national quintile 1 in 2007/08 to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible.
- Further extension of Grade R with 6000 learners in approximately 200 new sites, including allocating the increased subsidy formula to more sites in poor and rural communities, the provision of new teaching and learning kits that help learners to meet the requirements of the national curriculum, the provision of 900 learnerships for early childhood development (ECD) teachers and the development of an integrated approach to ECD with our sister departments of social development, health and local government.
- Continued implementation of the NCS, especially in regard to the FET band as well as the remaining year of the general education and training (GET) band, and preparations for the implementation of the NCS in Grade 12 in 2008.
- The implementation of the Learner Attainment Strategy (LAS) as per directive of (national) Minister of Education and the Premier, and bringing down the number of schools achieving less than 60% in the Senior Certificate examinations.
- The professional development of 660 principals and teachers (accelerated teacher development (ACE) and National Professional Diploma in Education (NPDE)) with 160 principals enrolled for the first-year of a two-year ACE and at least 500 teachers enrolled in other courses.
- The roll-out of computer laboratories in a further 200 schools as part of the Khanya Technology in Education Project.

Performance measures to be used:

- ▶ PM001: Percentage of the children of compulsory school going age that attend schools.
- ▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions.
- ▶ PM004: Years input per further education and training (FETC) graduate.
- ▶ PM005: Average highest school grade attained by adults in the population.
- ▶ PM006: Adult literacy rate.
- ▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3.
- ▶ PM213: Repetition rate in Grades 1 to 7.
- ▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy.
- ▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences.
- ▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate.
- ▶ PM218: Repetition rate in Grades 8 to 12.
- ▶ PM219: Pass ratio in Grade 12 examinations.
- ▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas.
- ▶ PM301: Percentage of funded independent schools visited for monitoring purposes.
- ▶ PM701: Percentage of learners in publicly funded Grade R.
- ▶ PPM806: Percentage of schools offering FET at which at least one computer facility has been provided as part of the Khanya Technology in Education Project.

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

Apart from the goal of delivering more endorsements at matriculation level (and therefore potentially greater numbers of access to the higher education sector), the system must also enable young people to acquire vocational (occupational) and technical skills through a variety of institutions such as schools of skill, adult basic education and training (ABET) institutions, FET colleges and Universities of Technology. This means that employers should use the information collected through the MEDS research to inform their own human resource development plans and to utilize the various Sector Education and Training Authorities (SETAs) to promote the development of specific skills required by the future economic growth sectors in the province

This key strand is further informed by measures identified in the ASGI-SA to address the skills challenge in the educational sphere which include –

- The QIDS-UP aimed at achieving high levels of literacy and numeracy in the lowest grades;
- The Mathematics and Science (Dinaledi) programme to double mathematics and science high school graduates by 2008;
- An upgraded career guidance programme;
- A huge upgrading of the FET colleges; and
- The improvement of the ABET Programme.

Key priorities for the department in the period 2007/08 – 2009/10 include -

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

Performance measures to be used:

- ▶ PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12.
- ▶ PM220: Pass ratio in Grade 12 for mathematics and science.
- ▶ PM501: Number of FET college students relative to youth in the province.
- ▶ PM502: Percentage of female students who are in technical fields.
- ▶ PM503: FET college throughput rate.
- ▶ PM504: Percentage of learners placed in learnerships through FET colleges.
- ▶ PM601: Percentage of ABET learners relative to adults in the province.
- ▶ PPM501: Number of study loans awarded to students at FET colleges.
- ▶ PPM805: Number of new bursaries awarded to student teachers.

The following specific programme-based strategies represent the service delivery platform for the HCDS:-

- Programme 2: Public ordinary school education and Programme 4: Public special schools
Ensure that all learners from Grade 1 to Grade 6 read, write and calculate at the levels determined by the NCS.
Ensure that all learners in Grades 7 - 9 are provided with a high quality general education.
Increase the participation and success rates of young learners, especially black learners, in the FET band at schools.
Increase the number of FET learners who qualify for access to higher education.
Increase access to higher education especially for learners from poor homes.
Provide advice on subject choice and career guidance to all learners in Grade 9 so that they make appropriate subject and career choices in the FET band.
- Programme 5: Further education and training
Increase the participation and success rates of young learners, especially black learners, in the FET band at colleges.
Increase the number of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities.
- Programme 6: Adult basic education and training
Increase the number of adult learners in basic education and training (ABET) programmes.
- Programme 7: Early childhood development
Ensure 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.
- Programme 8.5: *iKapa Elihlumayo*
Provide career guidance course to all secondary schools.
Train teachers in each secondary school to provide career guidance.

A.2 The challenges facing the education sector

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

A.2.1 The socio-economic challenges

The population of the Western Cape has grown rapidly over the last five years and continues to grow. According to the Statistics South Africa (StatsSA) 2005 General Household Survey, the Western Cape is home to about 4,7 million people, representing 10% of South Africa's total population. The Western Cape population growth is estimated at 2,1% per annum.

The migration patterns indicate that rates of migration increased substantially from 1991 - 1996 to 1996 - 2001. The broad pattern of migration remains the same: substantial net movement into Gauteng and the Western Cape and substantial net movement out of the Eastern Cape and Limpopo. In-migration and out-migration are more balanced in the remaining five provinces.

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

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

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

The data for the Western Cape public ordinary school system from 1995 - 2006 is provided in **Table 1** below to illustrate the growth in learner numbers in the province and illustrates the first of the service delivery challenges faced by the WCED. While some provinces faced a decline in enrolments, the WCED continued to experience growth until 2004. The abnormal growth from 2003 - 2004 of 23 121 was mainly due to the relaxing of the intake/admission policy for Grade 1 learners that was in effect from 2000 (and also the reason for the decline in learner numbers from 1999 - 2000). The 2005 Annual Survey of Schools indicated no growth from 2004 to 2005, due mainly to this abnormal growth. The 2006 numbers are obtained from the CEMIS (Learner Tracking System) and reflect a substantial decrease from 2005 - 2006 (Note: this is the first year that CEMIS has been used and the department is in the process of verifying the numbers). Normal growth is expected again from 2006 - 2007.

Table 1: Enrolment in public ordinary schools 1995 – 2006

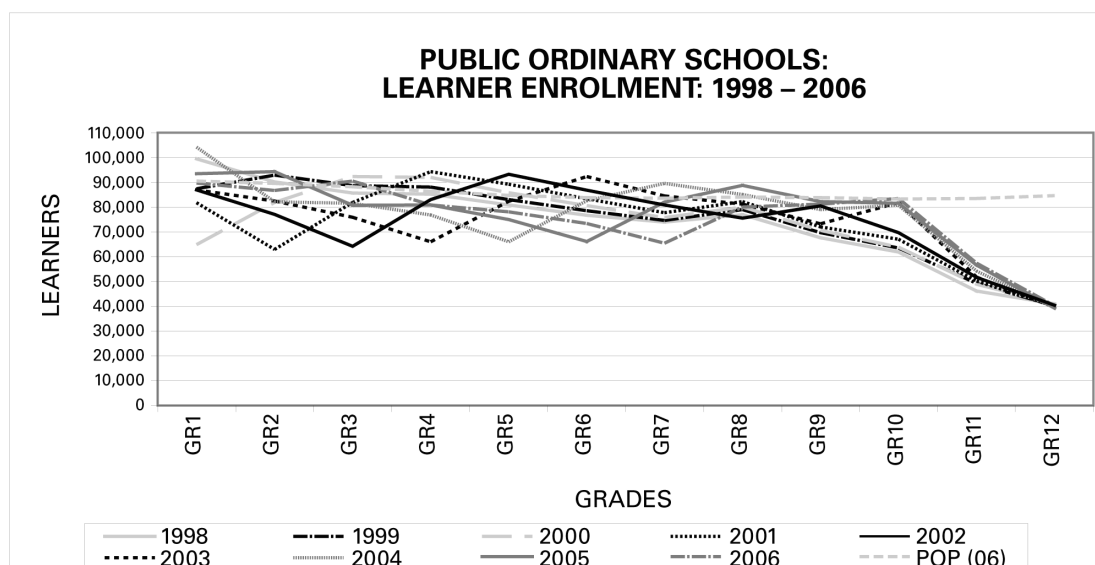
Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
1995	99,158	84,963	80,921	79,199	76,789	72,293	68,795	67,473	61,079	50,698	41,124	34,659	817,151
1996	99,998	84,845	81,137	79,996	77,673	74,142	69,474	72,116	62,696	54,440	43,574	36,764	836,855
1997	97,854	84,892	80,608	81,191	76,894	74,368	70,967	73,261	64,892	57,070	44,586	38,940	845,523
1998	99,380	90,168	85,625	85,188	80,881	76,716	73,928	76,949	67,644	61,926	46,115	40,980	885,500
1999	87,436	92,925	88,613	88,014	83,074	78,495	74,661	79,043	69,674	63,479	49,247	40,206	894,867
2000	64,844	81,865	92,343	91,949	85,766	80,658	75,813	80,026	70,634	63,840	48,934	40,996	877,668
2001	81,790	62,960	81,832	94,302	89,254	83,305	77,778	82,190	71,966	67,034	50,206	39,910	882,527
2002	86,969	77,026	64,134	83,022	93,188	86,786	80,865	75,601	80,450	69,752	51,618	40,468	889,879
2003	86,916	82,454	75,931	66,033	82,383	92,341	84,514	81,154	73,200	81,739	51,746	39,644	898,055
2004	104,105	82,130	81,489	76,781	66,060	82,574	89,614	85,053	78,964	80,756	54,199	39,451	921,176
2005	93,515	94,231	80,695	80,809	74,984	66,141	81,953	88,778	82,169	81,577	56,657	39,303	920,812
2006	89,698	86,697	90,430	80,886	78,092	73,336	65,452	80,007	81,166	83,490	57,381	40,166	906,801

Data Source:

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

2006: CEMIS Current (13 October 2006)

Figure 1



Data Source:

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

2006: CEMIS Current (13 October 2006)

StatsSA: Population 2006 based on 2005 General Household Survey

As a consequence, the anticipated large increase in primary school learners with the concomitant decrease in secondary school learners is the first service delivery challenge facing the Western Cape in the 2007 school year. The reason for this is that when the intake/admission policy for Grade 1 learners was enforced in the year 2000, the number of Grade 1 learners decreased from 87 435 in 1999 to 64 844 in 2000, i.e. a decrease of 22 591 learners. The year 2000 Grade 1 learners will be entering Grade 8 in 2007. With the relaxing of the intake/admission policy for Grade 1 learners since 2004, the average intake of Grade 1 learners has been 92 500, which is 28 000 more than in 2000. However, the number of Grade 6 learners in 2006 is only 74 000, i.e. 8 000 more than for Grade 7 in 2006. The number of learners in Grade 8 for 2006 is 82 471, i.e. 16 000 more than for Grade 7 in 2006. This means that for 2007 the department will have to provide for approximately 16 000 more primary school learners than in 2006. The effect for secondary schools is that on average about 8 000 fewer learners are expected to enter Grade 8, resulting in a possible total decrease of secondary school learners.

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 - 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.

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%
Only 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 - 2006 show that only 50% of learners that enrolled in Grade 10 reach Grade 12 (See **Figure 1** above). The throughput rate in schools is also highly correlated with race. (The throughput rate indicates how successful a learner has progressed and graduated through the cycle. Promotion, repetition and dropout rates are the three paths of learner flow from grade to grade and characterise the efficiency/inefficiency of the education system in producing graduates (Wako, 1988)).

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.

The formal sector in the province absorbs 1,3 million and the informal sector 144 065 (roughly 9.4%) of the overall provincial economy. The labour force of 1,5 million are concentrated in agriculture (13%), manufacturing (19%), wholesale and retail (17.5%), financial services (11.9%); employing a total of 80% of the labour force. Of the employed, the proportion of the overall labour force that is in possession of a school level qualification exceeds the cohort that has some level of further or higher education by a ratio of 77% to 19%. The percentages of those who have some further or higher education by race are the following: 7% African, 11% Coloured, 34% Asian and 49% White.

Unemployment rates are also heavily influenced by race. While nationally 30 out of every 100 Africans found employment between 1995 and 2002, only 3 per 100 Africans living in the Western Cape found employment in this period (SER, 2003). 80% of the 18,9% of the labour force unemployed in the province are youth. Contrary to the national trend, tertiary unemployment has dropped while at the lower education levels, unemployment has increased. The demand is for educated and skilled individuals. Although the number of matriculants and Grade 9 – 11 learners entering the province's labour force is growing in comparison to national figures (matriculants comprising 28,5% of the total provincial labour force), the problem of youth unemployment in the Western Cape is more acute than in the rest of the country. 40% of the unemployed population are between the ages of 15 and 24. Therefore, in an economic environment in which just over 1 million people (in relative terms, one in every four) in the Western Cape live under the minimum living level¹ (4,46% of the national population in 2004) and 23,6% of the population remain unemployed (of which the biggest proportion is the youth), the quality of the economic growth and as such, the education levels, becomes a critical success factor in shifting the development path of the province.

A third service delivery challenge facing the WCED in the implementation of the HCDS, is the increasing absenteeism amongst learners and educators due to ill health, substance abuse (particularly 'tik' in the Western Cape), and an increasing prevalence of violence in schools, sexual abuse, teenage pregnancy and HIV/AIDS – all fuelled by poverty and the inequities of the past. Despite economic advantages, the Western Cape remains the most unequal and racially divided of provinces. Failure to address these inequities and related issues such as HIV/AIDS and school safety will continue to hamper the attainment of HCDS objectives and will profoundly impact upon the ability of all learners to achieve their full potential. Whilst these challenges increase (and the number of orphans and vulnerable children continues to grow), the quality of teaching and learning (and the attainment of the provincial growth and development objectives of *iKapa elihlumayo*, with its vision of a 'home for all') are increasingly under threat. The situation demands that traditional teaching roles change, with an increasing requirement for educators to act as carers, giving emotional support to traumatised learners, and providing them with survival skills from an early age.

A.2.2 The national/provincial policy challenges

Responding effectively and meaningfully to inequality and low levels of confidence in the quality of education requires decisive actions on the part of government and education to enhance and improve learner performance and success. For the WCED, the policy challenge is the balancing of education priorities across the early childhood development, general education and training, further education and training and adult basic education and training service delivery platforms. Given the context of the Provincial Growth and Development Strategy and its prioritisation of skills development and the expansion of the ECD sector, the WCED may be tempted to focus its resource allocation on these two areas only. However, it is critical that a solid base of support to the general education and training band is maintained through initiatives such as the no-fee school programmes, the teacher assistance programme and the National School Nutrition Programme (NSNP).

Initiatives in progress are focused on expanding the resources allocated to schools and further education institutions, and on addressing institutional and managerial challenges, along with curriculum reform.

¹ Household income of less than R800 per month (as defined in the PGDS, 2006)

The introduction of 'no-fee schools' to ensure access for all to the schooling system has been a major progress in this regard, as will the intensified efforts at quality upliftment through resource provision, delivery of textbooks, desks, water and sanitation.

Building the capacity of educators and principals to support and manage teaching and learning programmes at schools is critical to the continued improvement in quality education. Upgrading the competence and professional qualifications of teachers is crucial to education and human development over the longer term. A teacher development programme is already under way, aimed at upgrading the qualifications of existing teachers to meet the requirements of the new curriculum, especially mathematics literacy and life orientation, as well as leadership and management skills of school principals.

The education sector is also aligned to the national priorities such as the ASGI-SA. FET Colleges are key to the agreed strategies in this regard. FET Colleges are being revitalised to provide technical and vocation programmes to ensure that learners have differentiated options in education. Provision is also being made for the introduction of a FET bursary and student loan programme to support access of disadvantaged students to vocational education opportunities.

The DoE plans to initiate a mass adult literacy programme in 2007/08 to address the challenges of basic literacy both as a human right and a contributor to social cohesion. This will be done through partnerships with non-governmental organisations, adult basic education centres and volunteers.

A.2.3 The organisational challenges

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

WCED activities – scope and scale

Learners *	938 056
Public ordinary schools **	1 450
Schools for learners with special needs #	67
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
District offices (EMDCs)	7
Educators (Post Provisioning Model)	30 872
Public service staff (approved establishment)	8 823

*2006: CEMIS Current (13 October 2006) (Grades Pre-Gr R to Post Matric)

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

Source – 2006 Snap Survey and 2006 Annual Schools Survey

1. Organisational re-design

The department is undergoing a major organisational re-design to ensure that it can deliver on the HCDS. The aims of the re-design process are to –

- Build institutional capacity in support of *iKapa elihlumayo's* lead strategies, of which the HCDS is the main lead strategy;
- Enhance service delivery;
- Accelerate employment equity; and
- Achieve the envisaged educational outcomes.

The Re-design Project is being implemented in four phases, viz. –

- Phase 1 involved the starting up of the project and planning the re-design intervention.
- Phase 2 involved the analysis of the current design of the WCED in the light of the HCDS and identifying areas needing improvement to ensure that the department can meet the objectives of the strategy.
- Phase 3 involved the actual organisational re-design in line with the findings of the in-depth analysis (development of a new macro and micro organisational structure).
- Phase 4 involves the implementation new macro and micro organisational structure that will take place commencing during the 2007/08 financial year, and will include the filling of posts on the basis of the Personnel Plan.

The Project has thus far involved extensive consultation session at head office and district level as well as with representatives from a number of stakeholder groupings, including FET College chief executive officers (CEOs), school principals, educators, learners, SGB Forums and organised labour involved in the department.

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

2. Employment Equity (EE) Plan

The present 5 year WCED EE Plan is nearing the end of it's term. Despite many barriers, the EE Plan made steady progress and the representative EE Forum maintained their oversight responsibility. The WCED complied with all the prescripts of the EE Act and submitted the annual EE Report to the Department of Labour as required. The WCED also issued a policy directive for EE in educational institutions and this resulted in remarkable progress with especially female representation in school management teams. The next five year EE Plan will be consulted for implementation in September 2007.

3. Service Delivery Improvement Plan (SDIP)

The WCED has defined itself as a learning organisation with a preoccupation on service delivery excellence over the next ten years. As a learning organisation, WCED will undergo a constant process of self critique and renewal through focusing on organisational efficiency, strengthening and focusing district capacity, reinforcing school effectiveness and driving support strategies to address various aspects of quality education in schools.

Good progress has been made in developing a comprehensive SDIP. A Service Delivery Charter was developed and approved. An implementation plan with time scales was developed and it is envisaged that the SDIP will be implemented in the beginning of the 2007/08 financial year. Service standards will be developed early in 2007 per directorate and an intense advocacy campaign will be launched to ensure general buy in and awareness. Monitoring and evaluation systems are being developed for implementation including a complaints mechanism managed by the Directorate Quality Assurance.

4. Human Resource (HR) Plan

Although the draft HR Plan for the WCED has been in a developmental state for an extended period, various policies, strategies and directives on issues such as EE, recruiting, HR Development, HR Management, Performance Management and planning have been in place to ensure effective and sustainable HR management. The Department of Public Service and Administration (DPSA) has recently developed a framework for HR planning that will serve as a template to all government departments to ensure uniformity in HR planning in the public Service. Existing HR planning policies will be collated and further developed into a comprehensive HR plan for the WCED, in the newly developed framework format. It is envisaged that the draft, official HR Plan for the WCED will be presented to management in the beginning of the 2007/08 financial year.

5. Employee Wellness Programme (EWP)

The WCED has been in the forefront in instituting an EWP in 2004. The EWP has steadily developed and extensive advocacy has been provided. The utilisation rate is presently at a level that exceeded the expectations. Regular report back meetings are held with the service provider and statistics and trends have been analysed and compared against international benchmarks. Good progress has also been made in converting the EWP into a more comprehensive Employee Health And Wellness Programme, in line with provincial, national and international developments, to provide a more comprehensive service to its employees. Various successful Open Days have been held at head office as well as at some of the EMDCs.

6. Workplace Skills Plan (WSP)

With an organisation the size of the WCED, the demands for effective and efficient service delivery constantly increases while the in-service development of educators in response to new and rapid developments in education, knowledge management and methodology, are critical.

The representative Departmental Training Committee (DTC) of the WCED has constantly confirmed its serious commitment to ensure sustainable, accountable, effective and equitable skills development as envisaged in the Skills Development Act and related legislation and policy. The WSP for 2006/07 and the Annual Training Report for 2005/06 were duly signed off and submitted to the Education Training and Development Practices (ETDP) SETA, as prescribed. The DTC has embarked on a process to develop a WSP for the MTEF period to ensure improved effectiveness and sustainability of skill development and training over the medium term.

7. Monitoring and evaluation

The WCED will continue to strengthen the processes and tools that are intended to improve the quality of education within the province. Through the Directorate: Quality Assurance, the WCED co-ordinates and integrates all the existing accountability systems, and has established those where none exist. In keeping with the increasing government focus on results and impact, monitoring and evaluation systems have been introduced at all levels of the organisation. This includes the improved monitoring and evaluation of projects and interventions – to determine their impact and value. Performance appraisal systems (at the individual level) are being strengthened by the greater use of standards together with work plans. The congruency between individual plans and strategic goals is also receiving increased attention. Each school is required to develop a School Improvement Plan (SIP).

Monitoring and evaluation, with a focus on evidence, results and impact will be consolidated and deepened in the next three years.

During 2006 the external Whole School Evaluation (WSE) had positive effects at all the schools evaluated. In each following year the WSE programme will be expanded so as to reach all the schools within the shortest possible time.

Organisational monitoring and evaluation, including the verification of data, will seek to gauge the impact of the interventions.

A.3 Achievements to date

1. Advocacy for the HCDS

Since the approval of the HCDS in November 2005, and subsequent launch in March 2006, copies of the document were printed and distributed to various education and other stakeholders, especially schools and potential development partners in the private sector. Additional advocacy material for schools has been distributed, a pamphlet advocating for human agency at school level. These were distributed to all schools for every educator and non-teaching staff member in all three languages.

2. Further Development, Refinement and Alignment of the HCDS

The development of a series of position papers and discussion documents (totalling 27) that will guide further development of the HCDS in the province are in final stages. Key recommendations within these papers will be the need to review strategic priorities in line with the PGDS to ensure that the skills development needs are prioritised in the short-to-medium term through the FET sector, that the understanding of core indicators for quality education are unpacked and then prioritised, and that the learning platform of ECD is given recognition for the key role it plays in providing a foundation for future learning.

A draft scarce skills strategy document has been developed in line with the PGDS second-generation strategies. Comments on the PGDS have been submitted to the Department of the Premier, and the project team will continue to base these discussion documents on the PGDS as the foundation for growth and development in the province.

Work is currently underway on an integrated management plan and operational framework for the HCDS, which will be based upon the four key strands and priority areas for intervention in terms of PGDS, ASGI-SA, the national strategic plan of the Department of Education, Education for All goals and the Millennium Development Goals. Within this framework, recommendations for integrated planning processes, progress reporting and continual refinement of the goals and operational plans of Head Office and the EMDCs will be proposed.

3. Implementation of the HCDS

The HCDS has been in implementation mode for the past 36 months at least. Among others, the following can be highlighted.

3.1 Conditions of Education

- a) **Building plans for 12 focus schools** have been approved, and building has commenced for eight schools. Infrastructure, upgrading and refurbishing of all focus schools is in progress.
- b) A management team for the **QIDS-UP** has been appointed, and this will improve the rate and efficiency of delivery of services and resources to schools in disadvantaged areas in 2007, and contribute to the improved management of schools resources.
- c) New lists of **LTSMs** have been provided to all schools to facilitate the improved ordering, procurement and supply of LTSM to schools in the 2007 school year. Procurement of services by Head Office remains a problem.
- d) Strong **school management** is critical to the effective delivery of quality education. The HRD Directorate has developed a training programme for SGBs and a code of conduct for SGBs has been drafted and is with legal counsel.
- e) The number of schools attaining **Section 21 status** has increased from the initial 409 (2000/01) to 936 (2005/06), and work/provision of support will continue with the 516 remaining schools. Ongoing marketing of the section 21 status is facilitating the growth in numbers.

3.2 Improving the Educational Environment

- a) The key project in this regard is that of **school safety**. The integrated safe schools strategy has been developed and is in final draft stage, and has been closely monitored by the MEC, Cameron Dugmore. This has been a collaboration in and amongst the various role-players within the WCED, and has been strengthened by participation, involvement and commitment of others provincial and national departments, including Community Safety, the South African Police Services (SAPS), Justice, Social Development, etc. The Safe Schools Centre is operational and 50 schools have been identified for the provision of safety infrastructure.
- b) The **learner behaviour strategies programmes** has been implemented in all EMDCs, with staff at the EMDC trained and capacitated as diversion or developmental programme facilitators. 5 schools (40 educators) in Breede River/Overberg have been trained in the response ability pathways course, and a further 525 facilitators trained in a range of diversion programmes. The policy on minimum standards for special education services to learners experiencing emotional and/or behavioural difficulties has been approved as WCED policy, and manuals have been developed and distributed to schools.
- c) Significant work has been done around popularising the concept of **social capital** within the WCED, and informal data on various activities at EMDC level has been collected in order to develop a comprehensive social capital strategy. The schools-community initiative in August 2006, introduced by the MEC, was successful. As key aspects of the WCED contribution to building social capital, the RCL forum was established in June 2006. However, efforts to establish an association for SGBs have not yet been successful.
- d) The Generation of Leaders Discovered (GoLD), i.e. young peer educators and those they influence are the real wealth of this country, **HIV/AIDS Peer Education Project** also won the international Commonwealth 'Good Practice in Education' award, entered in collaboration with the NGO 'GoLD Peer Education Development Agency'.

3.3 Improving the Quality of Education

This issue remains one of constant debate. With a view to participating and influencing this debate, the WCED's Quality Assurance Directorate has produced a discussion document on quality public education. Further to this, the HCDS project team have taken this further, and with the Directorate: Quality Assurance will be looking to refine this discussion document. The recently held 16th Commonwealth Conference of Education Ministers, whose theme considered the debate on the quality of education, will inform refinements.

Implementation of the strategy in 2006/2007 has, therefore, focused on the following:

- a) Of the 39 832 candidates who wrote the full set of **Senior Certificate examinations** in 2006, 33 316 passed. This represents an overall percentage pass rate of 83,7%, slightly down from the figure of 84,4% last year., However, an additional 1 238 candidates sat the full set of exam and 743 more candidates passed. This increase in numbers, plus a generally consistent performance overall, bodes well for the future.
- b) The **learning tracking system** and the full application of the CEMIS system was due to be operational by the 10th December 2006. The learner tracking system has been developed, implemented and is operational in all public ordinary and LSEN schools. A tender for further support and training of schools in the use and updating of the data has been advertised.

- c) The **No-Fee Schools Policy** was implemented during the course of this year. 424 schools were invited to apply for no-fee schools status, and 419 of these schools applied, relieving the burden of school fees for approximately 150 000 learners (15,1%) with effect from 1 May 2006. An allocation of R29 million was provided for in 2006/2007 and this will be increased to R139 million in 2007/2008 and further to R237 million in 2008/09. The allocation per head will increase from the current R527 per learner to R554 in 2007 and then to between R722 and R581 in 2008 dependent on which poverty quintile schools fall within. A further 233 schools (primary and secondary) were awarded no-fee school status w.e.f. 01 January 2007.
- d) A progressive increase in the number of **teaching posts** (an additional 500 for 2007), and the conversion of 458 ad-hoc teaching posts to permanent posts will contribute significantly to improving teacher-learner ratio, critical to the delivery of quality education. At the beginning of the 2007 calendar year, there will be 30 872 teaching posts. In addition, 50 math/science teachers were appointed in the Dinaledi Schools (additional to the establishment), 21 additional teachers were appointed in the various Focus Schools to assist with the development of the Focus Schools concept, and 70 posts were allocated to the 7 districts for a range of development interventions in disadvantaged schools, including the improvement of the performance of 34 under-performing high schools. The teaching assistant project appointed a further 510 teaching assistants in 163 schools. These teaching assistants were provided with training through the FET colleges.
- e) Dedicated support staff at the EMDC will continue to provide support to the **literacy/numeracy strategy** launched officially in 2006 after extensive consultation amongst WCED role-players at head office and EMDC level. As part of the literacy and numeracy rollout in the province, every Grade 1 to 6 class has a set of 100 books for reading, and all Grade 3 and 6 learners have a mathematics textbook. Monitoring of classroom practise was initiated but due to challenges raised by teacher unions has been put on hold subject to a classroom visitation protocol being agreed upon. As part of this strategy, the language in education policy encouraging mother tongue education for the first three-years of schooling was developed and distributed to schools in 2006 and further debated at the Language-in-Education colloquium held in July 2006.
- f) Preparation for the further implementation of the new **FET Curriculum** has progressed relatively smoothly. Although mid-year Grade 10 results presented some cause for concern initially, extensive support programmes and systems have been implemented in schools to assist them in improving on these results. Provisional reports on end-of-year pass rate reveals a pass rate of 74%, with the South Cape/Karoo showing an improvement on previous years. Additional training of 9872 Grade 11 FET teachers took place in June, with longer training sessions for newer subjects including agriculture, dance studies, technology subjects (including CAT and IT).
- g) The WCED has been one of the front-runners in the use of **ICT technologies in schools**, and continues to do so. The Khanya project has assisted 575 schools in the effective use of ICT-technology, with a further 276 schools at various stages of preparation. 22 271 computers are being used in Khanya schools, with technology being used effectively by 14 993 educators for curriculum delivery and providing access to 496207 learners. Khanya is consistently recognised as an innovator in school-based ICT-technologies. Growth in the areas of broadband connectivity for schools, and the continued roll-out of ICT infrastructure in schools will be addressed through CEMIS, Khanya and the Telecommunications Project (TK). The Khanya Project also won yet another Gold Award for excellence from the Impumelelo Innovations Award Trust. The Trust rewards exceptional projects, which involve partnerships with the public sector that enhance the quality of life of poor communities in innovative ways. The citation for the award reads:
 "A comprehensive and multi-faceted approach to the educational experience in classrooms across the Western Cape is the driving force behind the installation of computers in classrooms in schools in the last five years. Computers are not installed in isolation; teachers are given training, schools are provided with high-speed Internet access and schools are required to take a 'partnership' approach to the project by providing at the very least sweat equity to demonstrate their commitment. The support provided by surrounding communities has resulted in a decrease in the incidence of theft, as communities have taken ownership of the schools."
 The Gold Impumelelo Award is the 11th award presented to the Khanya project over the past two years.
- h) The introduction of the **NCS in Grades 10 to 12**, starting with Grade 10 in 2006, has gone extremely well. A wide range of preparation activities included a highly successful conference for school principals and other school managers. Teachers responded well to training on the revised national curriculum for Grades R to 9. Continued rollout of the NCS in Grades 7 – 9 has been supported through 5-day orientation sessions for educators. In 2006, 2800 Grade 8 and 9 educators attended such sessions. CTAs for Grade 9 were distributed to all schools. And the provision of textbooks to Grade 8 and 9 schools in the lower quintiles continues through the Inkxaso project.
- i) The continued improvement of **access to Grade R** and the quality of Grade R teaching and learning with the introduction of a new subsidy system for Grade R learners and the distribution of new teaching and learning kits that help learners to meet the requirements of the national curriculum. An integrated Early Childhood Development strategy has been approved by provincial legislature, and the National Integrated plan launched in October 2006. An additional 6000 learners are being subsidised, bringing the total to 31300. Unfortunately, many sites are slow in applying for subsidies and in returning Annual Snap Survey results. For Grade R, the WCED doubled the subsidy from R3 to R7 per child per school day, and the WCED will be facilitating the training of 900 ECD practitioners identified by the Department of Social Development, as part of a broader EPWP programme.

- j) The WCED won six of the eight **awards for excellence** at the 2006 Premier's Excellence Awards. The WCED had 9 projects out of 13 finalists. A Breede River/Overberg ABET project won the top award.
- Gold: Breede River/Overberg Project - 160 Days of Intervention for ABET Centres
 - Silver: Khanya Project; and the WCED Client Services
 - Bronze: SA Schools Choral Eisteddfod Project (SASCE); Cape Teaching Institute; LSEN Advisors Project (Special Education).
 - Other WCED projects among the finalists were the Western Cape Movement Education Association, the Teaching Assistant Project and the Curriculum ICT/KM Unit. The Gold Peer Education Project, submitted jointly by the WCED and the Department of Health, was also among the finalists.

3.4 Improving Access to the World of Work and Scarce Skills

The development of scarce skills through formal and non-formal education is a critical part of the HCDS. With this in mind, the WCED has launched the following initiatives:

- a) **50 Dinaledi Schools** have been identified and continue to be supported in the delivery of curricula that will focus on developing math, science and technology in the province. These schools are receiving support in the form of maths and science equipment, a well-resourced computer centre supplied by Khanya and further management and teacher training by Khanya, the running of winter schools for Grade 12 learners in maths and science, career guidance etc. All 50 schools wrote common exams and have been granted approval to introduce small-group tutoring in maths. Significant numbers of educators have been involved in a wide range of continuous professional development activities.
- b) **21 Focus Schools** for Engineering, Arts and Culture, Sports, Business Management have been identified. These schools have been provided with additional resource support to enable them to deliver on these goals. A focus schools conference for 100 delegates was held. While there has been steady progress in the establishment and development of the focus schools, initial poor planning left schools insufficiently prepared to complete and implement business plans. However, the project is now on track and growth in these schools will emerge.
- c) **FET College Recapitalisation** is proceeding quite successfully in the province – this includes a focus on the introduction of new curricula (in line both with the demands of the MEDS and national priorities), infrastructure renewal, personnel review, etc. FET Colleges will form the backbone of our HCDS and the generation of scarce skills in the province.
- d) **The FET College Bursary/Loan Scheme** in the amount of R25m will enable destitute and poor students who wish to further their education to acquire critical qualifications that will enable them to access the world of work. Two tranches have been paid to FET colleges to date, with the budget expenditure at 20%.
- e) **ABET Provisioning:** the department has initiated a research project to review the provision of ABET services in the province. A draft report from the feasibility study was presented to the WCED in November 2006.
- f) **Schools of Skills:** we are in the process of establishing two new schools of skills to service the Khayelitsha/ Mitchells Plain areas.
- g) **Career guidance:** Grade 9 Life Orientation educators have been trained and supported through the use of the PACE programme. Career guidance training for 171 teachers in Grades 10, 11 and 12 in the use of PACE was conducted. The Grade 9 educators at the focus schools were trained to assist learners in making subject package choices for Grade 10, and a further 37 Grade 7 educators have been trained to assist learners in guidance and applying to specific focus schools. In addition, a career guidance policy for schools is being developed, and will be distributed to schools in 2007.

3.5 Other areas of focus – systemic strategies

- a) The proposal for the **alignment of the organisational structure of the WCED** within the performance requirements of the HCDS has been approved by the Cabinet.
- b) In terms of broader human resources practises, the **service delivery charter** has been approved by Top Management, and accompanied by a business plan for the Service Delivery Improvement Programme, has been submitted to the Head: Education for approval. It is anticipated that the implementation of this programme will begin in 2007 through a process in which each directorate and EMDC will identify its service delivery standards.
- c) The funding available through the **Workplace Skills Plan** for 2006/07 has been allocated to directorates and EMDCs to manage their workplace programmes. The WSP for 2007/2008 will be developed early in 2007, so that the funding can be allocated earlier than it was this year.
- d) The **teacher incentive strategy** is still in discussion at a national level, and CEM proposed a draft agreement for which input has been requested from provinces with respect to the management of rural schools in this programme. The WCED has provided input to this process.
- e) Although there is some information available from the **skills/capacity audit of educator qualifications** that is underway, it is not complete and it is proposed that in 2007, upgrading of the PERSAL system is considered as a tool to collect this information.
- f) The Directorate: Quality Assurance drafted a monitoring and evaluation framework for the HCDS, have conducted training with project managers in monitoring and evaluating for the HCDS, and have completed and distributed its first status report of the HCDS in November. In addition, they have been a valuable contributor to the conceptualisation of an integrated management and operational plan for the HCDS.

A.4 The way forward

A.4.1 Pre-school services

1. Pre-Grade R

ECD for pre-Grade R is currently provided by the WCED, and the provincial departments of Health and Social Development, as well as local government, through a variety of sites. An integrated delivery strategy has been developed.

The WCED assists with training of caregivers as well as the developing of the appropriate curriculum. In support of the EPWP and ensuring quality education for the birth to 4½ year age group, the WCED is arranging that Learnerships are provided for care-givers/practitioners, with the appropriate training by Training Institutions.

2. Grade R in community sites

The NCS includes one year of education prior to entering Grade 1. This is Grade R, which seeks to provide 5/6 year olds with the necessary pre-literacy and numeracy as well as life skills to successfully cope with formal schooling.

While Grade R is not regarded as compulsory education, it is an integral part of the Foundation Phase of the NCS. The WCED aims to provide universal access to Grade R to all 5/6-year-old children in the Western Cape by the year 2010.

In order to achieve this objective, the department will provide sufficient funds for 2 000 additional Grade R learners per annum from 2007 at a per capita level of R2 400 per child in community and independent ECD Institutions. Approximately 33% of the Grade R age cohort will be accommodated in such institutions.

The training of educators to a level that will ensure quality education will take place using the Learnership Model. SGBs will also be trained in Leadership and Governance skills.

A.4.2 Schools

1. Grade R in schools

In order to achieve universal access to Grade R by 2010, the WCED will provide sufficient funds for 4 000 additional Grade R learners per annum from 2007 at a per capita level of R2 400 per child in public schools. Approximately 66% of the Grade R cohort will be accommodated in such classes.

The training of educators to a level, which will ensure quality education, will take place using the Learnership Model.

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

GET provides a solid foundation for all future education and training, via quality programmes that will focus in particular on developing high-level language and mathematical skills.

The WCED's third human resource development goal is to provide quality programmes to Grade 1 – 6 learners. Data from the 2001 Census and the WCED EMIS indicate that there are very high enrolment rates in the age group 6 – 15. In addition, the age-grade match in the Western Cape is high.

However, recent studies conducted at Grades 3 and 6 indicate that learners in the Western Cape are not achieving the learning goals of the national curriculum and, therefore, are not receiving the required foundation for human capital development. The provincial testing conducted in 2002 to 2005 indicates that the results of the tests are highly correlated to poverty. For this reason the WCED has placed a special focus on developing the reading, writing and mathematics levels of all learners in Grades 1 to 6, especially poor learners. Since 2006 special emphasis has been placed on the support and monitoring of reading, writing and calculating outcomes of the national curriculum in the primary school, especially in the Foundation Phase.

The WCED will continue with province-wide testing at the end of the Foundation Phase and Intermediate Phase, that is Grades 3 and 6, every alternative year. Grade 3 learners were tested in 2006 and Grade 6 learners will be tested in 2007.

In Grades 7 - 9 the WCED is building on the strong foundations laid in reading, writing and calculating. In these grades the focus is on eight learning areas that provide learners with a general education that is the basis for choosing and succeeding in a more specialized field of study.

3. 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 NCS is being introduced into Grades 10 – 12 (Grade 10 commenced in 2006, with Grade 11 in 2007 and Grade 12 in 2008). The number of subjects offered in the FET schools curriculum has been greatly reduced but are more focussed and relevant. The NSC qualification is also more focussed. The department is actively driving a process of curriculum redress to ensure that in all districts the full range of subjects is offered. This requires careful planning and strong redress action.

The curriculum redress process is supported by a systematic redress programme that provides equipment (especially computers) and specialist teachers to disadvantaged areas. The WCED has begun this redress process in the fields of mathematics and science and already supports 50 Mathematics, Science and Technology schools for disadvantaged learners. Other 'focus' schools, such as Arts and Culture schools, have also been developed in the FET band.

All FET Phase teachers are receiving training in teaching and assessment strategies. In addition, teachers attend courses run by higher education institutions (HEIs) and other subject experts to upgrade their subject content knowledge as required. Computer literacy programmes are being provided to teachers who require these for their teaching.

At the same time as the education system prepares for the introduction of the new curriculum, attention is being paid to the number of learners achieving a Senior Certificate. Targets are being set for the number of learners, rather than the percentage, who pass the examinations. It is quite possible to increase a school's pass rate by simply reducing the number of learners. This practice needs to be discouraged while the provision of opportunity to learn at higher levels of the school system should be encouraged. This is an important consideration that is closely linked to the concept of the throughput rate. The WCED has set targets for increasing the number of learners passing the Senior Certificate by over 1 000 per annum from 34 000 in 2003 to 50 000 in 2014.

In the 2006 senior certificate examinations, schools in the Western Cape achieved a pass rate of 83,7%. Encouraging as this pass rate continues to be, it is important that other indicators are also used in analysing the results. Most important among these is the quality of passes. A matric endorsement is widely regarded as a proxy for quality as the learner is required to study at least four subjects on the higher grade. A key concern remains the small number of black learners from former DET schools obtaining endorsements and HG passes in mathematics and science. The WCED will continue to celebrate the performance of schools that retain or increase their enrolment figures while maintaining or improving their endorsement rates.

4. Special Schools

Attention is given to the rationalisation of special education services in order to accommodate the needs of the WCED, and to ensure the optimal utilisation of the resources available. Currently access to specialised education support services can be provided only to a few compared to the need. Current provisioning in the special school sector is inadequate to meet the growing demands of learners requiring specialised education support services especially in the rural areas. The lack of specialised education services for learners manifesting serious emotional, behavioural and psychiatric barriers to learning require urgent attention by the various stakeholders. The need for more schools of skill emanate from the growing number of learners waiting to be accommodated at these kind of schools. It is, therefore, imperative that spending on this sector be increased in the medium term, although sufficient funding is not available in the short term.

A.4.3 FET colleges

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

A total amount of R227 million is being invested in the re-capitalisation of FET colleges in the period 2006/07 to 2008/09. The department and the six FET colleges operate on a strategic planning basis. Colleges are required to do environmental scanning and associated research into the human resource development needs of the areas they serve. The department conducts its own analysis and against this interrogates the plans of the colleges. Colleges are excellently positioned (given the resources) to meet the skills gaps of the Province as well as strategic national priorities.

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

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

A.4.4 Adult education and training

ABET delivery, including curriculum delivery, governance and management, is aligned with the demands of provincial and national initiatives, e.g. the HCDS and the Expanded Public Works Programme (EPWP).

Provision is being made for 2 500 learners annually who will benefit from skills focused curricula in ABET levels 1 -4 and further education; reinforcing the imperative of lifelong education.

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

Unqualified and under-qualified educator qualifications will be improved through Learnerships in conjunction with the ETDP SETA.

The ABET sector is being transformed to ensure that it delivers programmes that will benefit those who have been excluded from the education system for various reasons. The sector and programmes offered have been streamlined, whilst Community Learning Centres (CLCs) are being made more accessible to those who have been excluded from any form of formal, basic education.

The retention rate and throughput rate in both basic and further education at adult centres will be improved through offering more appropriate programmes, improved management and governance and through improved delivery mechanisms.

More learners will be attracted through improved marketing in communities using various media. This will highlight the importance and benefits of Adult Learning and aim to break down the negative connotations and stigma attached to being illiterate.

Accredited skills programmes with a focus on workplace learning, the unemployed, women and rural areas will continue to form a cornerstone of curriculum delivery in ABET centres from 2007 - 2010. Such programmes focus on the key industries in the Western Cape, e.g. Tourism, Construction, Manufacturing and Retail. Programmes will be offered in conjunction with the SETAs and the Department of Labour.

Existing partnerships with 8 provincial departments will be maintained whilst new partnerships with other provincial departments and industry will be forged.

A critical review of current delivery with recommendations of how to improve/change ABET provisioning through feasibility was conducted in 2006. This was done to ensure CLCs are geared towards supporting the outcomes of the HCDS. The review focussed on the management and governance, operational hours of centres, provision of resources, relevance of curriculum offered and the effectiveness of assessment policies. A preliminary feasibility study on the implications of developing a possible full-time ABET centre was conducted.

Targeted training for centre management, governing bodies and educators will be conducted to ensure CLCs can respond to the challenges of a transformed ABET sector.

PART B: SECTOR, PROGRAMME AND SUB-PROGRAMME PLANS

Part B of this Annual Performance Plan provides plans and targets for the MTEF period 2007/08 to 2009/10 for the provincial education sector as a whole, and in terms of individual budget programmes and sub-programmes. In doing this, the document also provides a considerable amount of analysis of past trends and challenges, which inform the plans and targets laid out here.

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

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

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

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

B.0 The provincial education sector

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

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Access</i>	<ul style="list-style-type: none"> ▲ To ensure that the population of compulsory school-going age in the province attends schools. ▲ To make education progressively available to youth and adults above compulsory school-going age. 	<ul style="list-style-type: none"> ▶ PM001: Percentage of children of compulsory school going age that attend schools ▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions
<i>Equity</i>	<ul style="list-style-type: none"> ▲ To ensure that overall the poor are favoured in the public resourcing of education. 	<ul style="list-style-type: none"> ▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners
<i>Efficiency</i>	<ul style="list-style-type: none"> ▲ To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets. 	<ul style="list-style-type: none"> ▶ PM004: Years input per FETC graduate
<i>Output</i>	<ul style="list-style-type: none"> ▲ To ensure that the output of graduates from the education system is in line with economic and social needs. 	<ul style="list-style-type: none"> ▶ PM005: Average highest school grade attained by adults in the population
<i>Quality</i>	<ul style="list-style-type: none"> ▲ To build a society that is literate. 	<ul style="list-style-type: none"> ▶ PM006: Adult literacy rate

Progress analysis

The expenditure on education in the province has grown by on average 9,7 per cent per annum in nominal terms since 2003/04. Education continues to receive the bulk of the available provincial funding with 37,1 per cent of the 2007/08 provincial budget being allocated to education. For 2006/07 this share was 36,7 per cent.

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

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

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

Non-conditional and non-earmarked non-personnel expenditure represents 13,1% of total expenditure for the 2007/08 financial year. Non-personnel expenditure includes funds for norms and standards funding for public ordinary primary and secondary schools, learner transport schemes, infrastructure as well as for transfer payments to independent schools, public special schools, FET colleges, ABET centres and ECD schools and sites.

Capital expenditure has decreased from 2,6% of the expenditure in 2003/04 to 2,2% of the estimated expenditure for 2007/08. This includes mainly provision for infrastructure projects as well as for computers and equipment for the Khanya Project. The reason for the decrease is due to the funding for the accelerated capital infrastructure delivery programme, which was made available in 2005/06 and 2006/07 financial years from the Asset Financing Reserve (AFR), being recouped from the department's budget in future years commencing in 2007/08.

Programme 2: Public ordinary school education continues to be the main focus of the department's funding. 80,8% of the budget for 2007/08 is allocated to this Programme. The main services included under this Programme are primary and secondary school education at public ordinary schools (including infrastructure), the district office management and development support to educational institutions, human resource development for institution-based personnel as well as the National School Nutrition Programme conditional grant. 57% of the Programme's budget is allocated to primary schools and 38% to secondary schools.

Programmes that have had considerable growth from 2003/04 to 2007/08 are Programme 7: Early childhood development where additional resources have been provided to promote participation in Grade R as well as for the EPWP to provide for the training of ECD practitioners at ECD sites as well as to provide resource kits for these sites, Programme 5: Further education and training, where funds have been provided for the re-capitalisation of FET Colleges and Programme 8: Auxiliary and associated services where funds have been specifically provided for the further roll-out of the HCDS in line with the provincial development strategy, *iKapa elihlumayo*.

For the past five years there has been almost universal enrolment in Grade 1 in the Western Cape and universal participation is maintained in the primary school. In other words, the overwhelming majority of Western Cape children between the ages of 7 and 14 are enrolled in the education system at more or less the appropriate grade level. However, there is a dramatic drop off in enrolment after Grade 8 and more recently Grade 10. Quantitative analysis of the Western Cape school enrolment figures by various researchers indicates that only 45 – 52% of learners who enroll in Grade 1 reach Grade 12. (Crouch, 2002; van Wyk, 2003).

ST001	PROVINCIAL EDUCATION SECTOR – Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
REVENUE (R'000)							
Equitable share	5,596,033	6,292,822	6,705,146	7,394,980	8,252,859	9,160,349	
Conditional grants	84,714	143,683	257,012	224,003	231,527	167,348	
Donor funding	0	0	0	0	0	0	
Other	0	0	132,062	47,000	0	0	
Own Revenue	9,962	12,739	21,641	18,675	12,819	12,819	
TOTAL	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516	
PAYMENTS BY PROGRAMME (R'000)							
1 Administration	215,094	237,493	292,471	338,540	411,774	433,049	
2 Public ordinary school education (see further split below)	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
3 Independent school subsidies	29,761	32,445	34,127	39,541	41,241	43,097	
4 Public special school education	345,224	366,447	386,040	410,446	434,604	459,355	
5 Further education and training	152,383	168,186	264,527	309,637	320,028	336,843	
6 Adult Basic Education and Training	21,151	23,051	23,571	26,056	27,313	28,654	
7 Early Childhood Development	60,135	74,477	107,397	153,039	214,782	225,204	
8 Auxiliary and associated services	94,300	198,587	211,386	197,448	210,059	220,376	
TOTAL	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516	
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (R'000)							
2.1 Public primary schools	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379	
2.2 Public secondary schools	1,845,868	2,139,444	2,294,094	2,361,540	2,589,776	2,855,587	

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	5,072,967	5,493,589	6,156,220	6,698,375	7,634,222	8,433,888	
Compensation of employees	4,567,683	4,962,469	5,388,030	5,903,639	6,509,924	7,166,961	
Educators	3,991,487	4,332,973	4,702,920	5,149,080	5,693,148	6,291,279	
Non-educators	576,196	629,496	685,110	754,559	816,776	875,682	
Goods and services and other current	505,284	531,120	768,190	794,736	1,124,298	1,266,927	
Transfers and subsidies	436,448	629,145	651,486	779,521	714,440	746,678	
Payments for capital assets	181,294	326,510	308,155	206,762	148,543	159,950	
TOTAL	5,690,709	6,449,244	7,115,861	7,694,658	8,497,205	9,340,516	
STAFFING							
Number of Educators (publicly employed)	29,943	30,257	30,753	30,872	30,872	30,872	
Number of Non-educators (publicly employed)	8,689	8,802	8,476	8,761	8,761	8,761	
ENROLMENT AT COMPULSORY LEVEL							
Learners aged 7 to 14 in public ordinary schools	620,685	621,250	592,057	598,013	600,362	619,289	
Learners aged 7 to 14 in public special schools	6,426	6,490	5,946	6,621	6,687	6,800	
Learners aged 7 to 14 in independent schools	15,409	12,109	16,080	16,080	16,080	16,080	
TOTAL	642,520	639,849	614,083	620,714	623,129	642,169	
ENROLMENT AT POST-COMPULSORY LEVEL							
Learners aged 15 to 17 in public ordinary schools	190,491	192,997	192,536	199,338	200,121	206,430	
Learners aged 15 to 17 in public special schools	7,049	7,401	6,499	8,160	8,568	8,700	
Learners aged 15 to 17 in independent schools	4,986	4,314	4,825	4,825	4,825	4,825	
Students aged 15 to 17 in FET colleges	No historical data available.		3,593	3,593	3,593	3,593	
TOTAL	202,526	204,712	207,453	215,916	217,107	223,548	
POPULATION							
Population aged 7 to 14	714,846	679,463	690,806	704,444	717,729	730,857	
Population aged 15 to 17	240,871	247,265	250,644	256,755	262,603	267,905	

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
▶ PERFORMANCE MEASURES						
▶ PM001: Percentage of children of compulsory school going age that attends schools	98.8%	98.4%	99.0%	99.1%	99.2%	99.3%
▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions	83.5%	84.7%	85.0%	85.2%	85.5%	85.7%
▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners	92.7%	104.8%	102.9%	102.9%	102.9%	102.9%
▶ PM004: Years input per NSC graduate	Provinces cannot compute this statistic since accurate data sources are not available.					
▶ PM005: Average highest school grade attained by adults in the population	9.3	9.5	9.8	10.0	10.2	10.4
▶ PM006: Adult literacy rate	94.0%	95.1%	95.2%	95.3%	95.4%	95.6%
<p>Note: All the performance measures, except for PM003 and PM004, are based on household survey data. Sources: Provincial Budget Statement (2007) [2006/07 financial figures are revised estimates]; Persal [2005 and 2006 employee figures refer to July and February respectively]; EMIS [2006 enrolment figures are non-final estimates]; Population figures provided by DoE. The publicly employed staff figures in this table and all other key trends tables reflect a count of unique employees on Persal, regardless of employment status (e.g. regardless of whether permanent or temporary) at one point in the year.</p> <p>Note: The percentages for PM001 and PM002 are obtained from the 2004 and 2005 General Household Surveys and may differ slightly from enrolment over population reflected elsewhere.</p>						

ST002	PROVINCIAL EDUCATION SECTOR Age-specific enrolment rates (2006)						
	2.1 Public primary schools	2.2 Public secondary schools	3 Independent schools	4 Special schools	5 FET colleges (headcount)	Population	Age-specific enrolment rate
< Age 6	512	0	157	190	0		
Age 6	23 198	0	1 197	65	0	90,984	26.9
Age 7	70 594	0	2 190	194	0	90,515	80.6
Age 8	71 523	0	2 180	395	0	89,569	82.7
Age 9	75 013	0	2 116	589	0	88,147	88.2
Age 10	75 834	0	2 003	706	0	86,295	91.0
Age 11	73 654	0	1 908	840	0	84,761	90.1
Age 12	75 603	0	1 981	909	0	83,871	93.6
Age 13	60 338	15 062	1 966	1 040	0	83,625	93.8
Age 14	20 684	53 752	1 728	1 273	0	84,022	92.2
Age 15	5 959	63 346	1 757	2 112	96	83,860	88.5
Age 16	2 435	63 167	1 614	2 358	1 087	83,268	83.6
Age 17	665	55 964	1 452	2 029	2 410	83,516	72.0
Age 18	178	42 374	978	1 105	4 382	84,605	52.8
> Age 18	130	34 315	440	343	33 895		
TOTAL (age 6 to 18)	556,678	293,665	23,070	13,615	7,975	1,117,038	79.4

Source: Annual Schools Survey 2006 (LSEN & Independent Schools), CEMIS (13 October 2006); 2005 General Household Survey

ST003	PROVINCIAL EDUCATION SECTOR- Resourcing effected via the Post Provisioning Norms (2006)					
	Programmes/Purpose of posts	Posts PL1	Posts PL2	Posts PL3	Posts PL4	Total
	Posts top-sliced before model is run	3,150	0	0	0	3,150
	Posts distributed by model	19,698	4,216	1,391	1,599	26,904
	2. Public ordinary school education	17,990	3,827	1,198	1 450	24,465
	2.1 Public primary schools	10,859	2,245	679	1 099	14,882
	Posts attached to schools	10,859	2,245	679	1 099	14,882
	Posts not attached to schools	0	0	0	0	0
	2.2 Public secondary phase	7,131	1,582	519	351	9,583
	Posts attached to schools	7,131	1,582	519	351	9,583
	Posts not attached to schools	0	0	0	0	0
	4. Public special school education	1,180	222	77	70	1,549
	5. Further Education and Training	528	167	116	79	890
	TOTAL	22,848	4,216	1,391	1,599	30,054

Notes: Posts that are top sliced before the model is run are posts allocated for offices, ABET and special purposes e.g. poverty redress, substitutes, Cape Teaching Institute, etc. i.e. not posts allocated for public ordinary schools, public special schools and FET Colleges. The above figures exclude 818 posts, which are allocated for management purposes.

Source: Post Provisioning Model 2007

ST004	PROVINCIAL EDUCATION SECTOR Investment in staff skills development (2004/05)								
		<i>Prog 1 Admin</i>	<i>Prog 2 POS</i>	<i>Prog 3 Indep</i>	<i>Prog 4 Spec</i>	<i>Prog 5 FET</i>	<i>Prog 6 ABET</i>	<i>Prog 7 ECD</i>	<i>Total</i>
Expenditure (thousand R)									
Trainees	5,711,040	2,925,865							8,636,905
Educators	5,067,768	2,925,240							7,993,008
Curriculum change training	3,032,539								3,032,539
Other in-service training	1,888,023	2,925,240							4,813,263
HIV/AIDS training	147,206	-							147,206
Non-educators	643,272	625							643,897
Note: This table reflects all Departmental expenditure on the skills development of Department staff. It includes the cost of Department-employed trainers. The same educator may be counted twice, if for example an educator has been through curriculum and HIV/AIDS training during the year in question. However, the values in the row 'Educators' do <i>not</i> reflect any double counting of educators.									

Source:

B.1 Administration

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

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Efficiency</i>	<ul style="list-style-type: none"> ▲ To bring about effective management at all levels of the education system. ▲ To realise an optimal distribution of financial, physical and human resources across the system. 	<ul style="list-style-type: none"> ▶ PM101: Percentage of schools implementing the School Administration and Management System ▶ PM102: Percentage of schools that can be contacted electronically by the department ▶ PM103: Percentage of black women in senior management positions ▶ PM104: Percentage of current expenditure going towards non-personnel items

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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 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 implement the Quality Assurance Management Strategy of the WCED:

- To implement Quality Assurance Management at all levels of the organization
- It is compulsory for each school to have a SIP with targets
- To conduct internal verification processes
- To report to all stakeholders etc.

- **Policy priorities:**

Key priorities include -

- Implementation of the HCDS.
- The implementation of phase 1 of the macro structure of the re-designed WCED, which will ensure that the organisation can best implement the HCDS and also become representative of the people of the Western Cape.
- Ensuring that the learner tracking system is up and running and commence with a Further Education and Training Management Information System (FETMIS) in FET colleges.

- Building of Social Capital within the education sector, through, inter alia, forums for RCLs, retired teachers and SGBs as well as other co-operative and partnership-based initiatives.
- Improving all aspects of financial management and accounting responsibilities to eventually move to a Level 4 auditable organisation.

Progress analysis

- **Social capital**

The WCED already has a range of programmes in place that contribute to the development of social capital. High levels of experience and expertise are vested in human beings. In order to maximize this pool of knowledge, networks are created to share and disseminate such 'capital'. To capitalize on such a wealth of human experience, forums for discussion and problem solving are being created, such as SGBs, RCLs and Retired Teachers –

- SGBs from across the spectrum of communities and society are brought together, to be consulted on issues facing schools and communities. These include the Safe Schools and HIV/AIDS Life-skills programmes and National School Nutrition Programme (NSNP).
- RCLs at schools become involved in issues of leadership and afforded opportunities to impact on or influence management issues such as discipline, conflict resolution and role modelling. The meeting of RCL members of schools are afforded the opportunity of interacting at District and Provincial Level and a Provincial Structure was launched on 15 June 2006.
- The SGBs and RCLs are empowered to work in collaboration on issues facing the school and the community. The improved co-ordination of social capital development programmes and projects will be addressed as part of the WCEDs Re-design process.
- A Retired Teachers database is being compiled so that vital knowledge and expertise is not lost but made available for mentorship and guidance in the schools of the Western Cape.
- The development of strategic partnerships at provincial and community level to support initiatives such as the development of whole school education (community school concept), peer education (healthy lifestyle / prevention strategy) and the promotion of schools as nodes of care and support.

- **Cape Teaching Institute (CTI)**

The CTI has successfully delivered on the annual training and development programme for educators at Foundation Phase, Intermediate Phase, Senior Phase as well as school management and leadership development. Impact assessment of training interventions confirmed the high level of efficiency of the interventions in the classroom and also identified areas for improvement and the need for additional support. The CTI has effectively presented seminars and conferences for educators on a range of topical areas.

- **Physical Infrastructure Planning**

The approved 2006 Infrastructure Plan indicates a backlog of 104 new schools of which 20 had been completed by February 2006, 13 are presently under construction and 12 are still being planned. Thus 59 schools are still to receive attention. It is anticipated that the 13 under construction and the 12 being planned will be completed within the next 5 years.

This function is of crucial importance to the WCED and its stakeholders. Apart from the fact that building projects have been identified, prioritised and planned for until 2014, it is more important that a Physical Infrastructure Provisioning Strategy consider new school designs, pursue the mobilization of Public-Private Partnerships (PPPs) to fast-track delivery of our required infra-structure needs, and develop an intervention that will enable the utilisation of existing structures to maximum capacity. Accessibility to buildings for learners, especially for learners experiencing mobility barriers or who are wheel-chair bound, should be incorporated in the planning of physical infrastructure by constructing ramps. Key will be to initiate programmes of community-managed minor works (upgrading, rehabilitation, beautifying, etc) programmes at their schools. It is envisioned that such programmes could enhance community ownership of schools and more importantly, provide economic benefit for those communities.

- **Learner tracking system (CEMIS)**

A comprehensive learner tracking system was introduced into all public schools in the Western Cape in 2006. This tracking system has improved the information base of the province, allowing for improved efficiency and planning to ensure that learners do not go missing from the social system. This also enables the introduction of a learner intervention and support programme.

- **Master Systems Plan (MSP)**

Based on the existing MSP and the allocated budget, much of the equipment that has fallen outside of the 3-year warranty period and that, therefore, has become costly to maintain has been replaced. Notwithstanding the aforementioned the WCED has through careful use of its resources managed to retain the use of most of the equipment for up to 5 years. Some provision was made for additional equipment for new staff members.

A new MSP is being developed with assistance from the Chief Directorate: e-Innovation (in the Department of the Premier) and the State IT Agency (SITA). This MSP will include the development of new systems to support the provision of education in the province, as well as the replacement/supplementation of equipment.

- **Schools Connectivity Project (Telecommunications Project)**

97,8% of the public schools in the Western Cape have been linked to the Internet and have a valid e-mail address. This means that in theory the WCED can communicate electronically with these schools. In practice, however, and despite all schools receiving a subsidy some of these schools fail to pay their ISP subscriptions or Telkom accounts and are cut off. Of the other 2,2% (representing 30 schools) some are in under-serviced areas and will not be included in Telkom's rollout plans. These will be attended to in the 2007/08 financial year when other connectivity options using the cellphone and wireless providers will be investigated.

A national education network (EduNet) providing high bandwidth free connectivity to public educational institutions is being planned as part of the national e-Education White Paper. Discussions with a number of role-players (including SITA, the DoE and the Meraka Institute at the CSIR) are at an advanced stage.

- **Communication**

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

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

- **Supply Chain Management**

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

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

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

- **Audit Report**

For the 2005/06 financial year the Auditor-General (AG) could not express an opinion on the financial statements because of certain issues. There were other issues that were identified by the AG in the course of the audit process; however, the ones listed below are the most critical ones as the AG found their nature was significant enough not to express an opinion (Disclaimer) –

- Compensation of employees
- State housing guarantees
- Determining accuracy of departmental expenditure incurred.
- Supporting documentation for suspense accounts.

To deal with the outcome of the Audit Report and in an effort to drastically improve all aspects of financial management and accounting responsibilities to move to a Level 4 auditable organisation, the department has –

- Established an Audit Monitoring Committee
- Amended the Performance Agreements of Programme Managers
- Taken specific action on the qualified items, emphasis of matter items and the value for money audits.

In preparing for the 2006/07 audit, the department has held discussions with the Provincial Auditor-General and the Provincial Treasury on the problem areas emanating from the 2005/06 Audit Report.

Analysis of constraints and measures planned to overcome them

The integration of the various quality assurance and accountability measures introduced is a serious challenge to the WCED. It is important to ensure that these measures lead to improved teaching and learning and are not seen as ends in themselves.

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

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

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

ST101	ADMINISTRATION - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY SUB-PROGRAMME (R'000)							
1.1 Office of the MEC	3,182	3,151	3,698	3,541	3,748	3,961	
1.2 Corporate services	98,044	99,898	142,245	172,411	211,770	222,778	
1.3 Education management	101,993	114,429	118,833	132,759	146,663	154,404	
1.4 Human resource development	9,093	9,309	12,218	14,702	15,375	16,102	
1.5 Education Management Information System (EMIS)	2,782	10,706	15,477	15,127	34,218	35,804	
TOTAL	215,094	237,493	292,471	338,540	411,774	433,049	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	171,113	210,362	266,069	317,527	389,848	410,137	
Compensation of employees	115,930	123,673	137,758	161,979	182,415	193,366	
Educators	24,046	25,652	28,571	35,291	39,632	42,015	
Non-educators	91,884	98,021	109,187	126,688	142,783	151,351	
Goods and services and other current	55,183	86,689	128,311	155,548	207,433	216,771	
Transfers and subsidies	21,094	13,835	13,945	14,674	15,314	16,003	
Payments for capital assets	22,887	13,296	12,457	6,339	6,612	6,909	
TOTAL	215,094	237,493	292,471	338,540	411,774	433,049	
STAFFING							
Number of Educators (publicly employed)	109	109	120	120	120	120	
Number of Non-educators (publicly employed)	693	767	737	737	737	737	
STATISTICS ON ADMINISTRATION SYSTEMS							
Number of schools with SAMS (a)	1 447	1,460	1,450	1,450	1,450	1,450	
Number of schools with e-mail	No historical data available	1,380	1,420	1,440	1,450	1,450	

ST101	ADMINISTRATION - Key trends (continued)						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
▶ PERFORMANCE MEASURES							
▶ PM101: Percentage of schools implementing the School Administration and Management System	100%	100%	100%	100%	100%	100%	
▶ PM102: Percentage of schools that can be contacted electronically by the department	No historical data available	95.0%	97.9%	99.3%	100%	100%	
▶ PM103: Percentage of black women in senior management service (SMS) positions	8.8%	8.8%	12.5%	20.0%	25.0%	30.0%	
▶ PM104: Percentage of current expenditure going towards non-personnel items	17.1%	19.0%	20.9%	21.1%	22.0%	21.9%	

ST102	ADMINISTRATION – Expenditure by item (2005/06) R'000									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Current payments	210,362	4,734,420	-	294,556	133,539	5,850	44,764	70,099	5,493,589	
Compensation of employees	123,673	4,326,839	-	291,577	133,539	5,432	43,829	37,581	4,962,470	
CS educators	25,652	3,903,115	-	225,013	110,619	4,569	43,829	20,180	4,332,977	
Salaries and wages	22,574	3,395,710	-	194,861	97,345	4,414	37,342	18,949	3,771,195	
Social contributions	3,078	507,405	-	30,152	13,274	155	6,487	1,231	561,782	
Non-educators	98,021	423,724	-	66,564	22,920	863	-	17,401	629,493	
Salaries and wages	86,258	368,640	-	57,644	20,170	834	-	16,340	549,886	
Social contributions	11,763	55,084	-	8,920	2,750	29	-	1,061	79,607	
Goods and services	80,899	407,581	-	2,979	-	418	935	32,518	525,330	
Inventory	5,476	185,218	-	-	-	13	-	4,038	194,745	
Learning support material	1,495	145,796	-	-	-	-	-	48	147,339	
Stationery and printing	3,809	2,737	-	-	-	13	-	3,990	10,549	
Other	172	36,685	-	-	-	-	-	-	36,857	
Consultants, contractors and special services	25,501	2,683	-	-	-	-	-	2,907	31,091	
Equipment less than R5, 000	2,232	9,156	-	-	-	-	-	371	11,759	
Maintenance of buildings	6,916	75,288	-	1,053	-	-	-	-	83,257	
Operating leases	1,630	1,916	-	-	-	-	-	6,526	10,072	
Leamer transport	-	95,137	-	-	-	-	-	-	95,137	
Other goods and services	39,144	38,183	-	1,926	-	405	935	18,676	99,269	
Interest and rent on land	-	-	-	-	-	-	-	-	-	
Interest	-	-	-	-	-	-	-	-	-	
Rent on land	-	-	-	-	-	-	-	-	-	
Financial transactions in assets and liabilities	5,790	-	-	-	-	-	-	-	5,790	
Unauthorised expenditure	-	-	-	-	-	-	-	-	-	
Transfers and subsidies	13,835	343,085	32,445	71,735	34,648	17,201	29,713	118,928	661,589	
Municipalities	299	11,303	-	744	335	14	111	51	12,857	
Departmental agencies and accounts	-	-	-	-	-	-	-	3,306	3,306	

ST102	ADMINISTRATION – Expenditure by item (2005/06) R'000 (continued)									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Non-profit institutions	11,445	312,849	32,445	69,868	33,902	17,187	29,494	113,761	620,951	
Section 21 schools	-	200,295	-	-	-	-	-	-	200,295	
LTSM	-	177,426	-	-	-	-	-	-	177,426	
Utilities	-	15,836	-	-	-	-	-	-	15,836	
Maintenance	-	7,033	-	-	-	-	-	-	7,033	
Service rendered	-	-	-	-	-	-	-	-	-	
Other educational institutions	11,445	112,554	32,445	69,868	33,902	17,187	29,494	113,761	420,656	
Households	2,091	18,933	-	1,123	410	-	108	1,810	24,475	
Payments for capital assets	13,296	271,053	-	156	-	-	-	9,560	294,065	
Buildings and other fixed structures	10,722	270,503	-	156	-	-	-	-	281,386	
Buildings	-	270,508-	-	156	-	-	-	-	270,664	
Hostels	-	-	-	-	-	-	-	-	-	
New schools	-	215,504	-	-	-	-	-	-	215,504	
Additional classrooms	-	19,180	-	17	-	-	-	-	19,197	
Other additions	-	35,824	-	139	-	-	-	-	35,963	
Other	-	-	-	-	-	-	-	-	-	
Other fixed structures	-	-	-	-	-	-	-	-	-	
Machinery and equipment	10,722	545	-	-	-	-	-	9,560	30,325	
Transport equipment	-	-	-	-	-	-	-	-	-	
Other machinery and equipment	10,722	545	-	-	-	-	-	9,058	20,325	
Software and other intangible assets	2,574	-	-	-	-	-	-	502	3,076	
GRAND TOTAL	237,493	5,348,558	32,445	366,447	168,186	23,051	74,477	198,587	6,449,244	

B.2 Public ordinary school education

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

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

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

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

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

	Measurable objectives	Performance measures
<i>Equity</i>	<ul style="list-style-type: none"> ▲ To promote the participation of historically marginalised groups of learners in public secondary schools. ▲ To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools. 	<ul style="list-style-type: none"> ▶ PM216: Percentage of girl learners who take maths and science in Grades 10 to 12 ▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate
<i>Efficiency</i>	<ul style="list-style-type: none"> ▲ To ensure that the progression of learners through public secondary schools is optimal. 	<ul style="list-style-type: none"> ▶ PM218: Repetition rate in Grades 8 to 12
<i>Output</i>	<ul style="list-style-type: none"> ▲ To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes. 	<ul style="list-style-type: none"> ▶ PM219: Pass ratio in Grade 12 examinations ▶ PM220: Pass ratio in Grade 12 for mathematics and science examinations ▶ PPM201: Endorsement rate in Grade 12 examinations ▶ PPM202: Pass rate in Grade 12 for mathematics and science ▶ PPM203: Number of schools achieving less than 60% in the Grade 12
<i>Quality</i>	<ul style="list-style-type: none"> ▲ To attain the highest possible educational outcomes amongst learners in public secondary schools. 	<ul style="list-style-type: none"> ▶ PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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

- To provide learner accommodation in the public ordinary schools in line with policy
- To provide the basic infrastructure for public ordinary 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 NCS
- 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 and support for learners experiencing barriers to learning
- To provide transport and hostel facilities for needy learners
- To provide a National School Nutrition Programme (NSNP)
- To restore school discipline in reclaiming school environments.

To ensure effective e-Learning in schools

- To accelerate Information and Communication Technology (ICT) infrastructure provision for all schools
- To ensure curriculum delivery through the use of ICT where appropriate
- 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

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 district offices 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

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 especially with regard to early identification, assessment and dealing with learner diversity and learners experiencing barriers to learning in the classroom
- To implement the minimum standards for special education services for learners manifesting, or at risk of experiencing emotional and/or behavioural difficulties

- **Policy priorities:**

The essential policy mandate remains to provide a learning home for all our learners in the province. It is now informed by the HCDS with a focus on youth, as one of the 5 iKapa elihlumayo lead strategies. Key priorities for the period 2007/08 – 2009/10 include -

- The enhancement of numeracy and literacy, especially in primary schools thus ensuring effective teaching and learning. All Grade 6 learners will be tested in 2007 in literacy and numeracy.
- The continued implementation of the NCS especially in regard to the further education and training (FET) band as well as in the remaining year of the general education and training (GET) band.
- The implementation of the amended Norms and Standards for School Funding (NSSF) and to provide for the funding of the declared 'no-fee schools'.
- The implementation of QIDS-UP, targeting the poorest primary schools in National Quintile 1 in 2007/08, to ensure that these schools receive the basic minimum physical, learning and teaching, human and financial resources to make quality learning and teaching possible.
- The implementation of the Learner Attainment Strategy (LAS) as per directive of (national) Minister of Education and the Premier, and bringing down the number of schools achieving less than 60% in the Senior Certificate examinations.
- Focus on improved physical safety facilities for schools at risk to ensure a safe educational environment.
- The expansion of participation rates in Mathematics, Physical Science and Technology through the continued introduction of Focus schools and the increase in the number of Dinaledi schools and the improvement of pass rates with endorsements for Grade 12 as well as in subjects of Mathematics and Science..
- The continuation of the Teacher Assistant Programme (TAP) with the deployment of 510 teacher assistants to assist in the Foundation Phase in the poorest schools.
- Ensuring access to appropriate support services and quality education through implementing the national policy framework of Education White Paper 6 (2001).
- All schools to develop School Improvement Plans (SIP) and set targets which will also serve as a basis for the support offered by district support staff.
- Improve quality education through Whole School Evaluation (WSE) of 30 schools
- The development of 660 principals and teachers (accelerated teacher development (ACE) and National Professional Diploma in Education (NPDE)). 160 principals will be enrolled for the first year of a two-year ACE and at least 500 teachers will be enrolled in other courses.

Progress analysis

- **Literacy and Numeracy Strategy**

The strengthened Literacy and Numeracy Strategy was launched and more than 100 specialist advisers were trained to visit the most poorly performing schools and to monitor and support teachers in Foundation Phase classrooms. Each EMDC developed a plan to improve learner performance. This plan is monitored and coordinated by the Literacy and Numeracy Task Team.

The challenge remains to rollout the Literacy and Numeracy Strategy to all under-performing schools. This can only happen over a number of years, given the resource constraints. The department will ensure that all 8 programmes of the Strategy are sustained over time and learner performance will be monitored through ongoing testing in Grade 3 and Grade 6 in alternate years, with the Grade 6 testing taken place during 2007.

Teaching Assistant Project (TAP)

The 2006 Teaching Assistant Pilot Project deployed 510 teaching assistants in 163 schools. Depending on the size of the classes in the Foundation Phase, the selected schools were allocated between 1 and 8 teaching assistants.

Schools within the nodal zones and disadvantaged areas were selected, especially those where there was low performance in literacy and numeracy and where there was a mismatch between the language of learning and teaching (LOLT) of the school and the learners' home language. Preference was given to schools with large classes in the Foundation Phase and in the case of multi-grade classes with more than 30 learners.

Teaching assistants completed a seven-week course, which was offered at all the FET Colleges. Of the 510 teaching assistants who were contracted and attended the seven-week course, attendance of 464 teaching assistants was between 80 – 100% and they are being awarded certificates in November 2006.

An external evaluation of the TAP has shown that teachers were able to do group work more effectively with the assistance of the teaching assistant and slower learners received more attention, resulting in good progress. Teacher morale has improved and more effective planning, classroom management and organization have been observed in the Foundation Phase of the pilot schools.

The 100 posts allocated for the TAP have been re-allocated in 2007. 457 teaching assistants have been recommended for a new contract and 53 new teaching assistants will be employed. The training of teaching assistants will be accredited in terms of an NQF Level 5 Educator certificate. Steps are being taken to have a post created for teaching assistants in the education sector.

FET College facilitators will attend an Assessor Training Course funded by the SETA early in 2007 and they will then be able to offer the NQF Level 5 educator certificate course. The WCED is negotiating with the ETDP SETA to make learnerships available for teaching assistants as from 2008. The concept document on the TAP will be developed in to a WCED policy in consultation with all relevant stakeholders. Monitoring and evaluation of the project by the district offices and head office personnel as well as external evaluation will continue.

- **Mathematics and Science participation**

40 Dinaledi schools, nominated by the DoE, and 10 WCED mathematics, science and technology (MST) schools are receiving targeted support in an effort to increase the participation and success rates in Mathematics and Physical Science amongst learners from disadvantaged communities.

These schools were allocated an additional teacher for Mathematics and/or Physical Science to allow for more focused attention on higher grade and for additional learner support. A science expert visited each Grade 10 Science teacher, assisted him or her in performing a number of experiments from the Grade 10 curriculum and provided a guideline for conducting experiments on class. A video of the experiments is being filmed. Learning Channel videos to support teaching and learning in Mathematics, English 1st Additional Language, Life Orientation and Physical Science were distributed to all Focus and Dinaledi/MST schools. Provincial Mathematics and Science Grade 11 examinations were provided so that the correct standard is set at the end of Grade 11. A Master Mathematics and Science Programme has been initiated whereby skilled and knowledgeable teachers will offer 100 hours of Mathematics or Science tuition to teachers in Dinaledi schools.

All Grade 8 Mathematics teachers were trained in numeracy consolidation and learner material was provided to all schools while English Second Language teachers in Dinaledi schools received special training and support in the teaching of English as a second language. The schools have been visited by the Deputy Minister of Education and the MEC for Education in the Western Cape as well as by various departmental officials.

These schools will be allocated an additional teacher for Mathematics and/or Physical Science on a permanent basis to allow for more focused attention on higher grade and for additional learner support.

A conference was held at the end of January 2007 to discuss targets and the way forward with principals, Mathematics and Science teachers. Training of teachers will continue. The University of Cape Town Mathematics and Science Education Programme will provide specialised support in 5 Dinaledi schools. Support for numeracy consolidation in Grade 8 will continue as will support for English Second Language teachers.

The Grade 12 participation rates in mathematics and physical science for 2003 - 2006 were as follows:

Subject	Wrote 2006	Wrote 2005	Wrote 2004	Wrote 2003
Additional Mathematics HG	202	179	191	132
Functional Mathematics SG	115	122	93	125
Functional Physical Science	39	39	51	65
Mathematics HG	4 420	4 992	5 093	4 446
Mathematics SG	18 290	17 474	16 933	17 504
Total Mathematics	23 066	22 806	22 361	22 272
Physical Science HG	4 164	4 736	4 884	4 335
Physical Science SG	8 173	7 861	7 240	7 775
Total Physical Science	12 337	12 597	12 024	12 110

- **FET NCS**

The NCS for Grades 10 – 12 (General) commenced with the implementation in Grade 10 in all public and independent schools with effect from January 2006. This three-year study programme, the second and third years of which is to be implemented in Grade 11 in 2007 and Grade 12 in 2008, will lead to a National Senior Certificate (NSC). The first NSC examination will be written in October/November 2008.

This not only involves the introduction of a new curriculum, but more importantly, the strategic element of curriculum redress – the introduction of extended and critical curriculum packages (focusing on mathematics, science and technology, and languages) that were previously limited for political reasons, lack of motivation or interest, and lack of resources. The department will intervene directly to ensure that communities choose packages that are designed to provide access to high-level knowledge and skills as well as the establishment of centres of excellence or Focus Schools, and in line with the economic growth projects made through the MEDS research. It is envisaged that this sector could become smaller, as more students will be directed into the FET college sector for needs and ability-appropriate further education and qualification. This does not, however, signify any resource savings. In fact, it is envisaged that, initially at least, the setting up of this sector will require higher allocations in the form of infrastructure and equipment, teaching staff and teacher development programmes, etc.

All relevant FET NCS policy framework documents, including Afrikaans translations, were distributed to 423 schools offering the FET NCS from Grade 10. Subject orientation workshops for all 29 subject to all Grades 10 to 12 teachers, involving 8 169 teachers in 2006 and 5 648 in 2006 have been completed. To assist teaching, learning and assessment practices aligned to the FET NCS policy frameworks, subject support guidelines have been developed, distributed and mediated with teachers. To assist schools to plan for the implementation of the FET NCS Grade 10 in 2006, subject year planners and pace setters, subject learning and teaching support material minimum resource packs to support procurement were also developed. 480 Life Orientation teachers were trained to support learners to make informed subject selection choices for the FET NCS. Special support was provided to Grade 10 teachers and learners to prepare for the first FET NCS internal examination in 2006, where examples of national examination papers were distributed to

all relevant schools. A guide to setting FET NCS context examination papers has been sent to all schools. All Grade 10 learners were provided with a study guide that included study techniques to assist them to prepare for the final examination, in addition to each learner being provided with textbooks for the two Languages they offer, Mathematics or Mathematical Literacy, and Physical Science. Bridging workshops for Grade 9 learners in the Arts and Culture subjects and in Accounting took place in November 2006. Furthermore, a Grade 11 Repeater guideline was distributed and mediated with all subject teachers to support those learners who have to switch to the NCS in 2007 and be exposed to the national Grade 11 examination. In an attempt to, in the short term, support especially non-qualified and under-qualified teachers to teach new curriculum content, subject resource packs were developed in collaboration with the local Higher Education Institutions at NQF Level 5 to assist teachers to teach the new content at NQF Levels 2, 3 and 4 (Grades 10, 11 and 12).

ICT related programmes have been developed or selected to support the NCS. Workshops were conducted to promote computer literacy and the infusion of software programmes in teaching and learning practices.

Workshops for thirteen specialised subjects took place from 8 to 12 January 2007. Pace setters to manage the completion of the Grade 11 curriculum will be distributed to all schools. Nationally set Grade 11 exemplar question papers will be distributed to all schools in the first term and certain subjects will be examined via national question papers in November 2007.

The focus for the FET NCS from 2007 will be to support consolidation of the implementation process in all schools for all 29 subjects in preparation for the Grade 11 2007 national examination, and the first National Senior Certificate (NSC) to take place in 2008. Three programmes have been planned:

- (a) Mediation and implementation of the revised Subject Assessment Guidelines (SAGs) and the Protocol for Assessment that became policy in January 2007;
- (b) Strategies to ensure that the SAGs are implemented in accordance with the intended Assessment policy frameworks; and
- (c) Building both teacher's professional and academic ability and skills to manage the FET NCS implementation programme in Grade 12 in preparation for the 2008 NSC.

- **Learner Attainment Strategy (LAS)**

The WCED has been achieving an average of 80%+ in the senior certificate examinations for the past five years. However, in the same period, some schools have consistently been under-performing, some achieving a pass rate of below 30%.

The Learning Schools Programme (LSP) was introduced in 1999 to address this situation. The LSP has had some successes, as well as failures. A number of schools fell in and out of the Programme and some have never graduated, i.e. they have consistently achieved results below 60%.

The LSP has evolved into the Learner Attainment Strategy (LAS) in an effort to bring about a more comprehensive and holistic approach to improving learner attainment. The LAS will focus particularly on the FET phase, with an immediate objective of addressing under-performance at schools in the senior certificate examinations.

The objectives of the LAS are –

- To lift the performance of schools with a senior certificate examination pass rate of less than 60%.
- To improve the quality of learner attainment in the senior certificate examinations.
- To ensure that no school drops its previous performance by more than 10%.

The schooling system again performed well, in comparison to the other provinces, with a pass rate of 83,7% in the 2006 Senior Certificate examinations. Candidates for the Senior Certificate examinations have now achieved a pass rate of more than 80% for six years in a row. The number of public schools achieving a pass rate of less than 60% remained at 34 in 2006; however, of the 34 schools involved in the LAS in 2006 22 graduated and 12 remain in the LAS.

- **Post Provisioning Norms**

The staff establishments of public ordinary schools are annually determined in terms of the post provisioning norms. As prescribed by legislation, employee parties to the Provincial Education Labour Relations Council (PELRC) as well as the recognised SGB associations are duly consulted on the overall educator post affordability as well as on the determination of staff establishments of public ordinary schools.

The Heads of Education Committee (HEDCOM) approved the latest post provisioning norms after changes to the Grade 10 curriculum.

The WCED increased the total number of teaching posts in the province by 500 bringing the total number of educator posts to 30 872 for 2007.

- **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.

- **School governance**

- Section 21 schools

A total of 934 out of 1450 schools (or 64,4% of all public ordinary schools) have been awarded full Section 21 (of the South African Schools Act, 1996 (Act No 84 of 1996) (SASA)) status. The remaining 516 schools are still receiving ongoing attention. Support to all schools in financial management and administration is being given on an ongoing basis.

- No-fee schools

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

The MoE determined, and published in Government Gazette No. 29179 dated 31 August 2006, a national target for 2007 that accommodates 40% of learners in the country in 'no-fee schools', i.e. schools that fall in National Quintiles (NQ) 1 and 2, w.e.f. 01 January 2007. A list of the schools per province that will not be permitted to charge compulsory school fees, in terms of this target and as compiled by the MEC for Education in each province, was also published in the Government Gazette.

Only 6,5% (59 306) of the learners in the Western Cape fall in NQ 1 and 8% (73 254) in NQ 2, i.e. only 14,5% of the learners in the Western Cape are in the poorest two quintiles nationally (40% of learners in the country).

Since the Western Cape has a low percentage of learners in NQs 1 and 2, compared to all the other provinces, the WCED decided to also extend the 'no-fee school' status to schools in NQ 3 (211 841 learners). As this could not be done by way of the Government Gazette, it had to be done by means of a voluntary arrangement with the identified NQ 3 schools. All NQ 3 schools took up this offer and have been declared 'no-fee schools' and, therefore, may also not charge compulsory school fees w.e.f. the 2007 school year.

419 primary schools, covering 146 000 learners, had already declared "no-fee in May 2006 as part of the voluntary process introduced by provinces in an effort to fast-track the declaring of 'no-fee' schools. An amount of R29 million was allocated to these schools, additional to their original norms and standards allocation, in 2006/07.

A further 233 schools (primary and secondary) were declared to be 'no-fee' as from 1 January 2007. Therefore, there are 652 'no-fee schools', representing 45% of the 1 452 schools in the province in the Western Cape in 2007. About 345 000 learners attend these schools, representing 38% of the learners in the Western Cape.

- **School Business Managers Course**

To equip administrative staff at all schools in the Western Cape with the necessary skills that will enable them to efficiently and effectively administer and manage the school operations and resources for a safe learning environment, thereby enabling the principals and educators to focus on teaching and curriculum development, the WCED is in the process of developing a certificate course in School Business Management at NQF Level 4. This course is a partnership between WCED, Manchester University (MMU), the National College for School Leadership (NSCL), the Institute of Administrative Management (IAM) and SABISA/ISASA (the Independent Schools Association of SA).

During a visit by the MEC for Education in the Western Cape to the UK, it was clear that SA needed to address similar issues, which the UK has recently addressed with the introduction of school management programmes. These addressed issues were similar to the SA context, where principals and educators are being distracted from their core purpose because of the increase levels of management administration, poor accountability and responsibility disciplines within the school. It was clear that the competence base did not match up to the enhanced requirements of schools. The broad approach to address these issues to refine and adjust the UK School Business Management Programme is to train the trainers via the partnership with University of the Western Cape (UWC) and the UK partners and then to pilot a certificate programme for the administrative staff at all schools. The certificate programme will adhere to SAQA accreditation standards. This course will be followed by the diploma and later the degree course which will be offered by the HEI's (eg.UWC) The certificate course will be offered by the FET colleges in the Western Cape.

The intention too is that if data and evidence is consistent with the UK experience, then a submission will be made to the national government to roll out the programme nationally. A bridging course will be incorporated after assessment of the candidates indicates such a need.

In 2007 it is the intention to lay the foundations by up-skilling the various role-players in making a considerable change across the system. In the 2007/08 financial year the focus will be on basic training and materials development. The number of places for the pilot will not exceed 200 and not less than 150. This is to ensure manageability on the one hand, whilst securing sufficient robust data on which to base future plans on the other. There will be a cross-section of candidates from all areas as well as the independent school sector.

- **Learner and teacher support materials (LTSM)**

The WCED is responsible for the procuring of LTSM for all Non-section 21 schools and has put in place a 2-year contract with suppliers for this purpose. In terms of the current contract, 119 suppliers are registered to deliver LTSM to the 516 Non-section 21 schools. The department's objective is to achieve 100% supply and delivery of all LTSM that has been ordered by Non-section 21 schools before schools commence for the school year. The achievement of this objective is dependent on the availability of the LTSM.

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

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

- **Learner Transport**

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

It is the current policy of the WCED to transport Grades 1 – 12 learners who reside more than 5 kilometers away from their nearest schools. In this regard, the WCED deals with the administration of ± 490 learner transport routes transporting ± 47 000 learners to school on a daily basis.

A learner transport scheme will not be instituted for less than 10 learners on a specific route and/or within a radius of 5km from a learner's home, but deviations can take place under extraordinary circumstances for example physically handicapped learners attending mainstream schools.

The learner transport policy is currently under review.

- **e-Education**

The national e-Education White Paper makes provision for a number of strategic objectives, viz. professional development, ICT infrastructure, electronic content resources, connectivity, community involvement and research and development. Through various existing WCED ICT projects, including the Khanya Project, the Schools Connectivity Project and the Curriculum website, all of the objectives are being addressed.

In the 2007/08 – 2009/10 MTEF period the Khanya Project will provide the balance of the outstanding public schools with at least one computer facility, the majority of the educators in the province will have received basic ICT training, all the schools will be connected to the Internet via a high bandwidth connection and additional electronic resources will be made available (either via the WCED's Curriculum website or via the national Thutong Education portal).

- **National School Nutrition Programme (NSNP)**

The responsibility for the management of the NSNP was transferred from the provincial Department of Health to the Department of Education on 1 April 2004. At that time 145 596 learners in Grades R to 7 were fed across approximately 659 targeted primary schools in the province.

Since then, the poorest special and secondary schools were also included into the NSNP and currently approximately 203 600 learners are fed across 993 targeted primary, special and secondary schools.

During the time that the programme was transferred, only one uncooked menu option was provided on every feeding day. Since January 2006 cooked menu options were successfully piloted at 44 primary schools across the seven EMDCs. These menu options were systematically extended to other targeted schools and it is expected that all targeted schools would have been afforded the opportunity to serve cooked meals by March 2007.

The NSNP enabled all targeted schools to purchase kitchen equipment in order to prepare cooked meals. Many targeted schools do not have adequate food preparation areas and the NSNP enabled 85 targeted schools to construct durable and secured pre-fabricated mobile units.

All funded staff vacancies were filled, although not all the posts on the establishment could be funded. It was not possible to fund a Liaison officer post at each EMDC in the metropole areas.

Monitoring tools, information booklets and guidelines were disseminated to all targeted schools. At more than 90% of the targeted schools volunteers responsible for the preparation of meals and in some cases relevant educators were trained in gas and food safety and the storage of food.

The monthly honorarium payable to volunteers and the total number of volunteers were increased by up to 400% and 241%, respectively.

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

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

Analysis of constraints and measures planned to overcome them

Various challenges have shaped our planning for next year and beyond, as we prepare to implement the HCDS. These challenges include:

- The number of learners in Grades 3 and 6 who have not achieved the outcomes required by the national curriculum for their Grades in numeracy and literacy. (Devastating impact on quality outputs throughout the system at all levels)
- The knowledge and skills levels of teachers: Teacher training, to ensure that teachers have the knowledge and skills needed to teach the national curriculum and improve learner performance in all learning areas.
- Shortage of school accommodation in certain areas seeing rapid population growth.
- The need to ensure safe school environments, and to position schools as sacred places of teaching and learning in our communities.
- Increasing pressure to provide learner transport for those mainly rural learners who stay more than 5km's from the nearest school within our current policy

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

- Systemic evaluation of Grade 3 and 6's. The outcomes of these tests will lead to focused literacy and numeracy strategies for the Foundation and Intermediate Phases. The Grade 6's will be tested during 2007.
- Strategy for encouraging positive behaviour and responding to challenging behaviour in public schools: The objective of the strategy is twofold: In the first place it must provide a conceptual framework and operational guidelines for encouraging positive behaviour, and secondly, it must identify strategies and provide mechanisms for responding effectively to challenging behaviour in schools. In order to realise this objective, the aim of the strategy will be (a) to promote reclaiming school environments in an inclusive education system, (b) to promote a developmental, strength-based and restorative approach to challenging behaviour, and (c) to build capacity of educators in order to respond to challenging learners in a developmental and restorative way and to ensure quality and effective programmes, services and education to learners at risk.
- Identification of schools at risk: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
- Multi-grade Intervention: To support schools that teach more than one grade per class in their teaching methods; Emphasis is placed on the utilisation of ICT to support effective multi-grade instruction.
- Early Enrolment Campaign: Encourages schools to start the enrolment of learner process early in the year for finalisation by the end of the year; completion of time-tables and nominations for appointment of teachers in order for schools to start tuition on the first day of the new school year; identifying "hot spots" with regard to accommodation so that contingency plans can be put in place.
- Inclusive education: Education White Paper 6 indicates how the current education system should be transformed into an inclusive education and training system to ensure access to the curriculum and appropriate support for all learners experiencing barriers to learning. It spells out essential structures for an inclusive education system: mainstream schools should be developed into full services schools to accommodate learners that need low and moderate levels of support; special schools should be strengthened as resource centres to offer specialist support services to mainstream schools; district-based support teams must be developed through a multifunctional approach that includes community involvement; institutional-level support teams must be established and developed in all mainstream schools.

The NSNP is funded exclusively out of a conditional grant, which is received via the National Treasury. It was not possible to fund all the posts as provided for in a work study report, causing a ratio of between 37 and 103 schools to one NSNP staff member at the EMDCs. The maximum number of staff members are funded out of the conditional grant. Stock monitoring systems at targeted schools must be reviewed on an ongoing basis and loopholes need to be addressed from time to time. Bread deliveries by bakeries or other means of transport do not always reach schools timeously for a variety of valid reasons. The number of days on which bread needs to be delivered had been reduced to two per week as from April 2007 and it is possible for schools to prepare cooked meals using gas stoves during e.g. strikes or when power outages occur. The development and maintenance of food gardens in this province is plagued by sandy and rocky soil. Workshops are presented to teach relevant staff members at targeted schools how to make their own compost and schools are encouraged to use compost to improve the soil quality.

The district offices 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.

ST201	PUBLIC ORDINARY SCHOOLING - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY SUB-PROGRAMME (R'000)							
2.1 Public primary schools	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379	
2.2 Public secondary schools	1,845,868	2,139,444	2,299,094	2,361,540	2,589,776	2,855,587	
2.3 Professional services	165,385	166,918	189,683	231,357	272,788	288,321	
2.4 Human resource development	3,186	11,665	13,047	24,018	35,679	108,398	
2.5 Conditional grants	36,191	49,337	48,313	50,729	54,494	58,253	
Total	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	4,386,315	4,734,420	5,269,025	5,701,865	6,504,198	7,240,746	
Compensation of employees	3,974,198	4,326,839	4,699,054	5,153,991	5,700,241	6,308,691	
Educators	3,585,008	3,903,115	4,238,879	4,649,635	5,158,813	5,724,879	
Non-educators	389,190	423,724	460,175	504,356	541,428	583,812	
Goods and services and other current	412,117	407,581	569,971	547,874	803,957	932,055	
Transfers and subsidies	257,847	343,085	278,246	359,940	245,800	257,130	
Payments for capital assets	128,499	271,053	249,071	148,146	87,406	96,062	
TOTAL	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
EFFICIENCY STATISTICS							
Learners (a)	921,176	920,812	906,801	921,793	925,414	954,589	
Total possible learner days per learner (b)	205	205	195	191	200	200	
Total learner days lost due to absenteeism (c)	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future						
Number of Educators (publicly employed)	27,098	27,309	27,614	27,795	27,795	27,795	
Number of Educators (publicly employed) Prim & Sec (d)	26,482	26,693	26,998	27,113	27,113	27,113	
Number of Educators (publicly employed) (control)	616	616	616	682	682	682	

ST201	PUBLIC ORDINARY SCHOOLING - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
EFFICIENCY STATISTICS							
Number of permanent educators who have left public ordinary schools (e)	844	1,007	883	883	883	883	
Attrition rate for permanent educators (e/d)	3%	4%	3%	3%	3%	3%	
Total possible working days per educator (f)	205	205	199	195	204	204	
Total working days lost due to educator absenteeism (g)	No historical data available	336,647	336,647	336,647	336,647	336,647	
Non-section 21 schools receiving LTSMs by day one of the school year (h)	753	602	516	450	400	350	
INCLUSIVE EDUCATION STATISTICS							
Learners with high level special needs in public ordinary schools (i)							
This statistic can currently not be computed since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future							
SCHOOL NUTRITION STATISTICS							
Learners benefiting from the school nutrition programme (j)	152,839	156,617	203,676	204,000	205,000	206,000	
Programme reach in terms of average days per learner (k)	170	170	170	170	170	170	
SCHOLAR TRANSPORT STATISTICS							
Learners benefiting from scholar transport (l)	45,731	46,700	46,700	46,900	46,900	46,900	
► PERFORMANCE MEASURES							
► PM201: Percentage of learner days covered by the nutrition programme ((j x k)/(a x b))	13.8%	14.1%	19.6%	19.8%	18.7%	18.7%	
► PM202: Percentage of learners in public ordinary schools with special needs (i / a)	3.4%	3.5%	3.8%	4.2%	4.2%	4.2%	
► PM203: Percentage of public ordinary schools with a water supply	99%	100%	100%	100%	100%	100%	
► PM204: Percentage of public ordinary schools with electricity	99%	100%	100%	100%	100%	100%	
► PM205: Number of schools with adequate number of functional toilets	No historical data available	11%	11%	11%	11%	11%	
► PM206: Expenditure on maintenance as a percentage of the value of school infrastructure	1.0%	0.7%	0.7%	0.2%	0.4%	0.5%	
► PM207: Percentage of schools with more than 40 learners per class	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

ST201	PUBLIC ORDINARY SCHOOLING - Key trends (continued)						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
▶ PM208: Percentage of non-Section 21 schools with all LTSMs and other required materials delivered on day one of the school year	100%	100%	100%	100%	100%	100%	
▶ PM209: Percentage of schools with Section 21 functions	48.0%	58.6%	64.4%	68.9%	72.4%	76.0%	
▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ((g / (d x f))	No historical data available	6.1%	6.2%	5.9%	5.9%	5.9%	
▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future						
Note: The numbers of schools with a water supply and electricity (used for PM203 and PM204) can be found in the tables on primary and secondary schools. Sources: Provincial Budget Statement (2007).							

ST202	PUBLIC PRIMARY SCHOOLS – Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	2,528,721	2,690,480	3,008,394	3,250,545	3,698,395	4,085,730
Compensation of employees	2,301,283	2,499,115	2,752,293	2,984,849	3,293,879	3,663,011
Educators	2,101,279	2,281,917	2,513,453	2,725,828	3,017,280	3,364,549
Non-educators	200,004	217,198	238,840	259,021	276,599	298,462
Goods and services and other current	227,438	191,365	256,101	265,696	404,516	422,719
Transfers and subsidies	116,300	174,582	140,996	203,351	134,325	140,531
Payments for capital assets	77,010	116,132	96,815	88,411	51,947	57,118
TOTAL	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379
STAFFING						
Number of Educators (publicly employed) (a)	16,317	16,441	16,715	16,830	16,830	16,830
Number of Non-educators (publicly employed)	3,577	3,608	3,487	3,629	3,629	3,629
ENROLMENT						
Learners in public primary schools (b)	582,753	572,328	588,023	584,374	590,396	593,267
L:E ratio in public primary schools (b/a)	35,7	34,8	35,2	34,7	35,1	35,3
Learners Grade 1 to Grade 7 (c)	582,682	572,328	559,299	586,390	597,980	605,055
of which disabled learners	This statistic can currently not be computed since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future					
of which females	286,729	281,069	274,128	289,090	295,402	298,897
Gender parity index	0.94	0.94	0.94	0.95	0.95	0.95
INSTITUTIONS & INFRASTRUCTURE						
Schools	1,107	1,108	1,104	1,104	1,104	1,104
Number of schools with SASA Section 21 functions	517	643	709	761	800	839
Number of schools declared no fee schools	0	0	547	547	547	547
Number of schools with a water supply	1,100	1,108	1,104	1,104	1,104	1,104
Number of schools with electricity	1,093	1,108	1,104	1,104	1,104	1,104

ST202	PUBLIC PRIMARY SCHOOLS – Key trends (continued)						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
Number of schools with adequate number of functional toilets	No historical data available	115	115	117	117	117	
Classrooms (d)	20,078	20,197	20,433	20,727	20,781	20,835	
Learner/classroom ratio (b/d)	29.0	28.3	28.8	28.2	28.4	28.5	
Schools with more than 40 learners per class	0	0	0	0	0	0	
EXPENDITURE ON MAINTENANCE (R'000)							
Expenditure on school maintenance	70,425	52,667	59,871	16,814	34,909	57,333	
Replacement value of all immobile school infrastructure (R'000)	7,200,000	8,000,000	8,000,000	8,800,000	9,680,000	10,648,000	
OUTPUT AND EFFICIENCY STATISTICS							
Number of Grade 3 learners sitting for standardised tests *(e)	34,487	Testing only done every 2nd year	91,171	Testing only done every 2nd year	92,000	Testing only done every 2nd year	
Number of Grade 3 learners attaining acceptable outcomes *(f)	Lit: 13,622 Num: 12,684		45,585		42,320		
Number of Grade 6 learners sitting for standardised tests **(g)	Testing only done every 2nd year	31,726	Testing only done every 2nd year	68 805	Testing only done every 2nd year	69 493	
Number of Grade 6 learners attaining acceptable outcomes **(h)		Lit: 13,357 Num: 5,457		37 843		41 696	
Number of Grades 1 to 7 learners repeating their grade (i)	See note under Table ST205 regarding repeaters						
▶ PERFORMANCE MEASURES							
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3*	58%	Testing only done every 2nd year	62%	Testing only done every 2nd year	66%	Testing only done every 2nd year	
▶ PM213: Repetition rate in Grades 1 to 7 (i/c)	See note under Table ST205 regarding repeaters						
▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy and life skills *(f/e)	Literacy: 39,5% Numeracy: 37,3%	Testing only done every 2nd year	50%	Testing only done every 2nd year	60%	Testing only done every 2nd year	
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in numeracy, literacy and life skills **(h/g)	Testing only done every 2nd year	Literacy: 42,1% Numeracy: 17,2%	Testing only done every 2nd year	50%	Testing only done every 2nd year	60%	

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

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

ST203	PUBLIC SECONDARY SCHOOLS – Key trends					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)						
Current payment	1,705,020	1,844,405	2,039,823	2,167,031	2,465,595	2,723,821
Compensation of employees	1,551,268	1,696,412	1,809,472	1,989,900	2,195,917	2,442,008
Educators	1,394,249	1,524,702	1,621,824	1,788,787	1,981,156	2,210,272
Non-educators	157,019	171,710	182,648	201,113	214,761	231,736
Goods and services and other current	153,752	147,993	230,351	177,131	269,678	281,813
Transfers and subsidies	89,690	140,592	109,470	135,568	89,550	93,687
Payments for capital assets	51,158	154,447	149,801	58,941	34,631	38,079
TOTAL	1,845,868	2,139,444	2,299,094	2,361,540	2,589,776	2,855,587
STAFFING						
Number of Educators (publicly employed) (a)	10,165	10,252	10,283	10,283	10,283	10,283
Number of Non-educators	2,631	2,653	2,525	2,667	2,667	2,667
ENROLMENT						
Learners in public secondary schools (b)	338,423	348,484	318,778	362,090	368,892	372,135
L:E ratio in public secondary schools (b/a)	33.3	34.0	31.0	35.2	35.9	36.2
Learners Grade 8 to Grade 12 (c)	339,561	348,484	328,591	335,403	327,434	349,534
of which disabled learners	This statistic can currently not be computed since accurate data sources of learners who take both mathematics and science are not available.					
of which females (d)	181,385	186,107	176,225	185,416	181,010	193,227
Gender parity index	1.1	1.1	1.1	1.2	1.2	1.2
Females in Grades 10 to 12 taking both mathematics and science (e)	This statistic can currently not be computed since accurate data sources of learners who take both mathematics and science are not available.					
INSTITUTIONS & INFRASTRUCTURE						
Schools	340	345	346	346	346	346
Number of schools with SASA Section 21 functions	177	208	225	238	250	263
Number of schools declared no fee schools	-	0	105	105	105	105
Number of schools with a water supply	337	345	346	346	346	346
Number of schools with electricity	337	345	346	346	346	346

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
Number of schools with adequate number of functional toilets	No historical data available	47	47	47	47	47	
Number of schools with a science laboratory	309	314	318	332	337	347	
Classrooms (f)	10,711	10,825	11,056	11,259	11,329	11,417	
Learner/classroom ratio (b/f)	31.6	32.2	28.8	32.2	32.6	32.6	
Schools with more than 40 learners per class	0	0	0	0	0	0	
EXPENDITURE ON MAINTENANCE (R'000)							
Expenditure on school maintenance	35,212	26,333	29,935	8,407	17,454	28,667	
Replacement value of all immobile school infrastructure (R'000)	3,600,000	4,000,000	4,000,000	4,400,000	4,840,000	5,324,000	
OUTPUT AND EFFICIENCY STATISTICS							
Number of Grade 9 learners sitting for standardised tests (g)	78 964	82 169	78,584	81,691	65,863	72,700	
Number of Grade 9 learners attaining acceptable outcomes (h)	60 013	64 092	65,291	66,987	55,325	62,522	
Number of Grades 8 to 12 learners repeating their grade (i)	See note under Table ST205 regarding repeaters						
Population of age 18 (j)	89,249	83,524	84,605	86,392	88,200	89,918	
Number of learners writing SC examinations (k)	38 886	38 586	39,824	40,100	41,000	42,000	
Number of learners passing SC examinations (l)	33 066	32 573	33,316	34,085	35,260	36,540	
Number of learners passing with endorsement	10 524	10 394	10,589	11,000	11,200	11,600	
SC pass rate (l/k)	85.0%	84.4%	83.7%	85.0%	86.0%	87.0%	
Number of SC candidates passing both mathematics and science (m)	No historical data available	9,708	9,461	9,600	9,800	10,000	
Number of schools writing SC examinations	386	386	389	389	389	389	
Number of schools with an SC pass rate below 40%	14	9	6	0	0	0	
SC pass rate of quintile 1 schools (n)	67.8%	69.5%	77.1%	79.5%	82.5%	85.0%	
SC pass rate of quintile 5 schools (o)	98.3%	98.1%	98.7%	98.9%	99.1%	99.3%	

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
▶ PERFORMANCE MEASURES						
▶ PM216: Percentage of girl learners who take maths and science in Grades 10 to 12(e/d)	This statistic can currently not be computed since accurate data sources of learners who take both mathematics and science are not available					
▶ PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the Grade 12 pass rate (n/o)	69%	71%	78%	80%	83%	86%
▶ PM218: Repetition rate in Grades 8 to 12 (i/c)	See note under Table ST205 regarding repeaters					
▶ PM219: Pass ratio in Grade 12 examinations (l/j)	37.0%	39.0%	39.4%	39.5%	40.0%	40.6%
▶ PM220: Pass ratio in Grade 12 for mathematics and science(m/i)	No historical data available	11.6%	11.2%	11.1%	11.1%	11.1%
▶ PM221: % learners in Gr 9 attaining acceptable educational outcomes (h/g)	76%	78.0%	83.1%	82.0%	84.0%	86.0%
Note: PM216 counts participation in mathematics and science on both the HG and SG levels.						

ST204	PUBLIC ORDINARY SCHOOLING Schools according to lowest and highest grade (2006)											
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Gr 1	-	1	19	8	8	145	747	81	72	0	0	38
Gr 2					1		1				0	0
Gr 3							1				0	0
Gr 4							14	2			0	0
Gr 5											0	0
Gr 6											0	0
Gr 7									4		0	1
Gr 8									3	1	3	294
Gr 9											1	2
Gr 10												2
Gr 11												0
Gr 12												1
Total primary schools (prog. 2.1)						1 104		Sec. schools (prog. 2.2)			346	

Note: The grades in the left-hand column indicate lowest grade available in each school, and the grades along the top row indicate the highest grade. **Sources:** Annual Survey of Schools (2006).

ST205	PUBLIC ORDINARY SCHOOLING Enrolment and flow rate details (2006)						
		Learners* 2005	Learners* 2006	Repeaters**	Repeater rate	Dropouts***	Dropout rate
Gr 1		93 515	89,689	-	0%	-	0%
Gr 2		94 231	86,697	-	0%	-	0%
Gr 3		80 695	90,430	-	0%	-	0%
Gr 4		80 809	80,886	-	0%	-	0%
Gr 5		74 984	78,092	-	0%	-	0%
Gr 6		66 141	73,336	-	0%	-	0%
Gr 7		81 953	65,452	-	0%	-	0%
TOTAL GR 1 TO 7		572,328	564,591	-	0%	-	0%
Gr 8		88 778	80,007	-	0%	-	0%
Gr 9		82 169	81,166	-	0%	-	0%
Gr 10		81 577	83,490	-	0%	-	0%
Gr 11		56 657	57,381	-	0%	-	0%
Gr 12		39 303	40,166	-	0%	-	0%
TOTAL GR 8 TO 12		348,484	342,210	-	0%	-	0%

Footnotes

All figures represent the situation in the school years 2005 and 2006.

* Source – Annual Schools Survey 2005 and (CEMIS Current – 13 October 2006) 2006.

** The WCED, historically, collected repeater information in aggregated format from schools three months into the next academic year. Our audits done at selected schools showed that this information was not always accurate. In 2006, we implemented the learner tracking system and the 2006 year was viewed as a pilot year in order for us to deal with all the teething problems. We successfully completed an online promotion process in 2006 and an online Snap 2007 process. In the next report we will be able to report on the repeaters in the province.

*** The WCED, historically, collected dropout information in aggregated format from schools three months into the next academic year. Our audits done at selected schools showed that this information was not always accurate. In 2007, we implemented an online SNAP process and we will also implement an online promotion process at the end of the 2007 academic year. Learners that drop out in 2007 will be reported on in the next report.

ST206		PUBLIC ORDINARY SCHOOLING Educator and learner attendance (2006)			
		<i>Headcount</i>	<i>Potential learning and teaching days</i>	<i>Days lost **</i>	<i>% days lost</i>
EDUCATORS *					
2.1 Public primary schools		16,830	3,349,170		
2.2 Public secondary schools		10,283	2,046,317		
TOTAL		27,113	5,395,487		
LEARNERS					
2.1 Public primary schools		588,023	114,664,485	The number of learner days lost can currently not be computed since accurate data sources are not available. It is envisaged that this information will be obtained by EMIS through the Annual School Survey in future.	
2.2 Public secondary schools		318, 778	62,161,710		
TOTAL		906,801	176,826,195		

* Source: Post Provisioning 2006

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

ST207		PUBLIC ORDINARY SCHOOLING Learner/educator ratios by quintile (2006)					
		<i>Learners</i>	<i>Publicly employed educators*</i>	<i>Public L:E</i>	<i>Privately employed educators**</i>	<i>Total educators</i>	<i>Effective L:E ratio</i>
2.1 Public primary schools		570,819	14,950	38.2	2,983	17,933	31.8
Quintile 1 (poorest)		47,113	1,437	32.8	122	1,559	30.2
Quintile 2		53,421	1,425	37.5	98	1,523	35.1
Quintile 3		130,753	3,380	38.7	200	3,580	36.5
Quintile 4		165,304	4,271	38.7	543	4,814	34.3
Quintile 5 (least poor)		174,228	4,437	39.3	2,020	6,457	27.0
2.1 Public secondary schools		335,982	9,884	34.0	1,334	11,218	30.0
Quintile 1 (poorest)		11,726	305	38.4	4	309	37.9
Quintile 2		20,660	610	33.9	15	625	33.1
Quintile 3		80,101	2,388	33.5	33	2,421	33.1
Quintile 4		86,678	2,587	33.5	108	2,695	32.2
Quintile 5 (least poor)		136,817	3,994	34.3	1,174	5,168	26.5

* Source: PERSAL

** Source: Snap Survey 2006

ST208	PUBLIC ORDINARY SCHOOLING Resourcing effected via the School Funding Norms (2007/08)			
<i>Programmes/Legal status/Poverty quintiles</i>	<i>Schools</i>	<i>Total expenditure (R'000)</i>	<i>Learners</i>	<i>Expenditure per learner R</i>
2.1 Public primary schools				
Non-Section 21 schools	393	101,245	212,443	477
Quintile 1 (poorest)	104	16,345	22,144	738
Quintile 2	35	13,736	20,289	677
Quintile 3	95	42,529	76,826	554
Quintile 4	100	21,391	57,990	369
Quintile 5 (least poor)	59	7,244	35,194	206
Section 21 schools	699	131,886	358,376	368
Quintile 1 (poorest)	168	18,428	24,969	738
Quintile 2	67	22,406	33,132	677
Quintile 3	78	29,876	53,927	554
Quintile 4	149	39,574	107,314	369
Quintile 5 (least poor)	237	21,602	139,034	155
TOTAL	1,092	233,131	570,819	408
2.2 Public secondary schools				
Non-Section 21 schools	129	67,255	136,168	494
Quintile 1 (poorest)	10	6,700	9,078	738
Quintile 2	11	9,272	13,695	677
Quintile 3	46	29,240	52,808	554
Quintile 4	37	13,178	33,543	393
Quintile 5 (least poor)	25	8,865	27,044	328
Section 21 schools	229	66,807	199,814	334
Quintile 1 (poorest)	4	1,954	2,648	738
Quintile 2	8	4,715	6,965	676
Quintile 3	26	15,120	27,293	554
Quintile 4	55	20,513	53,135	386
Quintile 5 (least poor)	136	24,505	109,773	223
TOTAL	358	134,062	335,982	399
Total for Non-section 21 schools	522	168,500	348,611	483
Total for Section 21 schools	928	198,693	558,190	356
Total for Quintile 1	286	43,427	58,839	738
Total for Quintile 2	121	50,129	74,081	677
Total for Quintile 3	245	116,765	210,854	554
Total for Quintile 4	341	94,656	251,982	376
Total for Quintile 5	457	62,216	311,045	200
GRAND TOTAL	1,450	367,193	906,801	405
Programme 2 non-personnel non-capital budget		848,217		
Level of 'top-slicing'		56.7%		

B.3 Independent school subsidies

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

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

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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.

- **Policies and priorities:**

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

Rigorous registration criteria are applied, viz.

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

All independent schools that are registered with the WCED are eligible, depending on the Norms and Standards Funding Policy for Independent Schools, to receive maximum subsidies equal to 60% of the cost per learner in the public schools. All independent schools that apply for a subsidy, and that are eligible for funding in terms of the Funding Policy, receive a subsidy. However, to ensure sustainability, subsidies are only granted after a year of operation after registration.

Once subsidies are applied for District officials, who carry out an evaluation of the educational programmes, visit the schools. Payment is then only made if a satisfactory report is written into the application, together with a recommendation for payment.

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

Progress analysis

There are currently 205 registered independent schools in the Western Cape. These schools accommodate a range of learners from varied socio-economic backgrounds and are important and valued partners in education delivery in the province.

The WCED currently provides subsidies to 82 independent schools in the Western Cape. These independent schools provide learning opportunities to disadvantaged learners in the province.

Analysis of constraints and measures planned to overcome them

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

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

ST301	INDEPENDENT SCHOOL SUBSIDIES - Key trends		2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
PAYMENTS BY SUB-PROGRAMME (R'000)								
	3.1 Primary phase		15,673	17,432	19,270	22,327	23,287	24,335
	3.2 Secondary phase		14,088	15,013	14,857	17,214	17,954	18,762
	TOTAL		29,761	32,445	34,127	39,541	41,241	43,097
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)								
	Current payment		-	-	-	-	-	-
	Compensation of employees		-	-	-	-	-	-
	Goods and services and other current		-	-	-	-	-	-
	Transfers and subsidies		29,761	32,445	34,127	39,541	41,241	43,097
	Payments for capital assets		-	-	-	-	-	-
	TOTAL		29,761	32,445	34,127	39,541	41,241	43,097
STAFFING								
	Number of Educators (publicly employed)		-	-	-	-	-	-
ENROLMENT								
	Learners in independent schools receiving a subsidy		16,747	16,837	17,964	17,602	17,816	18,050
	3.1 Primary phase		10,973	11,177	11,843	11,402	11,516	11,650
	3.2 Secondary phase		5,774	5,660	6,121	6,200	6,300	6,400
	Learners in non-subsidised independent schools							
	Grades 1 to 7							
	Grades 8 to 12							
	TOTAL (all independent school learners)		16,747	16,837	17,964	17,602	17,816	18,050
		This statistic can currently not be computed since accurate data sources of learners who take both mathematics and science are not available						

ST301	INDEPENDENT SCHOOL SUBSIDIES - Key trends (continued)	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
INSTITUTIONS							
	Schools receiving a subsidy	75	81	87	87	87	87
	3.1 Primary phase	55	60	65	65	65	65
	3.2 Secondary phase	20	21	22	22	22	22
	Schools not receiving a subsidy	100	104	118	118	118	118
	TOTAL	175	185	205	205	205	205
	Subsidised schools visited during the year for monitoring purposes (b)	-	-	0	44	44	44
► PERFORMANCE MEASURE							
	► PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)	-	-	0%	50.6%	50.6%	50.6%

ST302	INDEPENDENT SCHOOL SUBSIDIES			
Resourcing effected via the School Funding Norms (2006)				
<i>Subsidy Level</i>	<i>Schools</i>	<i>Total expenditure (R'000)</i>	<i>Learners</i>	<i>Expenditure per learner (R)</i>
60 %(poorest)	21	19,052	6,205	3,070
40%	25	8,931	4,078	2,190
25%	18	4,280	3,078	1,391
15%	18	1,864	2,841	656
0%(least poor)	5	0	1,762	0
TOTAL	87	34,127	17,964	1,900
<p>Note Subsidy levels are related to fee levels on a five point progressive scale. Schools charging the lowest level will qualify for the highest level of the subsidy. Schools charging fees in excess of 2.5 times the separate provincial average estimates per learner in Primary or Secondary phases of public ordinary schools respectively are considered to serve a highly affluent clientele, and 0% subsidy will be paid to them from public funds. Source: Notice 20 of 2003</p>				

B.4 Public special school education

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

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

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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 requiring high level of support as well as learners in mainstream schools.
- To promote effective and inclusive education for learners experiencing barriers to learning
- 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

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 district offices and other professional services
- To achieve an optimal and equitable distribution of financial, physical and human resources across the system
- 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

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 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
- To provide human resource development in accordance with the Skills Development Act
- To implement the minimum standards for special education services for learners manifesting, or at risk of experiencing emotional and/or behavioural difficulties

- **Policies and priorities:**

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

Staff establishments for special schools are determined according to the number of learners and the weightings based on the various barriers to learning, within the allocated posts, as determined by the Post Provisioning Norms, for special schools.

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

Progress analysis

Currently there are 14 199 learners in the 67 special schools of which seven offer the FET curriculum. The learner enrolment of the Cape Academy of Mathematics, Science and Technology was increased to 274 learners and the curriculum expanded to Grade 12. Two science laboratories were inaugurated and final hostel facilities were upgraded. There are currently 274 learners (Grade 10 to 12) at the Academy.

Owing to the great demand for placement of learners at Schools of Skills, two new schools have been established, namely the Mitchell's Plain School of Skills and Siviwe School of Skills in Gugulethu.

The Department of Culture Affairs and Sport and the WCED, jointly established the Western Cape Sports School in Kuils River.

Training of personnel from youth centres and the support services at EMDCs in skills for dealing with challenging behaviour, and training of personnel as facilitators of youth developmental programmes is ongoing. Facilitators of youth developmental programmes for the Mapping the Future Programme and Drug Information Programme were trained in all EMDCs. EMDC-support staff and personnel from youth centres were trained in therapeutic skills courses i.e. restorative interviewing, restorative group intervention, drug counselling and dealing with the sexual offender. A total of 631 staff members participated in the training programmes.

Minimum standards for special education services for learners at-risk have been approved and distributed to EMDCs for implementation. The aims of these standards are to ensure that services are effective and efficient, that the principles of the SA Constitution, other legislation and international instruments (UN Convention on the Rights of the Child) are upheld as well as to identify delivery challenges and building the capacity and resources needed to develop the schools.

Analysis of constraints and measures planned to overcome them

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

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

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY SUB-PROGRAMME (R'000)							
4.1 Schools	345,224	366,447	386,038	410,444	434,602	459,353	
4.2 Professional services	0	0	1	1	1	1	
4.3 Human resource development	0	0	1	1	1	1	
TOTAL	345,224	366,447	386,040	410,446	434,604	459,355	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	275,434	294,556	309,150	330,980	351,721	372,743	
Compensation of employees	273,315	291,577	305,235	325,964	346,337	367,117	
Educators	216,114	225,010	236,550	251,547	267,268	283,304	
Non-educators	57,201	66,567	69,685	74,417	79,069	83,813	
Goods and services and other current	2,119	2,979	3,915	5,016	5,384	5,626	
Transfers and subsidies	69,790	71,735	76,890	79,466	82,883	86,612	
Payments for capital assets	0	156	0	0	0	0	
TOTAL	345,224	366,447	386,040	410,446	434,604	459,355	
STAFFING							
Number of Educators (publicly employed)	1,480	1,480	1,528	1,528	1,528	1,528	
Number of Non-educators (publicly employed)	904	905	904	904	904	904	
ENROLMENT							
Up to and including Grade 7	10,791	9,444	9,536	9,665	9,615	9,585	
Grade 8 and above	4,031	4,411	4,812	5,430	5,825	6,130	
INSTITUTIONS & INFRASTRUCTURE							
Schools	76	70	67	67	67	67	
► PERFORMANCE MEASURES							
► PM401: Percentage of children with special needs aged 6 to 15 not enrolled in educational institutions	2%	3.7%*	2%	2%	2%	2%	

* Statistics and percentages provided based on 2005 General Household Survey

B.5 Further Education and Training

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

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

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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

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 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

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

- **Policies and priorities:**

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

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

- Increase number of learners of 16 - 22 years enrolled at colleges
- Increase number of learners enrolled for full qualifications
- Increase number of learners that qualify for higher education
- Offer and evaluate new programmes that respond to needs of the economy
- Train lecturers in new FET courses
- Maintain learner support units at each of the six colleges and track learners on exit

- Award bursaries/loans to needy learners
- Maintain computer laboratories
- Ensure that all students are trained in ICT

Progress analysis

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

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

This means that Report 191 programmes are being phased out gradually and relevant qualifications and programmes are being phased in.

FET colleges have already begun the process of developing new courses and qualifications based on Unit Standards. This programme development phase was substantially strengthened by the *iKapa elihlumayo* grant for the development of level 2 to 4 programmes.

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

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

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

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

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

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

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 2006-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.

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

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

ST501	FURTHER EDUCATION AND TRAINING - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
5.1 Public institutions	152,383	168,186	194,525	229,635	242,721	336,841	
5.2 Professional services	0	0	1	1	1	1	
5.3 Human resource development	0	0	1	1	1	1	
5.4 Conditional grants	0	0	70,000	80,000	77,305	0	
TOTAL	152,383	168,186	264,527	309,637	320,028	336,843	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	121,977	133,538	154,774	164,895	175,201	185,713	
Compensation of employees	121,969	133,538	154,722	164,895	175,201	185,713	
Educators	101,035	110,618	128,156	136,582	145,119	153,826	
Non-educators	20,934	22,920	26,566	28,313	30,082	31,887	
Goods and services and other current	8	0	52	0	0	0	
Transfers and subsidies	30,406	34,648	109,753	144,742	144,827	151,130	
Payments for capital assets	0	0	0	0	0	0	
TOTAL	152,383	168,186	264,527	309,637	320,028	336,843	
STAFFING							
Educators	940	1,040	997	1,120	1,120	1,120	
In posts	733	776	767	890	890	890	
Employed by college	207	264	230	230	230	230	
Non-educators	777	858	813	813	813	813	
In posts	262	253	243	243	243	243	
Employed by college	515	605	570	570	570	570	
ENROLMENT							
Full-time equivalent students	19,350	21,000	21,323	25,000	27,000	29,000	
Students (headcount) (a)	49,185	44,296	53,695	60,000	68,000	75,000	
of which females	17,707	16,390	19,151	22,000	27,000	32,000	
of which females in technical fields (b)	6,643	6,684	7,605	8,653	9,845	11,202	
Students completing programmes successfully during the year (c)	33,446	31,007	43,200	49,000	56,000	62,000	

ST501	FURTHER EDUCATION AND TRAINING - Key trends (continued)					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
STATISTICS ON LEARNERSHIPS						
Active learnership agreements in the province (d)	648	1,967	1,582	1,582	1,582	1,582
Number of agreements involving FET colleges as provider (e)	This statistic can currently not be computed since accurate data sources for learnership agreements involving FET colleges as provided are not available					
▶ PERFORMANCE MEASURES						
▶ PM501: Percentage of FET students relative to youth in the province	20.4%	17.9%	21.4%	23.4%	25.9%	28.0%
▶ PM502: Percentage of female students who are in technical fields (b/a)	38%	41%	40%	39%	36%	35%
▶ PM503: FET college throughput rate (c/a)	68.0%	70.0%	80.5%	81.7%	82.4%	82.7%
▶ PM504: Percentage of learners placed in learnerships through FET colleges (e/d)	This PM can currently not be computed by provinces since accurate data sources for learnership agreements involving FET colleges as provided are not available					
▶ PPM501: Number of study loans awarded to students at FET colleges.	1 644	3 251	2 885	3 545	4 201	4 859

B.6 Adult Basic Education and Training

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

	<i>Measurable objectives</i>	<i>Performance measures</i>
Access	▲ To ensure that adults without basic education access to ABET centres.	▶ PM601: Number of ABET learners relative to adults in the province

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

To improve access to ABET and adult skills development in line with policy

- To increase the number of learners, especially women, youth, rural and poor learners, enrolled on ABET and Adult Further Education and Training (AFET) courses at 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, 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
- To implement the approved recommendations of the ABET Feasibility Study.

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 district offices 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 CLC 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

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
- To increase the number of under- and unqualified practitioners participating in Learnerships.

- **Policy priorities:**

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

- Purpose-driven, modularised ABET level 1, 2 and 3 curricula – consisting of two programme offerings, namely numeracy and literacy, offered in all community learning centres
- A focus on the electives at ABET Level 4, i.e. Ancillary Health Care, Maths, Science and Technology
- Level 4 Centres offering a selection of learning areas that lead to a purposeful GETC qualification for the learner in the context of the community
- Provision of physical and financial resources to support the ABET curriculum
- All existing educators to receive targeted training and all new educators to receive orientation and training
- All CLC managers receiving appropriate training (technical skills and personal development plans) on an ongoing basis
- Increase in number of partnerships with provincial and national government departments and the private sector.
- Integrate ICT into delivery of curriculum at ABET Level 1 – 4
- Improved monitoring of learner enrolment/ retention at district level

The provision of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities needs to be increased as follows -

- Increase the number of learnerships offered in areas identified by the MEDS
- Improve throughput and completion rates by offering skills-based and needs driven programmes.
- Apply placement instruments (Placement instruments are used to ensure learners are correctly placed when registering for an ABET course).

The WCED will also –

- Investigate the establishment of a full-time ABET centre based on the outcome of the feasibility study.
- Ensure improved governance of ABET centres through the implementation of relevant capacity building interventions.

Progress analysis

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

This will be done by providing a skills-based (not school-based) ABET level 1 – 4 curriculum, which provides regular opportunities for assessment. This means:

- An ABET level 1 and 2 curriculum – consisting of numeracy and literacy and skills programmes
- An ABET level 3 and 4 curriculum – consisting of the fundamentals, and introducing core learning areas in line with the learner/centre's direction of study in level 4 ABET

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

Learnerships, apprenticeships, internships and skills programmes focus on workplace and experiential learning. Learners tend to be drawn from the unemployed (pre-employed and retrenched) and employed, including the self-employed, and they vary in age and have quite different curriculum support needs. Successful learners achieve nationally recognized learning credits / qualifications. Learnership provision is a contractual partnership of the provider, the workplace and the learner. The Department of Labour with the SETAs is the nationally designated champion of this system of workplace provision. Except for internships, which are the experiential learning component required for some degree / diploma courses at higher education level, these learning programmes tend to be offered from ABET / NQF level 1 to NQF level 5.

Analysis of constraints and measures planned to overcome them

The majority of learners achieve the requested credits over a period of time of at least two to three years. Once a learner obtains the requested 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 were issued when learners successfully completed a learning area.

Intermediate and high skill development in learnerships and other learning programmes experience a number of generic problems and their resolution must be prioritised through a coordinating mechanism. Some of these problems are: poor mathematics, science and English language abilities (essentially the Foundations of the NQF system); motivation of learners; equity and scarce skills development; the fragmentation of education and training supply; and, expansion of numbers of learners in all types of provision

In order to improve the quality of provision of adult education appropriate models for teaching and curriculum management at CLCs, the findings of the feasibility study will serve as a basis for any intervention. In addition, a training and development model for staff at ABET centres will be established and implemented. The model will ensure that all existing educators receive targeted training and all new educators receive orientation and training and development.

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY SUB-PROGRAMME (R'000)							
6.1 Subsidies to private centres	21,151	23,051	23,569	26,054	27,311	28,652	
6.2 Professional services	0	0	1	1	1	1	
6.3 Human resource development	0	0	1	1	1	1	
TOTAL	21,151	23,051	23,571	26,056	27,313	28,654	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	5,564	5,850	7,797	7,272	7,721	8,180	
Compensation of employees	5,198	5,432	5,948	6,994	7,431	7,877	
Educators	4,372	4,569	5,002	5,882	6,249	6,624	
Non-educators	826	863	946	1,112	1,182	1,253	
Goods and services and other current	366	418	1,849	278	290	303	
Transfers and subsidies	15,587	17,201	15,774	18,784	19,592	20,474	
Payments for capital assets	0	0	0	0	0	0	
TOTAL	21,151	23,051	23,571	26,056	27,313	28,654	
STAFFING							
Number of Educators (publicly employed)	4	3	4	4	4	4	
Number of Non-educators (publicly employed)	11	11	10	11	11	11	
ENROLMENT							
GET level	15,925	16,975	15,529	19,600	20,655	21,655	
FET level	16,574	17,668	22,110	20,400	19,845	20,845	
TOTAL (a)	32,499	34,643	27,639	40,000	40,500	42,500	
POPULATION							
Population aged 18 to 60 (b)	2 667 975	2,718,151	2,767,069	2,821,443	2,874,777	2,927,328	
INSTITUTIONS							
Subsidised centres	314	346	351	351	351	351	
► PERFORMANCE MEASURES							
► PM601: Number of ABET learners relative to adults in the province (a/b)	1.2%	1.3%	1.4%	1.4%	1.4%	1.5%	

B.7 Early Childhood Development

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

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

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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

- To provide Grade R spaces in public ordinary schools and in education-funded community based sites in accordance with policy, specifically White Paper 5, and the 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

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 district offices 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

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 on the NCS
- To equip educators to ensure effective curriculum development, delivery and support
- To provide specialised education support to teachers

- **Policy priorities:**

A strategy to support ECD in the Western Cape has been developed by an inter-sectoral planning team led by the WCED and the provincial Department of Social Development (DSD).

The overall goal of the approach is the provision of an integrated and co-ordinated approach to ensure the effective and holistic services to young children in the age group from birth to four years old. The aim of the strategy is not to have all children in crèches or daycare centers, but to ensure that those who care for children (parents, grandparents, community workers, day centre, pre-primary school and crèche staff) are equipped to promote the physical, social and cognitive development of children.

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

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 second HCDS goal is to provide high quality learning programmes to all five year-old children in the Western Cape at the first level of formal education, namely Grade R by 2010, so that they are introduced to early reading and numeracy skills. This is particularly important in communities where parents are illiterate and homes are text and resource poor. The NCS Grade R curriculum spells out the knowledge and skills that ought to be taught to five year-olds. The human resource challenge for the province is to ensure that the learning outcomes of the Grade R NCS are taught and acquired by learners in Grade R sites.

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

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

- Advocacy and recruitment of added learners, particularly in the rural and poor areas.
- Establishment of classes in public schools where space allows.
- Ensuring that each class has a suitably qualified teacher.
- Ensuring that there is adequate LTSM for quality teaching and learning
- Continue to support the DSD in upgrading the qualification of care-givers/practitioners in terms of the EPWP.
- Monitoring to be done at District Level by Curriculum Advisers and Circuit Managers

Progress analysis

Access to Grade R has increased from approximately 21 000 in 1996 to in excess of 60 000 in 2006. During 2006 every Grade R child at an institution was subsidised instead of a maximum class size of 30. This has increased the number of children qualifying for financial assistance.

The abolition of departmentally approved posts and their replacement by means of per capita subsidies has allowed greater access in poorer areas. However, this has had unintentional consequences – salaries have been drastically lowered in the poor institutions, qualified teachers have migrated to the affluent institutions and there has been a drastic fall off in students willing to enter this sector as educators. This has also resulted in courses at training institutions being abolished.

Analysis of constraints and measures planned to overcome them

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

EMDC Officials are overloaded and are not able to visit the sites regularly to ensure quality programmes are being offered. Many of the tasks of monitoring and support are supposed to be provided by Circuit Managers and Administration Officials, but there is limited capacity in these pillars.

These issues are receiving continued attention to improve the efficiency and effectiveness of the ECD sector.

ST701	Early Childhood Development- Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY SUB-PROGRAMME (R'000)							
7.1 Grade R in public schools	49,243	57,829	52,434	54,908	58,195	61,571	
7.2 Grade R in community centres	10,125	16,648	42,499	67,741	110,948	115,940	
7.3 Professional services	0	0	1	1	1	1	
7.4 Human resource development	0	0	12,463	30,389	45,638	47,692	
7.5 Conditional grants	767	0	0	0	0	0	
TOTAL	60,135	74,477	107,397	153,039	214,782	225,204	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	44,544	44,764	55,913	74,309	95,501	100,556	
Compensation of employees	42,170	43,829	45,249	47,493	50,461	53,489	
Educators	42,170	43,829	45,249	47,493	50,461	53,489	
Non-educators	0	0	0	0	0	0	
Goods and services and other current	2,374	935	10,664	26,816	45,040	47,067	
Transfers and subsidies	15,591	29,713	51,484	78,730	119,281	124,648	
Payments for capital assets	0	0	0	0	0	0	
TOTAL	60,135	74,477	107,397	153,039	214,782	225,204	
STAFFING							
Number of Educators (publicly employed)	312	299	294	289	289	289	
Number of Non-educators (publicly employed)	-	-	-	-	-	-	
ENROLMENT (PUBLICLY FUNDED ONLY)							
Grade R in public schools (a)	30,873	31,505	29,212*	38,000	40,000	42,000	
Grade R in community centres (b)	25 160	28 000	30 000	32,000	34,000	36,000	
Pre-Grade R in public schools	2,685	2,485	1,787*	2,102	2,102	2,102	
Pre-Grade R in community centres	This data cannot be computed by the WCED since data sources in this regard are not available						
TOTAL	58,718	61,986	60,999	72,102	76,102	80,102	
POPULATION							
Population aged 5 (c)	83 914	89,423	90,975	91,757	92,829	94,077	
► PERFORMANCE MEASURES							
► PM701: Percentage of learners in publicly funded Grade R ((a+b)/c)	66.7%	68.2%	65.0%	76.3%	79.7%	82.9%	

*CEMIS Current (13 October 2006)

B.8 Auxiliary and associated services

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

	<i>Measurable objectives</i>	<i>Performance measures</i>
Access	▲ To deliver HIV/AIDS life skills education in schools, and to ensure access to an appropriate and effective integrated system of prevention, care and support	▶ PPM 801: Number of educators trained to deliver HIV/IDS and sexuality life skills education ▶ PPM 802: Percentage annual delivery to schools of requested TLSM ▶ PPM 803: Number of school-communities 'trained' and supported in the implementation of Care & Support strategies for vulnerable children ▶ PPM 804: Number of SMTs and SGBs 'trained' and supported in the development of HIV/AIDS policy and management plans, within the context of WSE and SIPs

Specified policies, priorities and strategic objectives

- **Strategic goals and objectives:**

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

- To support the ETDP SETA with regard to the administration of the sector

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. Systems-wide, this includes strategies to prevent HIV infection in educators and learners, to manage HIV/AIDS in school-communities, to provide psychosocial support for affected educators and learners, and to manage the total response to HIV/AIDS in order to protect the quality of education.

- To adequately train and support 80% of GET educators and 80% of FET Life Orientation educators to ensure that all learners in Grades 1 to 12 receive a minimum of 20 hrs of age and context-appropriate, KSAV-based, interactive HIV/AIDS life skills and sexuality education annually, through Life Orientation and the infusion of HIV/AIDS life skills across other subjects and learning areas (ref National Integrated Plan for Children Infected and Affected by HIV and AIDS, 2001; cf WHO/UNESCO minimum of 40 hrs per annum to bring about behaviour change).
- To provide for the development, selection, translation, procurement and distribution of age/grade and language-appropriate, curriculum-based, AIDS-specific learner and teacher support materials (LTSM) to support effective HIV/AIDS life skills education in the classroom.
- To 'train' stakeholders and support the establishment of appropriately networked, effective, sustainable school-community-based Care and Support strategies for vulnerable children.
- To ensure that SMT members and key parent SGB members and community representatives are 'trained' and supported in the development and maintenance of a contextually-appropriate AIDS policy and HIV/AIDS Management Plan - within the context of the nine focus areas of Whole School Evaluation (WSE) and the development of School Improvement Plans (SIP).
- To support the development and implementation of effective, adolescent HIV-preventative, quality-assured peer education programmes in schools and FET colleges.
- To develop information-sharing and motivation strategies that encourage pro-active participation in local programme development and advocacy opportunities (such as Valentine's Day, School AIDS Month, Condom Week, SGB meetings, peer education and holiday programmes, parenting workshops, etc.) and the furthering of a broad-based, multi-sectoral 'enabling environment' for effective prevention, care and support.
- To develop an effective, integrated, mainstreamed (and thus sustainable) intra- and inter-departmental HIV/AIDS management system for the WCED – inclusive of an inter-directorate HIV/AIDS Management Unit and district HIV/AIDS management units/teams, provincial and district-based master training pools, district-based psychosocial support services, inter-sectoral collaboration and partnership management, the establishment of School HIV/AIDS Co-ordinators and school clusters, quality assurance (through research, policy development, monitoring and evaluation), and efficient programme administration and financial management.
- To provide for appropriate initiatives in Centres for Early Learning, ABET Centres and FET colleges.
- To implement an employee HIV/AIDS workplace programme and Employee Wellness Programme (EWP).

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

- To manage the Senior Certificate and ABET Level 4 examinations and certification thereof.

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

- To ensure that the province provides 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.

To support the provincial goals of *iKapa elihlumayo*

- To test skills and aptitudes of Grade 8 learners.
- To train GET and FET teachers to provide career advice.
- Establishing of schools of skill.
- Expansion and development of focus schools.
- Provision of computer laboratories.

- **Policies and priorities:**

The WCED has a key role to play in conceptualising and driving a HCDS as the main provider of:

- GET, which provides the bedrock or foundation for all human resource development in the province; and
- FET, which provides opportunities to further develop the skills and knowledge required for employment and economic participation.

Teacher Training

An important need for the HCDS is the availability of well-qualified teachers, especially those teaching mathematics, science and technology. Financial assistance is provided to aspirant teachers who wish to enter the profession as Mathematics and/or Science and Technology Teachers.

HIV/AIDS:

South Africa carries the highest number of persons infected with the Human Immune-deficiency Virus (HIV) in the world – an estimated 5,9 to 6,5 million people. Over 20% of the adult population and 30% of adults of child-bearing age are infected. An estimated three quarters of all new infections occur in young people aged 15 to 25. As many as 60% of young people currently under 15 years may contract the virus in the next 2 to 3 decades, and thus may die ahead of their parents. Most (but not all) these children will enter the education system HIV-negative; a growing number will leave the system positive - fuelled in the Western Cape by uniquely high levels of TB and methamphetamine ('tik') abuse. But by far the majority will become infected within 10 to 15 years after leaving school. The task for education, in terms of the HCDS, is to prepare these young people for that risk, in order to prevent infection to themselves and others. As the epidemic deepens, young children especially will become more vulnerable, with increased potential for physical abuse, and diminished educational opportunities. The number of orphans in the education system will continue to rise, with increased potential for dropout. The education system itself will come under an unprecedented attack through a complex combination of socio-economic factors. Every aspect of education management, teaching and learning will be impacted; and most existing education systems and management problems will be exacerbated.

Whilst dealing urgently and purposefully with HIV/AIDS, in and through education, is not specifically identified as a strategic priority in the HCDS, it remains a national priority. This mandate, however, is reflected in, *inter alia*, the National Integrated Plan for Children Infected and Affected by HIV and AIDS (2001), the National Education Policy Act: National HIV/AIDS Policy for Learners and Educators (1996), and the annual Division of Revenue Act. Education's responsibility is also reflected in the Government's National Programme of Action, Social Cluster (2006) in terms of continued implementation of Government's Comprehensive Plan to combat HIV and AIDS. At a provincial level, the Western Cape Provincial Growth and Development Strategy (*'iKapa elihlumayo'*) addresses the relationship between, for example, the human capital and social capital development base strategies, whilst the Social Capital Strategy (SCFS) further describes social capital formation in terms of key provincial interventions such as Health 2010, the provincial HIV/AIDS programme, youth development, family-strengthening programmes, strengthening community-based structures, and so on. Finally, the inter-Departmental 'Comprehensive HIV & AIDS Strategy for the Western Cape, Strategic Plan and Implementation Framework: 2006 to 2011' describes extensively the responsibilities, and targets, for the Western Cape Education Department. Included in these are new WCED responsibilities and targets for, *inter alia*, potentially sensitive issues such as the promotion and provision of voluntary counselling and testing (VCT) for adults >15 yrs, (provincial target 15% of adults annually, WCED target 20 000 for 2007/08, rising to 50 000 by 2009/10) and increased male condom uptake to 100 condoms per adult male >15 yrs by 2010 (with similar targets). The Accelerated HIV Prevention

Strategy: A Multi-Sectoral Framework for Action in the Western Cape 2006 to 2011 further unpacks this strategy in response to the national, multi-sectoral HIV & AIDS and STI Strategic Plan for South Africa, 2007-2011. The Western Cape Provincial AIDS Council, which includes representation of education through the MEC, has endorsed the Accelerated HIV Prevention Strategy, 2006 to 2011.

Given the HIV/AIDS programme's transversal and social capital nature (and its close but presently unstructured relationship with similar social challenges in education, such as drug abuse, teenage pregnancy, sexual abuse, behaviour modification and other youth-based strategies) the WCED's organisational re-design holds the potential for an improved alignment of related social challenges, greater efficiency of personnel utilisation, reduced duplication of services, and greater all-round impact. Notwithstanding this, however, the HIV/AIDS response continues to resist the silo effect of the present WCED organogram, and responsibilities are increasingly being shifted to the relevant line function in the various head office directorates and district office components, so as to ensure greater efficacy and sustainability beyond conditional grant funding.

Khanya Technology in Education Project

The Khanya Project will establish computer laboratories in a further 200 schools.

Progress analysis

HIV/AIDS Conditional Grant:

All schools are clustered (5-20 per cluster) for advocacy, training and ongoing support. All schools have designated HIV/AIDS co-ordinators and/or committees. Cumulatively, 17 124 educators had been trained by 2006/07 (against a target of 16 000). An estimated 820 000 learners (85%) receive regular HIV/AIDS life skills education (within the context of Life Orientation). Whilst preventative education through Life Orientation remains the backbone of the programme, the focus is now shifting towards integration of HIV/AIDS across the entire curriculum ('Achieve' programme).

Development and translation of training materials into all three official languages is completed. All schools receive annually their exact requirements of curriculum-based LTSM. Each school, from 2007/08, will receive 10 resource files (for SMT and SGB members) to enable the school to workshop the development of a School HIV/AIDS policy and a School HIV/AIDS Management Plan (within a WSE and SIP framework). This will include leadership and workplace issues. Each school-community, from 2007/08, will also receive 10 Care and Support Strategy resource files to enable SMT/educators, SGB members and community-based partners to develop social capital and networks of support for orphans and other vulnerable children inclusive of those affected by AIDS (within a White Paper 6 / Inclusive Education context, and thus further promoting the development of district-based support teams and educator support teams). 90 School Psychologists and Social Workers have also been trained as professional HIV/AIDS counsellors, for high-level learner support to schools, on demand. An NQF Level 4 qualification and short course in Basic Counselling and referral skills has also been finalized and will be offered to educators and SGB members from 2007.

The collaborative GoLD peer education programme (in partnership with the Department of Health (DoH) and NGO service providers), now in 136 schools, was in 2006 a finalist in the Premier's Service Excellence awards, and won the international Commonwealth 'Good Practice in Education' award. A formal external evaluation of this programme (as well as the other partnership initiative with DoH and Love Life) was also completed by the University of Cape Town in 2006, and together with the province's Accelerated HIV Prevention Strategy, indicates important challenges ahead.

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

Teacher Training

This initiative began with 24 bursary recipients in 2001 and has grown to 90 in the 2006 academic year.

Khanya Technology in Education Project

At present 613 (39,9%) schools have been provided with at least one computer facility with another 241 (15,7%) schools in various stages of preparation for the next wave of implementation. A total of 23 948 computers are used in Khanya schools (of these 13 635 have been funded by Khanya or its donor partners, and the balance of 10 313 have been procured by the schools themselves). As part of the Khanya roll-out, 15 773 educators are being empowered to use technology optimally for curriculum delivery and 524 179 learners are already reaping the benefits of the project.

The remaining 679 public schools will be provided with at least one computer facility and appropriate educational software. The teachers at these schools will also be provided with basic ICT skills in order for them to gain maximum benefit from the use of the technologies provided and to meet the WCED's objective of using ICT's to deliver the curriculum.

Focus Schools

28 Schools were identified to be focus schools offering the learning fields Arts and Culture, Business Commerce and Management and Engineering. The schools had to prepare business plans and received a budget for buildings, Infrastructure, equipment, training, marketing, security and LTSM. About 75% of the sites are under construction or completed (new buildings, upgrading and infrastructure, computer labs, studios, workshops).

Focus schools are currently involved in teacher conferences and subject development sessions for both teachers and learners in specialist subjects. Teachers are being registered for appropriate ACE courses to improve their knowledge, skills and competency.

The emphasis during the next phase of the project will be on Human Resource Development, in keeping with the HCDS of the department. This will include a whole school development workshop at each school facilitated by a service provider, in-service training (INSET), ACE courses, conferences, bridging camps, an innovative timetabling course and project management courses. The intention is also to develop ICT centres at some of the focus schools and to offer outreach programmes. Schools are encouraged to enter into public private partnerships and to secure bursaries for learners.

Career Guidance

Life Orientation teachers will receive special training to enable them to guide learners towards appropriate careers. All the schools are to equip their special rooms with the necessary equipment and LTSM. At the end of the year exhibitions of the work produced by the learners as well as displays of performing Arts are to take place.

Analysis of constraints and measures planned to overcome them

Recruitment of suitable candidates with an aptitude for a career in education has become a challenge. The teaching profession is seen as being fraught with discipline problems, and of low status. While entry-level salaries are competitive, they do not increase as in other employment sectors. The WCED continues to keep in contact with schools as well as faculties within the universities, which offer Mathematics, Science and Technology with regard to recruiting potential teachers.

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.

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

ST801	Auxiliary and Associated Services - Key trends						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
PAYMENTS BY SUB-PROGRAMME (R'000)							
8.1 Payments to SETA	3,659	3,306	3,756	5,312	5,521	5,804	
8.2 Conditional grant projects	9,814	11,205	11,870	13,011	13,847	14,626	
8.3 External examinations	51,436	54,561	62,632	65,692	72,158	76,079	
8.4 Teacher training	1,345	1,743	1,753	1,814	1,892	1,977	
8.5 iKapa Eilhlumayo	28,046	127,772	131,375	111,619	116,641	121,890	
TOTAL	94,300	198,587	211,386	197,448	210,059	220,376	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)							
Current payment	68,020	70,099	93,492	101,527	110,032	115,813	
Compensation of employees	34,903	37,581	40,064	42,323	47,838	50,708	
Educators	18,742	20,180	21,513	22,650	25,606	27,142	
Non-educators	16,161	17,401	18,551	19,673	22,232	23,566	
Goods and services and other current	33,117	32,518	53,428	59,204	62,194	65,105	
Transfers and subsidies	26,133	118,928	105,394	83,185	86,743	90,681	
Payments for capital assets	147	9,560	12,500	12,736	13,284	13,882	
TOTAL	94,300	198,587	211,386	197,448	210,059	220,376	
STAFFING							
Number of Educators (publicly employed) (a)	0	17	18	18	18	18	
Number of Non-educators	140	119	138	138	138	138	
► PERFORMANCE MEASURES							
► PPM801: Number of educators trained in HIV/AIDS Life Skills (cumulative)	15 910	17 124	20 500	21 000	22 000	23 000	
► PPM802: Percentage annual delivery to schools of requested, available LTSM	95%	89%	100%	100%	100%	100%	
► PPM803: Number of school-communities 'trained' and supported in the implementation of Care & Support strategies for vulnerable children (cumulative)	-	-	73	500	1 000	1 500	
► PPM804: Number of schools (SMTs and SGBs) trained in the development of school AIDS policies and HIV/AIDS management plans, in the context of WSE (cumulative)	17	17	17	500	1 000	1 500	
► PPM805: Number of new bursaries awarded to student teachers	80	90	97	100	105	110	
► PPM806: Percentage of schools offering FET at which at least one computer facility has been provided as part of the Khanya Technology in Education project	54%	98%	100%	100%	100%	100%	

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

New projects, upgrades and rehabilitation

The following projects will be completed during 2007/08:

Project Type	Number of Projects
Additional classrooms (brick) to existing schools	44
Ablution projects	17
Administration facilities	3
Forum facilities	10 (2 P/S and 8 S/S)
Primary schools	9
Secondary schools	4
Special schools	-

The details of the projects are as follows:

Project Type	Number of projects	Name of project
School building projects	Primary schools 9	Samora Marchall PS, Vredendal PS, Smutsville PS, Table View PS, Heinz Park PS, Khayelitsha Ps no 1, Khayelitsha PS No 2, Delft N2 Gateway PS, Dalebuhle PS.
	Secondary school 4	Khayelitsha No 1 SS, Khayelitsha No 2 SS, Khayelitsha No 3 SS, Khayamandi SS
Instruction rooms as part of each new school or as separate projects	Primary school 294	Samora Marchall PS (30), Vredendal PS (23), Smutsville PS (15), Table View PS (30), Heinz Park PS (30), Khayelitsha Ps No 1 (32), Khayelitsha PS No 2 (32), Delft N2 Gateway PS (32), Dalebuhle PS. (19) Rosmead PS (2), Sigcawu PS (16), Kuyasa PS (16), Rondeheuvel PS (6), Denneoord PS (4), Kenmere PS (1), Oranjekloof PS (4), Trevor Manuel PS (1), Marconi Beam PS (1), Leyden PS (1), Enkululekweni PS (1), Nomsa Mapongwana PS (1), Stratford PS (1), Hoofweg PS (1), Rainbow PS (1), Isiphiwo PS (1), ACJ Phakade PS (1), Umnqophiso PS (1), Vredenburg PS (1), Willemsvallei PS (1), Touwsrante PS (2), Denneoord PS (1), Milkwood PS (2), Slangrivier PS (1), Melkhoutfontein PS (1), Kranshoek PS (1), MM Mateza PS (1), Tyholorha PS (1), Bonnievale PS (2), Die Bron PS (2), Weltevrede (Rawsonville) PS (1), Weltevrede (Barrydale) PS (1), Glen Elgin PS (1), Waboomsheuvel PS (1), Vuselele PS (1)
	Secondary school 203	Khayelitsha No 1 SS (39), Khayelitsha No 2 SS (38), Khayelitsha No 3 SS (38), Khayamandi SS 3 S/S (35), Masibambisani SS (6), Montagu HS (4), Thandokhulu SS (3), Heideveld SS (1), Bonteheuvel SS (2), Sinenjongo SS (2), Masibambisani SS (2), Masonwabe SS (2), Iqhayiya SS (8), Eerste River SS (1), Wellington SS (7), Kylemore SS (2), Vredenburg HS (1), Murraysburg HS (2), Barrydale HS (1), Langeberg SS (4), Umyezo Wama Apile SS (2), Hexvallei SS (1), Esangweni SS (1), Khanylowethu SS (1)
	Special schools	Nil

Project Type	Number of projects	Name of project
Relocation of mobile classrooms	27	Bloekombos SS (22), Sir Lowreys Pass PS (3), Vuyani PS (2). Other projects will only be identified during the financial year, when classrooms become available
Forums	Primary schools 2	Turfhall PS, Mzamomtsha PS
	Secondary schools 8	Ravensmead SS, Mondale SS, Mountview PS, Sarepta SS, Rocklands SS, Phoenix SS, Scottsville SS, Knysna SS
Toilets	Primary school 279	Samora Marchall PS (34), Vredendal PS (17), Smutsville PS (18), Table View PS (34), Heinz Park PS (34), Khayelitsha PS no 1 (34), Khayelitsha PS No 2 (34), Delft N2 Gateway PS (34), Dalebuhle PS (17), Buffels Nek PS (5), Reenendal PS (18)
	Secondary school 150	Enkwenkwezi SS (27), Khayelitsha No 1 SS (27), Khayelitsha No 2 SS (27), Khayelitsha No 3 SS (27), Khayamandi SS (27), Schoonspruit SS (15).
Upgrading projects	Primary schools 1	Themhani PS (administrative facility),
	Secondary school 4	Esselenpark SS(administrative facility), Oaklands SS ((administrative facility), Thandokhulu SS (administrative facility),South Peninsula SS(replacement of prefab classrooms with permanent classrooms)
	Special schools 0	Nil

Building maintenance over the MTEF (2007/08 to 2009/10)

Number of projects	Budget Available R'000
500	R163,564 million

The estimated cost of replacing all existing school buildings in the Western Cape is R12 billion. According to the Civil Service Code, 1,5% of the replacement value of a building should be made available to maintain it annually. An amount of R180 million should thus be budgeted annually to maintain education buildings in the Western Cape.

The annual maintenance budget for 2007/08 is R25,221 million and this amount represents a mere 14% of what is required. The total maintenance budget for the past two years amounts to R165 million. If the same calculation is done i.e. 1,5% of replacement value, then the answer indicates that the buildings are deteriorating and that maintenance backlogs are clearly increasing.

Asset Management

- **Immovable assets**

The WCED uses the Education Management Information System (EMIS) and the Schools Register of Needs Information System (SRNIS), which are adequate in managing immovable assets

- **Major movable assets**

Head Office and EMDCs(including offices linked to EMDCs)

In respect of moveable assets the WCED established an asset management unit. This unit is one of the pillars of the Supply Chain Unit.

All furniture and equipment for these offices are purchased from the head office and are captured on an inventory of moveable assets in terms of the requirements prescribed by the National Treasury. An audit of all moveable assets (November) and a stock-take (February/March) is done annually with the assistance of a private contractor specifically appointed for this purpose.

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

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

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

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

Schools

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

- **Plans regarding movable assets, such as motor vehicles**

The provision, withdrawal and replacement of old and/or damaged Government Garage (GG) motor vehicles is managed by the Provincial Department of Transport (Government Motor Transport). They also see to the licensing, maintenance and fuelling of the vehicles, as well as maintaining an asset register on the Fleetman System. They also formulate provincial policy with regard to the use of GG vehicles.

The WCED ensures that the provincial policy is adhered to. It also maintains a register of vehicles in use by the WCED, monitors vehicle use by means of log sheets and ensures that the vehicles are roadworthy and properly maintained.

The present fleet, supplemented by the provision of subsidised vehicles to qualifying officials, meets the current needs of the WCED. The provision of subsidised vehicles has been withdrawn by means of Circular No. 179/2003 dated 10 September 2003, as it was found to be more expensive than government motor transport.

APPENDIX A: PERFORMANCE MEASURES

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

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

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

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

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

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

This is government's expenditure on the poorest one-fifth of children and learners as a percentage of government's expenditure on the least poor one-fifth. During the last years of apartheid, the percentage was around 20%. It is government's aim to increase this percentage to more than 100% for all provinces. There are many factors pushing this percentage up and down: the pro-poor post provisioning and school allocation policies of government; government's school building programmes (push the percentage up); number of poor children who are not in school (and therefore receive no education funding); problems in attracting teachers to rural areas (these factors push the percentage down).

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

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

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

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

► **PM006: Adult literacy rate**

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

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

The School Administration and Management System (SAMS) is a nationally designed and computerised system that allows schools to organise and use their learner, staff, facilities and finance information more effectively. The greater the number of schools with SAMS, the better the services that we can expect from schools.

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

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

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

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

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

This is the percentage of education expenditure, other than expenditure on physical infrastructure (Non Personnel Non Capital), going towards non-personnel items such as textbooks, stationery and scholar transport.

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

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

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

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

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

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

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

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

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

This is the number of schools with at least two functional toilets for each classroom. For health and school attendance reasons, it is important for the schooling system to move towards this minimum norm for all schools.

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

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

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

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

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

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

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

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

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

This performance measure takes into account any absence of educators from schools, for any reason, where there was no replacement educator. For schools to function properly, it is important that learners should not be without their educators. The aim should be to keep this performance measure as low as possible.

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

This performance measure is similar to PM213, but it considers learners instead of educators. Any absence from school by any learner would be taken into account by this performance measure.

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

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

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

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

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

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

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

This performance measure indicates the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in numeracy, literacy and life skills.

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

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

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

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

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

This is the same as PM213, except that this performance measure deals with Grades 8 to 12.

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

This is the total number of Senior Certificate passes in a year, divided by the total number of 18 year olds. This is not the same as the Matric pass rate. This performance measure takes into account two things. Firstly, it takes in account how many youths are participating in the examinations. Secondly, it takes into account how many youths who write the examinations, also pass them.

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

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

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

This performance measure indicates the percentage of all Grade 9 learners who, on average, attain acceptable educational outcomes.

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

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

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

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

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

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

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

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

► **PM503: FET college throughput rate**

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

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

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

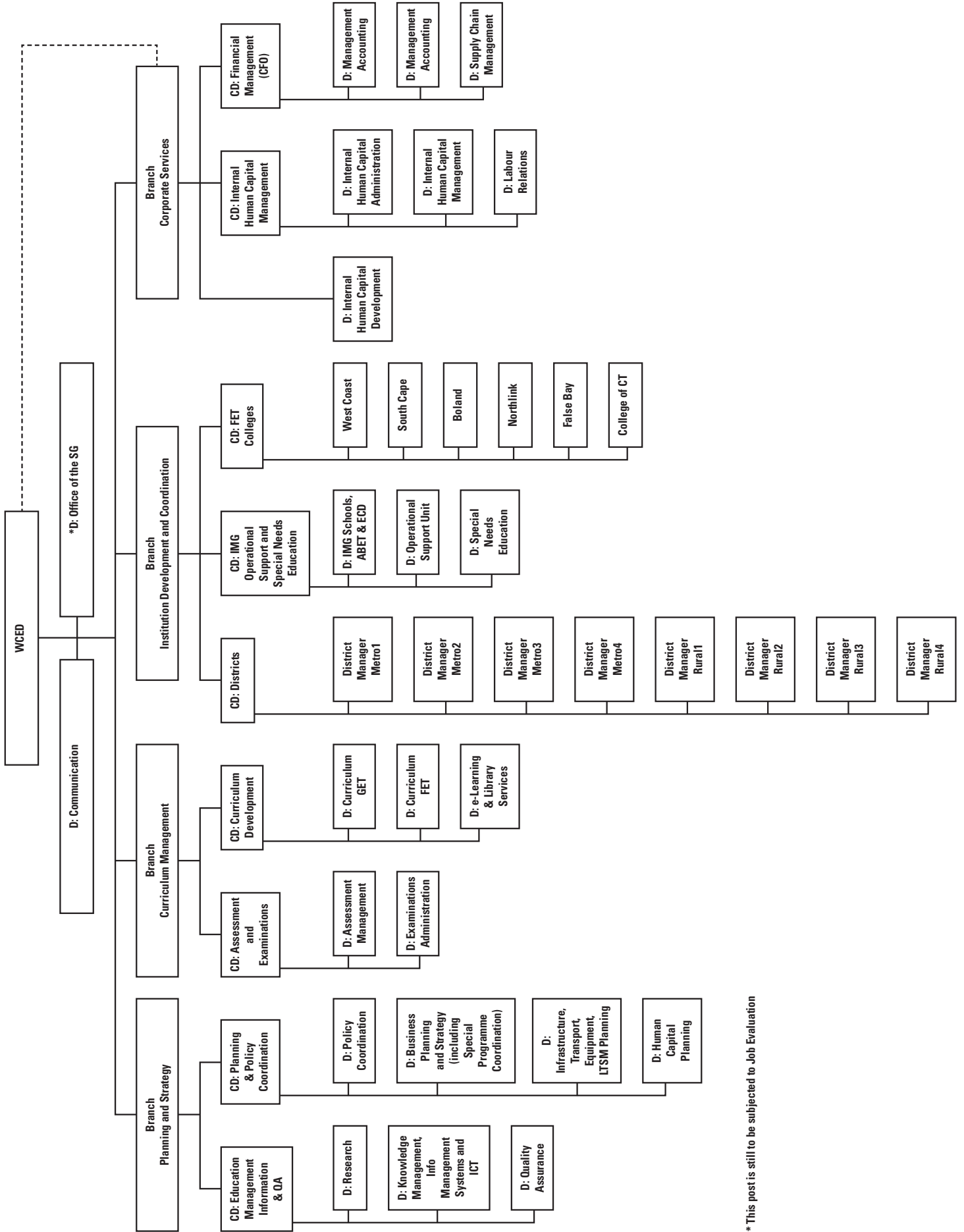
► **PM601: Percentage of ABET learners relative to adults in the province**

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

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

This is the total number of learners in publicly funded Grade R (in public schools or community centres), divided by all five year olds in the population. Whilst it is not government's aim to reach 100% with respect to this performance measure (some learners can be expected to attend private centres), policy stipulates that by 2010 we should have reached a high level, of between 80% and 90%.

SCHEDULE 1 – Organogram of the Western Cape Education Department



* This post is still to be subjected to Job Evaluation

Annual Performance Plan

2007/08 to 2009/10

Jaarlikse Prestasieplan

2007/08 tot 2009/10

IsiCwangciso Sentsebenzo Yonyaka Emihlanu

2007/08 ukuya 2009/10



**WESTERN CAPE
Education Department**

Provincial Government of the Western Cape



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*Hoof:Onderwys , Privaatsak X9114, Kaapstad, 8000.
Tel: (021) 467-2531
Faks: (021) 461-3694
E-pos: media1@pgwc.gov.za*

VOORWOORD DEUR LUR

Ek glo dat hierdie JPP groter ooreenstemming toon met nasionale en provinsiale strategieë en uitkomte.

Verlede jaar het die skole in die Wes-Kaap sterk matriekuitslae gehad, waarop ons almal trots kan wees. Maar ons kan en moet beter vaar. Ons mag nooit tevrede wees met 'n endossementkoers van slegs 13.53% van ons 17,554 voormalige HVV- en DOO-leerders nie, terwyl die endossementsyfer vir 2006 vir die 6,501 leerders van voormalige KOD-skole 52.13% was.

In hierdie opsig het ek reeds die volgende ses duidelike intervensies aangekondig:

1. Ons sal die Program vir Gehalteverbetering, Ontwikkeling, Ondersteuning en Oprigting (PGOOO) loods. Hierdie inisiatief, wat deur Minister Pandor van stapel gestuur is, het ten doel om nuwe leerhulpbronne aan skole toe te ken, veral in arm en benadeelde gemeenskappe. Hierdie program sluit alle primêre skole in kwintiele een en twee in. Hierdie primêre skole is voedingskole vir sekondêre skole wat swak uitslae het. Dit sluit ook omtrent 80 hoërskole in met swak Senior Sertifikaat-uitslae.

2. Ons stel teikens: Teen die einde van Maart 2007 sal elke hoërskool in die provinsie hulle teikens gestel het vir 'n algehele slaagsyfer, matriekendossement en Wiskunde/Wetenskap vir 2007. Hierdie teikens moet formeel deur die skoolbeheerliggaam, insluitende die VRL-verteenwoordigers afgeteken word. Aangesien 2007 die laaste jaar van die bestaande kurrikulum is, sal alle skole aangemoedig word om alles in die stryd te werp om individuele prestaserekords op te stel. Ek wil ook teikens stel om die aantal leerders wat in graad 10, 11 en 12 uitval vir 2007 en daaropvolgende jare te verminder. Geletterdheids- en gesyferdheidsteikens sal ook gedurende die loop van 2007 gestel word.

3. Ons wil ons basis verbreed: ons wil op 'n breë grondslag aan geletterdheid en gesyferdheid werk. Wat ook baie duidelik is, is dat ons nie net swakhede in ons hoërskole kan uitwys nie. Ons moet aan ons primêre skole ook werk. Ons Geletterdheid-en-syferkundigheidstrategie moet versterk word – veral die gesinsgeletterdheidsprogramme en ons provinsiale Taaltransformasieplan.

4. Ons moet ons skole 'n veilige leertuiste vir almal maak. Van die kwessies wat hierdie jaar en in vorige jare 'n groot impak op ons skole gehad het, is die vlakke van geweld in en om ons skole en die aggressiewe gedrag van leerders. Ons sal 'n splinternuwe intersektorale veldtog implementeer om 'n veilige leertuiste vir 2007 en daarna te bou. Dissiplinepatrone en gedragskodes moet opgestel en gehandhaaf word. Skoolverbeteringsplanne wat waarde toevoeg sal in plek geplaas word. Ons sal ons skole help om die gedragskodes teen Oktober 2007 te hersien en te versterk.

5. Monitering en evaluering. Ek glo dat die herontwerpproses van die Departement moet lei tot groter navorsingskapasiteit, monitering, evaluering en aanspreeklikheid. As 'n leerorganisasie is een van ons sleuteluitdagings om ons konteks, uitdagings en moontlikhede te begryp en daarop te reageer.

6. Ons moet aandag gee aan die situasie in die 34 skole wat steeds onder 60% presteer. As Iqayiya Sekondêr in Khayelitsha 'n ongelooftlike slaagsyfer van 94% in 2006 kon verwerf, vergeleke met 39% die vorige jaar, moet ons hierdie tipe sukses ondersoek en dit dwarsdeur die stelsel toepas.

Ons kan nie onderprestasie aanhou verdra nie. Ons het 'n volledige analise van elke onderpresterende skool onderneem en waar die grootste bydraende faktor(e) die gebrek aan effektiewe leierskap en bestuur is, of probleme met fundamentele swak onderwysers, sal ons beslis herontplooiing van skoolprinsipale en senior bestuurspanne oorweeg in ooreenstemming met aanvaarde arbeidspraktyke.

Ander sleutelprojekte vir die Wes-Kaap Onderwys-departement (WKOD) vir hierdie jaar sluit in die implementering van die eerste fase van die herontwerp van die Departement; verdere ontwikkeling van sleutelbeleid; die ontwikkeling van plaaslike planne vir onderwysvoorsiening; die ontwikkeling en bekendstelling vir verbeterde salarisbedeling vir prinsipale en verbetering van die administratiewe ondersteuning vir skole.

Onderwys het die grootste persentasie van die begroting vir 2007/08 gekry, naamlik 37%, met die klem op vaardigheidsontwikkeling, onderwyserontwikkeling, ver-goeding vir onderwysers en administratiewe personeel, en die voorsiening van infrastruktuur.

Die fokus op Vroeëkindontwikkeling (VKO), kolleges vir Verdere Onderwys en Opleiding (VOO) en algemene onderwys deur PGOOO, gehaltebou dwarsdeur die stelsel. Die addisionele fondse gee werklike hoop aan ouers, onderwysers en skole. Ons sal hierdie inspuiting gebruik om menslike kapitaal in die provinsie te bou en om verdere stappe te doen om gehalteonderwys te vestig.

Infrastruktuur bly 'n uitdaging maar ons is besig om 'n aantal moontlikhede te ondersoek om hierdie toekenning aan te vul. Wanneer 'n mens toekennings aan susterdepartemente in ag neem, wat ook sal bydra tot onderwys in die algemeen, byvoorbeeld sosiale ontwikkelingsfondse om middelmisbruik te beveg en toekennings om skoolsport, veiligheid en vaardighede te bevorder, is die nuus nog meer verblydend.

Ek sien uit na 'n jaar waarin ons ons pogings kan versnel om strategieë te implementeer en om meer endossemente op te lewer, om meer leerders Wiskunde en Wetenskap te sien slaag en om meer leerders in ons VOO-kolleges te sien ten einde 'n beter lewe vir almal na te streef.

Die JPP is 'n stap vorentoe om ons Menslikekapitaal-ontwikkelingstrategie prakties uit te voer. Ons moet seker maak dat elke skool ondersteun is om die Nasionale Kurrikulumverklaring (NKV) aan te bied en ons moet ook seker maak dat ons gehalteonderwys vir almal lewer. Teikens moet gestel en bereik word. Indien teikens nie kwantifiseerbaar is nie en hulle nie getel kan word nie, is dit nie die moeite werd om hulle na te streef nie.

CAMERON DUGMORE
LUR VIR ONDERWYS
31 Maart 2007

VOORWOORD DEUR VERANTWOORDELIKE AMPTENAAR

Die Wes-Kaap Onderwysdepartement (WKOD) het die Menslikekapitaal-ontwikkelingstrategie (MKOS) van die Wes-Kaap in Maart 2006 van stapel gestuur.

Die MKOS is 'n hoeksteen van die iKapa Elihlumayo-strategie, die Wes-Kaap se strategie vir groei en ontwikkeling en voorsien die vertrekpunt vir al ons onderwysbeplanning.

Die strategie het 'n kritieke fase bereik waar ons die tweede jaar van implementering binnegaan. Die eerste fase van die MKOS was om die WKOD te herontwerp om seker te maak dat ons die kapasiteit het om ons oogmerke te bereik, deur gebruik te maak van al die hulpbronne tot ons beskikking.

Die Kabinet het die nuwe makrostruktuur vir die WKOD op 13 Februarie 2007 goedgekeur. Ons het die finansiële jaar begin deur na die fyner besonderhede te kyk – die mikrostrukture – wat vereis word om effektiewe ondersteuning op elke vlak te verseker.

Terwyl ons met die kwessies rondom herontwerp stoei, moet ons ook ons aandag baie steng bepaal by dienslewering. In sy voorwoord het ons LUR ses areas uitgewys wat spesiale aandag gedurende die 2007/08 finansiële jaar moet kry.

2007/08 sal veral 'n uitdagende jaar vir die WKOD wees wanneer ons die ontwerp van die Departement finaliseer en terselfdertyd hoë onderwysleweringstandaarde verseker.

Ons Jaarlikse Prestasieplan (JPP) voorsien 'n omvattende aksieplan vir onderwys in die provinsie vir 2007/08. Dit sluit in uitgebreide teikens en prestasiemaatstawwe en weerspieël ons verbintenis tot die bereiking van ons oogmerke.

Hoewel dit uitdagings bied, bied die JPP ook 'n opwindende geleentheid om te toon wat ons kan doen om lewens en ons samelewing in sy geheel te transformeer. Ons beveel hierdie plan aan by alle belanghebbendes en sien uit daarna om saam met u te werk in ons strewe om gehalteonderwys aan almal te voorsien.

RON SWARTZ
Hoof van Onderwys in die Wes-Kaap
31 Maart 2007

Visie

'n Leertuiste vir almal

Missie

Ons missie is om te verseker dat alle leerders die kennis, vaardighede en waardes verwerf wat hulle nodig het –

- Om hul potensiaal te verwesenlik
- Om tot maatskaplike en ekonomiese ontwikkeling by te dra
- Om ten volle aan die lewe van die land deel te neem
- Om internasionaal mee te ding, en
- Om gemeenskappe te bou wat in staat is om hul lewens met welslae en waardigheid te behartig.

Waardes

- Die waardes van die Suid-Afrikaanse Grondwet
- Die Batho Pele-beginsels
- Kritiese uitkomst van die Nasionale Kurrikulum
- Versekering van transformasie d.m.v. toegang, gelykheid en regstelling
- Die grondbelangrikheid van die leerder
- 'n Pro-arm benadering tot hulpbrontoewysing
- Toerekenbaarheid en deursigtigheid
- Uitnemendheid in alles wat ons doen
- Verantwoordelikheid teenoor die samelewing oor die algemeen ten einde pogings te steun om sosiale, kulturele en ekonomiese ontwikkeling te ondersteun.

In die Manifesto oor Waardes, Onderwys en Demokrasie (Departement van Onderwys, 2001) word tien waardes gelys wat op die waardes van die Grondwet gebaseer is, naamlik demokrasie, sosiale geregtigheid, gelykheid, nie-rassisme en nie-seksisme, *Ubuntu* (menswaardigheid), 'n oop samelewing, toerekenbaarheid, die oppergesag van die reg, respek, en versoening.

Batho Pele beteken "mense eerste". Die agt *Batho Pele*-beginsels beklemtoon die belangrikheid van oorlegpleging, goeie diensstandaarde, hoflikheid, toegang, inligting, oopheid en deursigtigheid, die hanteer van klagtes, en die gee van die beste waarde.



WES - K A A P
Onderwysdepartement

Wes-Kaapse Provinsiale Regering



AANGAANDE HIERDIE DOKUMENT

Die *Jaarlikse Prestasieplan van die Wes-Kaap Onderwysdepartement (WKOD)* verduidelik die *die Provinsiale Regering* se planne vir onderwys vir die periode 2007/08 tot 2009/10, en fokus spesiaal op wat gedurende die finansiële jaar beginnende 1 April en eindigende 31 Maart 2008 sal gebeur. Hierdie dokument sluit ook heelwat inligting in oor die huidige situasie in onderwys: die hoofuitdagings en die Regering se respons daarop.

Hierdie dokument bestaan uit twee hoofdele.

Deel A verduidelik wat die nasionale en provinsiale strategiese doelwitte en strategiese mikpunte is en hoe dit deur die strategieë en planne van die departement ondersteun word. Suksesse en uitdagings in die provinsie word ook beskryf. Deel A verduidelik ook die pad vorentoe vir voorskoolse dienste, skole, verdere onderwys- en opleidingskolleges en volwasseneonderwys.

Deel B verskaf meer besonderhede oor die dienste van die departement en die sosiale en ekonomiese uitdagings. Kernelemente wat gebruik is om die inligting in Deel B te organiseer is:

- **Provinsiale begrotingsprogramme.** Daar is agt sodanige programme. Dit vorm die onderafdelings van Deel B.
- **Strategiese mikpunte.** Dit word in Deel A bekend gestel, maar in Deel B word dit aan individuele begrotingsprogramme gekoppel.

Daar is 'n aantal strategiese mikpunte wat die strategiese rigting vir die verskillende begrotingsprogramme aandui.

- **Meetbare doelwitte.** Hulle is meer spesifiek as die strategiese mikpunte en word meestal aan spesifieke programme gekoppel.
- **Prestasiemaatreëls.** Dit val onder die meetbare doelwitte, en is spesifieke statistiek wat die Regering as belangrik beskou, bv. die persentasie kinders van skoolgaande ouderdom en jeugdige wat in die stelsel ingeskryf is.
- **Prestasieteikens.** Elke prestasiemaatreël het drie prestasieteikens, een vir elk van die volgende drie finansiële jare. Hierdie teikens, wat heelwat aandag kry in die ontleding wat in hierdie dokument voorsien word, dui aan hoe die Regering beoog om dienslewering in die komende jare te verbeter.

Bylae A lys die 39 kernprestasiemaatreëls (KPM's) waarvoor nasionaal ooreengekom is. Vir elke prestasiemaatreël, word die getal, 'n kort beskrywing en 'n lang beskrywing voorsien.

Die strategiese mikpunte, meetbare doelwitte en prestasiemaatreëls word vir die land gestandaardiseer, met ander woorde hulle is dieselfde in elke provinsie (dit is egter moontlik dat provinsiale strategiese mikpunte naas die nasionale doelwitte kan bestaan). Prestasieteikens sal dikwels van provinsie tot provinsie verskil, na gelang van die provinsie se spesifieke omstandighede.

Inhoud

Termlys	i
Akronieme	i

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Skedule 1– Organogram van die Wes-Kaap Onderwysdepartement

TERMLYS

Hieronder volg die definisies wat aan bepaalde terme in hierdie dokument geheg word.

Meetbare mikpunte (MD)

Meetbare mikpunte is mikpunte waarvan die bereiking relatief maklik gemeet kan word. Hul fokus grootliks op redelik universele maatreëls t.o.v. toegang, toereikendheid, billikheid, doeltreffendheid, uitsette en gehalte. Hulle komplementeer die strategiese doelwitte. Die meeste meetbare mikpunte is aan een provinsiale begrotingsprogram gekoppel, alhoewel sommige generies kan wees aan die sektor as 'n geheel.

Prestasiemaatreël (PM)

Prestasiemaatreëls is nasionale aanduiders wat aan spesifieke statistiek gekoppel is. Hulle word gebruik om prestasie in die onderwysstelsel te meet. Elke prestasiemaatreël is gekoppel aan een meetbare mikpunt. Elke prestasiemaatreël neem die vorm aan van een provinsiale **time series statistic**.

Prestasieteiken (PT)

'n Prestasieteiken is een numeriese waarde vir een toekomstige tydstip ten opsigte van 'n prestasiemaatreël. Prestasieteikens gee 'n presiese aanduiding van die verbeterings wat in die onderwysstelsel beoog word.

Strategiese doelwit (SD)

Strategiese doelwitte is doelwitte wat die oorkoepelende medium- tot langtermynrigting van die preterisiëre onderwysstelsel bepaal. Hulle staan boaan die hiërargie van beplanningselemente

Strategiese mikpunte (SD)

Strategiese mikpunte is een vlak laer as die strategiese doelwitte. Hul fokus is meer spesifiek as dié van die strategiese doelwitte. Die meeste strategiese mikpunte is aan een provinsiale begrotingsprogram gekoppel, hoewel sommige generies aan die sektor as geheel kan wees.

AKRONIEME

BVOO	Basiese volwassene-onderwys en opleiding	IKT	Inligtings- en kommunikasietegnologie
VVOO	Verdere volwasseneonderwys en -opleiding	GGBS	Geïntegreerde Gehaltebestuurstelsel
VGGI-SA	Versnelde en Gedeelde Groei-inisiatief	LOGIS	Logistiek-inligtingstelsel
ROM	Raad van Onderwysministers	LSOB	Leerders met spesiale onderwysbehoefte
HUB	Hoof Uitvoerende Beampte	LOOM	Leer- en onderrigsteunmateriaal
GLS	Gemeenskapsleersentrum	SOOO	Sektor Onderwys en Opleiding-owerheid
KOI	Kaapse Onderwysinstituut	SBL	Skoolbeheerliggaam
DVO	Nasionale Departement van Onderwys	SVP	Skoolverbeteringsplan
DOK	Departementele Opleidingskomitee	SITA	Staatsinligtingstegnologieagentskap
VKO	Vroeëkindertontwikkeling	SBS	Skoolbestuursplan
DB	Diensbillikheid	PPBOS	Personeelprestasiebestuur en –ontwikkelingstelsel
OVA	Onderwys vir Almal	SSE	Skoolselfevaluering
OBOS	Onderwysbestuursontwikkelingsentrum	WKOD	Wes-Kaap Onderwysdepartement
OBIS	Onderwysbestuur- en inligtingstelsel	HSE	Heelskoolevaluering
UOWP	Uitgebreide Openbare Werke-Program	WVP	Werkplekvaardigheidsplan
OOOP	Onderwys, opleiding en ontwikkelingspraktyke	WOFB	Wet op Openbare Finansiële Bestuur
WWP	Werknemerswelsynprogram	OPV	Openbare-private vennootskap
VOO	Verdere onderwys en opleiding	GVOOOP	Gehalteverbetering-, ontwikkeling-, steun- en opheffingsprogram
VOOS	Verdere onderwys en opleidingsertifikaat	VLR	Verteenwoordigende Leerderraad
VOO-BIS	Verdere onderwys en opleidingsbestuursinligtingstelsel	EVL	Erkenning vir Voorafleer
VE	Voltydse ekwivalent	SAKO	Suid-Afrikaanse Kwalifikasieowerheid
AOO	Algemene onderwys en opleiding	SASW	Suid-Afrikaanse Skolewet
AOOS	Algemene onderwys- en opleidingsertifikaat	DO	Diensleweringsooreenkoms
MKOS	Menslikekapitaal-ontwikkelingstrategie	DVP	Diensleweringverbeteringsplan
MKPS	Menslikekapitaal-projekspan		
KOH	Komitee van Onderwys hoofde		
HOI	Hoëronderwysinrigting		
MHO	Menslikehulpbronontwikkeling		

DEEL A: OORSIG EN GEOPDATEERDE STRATEGIESE PLAN

Deel A van die Jaarlikse Prestasieplan verduidelik die uitdagings vir die WKOD ten opsigte van sosiale en demografiese druk, onderwys- en ander beleide, sowel as die strategieë wat in die *Vyfjaar- Strategiese en Prestasieplan 2005/06 – 2009/10* uiteengesit is. Dit verduidelik ook die WKOD se suksesse met die bereiking van hierdie uitdagings. Strategieë vir die toekoms, soos vervat in die *Vyfjaar- Strategiese en Prestasieplan 2005/06 – 2009/10* en daarna gewysig en toegevoeg, word ook verduidelik.

A.1 Strategiese doelwitte en mikpunte

A.1.1 Opdatering van Strategiese Plan

Die departement het vir die 2007/08-finansiële jaar die jaarlikse prestasieplan in heroënskou geneem om te verseker dat hierdie dokumente in lyn is met die beleidsprioriteite soos uiteengesit in die provinsiale visie van die Wes-Kaap as 'n "Tuiste vir Almal", die provinsie se groei- en ontwikkelingstrategie, bekend as iKapa elihlumayo, die Menslikehulpbronontwikkelingstrategie (MHOS) wat in Maart 2006 geloods is na wye raadpleging met alle rolspelers en belanghebbendes regoor die Provinsie, insluitend die Wetgewer, vakbonde, verenigings vir skoolbeheerliggame, die sakesektor, hoërondewysinrigtings, ander provinsiale regeringsdepartemente in die sosiale kluster, prinsipale sowel as die personeel van die departement, die beleidsprioriteit van die Provinsiale Uitvoerende Gesag, die nasionale regering se beleidsprioriteite, insluitende die Versnelde en Gedeelde Groei-inisiatief (VGGI-SA), en die (nasionale) Onderwyssektorprioriteite vir die 2006- en 2007-Mediumtermynbestedingsraamwerke (MTBR'e).

Die formaat van die Plan wat gebruik is, is die generiese formaat wat die Nasionale Tesourie en die nasionale Departement van Onderwys (DvO) vir alle provinsiale departemente van onderwys voorgeskryf het.

A.1.2 Beleide, prioriteite en strategiese doelwitte

Onderwys het 'n sentrale rol te speel in die bou van 'n samelewing gegrond op die waardes van ons Grondwet – demokrasie, menseregte, menswaardigheid, vryheid, nierassigheid en nieseksisme, en in die handhawing van langtermyn groei en die vermindering van ongelikheid. Deur die provinsiale MKOS, poog die WKOD om 'n instaatstellende omgewing te skep wat toegang vir almal sal verseker, sodat die jeug van die provinsie die kennis, vaardighede, waardes en houdings vir langtermyn groei en volhoubare ontwikkeling kan ontwikkel.

Die breë beleide, prioriteite en strategiese doelwitte van die WKOD is vervat in die MKOS wat in Maart 2006 geloods is. Die strategie is na 'n uitgebreide, tweejaarlange raadplegende proses geformuleer en dit verteenwoordig 'n langtermynvisie vir onderwys in die Wes-Kaap deur die daarstelling van 'n vertrekpunt vir onderwysbeplanning vir baie jare vorentoe. Die strategie reflekteer die departement se mandaat om 'n "Leertuiste vir Almal" te skep deur die onbillikhede van 'n rasgedrewe onderwysstelsel, waar toegang en prestasie vir histories benadeelde leerders steeds skeefgetrek is, te oorkom.

Die MKOS is 'n hoeksteen van die provinsie se iKapa elihlumayo (Groeiende Kaap), die Provinsiale Groei- en Ontwikkelingstrategie (PGOS) wat daarna streef om welvaart vir almal te skep, nuwe hoop gee en menswaardigheid en 'n Tuiste vir Almal" herstel. Met hierdie strategie beoog die Wes-Kaap om sy verbintenis tot die bereiking van billikheid en regstelling, armoedeverligting, werkskepping en bemagtiging van mense van die Wes-Kaap om agente vir verandering te word, te vervul.

Die MKOS word verder beïnvloed deur prioriteite van die nasionale Onderwyssektor, wat deur die Raad vir Onderwysministers (ROM) soos volg goedgekeur is:

- Vir die 2006-Mediumtermyn-bestedingsraamwerk (MTBR), d.i. vir die tydperk 2008/09 –
 - Gehalte deur herkapitalisering via die Program vir Gehalteverbetering, Ontwikkeling, Steun en Opheffing (PGOOO) vir openbare skole.
 - Toegang en gelykheid deur die implementering van die "geen-skoolfonds-skole" en die uitbreiding van graad R om universele toegang te verseker.
 - Kurrikulumlewering met die implementering van die Nasionale Kurrikulumverklaring (NKV) in graad 8 – 12, en onderwyserontwikkeling.
 - Monitoring en evaluering deur die verbetering van die Onderwysbestuursinligtingstelsel (OBIS) en verbeterde menslikehulpbronsistelsels en kapasiteit.

- Vir die 2007-MTBR, d.i. vir die tydperk tot 2009/10, is die verbetering van onderwysgehalte die teken van inisiatiewe van die nasionale sektor. Hierby is ingesluit sistemiese evaluering, indiensopleiding en onderwyserontwikkelingsprogramme gemik op die verbetering van onderwysgehalte ten einde kritieke vakke soos wiskunde en lewensoriëntering, graad R en algehele skoolbestuur te bevorder.

Nog 'n inisiatief van die nasionale sektor is 'n massageletterdheidsprogram wat in 2007/08 deur die DvO ontwikkel en geloods sal word om die uitdagings van basiese geletterdheid, wat sowel 'n mensereg as 'n bydraer tot sosiale kohesie is, die hoof te bied. Dit sal uitgevoer word met behulp van vennootskappe met nieregeringsorganisasies, basiese volwasseneonderwysentrums en vrywilligers.

Die vernaamste doel van die MKOS is om te verseker dat die onderwysstelsel kundige, vaardige, kritiese en buigsame jongmense lewer wat sal kan baatvind by toekomstige geleenthede, maar ook by toekomstige uitdagings kan aanpas en dit die hoof kan bied. Dit sal gedoen word deur die toepaslike waardes, kennis en vaardighede by die mense van die Wes-Kaap, veral die jeug, te ontwikkel om hul nasionale en provinsiale deelname binne 'n globaal kompeterende ekonomie en lewenskragtige, sorgsame samelewing te bevorder. Die MKOS reageer dus op die uitdagings van hoë werkloosheidsvlakke, veral onder die (swart) jeug, die oënskynlike gebrek aan vaardighede om die bestaande indiensneming- en entrepreneursgeleenthede op te neem, en die klaarblyklike gebrek aan geleenthede om die groeiende jeugbevolking wat na volwassenheid op pad is, te absorbeer.

Vier sleutelpillare vorm die grondslag waarop die MKOS gebou is. 'n Fokus op die **verbetering van onderwysomstandighede** op inrigtingsvlak sal ondersteun word deur 'n strewe **na die verbetering van die onderwysomgewing** deur kwessies rakende sosiale patalogie en misdaad te takel. Die kern van die strategie sal fokus op die **verbetering van onderwysgehalte**, wat sal verseker dat geleenthede vir die **verbreding van die vaardigheids- en kwalifikasiebasis** geskep word. Vir elkeen van hierdie sleutelpillare is daar drie duidelike responslyne geïdentifiseer. Dit sluit in 'n stel **sistemiese strategieë, sleutelkorttermynintervensies en gedetailleerde, implementeringsgedrewe, programbaseerde strategieë.**

1. Verbetering van onderwysomstandighede:

Die effektiëste onderwys kan slegs onder optimale omstandighede gelewer word. Hier word verwys na fisiese onderrigomstandighede (hou verband met fisiese infrastruktuur, toerusting) sowel as instaatstellende omstandighede (hou verband met die bestuur van die onderwysprogram op skoolvlak) ten einde te verseker dat skole omgewings is wat bevorderlik is vir leer en uitnemendheid, en dat hoogs doeltreffende, innoverende en kreatiewe mense dit bestuur.

Sleutelprioriteite vir die departement in die periode 2007/08 – 2009/10 sluit in -

- Die implementering van die makrostruktuur van die herontwerpte WKOD, wat sal verseker dat die organisasie die MKOS ten beste kan implementeer en verteenwoordigend word van die mense van die Wes-Kaap.
- Die verdere ontwikkeling van sleutel- provinsiale onderwysbeleide en –strategieë.
- Die ontwikkeling van plaaslike onderwysvoorsieningsplanne.
- Die uitbreiding van die aantal geen-skoolgeld-skole vir 2007 tot 233 deur die insluiting van beide die armste primêre en sekondêre skole in nasionale kwintiele 1 tot 3, wat die totale getal geen-skoolgeld-skole op 652 te staan sal bring.
- Verseker dat die leerderopsporingstelsel operasioneel is en begin met die implementering van die Verdere Onderwys- en Opleidingsbestuursinligtingstelsel (VOOBIS) in VOO-kolleges.
- Alle skole gaan skoolverbeteringsplanne (SVP's) en gestelde teikens hê, wat as basis vir steun deur steunpersoneel op distriktvlak sal dien, en die heelskoolevalering (HSE) van minstens 30 skole per jaar.
- Die ontwikkeling van menslike kapitaal binne die departement met 'n spesiale fokus op onderwysers (deurlopende en versnelde onderwyserontwikkeling) deur hul maksimale impak asook aanspreeklikheid ingevolge die Geïntegreerde Gehaltebestuurstelsel (GGBS) te verseker.
- Die ontwikkeling en bekendstelling van 'n verbeterde salarisbedeling vir prinsipale en die verbetering van die administratiewe steun vir skole.
- Die implementering van 'n loodskursus vir skoolsakebestuurders in 2007.
- Die verbetering van alle aspekte van finansiële bestuur en rekenkundige verantwoordelikhede om uiteindelik tot 'n Vlak 4-ouditeerbare organisasie te vorder.

Prestasiemaatreëls wat gebruik gaan word:

- ▶ PM003: Openbare besteding op die armste leerders as 'n persentasie van openbare besteding op die armste leerders.
- ▶ PM101: Persentasie skole wat die Skooladministrasie en –bestuurstelsel (SABS) implementeer.
- ▶ PM102: Persentasie skole met wie die Departement elektronies in verbinding kan tree.
- ▶ PM103: Persentasie swart vroue in bestuursposisies.
- ▶ PM104: Persentasie huidige besteding op nie-personeeliteme.
- ▶ PM203: Persentasie openbare gewone skole met watervoorsiening.
- ▶ PM204: Persentasie openbare gewone skole met elektrisiteit.
- ▶ PM205: Persentasie skole met 'n toereikende aantal funksionele toilette.
- ▶ PM206: Besteding op onderhoud as 'n persentasie van die waarde van skoolinfrastruktuur.
- ▶ PM207: Persentasie skole met meer as 40 leerders per klas.
- ▶ PM208: Persentasie nie-Artikel 21-skole met alle leerder- en onderwyserondersteuningsmateriaal (LOOM) en ander vereiste materiaal teen dag een van die skooljaar gelewer.
- ▶ PM209: Persentasie skole met Artikel 21-status.
- ▶ PM210: Persentasie werkdag verloor weens afwesigheid van opvoeders in openbare gewone skole.
- ▶ PM211: Persentasie leerderdag verloor weens afwesigheid van leerders in openbare gewone skole.

2. Verbetering van die onderwysomgewing:

Die meeste skole word aan die verwoesting van sosiale patologie (misdaad, dwelms, bendebedrywighede, ens.) onderwerp, wat 'n rampspoedige uitwerking het op skole, die leerders en die opvoeders, maar ook op die opvoedkundige programme wat aangebied word. Die provinsiale departemente van Onderwys, Gemeenskapsveiligheid, Maatskaplike Ontwikkeling en Gesondheid gaan gesamentlik 'n program ontwikkel en implementeer wat ontwerp is om die impak van sosiale patologie op skole te verminder.

Sleutelprioriteite vir die departement in die periode 2007/08 – 2009/10 sluit in -

- Voortgesette bevordering en verbetering van veilige skole met 'n fokus op verbeterde veiligheidsfasiliteite vir skole in risikogebiede om 'n veilige onderwysomgewing te verseker.
- Die bou van sosiale kapitaal in onderwys deur middel van, onder andere, die provinsiale vereniging van verteenwoordigende leerlingrade (VLR'e), die afgetrede onderwysersvereniging en 'n jaarlikse provinsiale konferensie vir alle skoolbeheerliggame (SBL's). Opleiding en steun van SBL's sal verbeter word om algehele verbeterde deelname en leierskap te verseker in antwoord op verskeie ontwikkelingsuitdagings wat skoolgemeenskappe in die gesig staar.
- Ontwikkeling van Sorg- en Steunstrategieë vir kwesbare kinders.

Prestasiemaatreëls gebruik te word:

- ▶ PM201: Persentasie leerderdag deur die voedingsprogram gedek.
- ▶ PM202: Persentasie leerders met spesiale behoeftes in openbare gewone skole.
- ▶ PM401: Persentasie kinders van verpligte skoolouderdom, wat spesiale behoeftes het, nie by onderwysinrigtings ingeskryf nie.
- ▶ PPM 801: Aantal opvoeders opgelei om MIV/VIGS en seksualiteitsleuensvaardighedsprogramme aan te bied.
- ▶ PPM 802: Persentasie jaarlikse lewering van aangevraagde MIV/VIGS-LOOM aan skole.
- ▶ PPM 803: Aantal skoolgemeenskappe 'opgelei' en gesteun in die implementering van Sorg- en Steunstrategieë vir kwesbare kinders.
- ▶ PPM 804: Aantal skoolbestuurspanne (SBS'e) 'opgelei' en gesteun in die ontwikkeling van MIV/VIGS-beleid en –bestuursplanne, binne die konteks van HSE en SVP.

3. Verbetering van onderwysgehalte:

Kwessies m.b.t. klaskameraktiwiteite, bestuur en steun, onderwyserbevoegdheid en –ontwikkeling, en toepaslike kurrikulumpakkette. Hierdie behoefte is ook deur die nasionale Ministerie van Onderwys geïdentifiseer.

Sleutelprioriteite vir die departement in die periode 2007/08 – 2009/10 sluit in -

- Deurlopende steun vir geletterdheid en gesyferdheid in primêre skole deur –
 - Die toetsing van alle graad 6-leerders in 2007 in gesyferdheid en geletterdheid;
 - Deurlopende opleiding van onderwysers;
 - Deurlopende steun; en
 - Die deurlopende ontplooiing van 510 onderwyserassistente om in die armste primêre skole in die Grondslagfase hulp te verleen.
- Die implementering van die GVO-OOP wat die armste primêre skole in nasionale kwintiel 1 in 2007/08 teiken om te verseker dat hierdie skole die basiese minimum fisiese, onderrig- en leer-, menslike en finansiële hulpbronne ontvang om gehalte-onderrig en –leer moontlik te maak.

- Verdere uitbreiding van graad R met 6 000 leerders in ongeveer 200 nuwe leeromgewings, insluitend die toekenning van die verhoogde subsidieformule aan meer leeromgewings in arm en landelike gemeenskappe, die voorsiening van nuwe onderrig- en leerstelle wat leerders sal help om aan die vereistes van die nuwe nasionale kurrikulum te voldoen, die voorsiening van 900 leerderskappe vir vroeëkindertwikkeling (VKO)-opvoeders en die ontwikkeling van 'n geïntegreerde benadering tot VKO met ons susterdepartemente, maatskaplike ontwikkeling, gesondheid en plaaslike regering.
- Voortgesette implementering van die NKV, veral met betrekking tot die VOO-band asook die oorblywende jaar van die algemene onderwys en opleidingsband, en voorbereiding vir die implementering van die NKV in graad 12 in 2008.
- Die implementering van die Leerderprestasiestrategie (LPS) soos per instruksie van die (nasionale) Minister van Onderwys en die Premier, en die verlaging van die aantal skole met 'n slaagpersentasie van minder as 60% in die Senior Sertifikaat-eksamens.
- Die professionele ontwikkeling van 660 prinsipale en onderwysers (versnelde onderwyserontwikkeling (VOO) en Nasionale Professionele Diploma in Onderwys (NPDO)) met 160 prinsipale vir die eerste jaar van 'n tweejarige VOO ingeskryf en minstens 500 onderwysers vir ander kursusse ingeskryf.
- Die installing van rekenaarlaboratoriums in 'n verdere 200 skole as deel van die Khanya Tegnologie in Onderwys-projek.

Prestasiemaatreëls gebruik te word:

- ▶ PM001: Persentasie kinders van verpligte skoolgaande ouderdom wat skool bywoon.
- ▶ PM002: Persentasie jeugdiges bo skoolgaande ouderdom wat skole en ander opvoedkundige inrigtings bywoon.
- ▶ PM004: Jare insette per verdere onderwys- en opleidingskollege (VOOK)-afgestudeerde.
- ▶ PM005: Gemiddelde hoogste skoolgraad deur volwassenes in die bevolking bereik.
- ▶ PM006: Volwassenegeletterdheidsyfer.
- ▶ PM212: Die prestasiesyfer van die mins bevoordeelde skole tot die mees bevoordeelde skole met betrekking tot gr 3.
- ▶ PM213: Herhaalsyfer in graad 1 tot 7.
- ▶ PM214: Persentasie leerders in graad 3 wat aanvaarbare uitkomstes in gesyferdheid en geletterdheid bereik.
- ▶ PM215: Persentasie leerders in graad 6 wat aanvaarbare uitkomstes in wiskunde, geletterdheid en natuur- en skeikunde bereik.
- ▶ PM217: Die prestasiesyfer van die mins bevoordeelde skole tot die mees bevoordeelde skole met betrekking tot die graad 12-slaagsyfer.
- ▶ PM218: Herhaalsyfer in graad 8 tot 12.
- ▶ PM219: Slaagsyfer in graad 12-eksamens.
- ▶ PM221: Persentasie leerders in graad 9 wat aanvaarbare onderwysuitkomstes in alle leerareas bereik.
- ▶ PM301: Persentasie befondste onafhanklike skole wat vir moniteringsdoeleindes besoek is.
- ▶ PM701: Persentasie leerders in openbaar befondste graad R.
- ▶ PPM806: Persentasie skole wat VOO aanbied waar minstens een rekenaarfasiliteit as deel van die Khanya Tegnologie in Onderwys-projek voorsien is.

4. Uitbreiding van vaardigheids- en kwalifikasiebasis deur die steun van die Mikro-ekonomiese Ontwikkelingstrategie (MEOS):

Benewens die strewe om meer matrikulasie-endorsemente (en dus potensieel groter getalle toegang tot die hoëronderrigsektor) te bied, moet die onderwysstelsel ook jong mense in staat stel om beroeps- (loopbaan-) en tegniese vaardighede te verwerf deur 'n verskeidenheid inrigtings soos vaardigheidsskole, inrigtings vir basiese volwassene-onderwys en -opleiding (BVOO's), VOO-kolleges en Universiteite van Tegnologie. Dit beteken dat werkgewers die bevindinge van die MEOS-navorsing tot voordeel van hul menslikehulpbronontwikkelingsplanne moet gebruik en die verskillende Sektor Onderwys- en Opleidingsowerhede (SOOO's) moet benut om die ontwikkeling van spesifieke vaardighede vir toekomstige ekonomiese groeisektore in die provinsie te bevorder.

Hierdie sleutelpilaar word verder geïnformeer deur maatreëls wat in die VSBGI-SA geïdentifiseer is om die vaardigheidsuitdagings in die onderwysfeer, wat die volgende insluit, die hoof te bied –

- Die GVO-OOP gerig op die bereiking van hoë geletterdheid- en gesyferdheidsvlakke in die laagste grade;
- Die Wiskunde- en Wetenskap (Dinaledi)-program om hoërskoolgegradeerdes wat wiskunde en wetenskap aanbied teen 2008 te verdubbel;
- 'n Opgegradeerde loopbaanvoorligtingsprogram;
- 'n Aansienlike opgradering van VOO-kolleges; en
- Die verbetering van die BVOO-program.

Sleutelprioriteite vir die departement in die periode 2007/08 – 2009/10 sluit in -

- Die voortgesette herkapitalisering van al 6 VOO-kolleges, met spesiale fokus op die uitbreiding van die Weskus-kollegefasiliteit, om vaardigheidsontwikkeling, in lyn met die MEOS en nasionale behoeftes soos uiteengesit deur die nasionale menslikehulpbronstrategie, te verseker.

- Die verhoging van deelname aan Wiskunde, Natuurwetenskap en Tegnologie deur middel van deurlopende bekendstelling van Fokusskole, 'n toename in die aantal Dinaledi-skole, die verbetering van slaagsyfers met matriek-endorsement en van die vakke Wiskunde en Wetenskap.
- Verdere hulpbronvoorsiening aan die 2 nuwe vaardigheidskole (in Mitchell's Plain en Gugulethu).
- Verhoogde toegang tot BVOO deur gestruktureerde Vlak 1- en 2-kurrikulumaanbiedings in sentrums.

Prestasiemaatreëls gebruik te word:

- ▶ PM216: Persentasie van meisieleerders wat wiskunde en wetenskap in graad 10 tot 12 aanbied.
- ▶ PM220: Slaagsyfer in graad 12 vir wiskunde en wetenskap.
- ▶ PM501: Aantal VOO-kollegestudente in verhouding tot jeuidiges in die provinsie.
- ▶ PM502: Persentasie vroulike studente in tegniese velde.
- ▶ PM503: VOO-kolleges se deurvoersyfer.
- ▶ PM504: Persentasie leerders in leerderskappe geplaas deur VOO-kolleges.
- ▶ PM601: Persentasie BVOO-leerders in verhouding tot volwassenes in die provinsie.
- ▶ PPM501: Aantal studielenings aan VOO-kollegestudente toegeken.
- ▶ PPM805: Aantal nuwe beurse aan studentonderwysers toegeken.

Die volgende spesifieke programgebaseerde strategieë verteenwoordig die leweringplatform vir die MKOS: -

- Program 2: Openbare gewoneskoolonderwys en Program 4: Openbare spesiale skole
 - Verseker dat alle leerders van graad 1 tot graad 6 lees, skryf en reken op die vlakke soos bepaal deur die NKV.
 - Verseker dat alle leerders in graad 7 - 9 van algemene onderwys van hoë gehalte voorsien word.
 - Verhoog die deelname- en suksessyfers van jong leerders, veral swart leerders, in die VOO-band by skole.
 - Verhoog die aantal VOO-leerders wat vir toegang tot hoër onderwys kwalifiseer.
 - Verhoog toegang tot hoër onderwys, veral vir leerders uit arm huise.
 - Bied advies oor vakkeuse en loopbaanvoorligting aan alle leerders in graad 9 sodat hulle gepaste vak- en loopbaankeuses in die VOO-band kan maak.
- Program 5: Verdere onderwys en opleiding
 - Verhoog die deelname- en suksessyfers van jong leerders, veral swart leerders, in die VOO-band by kolleges.
 - Verhoog die aantal leerderskappe, vakleerlingskappe, internskappe en vaardigheidsprogramme wat aan werkseleenthede gekoppel is.
- Program 6: Basiese Volwasseneonderwys en –opleiding
 - Verhoog die aantal volwasse leerders in basiese volwasseneonderwys en –opleidings(BVVO)-programme.
- Program 7: Vroeëkinderonwikkeling
 - Verseker 'n geïntegreerde benadering tot die fisiese, sosiale en kognitiewe ontwikkeling van alle 0- tot 4-jariges wat in die provinsie woon.
 - Voorsien graad R-onderwys van hoë gehalte aan alle 5-jariges sodat hulle gereed kan wees vir skoolleer.
- Program 8.5: iKapa Elihlumayo
 - Voorsien loopbaanvoorligting aan alle sekondêre skole.
 - Lei onderwysers in elke sekondêre skool op om loopbaanvoorligting te bied.

A.2 Die uitdagings vir die onderwyssektor

Onderwys in die Wes-Kaap staan voor verskillende uitdagings, naamlik sosio-ekonomiese uitdagings, nasionale/provinsiale beleidsuitdagings en organisatoriese uitdagings.

A.2.1 Die sosio-ekonomiese uitdagings

Die bevolking van die Wes-Kaap het oor die afgelope vyf jaar skerp gestyg en sit steeds hierdie stygende patroon voort. Volgens Statistiek Suid-Afrika (StatsSA) 2005 se Algemene Huishoudelike Opname, is die Wes-Kaap die tuiste vir sowat 4,7 miljoen mense, wat 10% van Suid-Afrika se totale bevolking verteenwoordig. Die Wes-Kaap se bevolkingsgroei word op 2,1% per jaar geraam.

Die migrasiepatrone dui aan dat migrasiesyfers vanaf 1991 - 1996 tot 1996 – 2001 aansienlik toegeneem het. Die breë migrasiepatroon bly dieselfde: aansienlike beweging na Gauteng en die Wes-Kaap en aansienlike beweging uit die Oos-Kaap en Limpopo. Migrasie in en uit die oorblywende vyf provinsies is meer gebalanseerd.

StatsSA projekteer dat interprovinsiale migrasie vanaf 2005 – 2015 teen 'n baie soortgelyke koers sal plaasvind as tussen 1996 – 2001. Netto vyfjaarmigrasieaannames (positief dui aan netto in-migrasie en negatief dui aan netto uit-migrasie) in provinsies van 2006 - 2011 word hieronder aangetoon:

Provinsie	Toename / (afname)
Oos-Kaap	(323 622)
Vrystaat	(58 514)
Gauteng	533 410
KwaZulu-Natal	7 707
Limpopo	(252 928)
Mpumalanga	(42 190)
Noord-Kaap	(28 167)
Noordwes	(64 176)
Wes-Kaap	228 480

Een gevolg van hierdie bevolkingstoename in die Wes-Kaap is dat elke vorm van onderwys en opleiding in die provinsie in die afgelope vyf jaar 'n toename in getalle beleef het: VKO-leeromgewings, skole, VOO-kolleges en BVOO-sentrums. Die toename in leerdertalle maak die beplanning van dienslewering, veral klaskamers en onderwysers, ontsettend kompleks.

Die data vir die Wes-Kaap se openbare gewoneskoolstelsel vanaf 1995 - 2006 word voorsien in **Tabel 1** hieronder om die toename in leerdertalle in die provinsie te toon en illustreer die WKOD se eerste uitdaging vir dienslewering. Terwyl sommige provinsies 'n afname in inskrywings beleef het, het die WKOD tot 2004 voortgegaan om groei te beleef. Die abnormale toename van 2003 - 2004 van 23 121 was hoofsaaklik die gevolg van die verslapping van die inname/toelatingsbeleid vir graad 1-leerders wat geldig was vanaf 2000 (en ook die rede vir die afname in leerdergetalle vanaf 1999 - 2000). The 2005 Jaarlikse Skoleopname het geen groei van 2004 tot 2005 getoon nie, hoofsaaklik te wyte aan hierdie abnormale toename. Die 2006-syfers is verkry van die CEMIS (Leerdersprovingstelsel) en reflekteer 'n aansienlike verlaging van 2005 - 2006 (Let wel: dit is die eerste jaar dat CEMIS gebruik is en die departement is in die proses om die syfers te verifieer). Normale groei word weer vanaf 2006 – 2007 verwag.

Tabel 1: Inskrywing in openbare gewone skole 1995 – 2006

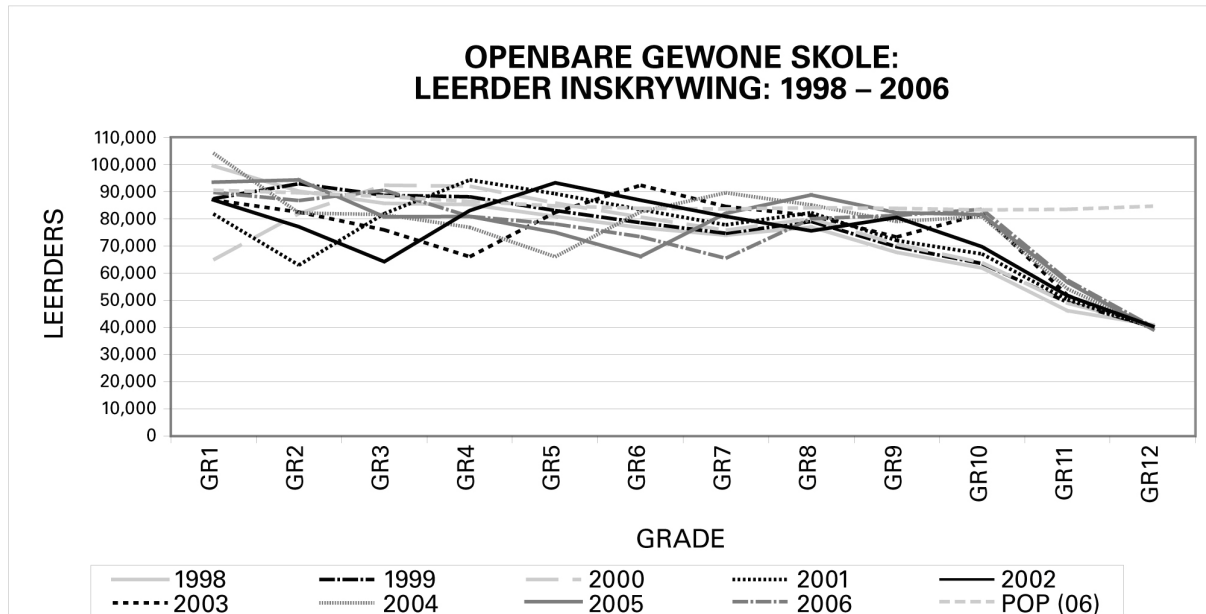
Jaar	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Totaal
1995	99,158	84,963	80,921	79,199	76,789	72,293	68,795	67,473	61,079	50,698	41,124	34,659	817,151
1996	99,998	84,845	81,137	79,996	77,673	74,142	69,474	72,116	62,696	54,440	43,574	36,764	836,855
1997	97,854	84,892	80,608	81,191	76,894	74,368	70,967	73,261	64,892	57,070	44,586	38,940	845,523
1998	99,380	90,168	85,625	85,188	80,881	76,716	73,928	76,949	67,644	61,926	46,115	40,980	885,500
1999	87,436	92,925	88,613	88,014	83,074	78,495	74,661	79,043	69,674	63,479	49,247	40,206	894,867
2000	64,844	81,865	92,343	91,949	85,766	80,658	75,813	80,026	70,634	63,840	48,934	40,996	877,668
2001	81,790	62,960	81,832	94,302	89,254	83,305	77,778	82,190	71,966	67,034	50,206	39,910	882,527
2002	86,969	77,026	64,134	83,022	93,188	86,786	80,865	75,601	80,450	69,752	51,618	40,468	889,879
2003	86,916	82,454	75,931	66,033	82,383	92,341	84,514	81,154	73,200	81,739	51,746	39,644	898,055
2004	104,105	82,130	81,489	76,781	66,060	82,574	89,614	85,053	78,964	80,756	54,199	39,451	921,176
2005	93,515	94,231	80,695	80,809	74,984	66,141	81,953	88,778	82,169	81,577	56,657	39,303	920,812
2006	89,698	86,697	90,430	80,886	78,092	73,336	65,452	80,007	81,166	83,490	57,381	40,166	906,801

Bron:

1995 – 2005: Jaarlikse Skoleopname (Openbare Gewone Skole)

2006: CEMIS Huidig (13 Oktober 2006)

Figuur 1



Bron:

1995 – 2005: Jaarlikse Skoleopname (Openbare Gewone Skole)

2006: CEMIS Huidig (13 Oktober 2006)

Statistiek SA: Bevolking 2006 gebaseer op 2005-Algemene Huishoudelike Opname

Gevolgt is die voorsiene groot toename in primêreskoolleerders met die gepaardgaande afname in sekondêreskoolleerders die Wes-Kaap se eerste uitdaging vir lewering in die 2007-skooljaar. Die rede hiervoor is dat toe die inname/toelatingsbeleid in die jaar 2000 afgedwing is, die aantal graad 1-leerders van 87 435 in 1999 tot 64 844 in 2000 afgeneem het, d.i. 'n afname van 22 591 leerders. Die graad 1-leerders van die jaar 2000 sal in 2007 in graad 8 wees. Met die verslapping van die inname/toelatingsbeleid vir graad 1-leerders sedert 2004 was die gemiddelde inname van graad 1-leerders 92 500, wat 28 000 meer is as in 2000. Die aantal graad 6-leerders in 2006 is egter slegs 74 000, d.i. 8 000 meer as vir graad 7 in 2006.

Die aantal leerders in graad 8 vir 2006 is 82 471, d.i. 16 000 meer as vir graad 7 in 2006. Dit beteken dat die departement vir 2007 vir ongeveer 16 000 meer primêreskoolleerders voorsiening moet maak as in 2006. Die effek vir sekondêre skole is dat gemiddeld ongeveer 8 000 leerders minder verwag word om graad 8 te bereik, wat 'n moontlike totale afname van sekondêreskoolleerders tot gevolg sal hê.

Die tweede uitdaging vir die WKOD is om die onderwysvlakke van die burgers van die Wes-Kaap te verbeter. Terwyl daar 'n mate van verbetering in die vyfjaarperiode 1996 – 2001 was, is daar nog steeds groot getalle mense wat nie toegang tot onderwys gehad het op die vlak wat vir waardige deelname aan die burgerlike, politieke en ekonomiese lewe van die provinsie vereis word nie. Byvoorbeeld, **Tabel 2** hieronder toon dat minder as 'n kwart van die Wes-Kaap se bevolking oor die Senior Sertifikaat beskik.

Tabel 2: Persentasie van bevolking op verskeie vlakke van skoling 1996 en 2001

Vlakke van skoling	1996	2001
Geen skoling	6,3%	5,7%
'n Vorm van primêre	15,0%	15,2%
Slegs primêre skool voltooi	8,4%	7,9%
'n Vorm van sekondêre skoling	37,2%	36,5%
Graad 12	18,0%	23,4%
Hoër	10,1%	11,2%

Bron: Statistiek Suid-Afrika Sensus 1996 en 2001

Huidige inskrywingsgetalle vir openbare gewone skole suggereer dat die kommerwekkende situasie wat hierbo beskryf is nie in die voorsienbare toekoms aansienlik sal verander nie. Die inskrywingsgetalle vir die periode 1999 - 2006 toon dat slegs 50% van leerders wat vir graad 10 inskryf graad 12 bereik (Kyk **Figuur 1** hierbo). Die deurvoersyfer in skole korreleer in hoë mate met ras. (Die deurvoersyfer dui aan hoe suksesvol 'n leerder gevorder en gegradueer het deur die siklus. Bevordering-, herhaling- en skoolverlatingsyfers vloei van graad tot graad en is 'n aanduiding van die doeltreffendheid/ondoeltreffendheid van die onderwysstelsel in die lewering van afgestudeerdes (Wako, 1988)).

Onlangse studies wat in die Wes-Kaap onderneem is, dui aan dat die rasgebaseerde deurvoer en uitsetsyfers in die skoolstelsel herlei kan word na die vroeëre jare van die skoolstelsel. Die resultate van lees- en wiskundetoetse wat op graad 3- en graad 6-vlakke afgeneem is, dui aan dat die oorgrote meerderheid leerders uit laeinkomste-huise twee tot drie jaar onder die verwagting op die nasionale kurrikulum presteer.

Die formele sektor in die provinsie absorbeer 1,3 miljoen en die informele sektore 144 065 (ruweg 9.4%) van die algehele provinsiale ekonomie. Die arbeidsmag van 1,5 miljoen is gekonsentreer in landbou (13%), vervaardiging (19%), groot- en kleinhandel (17.5%), finansiële dienste (11.9%); en neem 'n totaal van 80% van die arbeidsmag in diens. Van dié wat in diens is, is die deel van die totale arbeidsmag wat oor 'n skoolvlak-kwalifikasie beskik, meer as die groep wat oor 'n vorm van verdere of hoër onderwys beskik met 'n verhouding van 77% tot 19%. Die persentasies van diegene wat oor 'n vorm van verdere of hoër onderwys beskik, is volgens ras as volg: : 7% Afrikaan, 11% Bruin, 34% Asiaties en 49% Wit.

Werkloosheidsyfers word ook aansienlik beïnvloed deur ras. Terwyl 30 uit elke 100 Afrikane nasionaal werk gevind het gedurende 1995 en 2002, het slegs 3 uit 100 Afrikane wat in die Wes-Kaap woon in hierdie periode werk gekry (SER, 2003). 80% van die 18,9% van die arbeidsmag in die provinsie is jeugdige. In teenstelling met die nasionale neiging, het tersiêre werkloosheid gedaal terwyl werkloosheid op die laer onderwysvlakke toegeneem het. Die aanvraag is na kundige en vaardige individue. Alhoewel die aantal matrikulante en graad 9- tot 11-leerders wat die provinsie se arbeidsmag betree groei, vergeleke met nasionale syfers (matrikulante maak 28,5% van die totale provinsiale arbeidsmag uit), is die probleem van werklose jeug akuter as in die res van die land. 40% van die werklose bevolking is tussen die ouderdomme 15 en 24. Dus, in 'n ekonomiese omgewing waarin net meer as 1 miljoen mense (in relatiewe terme, een in elke vier persone) in die Wes-Kaap hulle onder die minimum leefvlak bevind (4,4% van die nasionale bevolking in 2004) en 23,6% van die bevolking (waarvan die grootste proporsie die jeug is) werkloos bly, word die gehalte van ekonomiese groei en, as sodanig, die onderwysvlakke 'n kritieke suksesfaktor om die ontwikkelingspad van die provinsie te verander.

'n Derde uitdaging vir dienslewering vir die WKOD in die implementering van die MKOS, is die toenemende afwesigheid onder leerders en opvoeders as gevolg van swak gesondheid, middelmisbruik (spesifiek 'tik' in die Wes-Kaap), en 'n toenemende voorkoms van geweld in skole, seksuele mishandeling, tienerswangerskap en MIV/VIGS – wat alles aangevuur word deur armoede en die onbillikhe van die verlede. Ten spyte van ekonomiese voordele, bly die Wes-Kaap die mees ongelyke en rasverdeelde provinsie. 'n Onvermoë om hierdie onbillikhe en verwante kwessies soos MIV/VIGS en skoolveiligheid te takel sal voortgaan om die bereiking van MKOS-doelwitte te strem en sal 'n aansienlike impak hê op die vermoë van leerders om hul volle potensiaal te bereik. Terwyl hierdie uitdagings toeneem (en die aantal weeskinders en kwesbare kinders toeneem), word die gehalte van onderrig en leer (en die bereiking van die provinsiale groei en ontwikkelingsdoelwitte van iKapa elihlumayo, met sy visie van 'n 'tuiste vir almal') toenemend bedreig. Die situasie vereis dat tradisionele onderrigrolle verander, met 'n toenemende aandrag dat opvoeders as versorgers optree, emosionele steun vir getraumatiseerde leerders gee, en hulle vanaf 'n vroeë ouderdom van oorlewingsvaardighede voorsien.

A.2.2 Die nasionale beleidsuitdagings

Effektiewe en betekenisvolle response op ongelykheid en lae vertrouensvlakke in die gehalte van onderwys vereis besliste aksies deur die regering en onderwys om leerderprestasie en toegang te verbeter. Vir die WKOD is die beleidsuitdaging die balansering van onderwysprioriteite oor al die diensleweringplatforms heen: vroeëkindertontwikkeling, algemene onderwys en opleiding, verdere onderwys en opleiding en basiese volwasseneonderwys en –opleiding. Gegee die konteks van die Provinsiale Groei en Ontwikkelingstrategie en sy prioritisering van vaardigheidsontwikkeling en die uitbreiding van die VKO-sektor, kan die WKOD in die versoeking kom om sy hulpbrontoekenning slegs op hierdie twee areas te fokus. Dit is egter krities dat 'n stewige ondersteuningsbasis vir die algemene onderwys- en opleidingsband behou word deur middel van inisiatiewe soos die geen-skoolgeld-skoolprogram, die onderwyserhulpprogram en die Nasionale Skoolvoedingsprogram (NSVP).

Huidige inisiatiewe fokus op die uitbreiding van hulpbronne aan skole en verdere onderwys- en opleidingsinstansies, en op die hantering van institusionele en bestuursuitdagings, naas kurrikulumhervorming.

Die instelling van 'geen-skoolgeld-skole' om vir almal toegang tot die skoolstelsel te verseker verteenwoordig belangrike vordering in hierdie verband, soos wat die geval is met die intensiewe pogings tot gehaltebevordering deur die voorsiening van hulpbronne, handboeke, lessenaars, water en sanitasie.

Kapasiteitsbou van opvoeders en prinsipale om onderrig- en leerprogramme by skole te ondersteun en bestuur is kernbelangrik vir die voortgesette verbetering van gehalte-onderwys. Opgradering van die bevoegdheid en professionele kwalifikasies van onderwysers is kritiek vir onderwys en menslikehulpbronontwikkeling oor die langer termyn. 'n Onderwyserontwikkelingsprogram is reeds van stapel gestuur. Dit is gerig op die opgradering van die kwalifikasies van huidige onderwysers om te voldoen aan die vereistes van die nuwe kurrikulum, veral wiskunde, geletterdheid en lewensoriëntering, sowel as leierskap en bestuursvaardighede van skoolprinsipale.

Die onderwyssektor is ook in lyn gebring met die nasionale prioriteite soos die VSIG-SA VOO-kolleges is 'n sleutelkomponent in die ooreengekome strategieë in hierdie verband. VOO-kolleges word vernuwe om tegniese en beroepsprogramme aan te bied ten einde te verseker dat leerders gedifferensieerde onderwysopsies het. Daar word ook voorsiening gemaak vir die instelling van 'n VOO-beurs- en studenteleningensprogram om toegang vir benadeelde studente tot beroepsonderwysgeleenthede te verbreed.

Die DvO beplan om 'n massageletterheidsprogram in 2007/08 te loods om die uitdagings van basiese geletterdheid, sowel 'n mensereg as 'n bydraer tot sosiale kohesie, die hoof te bied. Dit sal gedoen word in vennootskap met nieregierungsorganisasies, basiese volwasseneonderwys en -opleidingsentra en vrywilligers.

A.2.3 Die organisatoriese uitdagings

Die WKOD, as die grootste werkgewer in die Wes-Kaap Provinsiale Regering, bestaan uit die Provinsiale Ministerie van Onderwys, met die Lid van die Provinsiale Raad (LUR) verantwoordelik vir Onderwys aan die hoof, 'n provinsiale hoofkantoor, distrikskantore en onderwysinrigtings, insluitend openbare gewone en spesiale skole, VOO-kolleges, volwassene-gemeenskapsleersentra en VKO-leeromgewings.

WKOD-aktiwiteite – omvang en skaal

Leerders *	938 056
Openbare gewone skole **	1 450
Skole vir leerders met spesiale behoeftes #	67
Inrigtings vir verdere onderwys en opleiding (tegniese kolleges)	6 (39 leer-omgewings)
Gemeenskapsleersentra vir volwassenes	112 (301 leeromgewings)
Gesubsidieerde preprimêre skole	446
Distrikskantore (OBOS'e)	7
Opvoeders (Posvoorsieningsmodel)	30 872
Openbare dienspersoneel (goedgekeurde diensstaat)	8 823

*2006: CEMIS Huidig (13 Oktober 2006) (Grade: Pregraad R tot Post-matriek)

** Inrigtings huidig (Alle openbare gewone skole, graad Pre-Gr R tot Post-matriek)

Bron – 2006-Kitsopname en 2006-Jaarlikse Skoleopname

1. Organisasoriese herontwerp

Die departement ondergaan tans 'n ingrypende organisatoriese herontwerp om te verseker dat dit die MKOS kan lewer. Die doel van die herontwerpproses is om –

- Institusionele kapasiteit te bou ter ondersteuning van iKapa elihumayo's se belangrikste strategieë, waarvan die MKOS die hoofstrategie is;
- Bevorder dienslewering;
- Versnel diensbillikheid; en
- Bereik die beoogde onderwysuitkomstes.

Die Herontwerpprojek word in vier fases geïmplementeer, nl.–

- Fase 1 het die begin van die projek en die beplanning van die herontwerpintervensie behels.
- Fase 2 het, in die lig van die MKOS, die ontleding van die huidige ontwerp van die WKOD behels asook die identifisering van areas vir verbetering ten einde te verseker dat die departement die doelwitte van die strategie kan bereik.
- Fase 3 het die eintlike organisatoriese herontwerp behels in lyn met die bevindings van die diepte-ontleding (ontwikkeling van 'n nuwe makro- en mikro-organisatoriese struktuur).
- Fase 4 behels die implementering van nuwe makro- en mikro-organisatoriese struktuur wat gedurende die 2007/08-finansiële jaar 'n aanvang sal neem, en dit sal die vul van poste op 'n Personeelplan-basis insluit.

Die Projek het tot dusver uitgebreide raadpleging op hoofkantoor- en distriksvlak behels, met verteenwoordigers van 'n aantal belangegroep, insluitend die hoof uitvoerende beamptes (HUB's) van VOO-kolleges, sowel as skoolprinsipale, opvoeders, leerders, SBL-Forums en georganiseerde arbeid betrokke by die departement.

Ingevolge die voorgestelde nuwe organisatoriese struktuur, sal die hoofkantoor onderverdeel word in vier vertakkinge, naamlik Strategie en Beplanning, Kurrikulumbestuur, Institusionele Ontwikkeling en Koördinerende en Korporatiewe Dienste. Ten einde bestuurs- en ontwikkelingsteun nader na skole te bring, sal die huidige 7 distrikskantore 8 word en sal daar 49 Kringspanne wees. Die voorgestelde nuwe makro-organogram van die Departement word in **Skedule 1** gereflekteer.

2. Diensbillikheidsplan (DB-Plan)

Die huidige 5-jaar-Diensbillikheidsplan van die WKOD nader tans die einde van sy termyn. Ten spyte van baie hindernisse, is daar bestendige vordering met die DB-plan en die verteenwoordigende DB-forum het hul toesighoudende verantwoordelijkheid nagekom. Die WKOD het voldoen aan al die voorskrifte van die Wet op Diensbillikheid en het die jaarlikse DB-verslag aan die Departement van Arbeid gestuur, soos vereis word. Die WKOD het ook 'n beleidsriglyn vir DB in onderwysinrigtings uitgereik en dit het tot opmerkbare vordering met veral vroueverteenwoordiging in skoolbestuurspanne gelei. Die volgende 5-jaar-DB-plan sal aan 'n raadplegende proses onderwerp word vir implementering in September 2007.

3. Diensleweringverbeteringsplan (DVP)

Die WKOD het sigself gedefinieer as 'n leerorganisasie met 'n verbintenis tot uitnemende dienslewering oor die volgende tien jaar. As 'n leerorganisasie, sal die WKOD 'n konstante proses van selfkritiek en hernuwing ondergaan deur te fokus op organisatoriese doeltreffendheid, die versterking van en fokus op distrikskapasiteit, die versterking van skooldoeltreffendheid en die dryf van steunstrategieë om verskeie aspekte van gehalte-onderwys in skole aan te pak.

Goeie vordering is gemaak met die ontwikkeling van 'n omvattende DVP. 'n Diensleweringshandves is ontwikkel en goedgekeur. 'n Implementeringsplan met tydskaal is ontwikkel en dit word beoog om die DVP aan die begin van die 2007/08-finansiële jaar te implementeer. Diensstandaarde per direktoraat sal vroeg in 2007 ontwikkel word, en 'n intensiewe steunwerwingsveldtog sal geloods word om algemene inkoop en bewustheid te verseker. Monitering- en evalueringstelsels, insluitend 'n klagtemeganisme onder bestuur van die Direktoraat: Gehalteversekering word tans vir implementering ontwikkel.

4. Menslikehulpbronplan (MHP)

Alhoewel die konsep-MH-Plan vir die WKOD vir 'n verlengde periode in ontwikkelingsfase is, is verskeie beleide, strategieë en instruksies rakende kwessies soos DB, werwing, MH-ontwikkeling, Prestasiebestuur en beplanning in plek ten einde effektiewe en volhoubare MH-bestuur te verseker. Die Departement van Openbare Diens en Administrasie (DODA) het onlangs 'n raamwerk vir MH-beplanning ontwikkel wat as templaatsal dien vir alle regeringsdepartemente om eenvormigheid ten opsigte van MH-beplanning in die Staatsdiens te verseker. Bestaande MH-beplanningsbeleid sal vergelyk en verder ontwikkel word tot 'n omvattende MH-plan vir die WKOD, binne die nuutontwikkelde raamwerkformaat. Dit word voorsien dat die konsep-amptelike MH-Plan vir die WKOD aan die begin van die 2007/08-finansiële jaar aan bestuur voorgelê sal word.

5. Werknemerswelsynplan (WWP)

Die WKOD het in 2004 aan die voorpunt gestaan van die instelling van 'n WW-Plan. Die WW-Plan is gaandeweg verder ontwikkel en uitgebreide steunwerwing gedoen. Die benuttingsyfer is tans op 'n vlak wat verwagtinge oorskry. Gereelde terugvoervergaderings word met die diensverskaffer gehou en statistiek en neigings is ontleed en met internasionale teikenstandaarde vergelyk. Goeie vordering is ook gemaak met die omvorming van die WW-Plan tot 'n meer omvattende Werknemersgesondheid- en welsynplan, in lyn met provinsiale, nasionale en internasionale ontwikkelings, om 'n meer omvattende diens aan sy werknemers te bied. Verskeie suksesvolle opedae is by die hoofkantoor asook by sommige OBOS'e gehou.

6. Werkplekvaardigheidsplan (WVPlan)

Gegee die grootte van die WKOD, is daar konstant toenemende aandrag op doeltreffende en bekwaame dienslewering terwyl die indiensontwikkeling van opvoeders in antwoord op nuwe en snelle ontwikkelings in onderwys, kennisbestuur en metodologie kritiek is.

Die verteenwoordigende Departementele Opleidingskomitee (DOK) van die WKOD bevestig konstant sy ernstige verbintenis tot volhoubare, aanspreeklike, effektiewe en billike vaardigheidsontwikkeling soos beoog in die Wet op Vaardigheidsontwikkeling en verwante wetgewing en beleid. Die WVP vir 2006/07 en die Jaarlikse Opleidingsverslag vir 2005/06 is behoorlik onderteken en by die Onderwys-, Opleiding- en Ontwikkelingspraktyke (OOOP) SETA ingedien, soos vereis. Die DOK het 'n proses van stapel gestuur om 'n WVP vir die MTBR-periode daar te stel om verhoogde doeltreffendheid en volhoubaarheid van vaardigheidsontwikkeling en opleiding oor die medium termyn te verseker.

7. Monitering en evaluering

Die WKOD sal voortgaan om die prosesse en gereedskap wat bedoel is om die gehalte van onderwys in die provinsie te verbeter, versterk. Deur die Direkoraat: Gehalteversekering, koördineer die WKOD al die bestaande aanspreeklikheidstelsels, en het dit stelsels gevestig waar dit ontbreek het. In ooreenstemming met die regering se toenemende fokus op resultate en impak, is monitering- en evalueringstelsels op alle vlakke van die organisasie gevestig. Dit sluit in die verbeterde monitering en evaluering van projekte en intervensies – om hul impak en waarde te bepaal. Prestasie-evalueringstelsels (op individuele vlak) word versterk deur die groter gebruik van standarde gekoppel aan werkplanne. Die kongruensie tussen individuele planne en strategiese doelwitte kry ook toenemend aandag. Van elke skool word verwag om 'n Skoolverbeteringsplan (SVP) te ontwikkel.

Monitering en evaluering, met 'n fokus op bewyse, resultate en impak sal oor die volgende drie jaar gekonsolideer en verdiep word.

Gedurende 2006 het die eksterne Heelskoolevaluering (HSE) 'n positiewe uitwerking gehad op al die skole wat geëvalueer is. In elke daaropvolgende jaar sal die HSE-program uitgebrei word ten einde al die skole binne die kortste moontlike tyd te bereik.

Organisatoriese monitering en evaluering, insluitend die verifiëring van data, sal daarna streef om die impak van intervensies te bepaal.

A.3 Prestasies tot hede

1. Steunwerwing vir die MKOS

Sedert die goedkeuring van die MKOS in November 2005 en die daaropvolgende loodsing in Maart 2006, is afskrifte van die dokument gedruk en aan verskeie onderwys- en ander belanghebbende groeperinge gestuur, veral aan skole en potensiële ontwikkelingsvennote in die privaatsektor. Bykomende steunwerwingsmateriaal vir skole, 'n pamflet wat 'n beroep doen op menslike agentskap op skoolvlak, is versprei. Dit is aan alle skole versprei, vir elke opvoeder en nie-opvoederpersoneellid, in elk van die drie amptelike tale.

2. Verdere Ontwikkeling, Verfyning en Belyning van die MKOS

Die ontwikkeling van 'n reeks posisie- en besprekingsdokumente (altesaam 27) wat die verdere ontwikkeling van die MKOS in die provinsie sal rig, is in finale stadium. Sleutelaanbevelings in hierdie dokumente behels die noodsaak om strategiese prioriteite te hersien in lyn met die PGOS om te verseker dat die behoeftes aan vaardigheidsontwikkeling oor die kort en medium termyn deur die VOO-sektor geprioritiseer word, dat die begrip van kernaanswyers vir gehalte-onderwys onder die loep geneem en dan geprioritiseer word, en dat die leerplatform van die WKOD erkenning geniet vir die sleutelrol wat dit speel in die daarstelling van 'n basis vir verdere leer.

'n Konsep- strategiedokument vir skaars vaardighede is ontwikkel in lyn met die PGOS se tweedegenerasie-strategieë. Kommentaar oor die PGOS is by die Departement van die Premier ingedien, en die projekspan sal voortgaan om hierdie besprekingsdokumente op die PGOS te baseer as die grondslag vir groei en ontwikkeling in die provinsie.

Daar word tans gewerk aan 'n geïntegreerde bestuursplan en 'n operasionele raamwerk vir die MKOS, gebaseer op die vier sleutelpillare en prioriteitsgebiede vir intervensie gebaseer op die PGOS, VGGI-SA, die nasionale strategiese plan van die Departement van Onderwys, die doelwitte van Onderwys vir Almal en die Millenniumontwikkelingsdoelwitte. Binne hierdie raamwerk sal aanbevelings vir geïntegreerde beplanningsprosesse, rapportering oor vordering en voortdurende verfyning van die doelwitte en operasionele planne van Hoofkantoor en die OBOS'e voorgestel word.

3. Implementering van die MKOS

Die MKOS is vir die afgelope minstens 36 maande in 'n staat van implementering. Die volgende kan, onder andere, uitgelig word:

3.1 Omstandighede vir onderwys

- a) **Bouplanne vir die 12 fokusskole** is goedgekeur, en bouwerk aan agt skole het 'n aanvang geneem. Infrastruktuur, opgradering en opknapping van alle fokusskole vind tans plaas.
- b) 'n Bestuursplan vir die GVO-OOP is aangewys, en dit in sal in 2007 die koers en doeltreffendheid van die lewering van dienste en hulpbronne na skole in benadeelde areas bevorder en bydra tot die verbeterde bestuur van skole se hulpbronne.
- c) Nuwe **LOOM-lyste** is aan alle skole voorsien om die verbeterde bestelling, verkryging en lewering van LOOM aan skole in die 2007-skooljaar te fasiliteer. Verkryging van dienste by Hoofkantoor bly 'n probleem.

- d) Sterk **skoolbestuur** is krities om doeltreffende lewering van gehalte-onderwys moontlik te maak. Die MH-Direkoraat het 'n opleidingsprogram vir SBL'e en 'n gedragskode vir SBL'e opgestel, wat tans deur regslui onder oë geneem word.
- e) Die aantal skole wat **artikel 21-status** bekom het, het verhoog van die aanvanklike 409 (2000/01) tot 936 (2005/06), en werk/voorsiening van steun met die oorblywende 516 skole sal voortgesit word. Deurlopende bemerking van die artikel 21-status van skole lei tot die groei in getalle.

3.2 Verbetering van die onderwysomgewing

- a) Die sleutelprojek in hierdie verband is die een rakende **veiligheid by skole**. Die geïntegreerde veiligenskole-strategie is ontwikkel en is in finale konsepstadium. Dit is sorgvuldig gemoniteer deur die LUR, Cameron Dugmore. Hierdie projek word gedoen deur die samewerking van verskillende rolspelers binne die WKOD en is versterk deur deelname, betrokkenheid en 'n verbintenis deur ander provinsiale en nasionale departemente, insluitend Gemeenskapsveiligheid, die Suid-Afrikaanse Polisiediens (SAPD), Justisie, Maatskaplike Ontwikkeling, ens. Die Veilige Skole-Sentrum is operasioneel en 50 skole is vir die voorsiening van veiligheidsinfrastruktuur geïdentifiseer.
- b) Die **leerdergedragstrategieprogram** is in alle OBOS'e geïmplementeer, personeel by OBOS'e is opgelei en gekapasiteer as fasiliteerders van **diversieontwikkelingsprogramme**. 5 skole (40 opvoeders) in Breede Rivier/Overberg is opgelei in 'n kursus wat responsvermoëns ontwikkel (*response ability pathways*-kursus), en 'n verdere 525 fasiliteerders is opgelei in 'n reeks diversieprogramme. Die beleid rakende minimum standaarde vir spesiale onderwysdienste aan skole vir leerders met emosionele en/of gedragsprobleme is as WKOD-beleid goedgekeur, en handleidings is ontwikkel en aan skole versprei.
- c) Betekenisvolle werk is binne die WKOD gedoen rondom die popularisering van die konsep **sosiale kapitaal**, en informele data oor verskillende aktiwiteite op OBOS-vlak is versamel ten einde 'n omvattende sosialekapitaalstrategie te ontwikkel. Die skole se gemeenskapsinisiatief in Augustus 2006, bekend gestel deur die LUR, was suksesvol. Die VLR-Forum is in Junie 2006 gestig as 'n sleutelfaset van die WKOD se bydrae tot die bou van sosiale kapitaal. Die pogings om 'n vereniging vir SBL'e te stig was egter nog nie suksesvol nie.
- d) Die Generasie van Leiers Ontdek (*The Generation of Leaders Discovered*) (GoLD), d.i. jong portuurgroep-opvoeders en diegene wat deur hulle onderrig word, is die ware rykdom van hierdie land, die MIV/VIGS-Portuur-onderwysprojek, wat ingeskryf is in samewerking met die NRO 'GoLD Peer Education Development Agency', het ook die internasionale Statebond se 'Goeie Praktyk in Onderwys'-toekening verower.

3.3 Verbetering van die gehalte van onderwys

Hierdie kwessie bly een wat konstant die onderwerp van bespreking is. Met die oog daarop om tot hierdie debat toe te tree en dit te beïnvloed het die WKOD se Direkoraat: Gehalteversekering 'n besprekingsdokument oor gehalte- openbare onderwys opgestel. Hierna het die MKOS-projekspan dit 'n stappie verder geneem en sal hulle met die Direkoraat: Gehalteversekering saamwerk aan die verfyning van hierdie besprekingsdokument. Die 16de Statebondskonferensie van Onderwysministers, wie onderwysgehalte as tema gehad het, sal help om die dokument te verfyn.

Die verbetering van die strategie in 2006/2007 het dus gefokus op die volgende:

- a) Van die 39 832 kandidate wat die volledige stel **Senior Sertifikaat-eksamens** in 2006 afgelê het, het 33 316 geslaag. Dit verteenwoordig 'n algehele slaagpersentasie van 83,7%, effens laer as die 84,4% van verlede jaar. 'n Addisionele 1 238 kandidate het egter die volle stel eksamenvraestelle afgelê en 'n addisionele 743 kandidate het geslaag. Hierdie toename in getalle, plus 'n redelik konsekwente algehele prestasie, voorspel goeie dinge vir die toekoms.
- b) Die **leerderopsporingstelsel** en die volledige toepassing van die CEMIS-stelsel was bedoel om teen 10 Desember 2006 operasioneel te wees. Die leerderopsporingstelsel is ontwikkel, geïmplementeer en is in werking in alle openbare gewone en OLSO-skole. 'n Tender vir verdere steun en opleiding van skole in die gebruik en opdatering van die data is geadverteer.
- c) Die **Geen-skoolgeld-beleid** is gedurende die loop van hierdie jaar geïmplementeer. 424 skole is uitgenooi om aansoek te doen om geen-skoolgeld-status, en 419 van hierdie skole het aansoek gedoen, wat met ingang van 1 Mei 2006 die las van skoolgeld vir ongeveer 150 000 leerders (15,1%) verlig het. 'n Toekening van R29 miljoen is in 2006/2007 voorsien, in 2007/08 sal dit tot R139 miljoen verhoog word en in 2008/09 verder tot R237 miljoen. Terwyl die toekening per kop sal toeneem vanaf die huidige R527 per leerder tot R554 in 2007 en daarna tot tussen R722 en R581 in 2008 afhangende binne watter armoedekwintiele skole val. 'n Verdere 233 skole (primêr en sekondêr) is geen-skoolgeld-status toegeken met ingang van 01 Januarie 2007.
- d) 'n Progressiewe toename in die aantal onderwysposte ('n addisionele 500 vir 2007), en die omskakeling van 458 ad hoc-onderwysposte na permanente poste sal beduidend bydra tot die verbetering van die onderwyser:leerder-verhouding wat krities is vir die lewering van gehalte-onderwys. Aan die begin van die 2007-kalenderjaar sal daar 30 872 onderwysposte wees. Daarbenewens is 50 wiskunde/wetenskap-onderwysers in die Dinaledi-skole aangestel (addisioneel tot die diensstaat), 21 addisionele onderwysers is in die verskillende Fokusskole aangestel om te help met die ontwikkeling van die Fokusskole-konsep, en 70 poste is aan die 7 distrikte toegeken vir 'n reeks ontwikkelingsintervensies in benadeelde skole, insluitend die verbetering van die prestasie van 34 onderpresterende hoërskole. Die onderwyserassistent-projek het 'n verdere 510 onderwyserassistentente in 163 skole aangestel. Hierdie onderwyserassistentente is deur VOO-kolleges opgelei.

- e) Toegewyde steunpersoneel by die OBOS sal voortgaan om steun te bied vir die **geletterdheid/gesyferdheidsstrategie** wat in 2006 amptelik geloods is ná uitgebreide konsultasie onder WKOD-rolspelers by hoofkantoor en op OBOS-vlak. As deel van die aanbieding van geletterdheid en gesyferdheid in die provinsie het alle graad 3- en graad 6-klasse 'n stel van 100 boeke ontvang om te lees, en alle graad 3- en 6-leerders het 'n wiskundehandboek. Monitoring van klaskamerpraktyk is geïnisieer maar weens uitdagings geopper deur onderwysersunies is dit eers teruggehou onderhewig aan 'n klaskamerbesoek-protokol waarvoor ooreengekom sal word. As deel van hierdie strategie, is die taal-in-onderwys-beleid, wat moedertaalonderrig vir die eerste drie jaar van skool aanmoedig, ontwikkel. In 2006 is dit na skole versprei en daarna verder gedebatteer by die Taal-in-Onderwys-colloquium wat in Julie 2006 gehou is.
- f) Voorbereiding vir die verdere implementering van die nuwe **VOO-kurrikulum** het relatief glad gevorder. Alhoewel middeljaar-graad 10-resultate aanvanklik 'n bron van kommer was, is uitgebreide steunprogramme en stelsels in skole geïmplementeer om te help om hierdie resultate te verbeter. Voorlopige verslae oor jaareind-slaagsyfers toon 'n slaagsyfer van 74%, met die Suid-Kaap/Karoo wat 'n verbetering toon op vorige jare. Addisionele opleiding van 9872 graad-11 VOO-onderwysers het in Junie plaasgevind, met langer opleidingsessies vir nuwer vakke insluitend landbou, dansstudies, tegnologievakke (insluitend CAT en IT).
- g) Die WKOD het aan die voorpunt gestaan van die gebruik van **IKT-tegnologieë in skole**, en sal voortgaan hiermee. Die Khanya-projek het 575 skole gehelp met die effektiewe gebruik van IKT-tegnologie, met 'n verdere 276 skole in verskillende stadia van voorbereiding. 22 271 rekenaars word in Khanya-skole gebruik, met tegnologie wat deur 14 993 opvoeders effektief gebruik word vir kurrikulumlewering en uitbreiding van toegang na 496207 leerders. Khanya word deurlopend erken as 'n vernuwende krag in skoolgebaseerde IKT-tegnologieë. Groei in breëband-konnektiwiteit vir skole en die voortgesette uitrol van IKT-infrastruktuur in skole sal deur CEMIS, Khanya en die Telekommunikasieprojek gehanteer word. Die Khanya-projek het ook nog 'n Goue Toekenning vir uitnemendheid van die *Impumelelo Innovations Award Trust* ontvang. Die Trust gee toekennings vir uitsonderlike projekte wat vennootskappe met die openbare sektor behels en die lewensgehalte van arm gemeenskappe op innoverende wyses verhoog. Die sitaat vir die toekenning lees as volg: "n Omvattende en veelfasettige benadering tot die onderwyservaring in klaskamers regoor die Wes-Kaap is die dryfkrag agter die installering van rekenaars in klaskamers in skole die afgelope vyf jaar. Rekenaars word nie in isolasie geïnstalleer nie, onderwysers ontvang opleiding, skole word voorsien van hoëspoed-Internettoegang en dit word van skole verwag om 'n 'vennootskaps-' benadering tot die projek aan te neem deur ten minste hul energie te gee om hul verbintenis te demonstreer. Die steun wat deur die gemeenskap gegee word het gelei tot 'n afname in die voorkoms van diefstal, aangesien gemeenskappe eienaarskap van die skole aanvaar het." Die Goue Impumelelo-toekenning is die 11de toekenning wat in die afgelope twee jaar aan die Khanya-projek toegeken is.
- h) Die invoer van die **NKV in graad 10 tot 12**, beginnende met graad 10 in 2006, het besonder goed verloop. 'n Wye reeks voorbereidende aktiwiteite het ingesluit 'n hoogs suksesvolle konferensie vir skoolprinsipale en ander skoolbestuurders. Onderwysers het goed gereageer op opleiding in die hersiene nasionale kurrikulum vir graad R tot 9. Voortgesette uitrol van die NKV in graad 7 – 9 is ondersteun deur vyfdaagse oriënteringsessies vir opvoeders. In 2006, het 2800 graad 8- en 9-opvoeders sodanige sessies bygewoon. GTA's vir graad 9 is na alle skole versprei en die voorsiening van handboeke aan graad 8- en 9-skole in die laer kwintiele word deur middel van die Inkxaso-projek voortgesit.
- i) Die voortgesette verbetering van **toegang tot graad R** en die gehalte van graad R-onderrig en leer is verseker met die invoer van 'n nuwe subsidiestelsel vir graad R-leerders en die verspreiding van nuwe onderrig- en leerstelle wat leerders help om aan die vereistes van die nuwe kurrikulum te voldoen. 'n Geïntegreerde Vroeëkindertontwikkelingsstrategie is deur die provinsiale wetgewer goedgekeur, en die Nasionale Geïntegreerde plan is in Oktober 2006 geloods. 'n Verdere 6 000 leerders ontvang 'n subsidie en dit bring die totaal op 31300 te staan. Ongeluk is baie leeromgewings maar traag om aansoek te doen om subsidies en hul Jaarlikse Kitsopnameresultate in te dien. Die WKOD het die subsidie vir graad R verdubbel van R3 tot R7 per kind per skooldag, en die WKOD sal die opleiding waarneem van 900 VKO-praktisyne wat deur die Departement van Maatskaplike Ontwikkeling geïdentifiseer is, as deel van 'n breër Uitgebreide Openbare Werke-Program (UOWP).
- j) Die WKOD het ses van die agt **toekennings vir uitnemendheid** gewen by die 2006- Premierstoekennings vir Uitnemendheid. 9 uit 13 projekte van die WKOD was onder die finaliste. 'n Breederivier/Overberg BVOO-projek het die top-toekenning gewen.
- Goud: Breederivier/Overberg-projek - 160 Dae Intervensie vir BVOO-sentrums
 - Silwer: Khanya-projek; en die WCED-Kliëntediens
 - Brons: SA Skole Koor-Eisteddfod-projek (SASKE); Kaapse Onderriginstituut; LSOB-Adviseursprojek (Spesiale Onderwys).
 - Ander WKOD-projekte wat onder die finaliste was, was die *Western Cape Movement Education Association*, die Onderwyserassistent-projek en die Kurrikulum IKT/KM-eenheid. Die *Gold Peer Education*-Projek, gesamentlik voorgelê deur die WKOD en die Departement van Gesondheid, was ook onder die finaliste.

3.4 Verbetering van toegang tot die wêreld van werk en skaars vaardighede

Die ontwikkeling van skaars vaardighede deur formele en nie-formele onderwys is 'n kernbelangrike deel van die MKOS. Die WKOD het in die lig hiervan die volgende inisiatiewe geloods:

- a) **50 Dinaledi-skole** is geïdentifiseer en word deurlopend ondersteun in die lewering van kurrikula wat sal fokus op die ontwikkeling van wiskunde, wetenskap en tegnologie in die provinsie. Hierdie skole ontvang steun in die vorm van wiskunde- en wetenskaptoerusting, 'n goed toegeruste rekenaarsentrum voorsien deur Khanya en verdere bestuurs- en onderwyseropleiding deur Khanya, winterskole vir graad 12-leerders in wiskunde en wetenskap, loopbaanvoorligting, ens. Al 50 skole het algemene eksamens geskryf en het goedkeuring ontvang om tutorskap in wiskunde vir klein groepe in te stel. Beduidende getalle opvoeders was betrokke by 'n wye reeks deurlopende professionele ontwikkelingsaktiwiteite.
- b) **21 Fokusskole** vir Ingenieurswese, Kuns en Kultuur, Sport en Sakebestuur is geïdentifiseer. Hierdie skole is voorsien van bykomende hulpbronsteun om hulle in staat te stel om hierdie doelwitte te verwesenlik. 'n Konferensie vir 100 afgevaardigdes van fokusskole is gehou. Terwyl daar bestendige vordering was met die vestiging en ontwikkeling van die fokusskole, het aanvanklike swak beplanning veroorsaak dat skole nie genoegsaam voorbereid was om besigheidsplanne te voltooi en te implementeer nie. Die projek is egter nou op dreef en hierdie skole sal groei toon.
- c) **Herkapitalisering van VOO-kolleges** toon suksesvolle vordering in die provinsie – dit sluit in 'n fokus op die instelling van nuwe kurrikula (in lyn met die eise van die MEOS en nasionale prioriteite), die hernuwing van infrastruktuur, bestekopname van personeel, ens. VOO-kolleges sal die ruggraat vorm van ons MKOS en die generering van skaars vaardighede in die provinsie.
- d) **Die VOO-kollege se Beurs/Leningskema** ter waarde van R25m sal behoeftige studente wat verder wil leer help om kritieke kwalifikasies te verwerf wat hulle in staat sal stel om toegang te verkry tot die wêreld van werk. Twee betalings is tot dusver aan VOO-kolleges betaal, met die begrotingsbesteding op 20%.
- e) **BVOO-voorsiening:** Die departement het 'n navorsingsprojek geïnisieer om die voorsiening van BVOO-dienste in die provinsie te ondersoek. 'n Konsepverslag van die lewensvatbaarheidstudie is in November 2006 aan die WKOD voorgelê.
- f) **Vaardigheidskole:** Ons is in die proses om twee nuwe vaardigheidskole te vestig om die Khayelitsha/ Mitchell's Plain-gebiede te diens.
- g) **Loopbaanvoorligting:** Graad 9-Lewensoriënteringopvoeders is opgelei en ondersteun met behulp van die PACE-program. Opleiding in Loopbaanvoorligting, in die gebruik van PACE, is gebied aan 171 onderwysers in graad 10, 11 en 12. Die graad 9-opvoeders aan die fokusskole is opgelei om leerders te help met vakpakketkeuses vir graad 10, en 'n verdere 37 graad 7-opvoeders is opgelei om leerders te help met voorligting en aansoeke na spesifieke fokusskole. Daarby word 'n loopbaanvoorligtingbeleid vir skole ook ontwikkel, en dit sal in 2007 na skole versprei word.

3.5 Ander fokusareas – sistemiese strategieë

- a) Die voorstel vir die **belyning van die organisatoriese struktuur van die WKOD** binne die prestasievereistes van die MKOS is deur die Kabinet goedgekeur.
- b) In lyn met die breër menslikehulpbronpraktyke, is die **dienstleweringshandves** deur Topbestuur goedgekeur, en tesame met 'n besigheidsplan vir die Dienstleweringverbeteringsprogram by die Hoof: Onderwys vir goedkeuring ingedien. Dit word voorsien dat die implementering van hierdie program in 2007 van stapel gestuur sal word met 'n proses waardeur elke direktoraat en OBOS sy dienstleweringstandaarde sal identifiseer.
- c) Die befondsing wat deur die **Werkplekvaardighedsplan** vir 2006/07 beskikbaar gemaak is, is aan direktorate en OBOS'e toegeken om hul eie werkplekprogramme te bestuur. Die WVP vir 2007/2008 sal vroeg in 2007 ontwikkel word sodat die befondsing vroeër toegeken kan word as wat hierdie jaar die geval was.
- d) Die **Onderwyseraansporingsstrategie** word steeds op nasionale vlak bespreek, en die KOH het 'n konseporeenkoms voorgestel en provinsies se insette is gevra oor die bestuur van landelike skole in hierdie program. Die WKOD het insette gelewer in hierdie proses.
- e) Alhoewel inligting beskikbaar is oor die beoogde **vaardigheds/kapasiteitsoudit van opvoeders se kwalifikasies**, is dit nie volledig nie en dit word voorgestel dat daar in 2007 oorweging geskenk word aan die opgradering van die PERSAL-stelsel as 'n instrument vir die insameling van hierdie inligting.
- f) Die Direkoraat: Gehalteversekering het 'n moniterings- en evalueringsraamwerk vir die MKOS opgestel, projekbestuurders in monitering en evaluering vir die MKOS opgelei, en sy eerste statusverslag oor die MKOS in November voltooi versprei. Daarbenewens was hulle 'n waardevolle bydraer tot die konseptualisering van 'n geïntegreerde bestuurs- en operasionele plan vir die MKOS.

A.4 Die pad vorentoe

A.4.1 Voorskoolse dienste

1. Voor graad R

VKO vir voor graad R word tans deur die WKOD voorsien, asook deur die provinsiale departemente van Gesondheid en Maatskaplike Ontwikkeling, en plaaslike regering, in 'n verskeidenheid leeromgewings. 'n Geïntegreerde leweringstrategie is ontwikkel.

Die WKOD help met die opleiding van versorgers sowel as die ontwikkeling van die toepaslike kurrikulum. Ter ondersteuning van die UOWP en om gehalte-onderwys vir die groep van geboorte tot 4½ jaar te bied, reël die WCED dat leerderskappe vir versorgers/praktisyns by die toepaslike opleidingsinstansies aangebied word.

2. Graad R in gemeenskapsleeromgewings

Die NKV sluit een jaar onderwys in voor toetrede tot graad 1. Dit is graad R, wat daarna streef om 5/6-jariges te voorsien van die nodige kennis voor geletterdheid en gesyferdheid sowel as lewensvaardighede vir die suksesvolle hantering van die formele skool.

Terwyl graad R nie as verpligte onderwys beskou word nie, vorm dit 'n integrale deel van die Grondslagfase van die NKV. Die WKOD het ten doel om teen die jaar 2010 universele toegang tot graad R aan alle 5/6-jariges in die Wes-Kaap te bied.

Ten einde hierdie doelwit te bereik, sal die departement vanaf 2007 voorsiening maak vir toereikende fondse vir 2 000 addisionele graad R-leerders per jaar teen 'n per capita-vlak van R2 400 per kind in gemeenskaps- en onafhanklike VKO-sentrums. Ongeveer 33% van die graad R-ouderdomsgroep sal in sodanige inrigtings geakkommodeer word.

Die opleiding van opvoeders tot 'n vlak wat sal verseker dat gehalte-onderwys plaasvind sal volgens die Leerderskapmodel gedoen word. SBL'e sal ook in leierskaps- en beheervaardighede opgelei word.

A.4.2 Skole

1. Graad R in skole

Ten einde universele toegang tot graad R teen 2010 te bereik, sal die WKOD vanaf 2007 toereikende fondse vir 4 000 addisionele graad R-leerders per jaar bied teen 'n per capita-vlak van R2 400 per kind in openbare skole. Ongeveer 66% van die graad R-ouderdomsgroep sal in sodanige klasse geakkommodeer word.

Die opleiding van opvoeders tot 'n vlak wat gehalte-onderwys sal verseker, sal volgens die Leerderskap-model gedoen word.

2. Algemene Onderwys en Opleiding (AOO) (Graad 1 - 9)

AOO bied 'n stewige grondslag vir alle toekomstige onderwys en opleiding via gehalteprogramme wat spesifiek sal fokus op die ontwikkeling van hoëvlak- taal en wiskundige vaardighede.

Die WKOD se derde doel vir menslikehulpbronontwikkeling is om gehalteprogramme vir graad 1- tot 6-leerders aan te bied. Data van die 2001-Sensus en die WKOD-OBIS toon dat daar baie hoë inskrywingsyfers in die ouderdomsgroep 6 – 15 jaar is. Hierbenewens is die ouderdom-graad-korrelasie in die Wes-Kaap hoog.

Onlangse studies wat onder graad 3- en 6-leerders uitgevoer is, toon egter dat leerders in die Wes-Kaap nie die leerdoelwitte van die nasionale kurrikulum bereik nie en dus nie die vereiste basis vir menslikehulpbronontwikkeling ontvang nie. Die provinsiale toetsing wat in 2002 tot 2005 uitgevoer is, toon dat die resultate van hierdie toetse sterk met armoede korreleer. Om hierdie rede het die WKOD 'n spesiale fokus geplaas op die ontwikkeling van die lees- skryf- en wiskunde-vlakke van alle leerders in graad 1 – 6, veral arm leerders. Sedert 2006 is spesiale klem geplaas op die steun en monitering van lees-, skryf- en reken-uitkomstes van die nasionale kurrikulum in die primêre skool, veral in die Grondslagfase.

Die WKOD sal elke alternatiewe jaar voortgaan met provinsiewye toetsing aan die einde van die Grondslagfase en Intermediêre Fase, dit is graad 3 en 6. Graad 3-leerders is in 2006 getoets en graad 6-leerders sal in 2007 getoets word.

In Graad 7 - 9 bou die WKOD voort op die sterk basis wat in lees, skryf en reken gelê is. In hierdie grade is die fokus op agt leerareas wat leerders voorsien van algemene onderwys wat die basis vorm vir die keuse van en sukses in 'n meer gespesialiseerde studieveld.

3. Verdere Onderwys- en Opleidingskolleges (VOO) Graad 10 – 12

VOO is 'n spesialiseringfase. Dit is die eerste fase van die onderwysstelsel waar leerders keuses moet maak oor die vakke of programme wat hulle wil aanbied.

Die NKV word in graad 10 – 12 ingevoer (Graad 10 het in 2006 begin, met graad 11 in 2007 en graad 12 in 2008). Die aantal vakke wat in die kurrikulum van VOO-skole aangebied word, is heelwat verminder maar is meer gefokus en toepaslik. Die NKV-kwalifikasie is ook meer gefokus. Die departement is aktief besig om 'n proses van kurrikulumregstelling te dryf om te verseker dat alle distrikte die volledige reeks vakke kan aanbied. Dit verg sorgvuldige beplanning en sterk regstellende aksie.

Die kurrikulumregstellingsproses word ondersteun deur 'n sistemiese regstellingsprogram wat toerusting (veral rekenaars) en spesialisanderwysers aan benadeelde gebiede voorsien. Die WKOD het met hierdie regstelproses begin in die velde van wiskunde en wetenskap en ondersteun reeds 50 Wiskunde-, Wetenskap- en Tegnologieskole vir benadeelde leerders. Ander 'fokus'skole soos die Kuns en Kultuur-skole, is ook in die VOO-band ontwikkel.

Alle onderwysers van die VOO-fase ontvang opleiding in onderrig- en assesseringstrategieë. Daarby woon onderwysers ook kursusse by wat deur hoëronderrigings en ander vakkundiges aangebied word om hul kennis van vakinhoud op te gradeer soos vereis. Rekenaargeletterdheidsprogramme word voorsien aan daardie onderwysers wat dit vir hul onderrig nodig het.

Terwyl die onderwysstelsel vir die invoer van die nuwe kurrikulum voorberei, word terselfdertyd aandag geskenk aan die aantal leerders wat 'n Senior Sertifikaat verwerf. Daar is begin om teikens te stel vir die aantal leerders eerder as die persentasie wat die eksamens slaag. Dit is goed moontlik om 'n skool se slaagsyfer te laat styd deur eenvoudig net die aantal leerders te verminder. Hierdie praktyk moet ontmoedig word terwyl die voorsiening van geleentheid om op hoër vlakke van die skoolstelsel te studeer aangemoedig moet word. Dit is 'n belangrike oorweging wat nou verband hou met die konsep van die deurvoersyfer. Die WKOD het teikens gestel vir die verhoging van die aantal leerders wat die Senior Sertifikaat slaag met meer as 1000 per jaar vanaf 34 000 in 2003 tot 50 000 in 2014.

In 2006-senior-sertifikaat-eksamens het skole in die Wes-Kaap 'n slaagsyfer van 83,7% behaal. Hoewel hierdie slaagsyfer steeds bemoedigend bly, is dit belangrik dat ander aanduiders ook gebruik word om die uitslae te ontleed. Die belangrikste hiervan is die slaaggehalte. Matriek-endorsement word wyd aanvaar as 'n volmag vir gehalte omdat dit van die leerder verwag word om minstens vier vakke op die hoër graad te slaag. Die klein getalle endorsemente onder swart leerders van die vorige DOO en HG-slaagsyfers in Wiskunde en Wetenskap bly 'n belangrike bron van kommer. Die WKOD sal voortgaan om die prestasie te vier van skole wat hul inskrywingsgetalle behou of vergroot terwyl hulle hul endorsementgetalle verbeter.

4. Spesiale skole

Aandag word geskenk aan die rasionalisering van spesiale dienste ten einde die behoeftes van die WKOD te akkommodeer en die optimale benutting van die beskikbare hulpbronne te verseker. Tans kan toegang tot gespesialiseerde onderwyssteundienste slegs aan 'n klein persentasie kinders gebied word vergeleke met die enorme behoefte. Die huidige voorsiening in die spesialeskoolsektor is ontoereikend vir die toenemende eise van leerders wat gespesialiseerde onderwyssteundienste benodig, veral in die landelike gebiede. Die gebrek aan gespesialiseerde onderwysdienste vir leerders wat ernstige emosionele, gedrags- en sielkundige leerstoornisse ervaar verg dringende aandag van die verskillende belanghebbendes. Die behoefte aan meer vaardigheidskole spruit voort uit die groeiende aantal leerders wat wag om by hierdie soort skole geakkommodeer te word. Dit is dus noodsaaklik dat besteding op hierdie sektor oor die medium termyn verhoog word, alhoewel toereikende befondsing nie oor die kort termyn beskikbaar is nie.

A.4.3 VOO-kolleges

Hierdie sektor is kernbelangrik vir ons ontwikkelingsplanne, veral omdat dit ontwerp is om groter toegang vir studente te bied (deur sowel die ontwikkeling van toepaslike kursusse as die beskikbaarheid van finansiële steun). Die sektor het alreeds sy strategiese ontwikkelingsplanne gelewer, hul kursusaanbiedings is herstruktureer en hulle bied kursusse aan wat op die nuwe kurrikula gebaseer is en primêr steun op die navorsing wat vir die MEOS onderneem is. Daarbenewens help die herkapitaliseringsfondse, wat deur die DvO voorsien is, om kolleges in groter mate te laat beantwoord aan die ontwikkelingsbehoefte van die provinsie en die ekonomie. Deur noue samewerking met die SOOO's is die kolleges in staat om die leerderskap teikens wat deur die Departement van Arbeid op nasionale vlak gestel is, te bereik. 'n Kritieke aspek van die ontwikkeling van hierdie sektor is die vestiging van 'n VOO-Inligtingstelsel wat die departement in staat sal stel om die beweging en effektiwiteit van hierdie stelsel akkuraat te monitor. Die departement sal begin met die implementering van die Verdere Onderwys- en Opleiding-Bestuursinligtingstelsel in VOO-kolleges.

'n Bedrag van R227 miljoen in totaal word belê in die herkapitalisering van die VOO-kolleges in die periode 2006/07 tot 2008/09. Die departement en die ses VOO-kolleges opereer op 'n strategiese beplanningsbasis. Dit word van kolleges verwag om omgewingskandering en verwante navorsing te doen oor die menslikehulpbronontwikkelingsbehoefte van hulle bedieningsgebiede. Die departement doen eie ontledings en bevraagteken die planne van die kolleges aan die hand hiervan. Kolleges is uitstekend geposisioneer (gegee hul hulpbronne) om die vaardigheidsgapings van die Provinsie sowel as die strategiese nasionale prioriteite te vul.

Die herkapitaliseringsplanne van die ses kolleges word geïntegreer met die kollege se strategiese planne en ondersteun dus ten volle die program se nisareas soos deur die MEOS-proses geïdentifiseer. Op hierdie wyse word die soomlose integrasie van die doelwitte van herkapitalisering en menslikehulpbronontwikkelingsprioriteite van die Wes-Kaap bereik.

Die herkapitaliseringstoekenning fokus nie op die byvoeging van nuwe infrastruktuur nie, maar eerder op die opgradering en heruitleg van kolleges vir hul nuwe taak as VOO-kolleges. Dit gaan derhalwe essensieel oor die vervanging van oudmodiese masjinerie en toerusting. VOO-kolleges is geskep om die disfunksionele struktuur van Tegniese Kolleges wat baie was vir baie jare ondervoorsien was en in die apartheidera onderhewig was aan baie ongelyke investering. Daarbenewens maak hierdie investering nie voorsiening vir addisionele personeel nie – 'n kritieke tekortkoming in die huidige stelsel in die Wes-Kaap en 'n faktor wat groei ernstig belemmer. As gevolg van hierdie faktore kan geen (of weinige groei) in studentegetalle op hierdie stadium verwag word. Wat verwag kan word is 'n toename in die gehalte van menslikehulpbronontwikkeling en 'n beter korrelasie tussen onderwys en opleiding wat aangebied word en die sosio-ekonomiese behoeftes van die Provinsie.

A.4.4 Volwasseneonderwys en -opleiding

BVOO-lewering, insluitend kurrikulumlewering, beheer en bestuur, is in lyn met die vereistes van die provinsiale en nasionale inisiatiewe, bv. die MKOS en die Uitgebreide Openbare Werke-program (UOWP).

Daar word voorsien dat 2 500 leerders jaarliks voordeel sal trek uit kurrikula in BVOO vlak 1 – 4 en verdere onderwys wat op vaardighede fokus, waardeur die noodsaaklikheid van lewenslange onderwys versterk sal word.

Verbrede toegang tot BVOO word verseker deur gestruktureerde Vlak 1-, 2- en 3- gemodulariseerde kurrikulumaanbiedings in sentrums en geteikende kapasiteitsbou en opleidingsintervensies vir sentrumbestuur- en beheerstrukture. Spesiale aandag sal geskenk word aan die keusevakke op BVOO Vlak 4, d.i. Aanvullende Gesondheidsorg, Wiskunde, Wetenskap en Tegnologie.

Ongekwalfiseerde en ondergekwalfiseerde opvoederkwalifikasies sal verbeter word deur Leerderskappe in samewerking met die ETDP-SETA.

Die BVOO-sektor word hervorm om te verseker dat dit programme lewer wat tot voordeel sal strek van diegene wat om verskeie redes uit die onderwyssektor uitgesluit was. Die sektor en programme wat aangebied word, is gestroomlyn, terwyl Gemeenskapsleersentra (GLS'e) toegankliker gemaak word vir diegene wat van enige vorm van formele, basiese onderwys uitgesluit was.

Die retensie- en deurvoersyfer in beide basiese en verdere onderwys by volwassenesentrums sal verbeter word deur die aanbieding van meer toepaslike programme, verbeterde bestuur en beheer en verbeterde leweringmeganismes.

Meer leerders sal gelok word deur verbeterde bemarking in gemeenskappe deur verskillende media. Dit sal die belangrikheid en voordele van Volwasse Leer en belig en ten doel hê om die negatiewe konnotasies en stigma verbonde aan nie-geletterd wees afbreek.

Geakkrediteerde vaardigheidsprogramme met 'n fokus op werkplekleer, werkloses, vroue en landelike gebiede sal vanaf 2007 tot 2010 voortgaan om 'n hoeksteen te vorm vir kurrikulumlewering in BVOO-sentrums. Sodanige programme fokus op die sleutelindustriële in die Wes-Kaap, bv. Toerisme, Konstruksie, Vervaardiging en Handel. Programme sal aangebied word in samewerking met die SETA's en die Departement van Arbeid.

Bestaande vennootskappe met 8 provinsiale departemente sal behou word terwyl nuwe vennootskappe met ander provinsiale departemente en industrie aangegaan sal word.

'n Kritiese ondersoek van huidige lewering met aanbevelings oor hoe om BVOO-voorsiening lewensvatbaar te verbeter/verander is in 2006 onderneem. Dit is gedoen om te verseker dat GLS'e toegerus is om die uitkomstes van die MKOS te ondersteun. Die ondersoek het gefokus op die bestuur en beheer, operasionele ure van sentrums, voorsiening van hulpbronne, toepaslikheid van kurrikulum en die effektiwiteit van assesseringsbeleid. 'n Voorlopige lewensvatbaarheidstudie oor die implikasies van die ontwikkeling van 'n moontlike voltydse BVOO-sentrum is onderneem.

Geteikende opleiding vir sentrumbestuur, beheerliggame en opvoeders sal geskied om te verseker dat GLS'e op die uitdagings van 'n hervormde BVOO-sektor kan reageer.

DEEL B: SEKTOR-, PROGRAM- EN SUBPROGRAMPLANNE

Deel B van hierdie Jaarlikse Prestasieplan bied planne en teikens vir die MTEF-periode 2007/08 tot 2009/10 vir die provinsiale onderwyssektor as 'n geheel in terme van individuele begrotingsprogramme en subprogramme. Sodoende bied die dokument ook 'n aansienlike mate van ontleding van vroeëre neigings en uitdagings, wat 'n invloed uitoefen op die planne en teikens wat hier uiteengesit word.

Afdeling B.0 dek die provinsiale sektor as 'n geheel, **Afdelings B.1 tot B.8** dek die agt standaard begrotingsprogramme waarin die onderwysprogramme geklassifiseer is en **Afdeling B.9** dek die kapitale beleggingsplanne.

'n Aantal statistiese tabelle en prestasiemaatreëls word deurgaans gebruik om die ontleding van die planne te struktureer.

- Die **kern- statistiese tabelle** dek beide finansiële en nie-finansiële data, en is gestandaardiseer vir die nege provinsies.
- Die **prestasiemaatreëls** is aanduiders met een waarde vir elke jaar, waar die waardes aandui hoe goed dienslewering in die afgelope jaar gevorder het, of hoe goed dienslewering na verwagte sal vorder in die komende jare, in ooreenstemming met die doelwitte van die Regering. Daar is 'n onderskeid tussen kern- en provinsie-spesifieke prestasiemaatreëls. Die kernprestasiemaatreëls word nasionaal bepaal en begin met die letter 'PM', terwyl die provinsie-spesifieke prestasiemaatreëls deur die provinsie bygevoeg word, en begin met die letter 'PPM'.

Bylae A lys die 39 kernprestasiemaatreëls (PM's) waarvoor nasionaal ooreengekom is. Vir elke prestasiemaatreël, word die nommer, die kort beskrywing en die langer beskrywing voorsien.

B.0 Die provinsiale onderwyssektor

Die volgende is die meetbare doelwitte (▲) wat met die provinsiale onderwyssektor verband hou, en hul prestasiemaatreëls (▶):

	Meetbare doelwitte	Prestasiemaatreëls
<i>Toegang</i>	<ul style="list-style-type: none"> ▲ Om te verseker dat die bevolking van verpligte skoolgaande ouderdom in die provinsie skool bywoon. ▲ Om onderwys progressief beskikbaar te maak vir alle jeugdige en volwassenes bo die verpligte skoolgaande ouderdom. 	▶ PM001: Persentasie kinders van verpligte skoolgaande ouderdom wat skool bywoon
<i>Billikheid</i>	▲ Om te verseker dat die armes oor die algemeen bevoordeel word in die openbare hulpbronvoorsiening in onderwys.	▶ PM003: Openbare besteding op die armste leerders as 'n persentasie van openbare besteding op die mins arm leerders
<i>Doeltreffendheid</i>	▲ Om 'n punt te bereik waar onderwysuitkomstes maksimaal bereik word in terme van toegang en gehalte, gegee die beskikbare onderwysbegrotings.	▶ PM004: Jare inset per VOOS-afgestudeerde
<i>Uitset</i>	▲ Om te verseker dat die uitset van afgestudeerdes van die onderwysstelsel in lyn is met ekonomiese en sosiale behoeftes.	▶ PM005: Gemiddelde hoogste skoolgraad bereik deur volwassenes in die bevolking
<i>Gehalte</i>	▲ Om 'n samelewing te bou wat geletterd is.	▶ PM006: Volwassenegeletterdheidsyfer

Ontleding van vordering

Die besteding op onderwys in die provinsie het sedert 2003/04 gestyg met gemiddeld 9,7 sent per jaar in nominale terme. Onderwys ontvang steeds die grootste deel van die beskikbare provinsiale befondsing met 37,1 persent van die 2007/08-provinsiale begroting wat aan onderwys toegewys word. Vir 2006/07 het hierdie deel 36,7 persent beloop.

Die aantal en kategorie van leerders is die belangrikste kostedrywers in die toekenning van die begroting vir die onderwysdepartement. Leerders val in ses breë befondingskategorieë: graad R, primêre skool, sekondêre skool, leerders met spesiale onderwysbehoefte, VOO-kollegeleerders en leerders aan volwassenesentrums.

Behalwe in die geval van graad R by gemeenskapsleerplekke en volwasseneleersentra, bestaan die befondsing van die onderwysinrigtings meestal uit die toekenning van personeel en die norme en standaard-befondsing. Grade R by

gemeenskapleerplekke en volwasseneleersentra ontvang betalings gebaseer op norme en standarde wat ook gebruik word vir die vergoeding van onderrig- en administratiewe personeel.

Verreweg die grootste deel van die begroting gaan aan die primêre- en sekondêreskoolstelsel insluitend skole vir LSOB. In die skoolstelsel word personeel regverdig toegeken in terme van die posvoorsieningsnorme wat gegrond is op die leerdergetalle, die klassifisering van armoedestatus van gemeenskappe, en die vakke wat aangebied word. Norme en standarde-befondsing word toegeken volgens nasionale armoedekwintiele met die armste kwintiel wat gemiddeld ses keer meer ontvang as dié wat die minste arm is.

Nie-voorwaardelike en nie-geoordeelde nie-personeeluitgawes verteenwoordig 13,1% van die totale besteding vir die 2007/08-finansiële jaar. Nie-personeelbesteding sluit in fondse vir norme en standarde-befondsing vir openbare gewone primêre en sekondêre skole, leerdervoerskemas, infrastruktuur sowel as vir oordragbetalings aan onafhanklike skole, openbare spesiale skole, VOO-kolleges, BVOO-sentrums en VKO-skole en leerplekke.

Kapitale besteding het afgeneem van 2,6% van die besteding in 2003/04 tot 2,2% van die beraamde besteding vir 2007/08. Dit sluit hoofsaaklik voorsiening in vir infrastruktuurprojekte sowel as vir rekenaars en toerusting vir die Khanya-projek. Die afname is toe te skryf aan die befondsing vir die versnelde kapitale infrastruktuurleerwingsprogram, wat in die 2005/06- en 2006/07-finansiële jare beskikbaar gemaak is uit die Batefinansieringsreserwe (BFR), wat in die komende jare beginnende 2007/08 van die departement se begroting verhaal sal word.

Program 2: Openbare gewoneskoolonderwys vorm steeds die hoofokus van die departement se befondsing. 80,8% van die begroting vir 2007/08 word aan hierdie program toegeken. Die hoofdienste onder hierdie Program is primêre- en sekondêreskoolonderwys by openbare gewone skole (insluitend infrastruktuur) die distriksbestuurs- en ontwikkelingssteun aan onderwysinrigtings, menslikehulpbronontwikkeling vir inrigtinggebaseerde personeel sowel as die voorwaardelike toekenning vir die Nasionale Skoolvoedingsprogram. 57% van die Program se begroting word toegeken aan primêre skole en 38% aan sekondêre skole.

Programme wat aansienlike gegroei het vanaf 2003/04 tot 2007/08 is Program 7: Vroeëkindertwikkeling waar addisionele hulpbronne voorsien is vir die bevordering van deelname aan graad R sowel as vir die EPWP vir die opleiding van VKO-praktisyns by VKO-leerplekke sowel as om hulpbronnepakkette vir hierdie leerplekke te voorsien, Program 5: Verdere onderwys en opleiding, waar fondse voorsien is vir die herkapitalisering van VOO-kolleges en Program 8: Hulp- en verwante dienste waar fondse spesifiek voorsien is vir die verdere implementering van die MKOS in lyn met die provinsiale ontwikkelingsstrategie, iKapa elihlumayo.

In die afgelope vyf jaar was daar byna universele inskrywing in graad 1 in die Wes-Kaap en universele deelname word in die primêre skool voortgesit. Met ander woorde, die oorweldigende meerderheid van Wes-Kaapse kinders tussen ouderdom 7 en 14 is in die onderwysstelsel ingeskryf op min of meer die toepaslike graadvlak. Daar is egter 'n dramatiese daling in inskrywing na graad 8 en meer onlangs graad 10. Kwantitatiewe ontleding van die Wes-Kaapse skoolinskrywingsgetalle deur verskillende navorsers dui daarop dat slegs 45 – 52% van die leerders wat vir graad1 inskryf graad 12 bereik (Crouch, 2002; van Wyk, 2003).

ST001	PROVINSIALE ONDERWYSSEKTORE – Sleutelneigings							
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10		
	Werklike	Werklike	Beraamde	Beraamde	Beraamde	Beraamde		
INKOMSTE (R'000)								
Gelykmakende toekenning	5,596,033	6,292,822	6,705,146	7,394,980	8,252,859	9,160,349		
Voorwaardelike toekennings	84,714	143,683	257,012	224,003	231,527	167,348		
Skenkerfondse	0	0	0	0	0	0		
Ander	0	0	132,062	47,000	0	0		
Eie	9,962	12,739	21,641	18,675	12,819	12,819		
TOTAAL	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516		
BETALING PER PROGRAM (R'000)								
1 Administrasie	215,094	237,493	292,471	338,540	411,774	433,049		
2 Openbare gewoneskoolonderwys (sien verdere verdeling hieronder)	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938		
3 Subsidies aan onafhanklike skole	29,761	32,445	34,127	39,541	41,241	43,097		
4 Openbare spesialeskool-onderwys	345,224	366,447	386,040	410,446	434,604	459,355		
5 Verdere onderwys en opleiding	152,383	168,186	264,527	309,637	320,028	336,843		
6 Basiese Volwasseneonderwys en –opleiding	21,151	23,051	23,571	26,056	27,313	28,654		
7 Vroeëkindertwikkeling	60,135	74,477	107,397	153,039	214,782	225,204		
8 Hulp- en verwante dienste	94,300	198,587	211,386	197,448	210,059	220,376		
TOTAAL	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516		
BETALINGS VIR OPENBARE GEWONESKOOLOUNDERWYS (R'000)								
2.1 Openbare primêre skole	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379		
2.2 Openbare sekondêre skole	1,845,888	2,139,444	2,294,094	2,361,540	2,589,776	2,855,587		
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)								
Huidige betaling	5,072,967	5,493,589	6,156,220	6,698,375	7,634,222	8,433,888		
Kompensasie van werknemers	4,567,683	4,962,469	5,388,030	5,903,639	6,509,924	7,166,961		
Opvoeders	3,991,487	4,332,973	4,702,920	5,149,080	5,693,148	6,291,279		
Nie-opvoeders	576,196	629,496	685,110	754,559	816,776	875,682		
Goedere en dienste en ander huidige betalings	505,284	531,120	768,190	794,736	1,124,298	1,266,927		

ST001	PROVINSIALE ONDERWYSSEKTORE – Sleutelneigings							
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde		
Oordragte en subsidies	436,448	629,145	651,486	779,521	714,440	746,678		
Betalings vir kapitale bates	181,294	326,510	308,155	206,762	148,543	159,950		
TOTAAL	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516		
PERSONEELVOORSIENING								
Aantal opvoeders (in openbare diens)	29,943	30,257	30,753	30,872	30,872	30,872		
Aantal nie-opvoeders (in openbare diens)	8,689	8,802	8,476	8,761	8,761	8,761		
INSKRYWING OP VERPLIGTE VLAK								
Leerders ouderdom 7 tot 14 in openbare gewone skole	620,685	621,250	592,057	598,013	600,362	619,289		
Leerders ouderdom 7 tot 14 in openbare spesiale skole	6,426	6,490	5,946	6,621	6,687	6,800		
Leerders ouderdom 7 tot 14 in onafhanklike skole	15,409	12,109	16,080	16,080	16,080	16,080		
TOTAAL	642,520	639,849	614,083	620,714	623,129	642,169		
INSKRYWING OP NA-VERPLIGTE VLAK								
Leerders ouderdom 15 tot 17 in openbare gewone skole	190,491	192,997	192,536	199,338	200,121	206,430		
Leerders ouderdom 15 tot 17 in openbare spesiale skole	7,049	7,401	6,499	8,160	8,568	8,700		
Leerders ouderdom 15 tot 17 in onafhanklike skole	4,986	4,314	4,825	4,825	4,825	4,825		
Studente ouderdom 15 tot 17 in VOO-kolleges			3,593	3,593	3,593	3,593		
TOTAAL	202,526	204,712	207,453	215,916	217,107	223,548		
BEVOLKING								
Bevolking ouderdom 7 tot 14	714,846	679,463	690,806	704,444	717,729	730,857		
Bevolking ouderdom 15 tot 17	240,871	247,265	250,644	256,755	262,603	267,905		
► PRESTASIEMAATREËLS								
► PM001: Persentasie kinders van verpligte skoolgaande ouderdom wat skool bywoon	98.8%	98.4%	99.0%	99.1%	99.2%	99.3%		
► PM002: Persentasie jeugdiges bokant verpligte skoolgaande ouderdom wat skole en ander onderwysinrigtings bywoon	83.5%	84.7%	85.0%	85.2%	85.5%	85.7%		
► PM003: Openbare besteding op die armste leerders as 'n persentasie van openbare besteding op die mins arm leerders	92.7%	104.8%	102.9%	102.9%	102.9%	102.9%		

ST001	PROVINSIALE ONDERWYSSEKTORE – Sleutelneigings					
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde
► PM004: Jare insette per NKV-afgestudeerde	Provinsies kan nie tans die prestasiemaatreefs (PM) bereken nie aangesien akkurate databronne nie beskikbaar is nie.					
► PM005: Gemiddelde hoogste skoolgraad bereik deur volwassenes in die bevolking	9.3	9.5	9.8	10.0	10.2	10.4
► PM006: Volwassene-geletterheidsyfer	94.0%	95.1%	95.2%	95.3%	95.4%	95.6%
<p>Let wel: Al die prestasiemaatreefs, behalwe vir PM003 en PM004, is gebaseer op data van die huishoudelike opname. Bronne: Provinsiale Begrotingsverklaring (2007) [2006/07 finansiële syfers is hersiene ramings]; PERSAL [2005- en 2006-werknemersyfers verwys na Julie en Februarie respektiewelik]; OBIS [2006-inskrywingsyfers is nie-finale ramings]; Bevolkingsyfers voorsien deur DvO. Die syfers van personeel in openbare diens in hierdie tabel en alle ander sleutelneigingstabelle reflekteer 'n telling van unieke werknemers op PERSAL, ongeag indiensnemingstatus (d.i. ongeag of permanent of tydelik) op 'n bepaalde punt in die jaar.</p> <p>Let wel: Die persentasies vir PM001 en PM002 is verkry van die 2004- en 2005- Algemene Huishoudelike Opnames en kan effens verskil van inskrywing oor bevolking wat elders gereflekteer word.</p>						

ST002	PROVINSIALE ONDERWYSSEKTOR Ouderdomspesifieke inskrywingsyfers (2006)						
	2.1 Openbare primêre skole	2.2 Openbare sekondêre skole	3 Onafhanklike skole	4 Spesiale skole	5 VOO-kolleges (per inrigting)	Bevolking	Ouderdomspesifieke inskrywingsyfer
< Oud 6	512	0	157	190	0		
Oud 6	23 198	0	1 197	65	0	90,984	26.9
Oud 7	70 594	0	2 190	194	0	90,515	80.6
Oud 8	71 523	0	2 180	395	0	89,569	82.7
Oud 9	75 013	0	2 116	589	0	88,147	88.2
Oud 10	75 834	0	2 003	706	0	86,295	91.0
Oud 11	73 654	0	1 908	840	0	84,761	90.1
Oud 12	75 603	0	1 981	909	0	83,871	93.6
Oud 13	60 338	15 062	1 966	1 040	0	83,625	93.8
Oud 14	20 684	53 752	1 728	1 273	0	84,022	92.2
Oud 15	5 959	63 346	1 757	2 112	96	83,860	88.5
Oud 16	2 435	63 167	1 614	2 358	1 087	83,268	83.6
Oud 17	665	55 964	1 452	2 029	2 410	83,516	72.0
Oud 18	178	42 374	978	1 105	4 382	84,605	52.8
> Age 18	130	34 315	440	343	33 895		
TOTAL (ouderdom 6 to 18)	556,678	293,665	23,070	13,615	7,975	1,117,038	79.4

Bron: Jaarlikse Skole-opname 2006 (LSOB) & Onafhanklike Skole), CEMIS (13 Oktober 2006); 2005 Algemene Huishouding-opname

ST003	PROVINSIALE ONDERWYSSEKTOR Hulpbronvoorsiening via die Posvoorsieningsnorme (2006)				
	Programme/Doel van poste	Poste PV1	Poste PV2	Poste PV3	Poste PV 4
Topsnit van poste voor model ingestel is	3,150	0	0	0	3,150
Poste versprei deur model	19,698	4,216	1,391	1,599	26,904
2. Openbare gewone skoolonderwys	17,990	3,827	1,198	1 450	24,465
2.1 Openbare primêre skole	10,859	2,245	679	1 099	14,882
Poste gekoppel aan skole	10,859	2,245	679	1 099	14,882
Poste nie aan skole gekoppel	0	0	0	0	0
2.2 Openbare sekondêre fase	7,131	1,582	519	351	9,583
Poste gekoppel aan skole	7,131	1,582	519	351	9,583
Poste nie aan skole gekoppel	0	0	0	0	0
4. Openbare spesialeskool-onderwys	1,180	222	77	70	1,549
5. Verdere Onderwys en Opleiding	528	167	116	79	890
TOTAAL	22,848	4,216	1,391	1,599	30,054

Notas: Poste wat aan topsnit onderwerp is voor die model toegepas word is poste toegeken aan kantore, BVOO en spesiale doeleindes bv. armoederegstelling, plaasvervangers, Kaap Onderriginstelling, ens., d.i. poste wat nie vir openbare gewone skole, openbare spesiale skole en VOO-kolleges toegeken is nie. Die bostaande syfers sluit poste uit wat vir bestuursdoeleindes geallokeer is

Bron: Posvoorsieningsmodel 2007

ST004		PROVINSIALE ONDERWYSSEKTOR							
		Investerings in vaardigheidsontwikkeling van personeel (2004/05)							
	Prog 1 Admin	Prog 2 POS	Prog 3 Onaf	Prog 4 Spes	Prog 5 VOO	Prog 6 BVOO	Prog 7 VKO	Totaal	
Besteding (duisend R)									
Opgeleides	5,711,040	2,925,865						8,636,905	
Opvoeders	5,067,768	2,925,240						7,993,008	
Opleiding in Kurrikulumverandering	3,032,539							3,032,539	
Ander indiensopleiding	1,888,023	2,925,240						4,813,263	
MIV/VIGS-opleiding	147,206	-						147,206	
Nie-opvoeders	643,272	625						643,897	
Let wel: Hierdie tabel reflekteer alle Departementele besteding op die vaardigheidsontwikkeling van Departementele personeel. Dit sluit die koste van opleiers in wat in die Departement se diens is. Dieselfde opvoeder kan twee keer getel word, indien byvoorbeeld, 'n opvoeder in die betrokke jaar kurrikulum- en MIV/VIGS-opleiding ondergaan het.									

B.1 Administrasie

Die volgende is die meetbare doelwitte (▲) wat met Program 1: Administrasie verband hou, en hul prestasiemaatreëls (▶):

	Meetbare doelwitte	Prestasiemaatreëls
<i>Doeltreffendheid</i>	<ul style="list-style-type: none"> ▲ Om effektiewe bestuur op alle vlakke van die onderwysstel teweeg te bring. ▲ Om 'n optimale verspreiding van finansiële, fisiese en menslike hulpbronne regoor die stelsel te realiseer. 	<ul style="list-style-type: none"> ▶ PM101: Persentasie skole wat die Skooladministrasie- en Bestuurstelsel implementeer ▶ PM102: Persentasie skole wat deur die departement elektronies bereik kan word ▶ PM103: Persentasie swart vroue in senior bestuursposisies ▶ PM104: Persentasie huidige besteding wat vir nie-personeelitems aangewend word

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om aanspreeklikheid op alle vlakke te bevorder, in lyn met die wetgewende mandaat

- Om koöperatiewe bestuur te bevorder.
- Om beleid en praktyk met die regering se strategiese doelwitte en die wetgewende mandaat te belyn.
- Om effektiewe evaluerings- en gehalteversekeringsstelsels te bevorder.
- Om 'n bewustheid van regte en verantwoordelikhede by alle rolspelers in onderwys aan te moedig, insluitend leerders, ouer, opvoeders, skoolbestuur, skoolbeheerliggaame en WKOD-amptenare op alle vlakke.
- Om 'n kultuur van onderrig en leer in skole en kolleges te vestig, sowel as 'n verbintenis tot lewenslange menslikehulpbronontwikkeling.
- Om 'n aktiewe rol te speel om in die breër behoeftes van die land te voldoen, en veral dringend en doelgerig op te tree rakende die kwessie van MIV/VIGS en lewensvaardighede.
- Om effektiewe bestuur op alle vlakke van die stelsel te bewerkstellig.

Om organisatoriese doeltreffendheid and bevoegdheid te bevorder.

- Om 'n kreatiewe en weerbare bestuurskader te ontwikkel.
- Om sterk beleidstelsels en kapasiteit binne die WKOD te bou.
- Om effektiewe kommunikasiestelsels te ontwerp vir toegang deur die onderwysgemeenskap (intern en ekstem).
- Om kapasiteit, diens en steun op distriksvlak te bou.
- Om Batho Pele-beginsels te implementeer.
- Om effektief te reageer op kliënte se behoeftes.
- Om effektiewe finansiële bestuurstelsels in plek te stel.
- Om optimale verspreiding van finansiële, fisiese en menslikehulpbronne regoor die stelsel te verseker.
- Om die optimale vloeï van leerders deur die stelsel te verseker.

Om die gehalteversekeringsbestuurstrategie van die WKOD te implementeer:

- Om gehalteversekeringsbestuur op alle vlakke van die organisasie te implementeer.
- Dit is verpligtend vir elke skool om 'n SVP met teikens te hê
- Om interne verifiëringsprosesse uit te voer
- Om verslag te lewer aan alle belanghebbendes, ens.

- **Sleutelprioriteite:**

Sleutelprioriteite sluit in -

- Implementering van die MKOS.
- Die implementering van fase 1 van die makrostruktuur van die herontwerpte WKOD, wat sal verseker dat die organisasie die MKOS ten beste kan implementeer en ook verteenwoordigend kan word van die mense van die Wes-Kaap.

- Verseker dat die leerderopsporingstelsel in werking is en begin met 'n Verdere Onderwys- en Opleiding-Bestuursinligtingstelsel (VOOBIS) in VOO-kolleges.
- Bou van sosiale kapitaal binne die onderwyssektor deur middel van, onder andere, forums vir VLR'e SBL'e en afgetrede onderwysers sowel as ander koöperatiewe en vennootskapsgebaseerde inisiatiewe.
- Verbetering van alle aspekte van finansiële bestuur en rekenkundige verantwoordelikhede om uiteindelik na 'n Vlak 4-ouditeerbare organisasie te beweeg.

Ontleding van vordering

• **Sosiale kapitaal**

Die WKOD het alreeds 'n reeks programme in plek wat bydra tot die ontwikkeling van sosiale kapitaal. Hoë vlakke van ervaring en kundigheid lê in mense opgesluit. Ten einde hierdie poel van kennis maksimaal te benut, word netwerke geskep om sodanige 'kapitaal' te deel en te versprei. Om voordeel te trek uit sodanige rykdom van menslike ervaring, is forums vir bespreking en probleemoplossing geskep, soos die SBL'e, VLR'e en Afgetrede Onderwysers –

- SBL'e van regoor die spektrum van gemeenskappe en die samelewing word bymekaar gebring om geraadpleeg te word oor kwessies wat skole en gemeenskappe in die gesig staar. Dit sluit in die Veilige Skole en die MIV/VIGS-lewensvaardighedsprogramme en die Nasionale Skoolvoedingsprogram (NVP).
- VLR'e by skole word betrokke by kwessies rondom leierskap en geleentheid gebied om bestuurskwessies soos dissipline, konflikbeslegting en rolmodel skep te beïnvloed. Die ontmoeting met VLR-lede van skole bied die geleentheid om op distriks- en provinsiale vlak in interaksie te tree, en 'n provinsiale struktuur is op 15 Junie 2006 geloods.
- Die SBL'e en VLR'e word bemaagtig om saam te werk aan kwessies waarmee die skool en die gemeenskap gekonfronteer word. Die verbeterde koördinerende van sosiale kapitaalontwikkelingsprogramme en –projekte sal aandag geniet as deel van die WKOD se herontwerpproses.
- 'n Databasis van afgetrede onderwysers word saamgestel sodat belangrike kennis en kundigheid nie verlore is nie, maar beskikbaar gemaak word vir mentorskap en leiding in skole in die Wes-Kaap.
- Die ontwikkeling van strategiese vennootskappe op provinsiale en gemeenskapsvlak om inisiatiewe te bevorder soos die ontwikkeling van heelskoolonderwys (die konsep van gemeenskapskool), portuuronderwys (gesonde lewenstyl/voorkomingstrategie) en die bevordering van skole as plekke van sorg en steun.

• **Kaapse Onderriginstituut**

Die KOI het die jaarlikse opleidings- en ontwikkelingsprogram vir opvoeders in die Grondslagfase, Intermediêre Fase, Senior Fase sowel as die ontwikkeling van skoolbestuur en leierskap suksesvol gelewer. Assessering van die impak van opleidingsintervensies het die hoë vlak van doeltreffendheid van die intervensies in die klaskamer bevestig en ook areas vir verbetering en die behoefte aan bykomende steun geïdentifiseer. Die KOI het suksesvolle seminare en konferensies oor 'n reeks onderwerpe vir opvoeders gereël.

• **Beplanning van fisiese infrastruktuur**

Die goedgekeurde 2006-Infrastruktuurplan dui 'n agterstand van 104 nuwe skole aan waarvan 20 teen Februarie 2006 voltooi is, 13 tans onder konstruksie is, en 12 nog beplan word. Dus moet 59 skole nog aandag geniet. Dit word voorsien dat die 13 skole onder konstruksie en die 12 wat nog beplan word binne die volgende 5 jaar voltooi sal word.

Hierdie funksie is van kritieke belang vir die WKOD en sy belanghebbendes. Benewens die feit dat bouprojekte geïdentifiseer, geprioritiseer en beplan word vir tot 2014, is dit meer belangrik dat 'n Fisiese Infrastruktuurvoorsieningstrategie oorweging skenk aan nuwe skoolontwerpe, begin met die mobilisering van Openbare-Private Vennootskappe, (OOV's) om lewering van ons infrastrukturele behoeftes te versnel, en intervensie daarstel wat die benutting van die maksimum kapasiteit van bestaande strukture sal verseker. Toeganklikheid van geboue vir leerders, veral vir leerders wat beweeglikheidsprobleme ondervind of wat aan 'n rolstoel gekluister is, moet geïnkorporeer word in die beplanning van fisiese infrastruktuur deur opritte te bou. Dit sal belangrik wees om kleinerwerke-programme, bestuur deur die gemeenskap, (opgradering, rehabilitasie, versiering, ens.) by hul skole te inisieer. Die visie is dat sodanige programme gemeenskappe se eienaarskap van die skole kan bevorder en, belangriker nog, ekonomiese voordeel vir daardie gemeenskappe kan bied.

• **Leerderopsporingstelsels (CEMIS)**

'n Omvattende leerderopsporingstelsel is in 2006 in alle openbare skole in die Wes-Kaap ingestel. Hierdie opsporingstelsel het die inligtingsbasis van die provinsie verbeter en gelei tot verbeterde doeltreffendheid en beplanning om te verseker dat leerders nie verlore raak uit die sosiale stelsel nie. Dit maak ook die instelling van 'n leerderintervensie- en steunprogram moontlik.

- **Meesterstelselsplan (MSP)**

Met die MSP en die toegestane begroting as oorwegings, is baie van die toerusting wat buite die 3jaar-waarborgperiode geval en dus duur geword om te onderhou, vervang. Desnieteenstaande het die WKOD deur sorgvuldige gebruik van sy hulpbronne daarin geslaag om die gebruik van die meeste van die toerusting vir tot 5 jaar te behou. Daar is ook voorsiening gemaak vir bykomende toerusting vir nuwe personeellede.

'n Nuwe MSP word ontwikkel met behulp van die Hoofdirekoraat: e-Innovering (in die Departement van die Premier) en die Staats-IT-Agentskap (SITA). Hierdie MSP sal voorsiening maak vir die ontwikkeling van nuwe stelsels om onderwysvoorsiening in die provinsie te ondersteun, sowel as toerusting te vervang of aan te vul

- **Skole se Konnektiwiteitsprojek (Telekommunikasieprojek)**

97,8% van die openbare skole in die Wes-Kaap is aan die Internet gekoppel en het 'n geldige e-posadres. Dit beteken dat die WKOD in teorie elektronies met hierdie skole kan kommunikeer. In die praktyk, egter, en ongeag die feit dat alle skole 'n subsidie ontvang, laat sommige van hierdie skole na om hul ISP-subskripsies of Telkom-rekeninge te betaal en word hul dienste opgeskort. Van die ander is 2,2% (wat 30 skole verteenwoordig) in ondergedienste gebiede en nie ingesluit in Telkom se uitrolplanninge. Hieraan sal in die 2007/08-finansiële jaar aandag geskenk word wanneer ander konnektiwiteitsopsies deur die selfoon of verskaffers van koordlose stelsels ondersoek sal word.

'n Nasionale onderwysnetwerk (EduNet) wat deur middel van hoë bandwydte gratis konnektiwiteit aan openbare onderwysinrigtings kan lewer, word beplan as deel van die nasionale Witskrif op e-Onderwys. Gesprekvoering met 'n aantal rolspelers (insluitend SITA, die DvO en die Meraka Instituut by die CSIR) is in 'n gevorderde stadium.

- **Kommunikasie**

Effektiewe kommunikasie speel 'n sleutelrol om te verseker dat die WKOD sy strategiese doelwitte bereik. Die departement moet verseker dat sy kommunikasiefunksies goed gekoördineer word, effektief bestuur word en aan uiteenlopende behoeftes beantwoord.

Die WKOD moet sy kapasiteit om effektief op alle vlakke te kommunikeer, insluitende sy kapasiteit vir korporatiewe kommunikasie, handhaaf en verbeter. Korporatiewe kommunikasiefunksies sluit in mediaskakeling, uitvoerende steun, publikasies, die WKOD-webtuiste, steun met geleentheidsbestuur, handelsmerkbestuur, advertering en kliëntediens.

- **Verskaffersketting-bestuur**

Artikel 217 van die Grondwet van die Republiek van Suid-Afrika, 1996 (Wet 108 van 1996) maak voorsiening daarvoor dat wanneer 'n staatsorgaan in die nasionale, provinsiale of plaaslike regeringsfeer, of enige ander instelling geïdentifiseer in die nasionale wetgewing, kontrakte vir goedere en dienste uitbring, dit so gedoen moet word dat dit billik, deursigtig, mededingend en koste-effektief is.

Die WKOD het die volgende maatreëls in plek om gereeld sy huidige Rekenkundige beaamptestelsel te updateer om dit in lyn te bring met die huidige Nasionale Tesourie-instruksies, en om te verseker dat dit in die departement toegepas word -

- Die WKOD se Rekenkundigebeaampte-stelsel word updateer wanneer omstandighede dui op die noodsaak om sy bepalings te hersien. Dit is veral so wanneer nuwe instruksies, in die vorm van Tesourie-instruksies of Praktyknotas vir verskaffersketting-bestuur wat deur die Nasionale en Provinsiale Tesourie uitgereik word.
- Die wysigings tot die Rekenkundigebeaampte-stelsel word by die Departementele Bodkomitee vir aanbeveling ingedien voordat dit aan die Rekenkundige Beampte vir goedkeuring voorgelê word.
- Verskaffersketting-bestuursfunksionarisse en die Senior Bestuur word ingelig oor die wysigings om te verseker dat aan voorskrifte voldoen word.

- **Ouditverslag**

Die Ouditeur-Generaal kon nie vir die 2005/06-finansiële jaar 'n opinie uitspreek oor die finansiële state nie vanweë sekere kwessies. Daar was ook ander kwessies wat in die verloop van die auditproses deur die Ouditeur-Generaal (OG) geïdentifiseer is. Die kwessies hieronder is egter die mees kritieke aangesien die OG bevind het dat die aard daarvan beduidend genoeg was om nie daarvoor 'n opinie uit te spreek nie. (Afstand) –

- Kompensasie van werknemers
- Staatsbehuisingswaarborgs
- Bepaling van die akkuraatheid van departementele besteding
- Ondersteunende dokumentasie vir afwagrekeninge.

Ten einde die bevindinge van die Ouditverslag te hanteer en in 'n poging om alle aspekte van finansiële bestuur en rekenkundige verantwoordelikhede drasties te verbeter in die rigting van 'n Vlak 4-ouditeerbare organisasie, het die departement –

- 'n Ouditmoniteringskomitee gestig
- Die Prestasieooreenkomste van Programbestuurders gewysig
- Spesifiek opgetree met betrekking tot die gekwalifiseerde items, beklemtoonde items, en die waarde vir geldouditte.

Ter voorbereiding van die 2006/07-oudit, het die departement in gesprek getree met die Provinsiale Ouditeur-Generaal en die Provinsiale Tesourie oor die probleemareas wat uit die 2005/06-Ouditverslag geblyk het.

Ontleding van beperkinge en beoogde maatreëls om dit te oorkom

Die integrasie van die verskillende gehalteversekerings- en aanspreeklikheidsmaatreëls wat ingevoer is, is 'n gewigtige uitdaging vir die WKOD. Dit is belangrik om te verseker dat hierdie maatreëls tot verbeterde onderrig en leer lei en nie as 'n doel opsigself beskou word nie.

Die WKOD is onderhewig aan 'n wyer verskeidenheid moniterings-, evaluerings- en aanspreeklikheidsprosesse. Dit sluit die volgende in:

- Ouditering van finansiële bestuursprosesse op 'n jaarlikse basis, deur die kantoor van die provinsiale Ouditeur-Generaal. Die departement moet verbeter op die gehalte van sy finansiële bestuur ten einde 'n ongekwalifiseerde ouditverslag te verseker;
- Verskynings by gereelde sessies met die Onderwysportefeuljekomitee en die Staande Komitee vir Openbare Rekeninge in die Provinsiale Parlement;
- Gereelde vergaderings (of inligtingsbesoeke) saam met onderwysbelanghebbendes by die LUR en die Superintendent-Generaal om inligting te deel oor die jongste ontwikkelings in onderwys, of bloot op die hoogte gebring te word van probleme wat deur opvoeders en skoolbestuurders ondervind word;
- Die WKOD is reeds onder die verpligting om 'n jaarlikse verslag van sy aktiwiteite aan die Wetgewer voor te lê. Die Jaarlikse Verslag-dokument kan deur die breë publiek bekom word en laat die onderwysgemeenskap toe om die suksesse of mislukkings van die departement in terme van sy wetgewende en beleidsmandate en sy strategiese planne te monitor; en
- Deurlopende monitering en evaluering deur die Gehalteversekeringsfunksie in die departement.

Deurlopende intervensies rakende die opleiding van lede van skoolbestuurspanne sluit in die bestuur van die kurrikulum, aanmoeding van positiewe leerdergedrag, vroue in leierskap, beleidsbestuur, inklusiewe onderwys, die holistiese bestuur van MIV/VIGS en ander psigo-sosiale ontwikkelingsuitdagings wat skoolgemeenskappe in die gesig staar, die jongste wysigings aan wette en getekende resolusies.

ST101	ADMINISTRASIE – Sleutelneigings							
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde		
BETALINGS PER SUBPROGRAM (R'000)								
1.1 Kantoor van die LUR	3,182	3,151	3,698	3,541	3,748	3,961		
1.2 Korporatiewe dienste	98,044	99,898	142,245	172,411	211,770	222,778		
1.3 Onderwysbestuur	101,993	114,429	118,833	132,759	146,663	154,404		
1.4 Menslikehulpbronontwikkeling	9,093	9,309	12,218	14,702	15,375	16,102		
1.5 Onderwysbestuursinligtingstelsel (OBIS)	2,782	10,706	15,477	15,127	34,218	35,804		
TOTAAL	215,094	237,493	292,471	338,540	411,774	433,049		
BETALING PER EKONOMIESE KLASSIFIKASIE (R'000)								
Huidige betaling	171,113	210,362	266,069	317,527	389,848	410,137		
Kompensasie van werknemers	115,930	123,673	137,758	161,979	182,415	193,366		
Opvoeders	24,046	25,652	28,571	35,291	39,632	42,015		
Nie-opvoeders	91,884	98,021	109,187	126,688	142,783	151,351		
Goedere en dienste en ander huidige	55,183	86,689	128,311	155,548	207,433	216,771		
Oordragte en subsidies	21,094	13,835	13,945	14,674	15,314	16,003		
Betaling vir kapitale bates	22,887	13,296	12,457	6,339	6,612	6,909		
TOTAAL	215,094	237,493	292,471	338,540	411,774	433,049		
PERSONEELVOORSIENING								
Aantal opvoeders (in openbare diens)	109	109	120	120	120	120		
Aantal nie-opvoeders (in openbare diens)	693	767	737	737	737	737		
STATISTIEK OOR ADMINISTRATIEWE STELSELS								
Aantal skole met SABS (a)	1 447	1,460	1,450	1,450	1,450	1,450		
Aantal skole met e-pos	Geen historiese data beskikbaar nie	1,380	1,420	1,440	1,450	1,450		

ST101	ADMINISTRASIE – Sleutelneigings									
		2004/05	2005/06	2006/07	2007/08	2008/09	2009/10			
		Werklike	Werklike	Beraamde	Beraamde	Beraamde	Beraamde			
▶ PRESTASIEMAATREËLS										
▶ PM101: Persentasie skole wat die Skooladministrasie en Bestuurstelsel implementeer		100%	100%	100%	100%	100%	100%			100%
▶ PM102: Persentasie skole wat elektronies gekontak kan word deur die departement		Geen historiese data beskikbaar nie	95.0%	97.9%	99.3%	100%	100%			100%
▶ PM103: Persentasie swart vroue in senior bestuursposisies (SBP)		8,8%	8,8%	12,5%	20,0%	25,0%	30,0%			
▶ PM104: Persentasie huidige besteding op nie-personeel-items		17,1%	19,0%	20,9%	21,1%	22,0%	21,9%			

ST102	ADMINISTRASIE – Besteding per item (2005/06) R'000									
	1 Admin	2 POS	3 Onaf	4 Spes	5 VOO	6 BVOO	7 VKO	8 Hulp	Totaal	
Huidige betalings	210,362	4,734,420	-	294,556	133,539	5,850	44,764	70,099	5,493,589	
Kompensasie van werknemers	123,673	4,326,839	-	291,577	133,539	5,432	43,829	37,581	4,962,470	
KS-opvoeders	25,652	3,903,115	-	225,013	110,619	4,569	43,829	20,180	4,332,977	
Salarisse en lone	22,574	3,395,710	-	194,861	97,345	4,414	37,342	18,949	3,771,195	
Maatskaplike bydraes	3,078	507,405	-	30,152	13,274	155	6,487	1,231	561,782	
Nie-opvoeders	98,021	423,724	-	66,564	22,920	863	-	17,401	629,493	
Salarisse en lone	86,258	368,640	-	57,644	20,170	834	-	16,340	549,886	
Maatskaplike bydraes	11,763	55,084	-	8,920	2,750	29	-	1,061	79,607	
Goedere en dienste	80,899	407,581	-	2,979	-	418	935	32,518	525,330	
Inventaris	5,476	185,218	-	-	-	13	-	4,038	194,745	
Leerondersteuningsmateriaal	1,495	145,796	-	-	-	-	-	48	147,339	
Skryfbehoeftes en drukwerk	3,809	2,737	-	-	-	13	-	3,990	10,549	
Ander	172	36,685	-	-	-	-	-	-	36,857	
Konsultante, kontrakteurs en spesiale dienste	25,501	2,663	-	-	-	-	-	2,907	31,091	
Toerusting minder as R5, 000	2,232	9,156	-	-	-	-	-	371	11,759	
Onderhoud van geboue	6,916	75,288	-	1,053	-	-	-	-	83,257	
Bestaande huurooreenkomste	1,630	1,916	-	-	-	-	-	6,526	10,072	
Leerdervvoer	-	95,137	-	-	-	-	-	-	95,137	
Ander goedere en dienste	39,144	38,183	-	1,926	-	405	935	18,676	99,269	
Rente en huur op grond	-	-	-	-	-	-	-	-	-	
Rente	-	-	-	-	-	-	-	-	-	
Huur op grond	-	-	-	-	-	-	-	-	-	
Finansiële transaksies in bates en laste	5,790	-	-	-	-	-	-	-	5,790	
Ongemagtigde besteding	-	-	-	-	-	-	-	-	-	
Oordragte en subsidies	13,835	343,095	32,445	71,735	34,648	17,201	29,713	118,928	661,589	
Munisipaliteite	299	11,303	-	744	335	14	111	51	12,857	
Departementele agentskappe en rekeninge	-	-	-	-	-	-	-	3,306	3,306	

ST102	ADMINISTRASIE – Besteding per item (2005/06) (vervolg)									
	1 Admin	2 POS	3 Onaf	4 Spes	5 VOO	6 BVOO	7 VKO	8 Hulp	Totaal	
Nie-wins-inrigtings	11,445	312,849	32,445	69,868	33,902	17,187	29,494	113,761	620,951	
Artikel 21-skole	-	200,295	-	-	-	-	-	-	200,295	
LOOM	-	177,426	-	-	-	-	-	-	177,426	
Nutsartikels	-	15,836	-	-	-	-	-	-	15,836	
Onderhoud	-	7,033	-	-	-	-	-	-	7,033	
Diens gelewer	-	-	-	-	-	-	-	-	-	
Ander onderwysinrigtings	11,445	112,554	32,445	69,868	33,902	17,187	29,494	113,761	420,656	
Huishoudings	2,091	18,933	-	1,123	410	-	108	1,810	24,475	
Betalings vir kapitale bates	13,296	271,053	-	156	-	-	-	9,560	294,065	
Geboue en ander vaste strukture	10,722	270,503	-	156	-	-	-	-	281,386	
Geboue	-	270,508-	-	156	-	-	-	-	270,664	
Hostelle	-	-	-	-	-	-	-	-	-	
Nuwe skole	-	215,504	-	-	-	-	-	-	215,504	
Addisionele klaskamers	-	19,180	-	17	-	-	-	-	19,197	
Ander byvoegings	-	35,824	-	139	-	-	-	-	35,963	
Ander	-	-	-	-	-	-	-	-	-	
Ander vaste strukture	-	-	-	-	-	-	-	-	-	
Masjinerie en toerusting	10,722	545	-	-	-	-	-	9,560	30,325	
Vervoertoerusting	-	-	-	-	-	-	-	-	-	
Ander masjinerie en toerusting	10,722	545	-	-	-	-	-	9,058	20,325	
Programmatuur en ander nie-tasbare bates	2,574	-	-	-	-	-	-	502	3,076	
GROOTTOTAAL	237,493	5,348,558	32,445	366,447	168,186	23,051	74,477	198,587	6,449,244	

B.2 Openbare gewoneskoolonderwys

Die volgende is die meebare doelwitte (▲) wat met Program 2 verband hou, en hul prestasiemaatreëls (▶):

	Meetbare doelwitte	Prestasiemaatreëls
<i>Toegang</i>	▲ Om toegang in die openbare gewoneskoolstelsel te verleen ingevolge beleid.	▶ PM201: Persentasie leerders wat deur die voedingsprogram gedek word ▶ PM202: Persentasie leerders met spesiale behoeftes in openbare gewone skole
<i>Toereikendheid</i>	▲ Om die basiese infrastruktuur vir openbare gewoneskoolonderwys daar te stel ingevolge beleid.	▶ PM203: Persentasie openbare gewone skole met watervoorsiening ▶ PM204: Persentasie openbare gewone skole met elektrisiteit ▶ PM205: Persentasie skole met 'n toereikende aantal funksionele toilette ▶ PM206: Besteding op persentasie van die waarde van die skoolinfrastruktuur
	▲ Om toereikende menslikehulpbronne in openbare gewone skole te voorsien.	▶ PM207: Persentasie skole met meer as 40 leerders per klas
	▲ Om toereikende leerderonderwyserondersteuningsmateriaal (LOOM) aan openbare gewone skole te voorsien.	▶ PM208: Persentasie nie-Artikel 21-skole met alle LOOM en ander vereiste materiaal gelewer op dag een van die skooljaar
<i>Doeltreffendheid</i>	▲ Om doeltreffende en bevoegde selfbestuur in openbare gewone skole te bewerkstellig. ▲ Om 'n kultuur van effektiewe leer en onderrig in openbare gewone skole te kweek.	▶ PM209: Persentasie skole met Artikel 21-status ▶ PM210: Persentasie werkdag verloor weens opvoederafwesigheid in openbare gewone skole ▶ PM211: Persentasie leerderdag verloor weens leerderafwesigheid in openbare gewone skole

Die volgende is van toepassing op subprogram 2.1, openbare primêre skole:

	Meetbare doelwitte	Prestasiemaatreëls
<i>Billikheid</i>	▲ Om die gaping tussen die onderwysuitkomstes van die histories bevoorreedes en benadeeldes in openbare gewone skole uit te wis.	▶ PM212: Die prestasieverhouding van die mins bevoorreedes tot die mees bevoorreedes skole met betrekking tot graad 3
<i>Doeltreffendheid</i>	▲ Om te verseker dat die progressie van leerders deur openbare gewone skole optimaal is.	▶ PM213: Herhaalsyfer in graad 1 tot 7
<i>Gehalte</i>	▲ Om die hoogs moontlike onderwysuitkomstes onder leerders in openbare gewone skole te bereik.	▶ PM214: Persentasie leerders in graad 3 wat aanvaarbare uitkomstes in gesyferdheid en geletterdheid bereik ▶ PM215: Persentasie leerders in graad 6 wat aanvaarbare uitkomstes in wiskunde, geletterdheid en natuur- en skeikunde bereik

Die volgende is van toepassing op subprogram 2.2, openbare sekondêre skole:

	Meetbare doelwitte	Prestasiemaatreëls
<i>Billikheid</i>	<ul style="list-style-type: none"> ▲ Om die deelname van histories gemarginaliseerde groepe leerders in openbare sekondêre skole te bevorder. ▲ Om die gaping tussen opvoedkundige uitkomstes van die histories bevoordeeldes en benadeeldes in openbare sekondêre skole uit te wis. 	<ul style="list-style-type: none"> ▶ PM216: Persentasie meisieleerders wat wiskunde en wetenskap in graad 10 – 12 aanbied ▶ PM217: Die prestasieverhouding van die mins bevoordeeld skole tot die mees bevoordeelde skole met betrekking tot die graad 12-slaagsyfer
<i>Doeltreffendheid</i>	<ul style="list-style-type: none"> ▲ Om te verseker dat die progressie van leerders deur openbare sekondêre skole optimaal is. 	<ul style="list-style-type: none"> ▶ PM218: Herhaalsyfer in graad 8 – 12
<i>Uitset</i>	<ul style="list-style-type: none"> ▲ Om te verseker dat 'n toereikende proporsie van die bevolking graad 12 bereik, veral met betrekking tot sukses in wiskunde en wetenskap. 	<ul style="list-style-type: none"> ▶ PM219: Slaagsyfer in graad 12-eksamens ▶ PM220: Slaagsyfer in graad 12 in wiskunde- en wetenskapeksamens ▶ PPM201: Endossementsyfer in graad 12-eksamens ▶ PPM202: Slaagsyfer in graad 12 vir wiskunde en wetenskap ▶ PPM203: Aantal skole wat minder as 60% in graad 12 behaal
<i>Gehalte</i>	<ul style="list-style-type: none"> ▲ Om die hoogs moontlike onderwysuitkomstes onder leerders in openbare sekondêre skole te bereik. 	<ul style="list-style-type: none"> ▶ PM221: Persentasie leerders in graad 9 wat aanvaarbare onderwysuitkomstes in alle leerareas behaal

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om toegang tot gehalte-onderwys vir alle kinders wat in die provinsie woon te verseker

- Om leerderakkommodasie in openbare gewone skole te voorsien ingevolge beleid
- Om die basiese infrastruktuur vir openbare gewone skole te voorsien ingevolge beleid
- Om toegang tot onderwys vir leerders uit voorheen gemarginaliseerde groepe te verbeter
- Om toepaslike en gestruktureerde opleiding in die NKV aan onderwysers te voorsien
- Om leerderprestasie in gesyferdheid en geletterdheid te verbeter
- Om doeltreffendheid in die onderwysstelsel te verbeter en om die progressiesyfer van leerders en die gehalte van onderwys as geheel oor tyd te verbeter
- Om doeltreffende en inklusiewe onderwys en steun vir leerders met leerstoornisse te voorsien
- Om vervoer- en hostelfasiliteite vir behoeftige leerders te voorsien
- Om 'n Nasionale Skoolvoedingsprogram (NSVP) te voorsien
- Om skooldisipline in die herbesitname van skoolomgewings te herstel

Om doeltreffende e-Leer in skole te verseker

- Om infrastruktuur vir Inligtings- en Kommunikasietegnologie vir alle skole te versnel
- Om kurrikulumlewering te verseker deur die gebruik van IKT waar toepaslik
- Om die ontwikkeling en bestuur van digitale inhoud te verseker
- Om te verseker dat opvoeders opgelei word in die gebruik van IKT's om hul onderrigprogramme te ondersteun

Om veilige institusionele omgewings wat vir doeltreffende onderrig en leer benodig word te verseker

- Om 'n veilige skoolomgewing te verseker in vennootskap met gemeenskappe en ander regeringsdepartemente
- Om omstandighede van fisiese degradering van leeromgewings te beëindig
- Om begrip van sosiale omstandighede in die provinsie en die invloed daarvan op skole te bevorder

Om doeltreffende bestuur en beheer in alle leeromgewings en steunstrukture te verseker

- Om steun vir bestuur en beheer en ontwikkeling nader aan skole te bring deur die werk van die distrikskantore en ander professionele dienste
- Om 'n optimale en billike verspreiding van die finansiële, fisiese en menslike hulpbronne regoor die stelsel te bereik
- Om die kennis en vaardighede van skoolprinsipale deur geteikende opleiding en steun te verbeter.
- Om die kennis en vaardighede van skoolbeheerliggame deur geteikende opleiding en steun te verbeter.
- Om die bestuur van die kurrikulum en assesseringsprosesse te verbeter.
- Om finansiële bestuur en gehalte op alle vlakke te bevorder in lyn met provinsiale beleid en die wetgewende raamwerk.
- Om professionele steun aan alle openbare gewone skole te bied

Om opvoeders toe te rus en te ondersteun in hul pogings om effektiewe onderwys te voorsien

- Om opvoeders vir openbare gewone primêre en sekondêre fases te voorsien ingevolge beleid
- Om te verseker dat die provinsie toereikende getalle toepaslik opgeleide opvoeders in diens neem
- Om pogings te ondersteun om studentonderwysers vir voordienopleidingsinrigtings te werf
- Om die professionele gehalte van die onderwyserskorps te ontwikkel deur middel van deurlopende professionele steun
- Om die potensiaal van media en tegnologie-onderwys (e-Onderwys en IKT) te ontwikkel en sodoende onderrig en leer te bevorder en kurrikulumondersteuning te bied
- Om opvoeders toe te rus en om doeltreffende kurrikulumontwikkeling, -lewering en -ondersteuning te verseker
- Om gefokusde onderwyserontwikkelingsprogramme deur die Kaapse Onderriginstituut te loods
- Om gespesialiseerde onderwysondersteuning aan onderwysers te bied, veral met betrekking tot vroeë identifisering, assessering en hantering van leerediversiteit en leerders wat leerstoornisse in die klaskamer ervaar.
- Om die minimum standaard vir spesiale onderwysdienste te implementeer vir leerders wat emosionele en/of gedragsprobleme manifesteer of die risiko loop om daaraan blootgestel te word.

- **Beleidsprioriteite:**

Die essensiële beleidsmandaat is steeds om 'n leertuiste vir al ons leerders in die provinsie daar te stel. Dit word nou geïnformeer deur die MKOS en fokus op jeug, as een van die 5 hoof- iKapa elihumayo-strategieë. Sleutelprioriteite vir die periode 2007/08 – 2009/10 sluit in -

- Die bevordering van gesyferdheid en geletterdheid, veral in primêre skole om sodoende doeltreffende onderrig en leer te verseker. Alle graad 6-leerders sal in 2007 in geletterdheid en gesyferdheid getoets word.
- Die voortgesette implementering van die NKV veral met betrekking tot die verdere onderwys- en opleidings(VOO)-band sowel as in die oorblywende jaar van die algemene onderwys- en opleidings(AOO)-band.
- Die implementering van die gewysigde Norme en Standaard vir Skoolbefondsing (NSSB) en om voorsiening te maak vir die befondsing van die verklaarde 'geen-skoolgeld-skole'.
- Die implementering van GVO-OOP, wat die armste primêre skole in Nasionale Kwintiel 1 in 2007/08 teiken, om te verseker dat hierdie skole die basiese minimum fisiese, leer- en onderig-, menslike en finansiële hulpbronne ontvang om gehalte-leer en onderrig moontlik te maak.
- Die implementering van die Leerderprestasiestrategie (LBS) soos per instruksie van die (nasionale) Minister van Onderwys en die Premier en die verlaging van die aantal skole wat minder as 60% in die Senior Sertifikaat-eksamens behaal
- Fokus op verbeterde fisiese veiligheidsfasiliteite vir skole in risikogebiede om 'n veilige onderwysomgewing te verseker.
- Die uitbreiding van deelnamesyfers in Wiskunde, Natuur- en Skeikunde en Tegnologie deur die voortgesette invoer van Fokusskole en die tenaam in die aantal Dinaledi-skole en die verbetering van slaagsyfers met endossemente vir graad 12 sowel as in die vakke Wiskunde en Wetenskap.
- Die voortsetting van die Onderwyserassistent-projek (OAP) met die aanstelling van 510 onderwyserassistentente om in die Grondslagfase in die armste skole te help.
- Verseker toegang tot die toepaslike ondersteuning en gehalte-onderwys deur die implementering van die nasionale beleidsraamwerk van Witskrif Nr. 6 (2001).
- Alle skole ontwikkel hul Skoolverbeteringsplanne (SVP's) en stel teikens wat ook as basis sal dien van die ondersteuning wat deur distriksgebaseerde personeel gebied sal word.
- Verhoog die gehalte van onderwys deur Heelskooevaluering (HSE) van 30 skole.

- Die ontwikkeling van 660 prinsipale en onderwysers (versnelde onderwyserontwikkeling (VOO) en Nasionale Professionele Diploma in Onderwys (NPDO)). 160 prinsipale sal vir die eerste jaar van die tweejarige VOO inskryf en minstens 500 onderwysers sal vir ander kursusse inskryf.

Ontleding van vordering

- **Geletterdheid- en Gesyferdheidstrategie**

Die versterkte Geletterdheid- en Gesyferdheidstrategie is geloods en meer as 100 spesialisadviseurs is opgelei om die skole wat die swakste presteer te besoek en onderwysers in Grondslagfase-klaskamers te monitor en ondersteun. Elke OBOS het 'n plan ontwikkel om leerderprestasie te verbeter. Hierdie plan is deur die Taakspan vir Geletterdheid- en Gesyferdheid gemoniteer en gekoördineer.

Dit bly 'n uitdaging om die Geletterdheid- en Gesyferdheidstrategie in al die onderpresterende skole te implementeer. Dit kan slegs oor die verloop van 'n paar jaar gebeur, gegee die hulpbronnbeperkings. Die departement sal verseker dat al 8 programme van die Strategie oor 'n tyd heen uitgevoer word en leerderprestasie gemonitor word aan die hand van deurlopende toetsing in graad 3 en graad 6 in alternatiewe jare, met die graad 6-toetsing wat gedurende 2007 plaasvind.

Onderwyserassistentprojek (OAP)

Die 2006-Onderwyserassistentprojek het gelei tot die aanstelling van 510 onderwyserassistentes in 163 skole. Afhange van die grootte van die Grondslagfase-klas is tussen 1 en 8 onderwyserassistentes aan die geselekteerde skole toegeken.

Skole binne die nodale sones en benadeelde areas is gekies, veral daardie skole waar daar onderprestasie is in geletterdheid en gesyferdheid en waar daar nie 'n korrelasie was tussen die taal van onderrig en die leerders se huistaal nie. Voorkeur is gegee aan skole met groot klasse in die Grondslagfase en, in die geval van multigraadklasse, daardie klasse met meer as 30 leerders.

Onderwyserassistentes het 'n seweweekskursus voltooi, wat by alle VOO-kolleges aangebied is. Van die 510 onderwyserassistentes wat gekontrakteer was en die seweweekskursus bygewoon het, was die bywoning van die 464 onderwyserassistentes tussen 80 – 100% en hulle is in November 2006 sertifikate toegeken.

'n Eksterne evaluering van die OAP het getoon dat onderwysers in staat was om groepwerk meer effektief te doen met die hulp van die onderwyserassistent. Stadige leerders het meer aandag gekry en hulle kon goed vorder. Die onderwysers se moreel het verbeter en meer effektiewe beplanning, klaskamerbestuur en organisasie is in die Grondslagfase van die loodsskole waargeneem.

Die 100 poste wat vir die OAP toegeken is, is weer in 2007 toegeken. 457 onderwyserassistentes is vir 'n nuwe kontrak aanbeveel en 52 nuwe onderwyserassistentes sal in diens geneem word. Die opleiding van onderwyserassistentes sal geakkrediteer word en 'n NKR Vlak 5-Opvoedersertifikaat ontvang. Stappe word geneem om die pos van onderwyserassistent in die onderwyssektor te skep.

VOO-kollegefasiliteerders sal vroeg in 2007 'n Assessoropleidingskursus wat deur die SETA befonds word bywoon en hulle sal daarna in staat wees om die NKR Vlak 5-Opvoedersertifikaatkursus aan te bied. Die WKOD onderhandel tans met die OOP SOOO (ETDP SETA) om vanaf 2008 leiderskappe vir onderwyserassistentes beskikbaar te maak. Die konsepdokument oor die OAP sal tot WKOD-beleid ontwikkel word in konsultasie met alle toepaslike rolspelers. Monitering en evaluering van die projek deur distrikskantore en hoofkantoorpersoneel sowel as eksterne evaluering sal voortgaan.

- **Deelname aan Wiskunde en Wetenskap**

40 Dinaledi-skole, deur die DvO genomineer, en 10 WKOD-wiskunde-, wetenskap- en tegnologie-skole ontvang geteikende steun in 'n poging om die deelname- en suksessyfers in Wiskunde en Natuur- en Skeikunde onder leerders van benadeelde gemeenskappe te verhoog.

Hierdie skole is 'n addisionele onderwyser vir Wiskunde en/of Natuur- en Skeikunde toegeken om meer gefokusde aandag op die hoër graad en addisionele leerderondersteuning moontlik te maak. 'n Wetenskap-kundige het elke graad 10-Wetenskaponderwyser besoek en hom/haar bygestaan in die uitvoer van 'n aantal eksperimente uit die graad 10-kurrikulum en het riglyne verskaf vir die uitvoer van eksperimente in die klas. 'n Video van die eksperimente word tans voorberei. *Learning Channel*-video's om onderrig en leer in Wiskunde, Engels 1ste Addisionele Taal, Lewensoriëntering en Natuur- en Skeikunde te ondersteun is aan alle Fokus- en Dinaledi/WWT-skole versprei.

Provinsiale Wiskunde- en Wetenskap-eksamenvraestelle vir graad 11 is voorsien sodat die regte standaard aan die einde van graad 11 gestel kan word. 'n Meester-Wiskunde- en Wetenskapprogram is geïnisieer waarvolgens vaardige en kundige onderwysers 100 ure Wiskunde- of Wetenskaponderrig aan onderwysers in Dinaledi-skole sal bied.

Alle graad 8-Wiskundeonderwysers is opgelei in die konsolidering van gesyferdheid en leermateriaal is aan alle skole voorsien, terwyl Engels Tweede Taal-onderwysers in Dinaledi-skole spesiale opleiding en steun in die onderrig van Engels as 'n tweede taal ontvang het. Die skole is deur die Adjunk-Minister van Onderwys en die LUR van Onderwys in die Wes-Kaap sowel as verskeie departementele amptenare besoek.

Aan hierdie skole sal 'n addisionele onderwyser vir Wiskunde en/of Natuur- en Skeikunde op 'n permanente basis toegeken word om 'n groter fokus op hoër graad en addisionele leerderondersteuning moontlik te maak.

'n Konferensie is aan die einde van Januarie 2007 gehou om teikens en die pad vorentoe met prinsipale, en Wiskunde- en Wetenskaponderwysers te bespreek. Die opleiding van onderwysers sal voortgaan. Die Universiteit van Kaapstad Wiskunde- en Wetenskaponderwys-Program sal gespesialiseerde ondersteuning in 5 Dinaledi-skole bied. Steun vir die konsolidering van gesyferdheid in graad 8 sal voortgaan sowel as steun vir Engels Tweede Taal-onderwysers.

Die graad 12-deelnamesyfers in wiskunde en natuur- en skeikunde vir 2003 - 2006 was as volg:

Vak	Geskryf 2006	Geskryf 2005	Geskryf 2004	Geskryf 2003
Addisionele Wiskunde HG	202	179	191	132
Funksionele Wiskunde SG	115	122	93	125
Funksionele Natuur- en Skeikunde	39	39	51	65
Wiskunde HG	4 420	4 992	5 093	4 446
Wiskunde SG	18 290	17 474	16 933	17 504
Totaal Wiskunde	23 066	22 806	22 361	22 272
Natuur- en Skeikunde HG	4 164	4 736	4 884	4 335
Natuur- en Skeikunde SG	8 173	7 861	7 240	7 775
Totaal Natuur- en Skeikunde	12 337	12 597	12 024	12 110

- **VOO NKV**

Die NKV vir graad 10 – 12 (Algemeen) het met ingang van Januarie 2006 begin met die implementering in graad 10 in alle openbare en onafhanklike skole. Hierdie driejaarstudieprogram, waarvan die tweede en derde jaar in graad 11 in 2007 en graad 12 in 2008 geïmplementeer gaan word, sal lei tot 'n Nasionale Senior Sertifikaat (NSS). Die eerste NSS-eksamen sal in Oktober/November 2008 afgelê word.

Dit behels nie net die invoer van die nuwe kurrikulum nie, maar meer belangrik, die strategiese element van kurrikulumregstelling – die invoer van uitgebreide en kritieke kurrikulumpakkette (wat op wiskunde, wetenskap en tegnologie, en tale) wat voorheen om politieke redes, gebrek aan motivering of belangstelling en gebrek aan hulpbronne beperk was. Die departement sal direk tussenbeide tree om te verseker dat gemeenskaplike pakkette kies wat ontwerp is om toegang tot hoëvlak kennis en –vaardighede sowel as die vestiging van sentrums van uitnemendheid vir Fokusskole, en in lyn met die vooruitsigte vir ekonomiese groei belig deur MEOS-navorsing. Dit word voorsien dat hierdie sektor kleiner kan word soos wat meer studente na die VOO-kolleges gekanaliseer sal word vir behoeftedegrewe verdere onderwys en opleiding wat by hul vermoëns aangepas is. Dit beteken egter nie dat daar beduidende hulpbronbesparings sal wees nie. Eintlik word beoog dat die inwerkingstelling van hierdie sektor aanvanklik hoër toekennings in die vorm van infrastruktuur en toerusting, onderwyspersoneel en onderwyserontwikkelingsprogramme, ens. sal meebring.

Alle toepaslike VOO NKR-beleidsraamwerkdokumente, asook die Afrikaanse weergawes daarvan, is versprei aan 423 skole wat die VOO NKR vanaf graad 10 aanbied. Vakoriënteringswerkswinkels vir al 29 vakke vir alle graad 10- tot 12-onderwysers, met 8 169 onderwysers wat in 2006 betrokke was en 5 648 wat in 2006 voltooi het. Om te help met die onderrig en assesseringspraktyke wat met die VOO NKR-beleidsdokumente bely is, is vakondersteuningsriglyne ontwikkel, versprei en met onderwysers gemedieer. Om skole te help om vir die implementering van die VOO NKR in graad 10 in 2006 te beplan, is vakjaarbeplanners en tempobepalers en minimum hulpbronpakkette met leer- en onderigondersteuningsmateriaal vir die betrokke vakke ook ontwikkel om te help met die verkryging van sodanige materiaal. 480 Lewensoriëntering-onderwysers is opgelei om leerders te ondersteun met die seleksie van vakkeuses vir die VOO NKR. Spesiale ondersteuning is aan graad 10-onderwysers en -leerders gegee om hulle voor te berei vir die eerste VOO NKR-interne eksamen in 2006. Deel hiervan was die verspreiding van voorbeelde van nasionale ekamen-

vraestelle aan alle betrokke skole. Riglyne vir die opstel van VOO NKR-konteks-eksamenvraestelle is aan alle skole gestuur. Alle graad 10-leerders is voorsien van 'n studiegids wat studietegniese ingesluit het om hulle te help met voorbereiding vir die finale eksamen. Daarby is elke leerder voorsien van handboeke vir die twee tale wat hulle aangebied het, Wiskunde of Wiskundige Geletterdheid, en Natuur- en skeikunde. Oorbruggingswerkswinkels vir graad 9-leerders in die Kuns en Kultuur-vakke en Rekeningkunde het in November 2006 plaasgevind. Voorts is riglyne voorberei vir leerders wat graad 11 herhaal het. Hierdie dokument is versprei en vir alle vakonderwysers gemedieer sodat hulle daardie leerders kon help wat in 2007 na die NKV moet oorskakel en die nasionale graad 11-eksamen moet aflê. In 'n poging om oor die kort termyn veral nie-gekwalfiseerde en ondergekwalfiseerde onderwysers te help om die inhoud van die nuwe kurrikulum te onderrig, is hulpbronnepakkette op NKR Vlak 5 vir elke vak ontwikkel in samewerking met die plaaslike hoëronderriginstellings ten einde die onderwysers in staat te stel om die nuwe inhoud op NKR Vlakke 2, 3 en 4 (graad 10, 11 en 12) te onderrig.

IKT-verwante programme is ontwikkel of geselekteer om die NSS te ondersteun. Werkswinkels is gehou om rekenaargeletterdheid en die invoer van programmatuur in onderwys- en leerpraktyke te bevorder.

Werkswinkels vir dertien gespesialiseerde vakke het vanaf 8 tot 12 Januarie plaasgevind. Tempobepalers om die voltooiing van die kurrikulum te monitor sal na alle skole versprei word. Voorbeelde van graad 11-eksamens wat nasionaal opgestel word sal in die eerste kwartaal aan alle skole versprei word en sekere vakke sal via nasionale eksamenvraestelle in November 2007 geëksamineer word.

Die fokus vir die VOO NKV sal vanaf 2007 val op ondersteuning vir die konsolidering van die implementeringsproses in alle skole vir al 29 vakke ter voorbereiding van die nasionale graad 11 eksamen in 2007, en die eerste Nasionale Senior Sertifikaat (NSS) wat in 2008 sal plaasvind.

Drie programme is reeds beplan:

- Mediëring en implementering van die hersiene Vakassesseringsriglyne (VAR'e) en die Protokol vir Assesering wat in Januarie 2007 beleid geword het;
- Strategieë om te verseker dat die VAR'e geïmplementeer word in ooreenstemming met die bedoelde Asseseringsbeleidsraamwerke; en
- Die verhoging van onderwysers se professionele en akademiese vermoëns en vaardighede om die VOO NKV-implementeringsprogram in graad 12 te bestuur ter voorbereiding van die NSS in 2008.

• **Leerderprestasiestrategie (LBS)**

Die WKOD het die afgelope vyf jaar 'n gemiddelde slaagsyfer van 80%+ in die senior sertifikaat-eksamens behaal. In dieselfde periode het sommige skole egter konstant onderpresteer, met sommige wat 'n slaagsyfer laer as 30% behaal het.

Die Leerskoolprogram(LSP)-strategie is in 1999 ingestel om hierdie situasie reg te stel. Die LSP was in 'n mate suksesvol, maar het ook mislukkings opgelewer. 'n Aantal skole het in en uit die Program beweeg en sommige het nooit sukses behaal nie, aangesien hulle konstant uitslae laer as 60% behaal het.

Die LSP het ontwikkel in die Leerderprestasiestrategie (LPS) as 'n poging om 'n meer omvattende en holistiese benadering tot die verbetering van leerderprestasie teweeg te bring. Die LPS fokus spesifiek op die VOO-fase met as onmiddellike doel die aanpak van onderprestasie deur skole in die senior sertifikaat-eksamens.

Die doelwitte van die LPS is –

- Om die prestasie van skole met 'n senior sertifikaat-slaagsyfer laer as 60% te verhoog.
- Om die gehalte van leerderprestasie in die senior sertifikaat-eksamens te verbeter.
- Om te verseker dat geen skool se vorige prestasie met meer as 10% laat daal nie.

Die skoolstelsel het weer goed gevaar vergeleke met die ander provinsies, met 'n slaagsyfer van 83,7% in die 2006-Senior Sertifikaat-eksamens. Kandidate vir die Senior Sertifikaat-eksamens het nou vir ses agtereenvolgende jare 'n slaagsyfer van meer as 80% behaal. Die aantal openbare skole met 'n slaagsyfer van minder as 60% het in 2006 op 34 gebly; van die 34 skole betrokke by die LBS in 2006 het 22 egter gegradueer en 12 bly in die LPS.

• **Posvoorsieningsnorme**

Die diensstate van openbare gewone skole word jaarliks vasgestel ingevolge die posvoorsieningsnorme. Soos voorgeskryf deur wetgewing, word werknemerspartye tot die Provinsiale Raad op Arbeidsverhoudinge in die Onderwys sowel as die georganiseerde SBL-verenigings behoort geraadpleeg aangaande die algehele posbekostigbaarheid sowel as die vasstelling van diensstate van openbare gewone skole.

Die Komitee van Onderwys hoofde (KOH) het die jongste posvoorsieningsnorme goedgekeur na veranderinge aan die graad 10-kurrikulum.

Die WKOD het die totale aantal onderwysposte in die provinsie met 500 verhoog wat die totale aantal opvoederposte vir 2007 op 30 872 te staan bring.

- **Skoolveiligheid**

Soos elders in die wêreld, word skoolveiligheid vir die regering 'n toenemende bron van kommer. Die Wes-Kaap word spesifiek hierdeur geraak omdat dit gekonfronteer word met die ernstige probleem van bendebedrywighede en bendegegeweld en die gepaardgaande drank- en dwelmmisbruik. Hierdie kwessies word doelgerig aangepak in samewerking met 'n reeks vennote, spesifiek die Departement van Gemeenskapsveiligheid.

Die Veilige Skole-program het 'n drieledige strategie, wat die volgende insluit:

- 'n Veilige Skole-Inbelsentrum waar verskeie probleme gerapporteer kan word, en waar geaffekteerde en getraumatiseerde individue berading kan versoek en ontvang.
- Voorsiening van fisiese sekuriteit: hierdie program fokus op die installering van verskeie veiligheidsmaatreëls, insluitend veiligheidsomheininge en sekuriteitsalarms by hoërisiko-skole. Die program sluit ook oorlewingsstrategieë in.
- Onderwysprogramme wat op waardes en houdings fokus, met die doel om leerders se belangstellings in meer positiewe rigtings te kanaliseer, soos sport, kuns en drama, en 'n fokus op toekomstige loopbane.

- **Skoolbeheer**

- Artikel 21-skole

'n Totaal van 934 uit 1450 skole (of 64,4% van alle openbare gewone skole) is volledige Artikel 21-status (van die Suid-Afrikaanse Skolewet, 1996 (Wet Nr. 84 van 1996) (SASA)) toegeken. Die oorblywende 516 skole ontvang steeds deurlopende aandag. Steun met finansiële bestuur en administrasie word deurlopend aan alle skole gebied.

- Geen-skoolgeld-skole

In 'n poging om die stygende onderwysverwante uitgawe vir ouers met beperkte finansiële vermoëns te verminder en om toegang tot onderwys te verseker, is die Suid-Afrikaanse Skolewet gewysig om die (nasionale) Minister van Onderwys (MvO) in staat te stel om die nasionale kwintiele te bepaal vir openbare skole wat met ingang van 01 Januarie 2007 nie skoolgeld mag hef nie.

Die MvO het 'n nasionale teiken vir 2007 bepaal en dit in Staatskoerant Nr. 29179 gedateer 31 Augustus 2006, gepubliseer. Die nasionale teiken vir 2007 akkommodeer 40% van die leerders in die land in 'geen-skoolgeld-skole', dit is skole wat met ingang van 01 Januarie 2007 in Nasionale Kwintiel (NQ) 1 en 2 val. 'n Lys van die skole per provinsie wat nie toegelaat sal word om ingevolge hierdie teiken verpligte skoolgeld te hef nie, is deur die LUR vir Onderwys in elke provinsie saamgestel, en dit was ook in die Staatskoerant gepubliseer.

Slegs 6,5% (59 306) van die leerders in die Wes-Kaap val in NK 1 en 8% (73 254) in NK 2, d.i. slegs 14,5% van die leerders in die Wes-Kaap val in die armste twee kwintiele nasionaal (40% van die leerders in die land).

Aangesien die Wes-Kaap 'n lae persentasie leerders in NK 1 en 2 het, vergeleke met al die ander provinsies, het die WKOD ook besluit om die 'geen-skoolgeld-skool'-status na skole in NK 3 (211 841 leerders) uit te brei. Aangesien dit nie per Staatskoerant gedoen kon word nie, moes dit op vrywillige basis met die geïdentifiseerde NK 3-skole gedoen word. Alle NK 3-skole het hierdie aanbod aanvaar en is tot 'geen-skoolgeld-skole' verklaar en mag derhalwe ook nie met ingang van die 2007-skooljaar verpligte skoolgeld hef nie.

419 primêre skole, wat 146 000 leerders dek, het hulle alreeds in Mei 2006 tot 'geen-skoolgeld-skool' verklaar as deel van die vrywillige proses wat deur provinsies ingestel is in 'n poging om die verklaring tot "geen-skoolgeld-skole" te versnel. 'n Bedrag van R29 miljoen is in 2006/07 aan hierdie skole toegesê, addisioneel tot hul oorspronklike norme en standaard-toekenning.

'n Verdere 233 skole (primêr en sekondêr) is tot 'geen-skoolgeld-skool' verklaar met ingang van 1 Januarie 2007. Daar is dus 652 'geen-skoolgeld-skole', wat 45% van die 1 452 skole in die provinsie in die Wes-Kaap in 2007 verteenwoordig. Ongeveer 345 000 leerders woon hierdie skole by, wat 38% van die leerders van die Wes-Kaap verteenwoordig.

- **Skoolsakebestuurskursus**

Om administratiewe personeel by alle skole in die Wes-Kaap toe te rus met die nodige vaardighede wat hulle in staat sal stel om die operasionele sy van die skool en hulpbronne vir 'n veilige leeromgewing doeltreffend en bevoegd te administreer en bestuur en sodoende prinsipale en opvoeders in staat te stel om op onderrig en kurrikulumontwikkeling te fokus, is die WKOD in die proses om 'n sertifikaatkursus in Skoolsakebestuur op NKR Vlak 4 te ontwikkel. Hierdie kursus is 'n vennootskap tussen die WKOD, Manchester Universiteit (MMU), die Nasionale Kollege vir Skoolleierskap (NKS), die Instituut van Administratiewe Bestuur (IAB) en SABISA/ISASA (die Onafhanklikeskole-vereniging van Suid-Afrika).

Gedurende 'n besoek van die LUR vir Onderwys in die Wes-Kaap aan die VK, was dit duidelik dat dit vir SA nodig is om soortgelyke kwessies aan te pak wat die VK onlangs aangepak het met die instelling van skoolbestuursprogramme. Dit het kwessies aangepak wat soortgelyk is aan die SA-konteks, waar prinsipale en opvoeders daarvan weerhou word om op hul kerndoel te fokus vanweë die toenemende vlakke van bestuursadministrasie, gebrekkige aanspreeklikheid en verantwoordelike dissiplines binne die skool. Dit was duidelik dat die bevoegdheidsbasis nie in pas was met die verhoogde eise van skole nie. Die breë benadering tot die hantering van hierdie kwessies om die VK-Skoolsakeprogram te verfyn en aan te pas is om die opleiers op te lei via die vennootskap met die Universiteit van Wes-Kaapland (UWK) en die VK-vennote en dan 'n sertifikaatprogram vir die administratiewe personeel van alle skole te loods. Die sertifikaatprogram sal voldoen aan die SAKO se akkrediteringsstandaarde. Hierdie kursus sal opgevolg word deur 'n diploma en later die graadkursus wat deur die HOI's (bv. UWK) aangebied sal word. Die sertifikaatkursus sal deur die VOO-kolleges in die Wes-Kaap aangebied word.

Die intensie is ook om, indien die data en bewyse met die VK-ervaring korreleer, 'n voorlegging aan die nasionale regering te maak om die program nasionaal aan te bied. 'n Oorbruggingskursus sal geïnkorporeer word nadat assessering van die kandidate sodanige behoefte aangedui het.

Die intensie is om in 2007 die grondslag te lê deur die vaardigheidsbasis van die verskillende rolspelers te verbreed om 'n aansienlike verandering regoor die stelsel teweeg te bring. In die 2007/08-finansiële jaar sal die klem op basiese opleiding en materiaalontwikkeling val. Die aantal plekke vir die loodsprojek sal nie 200 oorskry en nie minder as 150 wees nie. Dit is om, enersyds, die hanteerbaarheid daarvan te verseker en, andersyds, te verseker dat daar genoegsame werklike data is om toekomstige planne op te baseer. Die kandidate sal 'n deursnit van alle areas en van die onafhanklikeskole-sektor verteenwoordig.

- **Leerder- en onderwyserondersteuningsmateriaal (LOOM)**

Die WKOD is verantwoordelik vir die verkryging van LOOM vir alle nie-Artikel 21-skole en het 'n tweejaarkontrak met verskaffers in plek gestel vir hierdie doel. Ingevolge die huidige kontrak is 119 verskaffers geregistreer om LOOM aan die 516 nie-Artikel 21-skole te lewer. Die Departement se doel is om 100% van die LOOM wat deur nie-Artikel 21-skole bestel is voor die begin van die skooljaar te verkry en af te lewer. Die bereiking van hierdie doel hang af van die beskikbaarheid van die LOOM.

Artikel 21-skole ontvang die fondse van die departement en is verantwoordelik vir die aankoop van LOOM volgens die lys verskaffers wat deur die departement voorsien word.

Alle skole moet hulle onderwerp aan die Voorkeurverskaffingsbeleid van die provinsie wat betref die besteding van hul N&S-toekennings vir handboeke en ander boeke. Vir hierdie doel is daar twee lyste verskaffers. Die eerste lys (die voorkeurlys) verteenwoordig daardie verskaffers wat voorkeur moet kry. Hulle is die sogenaamde histories benadeelde individue (HBI's) en klein, medium en mikro-ondernemings (KMMO). Skole moet handboeke en ander boeke tot die waarde van minstens 70% van hul N&S-toekenning aankoop van die verskaffers op die eerste lys. Handboeke en ander boeke vir die balans (30% van die toekenning vir handboeke en ander boeke) kan van die verskaffers op die tweede lys aangekoop word. Die jongste lys word aan skole voorsien via omsendbriewe.

- **Leerdervoer**

Dit is nie altyd moontlik om skole binne 'n radius van 5km van elke leerder te bou nie. Om dit vir hierdie leerders moontlik te maak om hul naaste geskikte skool te bereik, het die departement bepaalde maatreëls in plek gestel. Dit sluit in die voorsiening van 'n leerdervoerskema of die betaling van óf 'n losiesbeurs óf 'n vervoerbeurs aan behoeftige leerders om te verseker dat hulle die skool kan bereik. Losies in hostelle kan ook oorweeg word alhoewel dit problematies kan wees (hoë koste, leerders kan nie naweke huis toe gaan nie, ens.)

Die huidige beleid van die WKOD is om graad 1- tot 12-leerders wat verder as 5 km van hul naaste skool af woon te vervoer. Die administratiewe implikasie is dat die WKOD die administrasie van ± 490 leerdervoerroeptes hanteer waardeur ± 47 000 leerders daagliks na hul skole vervoer word.

'n Leerdervoerskema sal nie vir minder as 10 leerders op 'n spesifieke roete ingestel word nie en/of binne 'n radius van 5km van 'n leerder se huis nie, maar afwykings kan onder buitengewone omstandigheide plaasvind, bv. vir fisies gestremde leerders wat hoofstroomskole bywoon. Die leerdervoerbeleid word tans hersien.

- **e-Onderwys**

Die nasionale Witskrif op e-Onderwys maak voorsiening vir 'n aantal strategiese miktipes, nl. Professionele ontwikkeling, IKT-infrastruktuur, hulpbronninhoud in elektroniese formaat, konektiwiteit, gemeenskapsbetrokkenheid en navorsing en ontwikkeling. Daar word aan al die doelwitte aandag geskenk deur middel van verskillende bestaande WKOD-projekte, insluitend die Khanya-projek, die Skolekonektiwiteit-projek en die Kurrikulum-webtuiste.

In die 2007/08 – 2009/10 MTBR-periode sal die Khanya-projek die oorblywende openbare skole met minstens een rekenaarfasieliteit toerus, die meerderheid opvoeders in die provinsie sou basiese IKT-opleiding ontvang het, konektiwiteit sal na al die skole uitgebrei wees via 'n hoëbandwydte-Internet-verbinding en addisionele elektroniese hulpbronne sal beskikbaar gestel word (óf via die WKOD se Kurrikulumwebtuiste óf via die nasionale Thutong Onderwysportaal).

- **Nasionale Skoolvoedingsprogram (NSVP)**

Die verantwoordelikheid vir die bestuur van die NSVP is op 1 April 2004 van die provinsiale Departement van Gesondheid na die Departement van Onderwys oorgedra. Op daardie tydstip is 145 596 leerders in graad R tot 7 in ongeveer 659 geteikende primêre skole in die provinsie gevoed.

Sedertdien is die armste spesiale en sekondêre skole ook in die NSVP ingesluit en tans word ongeveer 203 600 leerders in 993 geteikende primêre, spesiale en sekondêre skole gevoed.

Gedurende die tyd toe die program oorgedra is, was slegs een gekookte opsie op elke voedingsdag beskikbaar. Sedert Januarie 2006 is gekookte opsies suksesvol geloods by 44 primêre skole in die sewe OBOS'e. Hierdie spyskaartopsies is stelselmatig na ander geteikende skole uitgebrei en die verwagting is dat alle geteikende skole teen Maart 2007 die geleentheid gebied sou gewees het om gekookte maaltye te bedien.

Die NSVP het alle geteikende skole in staat gestel om kombuistoerusting te koop ten einde gekookte maaltye voor te berei. Baie geteikende skole het nie toereikende voedselvoorbereidingsareas nie en die NSVP het 85 geteikende skole in staat gestel om duursame en veilige voorafvervaardigde mobiele eenhede op te rig.

Alle befondsde personeelvakatures is gevul, alhoewel nie al die poste op die diensstaat befonds kon word nie. Dit was nie moontlik om 'n Skakelbeamtetpos by elke OBOS in die metropolitaanse gebiede te befonds nie.

Moniteringsapparaat, inligtingsboekies en riglyne is na alle geteikende skole versprei. By meer as 90% van die geteikende skole is vrywilligers verantwoordelik vir die voorbereiding van maaltye en in sommige gevalle is die betrokke opvoeders opgelei in die gebruik van gasteerusting, voedselveiligheid en die berging van voedsel.

Die maandelikse honorarium betaalbaar aan vrywilligers en die totale aantal vrywilligers is verhoog tot 400% en 241%, respektiewelik.

213 geteikende skole het tans voedseltuine. Werkwinkels wat onderwerpe soos die vestiging van 'n voedseltuin en die voorbereiding van kompos gedek het, is in verskillende OBOS'e in die landelike en nodale gebiede aangebied. Opvoeders, leerders en ouers het hierdie werkwinkels bygewoon.

Doeltreffende netwerke met betrekking tot voeding en omgewingsgesondheid en die ontwikkeling van voedseltuine is onderskeidelik met die Departement van Gesondheid en die Departement van Landbou gevestig.

Ontleding van beperkinge en beoogde maatreëls om dit te oorkom

Verskeie uitdagings het ons beplanning vir volgende jaar en daarna beïnvloed, soos wat ons ons voorberei om die MKOS te implementeer. Hierdie uitdagings sluit in:

- Die aantal leerders in graad 3 en 6 wat nie die uitkomstes in gesyferdheid en geletterdheid bereik het wat deur die nasionale kurrikulum vir hul graad vereis word nie (Ontsettende impak op gehalte van uitsette regdeur die stelsel op alle vlakke)
- Die kennis- en vaardigheidsvlakke van onderwysers: Onderwyseropleiding, om te verseker dat onderwysers oor die kennis en vaardighede beskik wat nodig is om die nasionale kurrikulum te onderrig en leerderprestasie in alle leerareas te verbeter.
- Tekort aan skoolakkommodasie in sekere gebiede wat snelle bevolkingsgroei ervaar.
- Die noodsaak om veilige skoolomgewings te verseker, en om skole in ons gemeenskappe as heilige plekke van onderrig en leer te posisioneer.
- Die toenemende druk om binne ons huidige beleid leerdervoer vir leerders hoofsaaklik in landelike gebiede te voorsien wat meer as 5 km vanaf die naaste skool woon.

Die WKOD het 'n aantal intervensies en projekte bekend gestel in 'n poging om verskeie aspekte van gehalte-onderwys in skole aan te pak. Die projekte en intervensies wat in skole van stapel gestuur is, sluit onder andere die volgende in:

- Sisteemse evaluering van graad 3- en 4-leerders. Die resultate van hierdie toetse sal lei tot gefokusde strategieë vir geletterdheid en gesyferdheid vir die Grondslag- en Intermediêre Fases. Die graad 6-leerders sal gedurende 2007 getoets word.
- Strategie om positiewe gedrag aan te moedig en op uitdagende gedrag in openbare skole te reageer: Die doel van die strategie is tweeledig: In die eerste plek moet dit 'n konseptuele raamwerk en operasionele riglyne vir positiewe gedrag daarstel, en tweedens, moet dit strategieë en meganismes vir effektiewe reaksie op uitdagende gedrag in skole daarstel. Ten einde hierdie doel te bereik, sal die doel van die strategie wees om (a) die herbesitname van skoolomgewings in 'n inklusiewe onderwysstelsel te bevorder, (b) om 'n sterk ontwikkelings- en herstelbenadering tot uitdagende gedrag te bevorder, en (c) om kapasiteit van opvoeders te bou om op ontwikkelings- en herstelgeoriënteerde wyse op uitdagende leerders te reageer en doeltreffende en gehalteprogramme, -dienste en -onderwys aan risikoblootgestelde leerders te voorsien.
- Identifisering van risikoblootgestelde skole: Multifunksionele spanne identifiseer die probleme wat deur hierdie skole ervaar word; ontwerp 'n strategie om die probleme onder leiding van 'n projekbestuurder aan te pak; waar nodig die steun van eksterne organisasies te bekom; voortgesette mislukking kan tot mentorskap/kuratorskap by hierdie skole lei; indien mislukking voortduur, kan hersamestelling van die skool geïmplementeer word.
- Multigraad-intervensie: Om skole wat meer as een graad per klas onderrig ondersteuning te bied in onderrigmetodes; Klem word geplaas op die benutting van IKT vir doeltreffende multigraad-onderrig.
- Vroeë Inskrywing-veldtog: Moedig skole aan om vroeg in die jaar met die inskrywingsproses vir leerders te begin vir finalisering teen die einde van die jaar; voltooiing van roosters en nominasie vir aanstelling van onderwysers ten einde te verseker dat onderrig op die eerste dag van die nuwe skooljaar kan begin; identifisering van "kritieke areas" met betrekking tot akkommodasie sodat gebeurlikheidsplanne in plek gestel kan word.
- Inklusiewe onderwys: Witskrif 6 vir Onderwys dui aan hoe die huidige onderwysstelsel omvorm behoort te word tot 'n inklusiewe onderwys- en opleidingstelsel ten einde toegang tot die kurrikulum en toepaslike steun vir alle leerders te verseker wat leerstoornisse ondervind. Dit spel die noodsaaklike strukture vir 'n inklusiewe onderwysstelsel uit: hoofstroomskole behoort ontwikkel te word tot volledige diensskole vir leerders wat lae en gemiddelde ondersteuningsvlakke benodig; spesiale skole behoort versterk te word om as hulptronsentra gespesialiseerde ondersteuningsdienste aan hoofstroomskole te bied; distriksgebaseerde steunspanne moet ontwikkel word deur 'n multifunksionele benadering wat gemeenskapsbetrokkenheid insluit; steunspanne op inrigtingsvlak moet in hoofstroomskole gevestig en ontwikkel word.

Die NSVP word eksklusief befonds uit 'n voorwaardelike toekenning wat via die Nasionale Tesourie ontvang word. Dit was nie moontlik om al die poste te befonds soos 'n werkstudieverslag bepaal nie, en dit veroorsaak dat daar 'n verhouding van tussen 37 en 103 skole vir een NSVP-personeelid by die OBOS'e is. Die maksimum aantal personeellede word uit die voorwaardelike toekenning befonds. Voorraadmoniteringstelsels by geteikende skole moet deurlopend hersien word en skuiwergate moet van tyd tot tyd aandag geniet. Broodaflewings deur bakkerie of ander vervoeropsies bereik skole om verskeie geldig redes nie altyd betyds nie. Die aantal dae waarop brood afgelewer moet word, word vanaf April 2007 tot twee keer per week verminder en dit is moontlik vir skole om gekookte maaltye voor te berei deur gedurende stakings of kragonderbrekings gasstowe te gebruik. Die ontwikkeling en onderhoud van groentetuine in hierdie provinsie word benadeel deur sanderige en rotsagtige grond. Werkswinkels word aangebied om toepaslike personeellede te leer hoe om hul eie kompos te maak en skole word aangemoedig om kompos te gebruik om die gehalte van die grond te verbeter.

Die distrikskantore en hul verskillende strukture besoek alle onderwysinrigtings en help hulle met kapasiteitsbou ten opsigte van verskillende scenario's om aksies wat uitgevoer moet word, bv. die aanstelling van nuwe beheerliggame, finansiële aangeleenthede, kurrikulum, ens.

ST201	OPENBARE GEWONESKOOLONDERWYS – Sleutelneigings						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
BETALINGS PER SUBPROGRAM (R'000)							
2.1 Openbare primêre skole	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379	
2.2 Openbare sekondêre skole	1,845,868	2,139,444	2,299,094	2,361,540	2,589,776	2,855,587	
2.3 Professionele dienste	165,385	166,918	189,683	231,357	272,788	288,321	
2.4 Menslikehulpbrontontwikkeling	3,186	11,665	13,047	24,018	35,679	108,398	
2.5 Voorwaardelike toekennings	36,191	49,337	48,313	50,729	54,494	58,253	
TOTAAL	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)							
Huidige betaling	4,386,315	4,734,420	5,269,025	5,701,865	6,504,198	7,240,746	
Kompensasie van werknemers	3,974,198	4,326,839	4,699,054	5,153,991	5,700,241	6,308,691	
Opvoeders	3,585,008	3,903,115	4,238,879	4,649,635	5,158,813	5,724,879	
Nie-opvoeders	389,190	423,724	460,175	504,356	541,428	583,812	
Goedere en dienste en ander huidige betalings	412,117	407,581	569,971	547,874	803,957	932,055	
Oordragte en subsidies	257,847	343,085	278,246	359,940	245,800	257,130	
Betalings vir kapitale bates	128,499	271,053	249,071	148,146	87,406	96,062	
TOTAAL	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
STATISTIEK OOR DOELTREFFENDHEID							
Leerders (e)	921,176	920,812	906,801	921,793	925,414	954,589	
Totale aantal moontlike leerderdae per leerder (b)	205	205	195	191	200	200	
Totale aantal leerderdae verloor weens afwesigheid (c)	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne nie beskikbaar is nie. Daar word voorsien dat hierdie inligting in die toekoms deur OBIS verkry sal word deur middel van die Jaarlikse Skoolopname.						
Aantal opvoeders (in openbare diens)	27,098	27,309	27,614	27,795	27,795	27,795	
Aantal opvoeders (in openbare diens) (Prim & Sek.)(d)	26,482	26,693	26,998	27,113	27,113	27,113	
Aantal opvoeders (in openbare diens) (kontrole)(d)	616	616	616	682	682	682	
Aantal permanente opvoeders wat openbare gewone skole verlaat het (e)	844	1,007	883	883	883	883	

ST201	OPENBARE GEWONESKOOLONDERWYS – Sleutelneigings						
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	
Afslytingsyfer vir permanente opvoeders (e/d)	Werklike 3%	Werklike 4%	Beraamde 3%	Beraamde 3%	Beraamde 3%	Beraamde 3%	Beraamde
Totale aantal moontlike werkdae per opvoeder (f)	205	205	199	195	204	204	204
Totale aantal werkdae verloor weens opvoederafwesigheid (g)	Geen historiese data beskikbaar nie	336,647	336,647	336,647	336,647	336,647	
Nie-artikel 21-skole wat LOOM op eerste dag van die skooljaar ontvang (h)	753	602	516	450	400	350	350
STATISTIEK OOR INKLUSIEWE ONDERWYS							
Leerders met hoë vlak van spesiale behoeftes in openbare gewone skole (i)	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne nie beskikbaar is nie. Daar word voorsien dat hierdie inligting in die toekoms deur OBIS verkry sal word deur middel van die Jaarlikse Skoolopname.						
STATISTIEK OOR SKOOLVOEDING							
Leerders wat baat vind by die voedingsprogram (j)	152,839	156,617	203,676	204,000	205,000	206,000	206,000
Program bereik in terme van gemiddelde dae per leerder (k)	170	170	170	170	170	170	170
STATISTIEK OOR SKOLIERVERVOER							
Leerders wat baat vind by skoliervoer (l)	45,731	46,700	46,700	46,900	46,900	46,900	46,900
▶ PRESTASIEMAATREËLS							
▶ PM201: Persentasie leerderdae gedek deur die voedingsprogram ((j x k) / (a x b))	13.8%	14.1%	19.6%	19.8%	18.7%	18.7%	18.7%
▶ PM202: Persentasie leerders met spesiale behoeftes in openbare gewone skole (i / a)	3.4%	3.5%	3.8%	4.2%	4.2%	4.2%	4.2%
▶ PM203: Persentasie openbare gewone skole met watervoorsiening	99%	100%	100%	100%	100%	100%	100%
▶ PM204: Persentasie openbare gewone skole met elektrisiteit	99%	100%	100%	100%	100%	100%	100%
▶ PM205: Aantal skole met toereikende aantal funksionele toilette	Geen historiese data beskikbaar nie	11%	11%	11%	11%	11%	11%
▶ PM206: Besteding op onderhoud as 'n persentasie van die waarde van die skoolinfrastruktuur	1.0%	0.7%	0.7%	0.2%	0.4%	0.5%	0.5%

OPENBARE GEWONESKOOLONDERWYS – Sleutelneigings							
ST201		2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde
▶ PM207:	Persentasie skole met meer as 40 leerders per klas	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
▶ PM208:	Persentasie nie-Artikel 21-skole met alle LOOM en ander aangevraagde materiaal gelewer op dag een van die skooljaar	109%	71%	55%	45%	38%	32%
▶ PM209:	Persentasie skole met Artikel 21-funksies	48.0%	58.6%	64.4%	68.9%	72.4%	76.0%
▶ PM210:	Persentasie werksdae verloor weens opvoederatwesigheid in openbare gewone skole (g / (d x f))	Geen historiese data beskikbaar nie	6.1%	6.2%	5.9%	5.9%	5.9%
▶ PM211:	Persentasie leerderdae verloor weens leerderatwesigheid in openbare gewone skole (c / (a x b))	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne nie beskikbaar is nie. Daar word voorsien dat hierdie inligting in die toekoms deur OBIS verkry sal word deur middel van die Jaarlikse Skoolopname.					
Let wel: Die aantal skole met watervoorsiening en elektrisiteit (gebruik vir PM203 en PM204) kan gevind word in die tabelle oor primêre en sekondêre skole. Bronne: Provinsiale Begrotingsverklaring (2007).							

ST202	OPENBARE PRIMêRE SKOLE – Sleutelneigings						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)							
Huidige betaling	2,528,721	2,690,480	3,008,394	3,250,545	3,698,395	4,085,730	
Kompensasie van werknemers	2,301,283	2,499,115	2,752,293	2,984,849	3,293,879	3,663,011	
Opvoeders	2,101,279	2,281,917	2,513,453	2,725,828	3,017,280	3,364,549	
Nie-opvoeders	200,004	217,198	238,840	259,021	276,599	298,462	
Goedere en dienste en ander huidige betalings	227,438	191,365	256,101	265,696	404,516	422,719	
Oordragte en subsidies	116,300	174,582	140,996	203,351	134,325	140,531	
Betalings vir kapitale bates	77,010	116,132	96,815	88,411	51,947	57,118	
TOTAAL	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379	
PERSONEELVOORSIENING							
Aantal opvoeders (in openbare diens) (a)	16,317	16,441	16,715	16,830	16,830	16,830	
Aantal nie-opvoeders (in openbare diens)	3,577	3,608	3,487	3,629	3,629	3,629	
INSKRYWING							
Leerders in openbare primêre skole (b)	582,753	572,328	588,023	584,374	590,396	593,267	
L:O:verhouding in openbare primêre skole (b/a)	35.7	34.8	35.2	34.7	35.1	35.3	
Leerders graad 1 tot graad 7 (c)	582,682	572,328	559,299	586,390	597,980	605,055	
van wie gestremde leerders							
van wie vroulik	286,729	281,069	274,128	289,090	295,402	298,897	
Geslagsgelykheid-indeks	0.94	0.94	0.94	0.95	0.95	0.95	
INRIGTINGS & INFRASTRUKTUUR							
Skole	1,107	1,108	1,104	1,104	1,104	1,104	
Aantal skole met Artikel 21-funksies	517	643	709	761	800	839	
Aantal skole tot geen-skoolgeld-skole verklaar	0	0	547	547	547	547	
Aantal skole met watervoorsiening	1,100	1,108	1,104	1,104	1,104	1,104	
Aantal skole met elektrisiteit	1,093	1,108	1,104	1,104	1,104	1,104	
Aantal skole met toereikende aantal funksionele toilette		115	115	117	117	117	
Klaskamers (d)	20,078	20,197	20,433	20,727	20,781	20,835	
Leerder:klaskamer-verhouding (b/d)	29.0	28.3	28.8	28.2	28.4	28.5	
Skole met meer as 40 leerders per klas	0	0	0	0	0	0	

ST202	OPENBARE PRIMÊRE SKOLE – Sleutelneigings (vervolg)					
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde
BESTEDING OP ONDERHOUD (R'000)						
Besteding op skoolonderhoud	70,425	52,667	59,871	16,814	34,909	57,333
Vervangingswaarde van alle onroerende skoolinfrastruktuur (R'000)	7,200,000	8,000,000	8,000,000	8,800,000	9,680,000	10,648,000
STATISTIEK OOR UITSETTE/OUTPUT EN DOELTREFFENDHEID						
Aantal graad 3-leerders wat gestandaardiseerde toetse aflê (e)	34,487	Toetsing slegs elke 2de jaar gedoen	91,171	Toetsing slegs elke 2de jaar gedoen	92,000	Toetsing slegs een keer elke 2de jaar gedoen
Aantal graad 3-leerders wat aanvaarbare uitkomstes bereik (f)	Geletterdheid: 13,622 Geswyferdheid: 12,684		45,585		42,320	
Aantal graad 6-leerders wat gestandaardiseerde toetse aflê (g)	Toetsing slegs elke 2de jaar gedoen	31,726	Toetsing slegs elke 2de jaar gedoen	68 805	Toetsing slegs elke 2de jaar gedoen	69 493
Aantal graad 6-leerders wat aanvaarbare uitkomstes bereik (h)		Geletterdheid: 13,357 Geswyferdheid: 5,457		37 843		41 696
Aantal graad 1 - tot 7-leerders wat hul graad herhaal (i)						
Sien nota onder Tabel ST205 oor herhalers						
► PRESTASIEMAATREËLS						
► PM212: Die prestasieverhouding van die mins bevooroordeelde skole tot die mees bevooroordeelde skole met betrekking tot graad 3	58%	Toetsing slegs elke 2de jaar gedoen	62%	Toetsing slegs elke 2de jaar gedoen	66%	Toetsing slegs elke 2de jaar gedoen
Sien nota onder Tabel ST205 oor herhalers						
► PM213: Herhaalsyfer in graad 1 tot 7 (i/c)	Sien nota onder Tabel ST205 oor herhalers					
► PM214: Persentasie leerders in graad 3 wat aanvaarbare uitkomstes in geswyferdheid, geletterdheid en lewensvaardighede bereik (f/e)	Geletterdheid: 39,5% Geswyferdheid: 37,3%	Toetsing slegs elke 2de jaar gedoen	50%	Toetsing slegs elke 2de jaar gedoen	60%	Toetsing slegs elke 2de jaar gedoen
► PM215: Persentasie leerders in graad 6 wat aanvaarbare uitkomstes in geswyferdheid, geletterdheid en lewensvaardighede (h/g)	Toetsing slegs elke 2de jaar gedoen	Geletterdheid: 42,1% Geswyferdheid: 17,2%	Toetsing slegs elke 2de jaar gedoen	50%	Toetsing slegs elke 2de jaar gedoen	60%

* Graad 3 leerders skryf die WKOD Geletterdheid- en Geswyferdheidstoets elke tweede jaar bv. 2004, 2006, ens.

* Graad 6 leerders skryf die WKOD Geletterdheid- en Geswyferdheidstoets elke tweede jaar bv. 2004, 2006, ens.

ST203	OPENBARE SEKONDÊRE SKOLE – Sleutelneigings						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
BETALING PER EKONOMIESE EKONOMIESE KLASIFIKASIE (R'000)							
Huidige betaling	1,705,020	1,844,405	2,039,823	2,167,031	2,465,595	2,723,821	
Kompensasie van werknemers	1,551,268	1,696,412	1,809,472	1,989,900	2,195,917	2,442,008	
Opvoeders	1,394,249	1,524,702	1,621,824	1,788,787	1,981,156	2,210,272	
Nie-opvoeders	157,019	171,710	182,648	201,113	214,761	231,736	
Goedere en dienste en ander huidige betalings	153,752	147,993	230,351	177,131	269,678	281,813	
Oordragte en subsidies	89,690	140,592	109,470	135,568	89,550	93,687	
Betaling vir kapitale bates	51,158	154,447	149,801	58,941	34,631	38,079	
TOTAAL	1,845,868	2,139,444	2,299,094	2,361,540	2,589,776	2,855,587	
PERSONEELVOORSIENING							
Aantal opvoeders (in openbare diens) (a)	10,165	10,252	10,283	10,283	10,283	10,283	
Aantal nie-opvoeders	2,631	2,653	2,525	2,667	2,667	2,667	
INSKRYWING							
Leerders in openbare sekondêre skole (b)	338,423	348,484	318,778	362,090	368,892	372,135	
L:O- verhouding in openbare sekondêre skole (b/a)	33.3	34.0	31.0	35.2	35.9	36.2	
Leerders graad 8 tot graad 12 (c)	339,561	348,484	328,591	335,403	327,434	349,534	
van wie gestremde leerders	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne van leerders wat beide Wiskunde en Natuur- en Skeikunde neem nie beskikbaar is nie.						
van wie vroulik (d)	181,385	186,107	176,225	185,416	181,010	193,227	
Geslagsgelykheid-indeks	1.1	1.1	1.1	1.2	1.2	1.2	
Vroue in graad 10 tot 12 wat beide wiskunde en wetenskap neem (e)	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne van leerders wat beide Wiskunde en Natuur- en Skeikunde neem nie beskikbaar is nie.						
INRIGTINGS & INFRASTRUKTUUR							
Skole	340	345	346	346	346	346	
Aantal skole met Artikel 21-funksies	177	208	225	238	250	263	
Aantal skole tot geen-skoolgeld-skole verklaar	-	0	105	105	105	105	
Aantal skole met watervoorsiening	337	345	346	346	346	346	
Aantal skole met elektrisiteit	337	345	346	346	346	346	
Aantal skole met toereikende aantal funksionele toilette	Geen historiese data beskikbaar nie	47	47	47	47	47	

ST203	OPENBARE SEKONDÊRE SKOLE – Sleutelneigings (vervolg)									
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde				
Aantal skole met 'n wetenskaplaboratorium	309	314	318	332	337	347				
Klaskamers (f)	10,711	10,825	11,056	11,259	11,329	11,417				
Leerder:klaskameramer-verhouding (b/f)	31.6	32.2	28.8	32.2	32.6	32.6				
Skole met meer as 40 leerders per klas	0	0	0	0	0	0				
BESTEDING OP ONDERHOUD (R'000)										
Besteding op skoolonderhoud	35,212	26,333	29,935	8,407	17,454	28,667				
Vervangingswaarde van alle onroerende skoolinfrastruktuur (R'000)	3,600,000	4,000,000	4,000,000	4,400,000	4,840,000	5,324,000				
STATISTIEK VAN UITSETTE EN DOELTREFFENDHEID										
Aantal graad 9-leerders wat gestandaardiseerde toetse aflê (g)	78 964	82 169	78,584	81,691	65,863	72,700				
Aantal graad 9-leerders wat aanvaarbare uitkomstes bereik (h)	60 013	64 092	65,291	66,987	55,325	62,522				
Aantal graad 8- tot 12-leerders wat hul graad herhaal (i)	Sien nota onder Tabel ST205 oor herhalers									
Ouderdom van bevolking ouderdom 18 (j)	89,249	83,524	84,605	86,392	88,200	89,918				
Aantal leerders wat SS-eksamens aflê (k)	38 886	38 586	39,824	40,100	41,000	42,000				
Aantal leerders wat SS-eksamens slaag (l)	33 066	32 573	33,316	34,085	35,260	36,540				
Aantal leerders wat met endossement slaag	10 524	10 394	10,589	11,000	11,200	11,600				
SS-slaagsyfer (l/k)	85.0%	84.4%	83.7%	85.0%	86.0%	87.0%				
Aantal SS-kandidate wat beide wiskunde en wetenskap slaag (m)	Geen historiese data beskikbaar nie									
Aantal skole wat SS-eksamens aflê	386	386	389	389	389	389				
Aantal skole met 'n SS-slaagsyfer laer as 40%	14	9	6	0	0	0				
SS-slaagsyfer van kwintiel 1-skole (n)	67.8%	69.5%	77.1%	79.5%	82.5%	85.0%				
SS-slaagsyfer van kwintiel 5-skole (o)	98.3%	98.1%	98.7%	98.9%	99.1%	99.3%				

OPENBARE SEKONDÊRE SKOLE – Sleutelneigings (vervolg)						
ST203	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde
► PRESTASIEMAATREËLS						
► PM216: Persentasie meisleerders wat wiskunde en wetenskap in graad 10 tot 12 neem (e/d)	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne van leerders wat beide Wiskunde en Natuur- en Skeikunde neem nie beskikbaar is nie.					
► PM217: Die prestasiesyfer van die mins beoordeelde skole tot die mees beoordeelde skole met betrekking tot graad 12-slaagsyfer (n/o)	69%	71%	78%	80%	83%	86%
► PM218: Herhaalsyfer in graad 8 tot 12 (i/c)	Sien nota onder Tabel ST205 oor herhalers					
► PM219: Slaagsyfer in graad 12-eksamens (l/i)	37.0%	39.0%	39.4%	39.5%	40.0%	40.6%
► PM220: Slaagsyfer in graad 12 vir wiskunde en wetenskap (m/l)	Geen historiese data beskikbaar nie	11.6%	11.2%	11.1%	11.1%	11.1%
► PM221: Persentasie leerders in graad 9 wat aanvaarbare onderwysuitkomstes bereik (h/g)	76%	78.0%	83.1%	82.0%	84.0%	86.0%
Let wel: PM216 tel deelname aan wiskunde en wetenskap op beide die HG- en SG-vlakke						

ST204	OPENBARE GEWONESKOOLONDERWYS											
	Skole volgens die laagste en die hoogste graad (2005)											
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Gr 1	-	1	19	8	8	145	747	81	72	0	0	38
Gr 2					1		1				0	0
Gr 3							1				0	0
Gr 4							14	2			0	0
Gr 5											0	0
Gr 6											0	0
Gr 7									4		0	1
Gr 8									3	1	3	294
Gr 9											1	2
Gr 10												2
Gr 11												0
Gr 12												1
Totale primêre skole (prog. 2.1)							1 104	Sek. Skole (prog. 2.2)				346

Let wel: Die grade in die linkerkantse kolom dui die laagste graad beskikbaar in elke skool aan, en die grade langsna die boonste ry dui die hoogste graad aan. **Bron:** Jaalike Skoleopname (2005).

ST205	OPENBARE GEWONESKOOLONDERWYS					
	Besonderhede van vloeikoers (2006)					
	Leerders 2005*	Leerders 2006*	Herhalers**	Herhaal- syfer	Skool- verlaters***	Skoolverlaatsyfer
Gr 1	93 515	89,689	-	0%	-	0%
Gr 2	94 231	86,697	-	0%	-	0%
Gr 3	80 695	90,430	-	0%	-	0%
Gr 4	80 809	80,886	-	0%	-	0%
Gr 5	74 984	78,092	-	0%	-	0%
Gr 6	66 141	73,336	-	0%	-	0%
Gr 7	81 953	65,452	-	0%	-	0%
TOTAAL GR 1 TOT 7	572,328	564,591	-	0%	-	0%
Gr 8	88 778	80,007	-	0%	-	0%
Gr 9	82 169	81,166	-	0%	-	0%
Gr 10	81 577	83,490	-	0%	-	0%
Gr 11	56 657	57,381	-	0%	-	0%
Gr 12	39 303	40,166	-	0%	-	0%
TOTAAL GR 8 TOT 12	348,484	342,210	-	0%	-	0%

Voetnotas

Alle syfers verteenwoordig die situasie in die skooljare 2005 en 2006.

* - Bron – Jaalike Skoleopname 2005 en (CEMIS Huidig – 13 Oktober 2006) 2006.

** Die WKOD het in die verlede herhaleringligting in saamgestelde formaat van skole verkry, drie maande in die nuwe akademiese jaar in. Ons oudits wat by geselekteerde skole gedoen is, het getoon dat hierdie inligting nie altyd akkuraat was nie. In 2006 het ons die leerdernaspringstelsel geïmplementeer en 2006 is as 'n loodsjaar beskou waarin ons groeipyne kon uitstryk. Ons het in 2006 die aanlynbevorderingsproses suksesvol afgehandel en in 2007 is die kitsopname aanlyn gedoen. In die volgende verslag sal ons in staat wees om terugvoer te gee oor al die herhalers in die provinsie.

*** Die WKOD het in die verlede uitvallerinligting in saamgestelde formaat van skole verkry, drie maande in die nuwe akademiese jaar in. Ons oudits wat by geselekteerde skole gedoen is, het gewys dat hierdie inligting nie altyd akkuraat was nie. In 2007 het ons 'n aanlynkitsopname geïmplementeer en ons sal ook aan die einde van 2007 se akademiese jaar 'n aanlynbevorderingsproses implementeer. In die volgende verslag sal daar gerapporteer word oor die leerders wat in 2007 uitgeval het.

ST206		OPENBARE GEWONESKOOLONDERWYS			
		Opvoeder- en leerderbywoning (2006)			
		<i>Per kop</i>	<i>Potensiële verlore leer- en onderrigdae</i>	<i>Verlore dae*</i>	<i>% dae verlore</i>
OPVOEDERS *					
2.1 Openbare primêre skole		16,830	3,349,170		
2.2 Openbare sekondêre skole		10,283	2,046,317		
TOTAAL		27,113	5,395,487		
LEERDERS					
2.1 Openbare primêre skole		588,023	114,664,485	Die aantal verlore dae kan tans nie bereken word nie aangesien akkurate databronne nie beskikbaar is nie. Daar word voorsien dat hierdie inligting in die toekoms deur OBIS verkry sal word deur middel van die Jaarlikse Skoolopname.	
2.2 Openbare sekondêre skole		318, 778	62,161,710		
TOTAAL		906,801	176,826,195		

* Bron: Posvoorsiening 2006

ST207		OPENBARE GEWONESKOOLONDERWYS				
		Leerder/opvoeder ratio's per kwintiel (2006)				
	<i>Leerders</i>	<i>Opvoeders in openbare diens *</i>	<i>Openbare L:O</i>	<i>Opvoeders in privaat diens **</i>	<i>Totale getal opvoeders</i>	<i>Effektiewe L:O-ratio</i>
2.1 Openbare primêre skole	570,819	14,950	38.2	2,983	17,933	31.8
Kwintiel 1 (armste)	47,113	1,437	32.8	122	1,559	30.2
Kwintiel 2	53,421	1,425	37.5	98	1,523	35.1
Kwintiel 3	130,753	3,380	38.7	200	3,580	36.5
Kwintiel 4	165,304	4,271	38.7	543	4,814	34.3
Kwintiel 5 (mins arm)	174,228	4,437	39.3	2,020	6,457	27.0
2.1 Openbare sekondêre skole	335,982	9,884	34.0	1,334	11,218	30.0
Kwantiel 1 (armste)	11,726	305	38.4	4	309	37.9
Kwantiel 2	20,660	610	33.9	15	625	33.1
Kwantiel 3	80,101	2,388	33.5	33	2,421	33.1
Kwantiel 4	86,678	2,587	33.5	108	2,695	32.2
Kwantiel 5 (mins arm)	136,817	3,994	34.3	1,174	5,168	26.5

* Bron: Persal

** Bron: Kitsopname 2006

ST208	OPENBARE GEWONESKOOLONDERWYS			
	Hulpbronvoorsiening via die Skoolbefondsingsnorme (2007/08)			
<i>Programme/Wetlike status/Armoede- kwintiele</i>	<i>Skole</i>	<i>Totale besteding (R'000)</i>	<i>Leerders</i>	<i>Besteding per leerder R</i>
2.1 Openbare primêre skole				
Nie-Artikel 21-skole	393	101,245	212,443	477
Kwintiel 1 (armste)	104	16,345	22,144	738
Kwintiel 2	35	13,736	20,289	677
Kwintiel 3	95	42,529	76,826	554
Kwintiel 4	100	21,391	57,990	369
Kwintiel 5 (mins arm)	59	7,244	35,194	206
Artikel 21-skole	699	131,886	358,376	368
Kwintiel 1 (armste)	168	18,428	24,969	738
Kwintiel 2	67	22,406	33,132	677
Kwintiel 3	78	29,876	53,927	554
Kwintiel 4	149	39,574	107,314	369
Kwintiel 5 (mins arm)	237	21,602	139,034	155
TOTAAL	1,092	233,131	570,819	408
2.2 Openbare sekondêre skole				
Nie-Artikel 21-skole	129	67,255	136,168	494
Kwintiel 1 (armste)	10	6,700	9,078	738
Kwintiel 2	11	9,272	13,695	677
Kwintiel 3	46	29,240	52,808	554
Kwintiel 4	37	13,178	33,543	393
Kwintiel 5 (mins arm)	25	8,865	27,044	328
Artikel 21-skole	229	66,807	199,814	334
Kwintiel 1 (amste)	4	1,954	2,648	738
Kwintiel 2	8	4,715	6,965	676
Kwintiel 3	26	15,120	27,293	554
Kwintiel 4	55	20,513	53,135	386
Kwintiel 5 (mins arm)	136	24,505	109,773	223
TOTAAL	358	134,062	335,982	399
Totaal vir Nie-Artikel 21-skole	522	168,500	348,611	483
Totaal vir Artikel 21-skole	928	198,693	558,190	356
Totaal vir Kwintiel 1	286	43,427	58,839	738
Totaal vir Kwintiel 2	121	50,129	74,081	677
Totaal vir Kwintiel 3	245	116,765	210,854	554
Totaal vir Kwintiel 4	341	94,656	251,982	376
Totaal vir Kwintiel 5	457	62,216	311,045	200
GROOTTOTAAL	1,450	367,193	906,801	405
Program 2 nie-personeel nie-kapitale begroting		848,217		
Topsnit-vlak		56.7%		

B.3 Subsidies aan onafhanklike skole

Die volgende is die meetbare doelwitte (▲) wat verband hou met program 3, en hul prestasiemaatreëls (►):

	<i>Meetbare doelwitte</i>	<i>Prestasiemaatreëls</i>
<i>Gehalte</i>	▲ Om te verseker dat gehalte-onderwys in onafhanklike skole plaasvind.	▲ PM301: Persentasie befondste onafhanklike skole wat vir moniteringsdoeleindes besoek is

Gespesifiseerde beleide, prioriteit en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om toegang to gehalte-onderwys vir alle kinders in die provinsie te verseker.

- Om onafhanklike onderwys wat armer skole bedien op 'n glyskaal te ondersteun as 'n komplementerende komponent tot openbare onderwys.

- **Beleide en prioriteite:**

Grondwetlik mag enigeen 'n onafhanklike skool vestig en op eie koste bedryf onderhewig aan streng kriteria. Hierdie skole mag nie diskrimineer op grond van ras nie, moet gehalte-onderwys aanbied, wat nie laer is as dié van 'n soortgelyke skool nie en moet by die WKOD geregistreer wees.

Streng registrasiekriteria word toegepas, nl.

- Fasiliteite moet toepaslik wees en 'n sertifikaat van die Plaaslike Owerheid word vereis vir klaring om 'n onderwysinrigting te bedryf.
- Daar moet 'n geskrewe Grondwet wees.
- Onderwysers moet toepaslik gekwalifiseer wees.
- Die kurrikulum van die skool moet verseker dat die uitkomstes van die Nasionale Kurrikulum bereik word.

Alle onafhanklike skole wat by die WKOD geregistreer is, is geregtig om, afhangende van die Norme en Standaade vir die Befondsing van Onafhanklike Skole, maksimum subsidies te ontvang gelykstaande aan 60% van die koste per leerder in openbare skole. Alle onafhanklike skole wat om 'n subsidie aansoek doen en geregtig is op befondsing ingevolge die Befondsingsbeleid, ontvang 'n subsidie. Om volhoubaarheid te verseker, word subsidies egter slegs toegestaan na 'n jaar van in werking wees na registrasie.

Sodra aansoek gedoen is om 'n subsidie, besoek Distriksamptenare, wat 'n evaluering doen van die onderwysprogramme, die skole. Betaling word dan gemaak slegs indien 'n bevredigende verslag by die aansoek ingesluit word, tesame met 'n aanbeveling vir betaling.

Die WKOD moet verseker dat gehalte-onderwys in die onafhanklike skole plaasvind en sal skole in hierdie verband monitor. Die Senior Sertifikaat-uitslae van onafhanklike skole word jaarliks sorgvuldig gemonitor. Waar die skole nie presteer op standaardde bokant dié van openbare skole nie, word hulle in kennis gestel dat hulle die risiko loop gederegistreer te word.

Ontleding van vordering

Daar is tans 205 geregistreerde onafhanklike skole in die Wes-Kaap. Hierdie skole akkommodeer 'n verskeidenheid leerders uit diverse sosio-ekonomiese agtergronde en is belangrike en gewaardeerde vennote in onderwysvoorsiening in die provinsie.

Die WKOD betaal tans subsidies aan 82 onafhanklike skole in die Wes-Kaap. Hierdie onafhanklike skole bied leergeleenthede vir benadeelde leerders in die provinsie.

Ontleding van beperkinge en beoogde maatreëls om dit te oorkom

'n Paar onafhanklike skole het 'n baie swak rekord wat betref die sistemiese toetsing op graad 3- en 6-vlakke en in graad 12. Daar is ook gereeld klagtes van leerders en ouers. Die WKOD monitor hierdie skole om te verseker dat hulle gehalte-onderwys voorsien.

Die deurvoer- en uitsetsyfers sowel as die uitslae van die onafhanklike skole wat 'n subsidie ontvang, word sorgvuldig gemonitor. Subsidies sal dienoreenkomstig aangepas word as dit bevind word dat skole konsekwent swak resultate oplewer.

ST301	SUBSIDIES AAN ONAFHANKLIKE SKOLE – Sleutelneigings									
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde				
BETALINGS PER SUBPROGRAM (R'000)										
3.1 Primêre fase	15,673	17,432	19,270	22,327	23,287	24,335				
3.2 Sekondêre fase	14,088	15,013	14,857	17,214	17,954	18,762				
TOTAAL	29,761	32,445	34,127	39,541	41,241	43,097				
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)										
Huidige betaling	-	-	-	-	-	-				
Kompensasie van werknemers	-	-	-	-	-	-				
Goedere en dienste en ander huidige betalings	-	-	-	-	-	-				
Oordragte en subsidies	29,761	32,445	34,127	39,541	41,241	43,097				
Betalings vir kapitale bates	-	-	-	-	-	-				
TOTAAL	29,761	32,445	34,127	39,541	41,241	43,097				
PERSONEELVOORSIENING										
Aantal opvoeders (in openbare diens)	-	-	-	-	-	-				
INSKRYWING										
Leerders in onafhanklike skole wat 'n subsidie ontvang	16,747	16,837	17,964	17,602	17,816	18,050				
3.1 Primêre fase	10,973	11,177	11,843	11,402	11,516	11,650				
3.2 Sekondêre fase	5,774	5,660	6,121	6,200	6,300	6,400				
Leerders in nie-gesubsidieerde onafhanklike skole	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne nie beskikbaar is nie. Daar word voorsien dat hierdie inligting in die toekoms deur OBIS verkry sal word deur middel van die Jaarlikse Skoolopname.									
Graad 1 tot 7										
Graad 8 tot 12										
TOTAAL (alle leerders van onafhanklike skole)	16,747	16,837	17,964	17,602	17,816	18,050				
INRIGTINGS										
Skole wat 'n subsidie ontvang	75	81	87	87	87	87				
3.1 Primêre fase	55	60	65	65	65	65				
3.2 Sekondêre fase	20	21	22	22	22	22				
Skole wat nie 'n subsidie ontvang nie	100	104	118	118	118	118				
TOTAAL	175	185	205	205	205	205				
Gesubsidieerde skole wat gedurende die jaar vir moniteringsdoeleindes besoek is (b)	-	-	0	44	44	44				
► PRESTASIEMAATREËL										
► PM30f: moniteringsdoeleindes besoek is (b/a)	-	-	0%	50.6%	50.6%	50.6%				
► PM30f: van onafhanklike skole wat vir	-	-	0%	50.6%	50.6%	50.6%				

ST302		SUBSIDIES AAN ONAFHANKLIKE SKOLE		
Hulpbronvoorsiening via die Skoolbefondsingsnorme (2006)				
<i>Subsidievlak</i>	<i>Skole</i>	<i>Totale besteding (R'000)</i>	<i>Leerders</i>	<i>Besteding per leerder R</i>
60 % (armste)	21	19,052	6,205	3,070
40%	25	8,931	4,078	2,190
25%	18	4,280	3,078	1,391
15%	18	1,864	2,841	656
0% (mins arm)	5	0	1,762	0
TOTAAL	87	34,127	17,964	1,900
<p>Let wel: Subsidievlakke hou verband met skoolgeldvlakke op 'n vyfpunt- progressiewe skaal. Skools wat die laagste vlak vra, sal vir die hoogste vlak van die subsidie kwalifiseer. Skole wat skoolgeld vra wat die afsonderlike provinsiale gemiddelde ramings per leerder in Primêre of Sekondêre fases van openbare gewone skole respektiewelik met 2.5 keer oorskry, word geag 'n hoogs vermoënde kliëntebasis te bedien, en 0% subsidie sal uit openbare fondse aan hulle betaal word. Bron: Kennisgewing 20 van 2003</p>				

B.4 Openbare spesialeskoolonderwys

Die volgende is die meetbare doelwitte (▲) wat met program 4 verband hou, en hul prestasiemaatreëls (►):

	<i>Meetbare doelwitte</i>	<i>Prestasiemaatreëls</i>
<i>Toegang</i>	▲ Om toegang tot spesiale skole te bied in ooreenstemming met beleid en die beginsels van inklusiewe onderwys	► PM401: Persentasie kinders met spesiale behoeftes van verpligte skoolgaande ouderdom nie by onderwysinrigtings ingeskryf nie

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om toegang tot gehalte-onderwys vir alle kinders wat in die provinsie woon te verseker.

- Om plek in openbare spesiale skole te voorsien in ooreenstemming met beleid en die beginsels van inklusiewe onderwys
- Om toegang tot openbare spesialeskoolonderwys vir leerders uit voorheen gemarginaliseerde groepe te verbeter
- Om sielkundige, sosiale, mediese, terapeutiese en leersteun te bied aan leerders wat 'n hoë vlak van steun nodig het sowel as aan leerders in die hoofstroom
- Om effektiewe en inklusiewe onderwys vir leerders wat leerstoornisse ondervind te bied
- Om te verseker dat die vloei van leerders deur openbare spesiale skole minimaal is
- Om die hoogs moontlike onderwysuitkomstes te bereik onder leerders aan openbare spesiale skole

Om effektiewe bestuur en beheer in al die leeromgewings en steunstrukture te verseker

- Om steun ten opsigte van bestuur en beheer nader aan skole te bring deur die werk van die distrikskantore en ander professionele dienste
- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne regoor die stelsel te verseker
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehaltebevordering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele steun aan alle openbare spesiale skole te voorsien

Om opvoeders toe te rus en te ondersteun in hul pogings om effektiewe onderwys te voorsien

- Om opvoeders vir die openbare spesiale skole te voorsien in ooreenstemming met beleid
- Om die professionele gehalte van die onderrigkorps te ontwikkel deur middel van deurlopende professionele steun
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel om sodoende onderrig en leer te bevorder en kurrikulumsteun te bied
- Om opvoeders toe te rus om effektiewe kurrikulumontwikkeling, -lewering en -steun te verseker
- Om gefokusde opvoederontwikkelingsprogramme te loods deur die Kaapse Onderwysinstituut (KOI)
- Om gespesialiseerde onderwyssteun aan onderwysers te bied
- Om menslikehulpbronontwikkeling te bied in ooreenstemming met die Wet op Vaardigheidsontwikkeling
- Om minimum standaarde vir spesiale onderwysdienste vir leerders te implementeer wat emosionele en/of gedragsprobleme ondervind of die risiko loop om daaraan blootgestel te word

- **Beleid en prioriteite:**

Oordragbetalings aan spesiale skole word bepaal op grond van die aantal leerders sowel as die gewigte gebaseer op die verskillende leerstoornisse, soos gestipuleer in die Wet op die Indiensneming van Opvoeders, 1998. Die oordragbetalings sluit in subsidies vir vergoeding van busbestuurders en klasassistente, vervoer, hostelakkommodasie, LOOM, professionele en spesiale dienste en administratiewe kostes. Skoolgebaseerde bestuurspanne by OBOS'e en SBL'e monitor besteding en kwartaallike finansiële verslag word by die WKOD ingedien. Geouditeerde state word voor die einde van Junie van die volgende jaar by die WKOD ingedien.

Diensstate vir spesiale skole word bepaal op grond van die aantal leerders en die gewigte gebaseer op die verskillende leerstoornisse, binne die toegestane poste, soos bepaal deur die Posvoorsieningsnorme vir spesiale skole.

Die rasionalisering van spesiale skole in die provinsie ten einde toeganklikheid vir leerders met leerstoornisse te bevorder is 'n prioriteit. Die versterking van spesiale skole/hulpbronsentrums is krities belangrik om gespesialiseerde steun te bied vir die hoofstroom en voldiensskole in samewerking met die distriksgebaseerde steunspanne. Hierdie prioriteit is ook gekoppel aan die nasionale Inklusiewe Onderwys-veldtoetsingsprojek in die drie nodale sones van die provinsie en sluit in die opgradering van kapasiteit om gespesialiseerde dienste te bied aan leerders met 'n hoë vlak van ondersteuningsbehoefes, en die opgradering van fisiese fasiliteite van skole om toeganklikheid te verbeter.

Ontleding van vordering

Daar is tans 14 199 leerders in die 67 spesiale skole waarvan sewe die VOO-kurrikulum aanbied. Die leerderinskrywing van die Kaapse Akademie vir Wiskunde, Wetenskap en Tegnologie is verhoog tot 274 leerders en die kurrikulum is uitgebrei tot graad 12. Twee wetenskaplaboratoriums is ingewy en finale hostelfasiliteite is opgradeer. Daar is tans 274 leerders (graad 10 tot 12) by die Akademie.

Weens die groot aanvraag na plasing van leerders by Vaardigheidsskole, is twee nuwe skole gevestig, naamlik die Mitchell's Plain Vaardigheidsskool en die Siviwe Vaardigheidsskool in Gugulethu.

Die Departement van Kultuursake en Sport en die WKOD het gesamentlik die Wes-Kaapse Sportskool in Kuilsrivier gevestig.

Opleiding van personeel van jeugsentra en die steundienste by OBOS'e in vaardighede vir die hantering van uitdagende gedrag, en die opleiding van personeel as fasiliteerders van jeugontwikkelingsprogramme vir die *Mapping the Future*-program en die Dwelminligtingsprogram is by al die OBOS'e opgelei. OBOS-steunpersoneel en personeel van jeugsentra is opgelei in die ontwikkeling van terapeutiese vaardighede, d.i. herstellend, onderhoudvoering, herstellende groepintervensie, dwelMBERADING en hantering van die seksoortreder. Altesaam 631 personeel dede het deelgeneem aan die opleidingsprogramme.

Minimum standaard vir spesiale onderwysdienste vir risikoblootgestelde leerders is goedgekeur en na OBOS'e versprei vir implementering. Die doel van hierdie standaard is om te verseker dat dienste effektief en bevoegd is, dat die beginsels van die SA Grondwet, ander wetgewing en internasionale instrumente (UN Konvensie oor die Regte van die Kind) gehandhaaf word asook om uitdagings ten opsigte van voorsiening te identifiseer en die kapasiteit en hulpbronne te bou om die skole te ontwikkel.

Ontleding van beperkinge en beoogde maatreëls om dit te oorkom

Die huidige voorsiening in die spesialeskoolsektor is ontoereikend om die groot aantal leerders met leerstoornisse wat na spesiale skole verwys word, te akkommodeer. Dit lei tot waglyste by die bestaande spesiale skole. Die beoogde rasionalisasie van spesiale skole het ten doel om dienslewering en toeganklikheid te verbeter ten einde meer leerders te akkommodeer. Alhoewel die beskikbaarheid van genoegsame befondsing en bykomende KS-opvoederposte vir die uitbreiding van die kapasiteit van spesiale skole oor die kort termyn 'n uitdaging is, sal maniere om hierdie kwessie te hanteer, oor die medium tot lang termyn gedebatteer word.

Leerders wat ernstige emosionele, gedrags- en sielkundige leerstoornisse manifesteer, kan nie by die huidige spesiale skole of jeugsentra geakkommodeer word nie. Hierdie onderwysinrigtings het nie die kapasiteit om die intensiewe vlak van steun en behandeling te bied wat vereis word nie. Die diensleweringmodelle van die Departement van Gesondheid en Maatskaplike Ontwikkeling is net so ontoereikend om hierdie gespesialiseerde dienste aan te bied. Gevolglik kan hierdie ongelukkige leerders nie effektiewe toegang tot die kurrikulum verkry of toereikende sorg en terapeutiese programme kry nie. Sommige leerders bots met die gereg as gevolg van die gebrek aan dienste en word gekriminaliseer in die proses en dan ingevolge die Kindersorg Wet, 1983 en die Wet op Kriminele Prosedures, 1977 na jeugsentra en spesiale jeugsentra onderskeidelik verwys. Dit word beoog om met die relevante susterdepartemente in gesprek te tree oor hierdie gaping in dienslewering.

ST401	OPENBARE SPESIALESKOOLONDERWYS – Sleutelneigings						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
BETALINGS PER SUBPROGRAM (R'000)							
4.1 Skole	345,224	366,447	386,038	410,444	434,602	459,353	
4.2 Professionele dienste	0	0	1	1	1	1	
4.3 Menslikehulpbrontontwikkeling	0	0	1	1	1	1	
TOTAAL	345,224	366,447	386,040	410,446	434,604	459,355	
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)							
Huidige betaling	275,434	294,556	309,150	330,980	351,721	372,743	
Kompensasie van werknemers	273,315	291,577	305,235	325,964	346,337	367,117	
Opvoeders	216,114	225,010	235,550	251,547	267,268	283,304	
Nie-opvoeders	57,201	66,567	69,685	74,417	79,069	83,813	
Goedere en dienste en ander huidige betalings	2,119	2,979	3,915	5,016	5,384	5,626	
Oordragte en subsidies	69,790	71,735	76,890	79,466	82,883	86,612	
Betalings vir kapitale bates	0	156	0	0	0	0	
TOTAAL	345,224	366,447	386,040	410,446	434,604	459,355	
PERSONEELVOORSIENING							
Aantal opvoeders (in openbare diens)	1,480	1,480	1,528	1,528	1,528	1,528	
Aantal nie-opvoeders (in openbare diens)	904	905	904	904	904	904	
INSKRYWING							
Tot en met en insluitend graad 7	10,791	9,444	9,536	9,665	9,615	9,585	
Graad 8 en hoër	4,031	4,411	4,812	5,430	5,825	6,130	
INRIGTINGS & INFRASTRUKTUUR							
Skole	76	70	67	67	67	67	
► PRESTASIEMAATREËLS							
► PM401: Persentasie kinders met spesiale behoeftes ouderdom 6 tot 15 nie by onderwysinrigtings ingeskryf nie.	2%	3.7%*	2%	2%	2%	2%	

* Statistiek en persentasies gebaseer op 2005 Algemene Huishoudelike Opname

B.5 Verdere Onderwys en Opleiding

Die volgende is die meetbare doelwitte (▲) wat met program 5 verband hou, en hul prestasiemaatreëls (►):

	<i>Meetbare doelwitte</i>	<i>Prestasiemaatreëls</i>
<i>Toegang</i>	▲ Om die VOO-kollegesektor uit te brei in terme van die ekonomiese en sosiale behoeftes van die land.	► PM501: Aantal VOO-kollegestudente in verhouding tot jeug in die provinsie
<i>Equity</i>	▲ Om deelname deur histories gemarginaliseerde groepe aan VOO-inrigtings te bevorder.	► PM502: Persentasie vroulike studente in tegniese velde
<i>Uitset</i>	▲ Om die suksessyfer in die VOO-kollegesektor te verbeter.	► PM503: VOO-kollege-deurvoersyfer
<i>Gehalte</i>	▲ Om toepaslike en responsiewe gehalte-VOO-leergeleenthede te voorsien.	► PM504: Persentasie leerders in leerderskappe geplaas deur VOO-kolleges

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om toegang tot gehalte-VOO-kollegeonderwys vir almal in die provinsie te verseker

- Om plek vir leerders in VOO-kolleges te voorsien in ooreenstemming met beleid
- Om kennis van en toegang tot VOO-kollegeonderwys vir leerders uit vorige gemarginaliseerde groepe ver verbeter
- Om die aantal VOO-kollegeleerders wat vir toepaslike programme by kolleges ingeskryf is te verhoog, veral vir leerders uit voorheen gemarginaliseerde groepe
- Om die ontwikkeling van programme wat responsief is vir die sosiale en ekonomiese behoeftes van die provinsie te bevorder
- Om lenings aan leerders van arm agtergronde te voorsien wat aan VOO-kolleges wil studeer
- Om leerderondersteuningsenhede by elke kollege te skep om te help met werwing, steun en plasing

Om effektiewe bestuur en beheer in alle leeromgewings en steunstrukture te verseker

- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne regoor die stelsel te verseker
- Om die kennis en vaardighede van Uitvoerende Hoofde van VOO-kolleges te verbeter deur geteikende opleiding en steun
- Om die kennis en vaardighede van VOO-kollegerade te verbeter deur geteikende opleiding en steun
- Om die bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en die bevordering van gehalte op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele steun aan alle openbare VOO-kolleges te bied

Om opvoeders toe te rus en te ondersteun in hul pogings om effektiewe onderwys te voorsien

- Om opvoeders aan VOO-kolleges te ondersteun in ooreenstemming met beleid
- Om die professionele gehalte van die onderwyskorps te ontwikkel deur middel van deurlopende professionele steun
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel om sodoende onderrig en leer te verbeter en om kurrikulumsteun te bied
- Om opvoeders toe te rus om effektiewe kurrikulumontwikkeling, -lewering en -steun te verseker

- **Beleide en prioriteite:**

Die voortgesette herkapitalisering van al 6 VOO-kolleges met 'n fokus op vaardigheidsontwikkeling in lyn met die MEOS en nasionale behoeftes, soos uiteengesit deur die Nasionale Menslikehulpbronontwikkelingstrategie. Die voorwaardelike toekenning, in 2006/07 ingestel, vir die herkapitalisering van die VOO-kolleges befonds hierdie strategie.

Die deelname en suksessyfers van leerders, veral swart leerders, wat deelneem aan die VOO-band by kolleges sowel as die aantal VOO-leerders wat kwalifiseer vir hoër onderwys moet soos volg verhoog word -

- Verhoog die aantal leerders tussen 16 - 22 jaar wat by kolleges ingeskryf is
- Verhoog die aantal leerders wat vir volle kwalifikasies ingeskryf is
- Verhoog die aantal leerders wat vir hoëronderwys kwalifiseer
- Bied nuwe programme aan wat beantwoord aan die behoeftes van die ekonomie en evalueer dit
- Lei lektore op in nuwe VOO-kursusse
- Onderhou leerderondersteuningseenhede by elk van die ses kolleges en spoor leerders op wanneer hulle die kollege verlaat
- Ken beurse/lenings toe aan behoeftige leerders
- Onderhou rekenaarlaboratoriums
- Verseker dat alle studente in IKT opgelei word

Ontleding van vordering

Die huidige VOO-kurrikulum is gebaseer op Verslag 191 (Formele Tegnieese Kollegeonderrig Programme in die RSA) en Verslag 190 (Norme en standaarde vir onderrigprogramme en die eksaminering en sertifisering daarvan in tegniesekollege-onderwys). Hierdie kurrikulum- en programaanbiedings sal in die periode tot 2008 vervang word met 'n raamwerk wat vir 16- tot 20-jariges meer buigsame en responsiewe onderwys- en opleidingsprogramme aanbied. Die raamwerk vir VOO bied drie weë tot die VOOS of NKR Vlak 4-sertifikate, naamlik:

- Algemeen akademies
- Algemeen beroeps-
- Beroepsgerig – handel, operasioneel, professioneel

Dit beteken dat Verslag 191-programme geleidelik uitgefaseer word en dat relevante kwalifikasies en programme ingefaseer word.

VOO-kolleges het alreeds begin met die proses om nuwe kursusse en kwalifikasies gebaseer op Eenheidstandaarde te ontwikkel. Hierdie program is aansienlik versterk deur die iKapa elihlumayo-toekenning vir die ontwikkeling van vlak 2- tot 4-programme.

Soos wat die geval is met VOO-skole, sal die provinsie 'n proses van kurrikulumregstelling aktief dryf om te verseker dat 'n wye reeks programme in alle distrikte aangebied word. Dit sal sorgvuldige beplanning en sterk regstelaksie verg deur die herkapitalisering van kolleges, veral die voorsiening van werkswinkels en toerusting en gespesialiseerde onderrigpersoneel.

Gerigte programme stel opvoeders aan kolleges in staat om hul vaardighede in wiskundige geletterdheid en wiskunde te opgradeer, teorie en praktyk te integreer, hul akademiese en professionele kwalifikasies te opgradeer, en leer te assesser ten einde te voldoen aan UMALUSI- en SETA-standaarde en leerstoornisse te hanteer.

Kolleges ontwikkel tans ook strategieë om toegang tot VOO-kolleges te verbreed, soos:

- 'n Verskeidenheid leweringmetodes (e-leer, afstandleer, leerderskappe, vaardigheidsprogramme, ens.)
- Fasiliteite en opleiding wat aan die behoeftes van leerders met verskillende vermoëns voldoen
- Nuwe leeromgewings vir die benadeelde en landelike gemeenskappe
- Beurs- en leningskemas

Die bevolking van 16- tot 20-jariges in die Wes-Kaap is 400 000, maar slegs 210 000 of 55% van die bevolking is by skole, kolleges of volwassenesentrums vir VOO-vlak-kursusse ingeskryf (graad 10, 11 en 12 of Vlak 2 tot 4 op die NKR). Byna 50% van die leerders van enige ouderdomsgroep verlaat die skoolstelsel sonder om graad 12 te voltooi en, met slegs 20 000 leerders in VOO-kolleges, is dit duidelik dat die meerderheid leerders die kollege nie as 'n alternatief vir skole beskou nie. Alhoewel sosio-ekonomiese faktore 'n betekenisvolle rol speel in leerders wat die skool verlaat, is die toepaslikheid van vakaanbiedings en die vooruitsig van die VOO-kwalifikasie wat tot indiensneming lei faktore wat die stelsel aandag aan skenk.

Die VOO-toegangsdoelwitte het twee dimensies: eerstens om te werk in die rigting van 'n meer gelyke balans tussen diegene wat by skole vir VOO ingeskryf is en diegene wat by VOO-kolleges ingeskryf is; en tweedens om 'n verhoogde aantal 16- tot 20-jariges uit die bevolking te kry om by VOO-inrigtings in te skryf. Oor die medium termyn sal dit beteken dat die aantal graad 10- tot 12-leerders verminder word tot ongeveer 160 000 leerders en dat die VOO-kollegeleerders of diegene ingeskryf vir leerderskappe teen 2014 vermeerder word vanaf 20 000 tot 60 000 leerders.

Ontleding van beperkinge en beoogde maatreëls om dit te oorkom

Die groeiakoers van voltydse ekwivalente (VE's) in VOO-kolleges word slegs beperk deur hulpbronne, bv. personeel, toerusting, finansies, ens. Aanduidings is dat teikens bereik sal word soos wat bykomende inskrywings in die 2006-jaar opgeteken word. VOO-kolleges bied kursusse aan wat strek vanaf 'n paar uur tot jare in terme van tydsduur. Leerderinskrywing is dus deurlopend. Geouditeerde VE'e vir die voorafgaande jaar is slegs beskikbaar vanaf April in die daaropvolgende jaar omdat dit onderhewig is aan komplekse berekenings en ouditering deur eksterne ouditeurs asook die finansiële state van die betrokke kollege.

Kolleges het leerderondersteuningseenhede gevestig om die wye verskeidenheid van leerders met verskillende leeragtergronde en -ervarings te akkommodeer en te ondersteun. Opsporing van leerders intern sal gedoen word om leerders te ondersteun in die kurrikulum en werkplasing.

Die geloofwaardigheid en waarde van kwalifikasies wat aan VOO-kolleges verwerf word sal afhang van die gehalte van hul programaanbiedings. Kolleges sal gehaltebeheerstelsels ontwikkel en toepas ten einde die gehalte van akademiese en nie-akademiese prosesse te meet en te verbeter.

ST501	VERDERE ONDERWYS EN OPLEIDING – Sleutelneigings									
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde				
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)										
5.1 Openbare inrigtings	152,383	168,186	194,525	229,635	242,721	336,841				
5.2 Professionele dienste	0	0	1	1	1	1				
5.3 Menslikehulpbrontontwikkeling	0	0	1	1	1	1				
5.4 Voorwaardelike toekennings	0	0	70,000	80,000	77,305	0				
TOTAAL	152,383	168,186	264,527	309,637	320,028	336,843				
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)										
Huidige betaling	121,977	133,538	154,774	164,895	175,201	185,713				
Kompensasie vir werknemers	121,969	133,538	154,722	164,895	175,201	185,713				
Opvoeders	101,035	110,618	128,156	136,582	145,119	153,826				
Nie-opvoeders	20,934	22,920	26,566	28,313	30,082	31,887				
Goedere en dienste en ander huidige betalings	8	0	52	0	0	0				
Oordragte en subsidies	30,406	34,648	109,753	144,742	144,827	151,130				
Betalings vir kapitale bates	0	0	0	0	0	0				
TOTAAL	152,383	168,186	264,527	309,637	320,028	336,843				
PERSONEELVOORSIENING										
Opvoeders	940	1,040	997	1,120	1,120	1,120				
In poste	733	776	767	890	890	890				
In diens by kollege	207	264	230	230	230	230				
Nie-opvoeders	777	858	813	813	813	813				
In poste	262	253	243	243	243	243				
In diens by kollege	515	605	570	570	570	570				
INSKRYWING										
Voltydse-ekwivalent –studente	19,350	21,000	21,323	25,000	27,000	29,000				
Studente (per kop) (a)	49,185	44,296	53,695	60,000	68,000	75,000				
waarvan vroulik	17,707	16,390	19,151	22,000	27,000	32,000				
waarvan vroulik in tegniese velde (b)	6,643	6,684	7,605	8,653	9,845	11,202				
Studente wat programme suksesvol voltooi gedurende die jaar (c)	33,446	31,007	43,200	49,000	56,000	62,000				

ST501	VERDERE ONDERWYS EN OPLEIDING – Sleutelneigings (vervolg)						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
STATISTIEK OOR LEEDERSKAPPE							
Aktiewe leiderskapoooreenkomst in die provinsie (d)	648	1,967	1,582	1,582	1,582	1,582	
Aantal ooreenkomste met VOO-kolleges as verskaffer (e)	Hierdie statistiek kan nie tans bereken word nie aangesien akkurate databronne vir leierskapoooreenkomste met betrekking tot VOO-kolleges nie beskikbaar is nie.						
► PRESTASIEMAATREëLS							
► PM501: Persentasie VOO-studente in verhouding tot jeug in die provinsie	20.4%	17.9%	21.4%	23.4%	25.9%	28.0%	
► PM502: Persentasie vroulike studente in tegniese veide (b/a)	38%	41%	40%	39%	36%	35%	
► PM503: VOO-kollege-deurvoersyfer (c/a)	68.0%	70.0%	80.5%	81.7%	82.4%	82.7%	
► PM504: Persentasie leiders in leiderskappe geplaas deur VOO-kolleges (e/d)	Hierdie statistiek kan nie tans bereken word nie aangesien akkurate databronne vir leierskapoooreenkomste met betrekking tot VOO-kolleges nie beskikbaar is nie.						
► PPM501: Aantal studielienings toegeken aan studente aan VOO-kolleges.	1 644	3 251	2 885	3 545	4 201	4 859	

B.6 Basiese Volwasseneonderwys en –opleiding

Die volgende is die meetbare doelwitte (▲) wat met program 6 verband hou, en hul prestasiemaatreëls (▶):

	<i>Meetbare doelwitte</i>	<i>Prestasiemaatreëls</i>
<i>Toegang</i>	▲ Om te verseker dat volwassenes sonder basiese onderwys toegang kry tot BVOO-sentrums.	▶ PM601: Aantal BVOO-leerders in verhouding tot volwassense in die provinsie

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om toegang tot BVOO en vaardigheidsontwikkeling vir volwassenes te verbeter in ooreenstemming met beleid.

- Om die aantal leerders, veral vroue, jeug, landelike en arm leerders wat vir BVOO en Volwassene- Verdere Onderwys en Opleiding(VVOO)-kursusse by GLS'e ingeskryf is te verhoog met 'n minimum van 2 500 per jaar.
- Om doelgedrewe BVOO- en VVOO-kwalifikasies te ontwikkel en aan te bied
- Om vennootskappe met ander regeringsdepartemente, SOOO's en nieregeringsorganisasies (NRO's) te sluit vir die lewering van BVOO en VVOO-kursusse
- Om die aantal volwasse leerders wat hul kwalifikasies in die BVOO en VVOO-band suksesvol voltooi te verhoog
- Om die goedgekeurde aanbevelings van die BVOO-lewensvatbaarheidstudie te implementeer

Om effektiewe bestuur en beheer in alle leeromgewings en steunstrukture te verseker.

- Om steun en ontwikkeling van bestuur en beheer nader aan GLS'e te bring deur die werk van distrikskantore en ander professionele dienste
- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslikehulpbronne regoor die stelsel te verseker
- Om die kennis en vaardighede van GLS-bestuurders te verhoog deur middel van geteikende opleiding en steun
- Om die kennis en vaardighede van GLS-beheerliggame te verbeter deur middel van geteikende opleiding en steun
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehaltebevordering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele steun aan alle BVOO-leeromgewings te voorsien

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende onderwys te voorsien

- Om die professionele gehalte van die onderwyskorps te ontwikkel deur middel van deurlopende professionele steun
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel om sodoende onderrig en leer te verbeter e kurrikulumsteun te bied
- Om opvoeders toe te rus om effektiewe kurrikulumontwikkeling, -lewering en –steun te bied
- Om die aantal onder- en ongekwalifiseerde praktisyns wat aan Leerderskappe deelneem te verhoog.

- **Beleidsprioriteite:**

Daar is voorsiening gemaak vir 2 500 nuwe leerders per jaar om toegang tot BVOO te verkry. Dit sal deur middel van die volgende voorsien word:

- Doelgedrewe, gemodulariseerde BVOO vlak 1-, 2- en 3-leerplanne – bestaande uit twee programaanbiedings, naamlik gesyferdheid en geletterdheid, aangebied in alle gemeenskapsleersentrums
- 'n Fokus op die keusevakke op BVOO Vlak 4, d.i. Aanvullende Gesondheidsorg, Wiskunde, Wetenskap en Tegnologie
- Vlak 4-sentrums wat 'n seleksie van leerareas aanbied wat lei tot 'n doelgerigte AOOS-kwalifikasie vir die leerder in die konteks van die gemeenskap
- Voorsiening van fisiese en finansiële hulpbronne om die BVOO-kurrikulum te ondersteun
- Alle huidige opvoeders wat geteikende opleiding ontvang en alle nuwe opvoeders wat oriëntering en opleiding ontvang
- Alle GLS-bestuurders wat toepaslike opleiding (tegniese vaardighede en persoonlike ontwikkelingsplanne) op 'n deurlopende basis ontvang
- Verhoging van die aantal vennootskappe met provinsiale en nasionale regeringsdepartemente en die privaatsektor.
- Integrasie van IKT in die lewering van die kurrikulum op BVOO Vlak 1 – 4

- Verbeterde monitoring van leerdersinskrywing/behoud op distriksvlak

Die voorsiening van leerderskappe, vakleerlingskappe, internskappe en vaardigheidsprogramme wat gekoppel is aan werkgeleenthede moet soos volg verhoog word -

- Verhoog die aantal leerderskappe aangebied in areas geïdentifiseer deur die MEOS
- Verbeter deurvoer- en voltooiingsyfers deur vaardigheidsgebaseerde en behoeftegedrewe programme aan te bied.
- Gebruik plasinginstrumente (Plasinginstrumente word gebruik om te verseker dat leerders korrek geplaas word wanneer hulle vir 'n BVOO-kursus registreer).

Die WKOD sal ook –

- Die vestiging van 'n voltydse BVOO-sentrum gebaseer op die bevindings van die lewensvatbaarheidstudie ondersoek.
- Verbeterde beheer van BVOO-sentrums verseker deur die implementering van toepaslike kapasiteitsbou-intervensies.

Ontleding van vordering

In 2002 is 10 000 volwasse leerders ingeskryf vir BVOO-kursusse en 16 000 vir graad 10- en 12-programme. Die retensie- en deurvoersyfer in beide basiese en verdere onderwys by volwassenesentrums (GLS'e) is swak en die provinsie beoog om dit te verander deur middel van meer toepaslike programme en verbeterde lewingsmeganismes.

Dit sal gedoen word deur die voorsiening van 'n vaardigheidsgebaseerde (nie skoolgebaseerde nie) BVOO vlak 1- tot 4-kurrikulum wat voorsiening maak vir gereelde assesseringsgeleenthede. Dit beteken:

- 'n BVOO vlak 1- en 2-kurrikulum – bestaande uit vaardigheidsprogramme in gesyferdheid en geletterdheid
- 'n BVOO vlak 3- en 4-kurrikulum – bestaande uit die basisvakke, en die bekendstelling van kernleerareas in lyn met die leerder/sentrum se studierigting in vlak 4 BVOO

Daar is voorsiening gemaak vir 2 500 nuwe leerders per jaar om toegang tot BVOO te verkry. “Nuwe leerders” word gedefinieer as leerders wat vir die eerste keer tot die stelsel toetree en diegene wat tot die stelsel toetree na 'n onderbreking van een jaar. Afsonderlike statistiek sal bygehou word om 'n ontleding van skoolverlaters te fasiliteer.

Leerderskappe, vakleerlingskappe, internskappe en vaardigheidsprogramme fokus op werkplek-en ervaringsleer leer. Leerders word gewoonlik getrek uit die werklose (voorheen in diens en uit diens gestel, insluitend diegene in eie diens, en hulle verskil in ouderdom en het heelwat uiteenlopende kurrikulumondersteuningsbehoefes. Suksesvolle leerders behaal nasionaal erkende leerkrediete/kwalifikasies. Die voorsiening van leerderskappe is 'n kontraktuele vennootskap van die verskaffer, werkplek en leerder. Die Departement van Arbeid met die SOOO's is die nasionaal ontwerpte kampioen van hierdie stelsel van werkplekvoorsiening. Behalwe vir internskappe, wat die ervaringsleercomponent is vir sekere graad/diplomakursusse op hoëronderwysvlak, word hierdie leerprogramme aangebied vanaf BVOO/NKR vlak 1 - NKR vlak 5.

Ontleding van beperkinge en beoogde maatreëls om dit te oorkom

Die meerderheid leerders behaal die vereiste krediete oor 'n tydperk van minstens twee tot drie jaar. Sodra 'n leerder die vereiste 120 krediete behaal het, kan 'n AOOS deur UMALUSI uitgereik word. Gevolglik is die aantal AOOS'e wat uitgereik word (werklike prestasie) relatief laag vergeleke met die gestelde teiken. Verder is leerareaserifikate uitgereik wanneer leerders 'n leerarea suksesvol voltooi.

Die ontwikkeling van intermediêre en hoë vaardighede in leerderskappe en ander leerprogramme ervaar 'n aantal generiese probleme en die oplossing daarvan moet geprioritiseer word deur middel van 'n koördinerende meganisme. Sommige van hierdie probleme is: swak wiskunde-, wetenskap- en Engelsvaardigheid (essensieel die Grondslae van die NKR-stelsel); motivering van leerders; billikheid en die ontwikkeling van skaars vaardighede; die fragmentasie van die aanbod van onderwys en opleiding; en die uitbreiding van die aantal leerders in alle tipes voorsiening.

Ten einde die gehalte van die voorsiening van volwasseneonderwys-toepaslike modelle vir onderrig en kurrikulumbestuur by GLS'e te verbeter, sal die bevindinge van die lewensvatbaarheidstudie as basis dien vir enige intervensie. Hierbenewens sal 'n opleidings- en ontwikkelingsmodel vir personeel aan BVOO-sentrums gevestig en geïmplementeer word. Die model sal verseker dat alle huidige opvoeders geteikende opleiding ontvang en dat alle nuwe opvoeders oriëntering en opleiding en ontwikkeling ontvang.

ST601	BASIESE VOLWASSENEONDERWYS EN –OPLEIDING – Sleutelneigings						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
BETALINGS PER SUBPROGRAM (R'000)							
6.1 Subsidies aan private sentrums	21,151	23,051	23,569	26,054	27,311	28,652	
6.2 Professionele dienste	0	0	1	1	1	1	
6.3 Menslikehulpbronontwikkeling	0	0	1	1	1	1	
TOTAAL	21,151	23,051	23,571	26,056	27,313	28,654	
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)							
Huidige betaling	5,564	5,850	7,797	7,272	7,721	8,180	
Kompensasie van werknemers	5,198	5,432	5,948	6,994	7,431	7,877	
Opvoeders	4,372	4,569	5,002	5,882	6,249	6,624	
Nie-opvoeders	826	863	946	1,112	1,182	1,253	
Goedere en dienste en ander huidige betalings	366	418	1,849	278	290	303	
Oordragte en subsidies	15,587	17,201	15,774	18,784	19,592	20,474	
Betalings vir kapitale bates	0	0	0	0	0	0	
TOTAAL	21,151	23,051	23,571	26,056	27,313	28,654	
PERSENEELVOORSIENING							
Aantal opvoeders (in openbare diens)	4	3	4	4	4	4	
Aantal nie-opvoeders (in openbare diens)	11	11	10	11	11	11	
INSKRYWING							
VOO-vlak	15,925	16,975	15,529	19,600	20,655	21,655	
VOO-vlak	16,574	17,668	22,110	20,400	19,845	20,845	
TOTAAL (a)	32,499	34,643	27,639	40,000	40,500	42,500	
BEVOLKING							
Bevolking ouderdom 18 tot 60 (b)	2 667 975	2,718,151	2,767,069	2,821,443	2,874,777	2,927,328	
INRIGTINGS							
Gesubsidieerde sentrums	314	346	351	351	351	351	
► PRETASIEMAATREëLS							
► PM601: Aantal BVOO-leerders in verhouding tot volwassenes in die provinsie (a/b)	1.2%	1.3%	1.4%	1.4%	1.4%	1.5%	

B.7 Vroeëkindertontwikkeling

Die volgende is die meetbare doelwitte/objectives (▲) wat met program 7 verband hou, en hul prestasiemaatreëls (▶):

	<i>Meetbare doelwitte</i>	<i>Prestasiemaatreëls</i>
<i>Toegang</i>	▲ Om openbaar befondste Graad R te voorsien ooreenkomstig ingevolge beleid	▶ PM701: Persentasie leerders in openbaar befondste Graad R

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om toegang tot gehalte-onderwys te verseker vir alle kinders wat in die provinsie woon.

- Om graad R-ruimtes in openbare gewone skole en in onderwysbefondste gemeenskapsgebaseerde plekke en as beskikbare onderrigruimte te voorsien ooreenkomstig beleid, spesifiek Witskrif 5.
- Om toegang tot onderwys vir leerders uit voorheen gemarginaliseerde groepe te verbeter
- Om die aantal leerders in graad R-programme te vergroot sodat alle kinders van ouderdom vyf wat in die Wes-Kaap woon in graad R-klasse ingeskryf is
- Om te verseker dat die NKV-leeruitkomstes onderrig en bereik word in alle graad R-klasse (skoolgereedheidstoetse sal gebruik word om dit te bepaal)
- Om hulpbronne te voorsien om die onderrig van die NKR graad R in elke leerplek te verseker
- Om alle graad R-onderwysers in die NKR op te lei
- Om risikoblootgestelde leerders en hul leerstoornisse te identifiseer

Om effektiewe bestuur en beheer in al die leerplekke en steunsentra te verseker

- Om steun en ontwikkeling t.o.v. bestuur en beheer nader na graad R-leerplekke te bring deur die werk van die distrikskantore en ander professionele dienste
- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne regoor die stelsel te bereik
- Om die kennis en vaardighede van die graad R-personeel te verbeter deur middel van geteikende opleiding en steun
- Om die kennis en vaardighede van beheerliggame te verbeter deur middel van geteikende opleiding en steun
- Om die bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en die bevordering van gehalte op alle vlakke te verbeter ooreenkomstig provinsiale beleid en die wetgewende raamwerk
- Om professionele steun aan alle graad R-leerplekke te bied

Om opvoeders toe te rus en te ondersteun in hul pogings om effektiewe onderwys te voorsien

- Om die professionele gehalte van die onderwyskorps te ontwikkel deur middel van deurlopende professionele steun rakende die NKV
- Om opvoeders toe te rus om effektiewe kurrikulumontwikkeling, -lewering en -steun te verseker
- Om gespesialiseerde onderwyssteun aan leerders te bied

- **Beleidsprioriteite:**

'n Strategie vir die steun van VKO in die Wes-Kaap is ontwikkel deur 'n intersektorale beplanningspan onder leiding van die WKOD en die provinsiale Departement van Maatskaplike Ontwikkeling (DMO).

Die oorkoepelende doel van die benadering is die voorsiening van 'n geïntegreerde en gekoördineerde benadering om die effektiewe en holistiese dienste aan jong kinders in die ouderdomsgroep geboorte tot vier jaar oud te verseker. Die doel van die strategie is om nie alle kinders in crèches of dagsorgsentrums te hê nie, maar te verseker dat kinders se versorgers (ouers, grootouers, gemeenskapswerkers, personeel van dagsorgsentrums, preprimêre skole en crèches) toegerus is om die fisiese, sosiale en kognitiewe ontwikkeling van kinders te bevorder.

As deel van hierdie geïntegreerde benadering tot die ontwikkeling van alle 0- tot 4-jariges wat in die provinsie woon, sal die WKOD versorgers in die VKO-kurrikulum oplei. Die EPWP is na die VKO uitgebrei en maak voorsiening vir 'n leerderskapprogram sowel as die voorsiening van hulpbronnestelle aan sekere VKO-gemeenskapsentra.

Terwyl daar universele inskrywing van kinders van ouderdom 6 – 15 in die Wes-Kaap is, het nie alle vyfjariges toegang tot graad R nie. Die provinsie se tweede MKOS-doel is om teen 2010 op die eerste vlak van formele onderwys, naamlik graad R hoë gehalte leerprogramme aan alle vyfjaaroue kinders in die Wes-Kaap te bied sodat hulle bekend gestel kan word aan vroeë lees- en syfervaardighede. Dit is veral belangrik in gemeenskappe waar ouers ongeletterd is en huise arm is aan teks- en hulpbronnemateriaal. Die NKV graad R-kurrikulum spel die kennis en vaardighede uit wat aan vyfjariges onderrig moet word. Die menslikehulpbronnuitdaging vir die provinsie is om te verseker dat die leeruitkomstes van die graad R NKV in alle graad R-leerplekke onderrig en verwerf word.

Indien konserwatiewe beramings van 2006-deelnamesyfers in die Wes-Kaap gebruik word, dit is 60 000 van 'n moontlike groep van 80 000 leerders, dan moet 'n addisionele 20 000 kinders in die periode tot 2010 bereik word. Dit beteken die inskrywing van gemiddeld 6 000 addisionele vyfjaaroue kinders elke jaar in die periode tot 2010. Maar hierdie kinders moet ook in hoëgehalte-programme ingeskryf word omdat die voorsiening van graad R-programme aan jong kinders gebaseer is op die aanname dat hierdie programme 'n soliede basis en voordeel vir leer in skoolverband bied. Hierdie aanname word ondersteun deur 'n aantal studies, insluitend die nasionale sistemeise assesseringstudie van graad 3-leerders wat in 2001 onderneem is, sowel as die provinsiale sistemiese evaluering wat in 2004 en 2006 onderneem is. Hierdie studies toon 'n hoë korrelasie tussen lees- en syfervaardigheid op die graad 3-vlak en toegang tot voorskoolse programme.

Om graad R-onderrig van hoë gehalte te bied aan alle vyfjariges sodat hulle gereed is vir skoolleer, sal die WKOD die volgende kort- tot mediumtermynplanne implementeer -

- Steunwerwing en werwing van bykomende leerders, veral in die landelike en arm gebiede.
- Vestiging van klasse in openbare skole waar ruimte dit toelaat.
- Versekering dat elke klas 'n toepaslik gekwalifiseerde onderwyser het.
- Versekering dat daar toereikende LOOM is vir gehalte-onderrig en -leer.
- Voortgaan om die DOK te ondersteun in die opgradering van die kwalifikasie van versorgers/praktisyne in terme van die EPWP.
- Monitering op distriktvlak deur Kurrikulumadviseurs en Kringbestuurders.

Ontleding van vordering

Toegang tot graad R is verhoog vanaf ongeveer 21 000 in 1996 tot meer as 60 000 in 2006. Gedurende 2006 is elke graad R-kind by 'n inrigting gesubsidieer in plaas van 'n klas met 'n maksimum grootte van 30. Dit het die aantal kinders wat vir finansiële hulp kwalifiseer verhoog.

Die afskaffing van departementeel goedgekeurde poste en hul vervanging met per capita-subsidies het groter toegang in armer gebiede moontlik gemaak. Dit het egter onbedoelde gevolge gehad – salarisse is drasties verlaag in arm inrigtings, gekwalifiseerde onderwysers het na die vermoënde inrigtings gegaan en daar was 'n drastiese afname in studente wat gewillig is om hulle as opvoeders te bekwaam vir hierdie sektor. Dit het ook gelei tot die afskaffing van kursusse by opleidingsinstansies.

Ontleding van beperkinge en maatreëls wat beplan word om dit te oorkom

Dit is moeilik om presiese getalle graad R-leerders te bepaal omdat baie van die gemeenskapsentra in afgeleë landelike gebiede of in informele nedersettings geleë is waar kommunikasie 'n kritieke uitdaging is. Kits- en Jaarlikse Opnamevorms word nie terugbesorg nie.

OBOS-amptenare is oorlaai en nie in staat om die leerplekke gereeld te besoek om te verseker dat gehalteprogramme aangebied word nie. Baie van die take van monitering en steun is veronderstel om deur Kringbestuurders en Administratiewe Beamptes gelewer te word, maar daar is beperkte kapasiteit in hierdie pillare.

Hierdie kwessies geniet deurlopende aandag om die doeltreffendheid en bevoegdheid van die VKO-sektor te verseker.

ST701	Vroeëkindertontwikkeling - Sleutelneigings						
	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde	
BETALINGS PER SUBPROGRAM (R'000)							
7.1 Graad R in openbare skole	49,243	57,829	52,434	54,908	58,195	61,571	
7.2 Graad R in gemeenskapsentrums	10,125	16,648	42,499	67,741	110,948	115,940	
7.3 Professionele dienste	0	0	1	1	1	1	
7.4 Menslikehulpbrontontwikkeling	0	0	12,463	30,389	45,638	47,692	
7.5 Voorwaardelike toekennings	767	0	0	0	0	0	
TOTAAL	60,135	74,477	107,397	153,039	214,782	225,204	
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)							
Huidige betaling	44,544	44,764	55,913	74,309	95,501	100,556	
Kompensasie van werknemers	42,170	43,829	45,249	47,493	50,461	53,489	
Opvoeders	42,170	43,829	45,249	47,493	50,461	53,489	
Nie-opvoeders	0	0	0	0	0	0	
Goedere en dienste en ander huidige betalings	2,374	935	10,664	26,816	45,040	47,067	
Oordragte en subsidies	15,591	29,713	51,484	78,730	119,281	124,648	
Betalings vir kapitale bates	0	0	0	0	0	0	
TOTAAL	60,135	74,477	107,397	153,039	214,782	225,204	
PERSONEELVOORSIENING							
Aantal opvoeders (in openbare diens)	312	299	294	289	289	289	
Aantal nie-opvoeders (in openbare diens)	-	-	-	-	-	-	
INSKRYWING (MET OPENBARE FONDSE BETAAL)							
Graad R in openbare skole (a)	30,873	31,505	29,212*	38,000	40,000	42,000	
Graad R in gemeenskapsentra (b)	25 160	28 000	30 000	32,000	34,000	36,000	
Voor graad R in openbare skole	2,685	2,485	1,787*	2,102	2,102	2,102	
Voor graad R in gemeenskapsentra	Hierdie statistiek kan tans nie bereken word nie aangesien akkurate databronne nie beskikbaar is nie. Daar word voorsien dat hierdie inligting in die toekoms deur OBIS verkry sal word deur middel van die Jaarlikse Skoolopname.						
TOTAAL	58,718	61,986	60,999	72,102	76,102	80,102	
BEVOLKING							
Bevolking ouderdom 5 (c)	83 914	89,423	90,975	91,757	92,829	94,077	
► PRESTASIEMAATREËLS							
► PM701: Persentasie leerders in openbaar befondste Graad R ((a+b)/c)	66.7%	68.2%	65.0%	76.3%	79.7%	82.9%	

*SOBIS Huidig (13 Oktober 2006)

B.8 Hulp- en verwante dienste

Die volgende is die meetbare doelwitte/objectives (▲) ten opsigte van program 7, en hul prestasiemaatreëls (▶):

	<i>Meetbare doelwit</i>	<i>Prestasiemaatreëls</i>
<i>Toegang</i>	▲ Om MIV/VIGS-lewensvaardighede in skole te lewer, en om toegang tot 'n toepaslike en effektief geïntegreerde stelsel van voorkoming, sorg en steun te verseker.	▶ PPM 801: Aantal opvoeders opgelei om lewensvaardighedsopvoeding in MIV/VIGS-en seksualiteit aan te bied ▶ PPM 802: Persentasie jaarlikse lewering van aangevraagde LOOM aan skole te lewer ▶ PPM 803: Aantal skoolgemeenskappe 'opgelei' en ondersteun in die implementering van Sorg- en Steunstrategieë vir kwesbare kinders ▶ PPM 804: Aantal SBS'e en SBL'e 'opgelei' en ondersteun in die ontwikkeling van MIV/VIGS-beleid en bestuursplanne, binne die konteks van WVP en SVP'e

Gespesifiseerde beleide, prioriteite en strategiese doelwitte

- **Strategiese doelwitte en mikpunte:**

Om menslikehulpbronontwikkeling te voorsien in ooreenstemming met die Wet op Vaardighedsontwikkeling.

- Om die OOP SOOO te ondersteun met die administrasie van die sektor

Om voorsiening te maak vir MIV/VIGS-opvoeding in skole, en om toegang tot 'n toepaslike en effektief geïntegreerde stelsel van voorkoming, sorg en steun te verseker. Dit sluit in stelselwye strategieë om MIV by opvoeders en leerders te voorkom, om MIV/VIGS in skoolgemeenskappe te bestuur, om psigo-sosiale steun aan geaffekteerde opvoeders en leerders te bied, en om die totale respons op MIV/VIGS te bestuur ten einde gehalte in onderwys te beskerm.

- Om toereikende opleiding en steun te bied aan 80% van AOO- en 80% van VOO-Lewensoriëntering-opvoeders ten einde te verseker dat alle leerders in graad 1 tot 12 jaarliks 'n minimum van 20 uur ouderdoms- en konteksgepaste KSAV-gebaseerde, interaktiewe MIV/VIGS-lewensvaardighede en seksualiteitsopvoeding ontvang, deur Lewensoriëntering en die invoer van MIV/VIGS-lewensvaardighede oor ander vakke en leerareas heen (verwys na Nasionale Geïntegreerde Plan vir Kinders geïnfekteer en geaffekteer deur MIV en VIGS, 2001; cf WHO/UNESCO 'n minimum van 40 uur per jaar om gedragsverandering teweeg te bring).
- Om voorsiening te maak vir die ontwikkeling, seleksie, vertaling, verkryging en verspreiding van ouderdoms/graad- en taalgepaste, kurrikulumgebaseerde, MIV-spesifieke leerder- en onderwysondersteuningsmateriaal (LOOM) ten einde effektiewe MIV/VIGS-lewensvaardighedsopvoeding in die klaskamer te ondersteun.
- Om belanghebbendes 'op te lei' en om die vestiging van 'n toepaslike netwerk van effektiewe, volhoubare skoolgemeenskappegebaseerde Sorg en Steunstrategieë vir kwesbare kinders.
- Om te verseker dat SBS-lede en sleutel-ouerlede en gemeenskapsvertegenwoordigers op die SBL'e 'opgelei' en ondersteun word in die ontwikkeling en handhawing van 'n konteksgepaste MIV-beleid en MIV/VIGS-Bestuursplan – binne die konteks van die nege fokusareas van die HSE en die ontwikkeling van Skooverbeteringsplanne (SVP's).
- Om die ontwikkeling en implementering van 'n effektiewe, gehalteversekerde portuuroopvoedingsprogram vir die voorkoming van MIV in adolessensie, in skole en VOO-kolleges te ondersteun.
- Om strategieë vir inligtingsverspreiding en motivering te ontwikkel gerig op proaktiewe deelname aan die ontwikkeling van plaaslike programme en steunwerwingsgeleenthede (soos Valentynsdag, Skool MIV-maand, Kondoomweek, SBL-vergaderings, portuuroopvoedings- en vakansieprogramme, oerwerkswinkels, ens.) en die bevordering van 'n breedgebaseerde, multisektorale 'instaatstellende omgewing' vir effektiewe voorkoming, sorg en steun aanmoedig.
- Om 'n effektiewe, geïntegreerde, hoofstroom- (en dus volhoubare) intra- en interdepartementele MIV/VIGS-bestuurstelsel vir die WKOD te ontwikkel – wat insluit 'n interdirektorale MIV/VIGS-bestuurseenheid en distrikgebaseerde MIV/VIGS-bestuurseenhede/spanne, provinsiale en distrikgebaseerde meesteropleidingspoele, distrikgebaseerde psigo-sosiale steundienste, intersektorale samewerking en vennootskapsbestuur, die vestiging van Skool-MIV/VIGS-koördineerders en skoolklusters, gehalteversekering (deur navorsing, beleidsontwikkeling, monitering en evaluering), en doeltreffende programadministrasie en finansiële bestuur.

- Om voorsiening te maak vir toepaslike inisiatiewe in Sentrums vir Vroeë Leer, BVOO-sentrums en VOO-kolleges.
- Om 'n werknemer-MV/VIGS-program en 'n Werknemerswelsynsprogram (WWP) te ontwikkel.

Om organisatoriese doeltreffendheid en bevoegdheid in die administrasie van die eksterne eksamens te bevorder.

- Om die Senior Sertifikaat- en BVOO-Vlak 4-eksamens en die sertifikasie daarvan te bestuur.

Om opvoeders toe te rus en te ondersteun in hul pogings om effektiewe onderwys te voorsien

- Om te verseker dat die provinsie 'n toereikende aantal toepaslik opgeleide opvoeders voorsien.
- Om te help met die voorsiening van gekwalifiseerde en bekwame onderwysers.
- Om die pogings om studentonderwysers vir voordiens-opleidingsinrigtings te werf.

Om die provinsiale doelwitte van iKapa elihlumayo te ondersteun

- Om die vaardighede en aanleg van graad 8-leerders te toets.
- Om AOO- en VOO-onderwysers op te lei om loopbaanadvies te bied.
- Vestiging van vaardigheidsskole.
- Uitbreiding en ontwikkeling van fokusskole.
- Voorsiening van rekenaarlaboratoria.

- **Beleide en prioriteite:**

Die WKOD het 'n sleutelrol om te speel in die konseptualisering en dryf van 'n MKOS as die hoofvoorsiener van:

- VOO, wat die basis vir alle menslikehulpbronontwikkeling in die provinsie vorm; en
- VOO, wat geleenthede bied vir die verdere ontwikkeling van die vaardighede en kennis wat vir indiensneming en ekonomiese deelname vereis word.

Onderwyseropleiding

'n Belangrike behoefte van die MKOS is die beskikbaarheid van goedgekwalifiseerde onderwysers, veral diegene wat wiskunde, wetenskap en tegnologie onderrig. Finansiële steun word voorsien om aspirantonderwysers wat die profesie as Wiskunde- en/of Wetenskap- en Tegnologieonderwysers wil toetree.

MIV/VIGS:

Suid-Afrika het die hoogste aantal persone geïnfekteer met die Menslike Immunitetsgebrekswirus (MIV) in die wêreld – 'n geraamde 5,9 tot 6,5 miljoen mense. Meer as 20% van die volwasse bevolking en 30% van volwassenes van die ouderdom waarop kinders voortgebring word, is geïnfekteer. 'n Geraamde driekwart van alle nuwe infeksies kom voor in jongmense tussen 15 en 25 jaar. Soveel soos 60% van jongmense wat tans jonger as 15 jaar oud is, kan die virus in die volgende 2 tot 3 dekades opdoen, en kan dus voor hul ouers sterf. Die meeste (maar nie almal nie) van hierdie kinders sal MIV-negatief tot die onderwysstelsel toetree, 'n groeiende aantal sal die stelsel positief verlaat – in die Wes-Kaap aangevuur deur unieke hoë vlakke van TB en methamphetamine ('tik')-misbruik. Maar die meerderheid sal binne die 10 tot 15 jaar nadat hulle die skool verlaat het, geïnfekteer word. Die taak vir opvoeding, ingevolge die MKOS, is om hierdie jongmense vir daardie risiko voor te berei, ten einde infeksie vir hulself en andere te voorkom. Soos die epidemie toeneem, sal veral jong kinders kwesbaar word, met toenemende potensiaal vir fisiese mishandeling en verlaagde onderwysgeleenthede. Die aantal weeskinders in die onderwysstelsel sal steeds toeneem, met die verhoogde potensiaal vir vroeë skoolverlating. Die onderwysstelsel self sal onder 'n onder ongeëwenaarde aanslag kom van 'n komplekse kombinasie van sosio-ekonomiese faktore. Elke aspek van onderwysbestuur, onderrig en leer sal beïnvloed word, en die meeste bestaande onderwysstelsel- en bestuursprobleme sal vererger word.

Terwyl die dringende en doelgerigte hantering van MIV/VIGS in en deur onderwys nie in die MKOS spesifiek as 'n strategiese prioriteit geïdentifiseer is nie, bly dit 'n nasionale prioriteit. Hierdie mandaat word, egter gereflekteer in, *onder andere*, die Nasionale Geïntegreerde Plan vir Kinders Geïnfekteer en Geïnfekteer deur MIV en VIGS (2001), die Wet op Nasionale Onderwys: Nasionale MIV/VIGS-beleid vir Leerders en Opvoeders (1996), en die jaarlikse Wet op Verdelling van Inkomste. Onderwys se verantwoordelikheid word ook gereflekteer in die Regering se Nasionale Plan van Aksie, Sosiale Kluster (2006) in terme van voortgesette implementering van die Regering se Omvattende Plan om MIV en VIGS te bekamp. Op 'n provinsiale vlak, spreek die Wes-Kaap Provinsiale Groei- en Ontwikkelingsstrategie ('iKapa elihlumayo') die verhouding tussen, byvoorbeeld, die menslike kapitaal en sosialekapitaalontwikkelingsstrategieë aan, terwyl die Sosialekapitaalstrategie (SKS) verder die vorming van sosiale kapitaal beskryf in terme van sleutelprovinsiale intervensies soos Gesondheid 2010, die provinsiale MIV/VIGS-program, jeugontwikkeling, programme vir die versterking van die gesin en gemeenskapsgebaseerde strukture, ens. Laastens, beskryf die interdepartementele Departementele 'Omvattende MIV & VIGS-Strategie vir die Wes-Kaap, Strategiese Plan en Implementeringsraamwerk: 2006 to 2011' uitvoerig die verantwoordelikhede en teikens vir die Wes-Kaap Onderwysdepartement. Hierby ingesluit is die nuwe WKOD-verantwoordelikhede en teikens vir, *onder andere*, potensieel sensitiewe kwessies soos die

bevordering en voorsiening van vrywillige berading en toetsing (VBT) vir volwassenes ouer as 15 jaar, (provinsiale teiken 15% van volwassenes jaarliks, WKOD-teiken 20 000 vir 2007/08, wat teen 2009/10 tot 50 000 styg) en verhoogde kondoomgebruik tot 100 kondome per volwasse man ouer as 15 jaar teen 2010 (met soortgelyke teikens). Die Versnelde MIV-Voorkomingstrategie: 'n Multisektorale Raamwerk vir Aksie in die Wes-Kaap 2006 tot 2011 bekyk hierdie strategie krities in respons op die nasionale, multisektorale MIV & VIGS- en STI-Strategiese Plan vir Suid-Afrika, 2007-2011. Die Wes-Kaap Provinsiale VIGS-Raad, wat verteenwoordiging van onderwys insluit deur die LUR, het die Versnelde MIV-voorkomingstrategie, 2006 tot 2011, onderskrif.

Gegee die dwarsleggende en sosialekapitaal-aard van die MIV/VIGS-program (en sy noue maar tans ongestruktureerde verband met soortgelyke sosiale uitdagings in onderwys, soos dwelmmisbruik, tienerswangerskap, seksuele mishandeling, gedragsverandering en ander jeuggebaseerde strategieë) hou die WKOD se organisatoriese herontwerp die potensiaal in vir 'n verbeterde belyning van verwante sosiale uitdagings, groter doeltreffendheid in personeelaanwending, vermindering in duplisering van dienste, en groter algehele impak. Nieteenstaande dit, gaan die respons op MIV/VIGS voort om die kompartement-effek van die huidige WKOD-organogram teen te staan, en verantwoordelikehede word toenemend verskuif na die toepaslike lynfunksie in die verskillende hoofkantoor-direktorate en distrikgebaseerde kantoor-komponente, ten einde groter doeltreffendheid en volhoubaarheid benewens voorwaardelike skenkersfondse te verseker.

Khanya Tegnologie in Onderwys-Projek

Die Khanya-projek sal rekenaarlaboratoria in 200 addisionele skole vestig.

Ontleding van vordering

MIV/VIGS: Voorwaardelike toekenning:

Alle skole is in klusters ingedeel (5-20 per kluster) vir steunwerwing, opleiding en deurlopende steun. Alle skole het aangewese MIV/VIGS-koördineerders en/of komitees. Kumulatief, is 17 124 opvoeders teen 2006/07 opgelei (teen 'n teiken van 16 000). 'n Geraamde 820 000 leerders (85%) ontvang gereeld MIV/VIGS-lewensvaardigheidsopleiding (binne die konteks van Lewensoriëntering). Terwyl voorkomende onderwys deur Lewensoriëntering die ruggraat van die program bly, is die fokus nou besig om te skuif na integrasie van MIV/VIGS oor die totale kurrikulum ('Prestasie'-program) heen.

Die ontwikkeling en vertaling van opleidingsmateriaal in al drie amptelike tale is voltooi. Alle skole ontvang jaarliks hul presiese behoeftes aan kurrikulumgebaseerde LOOM. Vanaf 2007/08 sal elke skool 10 hulpbronlêers (vir SBS- en SBL-lede) ontvang om die skool in staat te stel om werksinkels oor die ontwikkeling van 'n Skool-MIV/VIGS-beleid en 'n Skool-MIV/VIGS-bestuursplan (binne 'n WSE- en SIP-raamwerk) te hou. Dit sal insluit kwessies m.b.t. leierskap en die werkplek. Vanaf 2007/08 sal elke skoolgemeenskap ook 10 Sorg en Ondersteuningshulpbronlêers ontvang om SBS/opvoeders, SGB-lede en gemeenskapsgebaseerde vennote in staat te stel om sosiale kapitaal en ondersteuningsnetwerke vir weeskinders en ander kwesbare kinders te ontwikkel insluitend dié wat geaffekteer is deur VIGS (binne 'n Witskrif 6/Inklusiewe Onderwys-konteks, wat dus verder die ontwikkeling van distrikgebaseerde steunspanne en opvoedersteunspanne sal bevorder. 90 Skoolsielkundiges en maatskaplike werkers is ook opgelei as professionele MIV/VIGS-beraders om op aanvraag hoëvlak-leerdersteun aan skole te bied. 'n NKR-Vlak 4-kwalifikasie en kort kursus in Basiese Berading en verwysingsvaardighede is ook gefinaliseer en sal vanaf 2007 vir opvoeders en SGB-lede aangebied word.

Die samewerkende GoLD-portuuroopvoedingsprogram (in vennootskap met die Departement van Gesondheid (DvG) en NRO-diensverskaffers), nou reeds in 136 skole, was in 2006 'n finalis in die Premier se Uitnemende Diens-toekennings, en het die internasionale Statebond 'Goeie Praktyk' in Onderwys-toekenning gewen. 'n Formele eksterne evaluering van hierdie program (sowel as die ander vennootskapsinisiatief met DvG en lovelife) is ook in 2006 deur die Universiteit van Kaapstad voltooi en dit, tesame met die provinsie se Versnelde MIV-voorkomingstrategie, dui op belangrike uitdagings vorentoe.

Die MIV/VIGS-kurrikulumgebaseerde lewensvaardigheidsprogram is ook in 2006 twee keer deur die nasionale departement geëvalueer, om die aanbieding van die program in skole te assesser, en die Ouditeur-generaal het vir die tweede jaar 'n Waardetoevoegende Oudit uitgevoer bykomend tot die gewone voldoeningsouditte. Die MIV/VIGS-program is dus die eerste in die WKOD wat sodanige skrutinerings ondergaan, oor twee jaar reeds, en is gebruik as 'n voorbeeld vir die departement van hoe ander programme en dienste in die toekoms geassesseer gaan word vir gehalte-uitkomst (en dus waarde vir geld vir belastingbetalers), eerder as net insette en uitsette. Dit is interessant dat alle evalueringe 'n kritieke personeeltekort aandui, Desnieteenstaande gaan distrikgebaseerde MIV/VIGS-personeel voort om skole gereeld te besoek om te verseker dat die program geïmplementeer word, probleme opgelos word en dat die breër behoeftes van die skoolgemeenskap met betrekking tot voorkoming, sorg en steun vir opvoeders en leerders geïnfekteer met en/of geaffekteer deur MIV/VIGS getakel word. Laastens is daar 'n aantal navorsingsprojekte en loodsstudies wat goed vorder en dit stel steeds die program in staat om deurlopend aan te pas by nuwe insigte en 'beste praktyk'.

Onderwyseropleiding

Hierdie inisiatief het begin met 24 beursohouers in 2001 en het gegroei tot 90 in die 2006- akademiese jaar.

Khanya Tegnologie in Onderwys-Projek

Tans is 613 (39,9%) skole reeds voorsien van minstens een rekenaarfasieliteit met nog 241 (15,7%) skole in verskillende stadia van voorbereiding vir die volgende implementeringreeks. ,n Totaal van 23 948 rekenaars word gebruik in Khanya-skole (13 635 hiervan is befonds deur Khanya of sy skenkervennote, en die oorblywende 10 313 is deur die skole self aangeskaf). As deel van die Khanya-implementering, word 15 773 opvoeders bemagtig om tegnologie optimaal te gebruik vir kurrikulumlewering en 524 179 leerders trek alreeds voordeel uit die projek.

Die oorblywende 679 openbare skole sal van minstens een rekenaarfasieliteit en toepaslike onderwysprogrammatuur voorsien word. Die onderwysers aan hierdie skole sal ook met basiese IKT-vaardighede toegerus word sodat hulle die maksimum voordeel kan trek uit die gebruik van die tegnologie wat aan hulle voorsien is en om die WKOD se doel om IKT's te gebruik in die lewering van die kurrikulum.

Fokusskole

28 skole is geïdentifiseer as fokusskole vir die aanbieding van die leervlede Kuns en Kultuur, Handel, Bestuur en Ingenieurswese. Die skole moes besigheidsplanne voorberei en het ,n begroting ontvang vir geboue, infrastruktuur, toerusting, opleiding, bemaking, sekuriteit en LOOM. Ongeveer 75% van die plekke is onder konstruksie of is voltooi (nuwe geboue, opgradering en infrastruktuur, rekenaarlaboratoria, ateljees, werksinkels).

Fokusskole is tans betrokke by onderwyserskonferensies en vakontwikkelingsessies vir sowel onderwysers as leerders in spesialisvakke. Onderwysers word geregistreer vir toepaslike ACE-kursusse om hul kennis, vaardighede en bevoegdheid te verbeter.

Gedurende die volgende fase van die projek sal die klem op Menslikehulpbronontwikkeling val, in ooreenstemming met die MKOS van die departement. Dit sal 'n werksinkel oor heelskoolontwikkeling insluit wat deur 'n diensverskaffer gefasileiteer sal word, indiensopleiding, ACE-kursusse, konferensies, oorbruggingskampe, 'n innoverende roosterkursus en projekbestuurskursusse. Die intensie is ook om IKT-sentrums by sommige van die fokusskole te ontwikkel en om uitreikprogramme aan te bied. Skole word aangemoedig om openbare private vennootskappe te sluit en om beurse vir leerders te verseker.

Loopbaanvoorigting

Lewensoriëntering-onderwysers sal spesiale opleiding ontvang om hulle in staat te stel om leerders te lei tot die keuse van toepaslike loopbane. Alle skole moet hulle spesiale kamers toerus met die nodige toerusting en LOOM. Aan die einde van die jaar sal uitstallings van die leerders se werk en van uitvoerende kunste hier plaasvind.

Ontleding van beperkinge en maatreëls wat beoog word om dit te oorkom

Werwing van geskikte kandidate met 'n aanleg vir 'n loopbaan in onderwys het 'n uitdaging geword. Die onderwysprofessie word gesien as een wat besaai is met dissiplinêre probleme, en van lae status. Terwyl salarisse op toetreevlakke kompetend is, verhoog dit nie soos in ander sektore nie. Die WKOD bly deurlopend in verbinding met skole en universiteitsfakulteite wat Wiskunde, Wetenskap en Tegnologie aanbied in verband met die werwing van potensiële onderwysers.

Daar is baie min gekwalifiseerde voorligtingonderwysers oor in die WKOD. Dit beteken dat die werwing en opleiding van onderwysers in hierdie belangrike en vaardighedsarea van meet af aan moet begin. Dit sal nie maklik wees nie. Die WKOD het 'n driejaarprogram ontwerp om lewensoriëntering-onderwysers se vaardighede ten opsigte van vak- en loopbaanvoorigting te ontwikkel.

'n Loodsstudie is in die vooruitsig (deur die MIV/VIGS-program) om die lewensvatbaarheid van skoolgebaseerde assistent-maatskaplike werkers te ondersoek, as laekoste-inisiatief met potensiaal vir leerderskappe, ten einde die breër maatskaplike uitdagings in baie gemeenskappe (insluitend afwesigheid, gedragsprobleme, en verbeterde toegang tot maatskaplike toelaes, gesinsteun en basiese gesondheidsdienste) te takel.

ST801	Hulp- en Verwante Dienste – Sleutelniegings	2004/05 Werklike	2005/06 Werklike	2006/07 Beraamde	2007/08 Beraamde	2008/09 Beraamde	2009/10 Beraamde
BETALING PER SUBPROGRAM (R'000)							
8.1	Betalings aan SETA	3,659	3,306	3,756	5,312	5,521	5,804
8.2	Voorwaardelike skenkingsprojekte	9,814	11,205	11,870	13,011	13,847	14,626
8.3	Eksterne eksamens	51,436	54,561	62,632	65,692	72,158	76,079
8.4	Onderwyseropleiding	1,345	1,743	1,753	1,814	1,892	1,977
8.5	iKapa Eihlumayo	28,046	127,772	131,375	111,619	116,641	121,890
TOTAAL		94,300	198,587	211,386	197,448	210,059	220,376
BETALINGS PER EKONOMIESE KLASSIFIKASIE (R'000)							
	Huidige betaling	68,020	70,099	93,492	101,527	110,032	115,813
	Vergoeding van werknemers	34,903	37,581	40,064	42,323	47,838	50,708
	Opvoeders	18,742	20,180	21,513	22,650	25,606	27,142
	Nie-opvoeders	16,161	17,401	18,551	19,673	22,232	23,566
	Goedere en dienste en ander huidige betalings	33,117	32,518	53,428	59,204	62,194	65,105
	Oordragte en subsidies	26,133	118,928	105,394	83,185	86,743	90,681
	Betalings vir kapitale bates	147	9,560	12,500	12,736	13,284	13,882
TOTAAL		94,300	198,587	211,386	197,448	210,059	220,376
PERSONEELVOORSIENING							
	Aantal opvoeders (in openbare diens) (a)	0	17	18	18	18	18
	Aantal nie-opvoeders	140	119	138	138	138	138
► PRESTASIEMAATREËLS							
► PPM801:	Aantal opvoeders opgelei in MIVVIGS Lewensvaardighede (kumulatief)	15 910	17 124	20 500	21 000	22 000	23 000
► PPM802:	Persentasie jaarlikse lewering van aangevraagde beskikbare LOOM	95%	89%	100%	100%	100%	100%
► PPM803:	Aantal skoolgemeenskappe 'opgelei' en ondersteun in die implementering van sorg- & steunstrategie vir kwesbare kinders (kumulatief)	-	-	73	500	1 000	1 500
► PPM804:	Aantal skole (SBS'e en SBL'e) opgelei in die ontwikkeling van skool-MIV/AIDS bestuursplanne, in die konteks van WVP (kumulatief)	17	17	17	500	1 000	1 500
► PPM805:	Aantal nuwe beurse aan studentonderwysers toegeken	80	90	97	100	105	110
► PPM806:	Persentasie skole wat VOO aangebied waar minstens een rekenaarfasieliteit as deel van die Khanya Tegnologie in Onderwys-projek	54%	98%	100%	100%	100%	100%

B.9 Implementering van kapitale investering, onderhoud en batebestuursplan

Nuwe projekte, opgraderings en rehabilitasie

Die volgende projekte sal gedurende 2007/08 voltooi word:

Tipe projek	Aantal projekte
Addisionele klaskamers (baksteen) tot bestaande skole	44
Ablusieprojekte	17
Administrasiefasiliteite	3
Forumfasiliteite	10 (2 P/S en 8 S/S)
Primêre skole	9
Sekondêre skole	4
Spesiale skole	-

Die besonderhede van die projekte is as volg:

Tipe projek	Aantal projekte	Naam van projek
Skoolbouprojekte	Primêre skole 9	Samora Marchall PS, Vredendal PS, Smutsville PS, Table View PS, Heinz Park PS, Khayelitsha Ps nr. 1, Khayelitsha PS Nr. 2, Delft N2 Gateway PS, Dalebuhle PS.
	Sekondêre skole 4	Khayelitsha Nr. 1 SS, Khayelitsha Nr. 2 SS, Khayelitsha Nr. 3 SS, Khayamandi SS
Onderrig-kamers as deel van elke nuwe skool of as afsonderlike projekte	Primêre skole 294	Samora Marchall PS (30), Vredendal PS (23), Smutsville PS (15), Table View PS (30), Heinz Park PS (30), Khayelitsha Ps Nr. 1 (32), Khayelitsha PS Nr. 2 (32), Delft N2 Gateway PS (32), Dalebuhle PS. (19) Rosmead PS (2), Sigcawu PS (16), Kuyasa PS (16), Rondeheuvel PS (6), Denneoord PS (4), Kenmere PS (1), Oranjekloof PS (4), Trevor Manuel PS (1), Marconi Beam PS (1), Leyden PS (1), Enkululekweni PS (1), Nomsa Mapongwana PS (1), Stratford PS (1), Hoofweg PS (1), Rainbow PS (1), Isiphiwo PS (1), ACJ Phakade PS (1), Umnqophiso PS (1), Vredenburg PS (1), Willemsvallei PS (1), Touwsrante PS (2), Denneoord PS (1), Milkwood PS (2), Slangrivier PS (1), Melkhoutfontein PS (1), Kranshoek PS (1), MM Mateza PS (1), Tyholorha PS (1), Bonnievale PS (2), Die Bron PS (2), Weltevrede (Rawsonville) PS (1), Weltevrede (Barrydale) PS (1), Glen Elgin PS (1), Waboomsheuvel PS (1), Vuselele PS (1)
	Sekondêre skole 203	Khayelitsha Nr. 1 SS (39), Khayelitsha Nr. 2 SS (38), Khayelitsha Nr. 3 SS (38), Khayamandi SS 3 S/S (35), Masibambisani SS (6), Montagu HS (4), Thandokhulu SS (3), Heideveld SS (1), Bonteheuvel SS (2), Sinenjongo SS (2), Masibambisani SS (2), Masonwabe SS (2), Iqhayiya SS (8), Eerste River SS (1), Wellington SS (7), Kylemore SS (2), Vredenburg HS (1), Murraysburg HS (2), Barrydale HS (1), Langeberg SS (4), Umyezo Wama Apile SS (2), Hexvallei SS (1), Esangweni SS (1), Khanylowethu SS (1)
	Spesiale skole	Nul

Tipe projek	Aantal projekte	Naam van projek	
Hervestiging van mobiele klaskamers	27	Bloekombos SS (22), Sir Lowreys Pass PS (3), Vuyani PS (2). Ander projekte sal slegs gedurende die finansiële jaar geïdentifiseer word wanneer klaskamers beskikbaar word.	
Forums	Primêre skole	2	Turfhall PS, Mzamomtsha PS
	Sekondêre skole	8	Ravensmead SS, Mondale SS, Mountview PS, Sarepta SS, Rocklands SS, Phoenix SS, Scottsville SS, Knysna SS
Toilette	Primêre skole	279	Samora Marchall PS (34), Vredendal PS (17), Smutsville PS (18), Table View PS (34), Heinz Park PS (34), Khayelitsha PS No 1 (34), Khayelitsha PS No 2 (34), Delft N2 Gateway PS (34), Dalebuhle PS (17), Buffels Nek PS (5), Reenendal PS (18)
	Sekondêre skole	150	Enkwenkwezi SS (27), Khayelitsha No 1 SS (27), Khayelitsha No 2 SS (27), Khayelitsha No 3 SS (27), Khayamandi SS (27), Schoonspruit SS (15).
Opgraderingsprojekte	Primêre skole	1	Themhani PS (administratiewe fasiliteit),
	Sekondary school	4	Esselenpark SS (administratiewe fasiliteit), Oaklands SS ((administratiewe fasiliteit), Thandokhulu SS (administratiewe fasiliteit), Suid-Peninsula SS (vervanging van voorafvervaardigde klaskamers met permanente klaskamers)
	Spesiale skole	0	Nul

Onderhoud van geboue oor die MTBR (2007/08 tot 2009/10)

Aantal projekte	Begroting beskikbaar R'000
500	R163,564 miljoen

Die geskatte koste vir die vervanging van alle bestaande skoolgeboue in die Wes-Kaap is R12 biljoen. Volgens die Staatsdienskode behoort 1,5% van die vervangingswaarde van 'n gebou beskikbaar gemaak te word om dit jaarliks te onderhou. 'n Bedrag van R180 miljoen behoort dus jaarliks begroot te word vir die onderhoud van onderwysgeboue in die Wes-Kaap.

Die jaarlikse onderhoudsbegroting vir 2007/08 is R25,221 miljoen en hierdie bedrag verteenwoordig 'n blote 14% van wat benodig word. Die totale onderhoudsbegroting vir die afgelope twee jaar beloop R165 miljoen. Indien dieselfde berekening gedoen word, d.i. 1,5% van die vervangingswaarde, dan dui die antwoord daarop dat die geboue besig is om agteruit te gaan en dat onderhoudsagterstande toeneem.

Batebestuur

- **Onroerende bates**

Die WKOD gebruik die Onderwysbestuursinligtingstelsel (OBIS) en die Skoleregister van Behoeftes Inligtingstelsel wat toereikend is vir die bestuur van onroerende eiendom.

- **Vernaamste roerende bates**

Hoofkantoor en OBOS'e (insluitend kantore gekoppel aan OBOS'e

Die WKOD het ten opsigte van roerende bates 'n batebestuurseenheid gevestig. Hierdie eenheid is een van die pilare van die Verskaffersketteenheid.

Alle meubels en toerusting vir hierdie kantore word van die hoofkantoor af aangekoop en word geregistreer op 'n inventaris van roerende bates ingevolge die vereistes voorgeskryf deur die Nasionale Tesourie. 'n Oudit van alle roerende bates (November) en 'n voorraadopname (Februarie/Maart) word jaarliks gedoen met behulp van 'n private kontrakteur spesifiek aangestel vir hierdie doel.

Die volgende maatreëls is geneem om die integriteit van die data te verseker wat 'n effektiewe bateregister ondersteun wat voldoen aan boekhoudingstandaarde en 'n doeltreffende en akkurate rekonsiliasie van inligting verseker.

- (a) 'n voorraadopname word minstens een keer per jaar deur die Departement onderneem, soos voorgeskryf deur Tesourie-regulasies
- (b) 'n sesmaandelikse voorraadopname word in die vooruitsig gestel in die lig van die volume van die items
- (c) inventaris word afgeteken deur die verantwoordelike amptenare en dan gesertifiseer deur Kostesentrum-bestuurders
- (d) omsendbriewe word uitgereik in ooreenstemming met Hoofstuk 10 van Tesourie-regulasies
- (e) verkrygingsprosedures vir bates word uiteengesit in die Rekenkundige Amptenaar-stelsel
- (f) 'n rekonsiliasie van aankope op LOGIS en die besteding op BAS word maandeliks gedoen
- (g) die bateregister bevat al die inligting wat ingevolge Tesourie-regulasies vereis word

Die meganismes wat geïmplementeer is om te verseker dat 'n doeltreffende stelsel van identifisering, beveiliging, monitering en rekordhouding van roerende bates is plek is, is as volg:

- (a) alle bates is met 'n staafkode, "RSA" gemerk en op inventaris geregistreer
- (b) alle bates is in die register vir roerende eiendom geïdentifiseer in al die batekategorieë aangedui deur Tesourie en is unieke nommers (staafkodes) toegeken
- (c) kostesentumbestuurders is verantwoordelik vir die beveiliging van hul bates
- (d) alle roerende eiendom is registreer op 'n inventaris per kostesentrum en plek. Inventaris word as korrek gesertifiseer deur die Kostesentumbestuurders. Die inventaris word dan by elke plek op 'n opsigtelike plek geplaas.

Skole

Daar is besluit om oordragbetalings na skole te maak ingevolge bestaande Tesourieriglyne sodat skole hul eie toerusting van gekontraakteerde verskaffers kan aankoop. Alle aankope van skole is van die LOGIS-Bateregister verwyder ingevolge die Suid-Afrikaanse Skolewet, 1996 (Wet Nr. 84 van 1996), aangesien dit as inventaris-items van die skool beskou word. Skole sal derhalwe in hul jaarlikse finansiële state oor hierdie inventaris-items verslag doen. Die LOGIS-Bateregister reflekteer slegs die inventaris vir die Hoofkantoor van die WKOD sowel as die OBOS'e en hul onderskeie dienspunte.

- **Planne rakende roerende bates, soos motorvoertuie**

Die voorsiening, onttrekking en vervanging van ou en/of beskadigde staatsmotors (GG)-motorvoertuie word bestuur deur die Provinsiale Departement van Vervoer (Staatsmotorvervoer). Hulle sien ook na die lisensiëring, onderhoud en brandstofvoorsiening ten opsigte van die voertuie, sowel as die byhou van 'n bateregister op die *Fleetman*-stelsel. Hulle formuleer ook provinsiale beleid ten opsigte van die gebruik van staatsmotorvervoer.

Die WKOD verseker dat die provinsiale beleid nagekom word. Dit hou ook 'n register by van voertuie in die WKOD se besit, moniteer voertuiggebruik deur middel van logvelle en verseker dat die voertuie padwaardig is en behoorlik onderhou word.

Die teenswoordige vloot, aangevul deur die voorsiening van gesubsidieerde voertuie aan kwalifiserende amptenare, is voldoende vir die huidige behoeftes van die WKOD. Die voorsiening van gesubsidieerde voertuie is ingetrek ingevolge Omsendbrief Nr. 179/2003 gedateer 10 September 2003, omdat bevind is dat dit duurder is as amptelike vervoer.

BYLAE A: PRESTASIEMAATREËLS

Hierdie bylae lys die 39 nasionaal ooreengekome kern- prestasiemaatreëls (PM's). Vir elke prestasiemaatreël, word die nommer, die kort beskrywing en die langer beskrywing voorsien.

► PM001: Persentasie van kinders van verpligte skoolgaande ouderdom wat skool bywoon

Dit is die persentasie kinders van verpligte skoolgaande ouderdom in die provinsie wat enige skool of onderwysinrigting bywoon. Hierdie prestasiemaatreël dui aan hoe effektief die onderwysregte van kinders, soos in die Grondwet verwoord, vervul word, en die mate waartoe voldoen word aan die bepalings van die Suid-Afrikaanse Skolewet met verwysing na verpligte skoolbywoning.

► PM002: Persentasie jeugdige bo verpligte skoolgaande ouderdom wat skole en ander onderwysinrigtings bywoon

Dit is soortgelyk aan PM001, behalwe dat hierdie prestasiemaatreël na ouer kinders verwys. Dit is die persentasie van die bevolking in die provinsie wat tussen 15 en 17 jaar oud is en enige skool of ander onderwysinrigting bywoon. Dit dui aan hoe suksesvol die regering en die land is in die voorsiening van skool en ander onderwys bo die basiese onderwysvlak. Terwyl die Grondwet nie onderwys vir hierdie groep 'n basiese reg maak nie, verplig dit die regering om verdere onderwys progressief meer beskikbaar en toeganklik te maak vir ons jeug.

► PM003: Openbare besteding aan die armste leerders as 'n persentasie van openbare besteding op die mins arm leerders

Dit is die regering se besteding op die armste een vyfde van kinders en leerders as 'n persentasie van die regering se besteding op die mins arm een vyfde. Gedurende die laaste jare van apartheid was die persentasie ongeveer 20%. Dit is die regering se doel om hierdie persentasie te verhoog tot meer as 100% vir alle provinsies. Daar is baie faktore wat hierdie persentasie op en af laat beweeg; die regering se pro-arm-beleid rakende posvoorsiening en skooltoekenning; die regering se skoolbouprogramme (stoot die persentasie op); die aantal arm kinders wat nie skool bywoon nie (en dus geen onderwysbefondsing ontvang nie); probleme om onderwysers na landelike gebiede te lok (hierdie faktore verlaag die persentasie).

► PM004: Jare insette per VOO-kollege-afgestudeerde

Dit is die aantal jare van skoolonderwys wat die regering belê om elke graad 12- of ekwivalente afgestudeerde te lewer. Omdat leerders herhaal, en omdat leerders die skoolstelsel voor die einde van graad 12 verlaat, is die aantal jare altyd meer as 12. Deur die aantal jare egter minder so min as moontlik te hou, kan die regering aan meer mense onderwys van 'n beter gehalte voorsien.

► PM005: Gemiddelde hoogste graad behaal deur volwassenes in die bevolking

Die maksimum waarde moontlik vir hierdie prestasiemaatreël is 12. Dit sal die geval wees as alle volwassenes in die bevolking graad 12 voltooi het. Soos wat ons samelewing meer geskoold word, behoort die waarde van hierdie prestasiemaatreël te verhoog. Ons moet redelik geleidelike toenames verwag, omdat dit baie jare neem vir skoolopvoeding en ABET om die algehele onderwysvlakke oor die bevolking heen te verander.

► PM006: Volwassenegeletterdheidsyfer

Dit is die persentasie volwassenes wat kan lees en skryf, ten minste op basiese vlak. Ons Grondwet waarborg die reg op basiese onderwys aan alle volwassenes wat in die verlede hiervan uitgesluit was. Vir redes wat met menseregte verband hou, maar ook vir redes wat met ekonomiese ontwikkeling verband hou, is dit 'n belangrike prestasiemaatreël vir die regering. Ons doel moet wees 'n 100%-volwassenegeletterdheidsyfer.

► PM101: Persentasie skole wat die Skooladministrasie en –Bestuurstelsels implementeer

Die Skooladministrasie en Bestuurstelsel (SABS) is 'n nasionaal ontwerpte en gerekenariseerde stelsel wat skole in staat stel om inligting oor hul leerders, personeel, fasiliteite en finansies meer doeltreffend te gebruik. Hoe groter die aantal skole wat oor SABS beskik, des te beter kan ons van skole verwag.

► PM102: Persentasie skole wat elektronies gekontak kan word deur die departement

E-pos help skole om vinnig met die Departement in verbinding te tree wanneer daar 'n probleem is wat die Departement moet hanteer. Hierdie wyse van kommunikasie stel ook die Departement in staat om vinnig en teen lae koste inligting te kommunikeer oor beleidsveranderinge, deurlopende projekte en algemene omsendbriewe. Dit is die regering se doel om te verseker dat alle skole e-konnektiwiteit geniet.

► PM103: Persentasie swart vroue in bestuursposisies

Dit is die persentasie swart vroue in bestuursposisies. Alhoewel diensbillikheid 'n aantal areas dek, is swart vroue in bestuursposisies baie belangrik om die vordering op weg na diensbillikheid in Provinsiale Onderwysdepartemente te belig.

► **PM104: Persentasie huidige besteding aan nie-personeelitems**

Dit is die persentasie van onderwysbesteding, uitgesluit besteding op fisiese infrastruktuur (Nie-personeel-kapitaal), wat bestee word op nie-personeelitems soos handboeke, skryfbehoeftes en leerdervoer.

► **PM201: Persentasie leerderdae wat deur 'n voedingsprogram gedek word**

Dit is die aantal maaltye wat by skole voorsien word, deur die regering se voedingsprogram, gedeel deur alle leerders in 'n jaar ('n leerderdag is een leerder se bywoning op een dag). Hierdie persentasie gaan op wanneer die voedingsprogram meer leerders dek, of wanneer elke leerder meer etes per jaar ontvang. Die maksimum moontlik is 100%. Ons sou verwag dat die persentasie hoër moet wees in daardie provinsies met die grootste vlakke van armoede.

► **PM202: Persentasie leerders in openbare gewone skole met spesiale behoeftes**

Dit is die persentasie leerders in openbare gewone skole met spesiale behoeftes. Histories het sulke leerders probleme met toegang tot openbare gewone skole gehad, maar in die lig van die regering se inklusiewe onderwysbeleid, moet maatreëls getref word om toegang 'n werklikheid te maak vir gestremde leerders.

► **PM203: Persentasie openbare gewone skole met watervoorsiening**

Dit is die persentasie openbare gewone skole aan wie skoon water voorsien word. Vir gesondheid- en ander redes is dit belangrik dat alle skole toegang tot skoon water op die perseel moet hê.

► **PM204: Persentasie openbare gewone skole met elektrisiteit**

Dit is die persentasie openbare gewone skole met elektrisiteitsvoorsiening. Elektrisiteit is 'n belangrike voorvereiste vir die invoer van moderne tegnologieë wat bestuur, onderrig en leer in skole kan bevorder.

► **PM205: Persentasie skole met 'n toereikende aantal funksionele toilette**

Dit is die aantal skole met minstens twee funksionele toilette vir elke klaskamer. Vir redes wat met gesondheid en skoolbywoning verband hou, is dit belangrik dat die skoolstelsel in die rigting van hierdie minimum norm vir alle skole beweeg.

► **PM206: Besteding op onderhoud as 'n persentasie van die waarde van skoolinfrastruktuur**

Dit is belangrik dat bestaande geboue en toerusting in die skoolstelsel behoorlik onderhou word sodat dit ten volle funksioneel is en vervanging minimaal is. Beleid bepaal dat jaarlikse besteding op onderhoud van fasiliteite minstens 1.5% van die totale waarde van daardie fasiliteite behoort te beloop.

► **PM207: Persentasie skole met meer as 40 leerders per klas**

Dit is die persentasie skole met 'n leerder:opvoeder-verhouding groter as 40. Klasse wat baie groot is is duidelik nie goed vir onderrig en leer nie, en die doel is om hierdie persentasie tot 0% te verlaag.

► **PM208: Persentasie nie-Artikel 21-skole waar alle LOOM en alle vereiste materiaal op dag een van die skool afgelewer word**

Dit is die persentasie skole wat van die Departement afhanklik is vir die verkryging van handboeke en ander LOOM, wat al die items wat hulle verwag op die laaste op die eerste skooldag ontvang.

► **PM209: Persentasie skole met Artikel 21-status**

Dit is die persentasie skole aan wie sekere bestuursverantwoordelikheid toegeken is, insluitende finansiële bestuursverantwoordelikhede, ingevolge artikel 21 van die Suid-Afrikaanse Skolewet. (Dit het niks te doen met Artikel 21-maatskappye nie.) Dit is belangrik dat meer skole vir hierdie selfbestuurstatus voorberei word sodat skole meer effektief kan reageer op plaaslike druk.

► **PM210: Persentasie werkdae wat verlore gaan weens afwesigheid van opvoeders in openbare gewone skole**

Hierdie prestasiemaatreël neem in aanmerking enige afwesigheid van die skool deur opvoeders, om enige rede, waar daar geen plaasvervanger-opvoeder was nie. Om behoorlik te kan funksioneer, is dit belangrik dat leerders nie sonder opvoeders is nie. Die doel moet wees om hierdie prestasiemaatreël so laag as moontlik te hou.

► **PM211: Persentasie leerderdae wat verlore gaan weens leerderafwesigheid in openbare gewone skole**

Hierdie prestasiemaatreël is soortgelyk aan PM213, maar dit het te doen met leerders eerder as opvoeders. Enige afwesigheid van skool deur enige leerder moet deur hierdie prestasiemaatreël in berekening gebring word word.

► **PM212: Die prestasiesyfer van die mins bevoordeelde skole tot die mees bevoordeelde skole met verwysing na graad 3**

Dit is die gemiddelde van die lees- en wiskundepunte van graad 3-leerders in die armste skole in verhouding tot die gemiddelde vir die mins arm leerders, uitgedruk as 'n persentasie. Dit is nie net belangrik om die apartheidserfenis van ongelyke besteding op leerders te pak nie. Dit is ook belangrik om te verseker dat ongelykhede in leerderuitlae verminder word sodat leerders 'n meer gelyke begin in die lewe kan hê.

► **PM213: Herhaalsyfer in graad 1 tot 7**

Dit is die aantal leerders wat hul huidige graad in graad 1 tot 7 herhaal, gedeel deur alle leerders wat vir graad 1 tot 7 ingeskryf is. 'n Hoë herhaalsyfer is beide duur en nadelig vir onderrig en leer. Dit is belangrik dat hierdie prestasiemaatreël so laag as moontlik is.

► **PM214: Persentasie leerders in graad 3 wat aanvaarbare uitkomstes in gesyferdheid en geletterdheid bereik**

Hierdie prestasiemaatreëls is gebaseer op dieselfde data as PM212. Dit dui die persentasie aan van alle graad 3-leerders wat, gemiddeld, aanvaarbare uitkomstes in gesyferdheid en geletterdheid bereik.

► **PM215: Persentasie leerders in graad 6 wat aanvaarbare uitkomstes in wiskunde, geletterdheid en natuur- en skeikunde bereik**

Hierdie prestasiemaatreël dui die persentasie aan van alle graad 6-leerders wat, gemiddeld, aanvaarbare uitkomstes in gesyferdheid, geletterd en lewensvaardighede bereik.

► **PM216: Persentasie meisieleerders wat wiskunde en wetenskap in graad 8 tot 12 neem**

Dit is die persentasie van meisieleerders wat in graad 10, 11 en 12 vir wiskunde en wetenskap ingeskryf is. Histories, was meisies ondervertegenwoordig in hierdie vakke; dus sal verhoogde deelname daarin 'n belangrike aanduiding wees van 'n beweging na 'n meer geslagsgebalanseerde VOO-band.

► **PM217: Die prestasiesyfer van die mins bevoordeelde skole tot die mees bevoordeelde skole ten opsigte van die graad 12-slaagsyfer**

Dit is die gemiddelde van die Senior Sertifikaat-punte van graad 12-leerders in die armste skole in verhouding tot die gemiddelde vir die mins behoeftige leerders, uitgedruk as 'n persentasie. Hierdie prestasiemaatreël is dus soortgelyk aan PM212.

► **PM218: Herhaalsyfer in graad 8 tot 12**

Dit is dieselfde as PM213, behalwe dat hierdie prestasiemaatreël graad 8 – 12 dek.

► **PM219: Slaagsyfer in graad 12-eksamens**

Dit is die totale aantal leerders wat die Senior Sertifikaat-eksamen in gegewe 'n jaar slaag, gedeel deur die totale aantal 18-jariges. Dit is nie dieselfde as die Matriekslaagsyfer nie. Hierdie prestasiemaatreël neem twee dinge in ag. Eerstens neem dit in ag hoeveel jeugdiges deelneem aan die eksamens. Tweedens neem dit ook in ag hoeveel jeugdiges wat die eksamen skryf, dit ook slaag.

► **PM220: Slaagsyfer in graad 12 vir wiskunde en wetenskap**

Dit is die totale aantal leerders wat óf die wiskunde óf die wetenskap Senior Sertifikaat-eksamens per jaar slaag, gedeel deur die totale aantal 18-jariges. Soos die algehele slaagsyfer (Kyk PM219), bied hierdie prestasiemaatreël 'n idee van die omvang van insette wat die onderwystelsel bied in verhouding tot die bevolking.

► **PM221: Persentasie leerders in graad 9 wat aanvaarbare onderwysuitkomstes in alle leerareas**

Hierdie prestasiemaatreël dui die persentasie aan van alle graad 9-leerders wat, gemiddeld, aanvaarbare onderwysuitkomstes bereik.

► **PM301: Persentasie van befondste onafhanklike skole wat vir moniteringsdoeleindes besoek word**

Dit is die persentasie onafhanklike skole wat 'n regeringsubsidie ontvang en vir gehaltebeheerdoeleindes gedurende die jaar deur die Departement besoek word. Dit is belangrik dat die regering die gehalte van onderwys in onafhanklike skole monitor, veral in dié wat staatsubsidies ontvang, en optree waar daar nie aan minimum standaarde voldoen word nie.

► **PM401: Persentasie kinders met spesiale behoeftes van verpligte skoolgaande ouderdom wat nie in onderwysinrigtings ingeskryf is nie**

Dit is die persentasie gestremde leerders van verpligte skoolgaande ouderdom wat nie in enige onderwysinrigting ingeskryf is nie. Dit is belangrik dat die regering toereikende en toepaslike toegang tot spesiale en openbare gewone skole vir hierdie leerders bied. Hierdie prestasiemaatreeël moet ideaal gesien, 'n waarde van 0% dra.

► **PM501: Aantal VOO-kollegestudente in verhouding tot jeug in die provinsie**

Dit is die aantal VOO-kollegestudente, van alle ouderdomme, gedeel deur jeug ouderdom 16 tot 18. Terwyl baie VOO-kollegestudente bokant die ouderdom van 18 is, bied hierdie prestasiemaatreeël nogtans 'n nuttige aanduiding van hoe goed VOO-kolleges uitreik na die jeug en die bevolking as 'n geheel.

► **PM502: Persentasie vroulike studente in tegniese velde**

Dit is die persentasie van alle vroulike VOO-kollegestudente wat vir ingenieurswese en enige ander tegniese velde ingeskryf is. Histories was die inskrywing van vroulike studente in hierdie velde lag. In belang van geslagsgelykheid moet hierdie situasie verbeter.

► **PM503: VOO-kollege-deurvoersyfer**

Dit is die aantal studente wat die finale eksamens slaag, gedeel deur die aantal studente wat die VOO-kollegestelsel toetree het met die voorneme om die eksamen te slaag.

► **PM504: Persentasie leerders in leerderskappe geplaas via VOO-kolleges**

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

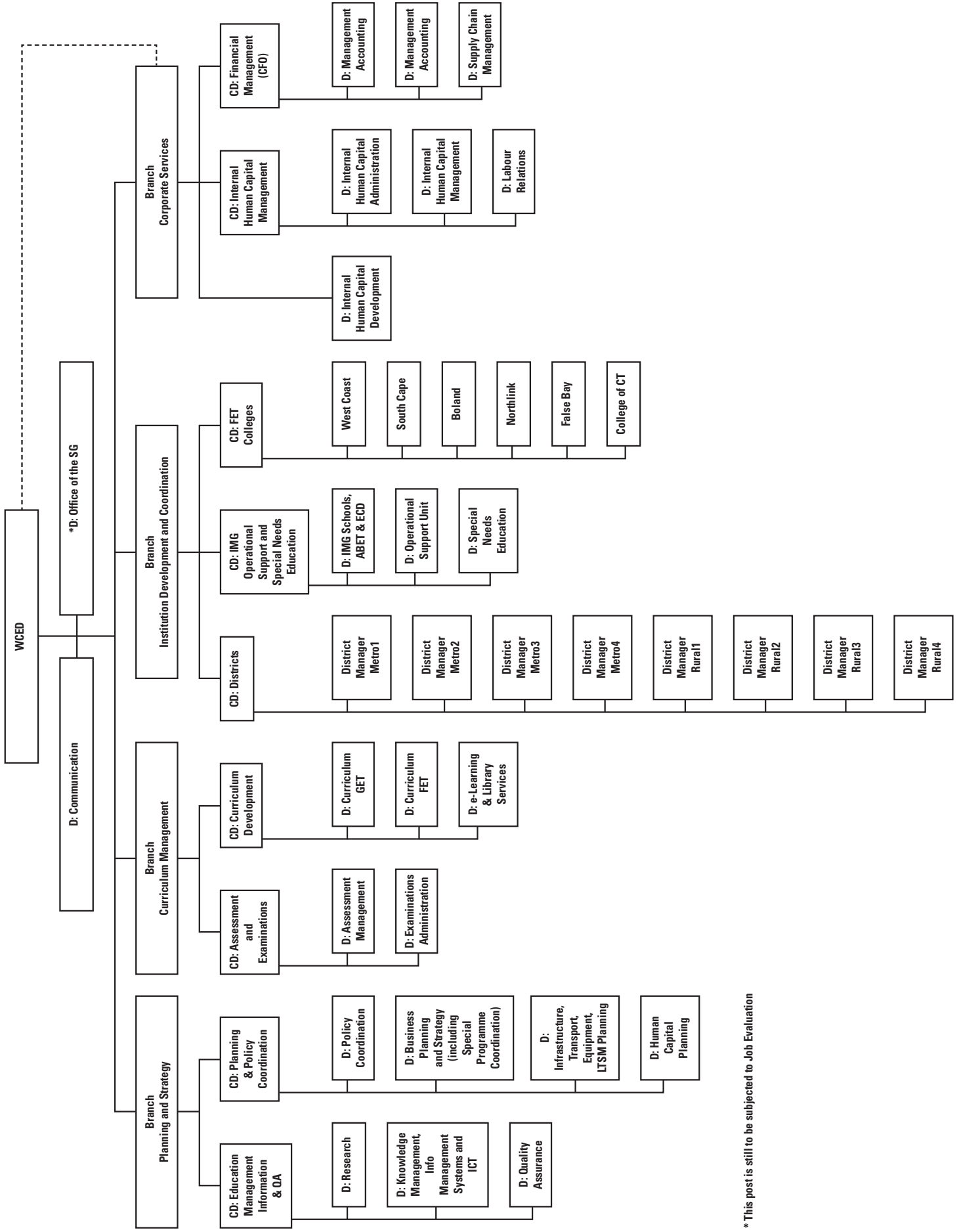
► **PM601: Persentasie BVOO-leerders in verhouding tot/relatief tot volwassenes in die provinsie**

Dit is die persentasie studente wat in openbare BVOO-sentrums geregistreer is, gedeel deur die totale aantal volwassenes in die bevolking. Hierdie persentasie bied 'n aanduiding van hoe uitgebreid die openbare **provisioning** van ABET in die provinsie is.

► **PM701: Persentasie leerders in graad R befonds uit openbare fondse**

Dit is die totale aantal leerders in graad R befonds uit openbare fondse (in openbare skole of gemeenskapsentra), gedeel deur alle vyfjariges in die bevolking. Terwyl dit nie die regering se doel is om 100% te bereik ten opsigte van hierdie prestasiemaatreeël nie (dit kan verwag word dat sommige leerders privaat sentra sal bywoon), stipuleer beleid dat ons teen 2010 'n hoë vlak van tussen 80% and 90% moes bereik het.

Skedule 1 – Organogram van die Wes-Kaap Onderwysdepartement



* This post is still to be subjected to Job Evaluation

Office of the SG

D: Kantoor van die SG

D: Communication

D: Kommunikasie

***Office of the SG**

* Umlawuli: kwi-Ofisi yeNtoko yeSebe

Branch Planning and Strategy

Tak: Beplanning en Strategie

CD: Education Management Information and Quality Assurance

HD: Onderwysbestuursinligting en GV

D: Research

D: Navorsing

D: Knowledge Management, Information Management Systems

D: Kennisbestuur, Inligtingsbestuurstelsels en IKT

D: Quality Assurance

D: Gehalteversekering

CD: Planning Policy Coordination

HD: Beplanning en Beleidskoördinasie

D: Policy Coordination

D: Beplanning en Beleidskoördinasie

D: Business Planning & Strategy

(including Special Programme

Coordination)

D: Besigheidsbeplanning en Strategie

(insluitend Spesiale Program-Koördinasie)

D: Infrastructure, Transport, Equipment,

LTSM Planning

D: Infrastruktuur, Vervoer, Toerusting,

LOOM-Beplanning

D: Human Capital Planning

D: Menslikekapitaalbeplanning

Branch Curriculum Planning

Tak: Kurrikulumbestuur

CD: Assessment and Examinations

HD: Assessering en Eksamens

D: Assessment Management

D: Assesseringsbestuur

D: Examinations Administration

D: Eksamenadministrasie

CD: Curriculum Development

HD: Kurrikulumontwikkeling

D: Curriculum GET

D: Kurrikulum AOO

D: Curriculum FET

D: Kurrikulum: VOO

D: e-Learning & Library Services

D: e-Leer & Biblioteekdienste

Branch Institutional Development &

Coordination

Tak: Inrigtingsontwikkeling en Koördinasie

CD: Districts

HD: Distrikte

District Manager Metro 1

Distriksbestuurder Metro 1

District Manager Metro 2

Distriksbestuurder Metro 2

District Manager Metro 3

Distriksbestuurder Metro 3

District Manager Metro 4

Distriksbestuurder Metro 4

District Manager Rural 1

Distriksbestuurder Landelik 1

District Manager Rural 2

Distriksbestuurder Landelik 2

District Manager Rural 3

Distriksbestuurder Landelik 3

District Manager Rural 4

Distriksbestuurder Landelik 4

CD: IMG Operational Support and

Special Needs Education

HD: Operasionele Ondersteuning en

Onderwys vir Spesiale Behoeftes

D: IMG schools, ABET & ECD

D: Inrigtingsbestuur en Beheerbeplanning

Skole, ABVOO & VKO

D: Operational Support Unit

D: Operasionele Ondersteuningseenheid

D: Special Needs Education

D: Onderwys vir Spesiale Behoeftes

CD: FET Colleges

HD: VOO-Kolleges

West Coast FET Colleges

Weskus VOO-Kollege

South Cape FET Colleges

Suid-Kaap VOO-Kollege

Boland FET Colleges

Boland VOO-Kollege

Northlink FET Colleges

Northlink VOO-Kollege

False Bay FET Colleges

Valsbaai VOO-Kollege

College of CT

Kaapstad VOO-Kollege

Branch Corporate Services

Tak: Korporatiewe Dienste

D: Internal Human Capital Development

D: Interne Menslikekapitaal-ontwikkeling

CD: Internal Human Capital Management

HD: Interne Menslikekapitaal-bestuur

D: Internal Human Capital Administration

D: Interne Menslikekapitaal-administrasie

D: Internal Human Capital Management

D: Interne Menslikekapitaal-bestuur

D: Labour Relations

D: Arbeidsverhoudinge

CD: Financial Management (i-CFO)

HD: Finansiële Bestuur (HFB)

D: Management Accounting

D: Bestuursrekeningkunde

D: Management Accounting

D: Finansiële Rekeningkunde

D: Supply Chain Management

D: Verskafferskettingbestuur

Annual Performance Plan

2007/08 to 2009/10

Jaarlikse Prestasieplan

2007/08 tot 2009/10

IsiCwangciso Sentsebenzo Yonyaka Emihlanu

2007/08 ukuya 2009/10



**WESTERN CAPE
Education Department**

Provincial Government of the Western Cape



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*Ukuba ufuna iikopi ezongezelelweyo zolu xwebhu, nceda
uqhagamshelane kunye:*

NeNtloko
*kwezeMfundo, Private Bag X9114
Cape Town, 8000
Umnxeba: 021 467 2531
Ifekisi: 021 461 3694
I-imeyl: media1@pgwc.gov.za*

IMBULAMBETHE YOMPHATHISWA WEPHONDO

Ndinethemba lokuba esi siCwangciso seNtsebenzo yoNyaka (APP) singqinelana kakhulu nezicwangciso zikazwelonke nezephondo kunye neziphumo zazo.

Kunyaka ophelileyo, izikolo eNtshona Koloni zabaneziphumo zematriki ezihle kakhulu nesinebhongo ngazo. Kodwa ke sinako ukuziphucula ezi ziphumo kwaye masenze ngaphezu koku. Asinakuze sonwabe sinenqanaba lokuphumelela kwabafundi imatriki bafumane izatifikethi zokudlulela phambili (*endorsement rate*) elingu-13.53% kuphela kubafundi bethu abayi-17, 554 be-*ex-HOR* ne-*ex-DET*, lo gama izikolo ze-*ex-CED* inqanaba lokuphumelela kwabafundi bafumane izatifikethi zematriki zokudlulela phambili kubafundi abayi-6,501 ngo-2006 belingu-52.13%.

Malunga noku, sele ndisenzile isibhengezo samaphulo amathandathu ongenelelo ngoncedo ngokucace gca esiza kuwenza, angala:

1. Ukuqalisa ukuphucula umgangatho, uphuhliso, iprogram yenkxaso nophuhliso (*Quids -Up* pogramme). Eli phulo, nelikhokelwa nguMphathiswa uPandor, lijolise kulwabiwo lwezibonelelo zokufunda ezitsha ezikolweni, ingakumbi kuluntu oluhlupekileyo nolungathathi ntweni. Iprogram ibandakanya zonke izikolo zaseprayimari ezikumanqanaba entlupheko (*quintiles*) lokuqala nelesibini. Ezi zikolo zaseprayimari zizikolo ezithululela abafundi bazo kwizikolo eziziisekondari ezineziphumo ezibi. Likwabandakanya malunga nezikolo eziphakamileyo eziyi-80 nezineziphumo zeMatriki ezibi.

2. Ukumisela iithagethi: Ekupheleni kukaMatshi 2007 isikolo esiphakamileyo ngasinye kwiphondo, kuza kufuneka simisele iithagethi yokupasa kwesikolo siphela, iithagethi yokuPasa iMatriki kufunyanwe izatifikethi zematriki zokudlulela phambili neethagethi ze-*Maths/Science* ngo-2007. Ezi thagethi mazisayinwe njengezamkelweyo liBhunga loLawulo leSikolo kwakunye nabameli beRCL. Njengokuba u-2007 ingunyaka wokugqibela wale kharityhulam ikhoyo, zonke izikolo ziya kukhuthazwa ukuba zenze konke okusemandleni azo ukuba zimisele iirekhodi zentsebenzo yomntu ngamnye kumntu wonke. Kwakhona ndifuna iithagethi eziya kunciphisa amanani "abafundi abaphuma bengaqibanga esikolweni", kumakala 10, 11 no-12 ngo-2007 nakwiminyaka elandelayo. Okokugqibela iithagethi zolwazi lokufunda nokubhala nolwazi lokubala ziya kumiselwa nazo ekuhambeni konyaka ka-2007.

3. Ukomeleza ngamandla isiseko sethu sisinabise : makusetyenzwe ngamandla ukuphucula ulwazi lokufunda nokubhala nolokubala kumfundi wonke. Enye into ecace gca apha kum kukuba asinako ukusuka nje sikhangele izinto eziyingxaki kwizikolo zethu eziphakamileyo. Kufuneka sisebenza ngamandla kwizikolo zethu zaseprayimari kwangokunjalo. Isicwangciso sethu solwazi lokufunda nokubhala nolokubala masomelezwe – ingakumbi iiprogram zolwazi lokufunda nokubhala kusapho kunye nesicwangciso sephondo sethu seenguqu kwiilwimi.

4. Ukwenza izikolo zethu zibe likhaya elikhuselekileyo lokufunda lomntu wonke. Omnye umba oye wachaphazela izikolo zethu ngokugqithisileyo kulo nyaka nakwiminyaka engaphambili, linqanaba lobundlobongela ngaphakathi nakwindawo engqonge isikolo, kwakunye nokuziphatha ndlongo-ndlongo kwabafundi. Siza kuqalisa ngephulo lobambiswano noxhaswano phakathi kwamacandelo ngamacandelo ngohlobo olungazange lwakho ngaphambili, ukuze sakhe ikhaya lokufunda elikhuselekileyo, ngo-2007 nangaphaya kwakhe. Makumiselwe iindlela zokuziphatha nemigaqo yokuziphatha kwaye ilandelwe. Kuza kuqaliswa izicwangciso zokuphucula izikolo ezongeza ukuxabiseka kweemfundiso eziziseko. Siza kuncedisa izikolo zethu ekuphononongeni nasekomelezeni imigaqo yokuziphatha engagqithanga u-Oktobha 2007.

5. Ukubeka iliso nokuvavanya. Ndikholelwa ekubeni inkqubo yohlenga-hlengiso yesebe mayikhokelele kwimiba yezakhono ezingaphezulu zophando, ukubeka iliso, ukuvavanya nokubanako ukuphendula. Njengeziko lemfundo, omnye umngeni wethu ophambili kukwazi imeko esingqongileyo, imingeni nezinto ezinokwenzeka nokuba sikwazi ukuhlangabezana nazo.

6. Ukuqubisana nemeko ekwizikolo eziyi-34 ezisenentsebenzo engaphantsi kwe-60%. Ukuba lqhayiya Secondary School eKhayelitsha ingafikelela kwinqanaba elincomekayo lokupasa elingu-94% ku-2006 ukusuka ku-39% kunyaka obengaphambi koku, ngokucacileyo kufuneka silujongisise olu hlobo lwempumelelo, size sizame senze ngokufanayo kuyo yonke inkqubo yemfundo.

Asinako ukuqhubeka sinyamezele intsebenzo engaphantsi komgangatho. Senze ucazululo olupheleleyo lwesikolo ngasinye esinentsebenzo engaphantsi komgangatho apho eyona miba ephambili okanye enegalelo ikukulabalaba kobunkokeli nolawulo, okanye iyingxaki yootitshala abangenazakhono zokufundisa ngokugqithisileyo, ngokuqinisekileyo siya kucinga iindlela ezinokukhethwa ezinjengokususwa kweenqununu, iikomiti zolawulo oluphezulu zisiwe kwezinye izikolo, ngokungqinelana nemithetho yabasebenzi.

Ezinye iiprojekthi eziphambili zeSebe leMfundo leNtshona Koloni (WCED) kulo nyaka, zibandakanya ukuphunyezwa kwesigaba sokuqala sokuhlenga-hlengiswa kwesebe, ukuqulunqwa kweminye imigaqo-nkqubo ephambili, ukwenziwa kwezicwangciso zengingqi zamalungiselelo okubonelela amancedo ezemfundo; ukwenziwa nokuqaliswa kwenyathelo lemivuzo ephuculweyo yeenqununu nokuphucula inkxaso kwezolawulo ezikolweni.

ISebe leMfundo labelwe esona sabelo sikhulu i-37% kwibhujethi iyonke ngo-2007/2008, ekuye kwagxininiswa kuphuhliso lwezakhono, uphuhliso lootitshala, ukuhlawulwa kootitshala nabasebenzi bezolawulo, nokubonelelwa ngezakhiwo neziseko zophuhliso (*infrastructure provisioning*).

Ukugxininisa kwi-*Early Childhood Development (ECD)*, kwiikholeji ze*Further Education and Training (FET)*, nemfundo eqhelekileyo ngeprojekthi i*Quids-Up project*, kwakha umgangatho kule nkqubo iphela. Le mali yandisiweyo inika ithemba lokwenene kubazali, kootitshala nakwizikolo. Siya kusebenzisa le mali ukuphuhlisa izakhono zoluntu kwiphondo size sithathe amanye amanyathelo ukuzinzisa imfundo esemgangathweni.

Ukubonelelwa ngezakhiwo neziseko zophuhliso kusoloko kungumngeni kodwa sisajongisa iqela lemiba ukongeza le mali siyabelweyo. Xa ubani ethathela ingqalelo amasebe esincedisana nawo, aya kuthi nawoancedise kwimfundo ngokubanzi, umzekelo, iingxowa-mali zophuhliso lwezintlalo ukulwa ukusetyenziswa gwenxa kwezinyobisi, nemali eyabelwe ukukhuthaza imidlalo ezikolweni, ukhuseleko, ukuphuhliswa kwezakhono, konke oku kuziindaba ezimnandi.

Ndijonge phambili ngethemba kunyaka apho sakubanako ukunyusa isantya kwiinzame zethu zokuphumeza izicwangciso, nokuphumelela kwabafundi imatriki bafumane izatifikethi zokudlulela phambili, inani eliphezulu labafundi abaphumelele imathematika nesayensi, nabafundi abaninzi kwiikholeji zethu zeFET, kwiinzame zokufumana ubomi obungcono kumntu wonke.

Le APP linyathelo elibheka phambili ekunikeni igalelo lokwenene kwisiCwangciso soPhuhliso lweZakhono zoLuntu. Masiqinisekise ukuba isikolo ngasinye siyayinikwa inkxaso ukuze sifundise iNkcazo yeKharityhulam kaZwelonke (NCS) nokuqinisekisa ubukho bemfundo esemgangathweni kumntu wonke. Makumiselwe iithagethi yaye zifikelele. Ukuba iithagethi azinakubekelwa milinganiselo okanye izinto ezinokubalwa yaye kungabikho ndlela yakubala izinto ezenziweyo, ziya kuba zililize ekungekho nzuzo ekuzameni ukufikelela kuzo.

Cameron Dugmore
Umphathiswa Wemfundo
31 Matshi 2007

IMBULAMBETHE EYENZIWA LIGOSA ELIMELE UKUPHENDULA

ISebe leMfundo leNtshona Koloni (WCED) laphehlelela ngokusesikweni isiCwangciso soPhuhliso lweZakhono Zoluntu (*Human Capital Development Strategy (HCDS)*) saseNtshona Koloni ngo-Matshi 2006.

Esi sicwangciso (*HCDS*) yintsika esisiseko yeKapa eliHlumayo, isicwangciso sokukhula nophuhliso lweNtshona Koloni, kwaye sisisiqalo sazo zonke izicwangciso zethu zemfundo.

Esi sicwangciso singene kwisigaba esibaluleke ngeyona ndlela njengoko singena kunyaka wesibini wokuphunyezwa kwaso. Isigaba sokuqala seHCDS ibe kukuhlenga-hlengisa (*redesign*) iSebe i-WCED ukuze kuqinisekise ukuba sinazo izakhono zokufikelela kwiinjongo zethu sisebenzisa zonke izibonelelo esinazo.

Ikhabinethi yasamkela isitraksha esikhulu esitsha (*new macro structure*) seWCED nge-13 Februwari 2007. Siqale unyaka-mali ngokujongisisa iinkcukacha ngokupheleleyo - izitraksha ezincinane (*micro structures*) – ezifunekayo ukuze kuqinisekise inkxaso eza kuba yimpumelelo kwinqanaba ngalinye.

Lo gama sisazama-zamana nemiba yohlenga-hlengiso, kusafuneka songeze isantya ukwenzela ukuba siqinisekise uqwalaselo ngamandla ekwenziweni kweenkonzo. Kwimbulambethe yakhe uMphathiswa wethu uye wagxininisa iinkalo ezintandathu ezifuna ukuqwalaselwa ngokukodwa ngethuba lonyaka-mali ka-2007/08.

Unyaka ka-2007/08 uya kuba ngunyaka ocela imingeni ingakumbi kwiSebe i-WCED njengoko sigqibezela uhlenga-hlengiso lwesebe lo gama siqinisekisa imigangatho ephhezulu yokwenziwa kweenkonzo.

IsiCwangciso seNtsebenzo yoNyaka sethu (*Annual Performance Plan (APP)*) sineprogram ebanzi yezinto ezininzi eziza kwenziwa kwezemfundo kweli phondo ngo-2007/08. Sibandakanya iithagethi ezichazwe gca nemilinganiselo yentsebenzo, kwaye sibonisa ukuzimisela kwethu ekuqinisekiseni ukuba siyafikelela kwiinjongo zethu.

Njengokuba i-APP icela umngeni, ikwamele ithuba elinika umdla omkhulu lokubonisa esinokukwenza ukuza nenguqu kubomi nakuluntu lwethu luphela. Siyasincoma kakhulu esi sicwangciso kubo bonke abantu abachaphazelekayo kwaye sinqwenela ukusebenzisana nani kwiinzame zokubonelela ngemfundo esemgangathweni kumntu wonke.

Ngumnu Ron Swartz
Intloko yeSebe leMfundo eNtshona Koloni
31 Matshi 2007

Umbono

Ikhaya lokufunda lomntu wonke

Umnqophiso

Umnqophiso wethu kukuqinisekisa ukuba bonke abafundi bafumana ulwazi abalufunayo, ngookunjalo nezakhono neempawu zentsulungeko:

- Baphuhlise iitalente zabo
- Benze igalelo kuphuhliso lwentlalo noqoqosho
- Bathathe inxaxheba ngokupheleleyo kokuqhubeka kweli lizwe
- Bakwazi ukukhuphisana namanye amazwi, kananjalo
- Bakhe iindawo ezihlalwa ngabahlali abakwaziyo ukulawula ubomi babo ngempumelelo nangendlela enesidima.

Iimpawu zentsulungeko

- Iimpawu zentsulungeko zoMgaqo-siseko woMzantsi Afrika
- Izimiselo zephulo iBatho Pele
- Iziphumo ezingundoqo zeKharityhulam yeSizwe
- Inguqu, ngokuqinisekisa ufikelelo, ubulungisa nolungiso (lomonakalo wangaphambili)
- Ukuba phambili komfundi ngokubaluleka
- Ulwabiwo lwezinto olutyekele ngasekukhawulelaneni nabahluphekileyo
- Ukwamkela uxanduva lokuphendula nokwenza izinto elubal
- Ukuqaqamba kuko konke esikwenzayo
- Ukuzibeka phantsi kolawulo lwabahlali ngokubanzi, ukuwaxhasa amalinge okuqinisekisa uphuhliso lwezentlalo, ezenkcubeko nezozoqosho

Uxwebu oluyiManifesto on Values, Education and Democracy (iSebe leMfundo, 2001) ludwelisa iimpawu zentsulungeko ezilishumi (10) ezisekelwe kwiimpawu zentsulungeko zoMaqo-siseko, ezizezi: idemokhrasi, ubulungisa entlalweni, ulingano, ukungacalu-caluli ngobuhanga nangesini, Ubuntu, intlalo evulelekileyo, ukwamkela uxanduva lokuphendula, ukuthotyelwa komthetho, imbeko noxolelwano.

Le nto ithi Batho Pele ithetha "ukubeka abantu phambili". Izimiselo ezisibhozo zephulo i Batho Pele zigxininisa ukubaluleka kothethwano, imigangatho ephuzulu yokunikwa kwenkonzo, uqhuhleko, ufikeleleko, ingcaciso, ukukhululeka nokwenza izinto elubala, ukuziqwalasela izikhalazo nokwenza izinto ngokucikizekileyo.



ISEBE LEMFUNDO
leNtshona Koloni

URhulumente Wephondo leNtshona Koloni



MALUNGA NOLU XWEBHU

IsiCwangciso esiliQili soNyaka soKwenziwa koMsebenzi liSebe leMfundo (i-WCED) sicacisa izicwangciso zezemfundo kaRhulumente wePhondo zeminyaka ukususela ku-2007/08 ukuya ku-2009/10, kugxininiswa ngakumbi koko kuza kwenzeka kunyaka-mali oqala ngomhla woku-1 ku-Apreli 2007 uye kuphela ngomhla wama-31 kuMatshi 2008. Eli xwebhu likwabandakanya ingcombolo yolwazi eninzi malunga nemeko ekuyiyo ngoku kwezemfundo: Yintoni imingeni ephambili iyeyiphi kwaye athini na amangenelelo kaRhulumente kulo mbandela.

Zibini izigaba ezingundoqo kolu xwebhu.

IsiGaba A sicacisa malunga **neenkalo ekujoliswe** kuzo kunye **neenjongo ezicwangcisiweyo** zesizwe kunye nendlela ezixhaswa ngayo zizicwangciso eziliqili kunye nezo zesebe. Kukwachazwa neenkalo zempumelelo kwiphondo eli kwakunye nemingeni elijongene nayo. IsiGaba A sona sikwacacisa malunga nomkhomba-ndlela ngokuphathelele kwiinkonzo zezikolo zompeleso (*pre-school services*), ezezikolo, ezeekholeji ze-FET kunye nezemfundo yabantu abadala.

IsiGaba B sinika iinkcukacha ezipheleleyo malunga **neenkonzozo zeSebe leMfundo, nemingeni elijongene nayo kwezintlalo nezooqoqosho**. Imibandela ephambili esetyenzisiweyo ukuqulunqa nokucwangcisa ingcombolo yolwazi kwisiGaba B yile:

- **linkqubo zohlalho-lwabiwo-mali lwePhondo.** Zizonke zisibhozo ezi nkqubo. Zona zenza amacandelwana esiGaba B.
- **Iinjongo ezicwangcisekileyo.** Zona zikhe zavelelwa kwisiGaba A, kodwa kwisiGaba B zihanjiswa nenkqubo nganye yohlalho-lwabiwo-mali. Kukho iinjongo ngeenjongo ezicwangcisekileyo ezahlukeneyo zizonke, kwaye zibonakalisa amacala acwangciselwe ukuba iye ngakuwo le misebenzi ngemisebenzi yohlalho-lwabiwo-mali.
- **Iinjongo ezingqinisisekayo.** Zona zithe kratya ngokuthi ngoko kuneziya njongo zicwangcisekileyo, kwaye zona zihambelana neenkqubo ezithile.
- **Izingqinisiso zoKwenziwa koMsebenzi.** Zona ziphantsi kweenjongo ezingqinisisekayo, kwaye ziyinkcazelo-manani ethathelwe phezulu nguRhulumente, umzekelo, ipesenti yabantwana abakwiminyaka yokuba sesikolweni kunye nolutsha olubhalisiweyo apha kwisixokelelwano sezemfundo.
- **Ujoliso lokwenziwa komsebenzi.** Isingqinisiso sokwenziwa komsebenzi ngasinye sineendidi ezintathu zojoliso lokwenziwa komsebenzi, udidi ngalunye ilolonyaka ngamnye kule minyaka-mali mithathu izayo. Ezi ndidi zojoliso, nekugxininiswa kakhulu kuzo phaya kuhlalutyo nakwizicwangciso ezinikiweyo kulo mqulwana, zibonakalisa indlela aceba ngayo uRhulumente ukuphucula ukunikwa kweenkonzo kule minyaka izayo.

IsiHlomelo A sona sidwelisa izingqinisiso soKwenziwa koMsebenzi (ii-PM) ekuvunyelwene ngazo kundlunkulu. KwisiNgqinisiso ngasinye soKwenziwa koMsebenzi, inani, inkcazelo emfutshane kunye nenkcazelo endana zinikiwe zadandalaziswa.

Iinjongo ezicwangcisekileyo, iinjongo ezingqinisisekayo nezingqinisiso zokwenziwa komsebenzi zenziwe zafana kwilizwe eli lonke, ngamanye amazwi, ziyafana kwiphondo ngalinye (kambe ke kunokwenzeka iinjongo ezicwangcisekileyo nezingqinisiso zokwenziwa komsebenzi zibekhona ecaleni kwezi zesizwe). Ujoliso lokwenziwa komsebenzi lona lukholisa ukwahlukana ngokwamaphondo ngamaphondo, kuxhomekeke kwiimeko zelo phondo.

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Ishedyuli 1 – Amanqwanqwa Okuma Kwesebe Lemfundo Lentshona Koloni

IINKCAZELO ZAMAGAMA NAMABINZA

Iinkcazelo zeentsingiselo zamagama asetyenziswe apha kulo mqulwana zinikiwe ngezantsi apha.

INjongo eNgqinisekayo (i-MO)

Iinjongo ezingqinisekayo ziinjongo okunokuthi kungqiniseke lula ukufezekiseka kwazo. Ujoliso lwazo olukhulu luba kwizinto eziqhelekileyo ezifana nofikeleleko, ukwanela, ubulungisa, ucikizeko, iziphumo nomgangatho. Zihambelana ngqo neenjongo ezicwangcisekileyo. Ubuninzi beenjongo ezingqinisekayo zinxulumana nomsebenzi othile kuhlahlo-mali lwephondo, nangona zisenokubakhona ezichaphazela icandelo lilonke nje ngokubanzi.

IsiNgqinisiso soKwenziwa koMsebenzi (i-PM)

Izingqinisiso zokwenziwa komsebenzi ziziphumo zesizwe ezinxulumene namanani-nkcazo athile. Zisetyenziselwa ukujonga ubungakanani bomsebenzi owenziweyo kwicandelo lemfundo. Isingqinisiso sokwenziwa komsebenzi ngasinye singqamene nenjongo engqinisekayo ethile. Isingqinisiso sokwenziwa komsebenzi ngasinye ngamanye amaxesha siba ngamanani-nkcazo amaxesha athile.

UJoliso loKwenziwa koMsebenzi (i-PT)

Ujoliso lokwenziwa komsebenzi lixabiso(umthamo) eliboniswa ngenani kwixesha elithile phambili phaya ngokuphathelele kwisingqinisiso sokwenziwa komsebenzi. Ujoliso lomsebenzi lubonakalisa indlela ethe ngqo eluza kwenziwa ngalo uphuculo olucetywayo kwicandelo lemfundo.

INKalo ekujoliswe kuyo (i-SG)

Iinkalo ekujoliswe kuzo ziinkalo ezibonakalisa icala ngakulo imfundo yaphambi kwamaziko emfundo ephakamileyo, kwixesha eliphakathi neliphambili phaya Ziba phaya phezulu kuluhlu lwezinto ezicwangciselwe ukwenziwa.

INjongo eCwangcisekileyo (i-SO)

Iinjongo ezicwangcisekileyo zikwinqanaba elilandela iinkalo ekujoliswe kuzo. Olwazo ujoliso luthile ngqo noko lona kunoluya lweenkalo ekujoliswe kuzo. Ubuninzi beenjongo ezicwangcisekileyo zinxulumana nomsebenzi othile kuhlahlo-mali lwephondo, nangona zisenokubakhona ezichaphazela icandelo lilonke nje ngokubanzi.

IZISHUNQULELO

ABET	Imfundo yabantu abadala	LTSM	Izixhobo zenkxaso zokufunda nokufundisa
AFET	Imfundo noqeqesho lwabantu abadala eqhubekayo	MEC	ILungu leBhunga lesiGqeba
ASGI-SA	IPhulo likaRhulumente eliKhawulezileyo loHlumo (i-ASGISA)	MEDS	IsiCwangciso-qhinga soPhuhliso oluncinane
CEM	IBhunga labaPhathiswa bezeMfundo	MSP	IsiCwangciso seNkqubo eNkulu
CEO	IGosa eliPhezulu eliLawulayo	MTEF	ISakhelo senkcitho yexeshana eliphakathi
CLC	Iziko loLuntu lokufunda	NCS	INkcazelo yeKharithulam yeSizwe
CTI	I-Cape Teaching Institute	NGO	Umbutho ongenanto yakwenza norhulumente
DoE	ISebe leMfundo leSizwe	NQF	Isakhelo seziqinisekiso nezithwaselo zemfundo sesizwe
DTC	IKomiti yoQeqesho yeSebe	NSNP	Inkqubo yesondlo yesizwe ezikolweni
ECD	Uphuhliso lwemfundo yabaqalayo	NSSF	Imimiselo nemigangatho yenkxaso-mali ezikolweni
EE	Ulingano kwezeNgqesho	PED	ISebe lePhondo lezeMfundo
EFA	IMfundo yabo Bonke	PFMA	UMthetho wokuPhathwa kwezeMali zikaRhulumente
EMDC	Iziko loLawulo noPhuhliso	PPP	Ubambiswano phakathi kukaRhulumente nababucala
EMIS	INkqubo yoLawulo weNgcombolo yoLwazi	QUIDS-UP	INkqubo yoPhuculo mGangatho, uPhuhliso, iNkxaso noNyuso mgangatho
EPWP	INkqubo kaRhulumente yeMisebenzi yoLuntu	RCL	IBhunga eliMele abafundi
ETDP	IMisebenzi yeMfundo, uqeqesho nophuhliso	RPL	Ukwamkeleka kweMfundo yangaphambili
EWP	INkqubo yeNtlalontle yabaSebenzi	SAQA	UGunyaziwe weZiqinisekiso neziThwaselo zemfundo waseMzantsi Afrika
FET	Imfundo noQeqesho oluQhubekayo	SASA	UMthetho waseMzantsi Afrika weziKolo
FETC	Isiqinisekiso seMfundo noQeqesho oluQhubekayo	SDA	Isivumelwano seNtsebenziswano kuhanjiso lwenkonzo
FETMIS	Inkqubo yolawulo lolwazi lwezemfundo noqeqesho	SDIP	Isicwangciso/inkqubo yophuculo lohanjiso lwenkonzo
FTE	Ilingana nokuba sesikolweni ngokupheleleyo	SETA	Gunyaziwe weCandelo lezeMfundo noQeqesho
GET	Imfundo noqeqesho jikelele	SGB	Ibhunga elilawula isikolo
GETC	Isiqinisekiso semfundo noqeqesho jikelele	SIP	Isicwangciso sophuculo lwesikolo
HCDS	IsiCwangciso-qhinga soPhuhliso lweKhapitali yoLuntu	SITA	I-arhente yeNgcombolo yoLwazi yeSizwe kwezeTeknoloji
HCPT	Iqela leProjekthi yeKhapitali yoLuntu	SMT	Iqela lolawulo lwesikolo
HEDCOM	IKomiti yeeNtloko zamaSebe eMfundo	SPMS	Inkqubo yolawulo nophuhliso lokusebenza kwabasebenzi
HEI	Iziko leMfundo ephakamileyo	SSE	Uvandlakanyo lwesikolo ngokwaso
HRD	Uphuhliso lwemithombo yoluntu	WCED	ISebe leMfundo laseNtshona Koloni
ICT	Ubuchwepheshe kwezengcaciso yolwazi noqhagamshelwano	WSE	Uvandlakanyo lwesikolo sonke
IQMS	INkqubo eHlanganisiweyo yoLawulo loMgangatho	WSP	Isicwangciso sezakhono emsebenzi
LOGIS	INkqubo yoNgqamaniso lweNgcombolo yoLwazi		
LSEN	Abafundi abaneemfundo zemfundo ezizodwa		

ISIGABA A: USHWANKATHELO NOHLAZIYO LWESICWANGCISO ESILIQILI

ISigaba A seSicwangciso Sokwenziwa koMsebenzi soNyaka (Annual Performance Plan sicacisa imingeni ejongene nayo i-WCED ngokuphathelwe kwimiba yezentlalo neyokusasazeka koluntu, ngokwemigaqo-nkqubo yemfundo neminye nje imigaqo-nkqubo kwakunye nezicwangciso eziliqili ezityetyeshwe phaya kwiSicwangciso esiliQili neSokwenziwa koMsebenzi seMinyaka eMihlanu 2005/06-2009/10 (*Five-year Strategic and Performance Plan 2005/06 – 2009/10*). Kananjalo sikwacacisa nempumelelo efikelelweyo yi-WCED ekukhawulelaneni nale mingeni. Ziyacaciswa nezicwangciso eziliqili zokuya phambili, njengoko zibekiwe kwiSicwangciso esiliQili neSokwenziwa koMsebenzi seMinyaka eMihlanu (*Five-year Strategic and Performance Plan 2005/06 – 2009/10*, nakwizilungiso ezithe zenziwa kuso kamva.

A.1 Iinkalo ekuJoliswe kuzo neeNjongo eziCwangcisekileyo

A.1.1 Uhlaziyo lwesiCwangciso esiliQili

Kunyaka-mali wama-2007/08 iSebe eli liye lwazivandlakanya zozibini isicwangciso esiliqili kunye nesicwangciso sokwenziwa komsebenzi kwakunye nohlalo-mali ngeenjongo zokuqinisekisa ukuba la maxwebhu angqamanisekile nezinto eziphambili ngokubaluleka kumgaqo-nkqubo, njengoko ko zichaziwe kumbono weli phondo wokwenziwa kweNtshona Koloni "iKhaya Lethu Sonke", nesicwangciso esiliqili sophuhliso seli phondo, esiliKapa Elihlumayo, kwakunye neSicwangciso esiliQili soPhuhliso Lwabantu BokuSebenza (HCDS) esasungulwa ngoMatshi wama-2006, ekuye kwathethwana banzi kakhulu ngaso nabo bonke abo bangabathathi-nxaxheba nabo bachaphazelekayo kulo lonke iphondo eli, kubandakanywa nePalamente yePhondo, imibutho yabasebenzi, imibutho yezigqeba zolawulo lwezikolo, amaziko emfundo ephakamileyo, amanye amasebe karhulumente akwiqela lezentlalo, iinqununu zezikolo kwakunye nabasebenzi beSebe eli. Ziyabandakanywa nezinto eziphambili ngokubaluleka eziphathelwe kumgaqo-nkqubo zeKhabhinethi (iSigqeba esiLawulayo) nezeCandelo leMfundo leSizwe ezikwi-2006 MTEF, iSikhokelo seNkcitho yeXesha eliPhakathi.

Indlela esimiswe ngayo iSicwangciso esi yile ifanayo imiselwe onke amasebe liSebe leNgxowa mali yeSizwe kunye neSebe leMfundo kuNdlunkulu elungiselelwe onke amasebe emfundo amaphondo.

A.1.2 Imigaqo-nkqubo, izinto eziphambili ngokubaluleka neenkalo ekujoliswe kuzo

Imfundo inendima eyidlalayo ebaluleke kakhulu ekubumbene uluntu oluneevelu ezimiliselwe ncakasana kuMgaqo-siseko wethu – urhulumente wolawulo lwesininzi, amalungelo oluntu, isidima soluntu, inkululeko, ukubhangiswa kobuhlanga nokutshitshiswa kobandlululo ngokwesini kunye nohlumo oluzinzileyo nokuncitshiswa kokungalingani phakathi koluntu. NgesiCwangciso sePhondo esiliQili soPhuhliso lwaBantu bokuSebenza (i-HCDS), i-WCED ijolise kanye ekudaleni ummandla ovumayo ukuqinisekisa ufikelelo kuye wonke ubani, ukwenzela ukuba ulutsha lolu phondo luphuhlise ulwazi, izakhono, neevelu kunye neendlela zokucinga ezijolise kuhlumo lwezeshela elide kunye nophuhliso oluzinzileyo.

Imigaqo-nkqubo ngokubanzi, iinjongo eziphambili ngokubaluleka kunye neenkalo ekujoliswe kuzo ze-WCED zibandakanywe kwi-HCDS, esungulwe ngoMatshi 2006. Sasungulwa emva kweminyaka emibini yonke yothetha-thethwano noluntu gabalala, kwaye isicwangciso esi sidandalazisa umbono wexesha elide wesebe lezemfundo laseNtshona Koloni ngokunika umkhomba-ndlela kucwangciso kwezemfundo kwiminyaka emininzi ezayo nokuphonononga isigunyaziso sesebe sokwakha 'iKhaya lokuFunda lethu Sonke' ngokutshayela neengcambu ukungalingani okuphenjelelwa bubuhlanga kwezemfundo, Apho ufikelelo kunye nokwenziwa komsebenzi kulungiselelwe kuphela abo bafundi bebefudula bexhamla kwangaphambili.

I-HCDS ngundoqo obalulekileyo wesiCwangciso sePhondo soHlumo noPhuhliso seKapa eliHlumayo (Growing Cape) esijolise nangakumbi ekudaleni ubutyebi obuza kuxhanyulwa nguye wonke ubani, nokunika ithemba nokubuyisela isidima sobuntu 'neKhaya lethu Sonke' kubo bonke abemmi beli. Ngesi siCwangciso iNtshona Koloni ijolise ekuzalisekiseni ukuzinikezela kwayo ekufezekiseni ulingano nokulungisa oko kutenxileyo, ukunciphisa indlela, ukudala amathuba omsebenzi nokuxhobisa abantu baseNtshona Koloni ukuze babe ngabo abalawula utshintsho.

I-HCDS ikwaphenjelelwa nalifuthe leenjongo ezingundoqo nezibalulekileyo zeCandelo lezeMfundo kuNdlunkulu, ezaphunyezwa liBhunga labaPhathiswa bezeMfundo (i-CEM), ngolu hlobo lulandelayo:

- Kulungiselelwe iSakhelo seNkcitho-mali seXeshana elingephi, oko kukuthi isithuba sika-2008/09-
 - Izinga eliphezulu ngokuxhaswa ngokutsha ngemali iNkqubo yoPhuculo lweZinga, uPhuhliso, iNkxaso nokuPhakanyiswa (eyi-QIDS-UP) kwizikolo zikarhulumente.
 - Ufikelelo kunye nolingano kumiliselelo ngokunzulu 'lwezikolo ezingahlawulisiyo' nokwandiswa kweBanga R ukuqinisekisa ufikelelo ngokubanzi.

- Uzinziwo lwekharithyulam ngomiliselelo ngokunzulu kweNkcazelo yeKharithyulam kaZwelonke (i-NCS) kumaBanga 8-12 nophuhliso lootitshala.
- Ubeko-sweni nokwakha umkhanyo ngokuphuculwa kwesiXokelelwano sokuPhathwa kweMfundo noLwazi nokuphuculwa kwezixokelelwano zemithombo yoluntu noxhotyiso.
- KwiSakhelo soHlahlo-lwaBiwo-Mali oluPhakathi luka-2007 oluyi-MTEF, oko kukuthi isithuba ukuya kuma-2009/10, amaphulo ecanlelo lakwandlunkulu ajolise ekuphuculeni umgangatho wemfundo. Oku kubandakanya uvandlakanyo oluzingisileyo kunye neenkqubo zoqeqesho nophuhliso lootitshala abasenkomeni ukunceda ukuphucula umgangatho wokufundisa ingakumbi kwezo zifundo zibaluleke kakhulu njengemathematika kunye nezifundo ngezobomi, iBanga R nophuculo lolawulo ezikolweni ngokubanzi.

Inkqubo yokufundiswa kwabadala ngokubanzi, eza kuphuhlisa ize isungulwe liSebe leMfundo kuNdlunkulu ngonyaka ka-2007/08 ukujamelana nemingeni yokukwazi ukufunda okungundoqo njengelungelo laye nabani na kwakunye nanjengegalelo lokudala ubumbano kwezintlo, lelinye iphulo eliphuma kundlunkulu likazwelonke. Oku kuza kwenziwa kubanjisenwe kanye nemibutho engenanto yakwenza norhulumente, amaziko emfundo abafunda abantu abadala kunye namavoluntiya.

Injongo ephambili ye-HCDS kukuqinisekisa ukuba inkqubo ekhoyo yemfundo iyakwazi ukuphuhlisa abantwana baze babenolwazi, izakhono, ingqiqo ebanzi kwaye bakwazi nokuxhamla kumathuba avelayo, kodwa babenakho ukumelana nemingeni emitsha evelayo kwaye baswantsulisane nayo ngempumelelo. Ijolise ekukufezekiseni oku ngophuhliso lweevelu ezichanekileyo, ulwazi kunye nezakhono zabemmi baseNtshona Koloni, ingakumbi ulutsha, ukwandiswa namathuba entatho-nxaxheba yabo kwiphondo nelizwe ngokubanzi phantsi koqoqosho lwehlabathi olukhuthaza ukhuphiswano nentlalo yoluntu enohoyo nemvisiswano. Ngolo hlobo, kujanyelwana nemingeni yentswela-msebenzi ekumazinga axhome ngokoyikisayo ingakumbi kulutsha (oluntsundu), nomngeni wokunqongophala kwezakhono ezifunekayo ukuze uqesheke kwizithuba ezikhoyo zemisebenzi kunye namathuba okungenela ezorhwebo, kunye nokunqongophala kwamathuba angawo okuqesha ulutsha olwandayo olufikelela ngoku kwikhabathisi lobudala obupheleleyo.

Mine kuphela imingxilo echongiweyo njengesiseko sokumiliselelo i-HCDS ngokuzinzileyo. Ugxininiso **kuphuculo lweemeko zemfundo** kumaziko liza kuxhaswa liphulo **lokuphucula ummandla lowo wezemfundo** ngokulungisa ngokuthe ngqo imibandela yolwaphulo-mthetho nobudlalu kuntu jikelele. Undoqo wesi strateji iza kuba ngulowo ugxininisa **kuphuculo lomgangatho wemfundo** nokuqinisekisa ukuba amathuba **okwandiswa kwezakhono nezithwaselo zemfundo** kuyafezekiswa. Kumngxilo ngamnye ochakiweyo, kukho mirhiba ethile ecace gca yongenelelo echongiweyo kwaye ibandakanya isethi **yezitratheji ezizingileyo, amangenelelo angundoqo exeshana** kunye **nezitratheji ezidakanciweyo zomiliselelo ezisekwe kwinkqubo** ethile.

1. Ukuphucula iimeko zemfundo:

Imfundo inokuqhubeka ngempumelelo emangalisayo phantsi kweemeko ezivumayo nezincomekayo. Oku kunxulumene neemeko zezakhiwo zezemfundo (amaseko angaphakathi ezemfundo, izixhobo zokusebenza) kunye neemeko zazo ezivumayo (ngokunxulumene nokulawulwa kwenkqubo yemfundo ezikolweni) ukuqinisekisa ukuba izikolo ngamaziko alungiselelwe ukuba ukufunda nokufundisa kwenzeka kakuhle, nokuba ibe ngabantu abakwaziyo ukuphatha, abanomqondo onzulu ngento abayenzayo nabangqondo zabo ziphaphileyo kwezolawulo.

Injongo eziphambili zesebe kwisithuba sama-2007/08 – 2009/10 zibandakanya -

- Umiliselelo ngokukoko lwesakhelo esiphezulu esitsha solawulo seSebe leMfundo leNtshona Koloni luza kuqinisekisa ukuba isebe likwimeko encomekayo yokumiliselelo i-HCDS kwaye wonke ummi waseNtshona Koloni atsho afumane ukumelwa kweli sebe.
- Uphuhliso oluqhubekayo lwemigaqo-nkqubo nezitratheji eziphambili zesebe lemfundo lephondo.
- Uphuhliso lwezicwangciso zengqesho zangaphakathi kwezemfundo.
- Ukwandiswa kwenani lezikolo kungahlawulwa mali kuzo kunyaka wama-2007 ukuya kutsho kuma-233 ngokubandakanya izikolo zamabanga asezantsi nezo zamabanga aphezulu ezitsala nzima kuluhlu lwesizwe lwengcombolo-manani 1 ukuya ku-3, nto leyo eyenze ukuba inani lezikolo ezingahlawulisi mali liye kuthi ga kuma-652.
- Ukuqinisekisa ukuba inkqubo yolandelelo lwabafundi iyasebenza kuze kusungulwe umiliselelo lweNgcombolo yolawulo loLwazi lwesiGaba seMfundo ePhezulu noQeqesho (i-FETMIS) kwiikholeji zeFET.
- Zonke izikolo kufuneka ziphuhlise izicwangciso zazo zophuculo (i-SIP) kwaye zisete neethagethi, eziza kuba sisiseko senkxaso evela kubasebenzi abanika inkxaso abasezithilini, kunye nokuqhutywa kwenkqubo yovandlakanyo lwesikolo sonke (i-WSE) ubuncinane izikolo ezingama-30 ngonyaka.
- Uphuhliso lwekhepatali yoluntu kwisebe kodwa kugxininiswa kakhulu kootitshala (uphuhliso oluqhubekayo nolukhawulezayo) ngokuqinisekisa ukuba banefuthe elivalakalayo kwaye bayakwazi nabo ukunika ingxelo ethe vetshe ngokweNkqubo eHlangeneyo yoLawulo loMgangatho (i-IQMS).

- Uphuhliso nosungulo lwesigaba sophuculo lwemivuzo yeenqununu zezikolo nokuphuculwa kwenkxaso kwezolawulo ezikolweni.
- Umilisele lwekhosi evavanywayo yabaphathi bezoshishino ezikolweni kunyaka 2007.
- Ukuphucula yonke imibandela yolawulo lwezemali namaxanduva ezokubala ukuze ade afikelele kwiNqanaba 4 elinokuphicotheka kwisebe.

Amanyathelo okusebenza aza kusetyenziswa:

- ▶ PM003: Inkcitho karhulumente kwabona bahluphekileyo abafundi, njengepesenti yabo bangahluphekanga kangako
- ▶ PM101: Ipesenti yezikolo ezisebenzisa iNkqubo yoLawulo lweZikolo
- ▶ PM102: Ipesenti yezikolo ekunokuqhagamshelwana nazo ngekhompyutha (imeyili) liSebe eli
- ▶ PM103: Ipesenti yamabhinqa amnyama akwizikhundla zoLawulo eziphezulu
- ▶ PM104: pesenti yenkcitho yomhla nezolo eya kwizinto ezingengobasebenzi
- ▶ PM203: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi
- ▶ PM204: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo umbane
- ▶ PM205: Ipesenti yezikolozikolo ezinenani elaneleyo leethoyilethi ezisebenzayo
- ▶ PM206: Inkcitho kulondolozo njengepesenti yexabiso lezibonelelo zezikolo
- ▶ PM207: Ipesenti yezikolo ezinabafundi abangaphaya kwama-40 kwigumbi lokufundela ngalinye
- ▶ PM208: Ipesenti yezikolo zeCandelo 21 ezinazo zonke izincedisi nezinye izinto eziyimfuneko eziziswe ngomhla wokuqala ekuqaleni konyaka wesikolo
- ▶ PM209: Ipesenti yezikolo zeCandelo 21
- ▶ PM210: Ipesenti yeentsuku zokusebenza ezilahlekileyo ngenxa yokungaphangeli kootitshala kwizikolo zikarhulumente zesiqhelo
- ▶ PM211: Ipesenti yeentsuku zokufunda ezilahlekileyo ngenxa yokungezi kwabafundi esikolweni kwizikolo zikarhulumente zesiqhelo.

2. Ukuphucula ummandla wemfundo:

Uninzi lwezikolo zikwimimandla ethwaxwa kukwaphuka kwezimilo nokuziphatha eluntwini (ulwaphulo-mthetho, iziyobisi, imigulukudu, njalo njalo) konke oku kunefuthe elibi kakhulu ezikolweni, kubafundi nootitshala babo, kunye neenkqubo zemfundo ezikhoyo nabazenzayo. Amasebe ephondo eMfundo, uKhuseleko loLuntu, uPhuhliso lwezeNtlalo nezeMpilo ebambisene aza kuphuhlisa aze amilisele inkqubo eyilelwe ukunciphisa ifuthe lobudladlungu nolwaphulo-mthetho ezikolweni.

Iinjongo eziphambili zesebe kwisithuba sama-2007/08 – 2009/10 zibandakanya -

- Uphuculo nophuhliso oluqhubekayo lokhuseleko ezikolweni kugxininiswa ekuphuculweni kokhuseleko lwezakhiwo zamaziko ezikolo ingakumbi ezo zisesichengeni ukuqinisekisa ummandla wokufunda okhuselekileyo.
- Ukwakha ikhaphali yezentlalo kwimfundo ngokuqinisa umbutho wephondo webhunga elimele abafundi ezikolweni (i-RCL), umbutho wootitshala abadla umhlaphantsi nokukhweba inkomfa yonyaka yephondo yayo yonke imibutho yababhunga alawula izikolo (ii-SGB). Uqeqesho nenkxaso kwii-SGB nee-RCL luza kuthi chatha kuba kujoliswe ekuphuculweni kwentatho-nxaxheba nobunkokheli ukumelana neningeni eyahlukeneyo evelayo ejamelene noluntu olusezikolweni.
- Uphuhliso lwezitratheji zoLondolozo neNkxaso ezilungiselelwe abantwana abasesichengeni.

Amanyathelo okusebenza aza kusetyenziswa:

- ▶ PM201: Ipesenti yeentsuku zabafundi zokukhutshwa kwesondlo
- ▶ PM202: Ipesenti yabafundi kwizikolo zikarhulumente zesiqhelo abaneemfuno ezizodwa.
- ▶ PM401: Ipesenti yabantwana abaneemfuno zemfundo ezizodwa abakwiminyaka yobudala ekunyanzelekileyo ukuba sesikolweni kuyo abangabhaliswanga kumaziko emfuno
- ▶ PPM 801: Inani lootitshala abaqeqeshelwe uMsebenzi we-HIV ne-AIDS Life Skills.
- ▶ PPM 802: Ipesenti yonyaka yoziso lwee-LTSM eziceliweyo ezinge-HIV/AIDS ezikolweni.
- ▶ PPM 803: Inani loluntu lwasezikolweni 'oluqeqeshiweyo' lwaza lanikwa inkxaso yokuba lumiliselelo iziTratheji zoLondolozo neNkxaso ezilungiselelwe abantwana abasesichengeni.
- ▶ PPM 804: Inani lezikolo (ii-SMT nee-SGB) 'eziqeqeshelwe' ukulawula i-HIV ne-AIDS kwizikolo zazo zaze zanikwa inkxaso kuphuhliso lomgaqo-nkqubo we-HIV/AIDS nezicwangciso zolawulo, ngokwe-WSE ne-SIP.

3. Ukuphucula umgangtho wemfundo:

Imibandela yokufundisa eklasini, ulawulo nenkxaso, uphuhliso nokusebenza kootitshala, kunye neephakheji ezichanekileyo zekharithulam. Isebe leMfundo kuNdlunkulu nalo lisibonile esi sidingo.

Iinjongo eziphambili zesebe kwisithuba sama-2007/08 – 2009/10 zibandakanya -

- Inkxaso engagungqiyo kwilitherasi nenyumerasi kwizikolo zamabanga aphantsi ngo-
 - Kuvavanya bonke abafundi beBanga 6 kunyaka ka-2007 kwizibalo nolwimi;
 - Uqeqesho oluqhubekayo lootitshala;
 - Inkxaso engagungqiyo; kunye
 - Nosasazo oluqhubekayo lwabancedisi bootitshala abangama-510 ukuba bancedise kwisiGaba esisiSeko kwizikolo zaseprayimari ezitsala nzima kakhulu.
- Umilisele lwenkqubo ye-QIDS-UP ejoliswe kakhulu kwizikolo zaseprayimari ezitsala nzima kakhulu ngokwesicwangciso 1 sesizwe sika-2007/08 ukuqinisekisa ukuba ezo zikolo zifumana imithombo yoncedo engundoqo kwezolwakhiwo, ukufunda nokufundisa, ezoluntu nezemali ukuze umgangatho wokufunda nokufundisa ube yimpumelelo.
- Ukwandiswa kwakhona kweBanga R ukuya kuthi ga kubafundi abangama-6000 kumaziko amatsha amalunga nama-200, kubandakanya ukwabiwa kwenkxaso-mali enyukileyo ngokwefomyula ekuvunyelwene ngayo kumaziko akuluntu oluhluphekayo nasemaphandleni, nokunikezelwa kweekiti ezintsha zokufundisa nokufunda ezancedisa abafundi ukumelana nekarithulam yesizwe, unikezelo loqeqesho lootitshala abangama-900 abaqeqeshelwe ukufundisa abo basaqalayo (i-ECD) kunye nophuhliso lwesicwangciso esihlangeneyo semfundo yabasaqalayo kunye namanye amasebe elophuhliso loluntu, elempilo nelikarhulumente wasemakhaya.
- Umilisele oluqhubekayo lwe-NCS, ingakumbi kwisigaba se-FET kunye nabonyaka oshiyekileyo kwizinga lemfundo noqeqesho gabalala, kunye namalungiselelo omilisele lwe-NCS kwiBanga 12 kunyaka wama-2008.
- Umilisele lwesiTratheji soNcediso lwabaFundi (i-LAS) ngokomyalelo woMphathiswa (wesizwe) wezeMfundo kunye neNkulumbuso, nokunciphisa inani lezikolo ezenze ngaphantsi kwama-60% kwiimviwo zeBanga leMatrikhi.
- Uphuhliso loqeqesho lweenqununu kwezomsebenzi ezingama-660 kunye nootitshala (uphuhliso olukhawuleziswayo lootitshala (i-ACE) kunye neDiploma yoQeqesho yeSizwe kwezeMfundo (i-NPDE) apho iinqununu ezili-160 zithe zabhalisela unyaka wokuqala kwiminyaka emibini ye-ACE kunye nama-500 ootitshala ababhalisele ezinye iikhosi.
- Ukusatyalaliswa kweelabhoretri zekhompyutha kwizikolo ezingama-200 njengenxalenye yeProjekthi kaKhanya yezobuChwepheshe kwezeMfundo.

Amanyathelo okusebenza aza kusetyenziswa:

- ▶ PM001: Ipesenti yabafundi aba kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluhamba isikolo.
- ▶ PM002: pesenti yolutsha oludlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluhamba isikolo namanye amaziko emfundo
- ▶ PM004: Iminyaka yegalelo ngomfundi ngamne oyigqibileyo imfundo ye-FETC.
- ▶ PM005: Umyinge welona nqanaba lifikelelweyo esikolweni ngabantu abadala.
- ▶ PM006: Amazinga okufunda kwabantu abadala.
- ▶ PM212: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelekiswa nezingahluphekanga kwaGrade 3.
- ▶ PM213: Amazinga okuphindwa kwamabanga kwaGrades 1 ukuya ku-7.
- ▶ PM214: Ipesenti yabafundi bakwaGrade 3 abafumana iziphumo ezamkelekileyo ekuba-leni nasekufundeni.
- ▶ PM215: Ipesenti yabafundi bakwaGrade 6 abafumana iziphumo ezamkelekileyo kwimathematika, ekufundeni nakwezenzulul-wazi.
- ▶ PM217: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelekiswa nezingahluphekanga ngokwamazanga empumelelo kwaGrade 12.
- ▶ PM218: Amazinga okuphindwa kwamabanga kwaGrades 8 ukuya ku-12.
- ▶ PM219: Umlinganiselo wempumelelo kwiimviwo zakwaGrade 12.
- ▶ PM221: Ipesenti yabafundi bakwaGrade 9 abafumana iziphumo ezamkelekileyo kuzo zonke izifundo.
- ▶ PM301: Ipesenti yezikolo ezizimeleyo ezinikwa inkxaso eziye zatyelelwa ngeenjongo zokuzibeka iliso.
- ▶ PM701: Ipesenti yabafundi kwaGrade R oxhaswa ngurhulumente
- ▶ PPM806: Ipesenti yezikolo zeFET apho kukho ubuncinane ikhompyutha njengenxalenye yeKhanya Technology in Education Project.

4. Ukwandisa izakhono nesiseko sezithwaselo zemfundo ngokuxhasa iStratheji soPhuhliso soQoqosho oluPhakathi (i-MEDS):

Ngaphandle kokwandisa inani labafundi abafumana iziqinisekiso kwimatrikhi zokubangenisa kumaziko emfundo ephakamileyo (ngolo hlobo kukhuthazwa ukwanda kwamanani abafundi abaza kukwazi ukufunda kwicandelo lamaziko aphakamileyo), isebe lemfundo kufuneka lenze konke okusemandleni ukuxhobisa abantu abasakhulayo ukuba bafumane izakhono zobungcibi nezobugcisa kumaziko ohlukeneyo anjengezikolo zezakhono, amaziko emfundo yabadala oqeqesho nemfundo (i-ABET), iikholeji ze-FET neeYunivesithi zeTeknoloji. Oko kuthetha ukuba abaqeshi kufuneka basebenzisa ingcombolo yolwazi ephuma kuphando lwe-MEDS ukuqulunqa izicwangciso zabo zophuhliso lwemithombo yoluntu kunye

nokusebenzisa ooGunyaziwe abohlukeneyo beCandelo leMfundo noQeqesho ukukhuthaza uphuhliso lwezakhono ezithile ezifunekayo ukuze kubekho uhluwo kwezoqoqosho kwiphondo kwixa elizayo.

Lo mngxilo uphambili ukwakhuthazwa nangamangenelo olathwe kwinkqubo ye-ASGISA okumelana nomngeni wezakhono kwinkalo yezemfundo kuquka-

- Inkqubo ye-QIDS-UP ijoliswe ekufezekiseni amazinga aphezulu okufunda nokubala kumabanga asezantsi kakhulu;
- Inkqubo yeMathematika neNzululwazi (i-Dinaledi) yokuphinda kabini abafundi bemathematika nenzululwazi abapase kwizikolo eziphakamileyo ngonyaka wama-2008;
- Inkqubo ephuculweyo yesikhokelo ngezomsebenzi;
- Uphuculo olumbaxa lweekholeji zeFET; kunye
- Uphuculo lweNkqubo ye-ABET.

linjongo eziphambili zesebe kwisithuba sama-2007/08 – 2009/10 zibandakanya -

- Uhlaziyo ngokutsha oluqhubekayo lwazo zontandathu iiKholeji zeFET, kugxininisa kulwandiso lweziko leKholeji yaseWest Coast, ukuqinisekisa uphuhliso lwezakhono ezihambelana ne-MEDS kunye neemfuno zelizwe njengoko zichaziwe kwistratheji sophuhliso sesizwe semithombo yoluntu.
- Ulwandiso lwamazinga entatho-nxaxheba kwiMathematika, iNzululwazi ngezobuGqi kunye neTeknoloji ngokusungulwa okuqhubekayo kweziko eziKhethekileyo nokwandiswa kwenani lezikolo zeDinaledi nophuculo lwamazinga okupasa kwiBanga 12 ngezithwaselo zokwamkeleka kumaziko emfundo aphakamileyo kunye nezifundo zeMathematika neNzululwazi.
- Ukongeza kolwakhiwo lweziko ezitsha kraca ezimbini zezakhono (eMitchell's Plani naseGugulethu).
- Ufikelelo olwandisiweyo kwi-ABET ngokweBakala 1 nele-2 eliqulunqiweyo kwikharithyulam kumaziko.

Amanyathelo okusebenza aza kusetyenziswa:

- ▶ PM216: Ipesenti yabafundi abangamantombazana abenza imathematika nenzululwazi kwaGrade 10 ukuya ku-12.
- ▶ PM220: Umlinganiselo wempumelelo in kwimathematika nenzululwazi kwiimviwo zakwaGrade 12.
- ▶ PM501: Ipesenti labafundi beekholeji ze-FET xa kuthelekiswa nolutsha lweli phondo.
- ▶ PM502: Ipesenti yabafundi ababhinqileyo abakwezobugcisa.
- ▶ PM503: Amazinga okugqiba kwiikholeji ze-FET
- ▶ PM504: Ipesenti yabafundi abaqeqeshelwa emisebenzini ngeekholeji ze-FET
- ▶ PM601: Ipesenti labafundi be-ABET xa kuthelekiswa nabantu abadala beli phondo.
- ▶ PPM501: Inani lemboleko-mali yokufunda enikezelwe kubafundi kwiikholeji zeFET.
- ▶ PPM805: Inani leebhasari ezintsha ezinikezelwe kubafundi abafundela ukutitsha.

Ezi zitratheji zisekwe kwinkqubo ethile zilandelayo zimele isiseko soziso lweenkonzo lwe-HCDS: -

- INkqubo 2: Imfundo kwizikolo zikarhulumente zesiqhelo kunye neNkqubo 4: Izikolo zikarhulumente ezizodwa
 - Qinisekisa ukuba bonke abafundi kwiBanga 1 ukuya kwiBanga 6 bayafunda, bayabhala kwaye bayabala kuwo onke amazinga ngokweemfuno zeNCS
 - Qinisekisa ukuba bonke abafundi kumaBanga 7 – 9 bazuza imfundo jikelele ekwizinga eliphezulu.
 - Andisa intatho-nxaxheba namazinga empumelelo abafundi abasakhulayo, ingakumbi abafundi abamnyama, kwisigaba seFET ezikolweni.
 - Andisa inani labafundi be-FET abaza kukwazi ukufikelela kumaziko aphakamileyo emfundo.
 - Andisa ufikelelo kumaziko aphakamileyo emfundo ingakumbi abafundi abaphuma kumakhaya atsala nzima.
 - Nika ingcebiso malunga nokukhetha izifundo namakhono omsebenzi kubo bonke abafundi kwiBanga 9 ukwenzela ukuba bachonge izifundo ezichanekileyo kunye namakhono omsebenzi angawo kwisigaba seFET.
- INkqubo 5: Imfundo noqeqesho oluqhubekayo
 - Andisa intatho-nxaxheba namazinga empumelelo abafundi abasakhulayo, ingakumbi abafundi abamnyama, kwisigaba seFET kwiikholeji.
 - Andisa inani leenkqubo zoqeqesho, zoqhelaniso nomsebenzi, zoqeqesho lwangaphakathi emsebenzi nezakhono ezinxulunyaniswe namathuba omsebenzi.
- INkqubo 6: Imfundo yabantu abadala
 - Andisa inani labafundi abadala kwiinkqubo zemfundo noqeqesho lwabadala (i-ABET).
- INkqubo 7: Uphuhliso lwemfundo yabasaqalayo
 - Qinisekisa ngesicwangciso esihlangeneyo sophuhliso lomzimba, intlalo nengqondo yabo bonke abantwana abasukela ku-0 ukuya ku-4 iminyaka yobudala kwiphondo.
 - Nikezela ngemfundo yeBanga R ekwizinga eliphezulu kubo bonke abafundi abaneminyaka emihlanu ubudala ukwenzela ukuba bakulungele ukuya kufunda esikolweni.

- INkqubo 8.5: iKapa Elihlumayo
 - Nikezela ngekholo yamakhono omsebenzi kuzo zonke izikolo zamabanga aphakamileyo.
 - Ukuqeqesha ootitshala kwisikolo ngasinye samabanga aphakamileyo ukuze bakwazi ukucebisa ngamakhono omsebenzi.

A.2 Imingeni Elijongene Nayo Icandelo Lemfundo

ElezeMfundo eNtshona Koloni lijamelene ngqo nemingeni eyohlukeneyo, umzekelo imingeni yezentlalo nezoqoqosho, imingeni yomgaqo-nkqubo wesizwe/nephondo nemingeni yesebe.

A.2.1 Imingeni yezentlalo noqoqosho

Kule minyaka mihlanu idlulileyo uluntu lwaseNtshona Koloni luthe lwanda ngokothusayo kwaye oko kuyaqhubeka akubuyi mva. NgokweSaveyi Jikelele yoMzi noMzi ka-2005 yeSebe leNgcaciso-manani eMzantsi Afrika (i-StatsSA), iNtshona Koloni iphela ilikhaya kuluntu olungama-4,7 ezigidi, kwaye elo nani limele i-10% yoluntu lonke lwaseMzantsi Afrika luphela. Izinga lokwanda koluntu eNtshona Koloni liqikelelwa kwi-2,1% ngonyaka.

Ipatheni yemfuduko ukungena kwiphondo ibonisa amazinga emfuduko anyukileyo kakhulu ukusukela kunyaka wama-1991 – 1996 ukuya ku-1996 – 2001. Yona ipatheni embaxa yemfuduko ayiguquki: Abantu abaninzi bafudukela eGauten naseNtshona Koloni elixa uluntu oluninzi lushiya amaphondo aseMpuma Koloni naseLimpopo. Kwamanye amaPhondo amahlanu imfuduko engenayo naleyo iphumayo izinzile.

I-StatsSA iqikelela ukuba imfuduko phakathi kwamaphondo eza kwenzeka ukusukela kunyaka wama-2005 – 2015 ngokulinganayo nezinga lemfuduko phakathi kunyaka wama-1996-2001. Inqikelelo yemfuduko iyonke kwiminyaka emihlanu (+ uthetha imfuduko engenayo elixa u - ethetha imfuduko ephumayo) kumaphondo ukusukela ku-2006-2011 njengoko kubonisiwe ngasezantsi:

IPhondo	Ukwanda/uncipho)
eMpuma Koloni	(323 622)
eFree State	(58 514)
eGauteng	533 410
KwaZulu-Natal	7 707
eLimpopo	(252 928)
eMpumalanga	(42 190)
eMntla-Koloni	(28 167)
uMntla-Ntshona	(64 176)
eNtshona Koloni	228 480

Omye wemiphumela yoku kwanda koluntu lwaseNtshona Koloni kukuba onke amaziko emfundo noqeqesho kwiphondo aphantsi koxinzelelo lokwanda kwamanani kule mnyaka mihlanu idlulileyo: Amaziko e-ECD, izikolo, iikholeji ze-FET namaziko ka-ABET. Nangona kunjalo, ukukhula kwamanani abafundi ngekhe kwaqikeleleka ngokuchanekileyo. Oku kwenza ukuba ucwangciso loziso lweenkonzo, ingakumbi kumagumbi okufundela nootitshala, lube nzima kakhulu.

Ingcombolo yolwazi malunga nezikolo zesiqhelo zikarhulumente eNtshona Koloni ukusukela kunyaka wama-1995 – 2006 inikiwe ngasezantsi kwi**Theyibhile 1** ukubonakalisa ukukhula kwamanani abafundi kwiphondo nokubonakalisa umngeni wokuqala kuziso lweenkonzo ojamelene ne-Sebe leMfundo leNtshona Koloni. Elixo amanani obhaliso ezikolo encipha kwamanye amaphondo, iSebe leMfundo leNtshona Koloni lona lijamelene nokukhula kwamanani de kwangunyaka wama-2004. Ukukhula kwamanani okungaqhelekanga kunyaka wama-2003-2004 ukuya kutsho kuma-23 121 kwabangelwa luyekelelo kwinkqubo yobhaliso lwabafundi kwiBanga 1 eyaqala ngonyaka wama-2000 (oko kukwanento yokwenza nokuncipha kwamanani abafundi ukusukela kunyaka wama-1999 – 2000). ISaveyi yoNyaka wama-2005 yeZikolo ibonisa ukuba akukho kukhula kwamanani ukusukela kunyaka wama-2004 – 2005, ngenxa yoku kukhula kwamanani kungaqhelekanga. Amanani ka-2006 afunyenwe kwi-CEMIS (iNkqubo yoLandeleyo lwabaFundi) kwaye abonisa ukuncipha okukhulu ukusukela kunyaka wama-2005 – 2006 (Qaphela: Lo ngunyaka wokuqala i-CEMIS isetyenziswa kwaye isebe likwiphulo yokungqinisisa amanani). Ukukhula kwamanani okuqhelekileyo kulindelekile kwakhona ukusukela kunyaka wama-2006 – 2007.

Ittheyibhile 1: Ubhaliso kwizikolo zesiqhelo zikarhulumente 1995 – 2006

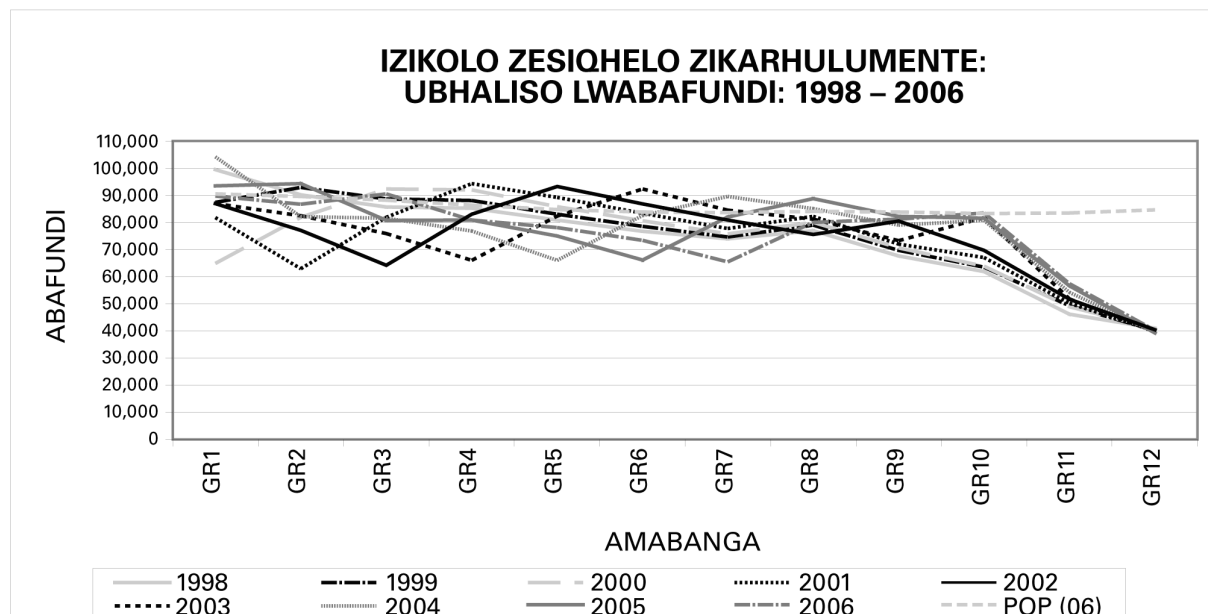
Nyaki	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
1995	99,158	84,963	80,921	79,199	76,789	72,293	68,795	67,473	61,079	50,698	41,124	34,659	817,151
1996	99,998	84,845	81,137	79,996	77,673	74,142	69,474	72,116	62,696	54,440	43,574	36,764	836,855
1997	97,854	84,892	80,608	81,191	76,894	74,368	70,967	73,261	64,892	57,070	44,586	38,940	845,523
1998	99,380	90,168	85,625	85,188	80,881	76,716	73,928	76,949	67,644	61,926	46,115	40,980	885,500
1999	87,436	92,925	88,613	88,014	83,074	78,495	74,661	79,043	69,674	63,479	49,247	40,206	894,867
2000	64,844	81,865	92,343	91,949	85,766	80,658	75,813	80,026	70,634	63,840	48,934	40,996	877,668
2001	81,790	62,960	81,832	94,302	89,254	83,305	77,778	82,190	71,966	67,034	50,206	39,910	882,527
2002	86,969	77,026	64,134	83,022	93,188	86,786	80,865	75,601	80,450	69,752	51,618	40,468	889,879
2003	86,916	82,454	75,931	66,033	82,383	92,341	84,514	81,154	73,200	81,739	51,746	39,644	898,055
2004	104,105	82,130	81,489	76,781	66,060	82,574	89,614	85,053	78,964	80,756	54,199	39,451	921,176
2005	93,515	94,231	80,695	80,809	74,984	66,141	81,953	88,778	82,169	81,577	56,657	39,303	920,812
2006	89,698	86,697	90,430	80,886	78,092	73,336	65,452	80,007	81,166	83,490	57,381	40,166	906,801

Umthombo woLwazi:

1995 – 2005: ISaveyi yoNyaka eziKolweni (Izikolo zikarhulumente zesiqhelo)

2006: i-CEMIS eKhoyo (13 Oktobha 2006)

Umzobo 1



Uthombo woLwazi:

1995 – 2005: ISaveyi yoNyaka eziKolweni (IziKolo zesiQhelo zikaRhulumente)

2006: i-CEMIS eKhoyo (13 Oktobha 2006)

I-StatsSA: Uluntu Jikelele 2006 olusekwe kwiSaveyi Jikelele ka-2005 yoMzi yoMzi

Isiphumo soko kukuba ukwanda kwamanani okulindelekileyo kwizikolo zamabanga aphantsi kunye nokuncipha kwamanani okulindelekile kwabafundi kwizikolo zamabanga aphezulu ngumngeni wokuqala woziso lweenkonzo ojamelene neNtshona Koloni kunyaka wokufunda ka-2007. Isizathu soku kukuba xa kwakusungulwa umgaqo-nkqubo wobhaliso lwabafundi beBanga 1 oko kwanzeliswa kunyaka wama-2000, inani labafundi beBanga 1 lathi lancipha ukuya kutsho kuma-87 435 kunyaka wama-1999 ukuya kutsho kuma-64 844 kunyaka wama-2000, oko kuthetha ukuncipha kwamanani abafundi ngama-22 591. Abafundi ababhaliswa ngonyaka wama-2000 kwiBanga 1 baza kungenela iBanga 8 kunyaka wama-2007. Ngokuyekelelwa komgaqo-nkqubo wobhaliso lwabafundi kwiBanga 1 ukusukela kunyaka wama-2004, ubhaliso ngokwe-avareji lwabafundi beBanga 1 ibe ngama-92 500, nto leyo ethetha ukuba ngama-28 000 ongezelekileyo kunonyaka wama-2000. Nangona kunjalo, inani labafundi beBanga 6 kunyaka wama-2006 ngama-74 000 kuphela, oko kukuthi ngama-8 000 ongezelekileyo kwiBanga 7 kunyaka wama-2006. Inani labafundi kwiBanga 8 kunyaka wama-2006 ngama-82 471, oko kukuthi ngama-16 000 ongezelekileyo kwiBanga 7 kunyaka wama-2006. Oko kuthetha ukuba kunyaka wama-2007 isebe kuza kufuneka lincede abantwana abamalunga nama-16 000 abongezelekileyo kwizikolo zamabanga aphantsi kunyaka wama-2006. Oko kuthetha ukuba kwizikolo zamabanga aphezulu malunga nangaphantsi kwabafundi abangama-8 000

kulindeleke ukuba babhalisele iBanga 8, nto leyo iza kukhokelela kukuba kubekho ukuncipha kwenani labafundi kumabanga aphezulu.

Umngeni wesibini ojamelene ne-WCED kukuphucula amazinga emfundo abemmi baseNtshona Koloni. Nangona kukhona ukuphucuka okuqaphelekayo kwisithuba seminyaka emihlanu edlulileyo 1996-2001, amanani amakhulu abantu akakwazanga ukufikelela kwimfundo ngokwezinga elifunekayo ukuze bakwazi ukuthatha inxaxheba kwezintlo, ezopolitiko noqoqosho kwiphondo. Umzekelo, **iTheyibhile 2** ngasezantsi ibonisa ukuba ngaphantsi kwekota yoluntu lwaseNtshona Koloni lunesiQinisekiso seMatrikhi.

ITheyibhile 2: Ipesenti yoluntu kumanqanaba ngamanqanaba emfundo 1996 nango-2001

Amanqanaba emfundo	1996	2001
Abangayanga esikolweni	6,3%	5,7%
Abakhe baya eprayimari	15,0%	15,2%
Abagqibe eyaseprayimari qha	8,4%	7,9%
Abakhe baya esekondari	37,2%	36,5%
AbaneBanga 12	18,0%	23,4%
AbanePhakamileyo	10,1%	11,2%

Imvelaphi yeeNkcukacha: Statistics South Africa Census 1996 no-2001

Amanani abafundi ababhaliswe ezikolweni zikarhulumente zesiqhelo kungoku nje abonakalisa ukuba le meko ixhalabisayo ichazwe ngentla apha ayikazi kutshintsha kuya phi kwangoku. Amanani abafundi ababhalisiweyo kwisithuba esisuka ku-1999 ukuya ku-2006 abonakalisa ukuba yi-50% nje kuphela yabafundi ababhalisa kuBanga 10 abaya kufika kwiBanga 12 (Jonga kwi**Theyibhile 1** ngasentla). Amanani abafundi abagqibayo esikolweni angqamana kakhulu nobuhlanga. (Inqanaba labagqibayo libonakalisa indlela aphumelele ngayo umfundi ukudlulela phambili de agqibe kumjikelo wonke. Amazinga okunyuselwa, okuphinda nokuyeka antlantlu-ntathu kumfundi esukela kwibanga ukuya kwibanga kwaye abonakalisa ukusebenza/nokungasebenzi kwemfundo ekuveliseni abafundi abagqibayo (Wako, 1988).

Uphando olusandul' ukwenziwa apha eNtshona Koloni lubonakalisa la manani abafundi abagqibayo ezikolweni ngokweentlanga kufumaniseka ukuba aba lolu hlobo kwakwiminyaka yokuqala yemfundo yezikolo. Iziphumo zeemvavanyo zokufunda nezemathematika ezathi zaqhutywa kwibanga 3 nakwibanga 6 zibonakalisa ukuba ubuninzi babafundi abasuka kumakhaya anemivuzo ephantsi bangemva ngeminyaka emibini ukuya kwemithathu ngokwenkqubo elindelekileyo ngokwekharithulam yesizwe.

Icandelo lamashishini amakhulu abhalisiweyo apha kweli phondo liginya abantu abayi-1,3 million lize elamashishini amancinane angabhaliswanga lona liginye ama-144 065 (malunga ne-9.4%) kubantu abakuqoqosho lwephondo lonke. Ibutho labasebenzi abayi-1,5 million bakwezolimo (13%), kwimveliso (19%), kwiihowuliseyili neevenkile (17.5%), kwiinkonzo zezemali (11.9%); into leyo eyenza i-80% yabantu abasebenzayo. Kubantu abasebenzayo abantu abanemfundo yasesikolweni babadlula abo beneyasesekondari neyakumaziko emfundo ephakamileyo ngomlinganiselo oyi-77:19%. Iipesenti zabo banayo eyasesekondari nabaneyamaziko aphakamileyo ngokobuhlanga zime ngolu hlobo: 7% abaNyama, 11% abeBala, 34% ama-Asiya ne-49% abeMhlophe.

Amazinga okungasebenzi nawo abugudle kakhulu ubuhlanga. Njengokuba apha esizweni ngokubanzi ama-30 kwi-100 ngalinye labantu abaNyama abaye bayifumana imisebenzi phakathi kuka-1995 no-2002, bathathu nje kuphela kwi-100 ngalinye labantu abaNyama abahlala eNtshona Koloni abaye bayifumana imisebenzi ngesi sithuba sinye (SER, 2003). I-80% ye-18,9% yabantu bokusebenza abangasebenziyo apha kweli phondo lututsha. Ngokungafaniyo nokwenzeka kwisizwe ngokubanzi, ehlile amanani abantu aabangasebenziyo benemfundo yamaziko emfundo ephakamileyo, ngelixa kumanqanaba emfundo angezantsi anyukile amanani abantu abangasebenziyo. Abantu abafunwayo ngabantu abafundileyo nabanezakhono. Nangona inani labanematrikhi nabaneBanga 9 – 11 lisanda abangenela ibutho labasebenzi kwiphondo xa kuthelekiswa namanani kazwelonke (abanematrikhi ngama-28, 5% kwibutho lonke labasebenzi bephondo), ingxaki yokungaqeshwa kolutsha eNtshona Koloni yondele kakhulu xa kuthelekiswa nelizwe jikelele.

¹Ama-40% oluntu ongasebenziyo aphakathi kwama-15 nama-24 ubudala. Ngoko ke, kummandla wezoqoqosho apho malunga naphezu kwesigidi esinye sabantu (ngokwengqikelelo, mnye kwabane eNtshona Koloni baphila ngaphantsi komyinge wokuphila (ama-4, 46% oluntu lonke lwesizwe ngonyaka wama-2004) kunye nama-23, 6% oluntu luhlala lungasebenzi (kwaye uninzi lwalo lututsha), umgangatho wokukhula kwezoqoqosho kunye namazinga emfundo, zezona nkalo zibalulekileyo zempumelelo ukuguqula isimo sophuhliso kwiphondo.

Umngeni wesithathu wonikezelo lweenkonzo ojamelene ne-WCED kumiliselwe lwe-HCDS, kukungasihambi kakuhle isikolo okwandayo kubafundi nootitshala ngenxa yokugula, usetyenziso kakubi lwezinyobisi (ingakumbi 'i-tik' eNtshona Koloni), nezenzo zobundlobongela nobudladlunga ezithe tshithilili kwizikolo zeli, impatho-mbi ngokwesini, ukukhulelwa kwabafundi ne-HIV/AIDS – konke oku kuphehlwa yindlala nokungalingani. Nangona ekho amathuba amahle kwezoqoqosho, ukungalingani okoyikekayo nokubandlululana ngokobuhlanga kwiphondo ngowona mbandela otshisa ibunzi. Ukusilela ukulungisa oku kungalingani nemibandela enxulumene ne-HIV/AIDS nokhuseleko ezikolweni konke oku kuza kuqhubeka ukuba ngumqobo ekufezekisweni kweenjongo ze-HCDS kwaye kuza kuba nefuthe elikhulu kwindlela abafundi bonke abathi bazalisekise ngayo amaphupha abo. Nangona le mingeni iye isanda ngokwanda (nenani leenkedama nabantwana abasesichengeni liyaqhubeka nokwanda), umgangatho wokufunda nokufundisa (kunye nofezekiso lweenjongo zohlumo nophuhliso zephondo zeKapa eliHlumayo, nombono walo 'wekhaya lethu sonke') zisesichengeni esingumangaliso. Imeko enje inyanzelisa ukuba kubekho iinguqu kwindima yokufundisa kootitshala, nto leyo ekhokelela ukuba ootitshala bazibone ngoku bedlala indima yokuba ngoonokhaya, abaluleki abanika inkxaso ngokwasemphefumleni kubafundi abasisisulu sempatho-gadalala, nokubaxhobisa kananjalo ngezakhono zokuphila beselula.

A.2.2 Imingeni yomgaqo-nkqubo wesizwe/wephondo

Ukumelana ngempumelelo nokuvakalayo nokungalingani kunye namazinga asezantsi entembeke kumgangatho wemfundo kufuna amanyathelo athe tsotsololo ngakwicala likarhulumente nakwimfundo ukwandisa nokuphucula ukusebenza nempumelelo yabafundi. Kwi-WCED, umngeni womgaqo-nkqubo kukulungelelanisa iinjongo eziphambili zemfundo kwiinkalo zoziso lweenkonzo kwezophuhliso lwemfundo yabaqalayo, imfundo noqeqesho jikelele, imfundo noqeqesho ephezulu kunye nemfundo yabadala. Ngokomxholo weStratheji soPhuhliso noHlumo lwePhondo nokubekwa phambili kophuhliso lwezakhono nokwandiswa kwecandelo le-ECD, i-WCED inokuzibona isabelo sayo semithombo yoncedo ijoliswe kwezi nkalo zimbini kuphela. Nangona kunjalo, kubalulekile ukuba kubekho isiseko senkxaso sibe luqilima kwibhendi yemfundo noqeqesho jikelele kusetyenziswe amaphulo anjengeenkqubo zezikolo ezingahlawulisi mali, inkqubo yabancedisi bootitshala neNkqubo kaZwelonke yeSondlo eZikolweni (i-NSNP).

Amaphulo aqhubayo agxininisa kakhulu kulwandiso lwemithombo yoncedo eyabelwa izikolo namaziko emfundo ephezulu, nakumelaneni nemingeni yamaziko nolawulo, kunye nohlaziyo lwekharithulam.

Usungulo 'lwezikolo ezingahlawulisi mali' ukuqinisekisa ufikelelo lwabo bonke kwimfundo ngowona mgama uphambili uhanjiweyo ukuza kuthi ga ngoku, namalinge aqinisiweyo okuphucula umgangatho wemfundo ngonikezelo kwezixhobo zokuncedisa, ukuziswa kweencwadi ezikolweni, iidesika, amanzi nogutyulo lwelindle.

Ubumbo loxhotyiso lootitshala neenqununu ukuxhasa nokulawula iinkqubo zokufundisa nokufunda ezikolweni kubaluleke kakhulu kuphuculo oluzingileyo lomgangatho wemfundo. Ukuphuculwa kwezithwaselo zemfundo nokusebenza kootitshala kubalulekile kakhulu kuphuhliso lwemfundo nemithombo yoluntu ngokuhamba kwexesha. Inkqubo yophuhliso lootitshala sele luqhubeka sithetha nje, lujolise ekuphuculeni izithwaselo zemfundo zootitshala abasebenzayo ukumelana neemfuno zekharithulam entsa, ingakumbi ilitherasi yemathematika nesifundo ngezobomi, ndawonye nezakhono zolawulo nobunkokheli beenqununu zezikolo.

Icandelo lemfundo kufuneka nokuba maliqhagamshelanise kwizinto eziphambili ngokubaluleka zesizwe ezifana ne-Accelerated and Shared Growth Initiative (ASGI). Kule meko ke ikholeji ze-FET ziziintsika zezicwangciso eziliqili ekuvunyelweneyo ngazo. Ikholeji ze-FET ziyahlaziywa kungoku nje khona ukuze zikwazi ukuqhuba nezifundo zobugcisa nezemisebenzi yobizo ngeenjongo zokuqinisekisa ukuba abafundi baba neenkalo ngeenkalo zemfundo abanokuzilandela. Amalungiselelo enziwe ukulungiselela ukusungulwa kwenkqubo yebhasari nembaleko-mali kwi-FET ukuxhasa ufikelelo lwabafundi abahluphekayo kumathuba emfundo yobugcisa.

Isebe leMfundo leSizwe lijolise ekusunguleni inkqubo yokufunda yabantu abadala bonke kunyaka wama-2007/08 ukumelana nemingeni yokufunda okungundoqo njengelungelo lomntu negalelo elikhulu kubumbano kwezintlalo. Oku kuza kwenziwa kubanjisenwe kanye nemibutho engenanto yakwenza norhulumente, amaziko emfundo abafunda abantu abadala kunye namavoluntiya.

¹ Imali eyingeniso yekhaya (*household income*) engaphantsi kwe-R800 ngenyanga (njengoko ichazwayo kwi-PGDS, 2006)

A.2.3 Imingeni elijongene nalo eli Sebe

ISebe leMfundo leNtshona Koloni lelona likhulu kuRhulumente wePhondo leNtshona Koloni, line-ofisi yoMphathiswa weMfundo ephantsi koMphathiswa wePhondo (MEC) kunye ne-ofisi elikomkhulu yephondo. Ii-ofisi zesithili namaziko emfundo, kubandakanya izikolo zikarhulumente zesiqhelo nezizodwa, iiKholeji zeFET, amaziko oluntu okufundisa abadala nabasaqalayo be-ECD.

Imisebenzi ye-WCED – umgama nobungakanani

Abafundi *	938 056
Izikolo zikarhulumente zesiqhelo **	1 450
Izikolo zabafundi abaneemfundo ezizodwa #	67
Amaziko emfundo yasesekondari nasekholejini (iikholeji zezobugcisa)	6 (39 amaziko)
Amaziko asekuhlaleni emfundo yabantu abadala	112 (301 amaziko)
Izikolo zompeleso ezandulela ezaseprayimari ezinikwa uncediso-mali	446
Ii-Ofisi zeziThili (ii-EMDC)	7
Ootitshala (ISikhokelo iPost Provisioning Model)	30 872
Abasebenzi bakarhulumente (izithuba zomsebenzi eziphunyeziweyo)	8 823

*2006: I-CEMIS eKhoyo (13 Oktobha 2006) (AmaBanga ePre-Gr R ukuya kwasemva kwematrikhi)

** Amaziko akhoyo (Zonke izikolo zesiqhelo zikarhulumente, AmaBanga ePre-Gr R ukuya kwasemva kwematrikhi)

Imvelaphi yeenkcukacha – 2006 iSaveyi eMfutshane neSaveyi yoNyaka yeziKolo ka2006

1. Uyilo ngokutsha lweSebe

Isebe liphantsi kwenkqubo enkulu yoyilo ngokutsha lwesebe ukuqinisekisa ukuba liyakwazi ukumelana ne-HCDS. Iinjongo zenkqubo yoyilo ngokutsha kuku -

- Bumba nokuxhobisa amaziko ngaphakathi ukuxhasa izitratheji eziphambili zeKapa eliHlumayo, apho i-HCDS isesona stratheji sinkqenkeza phambili;
- Phucula uhanjiso lweenkonzo;
- Ukukhawuleza ulingano emsebenzini; noku
- Fezekisa iziphumo zemfundo ezicetywayo.

Iprojekthi yoYilo ngokutsha iza kumiliselwa ngokwezigaba ezine, umzekelo -

- Isigaba 1 sibandakanya ukuqalisa kweprojekthi nescwangciso sengenelelo loyilo ngokutsha.
- Isigaba 2 sibandakanya uhlalutyo loyilo olukhoyo lwe-WCED kujongwe i-HCDS nokuchongwa kweenkalo ezifuna uphuculo ukuqinisekisa ukuba isebe liyakwazi ukumelana neenjongo zesitratheji.
- Isigaba 3 sibandakanya uyilo ngokutsha lwesebe ngokuhambelana neziphumo zohlalutyo olunzulu (uphuhliso lwesakhelo esitsha esikhulu nesiphakathi sesebe).
- Isigaba 4 sibandakanya umiliselelo lwesakhelo esikhulu nesiphakathi sesebe esiza kuqaliswa kunyaka mali wama-2007/08, kubandakanya nokugcwaliswa kwezithuba zomsebenzi ngokwesicwangciso seNgqesho.

Ukuza kuthi ga ngoku iProjekthi ibandakanye iseshoni yokuthetha-thethana kwi-ofisi enkulu yephondo neyisithili kunye nabammeli abaphuma kwimibutho yabathathi-nxaxheba, kubandakanya amaGosa oNgameleyo kwiiKholeji zeFET (oo-CEO), iinqununu zezikolo, ootitshala, abafundi, iiForam zeSGB nemibutho yeemanyano zootitshala ebandakanyekayo kwisebe.

Ngokwemiqathango yesakhelo esitsha esicetywayo, i-ofisi yephondo iza kwahlulwa ibe ngamasetyana amane angala, eleStratheji noCwangciso, uLawulo lweKharithulam, uPhuhliso lwamaZiko kunye neeNkonzo zoNxityelelwaniso neeNtengo. Ukusondeza inkxaso kwezolawulo nophuhliso kufutshane nezikolo, izithili ezisixhenxe ziza kwandiswa zibe sibhozo zibe namaQela eeSekethe angama-49. Ukuma okutsha okumbaxa kweSebe eli kubonise phaya ku**Shedyuli 1**.

2. IsiCwangciso soLingano kwezeNgqesho (i-EE)

Akukude kuyaphi ukuba isiCwangciso se-WCED EE seminyaka emihlanu ukuba sifikelele ekupheleni. Nangona bekukho imiqobo endleleni, isiCwangciso se-EE siyenzile inkqubo kwaye neForam ye-EE iyidlalile indima yayo yokuba ngukhala womiliselwesi siCwangciso. I-WCED ithobelene nayo yonke imiqathango yoMthetho we-EE kwaye iyingenisile neNgxelo yonyaka ye-EE kwiSebe lezeMisebenzi ngokomthetho. I-WCED ithe yakhupha umyalelo womgaqo-nkqubo we-EE kumaziko emfundo kwaye oku kukhokelele kwinkqubo phambili enkulu ingakumbi ekutyunjelwene kwamabhinqa kwizikhundla zolawulo ezikolweni. Isicwangciso seminyaka emihlanu ezayo se-EE siza kuqwalasela ukulungiselela umiliselweso lwaso ngoSeptemba 2007.

3. Isicwangciso soPhuculo loHanjiso lweeNkonzo (i-SDIP)

I-WCED izibona njengesebe lokufunda elinoxanduva lokuzisa inkonzo esulungekileyo eluntwini ngaphezu kweminyaka ilishumi ezayo Njengesebe lokufunda, i-WCED iza kuthi gqolo ukuzibhenca izihla amahlongwane kwaye izihlaziya rhoqho ngokugxila kakhulu kwimfezeko yesebe, ukomeleza uxhotyiso lwezithili, ukuqiniseka izitratheji zenkxaso ezijoliswe ukuphuculeni indlela izikolo ezisebenza ngayo ukumelana nemibandela eyohlukeneyo yomgangatho wemfundo ezikolweni.

Umgama osele uhanjwe ukuphuhlisa isiCwangciso soPhuculo loHanjiso lweeNkonzo (i-SDIP) uyancomeka ngenene. ITshatha yoHanjiso lweeNkonzo sele yaphuhlisa yaza yaphunyezwa ngokusesikweni. Isicwangciso somiliselwesi esikhatshwa ngamaxesha okwenziwa koko sele siphuhlisiwe kwaye kuqikeleleka ukuba siza kumiliselwa ekuqaleni konyaka-mali wama-2007/08. Imigangatho yeenkonzo iza kuphuhlisa ngokupheleleyo ekuqaleni kunyaka wama-2007 ngokwesetyana kwaye kuza kusungulwa iphulo lokwazisa ngoku ukuqinisekisa ukuba uluntu jikelele luyazi ngoku kwaye nalo luba yinxalenye yako. Inkqubo zokuba ngukhala nezokuphonononga ziya phuhlisa ngoku sithethayo ukulungiselela umiliselweso lwazo kwaye zikwabandakanya uchotshelo lwezikhaziso oluza kwenziwa liSetyana loQinisekiso loMgangatho.

4. Isicwangciso semiThombo yoLuntu (i-HR)

Nangona idrafti yesiCwangciso semiThombo yoLuntu se-WCED sisaphuhlisa ukwenzelwa ukuba kwandiswe ixesha laso, imigaqo-nkqubo eyahlukeneyo, izitratheji nemigqaliselo engemibandela enjenge-EE, ingqesho, uPhuhliso lwemiThombo yoLuntu, uLawulo lwemiThombo yoLuntu, uLawulo lwezokuSebenza kunye nocwangciso kumiliselwe konke ukuqinisekisa ulawulo oluchanekileyo noluzinzileyo lwemiThombo yoLuntu. ISebe leSizwe lezoLawulo lwabaSebenzi boLuntu (i-DPSA) lithe laphuhlisa kutshanje isakhelo esilungiselele ucwangciso lwemiThombo yoLuntu sakhelo eso esiza kuthi sisetyenziswe njengethempleyithi yawo onke amasebe karhulumente ukuqinisekisa ukuba isicwangciso semiThombo yoLuntu siyafana kwiinkonzo zikarhulumente zoluntu. Imigaqo-nkqubo ekhoyo iza kunxulunyaniswa yandule iphuhlisiwe ngokubanzi ukuze kuphume isicwangciso esigqibeleleyo semiThombo yoLuntu se-WCED, ngokwefomathi entsha yesakhelo esisandula kuphuhliswa. Kuqikeleleka ukuba idrafti yoku, isiCwangciso esisesikweni semiThombo yoLuntu se-WCED siza kuthiwa thaca kubaphathi ekuqaleni konyaka-mali wama-2007/08.

5. Inkqubo yeNtlalontle yabaSebenzi (i-EWP)

I-WCED inkqenqenqa phambili ekumiliselweni i-EWP ngonyaka wama-2004. I-EWP ithe yaphuhlisa ngokuzinzileyo kwaye ukwaziswa kwabantu ngokubanzi ngoku sele kwenziwe ngempumelelo. Izinga losetyenziso olukhoyo lufikelele kwinqanaba elingaphezulu koko bekulindlekile. Iintlanganiso zokunika ingxelo zibanjwa rhoqho nabaniki-nkonzo kwaye ingcaciso-manani nemikhombandlela zithethahlulatywa zaza zathelakiswa kunye nemigaqo yehlabathi jikelele. Sele kuhanjwe umgama omkhulu kakhulu ukuguqula i-EWP ukuba ibe yiNkqubo yeMpilo neNtlalontle yabaSebenzi, ngokuhambelana neenjongo zephondo, isizwe nehlabathi, ukuzisa inkonzo eqqibeleleyo kubo bonke abasebenzi. Kuthe kwamiselwa ngempumelelo uQatshelo lweeNtsuku ezithile kundlunkulu wephondo nakwizithili ezithile (ii-EMDC).

6. Isicwangciso seZakhono eMsebenzini (i-WSP)

Kwisebe elingangeli le-WCED, izidingo zohanjiso lwenkonzo echanekileyo nengenachaphaza ziyanda mihla le elixa uphuhliso lwangaphakathi lootitshala ukumelana neentshukumo ezintsha nezikhawulezileyo kwezemfundo, ulwazi, ulawulo nemethodoloji, zibaluleke kakhulu nazo.

IKomithi yoQeqesho yeSebe (i-DTC) enabameli abaphuma kumasetyana onke e-WCED isoloko iqinisekisa ngokuzinikela kwaye ekuqinisekiseni ngophuhliso lwezakhono oluzinzileyo, oluchanekileyo, olungenachaphaza nolukhuthaza ulingano njengoko uMthetho woPhuhliso weZakhono kunye nemithetho nemigaqo-nkqubo enxulumene noko ichaza ngokupheleleyo. I-WSP yonyaka wama-2006/07 kunye neNgxelo yoQeqesho yoNyaka wama-2005/06 zatyikitywa zandula ukuba zingeniswe kwi-SETA yoPhuhliso lweMfundo noQeqesho (i-ETDP) njengoko kugunyazisiwe. I-DTC izibhakaxe kwinkqubo yokuphuhlisa i-WSP ngokwesithuba se-MTEF ukuqinisekisa imfezeko nozinzo kuphuhliso lwezakhono noqeqesho ngokwexesha eliphakathi.

7. Ubeko esweni novandlakanyo

I-WCED iza kuthi gqolo ukuqinisa zonke iinkqubo nezixhobo ezijoliswe kanye kuphuculo lomgangatho wemfundo kwiphondo jikelele. NgeSetyana: loQinisekiso loMgangatho, i-WCED ithi inxibelelanise kwaye ihlanganise zonke iinkqubo ezikhoyo zokunika ingxelo, kwaye ithe yamilisela nezo bezifudula zingekho. Ukumelana nemfundo karhulumente eyandayo yokuba kufuneka kugxilwe kwiziphumo nefuthe, iinkqubo zobeko sweni novandlakanyo zisungulwe kuwo onke amanqanaba esebe. Oku kuquka iiprojekthi namangenelelo obeko sweni novandlakanyo eziphuculweyo – ukuvavanya ncakasana ifuthe nexabiso lazo. IiNkqubo zoVandlakanyo loMsebenzi (kwisigaba somntu ngamnye) ziyaqiniswa ngokusetyeniswa kakhulu kwemigangatho kunye nezicwangciso zomsebenzi. Ungqinelwano phakathi kwezicwangciso zomntu ngamnye kunye neenjongo zezicwangciso gabalala nazo zibazelwe iliso elibanzi. Isikolo ngasinye kulindeleke ukuba siphuhlise isiCwangciso soPhuculo lweSikolo (i-SIP).

Ubeko sweni novandlakanyo, olugxininise kubungqina, iziphumo nefuthe luza kuqulunqwa luqinise kwiminyaka emithathu ezayo.

Kunyaka wama-2006 uVandlakanyo lweSikolo Sonke (i-WSE) luthe lwaneziphumo ezincomekayo kuzo zonke izikolo ezithe zavandlakanywa. Kunyaka ngamnye olandelayo inkqubo ye-WSE iza kwandiswa ukuze ifikelele kuzo zonke izikolo ngexeshana nje elingephi.

Ubeko sweni novandlakanyo lwesebe, kubandakanya ungqinisiso lwengcombolo yolwazi, luza kuvavanya ifuthe lamangenelelo enziweyo.

A.3 Iinkalo Ezifikelelweyo Ukuza Kuthi ga Ngoku

1. Iphulo lokwazisa nge-HCDS

Ukusukela kuphunyeyo ngokusesikweni kwe-HCDS ngoNovemba 2005, kunye nokusungulwa kwayo ngoMatshi 2006, iikopi zoxwebhu zaprintwa zandula ukunikelwa kumasetyana ohlukeneyo esebe kunye nabanye abathathi-nxaxheba, ingakumbi izikolo kunye nabaxhasi kwezophuhliso abecandelo labucala. Imathiriyeli eyongezelelweyo yokwazisa yezikolo sele ithunyelwe, iphamflethi ekhuthaza umiliselwe lwe-arhente yoluntu ezikolweni. Konke oku kwathunyelwa kuzo zonke izikolo zilungiselelwe utitshala kunye nomsebenzi ngamnye ongengotitshala zibhalwe ngeelwimi zontathu.

2. UPuhliso, uCikizo noNgqamaniso lwe-HCDS

Uphuhliso lothotho lwamaphepha obume namaxwebhu engxoxo (angama-27 ewonke) aza kuba sisikhokelo kupuhliso oluqhubekayo lwe-HCDS kwiphondo lufikelele kwizigaba zokugqibela. Ezona zindululo ziphambili ngokwala maphepha iza kuba yimfuneko yokuhlaziya ngokutsha iinjongo eziliqili ngokungqamene ne-PGDS ukuqinisekisa ukuba iimfuno zophuhliso lwezakhono ngundoqo ngokwexeshana elifutshane ukuba kweliphakathi kusetyenziswa icandelo leFET, nokuqinisekisa ukuba izibonisi ezingundoqo zemfundo esemgangathweni ziyadakanwa zize zibe ngumbandela ophambili, nokuba isiseko sokufunda se-ECD sinikwe ingqwalasela eyodwa ngenxa yokubaluleka kwendima yaso ekunikezeleni ngesiseko semfundo.

Uxwebhu oluyidrafiti lwesicwangciso-qhinga sezakhono ezinqongopheleyo sele luphuhlisiwe ngokuhambelana nezicwangciso-qhinga zesizukulwana sesibini. Zonke izimvo zoluntu malunga ne-PGDS sele zingenisiwe kwiSebe leNkulumbuso, kwaye neqela leprojekthi leyo liza kuqhubeka nokumiliselwa laa maxwebhu engxoxo kwi-PGDS njengesiseko sokukhula nophuhliso kwiphondo.

Umsebenzi osingethweyo ngoku sithethayo ngowesicwangciso solawulo oluhlangeneyo kunye nesakhelo sokusebenza se-HCDS, kwaye uza kumiliselwa kwimingxilo ephambili emine kunye neenkalo eziphambili zongenelelo ngokwemiqathango ye-PGDS, ASGI-SA, nesicwangciso-qhinga sikazwelonke seSebe leMfundo, iinjongo zeMfundo yethu Sonke neenjongo zoPhuhliso zeMileniyam. Ngokwesi sakhelo, izindululo zeenkqubo ezihlanganisiweyo zezicwangciso, unikezelo-ngxelo ngomgama osele uhanjiwe kunye nocikizeko oluqhubekayo lweenjongo kunye nezicwangciso zokusebenza zeOfisi yePhondo enguNdlunkulu kunye neziThili ziza kuqwalaselwa.

3. Umiliselwe lwe-HCDS

I-HCDS sele inethuba ikwimo yomiliselwe kwezi nyanga zingama-36 ubuncinane. Phakathi kwezinto ezikhoyo kungakhankanywa oku kulandelayo.

3.1 Iimeko zeMfundo kwiPhondo gabalala

a) **Iiplani zokwakha zezikolo zojoliswe ezili-12** sele ziphunyeywe ngokusesikweni, kwaye ezisibhozo izikolo sele zisakhiwa ngoku sithethayo. Amaseko ezibonelelo zangaphakathi, uphuculo nohlaziyo lwazo zonke izikolo zojoliswe sele lusungulwe.

- b) Iqela eliza kulawula inkqubo ye-**QIDS-UP** sele lityunjiwe, kwaye kukho ithemba lokuba oku kuza kuphucula izinga kunye nocikizeko lokuhanjiswa kweenkonzo kunye nezixhobo zonediso ezikolweni ingakumbi kwimimandla ehlupekileyo ngo-2007, kwaye kuza kwenza igalelo kuphuculo lolawulo lwezixhobo zonediso ezikolweni.
- c) Uludwe olutsha lwee-LTSM sele luthunyelwe kuzo zonke izikolo ukuncedisa ekuphuculeni u-odolo, intengo kunye nohanjiso lwee-LTSM ezikolweni kunyaka wama-2007. Inkqubo yeprotyhumenti (yentengo) kwaNdlunkulu wePhondo ngumbandela otshisa ibunzi.
- d) **Ulawulo lwesikolo** olungqingqwa ngumbandela ophambili nobalulekileyo kuhanjiso oluzikizekileyo lwemfundo esemgangathweni. ISetyana le-HRD liphuhlise inkqubo yoqeqesho lwee-SGB kunye nendlela yokuziphatha yee-SGB sele idrafiwe isezandleni zegqwetha lesebe ngoku sithethayo.
- e) Inani lezikolo ezifikelele **kwiCandelo 21** landile kunelo lokuqala lama-409 (2000/01) laya kutsho kuma-936 (2005/06), kwaye umsebenzi/unikezelo lwenkxaso luza kuthi gqolo ukwenziwa kwezo zikolo zingama-516 zishiyekileyo. Inkuthazo yezikolo ukuba zingenele icandelo 21 yiyo edlala indima enkulu ekukhuleni kwamanani ezo zikolo zinjalo.

3.2 Ukuphucula uMmandla weMfundo

- a) Eyona projekthi ibalulekileyo kule nkalo **lukhuseleko ezikolweni**. IsiCwangciso-qhinga esihlanganisiweyo sokhuseleko ezikolweni sele siphuhlisiwe kwaye sele siyidrafi yokugqibela ngoku sithethayo, nguMphathiswa wePhondo ngokwakhe uMnu Cameron Dugmore, osibeke esweni esi sicwangciso. Oku ngumphumela wombambiswano nentsebenziswano phakathi kwabathathi-nxaxheba abohlukeneyo ngaphakathi kwi-WCED, kwaye kuqinisekise yintatho-nxaxheba, ubandakanyo nokunye nokuzinikela kwamanye amasebe emfundo amanye amaphondo kunye nelo likazwelonke, kubandakanya iSebe lezoKhuseleko loLuntu, iNkonzo yamaPolisa aseMzantsi Afrika, iSebe lezoBulungisa, eloPhuhliso loLuntu, njalo njalo. Iziko loKhuseleko lweZikolo liyasebenza kwaye ngama-50 ezikolo asele olathelwe ukuba abonelelwe ngamaseko oncedo angaphakathi okhuseleko.
- b) **linkqubo zezicwangciso-qhinga zokuziphatha kwabafundi** sele zimiliselwe kuzo zonke iziThili, ngabasebenzi abakuzo abaqeqeshiweyo bexhotyiselwa ukuba babe ngabakhwezeleli benkqubo yophuhliso okanye yeyantlukwano. Zizikolo ezi-5 (ootitshala abangama-40) kwisiThili saseBreede River/Overberg abaqeqeshiweyo ukuba bazi kabanzi ngekholi yezemisebenzi, kwaye ngama-525 abakhwezeleli abaqeqeshwe kuluhlu lweenkqubo zeyantlukwano. Umgaqo-nkqubo omalunga nemigangatho ephantsi yeenkonzo ezizodwa kwimfundo elungiselelwe abafundi abagagana nobunzima ngokwasemphefumleni kunye/okanye ekuziphatheni sele uphunyeziwe ngokusesikweni njengomgaqo-nkqubo we-WCED, kwaye namaxwebhu sele ebhaliwe aze athunyelwa ezikolweni.
- c) Mkhulu kakhulu umsebenzi osele wenziwe ukwazisa abantu malunga nengqiqo yekhapitali yentlalo ngowek-WCED, kwaye ingcombolo yolwazi gabalala malunga nemisebenzi eyahlukeneyo kwisiThili sele iqokelelwe ukuze kuphuhlise isicwangciso-qhinga sentlalo esimbaxa. Iphulo loluntu nezikolo lika-Agasti 2006, elasungulwa nguMphathiswa wePhondo wezeMfundo libe yimpumelelo engathethekiyo. Njengegalelo eliphambili nelivakalayo le-WCED kwikhapitali yentlalo, iforam ye-RCL yamiliselwa ngoJuni 2006. Nangona kunjalo, amalinge okuseka umbutho wee-SGB zonke zidityanisiwe awe phantsi.
- d) IsiZukulwana esiZuziweyo seeNkokheli (i-GoLD), oko kukuthi ootitshala abaselula noogxa babo kunye nabo abanefuthe kubutyebi beli lizwe. IProjekthi yabaLingane ye-HIV/AIDS nayo iwine ibhaso lehlalathi kwi-Commonwealth 'ngokuziphatha ngokuNcomekayo kwezeMfundo', yangenela ibambisene kunye ne-NGO eyi-aRhente yoPhuhliso lweMfundo ngabaLingane beGoLD (GoLD Peer Education Development Agency).

3.3 Ukuphuculwa komGangatho weMfundo

Lo mbandela ngowona utshisa ibunzi. Ngenjongo yokuba nempembelelo kule ngxoxo-mpikiswano, iSetyana loQinisekiso lomGangatho le-WCED livelise uxwebhu lwengxoxo olumalunga nomgangatho wemfundo karhulumente. Ukongeza koku, iqela leprojekthi ye-HCDS sele lihambe umgama ovakalayo ngalo mba, kwaye iSetyana: loQinisekiso lomGangatho liza kucokisa licikize olu xwebhu lwengxoxo. KwiNkomfa yabaPhathiswa beMfundo yeZizwe ze-Commonwealth esandula kubanjwa kutshanje umxholo wayo wawungalo mbandela nayo kwaye zonke iingcebiso ezifunyenwe apho ziza kuba yinxalenye yolu cikizo.

Umiliselo lwesicwangciso-qhinga sika-2006/2007 ngoko luza kugxininisa kakhulu koku kulandelayo:

- a) Kubafundi abangama-39 832 ababhale isethi epheleleyo yeeMviwo zeMatrikhi zika-2006, ngama-33 316 abapasileyo. Oku kumele ipesenti epheleleyo yezinga lokupasa elingama-83, 7%, lihle kancinane kwelo lonyaka odlulileyo ebelingama-84%. Nangana kunjalo, ngabafundi abangama- 1 238 abongezelelekileyo abathe bachophela uviwo olupheleleyo yaze yangama-743 abafundi abongezelelekileyo abapasileyo. Oku kubonakalisa ukwanda kumanani kunye nomsebenzi oncomekayo wabafundi kwaye kunika ithemba elikhulu kwikamva.
- b) **Inkqubo yolandelo lwabafundi** kunye nokusetyenziswa ngokupheleleyo kwenkqubo ye-CEMIS bekufanele ukuba isebenze ngomhla we-10 kuDisemba 2006. Inkqubo yolandelo lwabafundi sele iphuhlisiwe, imiliselwe kwaye iza kusetyenziswa kuzo zonke izikolo zikarhulumente nee-LSEN. Ithenda yenkxaso noqeqesho lwezikolo ekusebenzise nasekuhlaziyeni ingcombolo yolwazi sele ibhengeziwe.

- c) **Inkqubo yeziKolo eziHlawulisi** mali sele imiliselwe kulo nyaka. Ngama-424 ezikolo amenyelwe ukuba afake izicelo zokuba abe zizikolo ezingahlawulisi mali, kwaye ngama-419 ezizikolo asele efake izicelo, nto leyo ekhokelele ukuba imhemhe yokuhlulwa kweendleko zokufunda ibe malunga nama-150 000 abafundi (15, 1%) ngomhla woku-1 kuMeyi 2006. Isabelo sama-R29 ezigidi sanikezelwa ngonyaka wama-2006/07 kwaye oku kuza kunyuswa ngama-R139 ezigidi kunyaka-mali wama-2007/08 kuze ibe ngama-R237 ezigidi kunyaka wama-2008/09. Elix ulwabiwo ngokwentloko luza kwanda ukusuka kwisabelo esikhoyo ngoku sama-R527 ngomfundi ngamnye ukuya kuma-R554 ngo-2007 kwaye luza kuba phakathi kwama-R722 ukuya kuma-R581 ngo-2008 kodwa koxhomekeka kwizinga lendlala lezikolo eziwela kulo. Ezinye izikolo zama-233 (eprayimari nasesekondari) nazo zanikwa iqhuzu lokuba zingahlawulisi mali ukusukela ngomhla woku-1 kuJanuwari 2007.
- d) Ukunyuka okuqhubekayo kwenani **lezithuba zokutitsha** (ezingama-500 ezongezwayo ku-2007), kwaye ukuguqulwa kwezithuba zokutitsha zethutyana ezingama-458 zibe zesisigxina kuza kuba negalelo elikhulu ekuphuculeni ireshiyo katitshala nomfundi, kwaye oko kubaluleke kakhulu kuziso lwenkonzo yemfundo esemgangathweni. Ekuqaleni konyaka wama-2007, kuza kubakho izithuba zokutitsha ezingama-30 872. Ukongeza, ootitshala abangama-50 bemathematika/inzululwazi batyunjelwe ukuba bafundise kwiZikolo zeDinaledi (ukongeza kwinqanaba esele likhona lemisebenzi), ngama-21 ootitshala abongezelelweyo abachongelwe kwiZikolo zoJoliso ezahlukeneyo ukuncedisana nophuhliso lwengqiqo yeZikolo zoPhuhliso, kwaye ngama-70 izithuba zemisebenzi abelwe izithili ezisi-7 kulungiselelwa uluhlu lwamangenelelo ophuhliso kwizikolo ezihluphekayo, kubandakanya uphuculo lwendlela yokusebenza kwizikolo zasesekondari eziqhuba kakubi ezingama-34. Iprojekthi yabancedisi bootitshala ibe luncedo kuba ngama-510 abancedisi bootitshala abachongiweyo kwizikolo ezingama-163. Aba bancedisi bootitshala bafumana uqeqesho kwiikholeji zeFET.
- e) Abasebenzi abazinikeleyo abanika inkxaso abakwizithili (ii-EMDC) baza kuqhubeka nokunika inkxaso **kwisicwangciso-qhinga sokufunda nokubala** esasungulwa ngo-2006 emva kothethathethwano kunye nabo bonke abaththi-nxaxheba bakwandlunkulu wephondo ne-EMDC. Njengenxalenye yephulo lokusatyalaliswa kwenkqubo yokufunda nokubala kwiphondo, wonke umfundi okwiBanga 1 ukuya kwele-6 unesethi yeencwadi ezingama-100 zokufunda, ukuze bonke abafundi abakumaBanga 3 nele-6 babe nencwadi yemathematika. Ubekosweni lwendlela ekufundiswa ngayo eklasini lwasungulwa kodwa ngenxa yemingeni eyavakaliswa yimibutho yootitshala lwarhoxiswa de kugqitywe ukubhala kweeprotokholi yokutyelela eklasini. Njengenxalenye yesi sicwangciso-qhinga, umgaqo-nkqubo wokusetyenziswa kolwimi kwimfundo okhuthaza ukusetyenziswa kolwimi lwasekhaya kwimfundo iminyaka emithathu yokuqala yokufunda waphuhliswa wathunyelwa kwizikolo ngo-2006 kwaye ukhe wavandlakanywa kanobom kwiNkomfa yoLwimi kwiMfundo ebibanjwe ngoJulayi 2006.
- f) Amalungiselelo omiliselelo oluqhubekayo **lweKharithulam entsha yeFET** aqhuba kakuhle kakhulu. Nangona iziphumo zeBanga 10 zaphakathi enyakeni bezidala inkxalabo enkulu, kodwa kuye kwamiliselwa iinkqubo zenkxaso ezimbaxa ezikolweni ukuzancedisa ukuba ziphucule ezi ziphumo. Iingxelo zexeshana alunga nezinga lokupasa ekupheleni konyaka zidandalazisa izinga lokupasa elingama-74%, isiThili saseSouth Cape/Karoo siso esibonakalise ukuphucuka kweziphumo zaso kuneminyaka edlulileyo. Uqeqesho olongezwayo lootitshala beBanga 11 beFET abangama-9872 luqhutywe ngoJuni, kodwa iiseshoni zoqeqesho bezindana kwizifundo ezitsha, kubandakanya ezolimo, ezomdaniso, iteknoloji (kubandakanya i-CAT ne-IT).
- g) I-WCED inkqenqeka phambili kusetyenziso **lweeteknoloji ze-ICT ezikolweni**, kwaye iqhubela phambili noko. Iprojekthi kaKhanya incede izikolo ezingama-575 kusetyenziso lweeteknoloji ye-ICT, kukho nezikolo ezongezelelweyo ezingama-276 ngokwezigaba ezahlukeneyo zamalungiselelo. Ziikhompyutha ezingama-22 271 ezisetyenziswayo kwizikolo zikaKhanya, kwaye iteknoloji isetyenziswa ngokuchanekileyo ngootitshala abangama-14 993 kuhanjiso lwekharithulam nokuyenza ifikeleleke kubafundi abangama-496207. Iprojekthi kaKhanya inendumasi yokuba ngumsunguli kwitekoloji ye-ICT esetyenziswa ezikolweni. Ukukhula kwiinkalo zonxibelelwano nge-broadband ezikolweni kunye nosatyalaliswo oluqhutywayo lwezibonelelo zancedo zangaphakathi ze-ICT ezikolweni luza kwenziwa kusetyenziswa i-CEMIS, uKhanya neProjekthi yoNxibelelwano ngeeNtambo zefowuni (i-TK). Iprojekthi kaKhanya iphumelele enye iMbasa yeGolide yemfezeko evela kwiMpumelelo Innovations Award Trust. Le Trust inikezela ngeembasa kwiiprojekthi ezinkqenqeka phambili kwaye ibandakanya ubambiswano kunye norhulumente ekuphuculeni umgangatho wobomi woluntu oluhluphekayo ngeendlela ezakhayo. Okukrolwe kule mbasa kufundeka ngolu hlobo: "Isicwangciso esimbaxa nesindindeneyo esingamava ngemfundo ehubeka eziklasini kwiNtshona Koloni iphela siso esidala ukuba kwenziwe ufakelo lweekhompuyutha eziklasini ezikolweni kule minyaka mihlanu idlulileyo. Iikhompuyutha azifakelwa zibe ngomthi uzimele nje; ootitshala bazuza uqeqesho, izikolo zona zifumana unxibelelwano olukhawulezileyo nge-intanethi kwaye izikolo ziyakhuthazwa ukuba zibe nesicwangciso 'sobambiswano' kwiprojekthi ngokubonakalisa ubuncinane ukuzinikela kule projekthi. Inkxaso enikwa luluntu olungqonge isikolo ikhokelele ekuncipheni kwezenzo zobusela, kuba uluntu luziva luyinxalenye yezikolo." IMbasa yeGolide yeMpumelelo yeye-11 ukunikezelwa kwiprojekthi kaKhanya kule minyaka mibini idlulileyo.
- h) Ukusungulwa kweNCS kumaBanga 10 ukuya ku-12 kuqalwe kwiBanga 10 ngo-2006, kwaye kuhambe kakuhle kakhulu. Uluhlu olubanzi lwemisebenzi yamalungiselelo lubandakanya inkomfa ebe yimpumelelo yeenqununu zezikolo kunye nabanye abaphathi bezikolo. Ootitshala nabo baxhamla kanobom kuqhelaniso nekharityulam entsha yesizwe ehlaziyweyo yamaBanga R ukuya ku-9. Usatyalaliswo oluqhubekayo lweNCS kumaBanga 7-9 nalo lunikwe inkxaso ngokubanjwa kweeseshoni zoqhelaniso lootitshala zeentsuku ezintlanu. Ngo-2006, ama-2800 ootitshala bamaBanga 8 ukuya ku-9 banganela ezi seshoni. Ii-CTA zeBanga 9 nazo zathunyelwa ezikolweni. Nalo unikezelo ngeencwadi zokufundisa kumaBanga 8 ukuya ku-9 ezikolweni ezihluphekayo luyaqhubeka ngeprojekthi yeNkxaso.

- i) Uphuculo oluqhubekayo **lofikelelo kwiBanga R** kunye nomgangatho wokufundisa nokufunda kwiBanga R ngosungulo lwenkqubo yenkxaso-mali entsha kubafundi kwiBanga R kunye nokuthunyelwa kweekiti ezintsha zokufundisa nokufunda ezincedisela abafundi ukumelana neemfuno zekharithulam yesizwe. Isicwangciso-qhinga esihlanganisiweyo soPhuhliso lweMfundo yabaQalayo sele siphunyeziwe ngokusesikweni yindlu yowiso-mthetho kwaye nesicwangciso esihlanganisiweyo sikaZwelonke sasungulwa ngo-Oktobha 2006. Abafundi abangama-6000 abongezelelweyo bafumana inkxaso-mali, nto leyo eyenza amanani afikelele kuma-31300. Ngelishwa, amaziko amaninzi abetha ngonyawo lonwabu ukufaka izicelo zenkxaso-mali nasekubuyiseni iziphumo zeSaveyi yoNyaka eMfutshane. KwiBanga R, i-WCED iyiphinda-phinde kabini imali yenkxaso ukusukela kwi-R3 ukuya ku-R7 umntwana ngamnye ngosuku ngalunye lwesikolo, kwaye i-WCED iza kuqhuba uqeqesho lootitshala be-ECD abangama-900 abachongwe kwiSebe loPhuhliso lweNtlanontle, njengexalenye yenkqubo embaxa i-EPWP.
- j) I-WCED iphumelele isithandathu kwezisibhozo **iimbasa zemfezeko** kwiTheko lokunikezelwa kweeMbaso yiNkulumbuso ngo-2006. I-WCED ingenele ngeeprojekthi ezili-9 kwezili-13 kumagqibela-kankqoyi. Iprojekthi ye-ABET yase-Breede River/Overberg yiyo ephumelele imbasa yokuqala.
- IGoldide: iProjekthi yaseBreede River/Overberg – iiNtsuku ezingama-160 zamaNgenelelo kumaZiko e-ABET
 - Isilivere: iProjekthi kaKhanya; iiNkonzo zabaXhasi ze-WCED
 - Ibronzi: iProjekthi yeZikolo zaseMzantsi yoMculo ye-Eisteddfod (i-SASCE); i-Cape Teaching Institute; iProjekthi yabaCebisi be-LSEN (iMfundo eyoDwa).
 - Ezinye iiprojekthi ze-WCED ezibe phakathi kwamagqibela-kankqoyi yeyo-Western Cape Movement Education Association, iProjekthi yabaNcedisi booTitshala kunye neYunithi yeKharithulam ye-ICT/KM. I-Gold Peer Education Project, yangeniswa kunye yi-WCED neSebe leMpilo, nayo ibe ingenele amagqibela-kankqoyi.

3.4 Ukuphucula uFikelelo kwiLizwe loMsebenzi kunye neZakhono eziNqongopheleyo

Uphuhliso lwezakhono ezinqongopheleyo ngemfundo esesikweni nengekho sikweni yinxalenye ebalulekileyo ye-NCDS. I-WCED isungule la maphulo alandelayo:

- a) **Izikolo ezingama-50 zeDinaledi** sele zichongiwe kwaye zifumana inkxaso kwikharithulam egxininisa kuphuhliso lwemathematika, inzululwazi neteknoloji kwiphondo. Ezi zikolo zifumana ukuxhaswa ngezixhobo zokufundisa imathematika nezenzululwazi, uKhanya yona yakha iziko lekompuyutha elixhotyiswe ngokupheleleyo, kwaye ulawulo kunye noqeqesho lootitshala lwenziwa nguKhanya, ukuqhutywa kwezikolo zasebusika zabafundi beBanga 12 kwezemathematika nezenzululwazi, nofundiso ngamakhono omsebenzi, njalo njalo. Zonke ezo zikolo zingama-50 zibhale iimviwo ezifanayo kwaye nemvume ngokusesikweni yokusungula ukufundisa amaqela amancinane kwimathematika. Inani elivakalayo lootitshala lithe labandakanywa kuluhlu olumbaxa lwemisebenzi yophuhliso loqeqesho lootitshala oluqhubekayo.
- b) **IziKolo zoJoliso ezingama-21** zezeNjineli, ezobuGcisa neNkcubeko, ezemiDlalo, ezoLawulo lwezoShishino sele zichongiwe. Ezi zikolo zinikwe inkxaso ngezixhobo eyongezelelweyo ukuze zikwazi ukufezekisa ezi njongo. Inkomfa yezikolo zojoliso yabathunywa abali-100 ibibanjwe kutshanje. Nangona ikhona inkqubela ebonakalayo kuseko nophuhliso lwezikolo zojoliso, isicwangciso sokuqala esinobu-ethe-ethe sishiye izikolo zingakulungelanga ngokupheleleyo ukufinyeza nokumilisela izicwangciso zazo zoshishino. Kambe, iprojekthi ngoku sithethayo iyaqhuba kakuhle kwaye kukho nokukhula okubonakalayo kwezi zikolo.
- c) **Uhlengahlengiso ngokuTsha lweeKholeji zeFET** luqhuba ngempumelelo kwiphondo – oku kubandakanya ugxininiso kusungulo lwekharithulam entsha (ehambelana kunye nezidingo ze-MEDS kunye neenjongo eziphambili zesizwe), uhlaziyo lwezibonelelo zoncedo zangaphakathi, uvandlakanyo lwabasebenzi, njalo njalo. IiKholeji zeFET ziza kuba ngumqolo we-NCDS yethu kunye nesizukulwana sezakhono ezinqongopheleyo kwiphondo.
- d) **ISkim soBonelelo ngeMboleko-mali/iBhasari yeKholeji yeFET** esingama-R25 ezigidi siza kunceda abafundi abasokolayo nabahluphekileyo abafuna ukuqhuba nezifundo zabo ukuze bazuze izithwaselo zemfundo ezibalulekileyo nezidingekayo eziza kubenza bakwazi ukufikelela kwilizwe lomsebenzi. Zimbini iintlawulo esele zenziwe kwiikholeji zeFET ukuza kuthi ga ngoku yinkcitho-mali engama-20% kuhlalo-mali.
- e) **Imfundo ye-ABET**: isebe lisungule iprojekthi yophando yokuphonononga iinkonzo zokunikezelwa kwemfundo ye-ABET kwiphondo. Ingxelo eyidrafiti ephuma kuphando olwenziweyo ithiwe thaca kwi-WCED ngoNovemba 2006.
- f) **Izikolo zezaKhono**: sikwiphulo lokuseka izikolo ezibini ezitsha zezezakhono kwimimandla yaseKhayelitsha/naseMitchells Plain.
- g) **Izikhokelo ngamakhono omsebenzi**: Ootitshala beBanga 9 beziFundo ngezoBomi baqeqeshiwe bafumana nenkxaso kusetyenziso lwenkqubo yePACE. Uqeqesho kwizikhokelo ngezakhono zomsebenzi lootitshala abali-171 beBanga 10, 11 nele-12 kusetyenziso lwePACE sele lugqityiwe. Ootitshala beBanga 9 kwizikolo zojoliso baqeqeshwa ukunceda abafundi ukukhetha izifundo abafuna ukuzenza kwiBanga 10, kwaphinda kwaqeqeshwa ootitshala beBanga 7 ukuncedisela abafundi kwezamakhono omsebenzi nokufaka izicelo kwizikolo zojoliso ezithile. Ukongeza, umgaqo-nkqubo wesikhokelo kwezamakhono uyaphuhliswa, wakugqitywa uza kuthunyelwa ezikolweni ngo-2007.

3.5 Ezinye iinkalo zojoliso – izicwangciso-qhinga ezindindeneyo

- a) **Isindululo songqamaniso lwesakhiwo sesebe le-WCED** ngokweemfuno zokusebenza kwi-HCDS sele siphunyeziwe ngokusesikweni yiKhabhinethi.
- b) Kulandelwa imiqathango yemisebenzi yemithombo yoluntu embaxa, kuphunyezwe ngokusesikweni **itshatha yohanjiso lwenkonzo** liQoqo eliPhezulu loLawulo, ekhatshwa sisicwangciso soshishino seNkqubo yoPhuculo loHanjiso lweenkonzo, sele ingeniswe nakwiNtloko: yeSebe ukuba liyiphumeze ngokusesikweni. Kulindeleke ukuba umilisele lwale nkqubo luqale ngo-2007 ngokwenkqubo eza kulandelwa apho isetyana ngalinye ne-EMDC nganye iza kuchonga imigangatho yayo yohanjiso lweenkonzo.
- c) Inkxaso-mali ekhoyo evela kwisi**Cwangciso-Qhinga seZakhono eMsebenzi** sika-2006/07 yabelwe onke amasetyena kunye neziThili ukuze zikwazi ukulawula ezi nkqubo emsebenzini. I-WSP ka-2007/2008 iza kuphuhlisa ekuqaleni konyaka wama-2007, ukwenzela ukuba inkxaso-mali yabiwe kwangoko kunokuba bekunjalo kulo nyaka.
- d) **Isicwangciso-qhinga sobonelelo lootitshala** siza kuvathwa kwandlunkulu, kwaye iBhunga labaPhathiswa beMfundo lindulule ukuba kubekho idrafiti yesivumelwano apho kuza kufunwa izimvo kumaphondo onke ngokunxulumene nombandela wokulawulwa kwezikolo ezisemaphandleni kule nkqubo. I-WCED sele ilenzile elayo igalelo kule nkqubo.
- e) Nangona ikhona ingcombolo yolwazi ephuma **kuphicotho lwezakhono/noxhotyiso lwezithwaselo zemfundo zootitshala** oluqhubekayo sithetha nje, aluphelelanga kwaye kucetywa ukuba ngo-2007, uphuculo lwenkqubo ye-PERSAL luthathelwe ingqalelo eyodwa njengesixhobo sokuqokelela le ngcombolo yolwazi ibaluleka kangaka.
- f) ISetyana: loQinisekiso lwemiGangatho lidrafte isakhelo sokubeka esweni nokuvandlakanya se-HCDS, kwaye sele liqhube noqeqesho kunye nabaphathi beprojekthi ekubekeni esweni nasekuvandlakanyeni i-HCDS kwaye sele ligqibe nokugqithisa ingxelo yalo yobume bemeko ye-HCDS ngoNovemba. Ukongeza, lidlale indima enkulu nebonakalayo kuyilo lwesicwangciso esihlangeneyo solawulo nokusebenza se-HCDS.

A.4 Indlela Eya Phambili

A.4.1 linkonzo Zezikolo Zompeleso (Pre-school Services)

1. Ezaphambi koGrade R

Kungoku nje i-ECD iyaqutywa yi-WCED, naliSebe lezeMpilo nelezeNkonzo zoLuntu noNciphiso lweNtlupheko, nangoomasipala kumaziko ngamaziko ahlukeneyo. Kuqulunqwe isicwangciso esiliqili esimanyanisiweyo sokunikwa kwenkonzo.

I-WCED incedisa kuqeqesho lwabalondolozisi nakuqulunqo lwekharithyulam efanelekileyo. Ukunika inkxaso kwi-EPWP nokuqinisekisa ngemfundo esemgangathweni kubafundi abangeminyaka eli-4½ ubudala, i-WCED iququzelela uQeqesho lwabalondolozisi/nootitshala abaza kuluzuzwa kumaZiko afanelekileyo oQeqesho.

2. Amaziko kaGrade R asekuhlaleni

Inkcazo eHlaziyiweyo yeKharithyulam yeSizwe (National Curriculum Statement) ibandakanya unyaka omnye ophambi kokungena kuGrade 1. Esi ke isigaba sesakwaGrade R, esijoliswe ekuboneleleni abantwana abaneminyaka 5/6 ubudala ngolwazi lokubala nokufunda kwakunye nangezakhono zokuziphilisa khona ukuze bakwazi ukumelana nesikolo.

Nangona uGrade R engathathwa njengemfundo enyanzelekileyo, uyinxenye yeSigaba seSiseko seNkcazo yeKharithyulam yeSizwe. I-WCED ineenjongo zokwenza ukuba bonke abantwana abakwiminyaka 5/6 apha eNtshona Koloni bakwazi ukufikelela kuGrade R ngo-2010.

Ukuze ke ezi njongo zikwazi ukuqeqeshisa, iSebe eli liza kubonelela ngemali ekwaneleyo ukuba ingaxhasa abanye abafundi bakaGrade R abangama-2000 ngonyaka ukuqalela ku-2007, lichithe ama-R2 400 ngomntwana ngamnye kumaziko emfundo yabantwana yasekuqaleni asekuhlaleni nazimeleyo Malunga ne-33% yabantwana abakubudala obufanele uGrade R baya kuthathwa kula maziko.

Ukuqeqeshwa kootitshala ukufikelela kwizinga eliza kuqinisekisa imfundo esemgangathweni kuza kwenziwa kusetyenziswa iModeli yoQeqesho. Amalungu e-SGB aza kuqeqeshwa kwizakhono zobuNkokheli noLawulo.

A.4.2 Izikolo

1. IBanga R ezikolweni

Ukuze lufezekiseke ufikelelo lukaGrade R lwabantwana bonke ngo-2010 i-WCED iza kubonelela ngemali eyanele abanye abafundi bakaGrade R abangama-4 000 ngonyaka ukuqalela ngo-2007 lichithe ama-R2 400 ngomntwana ngamnye kwizikolo zikarhulumente. Malunga ne-66% yabantwana abakubudala obufanele uGrade R baya kuthathwa kula magumbi okufundela.

Ukuqeqeshwa kootitshala ukufikelela kwizinga eliza kuqinisekisa imfundo esemgangathweni kuza kwenziwa kusetyenziswa iModeli yoQeqesho.

2. Icandelo le-GET (amaBanga 1-9)

Icandelo lemfundo ye-GET lisisiseko esiqinileyo sayo yonke imfundo noqeqesho lwexa elizayo, ngemisebenzi esemgangathweni eya kujolisa ngakumbi kuphuhliso lwezakhono eziphezulu kulwimi nakwimathematika.

Injongo yesithathu ye-WCED yophuhliso lwabasebenzi kukubonelela abafundi bakwaGrade 1 – 6 ngezifundo ezisemgangathweni. Iinkcukacha zoBalo luka-2001 ne-WCED EMIS zibonakalisa ukuba amazanga obhaliso aphezulu kakhulu kubantwana abakwiminyaka eqalela kwemithandathu ukuya kwelishumi elinesihlanu kubudala. Iinkcukacha zoBalo luka-2001 ne-WCED EMIS zibonakalisa ukuba amazanga obhaliso aphezulu kakhulu kubantwana abakwiminyaka eqalela kwemithandathu ukuya kwelishumi elinesihlanu kubudala. Ngaphezulu ukuhambelana kobudala namabanga apha eNtshona Koloni kuphezulu.

Kambe ke uphando oluqhutyiweyo kutsha nje apha eNtshona Koloni kwaGrade 3 no-6 lubonakalisa ukuba abafundi abazifikeleli iinjongo zokufunda zeKharithyulam yeSizwe, into ke leyo ethetha ukuthiabasifumaniisiseko esiyimfuneko kuphuhliso lwabasebenzi. Uvavanyo oluqhutywe ngo-2002 ukuya ku-2005 lubonakalisa ukuba iziphumo zezi mvavanyo zihambelana kakhulu namazinga entlupheko. Ngesi sizathu ke iWCED ibeke ugxininiso ekuphuhliseni ukufunda, ukubhala nemathematika kubo bonke abafundi bakwaGrade 1 ukuya ku-6, ngakumbi abafundi abahluphekileyo. Ukusukela ku-2006 kubekwa ugxininiso olukhulu kwinkxaso nasekubekweni kweliso ekufundeni, ekubhaleni nasekubaleni kwiziphumo zekharithyulam yesizwe ezikolweni, ngakumbi kwiSigaba seSiseko.

Kananjalo i-WCED iza kuqhuba ngovavanyo oluqhutywa kwiphondo lonke ekupheleni kweSigaba seSiseko neSigaba esiPhakathi, oko kukuthi, kwaGrade 3 nakwaGrade 6, qho emva kokuba kutsitywe unyaka omnye. Abafundi bakwaGrade 3 baza kuvavanywa ngo- 2006.

KwaGrade 7 - 9 i-WCED yakhela phezu kweziseko ezibekiweyo zokufunda, ukubhala nokubala. Kula mabanga ujoliso kwizifundo ezisibhozo ezibonelela abafundi ngemfundo ethe gabalala esisiseko sokukhetha nokuphumelela kwinkalo yezifundo ezijolise kwimisebenzi ethile.

Kwisithuba esiya kutsho ku-2007 ootitshala bakaGrade 7, 8 no-9 baza kuqeqeshwa kwi- NCS. Kuza kujoliswa kuzo zosibhozo izifundo. Bayazinikwa bonke abafundi bakwaGrade 7 - 9 iincwadi nezinye iimfuno zokufunda kuzo zonke izifundo.

Kwizikolo eziqhuba ngaphantsi koko kuyimfuneko ngokwekharithyulam ka-2002 ukuya ku-2004. La magosa aza kuqinisekisa oku kulandelayo kwigumgi lokufundela ngalinye likaGrade 1 ukuya ku-6:

- IShedyuli yoMsebenzi yeeveki ezingama-36 yokufunda/yolwimi
- IShedyuli yeeveki ezingama-36 yokubala /yemathematika
- limeko ezinezinto ezifundekayo ezininzi - iiletha, imifanekiso, amagama, izinto, ezisezitafileni nasezindongeni, ezingcangweni, njl.
- Ubuncinane iincwadi ezili-100 ezibubufaneleyo ubudala nenqanaba elifanelekileyo
- Iincwadi zemathematika nolwimi zakwaGrade 3 - 6
- Ubungqina bokufunda, bokubhala nokubala – akukho ndlela ithile ikhuthazwayo, kodwa ke ukufundiswa kwezandi, amagama, ukufunda akuqondayo (umfundi), ukubala ngentloko nezibalo ezibhalwayo zizinto eziphambili

3. Icandelo le-FET (amaBanga 10-12)

Icandelo lemfundo ye-FET linqanaba lokufunda izifundo ezikhethiweyo. Lisisigaba sokuqala apha kwimfundo apho abafundi kufuneka bathathe izigqibo ngezifundo abanqwenela ukuzilandela.

I-NCS entsha kuyaqaliswa ngayo kwaGrade 10 – 12 (iye yaqalisa ukusetyenziswa kwiBanga 10 kuzo zonke izikolo zikarhulumente nezikolo ezizimeleyo ngo-2006, kwiBanga 11 ngo-2007 kwiBanga 12 ngo-2008). Inani lezifundo ezenziwayo kwikharithyulam yezikolo ze-FET liye lathotywa kakhulu, kodwa ke ezi zenziwayo izifundo zizifundo ezijoliseke kakuhle nezifanelekileyo. Imfundo ye-NSC nayo ijoliseke ngokuthe kratya. Kungoku nje isebe eli liqhuba umsebenzi wokulungisa ikharithyulam ngeenjongo zokuqinisekisa ukuba kuzo zonke izithili kufundiswa zonke izifundo ezikhoyo kwikharithyulam. Le nto ke ifuna ucwangciso owlenziwe ngobuchule kakhulu kwakunye namanyathelo angqongqo okulungiswa komonakalo wangaphambili

Umsebenzi wephulo lokulungisa ikharithyulam kufuneka uxhaswe ngumsebenzi wolungiso ocwangcisekileyo nobonelela ngezinto zokusebenza (ngakumbi iikhompuyutha) nangootitshala abanobungcali kwiindawo ezihlelekileyo. ISebe sele liqalisile ngalo msebenzi wokulungisa kwimathematika nakwezenzululwazi, kwaye ke sele lixhasa izikolo zemathematika, inzululwazi nethetnoloji ezingama-50 zabafundi abahluphekileyo. Ezinye izikolo 'zojoliso' ezifana nezoBugcisa neNkcubeko sele ziphuhlisiwe kwinqanaba le-FET.

Bonke ootitshala beSigaba se-FET banikwa uqeqesho kwiindlela zokufundisa nokuvavanya. Ngaphezulu, ootitshala bahamba izifundo eziqhutywa ngamaziko emfundo ephakamileyo (HEIs) nezinye iingcali kwizifundo ngezifundo khona ukuze ziphucule ulwazi lwazo oluyimfuneko. Kuqhutywa nezifundo zeekhompuyutha ukulungiselela ootitshala abanemfuno ylu lwazi ekufundiseni kwabo.

Kwangeli xesha linye ngoku isebe eli lilungiselela ukuqaliswa kwale kharityulam intsha, likwaqwalasela neqela labafundi abaphumelela imatriki. Kubekwa iinkalo ekuza kujoliswa kuzo kumanani abafundi, endaweni yepesenti, abaziphumelelayo iimviwo. Kulula ukuba anyuswe amazinga abafundi abaphumelelayo ngokusuka nje kuthotywe amanani abafundi. Le nto kuyafuneka ukuba mayingakhuthazwa, ngelixa kubonelelwa ngamathuba okukwazi ukuya kungena kwimfundo ephakamileyo kufuneka ekhuthaziwe. Le ke yinto ebaluleke kakhulu ehambelana nombala wamaziko okugqitywa kwimfundo. I- WCED iye yabeka iinkalo ejolise kuyo kumba wokunyuswa kwamanani abafundi abaphumelela imatriki, nge-1 000 ngonyaka ukusuka kuma-34 000 ngo-2003 ukuya kuma-50 000 ngo-2014.

Ngo-2006 izinga lempumelelo kwiimviwo zematriki lezikolo zeNtshona Koloni lifike kwi- 83,7%. Nakubeni ikhuthaza kangaka nje le mpumelelo, kubalulekile ukuba kusetyenziswe nezinye izinto xa kuhlalutywa iziphumo. Eyona nto ibaluleke kunazo zonke ke kuloo msebenzi ngamaziko omgangatho wale mpumelelo. Ukuphumelela ngendlela eya kukuvumela ukungena kwimfundo ephakamileyo kuthathwa njengowona mlinganiselo womgangatho, njengoko kufuneka ukuba umfundi aphumele izifundo ezine ubuncinane kudidi oluphezulu. Into esabanga inkxalabo enkulu isengamanani amancinane abafundi bamnyama abavela kwizikolo zazisakuba zezalaa masebe ayesakuba lele-DET nele-HOR abaphumelela ngendlela ekuvumelayo ukungena kwimfundo ephakamileyo nabaphumelelayo kwimathematika nenzululwazi.

I-WCED iza kuthi gqolo ukuzibhiyozela izikolo eziqagcinayo okanye eziwandisayo amanani abafundi ababhaliswayo, kodwa ziwugcine okanye ziwuphucule umgangatho wazo wempumelelo ekhokelela kwimfundo ephakamileyo.

4. Izikolo zikarhulumente ezizodwa

Kunikwe ingqwalasela eyodwa kuhlengahlengiso lweenkonzo ezizodwa zemfundo ukuze kujongwane neemfuno ze-WCED, nokuqinisekisa usetyenziso ngokupheleleyo koovimba abakhoyo. Ngokwangoku ufikelelo kwiinkonzo zenkxaso yemfundo yeemfuno ezizodwa lufunyanwa ngabambalwa xa kuthelekiswa nesidingo sayo. Unikezelo lwecandelo lezikolo ezineemfuno ezizodwa alukwazi ukumelana neemfuno ezikhulayo zabafundi abafuna iinkonzo zenkxaso eyodwa kwezemfundo ingakumbi kwimimandla yasemaphandleni. Ukunqongophala kweenkonzo zemfundo eneemfuno ezizodwa ezilungiselelwe abafundi kungumqobo omkhulu ekufundeni ngokwasemphefumleni, esimilweni nasengqondweni kwaye kufuneka ukuba kunikwe ingqwalasela eyodwa ngabathathi-nxaxheba abohlukeneyo. Isidingo sezikolo ezongeziweyo zezakhono sivela kwinqanaba elikhulayo labafundi abafuna ukufunda kwezi zikolo zilolu hlobo. Ngoko ke, kunyanzelekile ukuba inkcitho kweli candelo yandiswe ngokwexeshana elifutshane, nangona kungekho mali yaneleyo ikhoyo ngokwesithuba sexesha elifutshane.

A.4.3 Iikholeji ze-FET

Eli candelo libaluleke kakhulu kwizicwangciso zethu zophuhliso, ngakumbi kuba lilungiselelwe ukunyusa ufikeleleko kubafundi (ngokuqulunqwa kwezifundo ezifanelekileyo nangokunikwa kwenkxaso-mali). Eli candelo sele liziqibile izicwangciso eziliqili zophuhliso, lazihlengahlengisa nezifundo eliziqhubayo, lagqiba nekharityulam yezifundo ezitsha, ezisekelwe kakhulu kuphando olwenzelwa i-MEDS. Kananjalo imali yophuculo ekhutshwe liSebe leMfundo leSizwe iya kunceda iikholeji zikwazi ukukhawulelana neemfuno zophuhliso zephondo eli nezoqoqosho. Ngokusebenza ngokusondeleleneyo nee-SETAs, iikholeji ziyakwazi ukuba zizifikelele iinkalo ebeziye zajolisa kuzo ngakwicala labafundi abaqeqeshwa emisebenzini ezibekwe liSebe lezaBasebenzi lesizwe. Indawo ebaluleke kakhulu kuphuhliso lweli candelo iya kuba kukusekwa kweNkqubo yeeNkcukacha zeeKholeji ze-FET (FET College Information System) eya kuthi isenze sikwazi ukuyilandela ngokuchanekileyo indlela eqhuba ngayo necikizeke ngayo le nkqubo.

Kuza kuchithwa imali eyi-R227 million kuphuculo lweekholeji ze-FET kwesi sithuba sisukela ku-2006/07 ukuya ku-2008/09. ISebe eli kunye neekholeji ze-FET ezintandathu zisebenza ngokwesicwangciso esiliqili. Iikholeji kufuneka ukuba zenze uvandlakanyo lweemeko zeendawo ezikuzo nolunye uphando olunxulumene nazo ngokuphathelele kwiimfuno zophuhliso lwabantu bokusebenza kwezi ndawo. ISebe eli liqhuba olwalo uhlalutywe, lize ke lisebenzise iziphumo zalo ekuvandlakanyeni izicwangciso zeekholeji. Iikholeji zikwimeko entle kakhulu (xa zinokuba nazo izinto) yokukhawulelana nemisantsa ekhoyo kwizakhono kweli Phondo kwakunye nezinto eziphambili ngokubaluleka zesizwe.

Izicwangciso zophuculo lweekholeji ezintandathu zimanyanise neezicwangciso eziliqili zekholeji nganye, kwaye ke ngoko zizixhasa ngokupheleleyo iinkalo zemisebenzi ezithe zafunyaniswa ngomsebenzi we-MEDS. Ngale ndlela ke umanyaniso olungenazimfanta lweenjongo zophuculo nezinto eziphambili ngokubaluleka kuphuhliso lwabantu bokusebenza eNtshona Koloni lungafezekiseka.

Uncediso-mali lophuculo alujoliswanga ekongezweni kwezibonelelo ezitsha. Lujoliswe ekuphuculeni nasekuvuseleleni iikholeji ezi ukuze zikwazi ukuwulungela umsebenzi wazo omtsha wokuba zikholeji ze-FET. Luyimfuneko ke ngoko ekutshintshweni kwemithini nezinto zokusebenza ezaphelelwa lixesha. Ikholeji ze-FET zaye zasekelwa phezu kwezibonelelo ezigugileyo zeekholeji zobugcisa (Technical Colleges) ezaziqhele ukuhlala iminyaka emininzi zingenazinto ngokwaneleyo, kwaye ngeliya xesha localu-calulo – ziphantsi kolwabelo olungalinganiyo. Kananjalo, olu lungiselelo aluwufaki umba wokongezwa kwabasebenzi – indawo leyo eqhwalela kakhulu kuyo iiNtshona Koloni nekudodobalisa kakhulu ukukhula. Ngenxa yezi zinto ke akunakulindelwa ukuba kungabakho ukukhula (okanye kungaba kuncinane kakhulu) kwesi sithuba. Into enokulindelwa kukunyuka komgangatho kuphuhliso lwabantu bokusebenza, nongqamaniso olubhetele phakathi kwemfundo noqeqesho olunikwayo kunye neemfuno zentlalo noqoqosho zeli Phondo.

A.4.4 Imfundo yabantu abadala

Ukuqhutywa kwe-ABET, kubandakanya nokuqhutywa kwekharithulam, uLawulo, kuza kungqanyaniswa neemfuno zephondo nakumalinge esizwe, umzkl, i-HCDS kunye ne-EPWP (Expanded Public Works Programme).

Kuya kwenziwa amalungiselelo ama-2 500 qho ngonyaka abaya kuxhamla kwikharithulam ye-ABET ejolise kwizakhono kumanqanaba 1 - 4 nakwawemfundo engentla kwawo; into leyo eya kuqinisa imfuneko yemfundo eqhuba ubomi bonke.

Ufikeleleko lwe- ABET luya kuqinisekiswa ngekharithulam ecwangcisekileyo yeNqanaba 1, 2 nele-2 phaya kumaziko nangoxhobiso ngolwazi nezakhono nangamanyathelo oqeqesho lweziphathamandla zamaziko nezigqeba zolawulo. Kuza kunikwa ingqwalasela eyodwa kwiNqanaba 4 le-ABET, oko kukuthi, i-Ancillary Health Care, iMathematika, iNzululwazi neTeknoloji.

Izithwaselo zemfundo zootitshala abangaqeqeshelwanga loo msebenzi nabanezithwaselo ezibuya nganeno kwezo ziilindelekileyo ziza kuphuculwa noQeqesho lwangaphakathi kubanjiswene ne-ETDP SETA.

Icandelo le-ABET liya kuthi lenziwe iinguqu ngeenjongo zokuqinisekisa ukuba liqhuba izifundo eziya kuthi zibe lulutho kwabo bebhupheleke ngaphandle kwimfundo ngenxa yezizathu ngezizathu. Icandelo eli liza kuhlengahlengiswa, ngokunjalo nezifundo zalo, ngelixa aMaziko okuFunda asekuHlalani (CLCs) eza kwenziwa afikeleleke kuphela kwabo babesoloko bebhupheleke ngaphandle kwimfundo yasezikolweni.

Amazinga okuhlala nokugqiba kwabafundi kwimfundo yabantu abadala nakwicandelo lemfundo ye-FET kumaziko emfundo yabantu abadala aza kuphuculwa ngokuthi kuqhutywe izifundo ezifanelekileyo nangeendlela eziphuculweyo zokunikwa kweenkonzo.

Kuza kutsalwa umdla wabafundi ngokwaziswa koluntu ngoku kusetyenziswa iindlela ezahlukeneyo zosasazo. Oku kuza kugqamisa ukubaluleka nenzuzo yeMfundo yabaDala kwaye ijolise ekuncothuleni neengcambu ukugqwaliswa kwabantu abangafundanga.

Izifundo eziqinisekisiweyo zezakhono ezijoliswe ekufundiseleni emsebenzini, kubantu abangasebenziyo, kumabhinqa nakwimimandla yasemaphandleni ziza kuba ziintsika zokuqhutywa kwekharithulam kumaziko e-ABET ukusukela ngo-2006 ukuya kutsho ku-2009. Ezo zifundo ziya kujolisa kwiimveliso ephambili apha eNtshona Koloni, umzkl, ukhenketho, iinkampani zabakhi, imizi-mveliso neevenkile. Izifundo ziya kuqhutywa kunye nee-SETA neSebe lezaBasebenzi.

Ubuhlakani obukhoyo namasebe karhulumente wephondo asibhozo buza kugcinwa, kuze kananjalo kusekwe ubuhlakani obutsha namanye amasebe ephondo nemizi yecandelo lemveliso.

Ku-2006 kuza kuqhutywa uVandlakanyo Olunzulu (Critical Review) lwendlela ekuqhutywa ngayo ngoku oluhamba nezindululo zophuculo ubonelelo lwe-ABET. Le nto iza kwenzelwa ukuqinisekisa ukuba ii-CLC zikulungele ukuxhasa iziphumo ze-HCDS. Olu vandlakanyo luza kujolisa kulawulo, kubonelelo ngezinto zokusebenza, kukufaneleka kwekharithulam efundiswayo nakwimpumelelo yemigaqo-nkqubo yokwenziwa kovavanyo. Kuya kuqhutywa uphando lokuqala lokufumanisa okunokuba ziziphumo zokusekwa kweziko le-ABET elisisigxina.

Uqeqesho olucetywayo lweziphathamandla zamaziko, izigqeba zolawulo nootitshala luya kuqhutywa ngeenjongo zokuqinisekisa ukuba i-CLC ziyakwazi ukukhawuelana neningeni yokuba licandelo le-ABET elenziwe iinguqulelo.

IsiGaba B: Izicwangciso Zamacandelo, Imisebenzi Nemisetyenzana

ISigaba B sesi Sicwangciso soKwenziwa koMsebenzi soNyaka siqulathe izicwangciso kunye neenkalo ekujoliswe kuzo zesikhokelo senkcitho, i-MTEF, yomjikelo wama-2007/08 ukuya kuma-2009/10 kwicandelo lemfundo yephondo lilonke, nangokwemisebenzi ngemisebenzi nemisetyenzana ngemisetyenzana yohlahlo-mali. Ekwenzeni oku, lo mqulwana ukwabonisa nohlalutyo lwendlela ezihambe ngayo izinto kwixa elidlulileyo nolwemingeni, nekuthi kusekelwe kulo izicwangciso neenkalo ekujoliswa kuzo eziqukathwe apha.

ICandelo B.0 liqwalasela icandelo lemfundo yephondo lilonke; **iCandelo B.1 nele-B.8** wona aqwalasela imisebenzi esibhozo aziinkalo ezahlulwe zazizo iinkonzo zemfundo zephondo, lize ke lona **iCandelo B.9** liqwalasele iSicwangciso soTyalo-mali kwiiNtongo Ezinkulu.

Kuyo yonke le misebenzi kunikwa uludwe lwamanani-nkcazo kunye nezingqinisiso zokwenziwa komsebenzi ukwenzela ukuba uhlalutyo nezicwangciso zibekeke ngendlela ecwangcisekileyo.

- **Uludwe oluphambili lwamanani-nkcazo** lunika iinkcukacha ngemali ngangezinye izinto ezingeyomali, kwaye acwangciswa ngokufanayo kuwo onke amaphondo alithoba.

- **Izingqinisiso zokwenziwa komsebenzi** zizingqinisiso ezibonakaliswa ngokomlinganiselo ongamanani kunyaka ngamnye, apho le mlinganiselo ibonakalisa ukuba ukunikwa kwenkonzo kuhambe kakuhle kangakanani na kwiminyaka edlulileyo, okanye kulindelwe ukuba ihambe kakuhle kangakanani na kwiminyaka esezayo, ngokweenjongo zikaRhulumente. Kukho umahluko phakathi kwezingqinisiso zokwenziwa komsebenzi ezimfano inye nezo zizezephondo elo. Izingqinisiso zokwenziwa komsebenzi ezimfano inye zibekwa ngurhulumente wesizwe, kwaye zikhokelwa ngoonobumba 'PM', ngelixa ezizezephondo zona izingqinisiso zokwenziwa komsebenzi zongezwa liphondo elo, kwaye zikhokelwa ngoonobumba 'PPM' zona.

KwisiHlomelo A kudwelise izingqinisiso zokwenziwa komsebenzi (ii-PM) ezingama-39 ekuvunyelwe ngazo kuzwelonke. Kwisingqinisiso ngasinye sokwenziwa komsebenzi, kukho inani, inkcazelo emfutshane kunye nenkcazelo endana.

B.0 Icandelo Lemfundo Yephondo

Ezi zilandelayo ziinjongo ezingqinisisekayo (▲) ICANDELO LEMFUNDO YEPHONDO, kunye nezingqinisiso zokwenziwa komsebenzi zazo (►):

	<i>liNjongo eziNgcinisisekayo.</i>	<i>IziNgcinisiso zoKwenziwa koMsebenzi.</i>
<i>Ufikeleleko</i>	<ul style="list-style-type: none"> ▲ Ukuqinisekisa ukuba uluntu olukwiminyaka ekunyanzelekileyo kuyo ukuba lube sesikolweni luyaya esikolweni kweli phondo. ▲ Ukwenza ukuba imfundo ifikeleleke kulutsha nakubantu abadala abadlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba babe sesikolweni. 	<ul style="list-style-type: none"> ► PM001: Ipesenti yabafundi abakwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluhamba isikolo. ► PM002: Ipesenti yolutsha oludlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluhamba isikolo namanye amaziko emfundo
<i>Ubulungisa</i>	<ul style="list-style-type: none"> ▲ Ukuqinisekisa ukuba abahluphekileyo kuqalwa ngabo kulwabiwo lwezibonelelo zemfundo zikarhulumente. 	<ul style="list-style-type: none"> ► PM003: Inkcitho karhulumente kwabona bahluphekileyo abafundi, njengepesenti yabo bangahluphekanga kangako
<i>Ucikizeko</i>	<ul style="list-style-type: none"> ▲ Ukufikelela kwinqanaba apho iziphumo zemfundo zisandiswa ngokuphathelele kufikeleleko nakumgangatho, ngokohlahlo-mali lwemfundo olukhoyo. 	<ul style="list-style-type: none"> ► PM004: Iminyaka yegalelo ngomfundi ngamne oyigqibileyo imfundo ye-FETC
<i>Ukugqiba</i>	<ul style="list-style-type: none"> ▲ Ukuqinisekisa ukuba ukugqiba kwabafundi emfundweni kuyahambelana neemfundo zoqoqosho nezentlalo. 	<ul style="list-style-type: none"> ► PM005: Umyinge welona nqanaba lifikelelweyo esikolweni ngabantu abadala.
<i>Umgangatho</i>	<ul style="list-style-type: none"> ▲ Ukubumba uluntu olukwaziyo ukufunda. 	<ul style="list-style-type: none"> ► PM006: Amazinga okufunda kwabantu abadala.

Uhlalutyo lokuhamba komsebenzi

Inkcitho kwimfundo kweli phondo iye yenyuka ngomyinge oyi-9,7% ngonyaka oko kwango- 2003/04. Imfundo ithe gqolo ngokufumana esona sixa sikhulu kuhlalo-mali lwephondo olufumanekayo, apho ibe yi-37.1% ngo-2007/08 eyabelwe imfundo kuhlalo-mali lwephondo. Kunyaka wama-2006/07 esi sixa ibeyi-36,7 pesenti.

.Inani neendidi zabafundi zezona zinto luxhomekeka kuzo ulwabiwo lohlahlo-mali lweSebe leMfundo Abafundi bahlulwe baziindidi ezintandathu ezinikwa inkxaso-mali: uGrade R, izikolo zaseprayimari, izikolo zasesekondari, abafundi abaneemfundo ezizodwa, abafundi beekholeji ze-FET nabafundi bamaziko emfundo yabantu abadala.

Ngaphandle kwakumaziko kaGrade R asekuhlaleni nawemfundo yabantu abadala, inkxaso-mali ibandakanya ulwabelo lwabasebenzi nolwemimiselo nemigangatho. UGrade R kumaziko asekuhlaleni nakumaziko emfundo yabantu abadala afumana intlawulo zemimiselo nemigangatho ezikwasetyenziselwa ukuhlawula abasebenzi abafundisayo nabomsebenzi wolawulo.

Eyona nxenye inkulu yohlalo-mali iya kwizikolo zaseprayimari nezasesekondari, kubandakanywa nezikolo zabafundi abaneemfundo zemfundo ezizodwa (LSEN). Kwimfundo yezikolo abasebenzi babiba ngokulinganayo ngokwamanani abafundi axeliweyo namazinga entlupheko eendawo ezo zikuzo. Inkxaso-mali yemimiselo nemigangatho ikhutshwa ngokwamazinga entlupheko, ezona zihluphekileyo, ngokomyinge, zifumane ngokuphinda-phindeke kathandathu kunezona zityebileyo.

Inkcitho-mali engamiselwanga nengabekelwanga izinto ezingenanto yakwenza nabasebenzi iyi-13,1% yenkcitho epholelelo yonyaka mali wama-2007/08. Inkcitho-mali kwizinto ezingenanto yakwenza nabasebenzi iquka imali ebekelwe inkxaso kwezemimiselo nemiqathango kwizikolo zikarhulumente zesiqhelo zaseprayimari nasesekondari, uthutho lwabafundi ngezithuthi, izibonelelo zoncendo zangaphakathi kunye nodluliselo lweentlawulo kwizikolo ezizimelelo, izikolo zikarhulumente ezizodwa, iikholeji ze-FET, amaziko e-ABET kunye nezikolo ze-ECD namaziko azo.

Ukunyuka kwinkcitho yezinto ezingengobasebenzi zibangelwe isikakhulu zizinto eziphambili ngokubaluleka ezifana nephulo iKapa Elihlumayo, ukuqhutywa kwe-NCS, izikolo ekungahlawulwayo kuzo, izibonelelo noncediso-mali olunemiqathango.

Inkcitho kwiintengo ezinkulu nayo inyukile ukusuka kwi-2,6% yenkcitho ka-2003/04 yaya kutsho kwi-2,2% yoqikelelo lwenkcitho ka-2007/08. Le nkcitho ibandakanya isikakhulu ubonelelo ngeeprowjekthi zezibonelelo kwakunye neekhompuyutha zeKhanya Project. Isizathu sokuncipha kukuba inkxaso mali yenkqubo yohanjiso lweenkonzo zekhapitali yamaseko ezibonelelo ekhawulezileyo, eyayikhona ngonyaka-mali wama-2005/06 ukuya kuma-2006/07 evela kwi-Asset Financing Reserve (i-AFR), ithathwe kuhlalomali lwesebe leminyaka ezayo ukuqala ku-2007/08.

UMsebenzi 2: Izikolo zikarhulumente zesiqhelo zisathe gqolo ngokuba yeyona nkalo iphambili kujoliso lwenkxaso-mali yeli sebe. I-80,8% yohlalo-mali luka-2007/08 yabelwe lo Msebenzi. Iinkonzo eziphambili ezibandakanyiweyo kulo Msebenzi yimfundo yaseprayimari neyasesekondari kwizikolo zikarhulumente zesiqhelo (kubandakanya nezibonelelo), ii-EMDC, uphuhliso lwabasebenzi abakumaziko emfundo kwakunye noncediso-mali olunemiqathango lomsebenzi wesondlo wesizwe. I-57% yohlalo-mali lwalo Msebenzi iya kwizikolo zaseprayimaari, ize i-38% iye kwezasesekondari.

Imisebenzi eye yabonakalisa ukukhula kakhulu ukusuka ku-2003/04 ukuya kutsho

ku-2007/08 nguMsebenzi 7: Mfundo yabantwana yasekuqaleni apho kuye kwabonelelwa ngezinto zokusebenza ezongezelelweyo ngeenjongo zokukhuthaza ubhaliso kwaGrade R kwakunye ne-EPWP ejoliswe kuqeqesho lwabasebenzi be-ECD kumaziko e-ECD, uMsebenzi 5: iMfundo yeCandelo le-FET, apho imali ilungiselelwe uphuculo lweekholeji ze-FET noMsebenzi 8: iiNkonzo zoncendo nezinxulumene nazo apho imali ilungiselelwe ukuqhutywa kwe-HCDS ngokungqanyaniswa nesicwangciso esiliqili sophuhliso sephondo esiliphulo, iKapa Elihlumayo.

Kule minyaka mihlanu idlulileyo kuye kwaphantsa ukubhaliswa ngokuphelelelo kwaGrade 1 eNtshona Koloni, kwakunye nobhaliso oluphelelelo kwizikolo zaseprayimari. Ngamanye amazwi, ubuninzi babantwana baseNtshona Koloni abaphakathi kweminyaka esixhenxe ubudala nelishumi elinesine babhalisiwe emfundweni ngokwamanqanaba aphantse ukubafanela. Kambe ke kukho ukuhla kakhulu kwamanani ababhaliswayo emva koGrade 8 kwaye kutsha nje nakwaGrade 10. Uhlalutyo lwamanani obhaliso ezikolweni zaseNtshona Koloni olwenziwe ngabenzi bophando abahlukeneyo lubonakalisa ukuba yi-45 ukuya kwi-52% kuphela abafundi ababhalisa kuGrade 1 abafikayo kuGrade 12. (Crouch, 2002; van Wyk, 2003).

ST001	ICANDELO LEMFUNDO YEPHONDO – Iindlela eziphambili zokuhamba kwezinto						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
IMALI EKHOYO(R'000)							
Isabelo esilinganayo	5,596,033	6,292,822	6,705,146	7,394,980	8,252,859	9,160,349	
Uncediso olunemiqathango	84,714	143,683	257,012	224,003	231,527	167,348	
Inxaso-mali evela kubalizi	0	0	0	0	0	0	
Ezinye	0	0	132,062	47,000	0	0	
Imali eyeyeSebe eli	9,962	12,739	21,641	18,675	12,819	12,819	
IYONKE	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516	
INTLAWULO NGOKWEMISEBENZI (R'000)							
1 Ulawulo	215,094	237,493	292,471	338,540	411,774	433,049	
2 iMfundo yeZikolo zikarhulumente zesiqhelo (jonga iindlela ezahlulwe ngayo ngezantsi apha)	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
3 uNcediso-mali lwezikolo ezizimeleyo	29,761	32,445	34,127	39,541	41,241	43,097	
4 iMfundo yezikolo zikarhulumente ezizodwa	345,224	366,447	386,040	410,446	434,604	459,355	
5 i-FET	152,383	168,186	264,527	309,637	320,028	336,843	
6 iMfundo yabantu abadala	21,151	23,051	23,571	26,056	27,313	28,654	
7 Mfundo yabantwana yasekuqaleni	60,135	74,477	107,397	153,039	214,782	225,204	
8 iNkonzo zoNcediso neziNkulumene nazo	94,300	198,587	211,386	197,448	210,059	220,376	
IYONKE	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516	
INTLAWULO YEZIKOLO ZIKARHULUMENTE ZESIQHELO (R'000)							
2.1 Izikolo zaseprayimari zikarhulumente	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379	
2.2 Izikolo zasesekondari zikarhulumente	1,845,868	2,139,444	2,294,094	2,361,540	2,589,776	2,855,587	
INTLAWULO NGOKOLWAHLULO NGOKOQQOSHO (R'000)							
Intlawulo yomhla nezolo	5,072,967	5,493,589	6,156,220	6,698,375	7,634,222	8,433,888	
Imbuyekezo yabasebenzi	4,567,683	4,962,469	5,388,030	5,903,639	6,509,924	7,166,961	
Ooitshala	3,991,487	4,332,973	4,702,920	5,149,080	5,693,148	6,291,279	
Abangezoitshala	576,196	629,496	685,110	754,559	816,776	875,682	
Impahla neenkonzo nezinye	505,284	531,120	768,190	794,736	1,124,298	1,266,927	
Udluliselo noncediso-mali	436,448	629,145	651,486	779,521	714,440	746,678	
Intlawulo zeentengo zeempahla ezinkulu	181,294	326,510	308,155	206,762	148,543	159,950	

ST001	ICANDELO LEMFUNDO YEPHONDO – lindlela eziphambili zokuhamba kwezinto (zisaqhutywa)						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Ujikelelo	2007/08 Ujikelelo	2008/09 Ujikelelo	2009/10 Ujikelelo	
IYONKE	5,690,709	6,449,244	7,115,861	7,684,658	8,497,205	9,340,516	
UQESHO LWABASEBENZI							
Inani looitshala (abaqeshwe ngurhulumente)	29,943	30,257	30,753	30,872	30,872	30,872	30,872
Inani labangozitshala (abaqeshwe ngurhulumente)	8,689	8,802	8,476	8,761	8,761	8,761	8,761
UBHALISO KWINQANABA EKUNYANZEKILEYO KULO UKUBA SESIKOLWENI							
Abafundi abaneminyaka 7 ukuya kweli-14 kwizikolo zikarhulumente zesiqhelo	620,685	621,250	592,057	598,013	600,362	619,289	
Abafundi abaneminyaka 7 ukuya kweli-14 kwizikolo zikarhulumente ezizodwa	6,426	6,490	5,946	6,621	6,687	6,800	
Abafundi abaneminyaka 7 ukuya kweli-14 kwizikolo ezizimeleyo	15,409	12,109	16,080	16,080	16,080	16,080	
IYONKE	642,520	639,849	614,083	620,714	623,129	642,169	
UBHALISO KUMANQANABA ASEMVA KWEKUNYANZEKILEYO KULO UKUBA SESIKOLWENI							
Abafundi abaneminyaka 15 ukuya kweli-17 kwizikolo zikarhulumente zesiqhelo	190,491	192,997	192,536	199,338	200,121	206,430	
Abafundi abaneminyaka 15 ukuya kweli-17 kwizikolo zikarhulumente ezizodwa	7,049	7,401	6,499	8,160	8,568	8,700	
Abafundi abaneminyaka 15 ukuya kweli-17 kwizikolo zikarhulumente ezizodwa	4,986	4,314	4,825	4,825	4,825	4,825	
Abafundi abaneminyaka 15 ukuya kweli-17 kwikholeji ze-FET	Akukho datha (historical data) yembali ifumanekayo.		3,593	3,593	3,593	3,593	
IYONKE	202,526	204,712	207,453	215,916	217,107	223,548	
ABANTU							
Abantu abaneminyaka 7 ukuya kweli- 14	714,846	679,463	690,806	704,444	717,729	730,857	
Abantu abaneminyaka 15 ukuya kweli- 17	240,871	247,265	250,644	256,755	262,603	267,905	
► IZINGQINISISO ZOMSEBENZI							
► PM001: Ipesenti yabantwana abakwiminyaka ekunyanzelekileyo ukuba sesikolweni kuyo abayayo esikolweni	98.8%	98.4%	99.0%	99.1%	99.2%	99.3%	
► PM002: Ipesenti yolutsha abadlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluyayo esikolweni nakwamanye amaziko emfundo	83.5%	84.7%	85.0%	85.2%	85.5%	85.7%	
► PM003: Inkcitho karhulumente kwabona bafundi bahluphekileyo njengepesenti yabo bangahluphekanga kangako	92.7%	104.8%	102.9%	102.9%	102.9%	102.9%	
► PM004: Iminyaka yegalelo ngaye ngamnye ophumelele i-NCS	Lo minganiselo wenisebenzo awunakubalwa njengangoku ngamaphondo ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo. Kujongwe ukuba le ngcaciso iya kufunyanwa ngu-EMIS ngokusebenzisa i-Annual School Survey kwixa elizayo.						

ST001	ICANDELO LEMFUNDO YEPHONDO – Iindlela eziphambili zokuhamba kwezinto (zisaqhutywa)						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Ujikelelo	2007/08 Ujikelelo	2008/09 Ujikelelo	2009/10 Ujikelelo	
► PM005: Umyinge welona banga liphezulu lifikelelweyo ngabantu abadala apha eluntwini	9.3	9.5	9.8	10.0	10.2	10.4	
► PM006: Amazinga okukwazi ukufunda nokubhala kubantu abadala	94.0%	95.1%	95.2%	95.3%	95.4%	95.6%	
<p>Qaphela: Zonke ezi zingqiniso, ngaphandle kuka-PM003 no-PM004, zisekelwe kuvandlakanyo lweenkcukacha zasekhaya. Imvelaphi yeenkcukacha: Provincial Budget Statement (2007) [amanani ezimali ka-2006/07 ngawoqikelelo oluhlaziyweyo]; Persal [amanani abasebenzi ka-2005 no-2006 abhekisele kuJulayi noFebruwari ngokulandelelana kwawo]; EMIS [amanani obhaliso ka-2006 aluqikelelo olungelolwemali]; Amanani oluntu anikwe iSebe leMfundo leSizwe (DoE). Amanani abasebenzi abaqeshwe ngurhulumente kolu ludwe nakolunye uludwe olukhoyo olubonisa iindlela ezihamba ngayo izinto abonisa abasebenzi abakhoyo kwiPersal, nokuba ithini na imeko yabo (umzkl, nokuba bangabasebenza isigxina na okanye basangxungxile na) ngexesha elo lithile enyakeni. Kolu uludwe, amanani abanisa imeko . Qaphela: Ipesenti ka-PM001 neka-PM002 zifunyenwe kwi-2004 no-2005 General Household Survey, kwaye ke zisenokuthi zahluke kancinane kubhaliso ngokoluntu eziboniswa kwenye indawo.</p>							

ST002	ICANDELO LEMFUNDO YEPHONDO Amazinga Obhaliso Ngokobudala (2005)						
	2.1 Izikolo zaseprayimari zikarhulumente	2.2 Izikolo zasasekondari zikarhulumente	3 Izikolo ezizimeleyo	4 Izikolo ezizodwa	iikholeji ze-FET (ababaliweyo)	Abantu	Amazinga obhaliso ngokobudala
< Ubudala 6	512	0	157	190	0		
Ubudala 6	23 198	0	1 197	65	0	90,984	26.9
Ubudala 7	70 594	0	2 190	194	0	90,515	80.6
Ubudala 8	71 523	0	2 180	395	0	89,569	82.7
Ubudala 9	75 013	0	2 116	589	0	88,147	88.2
Ubudala 10	75 834	0	2 003	706	0	86,295	91.0
Ubudala 11	73 654	0	1 908	840	0	84,761	90.1
Ubudala 12	75 603	0	1 981	909	0	83,871	93.6
Ubudala 13	60 338	15 062	1 966	1 040	0	83,625	93.8
Ubudala 14	20 684	53 752	1 728	1 273	0	84,022	92.2
Ubudala 15	5 959	63 346	1 757	2 112	96	83,860	88.5
Ubudala 16	2 435	63 167	1 614	2 358	1 087	83,268	83.6
Ubudala 17	665	55 964	1 452	2 029	2 410	83,516	72.0
Ubudala 18	178	42 374	978	1 105	4 382	84,605	52.8
> Ubudala 18	130	34 315	440	343	33 895		
BEBONKE (Ubudala 6 ukuya kwi-18)	556,678	293,665	23,070	13,615	7,975	1,117,038	79.4

Imvelaphi yeenkcukacha: Annual Schools Survey 2006 (LSEN & Independent Schools), CEMIS (13 October 2006); 2005 General Household Survey

ST003	ICANDELO LEMFUNDO YEPHONDO Ubonelelo ngokusebenzisa iMimiselo yoBonelelo ngeZithuba (Post Provisioning Norms) (2006)					
	Imisebenzi/linjongo zezithuba	Izithuba PL1	Izithuba PL2	Izithuba PL3	Izithuba PL4	Zizonke
	Izithuba ezikhutshwe kwaphambi kokusetyenziswa kwesikhokelo	3,150	0	0	0	3,150
	Izithuba ezikhutshwe ngokwesikhokelo	19,698	4,216	1,391	1,599	26,904
	2. Izikolo zikarhulumente zesiqhelo	17,990	3,827	1,198	1 450	24,465
	2.1 Izikolo zaseprayimari zikarhulumente	10,859	2,245	679	1 099	14,882
	Izithuba ezisezikolweni	10,859	2,245	679	1 099	14,882
	Izithuba ezingekho zikolweni	0	0	0	0	0
	2.2 Isigaba sasezisekondari zikarhulumente	7,131	1,582	519	351	9,583
	Izithuba ezisezikolweni	7,131	1,582	519	351	9,583
	Izithuba ezingekho zikolweni	0	0	0	0	0
	4. Imfundo yezikolo zikarhulumente ezizodwa	1,180	222	77	70	1,549
	5. Imfundo yecandelo le-FET	528	167	116	79	890
	ZIZONKE	22,848	4,216	1,391	1,599	30,054
	Iingcaciswana: Izithuba eziye zakhutshwa kwangaphambi kokuba sisetyenziswe isikhokelo zizithuba ezabelwe ii-ofisi, iikholeji, imfundo yabantu abadala kunye neenjongo ezizodwa, umzkl ukhawulelwano lwentlupheko, ootitshala ababambeleyo, i-Cape Teaching Institute, njalo njalo, oko kukuthi izithuba zemisebenzi ezingekho zikolweni zesiqhelo zikarhulumente, izikolo ezizodwa zikarhulumente, neeKholeji zeFET. La manani angentla apha akawabandakanyi izithuba ezo ezabelwe imisebenzi yolawulo					

Imvelaphi yeenkcukacha: Post Provisioning Model 2007

ST004		ICANDELO LEMFUNDO YEPHONDO Inkcitho kuphuhliso lwezakhono zabasebenzi (2004/05)						
	Umseb 1 uLawulo	Umseb 2 POS	Umseb 3 Ezizi- meleyo	Umseb 4 Ezizodwa	Umseb 5 FET	Umseb 6 ABET	Umseb 7 ECD	Iyonke
Inkcitho (amawaka R)								
Abaqeqeshwayo	5,711,040	2,925,865						8,636,905
Ootitshala	5,067,768	2,925,240						7,993,008
Uqeqesho kwikharithulam etshintshiweyo	3,032,539							3,032,539
Olunye uqeqesho lwasebesebenza	1,888,023	2,925,240						4,813,263
Uqeqesho kwi-HIV/AIDS	147,206	-						147,206
Abangezotitshala	643,272	625						643,897
Qaphela: Olu ludwe lubonakalisa yonke incitho yeSebe eli kuphuhliso lwezakhono zabasebenzi balo. Ibandakanya nendleko zabaqeqeshwa abaqeshwe lisebe eli. Utitshala omnye unokubalwa kabini, umzekelo, utitshala oye wafumana uqeqesho kwi-HIV/AIDS nekharithulam kulo nyaka kuthethwa ngawo. Kambe ke, ixabiso eliphantsi komgca othi 'Ootitshala' akabonakalisi kubalwa kabini kootitshala.								

Source:

B.1 Ulawulo

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelele kuMsebenzi 1: uLawulo, kunye nezingqinisiso zazo zokwenziwa komsebenzi (▶):

	<i>liNjongo eziNgqinisekayo.</i>	<i>IziNgqinisiso zoKwenziwa koMsebenzi.</i>
<i>Ucikizeko</i>	<ul style="list-style-type: none"> ▲ Ukuzisa ulawulo olunempumelelo kuwo onke amanqanaba emfundo. ▲ Ukufezekisa ukuhanjiswa okuphelele kangangoko kwezimali, kweempahla nabantu bokusebenza kwiinkalo zonke zemfundo le. 	<ul style="list-style-type: none"> ▶ PM101: Ipesenti yezikolo ezisebenzisa iNkqubo yoLawulo lweZikolo ▶ PM102: Ipesenti yezikolo ekunokuqhagamshelwana nazo ngekhompyutha (imeyili) liSebe eli ▶ PM103: Ipesenti yamabhinqa amnyama akwizikhundla zoLawulo eziphezulu ▶ PM104: Ipesenti yenkcitho yomhla nezolo eya kwizinto ezingengobasebenzi

Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **IiNkalo ekuJoliswe kuzo neeNjongo eziCwangcisekileyo:**

Ukukhuthaza ukwamkelwa koxanduva lokuphendula kuwo onke amanqanaba, ngokwegunya elinikwa ngumthetho

- Ukukhuthaza ulawulo lwentsebenziswano.
- Ukungqamanisa umgaqo-nkqubo neenkqubo neenjongo ezicwangcisekileyo zikarhulumente kwakunye nogunyaziso olunikwa ngumthetho.
- Ukukhuthaza uvandlakanyo olunempumelelo neenkqubo zolawulo loqinisekiso lomgangatho.
- Ukukhuthaza ulwazi ngamalungelo noxanduva lwabo bonke abo bathatha inxaxheba kwezemfundo, ababandakanya abafundi, abazali, ootitshala, iziphathamandla zezikolo, izigqeba zolawulo lwezikolo namagosa e-WCED kuwo onke amanqanaba.
- Ukubethelela isiqhelo sokufundisa nokufunda ezikolweni nasezikholejini nokuzinikezela kuphuhliso lwabantu bokusebenza oluqhutywa okoko.
- Ukuthatha inxaxheba ebonakalayo ekufezekiseni iifundo zesizwe ngokubanzi, ngakumbi ngokuphathelele kuqwalaselo olukhawulezileyo nolujolisekileyo lomba we-HIV/AIDS and Life Skills.
- Ukuzisa ulawulo olunempumelelo kuwo onke amanqanaba emfundo. Ukuzisa ulawulo olunempumelelo kuwo onke amanqanaba emfundo.

Ukukhuthaza ucikizeko nempumelelo kweli Sebe

- Ukuphuhlisa ibutho leziphatamandla ezinyilo nozinzo.
- Ukuseka iinkqubo zemigaqo-nkqubo eziqinileyo kwakunye nezakhono nobuchule apha kwi-WCED.
- Ukuqulunqa iinkqubo zoqhagamshelwano ezinempumelelo ukulungiselela ufikeleleko ngabakwezemfundo (abangaphakathi nabangaphandle).
- Ukuxhobisa izithili ngolwazi nezakhono, ngenkonzo nangenkxaso.
- Ukulandela izimiselo zephulo iBatho Pele.
- Ukukhawulelana neefundo zabaxhamli beenkonzo zethu ngendlela enempumelelo.
- Ukuseka iinkqubo zolawulo lwezemali ezinempumelelo.
- Ukufezekisa ukuhanjiswa okuphelele kangangoko kwezimali, kweempahla nabantu bokusebenza kwiinkalo zonke zemfundo le.
- Ukuqinisekisa ukuba ukuyigqiba kwabafundi imfundo yabo kukumazinga aphezulu kangangoko.

Ukuseka uLawulo loQinisekiso lomGangatho apha kwi-WCED:

- Ukumilisela uLawulo loQinisekiso lomGangatho kuzo zonke iinkalo zesebe.
- Kunyanzelekile ukuba isikolo ngasinye sibe ne-SIP yaso eneethagethi
- Ukuqhuba iinkqubo zangaphakathi zongqinisiso
- Ukunika ingxelo kubo bonke abathathi-nxaxheba, njalo njalo

- **Izinto eziphambili ngokubaluleka kumgaqo-nkqubo:**

Izinto eziphambili ngokubaluleka ziquka -

- Umiliselo lwe-HCDS
- Umiliselo lwesigaba sokuqala sesakhelo seqoqo eliphezulu lolawulo kwi-WCED ehlengahlengisiweyo, oluza kuqinisekisa ukuba isebe likulungele ukumilisela i-HCDS kwaye limele wonke ummi waseNtshona Koloni.
- Ukuqinisekisa ukuba iNkqubo yoLandelo loMkhondo waBafundi (Learner Tracking System) kwizikolo zikarhulumente zesiqhelo kunye neNkqubo yolawulo lweekholeji ze-FET eyiIMFUNDO YECANDELO LE-FET Management Information System (FETMIS) iyasebenza.
- Ukubumba iKhapitali yeNtlalo kwicandelo lemfundo ngokusebenzisana neefoma ze-RCL, ootitshala abadla umhlalaphantsi nee-SGB kunye namanye amaphulo obambiswano noluntu.
- Ukuphucula zonke iinkalo zolawulo lwemali namaxanduva e-akhawuntingi ukuze kuyiwe kufikelelwa kwiZinga 4 eliphicothekayo lwesebe.
 - Ukusetyenziswa kwe-HCDS
 - Ukusetyenziswa kweNkqubo yoLandelo loMkhondo waBafundi (Learner Tracking System) kwizikolo zikarhulumente zesiqhelo kunye neNkqubo yolawulo lweekholeji ze-FET eyiIMFUNDO YECANDELO LE-FET Management Information System (FETMIS).
 - Ukumiswa ngokutsha kwe- WCED
 - Ukumiselwa kwentlalo enozinzo kwicandelo lemfundo, okubandakanya ukusekwa kweeforum zeeKhansile zaBameli baBafundi (RCLs) neZigqeba zoLawulo lweZikolo (SGBs)

Uhlahutyo lokuhamba komsebenzi

- **Uzinzo lwentlalo**

I-WCED sele inayo imisebenzi ngemisebenzi eyiqhubayo enegalelo kuqinisekiso lwentlalo enozinzo. Abantu baqeqeshelwa ukuzuza amanqanaba aphezulu amava nobungcali. Ukuze kusetyeniswe ngokukoko olu lwazi, kudalwe iinetwekhi zokwabelana nokunikezelana 'ngekhapitali'. Ukuxhamla kanobomi kula mava oluntu, iiforam zengxoxo nosunjululo lweengxaki ezinjengeeSGB, iiRCK nootitshala abadla umhlalaphantsi zimiliselwe -

- Ii-SGB eziphuma kuluntu lonke lwaseNtshona Koloni ziba nendibano apho zixukavatha imibandela ejongene nezikolo noluntu. Le mibandela iquka iinkqubo zoKhuseleko eziKolweni kunye ne-HIV/AIDS Life-skills neNkqubo yeSondlo yeSizwe ezikolweni (i-NSNP).
- Ii-RCL ezikolweni ziyazibandakanya kwimibandela yobunkokheli kwaye zinikwa namathuba okufaka ifuthe okanye ukuba nempembelelo kwimicimbi yolawulo enjengokuziphatha, usonjululo lwempixano nokuba ngumzekelo omhle. Ngokubamba intlanganiso yamalungu eRCL ezikolweni, amalungu abanethuba elihle lokunxibelelana nesiThili kunye nePhondo kwaye ngomhla we-15 kuJuni 2006 iSakhelo sePhondo sasungulwa.
- Ii-SGB kunye nee-RCL ziyaxhotyiswa ukuba zisebenze ngokubambisana ngemibandela ejamelene nesikolo kunye noluntu. Uqhagamshelwano oluphuculweyo lweenkqubo neprojekthi zophuhliso lwekhapitali yentlalo luza kunikwa ingqwalasela njengenxalenye yenkqubo yoHlenga-hlengiso kwi-WCED.
- Ingcombolo yolwazi engooTitshala abadla umhlalaphantsi iyaqulunqwa ukwenzela ukuba ulwazi olubalulekileyo kunye nobungcali bungalahleki kwesinomhlwa koko lusetyenziswe ukuqhelanisa nokukhokela kwizikhokelo zaseNtshona Koloni.
- Uphuhliso lobambiswano ngesicwangciso-qhinga kwiphondo kunye noluntu ukuxhasa amaphulo anjengophuhliso lwemfundo iyonke, (ingqiqo yesikolo noluntu), ukufundiswa ngumlingane, (indlela yokuziphatha esemgangathweni/isicwangciso sothintelo) kunye nenkuthazo yezikolo ukuba zibe ngamathanga ohoyo nenkxaso.

- **Iziko lokuFundisa laseKapa(i-CTI)**

Eli ziko lihambise ngempumelelo kuqeqesho lwaminyaka le nakwinkqubo yophuhliso kootitshala bamaNqanam Aphantsi, Aphakathi naPhezulu kananjalo nakulawulo lwesikolo nophuhliso lobunkokheli. Impembelelo yohlolo ukuphazamisa uqeqesho iqinisekise umgangatho okwizinga eliphezulu lokuba nempumelelo eklasini nakwiindawo ezichongiweyo ukuphucula nenkxaso eyongezelelweyo efunekayo. Eli ziko linikeze ngempumelelo iisemina neengqungquthela zootitshala kwiindawo ezingundaba-mlonjeni.

- **Ucwangciso lwezibonelelo lwamaziko akhoyo**

Ucwangciso lwamaziko luka-2006 olwamkelwayo lubonisa umsebenzi ongekwenziwa wezikolo ezintsha ezingama-104 apho ezingama-20 zigqitywe ngo-Februwari 2006, ezili-13 zisalungiswa ukuze ezili-12 zisacetywa. Kananjalo izikolo ezingama-59 zisafuna ukujongwa. Kulindeleke ukuba izikolo ezili-13 ezisalungiswayo nezili-12 ezisacetywayo zigqitywe kule minyaka mihlanu izayo.

Lo msebenzi ubaluleke kakhulu kwi-WCED namaqela ayo achaphazelekayo. Ngaphandle nje kokuba sele zityunjiwe iiprojekthi ezakhiwayo, zalandelelaniswa ngokubaluleka kwazo, zaza zacwangciswa ukuya kutsho ku-2014, kubaluleke ngakumbi ukuba iSicwangciso esiliQili seZibonelelo zamaZiko Akhoyo siqwalasele umba woqulunqo lwezikolo ezitsha, siqwalasele nombaba wobuhlakani bukaRhulumente namacandelo abucala (PPPs) okukhawulezisa ukufezekiswa kweemfuno zethu zezibonelelo, kuqulunqwe namanyathelo aya kuthi enze kukwazeke ukusebenzisa ezi zibonelelo zikhoyo kangangoko. Ukufikeleleka kwizakhiwo ngabafundi ingakumbi abafundi abahlangabezana neengxaki zokuhamba okanye ababopheleke kwizitulo zokuhamba kufuneka kubandakanywe kwesi sicwangciso sezibonelelo kumaziko akhoyo ngokuthi benze iindawo ezithambekileyo endaweni yamanqwanqwa. Okuphambili kuza kuba kukuqala iinkqubo zolawulo loluntu kwimisetyenzana emincinane ezikolweni (ukunyusa, ukubuyiselwa kwimeko yesiqhelo nobuhle njalo-njalo) Ezi nkqubo zineembono yokukhulisa abanini bezikolo nokubaluleke nangaphezulu kubonelelwa uncedo lwezoqoqosho kuluntu.

- **INkqubo yoLandelo loMkhondo waBafundi**

Kuye kwasungulwa iNkqubo yoLandelo loMkhondo waBafundi kuzo zonke izikolo zikarhulumente eNtshona Koloni ukusukela ku-2006. Le nkqubo yokulandela umkhondo iza kuphucula iinkcukacha ezigcinwayo kweli phondo, iphucule nocikizeko nomsebenzi wocwangciso ukuqinisekisa ukuba abafundi abanyamalali kulahlekwane nabo, kwaye iya kwenza kukwazeke ukusungula amanyathelo okuncedisa abafundi nemisebenzi yenkxaso.

- Isicwangciso sesixokelelwano sobugcisa

Ngokusekelwe kwiMSP ekhoyo noqingqo-mali eyabelweyo, nezixhobo eziwele ngaphandle eziqinisekisiweyo kwixesha elikwiminyaka emi-3 nokuba ngoku kusuke kwanzima ukugcina amaxabiso abuyiselwe endaweni yawo. Nangona kuchaziwe ngaphambili ukuba i-WCED isebenzisa ngenkathalo ubutyebi bayo obulawulwayo ukukugcina ukusetyenziswa kwezixhobo ezininzi ukuya kuma kwiminyaka emi-5. Ezinye izibonelelo ziye zenziwa kwizixhobo ezongezweyo kulungiselelwa abasebenzi abatsha.

I-MSP entsha iyaphuhlisa ngoncedo olusuka ku Mongameli oyiNtloko: (iSebe leNkulu-mbuso) ne-Arhente yeNkulumbuso yezeKhompyutha (SITA). Le MSP iza kuquka uphuhliso lwezi zixokelelwano zitsha ukuxhasa izibonelelo zemfundo kwiphondo, kwangokunjalo nokubuyiselwa endaweni yayo/ nokongezwa kwezixhobo.

- Iiprojekthi zoqhagamshelaniseko lwezikolo (iProjekthi yoQhagamshelwano)

I-97, 8% yezikolo zikarhulumente zesiqhelo apha eNtshona Koloni zinamakhonkco ne-Inthanethi kwaye zineedilesi ze-imeyile esemthethweni. Oko kuthetha ukuthi ngokwenkcazo eyingcingane i-WCED inganxibelelana ngezixhobo ezisebenza ngekhompyutha nezi zikolo. Ukuziqhelisa, nangona zonke izikolo zifumana uncedo-mali, ezinye ziyasilela ukuhlawula umrhumo ekufuneka ziwuhlawulile we-ISP okanye amatyala akwa-Telkom ngoko ke zitsho zisikwe lungabikho unxibelelwano. Enye i-2,2% (emele izikolo ezingama-30) zikwiindawo ezingenazinkonzo kwaye azinakufakwa kwisicwangciso sikaTelkom lokwamkelwa. Ezi zikolo zizakujongwa kunyaka-mali ka2007/08 xa amanye amacebo okusebenzisa iiselula nezinye izibonelelo zokungasebenzisi cingo seziphengululwe.

Uthungelwano lwezemfundo nesizwe olubonelela ngebhanti ekwiqondo eliphezulu yonxibelelwano olusimhla kumaziko emfundo karhulumente esiqhelo luyacwangciswa njengenxenye yePhepha leNgxelo likaRhulumente lezeMfundo lesizwe. Iingxoxo nabo bathatha inxaxheba (kuquka i-SITA, i-DoE neZiko iMeraka eCSIR) zikwinqanaba eliqhubela phambili.

- **Uqhagamshelwano**

Uqhagamshelwano olunempumelelo ludlala indima enkulu eqinisekisa ukuba i-WCED ifumana injongo yomgaqo-nkqubo lwayo. Isebe kufuneka liqinisekise ukuba unxibelelwano lusebenza kakuhle kwaye , lulawulwa ngempumelelo nangokuthembekileyo kwiimfuno ezahlukeneyo.

I-WCED mayigcine kwaye yakhe isikhundla sokunxibelelana kakuhle kuyo yonke imigangatho, kuquka nesikhundla sayo sonxibelelwano olumanyeneyo. Unxibelelwano olumanyeneyo lusebenza liquke umanyano lamajelo eendaba, inkxaso yequmrhu elilawulayo, abapapashi, iwebhsayithi ye-WCED, inkxaso yolawulo lweziphumo, nolawulo lohlobo, urhwebo, ukubhengeza neenkonzo zabaxhasi.

Ulawulo lwesixokelelwano seNtengiso

ICandelo 217 loMgaqo-Siseko woMzantsi Afrika, ngo-1996 (UMthetho 108 ka 1996) libonelela xa ilungu elilawulayo kwisizwe, kumaphondo okanye kwezekhaya phantsi korhulumente okanye naliphi na iziko elichongiweyo kuwiso-mthetho lesizwe, izivumelwano ezifanelekileyo kunye neenkonzo kufuneka lenze njalo ngesixokelelwano esilungileyo, esinobulungisa, esibonakalayo kumntu wonke, esikhuphisanyayo kwakunye nexabiso elisebenzayo.

- I-WCED inale milinganiselo ilandelayo esendaweni ukuhlaziya rhoqo isixokelelwano sabaPhathi boCwangciso-mali (WCED Accounting Officers System) ukuyimanyanisa nemiThetho yeNdyabo yeSizwe (National Treasury Regulations) nemiYalelo yeNdyabo yePhondo (Provincial Treasury Instructions) ukuqinisekisa inkxaso kwiSebe.
- Isixokelelwano sabaPhathi boCwangciso-mali e-WCED (WCED Accounting Officers System) siyahlaziywa rhoqo xa iimeko ziyalela imfuneko yokuba kujongwe kwakhona ezi zibonelelo. Oku kwenzeka kakhulu xa imigaqo ngokwendlela yemiYalelo yeNdyabo okanye ingqalelo yoLawulo lwesiXokelelwano esiliKhonkco zikhutshwa yiNdyabo yeSizwe nePhondo.
- Ukuphengululwa kwisiXokelelwano sabaPhathi boCwangciso-mali siyangeniswa kwiSebe leKomiti yemiYalelo ukuba income phambi kokuba idluliselwe kubaPhathi boCwangciso-mali ukuba samkelwe.
- AmaGosa kaRhulumente oLawulo lwesiXokelelwano seKhonkco nabaPhathi abaKhulu bayaziswa ngolu phengululo ukuqinisekisa ukuvunyelwa kommiselo.
- Ingxelo yophicotho –zimali
Kunyaka-mali ka-2005/06 uPhicotho Jikelele lweeNcwadi zemali (Auditor-General) khange lucacise uluvo kumaxwebhu email ngenxa yeemeko ezithile. Bekukho nezinye iimeko eziye zachongwa yi-AG enkqubeni yokuphicothwa kweencwadi , nangona, ezi zidweliswe apha ngezantsi izezona zibalulekileyo njengoko i-AG ifumanise ukuba olu hlobo luye lwaba nentsingiselo eyaneleyo ukucacisa uluvo (Iphepha elilandulayo)
 - Imbuyekezo kubasebenzi
 - Isiqinisekiso sezindlu zikaRhulumente
 - Ukumisa ukuchaneka kwemali eyinkcitho yesebe
 - Ukuxhasa ukungqinela ngamaxwebhu ii-akhawunti ezithandabuzisayo

Ukwabela ngeziphumo zeNngxelo yoPhicotho-zincwadi zemali nokuzama kabukhali ukuphucula zonke iinjongo zeemfanelo zolawulo lwezemali nocwangciso ukusuka kumgangatho wesi-4 wolungiselelo lophicotho zincwadi, isebe li-

- misele iKomiti yokuJonga ukuPhicothwa kweeNcwadi zeMali
- lungise iziVumelwano zokuSebenza zabaPhathi beNkqubo
- thathe intshukumo eyodwa kwiindaba ezifanelekileyo, ezixininisa kwimicimbi nexabiso lemali ephicothwayo.

Ukulungiselela uphicotho luka-2006/07, isebe libe neengxoxo noMphicothi ziNcwadi Jikelele wePhondo noweNdyabo yePhondo kwiindawo eziyingxaki eziphuma kwiNngxelo yoPhicotho ziNcwadi zemali zika-2005/06.

Uhlahlutywo lwemiqobo namanyathelo acetywayo ukuzoyisa

Ukumanyaniswa okusungulweyo kwamanyathelo ahlukeneyo oqinisekiso lomgangatho noxanduva lokuphendula kungumngeni omkhulu ejongene nawo i-WCED. Kubalulekile ukuqinisekisa ukuba la manyathelo akhokelela kuphuculo lokufundisa nokufunda, kwaye nokuba nawo akabonwa njengemfezeko yeenjongo.

I-WCED ifanele ukwenza uthotho lwemisebenzi yokubeka iliso, ukuvavanya nokuthatha uxanduva lokuphendula. Le misebenzi ibandakanya le ilandelayo:

- Uvandlakanywa kweenkqubo zolawulo lwemali qho ngonyaka olwenziwa yi-ofisi yoMphicothi-zincwadi-Jikelele. Isebe kufuneka liphucule uhlobo lolawulo lwemali ukuqinisekisa ingxelo yophicotho zincwadi engalunganga;
- Ukuya kuvela kwingxoxo rhoqo phambi kweKomiti yemicimbi yemfundo (Education Portfolio Committee) neKomiti eMileyo yeeNkcitho zikaRhulumente (Standing Committee on Public Accounts) kwiPalamente yePhondo;
- Ukudibana koMphathiswa neNtsumpa-Jikelele ngamaxesha athile (okanye imijikelo) namaqela ngamaqela achaphazelekayo kwezemfundo ngeenjongo zokuphefumelelana ngeenkukacha ezintsha malunga nokuqhubekayo kwezemfundo, okanye ezokuya kuva nje malunga neengxaki ezifunyanwa ngootitshala nabalawuli bezikolo;
- I-WCED sele iphantsi koxanduva lokungenisa ingxelo yayo yonyaka yezinto ezenzileyo kwiQumrhu lowiso-mthetho. Uxwebhu lweNngxelo yoNyaka luyafunyanwa luluntu ngokubanzi, kwaye linika abo bachaphazelekayo kwezemfundo ithuba lokuba babeke iliso kwimpumelelo okanye ekusileleni kwesebe eli, xa kuthelekiswa nogunyaziso olulunikiweyo nemigaqo-nkqubo nezicwangciso zesticwangciso-nkqubo; kunye
- nokubekwa iliso rhoqo nokuvavanywa komsebenzi woQinisekiso loMgangatho ukuba uyasebenza na apha kwisebe eli.

Amanyathelo aqhutywa okoko ngokuphathelele kuqeqesho lwamalungu amaqela olawulo lwezikolo abandakanya ulawulo lwekharithyulam, ukukhuthaza izimo zabafundi ezakhayo, amabhinqa kwizikhundla zobunkokeli, ulawulo lomgaqo-nkqubo, ubandakanyo lwemfundo, ulawulo lweHIV/AIDS neminye imiceli-mngeni yophuhliso lwezengqondo nentalo, izilungiso ezisandula ukwenziwa kwimithetho nezigqibo ezityikityiweyo

ST101	ULAWULO - Iindlela eziphambili zokuhamba kwezinto							
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo		
IINTLAWULO NGOKOMSETYENZANA (R'000)								
1.1 iOfisi yoMphathiswa wePhondo	3,182	3,151	3,698	3,541	3,748	3,961		
1.2 iNkonzo eziManyanisiweyo	98,044	99,898	142,245	172,411	211,770	222,778		
1.3 uLawulo lweMfundo	101,993	114,429	118,833	132,759	146,663	154,404		
1.4 Uphuhliso lwabasebenzi	9,093	9,309	12,218	14,702	15,375	16,102		
1.5 Education Management Information System (EMIS)	2,782	10,706	15,477	15,127	34,218	35,804		
IYONKE	215,094	237,493	292,471	338,540	411,774	433,049		
IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHON (R'000)								
Inlawulo yomhla nezolo	171,113	210,362	266,069	317,527	389,848	410,137		
Imbuyekezo yabasebenzi	115,930	123,673	137,758	161,979	182,415	193,366		
Ootitshala	24,046	25,652	28,571	35,291	39,632	42,015		
Abangezotitshala	91,884	98,021	109,187	126,688	142,783	151,351		
Iimpahla neenkono	55,183	86,689	128,311	155,548	207,433	216,771		
Udluliselo noncediso-mali	21,094	13,835	13,945	14,674	15,314	16,003		
Iintlawulo zentengo yeempahla ezinkulu	22,887	13,296	12,457	6,339	6,612	6,909		
IYONKE	215,094	237,493	292,471	338,540	411,774	433,049		
UQESHO LWABASEBENZI								
Inani lootitshala (abaqeshwe ngurhulumente)	109	109	120	120	120	120		
Inani labangezotitshala (abaqeshwe ngurhulumente)	693	767	737	737	737	737		
AMANANI-NKGAZO EENKQUBO ZOLAWULO								
Inani lezikolo with SAMS (a)	1 447	1,460	1,450	1,450	1,450	1,450		
Inani lezikolo with e-mail	Akukho datha yembali ifumanekayo.	1,380	1,420	1,440	1,450	1,450		
▶ IZINGQINISO ZOKWENZIWA KOMSEBENZI								
▶ PM101: Ipesenti yezikolo eziyisebenzisayo iNkqubo yoLawulo lweZikolo (School Administration and Management System)	100%	100%	100%	100%	100%	100%		
▶ PM102: Ipesenti yezikolo elinokuqhagamshelana nazo ngekhompuyutha (nge-imeyili) iSebe eli	Akukho datha yembali ifumanekayo.	95,0%	97,9%	99,3%	100%	100%		
▶ PM103: Ipesenti yamabhinqa amnyama akwizikhundla zoLawulo eziphezulu (SMS)	8,8%	8,8%	12,5%	20,0%	25,0%	30,0%		
▶ PM104: Ipesenti yenkcitho yomhla nezolo eya kwizinto ezingengobasebenzi	17,1%	19,0%	20,9%	21,1%	22,0%	21,9%		

ST102	ULAWULO – Inkcitho ngenkalo nganye (2004/05) R'000									
	1 uLawulo	2 POS	3 Ezizim.	4 Ezizod	5 FET	6 ABET	7 ECD	8 Aux	Iyonke	
Iintlawulo zomhla nezolo	210,362	4,734,420	-	294,566	133,539	5,850	44,764	70,099	5,493,689	
Imbuyekezo yabasebenzi	123,673	4,326,839	-	291,577	133,539	5,432	43,829	37,581	4,962,470	
Ootishala beekholeji neesekondari	25,652	3,903,115	-	225,013	110,619	4,569	43,829	20,180	4,332,977	
Imivuzo nemirhola	22,574	3,395,710	-	194,861	97,345	4,414	37,342	18,949	3,771,195	
Imirhumo yezentlalo	3,078	507,405	-	30,152	13,274	155	6,487	1,231	561,782	
Abangezotitshala	98,021	423,724	-	66,564	22,920	863	-	17,401	629,493	
Imivuzo nemirhola	86,258	368,640	-	57,644	20,170	834	-	16,340	549,886	
Imirhumo yezentlalo	11,763	55,084	-	8,920	2,750	29	-	1,061	79,607	
Iimpahla neenkondo	80,899	407,581	-	2,979	-	418	935	32,518	525,330	
Uluhlu lwezinto ezikhoyo	5,476	185,218	-	-	-	13	-	4,038	194,745	
Izancedisi zokufunda	1,495	145,796	-	-	-	-	-	48	147,339	
Izinto zokubhalala/zokubhalela noshicilelo	3,809	2,737	-	-	-	13	-	3,990	10,549	
Ezinye	172	36,685	-	-	-	-	-	-	36,857	
Iingcali, abanikwe iikhontrakthi neenkondo ezizodwa	25,501	2,683	-	-	-	-	-	2,907	31,091	
Izinto zokusebenza ezingaphantsi kwama-R5, 000	2,232	9,156	-	-	-	-	-	371	11,759	
Ulonolozo lwezakhiwo	6,916	75,288	-	1,053	-	-	-	-	83,257	
Iingqesho ezisacquubayo	1,630	1,916	-	-	-	-	-	6,526	10,072	
Uthutho lwabatfundi	-	95,137	-	-	-	-	-	-	95,137	
Ezinye iimpahla neenkondo	39,144	38,183	-	1,926	-	405	935	18,676	99,269	
Inzala nerenti yomhlaba	-	-	-	-	-	-	-	-	-	
Inzala	-	-	-	-	-	-	-	-	-	
Irenti yomhlaba	-	-	-	-	-	-	-	-	-	
Okwenziweyo ngemali ezimpahleni nakwizibonelelo	5,790	-	-	-	-	-	-	-	5,790	
Inkcitho engagunyaziswanga	-	-	-	-	-	-	-	-	-	
Udluliselo noncediso-mali	13,835	343,085	32,445	71,735	34,648	17,201	29,713	118,928	661,589	
Oomasipala	299	11,303	-	744	335	14	111	51	12,657	

ST102	ULAWULO – Inkcitho ngenkalo nganye (2004/05) (isaqhutywa)									
	1 ulawulo	2 POS	3 Ezizim.	4 Ezizod	5 FET	6 ABET	7 ECD	8 Aux	Iyonke	
linkampani zikarhulumente nezigqeba ezizimeleyo	-	-	-	-	-	-	-	3,306	3,306	
Amaziko angenzi nzuzo	11,445	312,849	32,445	69,868	33,902	17,187	29,494	113,761	620,951	
Izikolo zeCandelo 21	-	200,295	-	-	-	-	-	-	200,295	
LTSM	-	177,426	-	-	-	-	-	-	177,426	
Izinto ezisetyenziswayo	-	15,836	-	-	-	-	-	-	15,836	
Ufondolozo	-	7,033	-	-	-	-	-	-	7,033	
Inkonzo enikwayo	-	-	-	-	-	-	-	-	-	
Amanye amaziko emfundo	11,445	112,554	32,445	69,868	33,902	17,187	29,494	113,761	420,656	
Amakhaya	2,091	18,933	-	1,123	410	-	108	1,810	24,475	
Iintlawulo zentengo yeempahla ezinkulu	13,296	271,053	-	156	-	-	-	9,560	294,065	
Izakhiwo nezinye izinto ezilulwakhiwo	10,722	270,503	-	156	-	-	-	-	281,386	
Izakhiwo	-	270,508	-	156	-	-	-	-	270,664	
Iihostele	-	-	-	-	-	-	-	-	-	
Izikolo ezitsha	-	215,504	-	-	-	-	-	-	215,504	
Amagumbi okufundela ongeziweyo	-	19,180	-	17	-	-	-	-	19,197	
Olunye ulongezelelo	-	35,824	-	139	-	-	-	-	35,963	
Ezinye nje	-	-	-	-	-	-	-	-	-	
Ezinye izinto ezilulwakhiwo	-	-	-	-	-	-	-	-	-	
Imitshini nezinto zokusebenza	10,722	545	-	-	-	-	-	9,560	30,325	
Izinto zothutho	-	-	-	-	-	-	-	-	-	
Abanye oomatshini nezixhobo	10,722	545	-	-	-	-	-	9,058	20,325	
Iimpokhwe zekhompuyutha nezinye izinto ezingabambekiyo	2,574	-	-	-	-	-	-	502	3,076	
IDIBENE YONKE	237,493	5,348,558	32,445	366,447	168,186	23,051	74,477	198,587	6,449,244	

B.2 Izikolo zikarhulumente zesiqhelo

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) umsebenzi 2, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<i>liNjongo eziNgqinisekayo.</i>	<i>IziNgqinisiso zoKwenziwa koMsebenzi.</i>
<i>Ufikeleleko</i>	<p>▲ Ukubonelela ngofikeleleko lwezikolo zikarhulumente zesiqhelo ngokomgaqo-nkqubo.</p>	<p>▶ PM201: Ipesenti yeentsuku zabafundi zokukhutshwa kwesondlo</p> <p>▶ PM202: Ipesenti yabafundi kwizikolo zikarhulumente zesiqhelo abaneemfuno ezizodwa.</p>
<i>Ukwanela</i>	<p>▲ Ukubonelela ngezibonelelo eziphambili kwizikolo zikarhulumente zesiqhelo in place ngokomgaqo-nkqubo.</p> <p>▲ Ukuqesha abasebenzi abaneleyo kwizikolo zikarhulumente zesiqhelo.</p> <p>▲ Ukubonelela ngezincedisi ezaneleyo kwizikolo zikarhulumente zesiqhelo</p>	<p>▶ PM203: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi</p> <p>▶ PM204: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo umbane</p> <p>▶ PM205: Ipesenti yezikololzikolo ezinenani elaneleyo leethoyilethi ezisebenzayo</p> <p>▶ PM206: Inkcitho kulondolozo njengepesenti yexabiso lezibonelelo zezikolo</p> <p>▶ PM207: Ipesenti yezikolo ezinabafundi abangaphaya kwama-40 kwigumbi lokufundela ngalinye</p> <p>▶ PM208: Ipesenti yezikolo zeCandelo 21 ezinazo zonke izincedisi nezinye izinto eziyimfuneko eziziswe ngomhla wokuqala ekuqaleni konyaka wesikolo</p>
<i>Ucikizeko</i>	<p>▲ Ukusungula ukuzilawula kwezikolo zikarhulumente zesiqhelo okunempumelelo nocikizeko.</p> <p>▲ Ukumilisela isiqhelo sokufunda nokufundisa okunempumelelo kwizikolo zikarhulumente zesiqhelo.</p>	<p>▶ PM209: Ipesenti yezikolo zeCandelo 21</p> <p>▶ PM210: Ipesenti yeentsuku zokusebenza ezilahlekileyo ngenxa yokungaphangeli kootitshala kwizikolo zikarhulumente zesiqhelo</p> <p>▶ PM211: Ipesenti yeentsuku zokufunda ezilahlekileyo ngenxa yokungezi kwabafundi esikolweni kwizikolo zikarhulumente zesiqhelo.</p>

Oku kulandelayo kuphathelele kumsetyenzana 2.1, Izikolo zaseprayimari zikarhulumente:

	<i>liNjongo eziNgqinisekayo.</i>	<i>IziNgqinisiso zoKwenziwa koMsebenzi.</i>
<i>Ubulungisa</i>	<p>▲ Ukuvala umsantsa phakathi kweziphumo phakathi kwezikolo zasasekondari zikarhulumente ezazifudula zisingelwe phantsi nezo zazihoyekile.</p>	<p>▶ PM212: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelakiswa nezingahluphekanga kwaGrade 3.</p>
<i>Ucikizeko</i>	<p>▲ Ukuqinisekisa ukuba inkqubo yabafundi kwizikolo zasasekondari zikarhulumente iiphezulu kangangoko.</p>	<p>▶ PM213: Amazinga okuphindwa kwamabanga kwaGrades 1ukuya ku-7.</p>
<i>Umgangatho</i>	<p>▲ Ukufumana ezona ziphumo ziphezulu kubafundi bezikolo zaseprayimari zikarhulumente</p>	<p>▶ PM214: Ipesenti yabafundi bakwaGrade 3 abafumana iziphumo ezamkelekileyo ekuba-leni nasekufundeni.</p> <p>▶ PM215: Ipesenti yabafundi bakwaGrade 6 abafumana iziphumo ezamkelekileyo kwimathematika, ekufundeni nakwezenzululwazi.</p>

Oku kulandelayo kuphathelele kumsetyenzana 2.2, izikolo zasasekondari zikarhulumente:

	<i>liNjongo eziNgqinisekayo.</i>	<i>IziNgqiniso zoKwenziwa koMsebenzi.</i>
<i>Ubulungisa</i>	<ul style="list-style-type: none"> ▲ Ukukhuthaza inxaxheba yamaqela abafundi awayekade esingelwe phantsi kwizikolo zasasekondari zikarhulumente. ▲ Ukuvala umsantsa phakathi kweziphumo phakathi kwezikolo zasasekondari zikarhulumente ezazifudula zisingelwe phantsi nezo zazihoyekile. 	<ul style="list-style-type: none"> ▶ PM216: Ipesenti yabafundi abangamantombaza abenza imathematika nenzululwazi kumaBanga 10 ukuya ku-12 ▶ PM217: Ireshiyo yokusebenza kwezikolo ezifumileyo kunezo zihluphekayo ngokwezinga lokupasa kwiBanga 12
<i>Ucikizeko</i>	<ul style="list-style-type: none"> ▲ Ukuqinisekisa ukuba inkqubo yabafundi kwizikolo zasasekondari zikarhulumente iiphezulu kangangoko. 	<ul style="list-style-type: none"> ▶ PM218: Amazinga okuphindwa kwamabanga kwaGrades 8 ukuya ku-12.
<i>Ukugqiba</i>	<ul style="list-style-type: none"> ▲ Ukuqinisekisa ukuba anele manani abantu abaphumelela uGrade 12, ngakumbi abanemathematika nenzululwazi. 	<ul style="list-style-type: none"> ▶ PM219: Umlinganiselo wempumelelo kwiimviwo zakwaGrade 12. ▶ PM220: Umlinganiselo wempumelelo in kwimathematika nenzululwazi kwiimviwo zakwaGrade 12. ▶ PPM201: Amazinga empumelelo evumela ulwamkelo kwimfundo ephakamileyo kwiimviwo zakwaGrade 12 ▶ PPM202: Umlinganiselo wempumelelo in kwimathematika nenzululwazi kwiimviwo zakwaGrade 12. ▶ PPM203: Inani lezikolo ezibe nezinga lempumelelo elingaphantsi kwe-60% kwaGrade 12
<i>Umgangatho</i>	<ul style="list-style-type: none"> ▲ Ukufumana ezona ziphumo ziphezulu kubafundi bezikolo zasasekondari zikarhulumente 	<ul style="list-style-type: none"> ▶ PM221: Ipesenti yabafundi bakwaGrade 9 abafumana iziphumo ezamkelekileyo kuzo zonke izifundo.

Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukuqinisekisa ukuba bonke abantwana abahlala kweli phondo bafikelela kwimfundo esemgangathweni

- Ukubonelela abafundi ngeendawo ezikolweni zaseziprayimari ngokomgaqo-nkqubo
- Ukubonelela izikolo zikarhulumente zesiqhelo ngezibonelelo eziphambili ngokomgaqo-nkqubo
- Ukuphucula amathuba okufikelela emfundweni amaqela ayefudula esingelwe phantsi
- Ukubonelela ootitshala ngoqeqesho olufanelekileyo nolucwangcisekileyo kwi-NCS
- Ukuphucula indlela abasebenza ngayo abantwana ekubaleni nasekufundeni
- Ukuphucula ucikizeko lwemfundo ngokubanzi nokuphucula amanani abafundi abagqibayo esikolweni nomgangatho wemfundo ngokubanzi nje.
- Ukukhuthaza impumelelo nokubandakanyeka kwabafundi abaneemfundo zemfundo ezizodwa.
- Ukubonelela abafundi abahluphekileyo ngezinto zokuhamba nangeehostele
- Ukuqhuba iphulo lokondliwa kwabantwana ezikolweni (NSNP)
- Ukubuyisela iindlela zokuziphatha kakuhle kwabafundi ezikolweni.

Ukuqinisekisa ukufunda ngekompuyutha (e-Learning) okunempumelelo ezikolweni

- Ukukhawulezisa ukubonelelwa kwezikolo zonke ngezibonelelo ze-theknoloji yeenkcukacha noqhagamshelwano (ICT).
- Ukuqinisekisa ukuqhutywa kwekharithulam ngokusebenzisa i-ICT apho kufanelekileyo
- Ukuqinisekisa ukuba kuqulunqwa kulawulwe iziqukatho zoovimba beenkcukacha zekompuyutha.
- Ukuqinisekisa ukuba ootitshala bayaqeqeshwa ekusebenziseni ii-ICT ekuncediseni imisebenzi yabo yokufundisa

Ukuqinisekisa iimeko zokhuseleko oluyimfuneko ukuze ukufundisa nokufunda kube nempumelelo

- Ukukhuthaza imeko yokhuseleko ezikolweni ngokubambisana nabahlali namanye amasebe karhulumente.
- Ukuphelisa iimeko zokudlakazeka kwezakhiwo ezikwiindawo ekufundelwa kuzo
- Ukukhuthaza ukuqondwa kweemeko zentlalo apha kweli phondo nendlela
- ezizichaphazela ngayo ezikolweni.

Ukuqinisekisa ulawulo olunempumelelo kuzo zonke iindawo ekufundelwa kuzo nakwizigqeba ezinika inkxaso

- Ukusondeza inkxaso ngolawulo nophuhliso ezikolweni ngomsebenzi wee-EMDCs nangezinye iinkonzo zobungcali.
- Ukufezekisa inkqubo ephelileyo nenolingano yokwabiwa kweemali, kwezibonelelo zezakhiwo nabantu bokusebenza kuyo yonke imfundo le
- Ukuphucula ulwazi nezakhono zeenqununu zezikolo ngokusebenzisa inkxaso neqeqesho olujolisekileyo
- Ukuphucula ulwazi nezakhono zezigqeba ezilawulayo ngokusebenzisa inkxaso neqeqesho olujolisekileyo.
- Ukuphucula ulawulo lwekharithulam neenkqubo zokuvandlakanya
- Ukuphucula ulawulo lweemali nophuculo lomgangatho kuwo onke amanqanaba ngokwezikhokelo zomgaqo-nkqubo wephondo nangokwesikhokelo somthetho.
- Ukubonelela zonke izikolo zikarhulumente zesiqhelo ngenkxaso yobungcali.

Ukuxhobisa nokuxhasa ootitshala kwiinzame zabo zokubonelela ngemfundo enempumelelo

- Ukubonelela izikolo zaseprayimari nasesekondari zikarhulumente ngootitshala ngokomgaqo-nkqubo.
- Ukuqinisekisa ukuba iphondo eli liqesha inani elaneleyo lootitshala abaqeqesheke ngokufanelekileyo.
- Ukuxhasa amalinge okugaya abafundi beze kumaziko oqeqesho lobutitshala.
- Ukuphuhlisa umgangatho wocikizeko lebutshala ngokusoloko benikwa inkxaso yobungcali.
- Ukuphuhlisa uncedo olunokunikwa ngamajelo eendaba nayitheknoloji (imfundo yekhompyutha ne-ICT) ngenjongo yokuphucula umsebenzi wokufundisa nokufunda nokuxhasa ikharithulam.
- Ukuxhobisa ootitshala ngenjongo yokuqinisekisa uphuhliso lwekharithulam, imfezeko nenkxaso.
- Ukusungula imisebenzi yophuhliso lootitshala ngokusebenzisa iCape Teaching Institute (CTI)
- Ukubonelela ootitshala ngenkxaso yobungcali.
- Ukusebenzisa eyona migangatho ibubuncinane obulindelekileyo beenkonzo zemfundo ezizodwa zabafundi ababonakalisa okanye abanengxaki yozinzo kwisimo

• **Izinto eziphambili ngokubaluleka kumgaqo-nkqubo**

Oloni gunyaziso lomgaqo-nkqubo luyimfuneko lusahlali lukubonelela bonke abantwana beli phondo ngekhyaya elifundayo. Ngoku luhamba ngokukhokelwa yi-HCDS ejolise kulutsha, njengenxenywe yezicwangciso eziliqili eziphambili ezihlanu zephulo iKapa Elihlumayo. Izinto ezibalulekileyo kwisithuba sama-2007/08 -

- Uphuculo lokubala nokufunda, ngakumbi kwizikolo zaseprayimari, kuze njalo kuqinisekise ukufundisa nokufunda okunempumelelo. Kuza kuvavanywa isampulu yabafundi bakwaGrade 6 ekufundeni nasekubaleni ngo-2007.
- Umilisele oluqhutywayo lwe-NCS) ngakumbi ngokuphathelele kwimfundo yecandelo le-FET (FET) ukuqalela nakule minyaka iseleyo yecandelo le-GET.
- Umilisele lweMimisele neMigangatho yeNkxaso-mali yeZikolo (NSSF) ehlonyelweyo ngenjongo yokuqhuba 'izikolo ekungekho ntlawulo kuzo'.
- Umilisele lwe-QIDS-UP, kujoliswe kwizikolo zaseprayimari ezihluphekayo ngokwe-National Quintile 1 ngo-2007/08, ukuqinisekisa ukuba ezi zikolo zifumana izixhobo zoncedo ezingundoqo kwezolwakhiwo, ukufunda nokufundisa, imithombo yoluntu neyemali ukuphucula umgangatho wokufunda nokufundisa.
- Umilisele lwe-Learner Attainment Strategy (i-LAS) ngokomyalelo woMphathiswa (wesizwe) kweMfundo kunye neNkulumbuso, nokunciphisa amanani ezikolo ezifumana iziphumo ezingaphantsi kwama-60% kwiimviwo zeMatrikhi.
- Uqinisekisa kuphuculo lokhuseleko lwezakhiwo ezikolweni ezisemngciphekweni ukuqinisekisa ummandla okhuselekileyo wemfundo.
- Ukunyusa amazinga okupaswa kwemathematika nenzulwazi netheknoloji ngokusungulwa okuqhutywayo kwezikolo zojoliswe nokwandiswa kwezikolo zeDinaledi nokwandiswa kwenani lezikolo zeDinaledi kunye nokuphuculwa kwamazinga okupasa ngeziqinisekiso zokuya eyunivesithi kwiBanga 12 nakwizifundo zemathematika nenzulwazi.
- Ukuqhutywa kweNkqubo yabaNcedisi boTitshala (i-TAP) ngokusatyalaliswa kwabancedisi bootitshala abangama-510 ukuncedisa kwisiGaba esisiSeko kwizikolo ezihluphekayo.
- Ukuqinisekisa ufikelelo kwiinkonzo zenkxaso ezifanelekileyo kunye nomgangatho wemfundo ngokumiliselela isakhelo somgaqo-nkqubo sesizwe we-Education White Paper 6 (2001).
- Zonke izikolo ziza kuphuhlisa iziCwangciso zoPhuhliso lweZikolo (i-SIP) nokuseta iithagethi eziza kuba sisiseko senkxaso enikwa ngabasebenzi abanika inkxaso kwizithili.
- Ukuphucula imfundo esemgangathweni nge-Whole School Evaluation (i-WSE) sezikolo ezingama-30

- Uphuhliso lweenqununu nootitshala abangama-660 (uphuhliso olukhawulezisiweyo lootitshala (i-ACE) kunye ne-National Professional Diploma in Education (i-NPDE). Ama-160 ootitshala abaza kubhalisela le khosi unyaka wokuqala yeminyaka emi-2 ye-ACE kwaye ubuncinane ngama-500 ootitshala abaza kubhalisela ezinye iikhosi

Uhlalutyo lokuhamba komsebenzi

- **Isicwangciso-qhinga sokuFunda nokuBala**

Isicwangciso-qhinga sokuFunda nokuBala sele sisungulwe kwaye ngaphezu kwama-100 abacebisi abaziingcali abaqeqeshiweyo ukutyelela izikolo eziqhube kakubi bengokhala bekwanika inkxaso kwiiklasi zesiGaba esisiSeko. I-EMDC nganye iphuhlise isicwangciso sokuphucula ukusebenza kwabafundi. Esi sicwangciso sibekwe esweni kwaye siququzelelwa liQela eliTyunjweyo lokuFunda nokuBala.

Umngeni okhoyo ngowokusatyalaliswa kwesiCwangciso-qhinga sokuFunda nokuBala kwizikolo zonke ezenze kakubi. Oku kunokwenziwa kwiminyaka emininzi ezayo, ngenxa yembophelelo ezithile kwezemithombo yoncedo. Isebe liza kuqinisekisa ukuba zonke iinkqutyana zosi-8 zesiCwangciso-qhinga ziza kuzinziswa ngokuhamba kwexesha kwaye nokusebenza kwabafundi kuza kwakhelwa umkhanyo ngokuqhutywa kovavanyo oluqhubekayo lweBanga 3 neBanga 6 kwiminyaka eshiya-shiyanayo, uvavanyo lweBanga 6 luza kwenziwa lona ngo-2007.

IProjekthi yabaNcedisi bootitshala (i-TAP)

IProjekthi yabaNcedisi bootitshala ka-2006 ithumele abancedisi bootitshala abangama-510 kwizikolo ezingama-163. Nangona kuxhomekeke kwisayizi yeeklasi zesiGaba zesiSeko, izikolo ezichongiweyo zabelwa phakathi kwesi-1 ukuya kwisi-8 sabancedisi bootitshala.

Izikolo ezikwiizowuni ezithile neendawo ezihluphekileo zachongwa, ingakumbi ezo ndawo apho abafundi benze kakubi ekufundeni nakwizibalo kwaye bekukho nonokungangqinelani phakathi kolwimi lokufunda nokufundisa (i-LOLT) yesikolo kunye nolwimi lwasekhaya lwabafundi. Ingqwalasela eyodwa inikwe ezo zikolo zineeklasi ezinkulu kwisiGaba esisiSeko nezo klasi ze-multigrade zinabafundi abangaphezu kwama-30 abafundi.

Abancedisi bootitshala sele beyigqibile ikhosi yabo yeeveki ezisixhenxe, ebe inikezwa ziiKholeji zeFET. Kubancedisi abangama-510 ebebeqeshiwe nabangenele ikhosi yeeveki ezisixhenxe, ngabancedisi bootitshala abangama-464 abangeneleyo kwaye izinga longenelo lwekhosi beliphakathi kwama-80% – 100% kwaye bafumene iziqinisekiso zabo ngoNovemba 2006.

Uvandlakanyo lwangaphandle lwe-TAP lubonakalisa ukuba ootitshala bakwazile ukwenzisa umsebenzi wamaqela ngokuchanekileyo ngoncedo lwabancedisi babo kwaye abafundi abaqonda kade nabo bafumene uhoyo olulodwa, nto leyo ekhokelele kwinkqubela phambili encomekayo. Umxhelo wootitshala wokusebenza ukwiqondo elincomekayo kwaye kuqapheleke nokuba ulawulo lweklasi nocwangciso luyaphucuka ngoku kwisiGaba esisiSeko kwizikolo ekulingwa kuko oku.

Ama-100 ezithuba zomsebenzi ebe zabelwe i-TAP zabiwe ngokutsha ngoku ku-2007. Ngama-457 abancedisi bootitshala abatyikitye isivumelwano esitsha sengqesho elixa kuza kuqeshwa ama-53 abancedisi bootitshala. Uqeqesho lwabancedisi bootitshala luza kuqinisekiswa ngokwemiqathango yesiqinisekiso soqeqesho lootitshala se-NQF Level 5. Kukho amanyathelo athathwayo ukuqinisekisa ukuba kukho izithuba zomsebenzi kwicandelo lemfundo ezilungiselelwe abancedisi bootitshala.

Abahloli beKholeji zeFET baza kungenela iKhosi yoQeqesho lwabaPhononongi eza kuxhaswa ngemali yeSETA ekuqaleni ngo-2007 kwaye baza kukwazi ukunikezela ikhosi enesiqinisekiso yootitshala ekwi-NQF Level 5. I-WCED ithethathethana ne-ETDP SETA malunga nenkxaso mali yoqeqesho ekhoyo yabancedisi bootitshala ukusukela ngo-2008. Uxwebhu lwengqiqo lweTAP luza kuphuhlisa luba ngumgaqo-nkqubo we-WCED emva kothethathethwano kunye nabo bonke abathathi-nxaxheba abachaphazelekayo. Ubeko sweni novandlakanyo lweprojekthi ngabasebenzi abakwizithili nakundlunkulu wephondo luza kuqhubeka.

- **Intatho-nxaxheba kwiMathematika neNzululwazi**

Zizikolo ezingama-40 zeDinaledi, ezichongwe yi-DoE, kwaye li-10 kwiWCED izikolo zemathematika, inzululwazi neteknoloji (i-MST) ezifumana inkxaso ejolisiweyo kwiinzame zokwandisa intatho-nxaxheba namazinga empumelelo kwiMathematika neNzululwazi kubafundi abaphuma kuluntu oluhluphekayo.

Ezi zikolo zabelwa utitshala owongeziweyo weMathematika kunye/okanye iNzululwazi ukuze kujoliswe ngokukuko ku-higher grade nenkxaso eyongezelelweyo kubafundi. Ingcali yenzululwazi yatyelela utitshala ngamnye weNzululwazi kwiBanga 10,

yamncedisa ekuqhubeni ii-experimenti ezininzi eziphuma kwikharithyulam yeBanga 10 yaza yamnika nesikhokelo sokuqhuba ii-experimenti ezinjalo eklasini. Ividiyo yee-experimenti iyaqhutywa. Ividiyo ze-Learning Channel zokuxhasa ukufundisa nokufunda iMathematika, isiNgesi uLwimi lokuQala oloNgezelelweyo, isiFundo ngezoBomi neNzululwazi yathunyelwa kuzo zonke izikolo zoJoliso nezeDinaledi/MST. Iimviwo zePhondo zeMathematika kunye neNzululwazi zeBanga 11 zasetwa ukumiliselela umgangatho ochanekileyo ekupheleni kweBanga 11. INkqubo yeMaster Mathematics neScience isungulwe apho ootitshala abanezakhono nolwazi baza kufundisa iiyure ezili-100 iMathematika okanye iNzululwazi kootitshala bezikolo zeDinaledi.

Bonke ootitshala beBanga 8 beMathematika bafumana uqeqesho kwizibalo kwaze kwathunyelwa imathiriyeli yokufunda ezikolweni zonke elixa ootitshala abalwimi lwabo lwesiBini olongezelelweyo bona bazuza uqeqesho kunye nenkaso eyodwa ekufundiseni isiNgesi njengoLwimi lwesiBini. Izikolo zindwendwelwe nguSekela Mphathiswa weSizwe kwiMfundo kunye noMphathiswa wePhondo weMfundo eNtshona Koloni namanye amagosa ohlukeneyo esebe.

Ezi zikolo zabelwa utitshala omnye owongeziweyo weMathematika kunye/okanye iNzululwazi kwaye usisigxina ukwenzela ukuba kubekho ujoliso olululo ku-higher grade kunye nenkxaso eyongezelelweyo kubafundi.

Kwabanjwa inkomfa ekupheleni kukaJanuwari 2007 ukuxoxa malunga neethagethi kunye nomkhombandlela neenqununu, nootitshala beMathematika neNzululwazi. Uqeqesho luka kuqhubeka lona. IYunivesithi yaseKapa yona kwinkqubo yeMathematika kunye neNzululwazi kwiMfundo iza kunika inkxaso eyodwa kwizikolo ezi-5 zeDinaledi. Inkxaso kwizibalo kwiBanga 8 njengenkxaso kootitshala boLwimi lwesiBini lwesiNgesi iza kuqhubeka.

Amanqanaba entaho-nxaxheba kwiBanga 12 kwimathematika nenzululwazi ku-2003-2006 ahamba ngolu hlobo:

Isifundo	Ababhalileyo 2006	Ababhalileyo 2005	Ababhalileyo 2004	Ababhalileyo 2003
I-Additional Mathematics HG	202	179	191	132
I-Functional Mathematics SG	115	122	93	125
I-Functional Physical Science	39	39	51	65
Mathematics HG	4 420	4 992	5 093	4 446
Mathematics SG	18 290	17 474	16 933	17 504
Bebonke abeMathematika	23 066	22 806	22 361	22 272
Physical Science HG	4 164	4 736	4 884	4 335
Physical Science SG	8 173	7 861	7 240	7 775
Bebonke abePhysical Science	12 337	12 597	12 024	12 110

- **I-FET NCS**

I-NCS kwiBanga 10 - 12 (Jikelele) iqale ngomiliselelo kwiBanga 10 kuzo zonke izikolo zikarhulumente nezizimeleyo ukusukela kuJanuwari 2006. Le yinkqubo yeminyaka emithathu, kunyaka wesibini iza kumiliselwa kwiBanga 11 ngo-2007 ukuba kwiBanga 12 imiliselwe ngo-2008, itsho ikhokelele kwiSatifikethi seSizwe seMatrikihi (i-NSC). Uviwo lwe-NSC lokuqala luza kubhalwa ngo-Oktobha/Novemba 2008.

Oku akubandakanyi usungulo lwekharithyulam entsha kuphela, kodwa okona kubalulekileyo isicwangciso-qhinga solungiso lwekharithyulam – usungulo lweephakheji ezandisiweyo nezibalulekileyo (kugxininiswa kwimathematika, inzululwazi neteknoloji neelwimi) ebe zibandezelekile ngenxa yezizathu zezopolitiko, ukunqaba kwenkuthazo okanye umdla, kunye nokunqongophalo kwemithombo yoncedo.

Isibe liza kungenelela ngokuthe ngqo ukuqinisekisa ukuba uluntu luchonga iiphakheji eziyilwe ngohlobo oluqinisekisa ufikelelo kulwazi olukwizinga eliphezulu nezakhono kunye nomilisele lwamaziko ankqenqenisa phambili okanye izikolo zoJoliso, ngokuhambelana neprojekthi zohlumo kwezoqoqosho olwenziwe ngophando lweMEDS. Kucingeleka ukuba eli candelo lingancipha, kuba abafundi abaninzi baza kuqhutyelwa ukuba babhalise kwiiKholeji zeFET ngokweemfuno kunye nemfundo nezithwaselo zayo ezihambelana nesakhono. Nangona kunjalo, oku akubonakalisa ukuba kuza kubakho ukonga kwimithombo yoncedo. Enyanisweni, kucingeleka ukuba, ekuqaleni, ukusetwa kweli candela kuza kufuna ulwabiwo oluphezulu kumaseko oncedo angaphakathi kunye nezixhobo, iinkqubo zophuhliso lootitshala nabahlohi, njalo njalo.

Onke amaxwebhu esakhelo achanekileyo e-FET NCS, kubandakanya iinguqulelo ngesi-Afrikansi, athunyelwa kwizikolo ezingama-423 ezifundisa i-FET NCS ukusukela kwiBanga 10. Ucweyo loqhelaniso nesifundo wezifundo ezingama-29 olulungiselelwe bonke ootitshala bamaBanga 10 ukuya ku-12, kubandakanya ama-8 169 ootitshala ngo-2006 nama-5 648 ngo-2006 lugqityiwe. Ukuncedisa kwiinkqubo zokufundisa, ukufunda nohlolo ezihambelana nezakhelo zomgaqo-nkqubo we-FET NCS, izikhokelo zenkxaso kwisifundo sele ziphuhlisiwe, zathunyelwa futhi zacaciswa kootitshala. Ukuncedisa izikolo ukucwangcisa umilisele lweFET NCS kwiBanga 10 ngo-2006, izicwangciso zesifundo zonyaka kunye nee-pheysisetha, noovimba bemathiriyeli benkxaso ekufundiseni nasekufundeni isifundo ukuxhasa iprotyhumenti zaphuhlisiwa nazo. Ootitshala besiFundo ngezoBomi abangama-480 baqeqeshwa ukuxhasa abafundi ukuthatha izigqibo ezizizo ngezifundo kwi-FET NCS. Inkxaso eyodwa yanikezelwa kootitshala beBanga 10 nabafundi ukubalungiselela ukubhala uviwo lwangaphakathi lokuqala lwe-FET NCS ngo-2006, apho imizekelo yamaphepha esizwe eemviwo athunyelwa kuzo zonke izikolo ezichaphazelekayo. Isikhokelo sokuseta amaphepha eemviwo eFET NCS athunyelwa kuzo zonke izikolo ezichaphazelekayo. Bonke abafundi beBanga 10 banikwa isikhokelo sokufunda kwibandakanywa neendlela zokufunda ukubancedisa ukulungiselela uviwo lokugqibela lokuphela konyaka, ukongeza umfundi ngamnye wanikwa iincwadi zokufunda zeelwimi ezimbini abazenzayo, ezeMathematika okanye iMathematical Literacy, kunye ne-Physical Science. Ucweyo lokuvala umsantsa kubafundi beBanga 9 kwizifundo zobuGcisa neNkcubeko kunye ne-Akhawuntingi lwaqhutywa ngoNovemba 2006. Ukongeza, isikhokelo ngabafundi beBanga 11 sathunyelwa saza sacaciswa kubo bonke ootitshala bezifundo ukuxhasa abo bafundi ekufuneka ngoku benze iNCS ngo-2007 nabaza kubhala uviwo lwesizwe lweBanga 11. Kwiinzame zokuxhasa, okwexeshana, ootitshala abangenaziqinisekiso zakufundisa okanye abaneziqinisekiso ezinganeno kokulindelekileyo ukuba bafundise umxholo wekharithulam entsha, kwaphuhlisiwa iipakethi zoovimba boncedo besifundo ngasinye kubanjiswene kunye namaZiko eMfundo ephakamileyo asekuhlaleni kwi-NQF Level 5 ukunceda ootitshala ukufundisa umxholo omtsha kwi-NQF Level 2, 3 no-4 (iBanga 10, 11 no-12).

Iinkqubo ezinxulumene ne-ICT sele ziphuhlisiwe okanye zikhethiwe ukuncedisana ne-NCS. Ucweyo luqhutyiwe ukukhuthaza ulwazi ngekhompyutha nokuhlanganiswa kweeprogram zesoftwe ekufundiseni nasekufundeni.

Ucweyo olulungiselelwe izifundo ezizodwa ezingalishumi elinesithathu luqhutywe ukusukela kumhla wesi-8 ukuya kowe-12 kuJanuwari 2007. Iipheysisetha zokulawula ufinyezo lwekharithulam kwiBanga 11 ziza kuthunyelwa kuzo zonke izikolo. Imizekelo yamaphepha eemviwo asetwe kuzwelonke eBanga 11 iza kuthunyelwa ezikolweni kwithem yokuqala yonyaka kwaye izifundo ezithile ziza kuviwa kusetyenziswa amaphepha eemviwo esizwe ngoNovemba 2007.

Ugxininiso kwi-FET NCS ukusukela ku-2007 iza kuba kukuxhasa ukuqinisekisa komilisele lwenkqubo kuzo zonke izikolo kwizifundo zonke ezingama-29 ukulungiselela iBanga 11 ku-2007 kuviwo lwesizwe, kunye nesiQinisekiso seSizwe seMatrikhi (i-NSC) esiza kwenzeka ngo-2008. Kucetywe iinkqubo ezintathu:

- (a) Ingcaciso nomilisele lweziKhokelo zoHlobo zesiFundo ezihlaziyiweyo (ii-SAG) neProtokholi yoHlobo ezibe ngumgaqo-nkqubo ngoJanuwari 2007;
- (b) Izicwangciso-qhinga zokuqinisekisa ukuba ii-SAG zimiliselwa ngokwezakhelo zomgaqo-nkqubo zoHlobo ekujoliswe kuzo; kunye
- (c) Nokubunjwa kwezakhono namakhono ootitshala kwezobungcali nezemfundo ukulawula inkqubo yomilisele lweFET NCS kwiBanga 12 ukulungiselela i-NSC ngo-2008.

- **IsiCwangciso-qhinga sokuNcedisa abafundi (i-LAS)**

I-WCED ifikelele kwi-avareji yama-80%+ kwiimviwo zesatifikethi sematrikhi kule minyaka mihlanu idlulileyo. Nangona kunjalo, kwangaxesha nye, ezinye izikolo zisaqhuba kakubi kakhulu, ezinye zifikelela kwinqanaba lokupasa elingaphantsi kwama-30%.

Iinkqubo yeZikolo zokuFunda (i-LSP) yasungulwa ngo-1999 ukujongana nale meko. I-LSP ibe nayo impumelelo kunye nokusilela. Inani lezikolo ziphume zingena kwiNkqubo kwaye ezinye zange zakwazi ukuphuma zizimele geqe, oko kukuthi, bezithe gqolo ukufumana iziphumo ezingaphantsi kwama-60%.

I-LSP ithe yaguquka yayi-Learner Attainment Strategy (i-LAS) ngenjongo yokuba kuziwe nesicwangciso esiqukayo nesibandakanyayo sokuphucula ukusebenza kwabafundi. I-LAS iza kugxininisa kakhulu kwisigaba seFET, ngenjongo ekhawulezileyo yokulungisa imeko yezikolo ezineziphumo ezingancumisiyo kwiimviwo zesiqinisekiso sematrikhi.

linjongo ze-LAS zezi -

- Ukunyusa ukusebenza kwezikolo kwinqanaba lokupasa uviwo lwesiqinisekiso sematrikhi elingaphantsi kwama-60%.
- Ukuphucula umgangatho wokusebenza kwabafundi kwiimviwo zesiqinisekiso sematrikhi.
- Ukuqinisekisa ukuba akukho sikolo sihlisa umgangatho wokusebenza ngaphezu kwama-10%.

Inkqubo yokufunda iphinde yaqhuba kakuhle kakhulu xa kuthelakiswa namanye amaphondo, inqanaba lokupasa ngama-83, 7% kwiimviwo zesiQinisekiso seMatrikhi. Abafundi beemviwo zesiQinisekiso seMatrikhi ngoku bafikelele kwinqanaba lokupasa elingaphezu kwama-80% kwiminyaka emithandathu ilandelelana. Inani lezikolo zikarhulumente ezifikelele kwinqanaba lokupasa elingaphantsi kwama-60% lingama-34 ngo-2006; nangona kunjalo, kwizikolo ezingama-34 ebeziyinxalenye ye-LAS, ngo-2006, ngama-22 kuphela athi aphuma kwiLAS kwashiyeka i-12.

- **Imimiselo yonikezelo ngezithuba zemisebenzi**

Izithuba zemisebenzi zezikolo zikarhulumente zesiqhelo zinikwa ingqwalaseli minyaka le ngokwemiqathango yemimiselo yonikezelo lwezithuba zemisebenzi. Njengoko kugqaliselwe ngokomthetho, imibutho yabasebenzi kwiBhunga loLawulo lezobuDiehlwane eMsebenzini kwezeMfundo kwiPhondo (i-PELRC) kunye nemibutho yamaBhunga alawula izikolo aziwayo kuyathethathethwana nayo malunga nokuvuleka kwezithuba zokuqesha zootitshala kunye nengqwalaselo kwizithuba ezikhoyo zabasebenzi kwizikolo zikarhulumente zesiqhelo.

IiNtloko zeKomiti yeMfundo (i-HEDCOM) zizo eziphumeza ngokusesikweni imimiselo yonikezelo lwezithuba zengqesho ezikhoyo emva kokwenziwa kweenguqu kwikharithyulam yeBanga 10.

I-WCED yandisa inani elipheleleyo lwezithuba zokufundisa kwiphondo ngama-500 nto leyo ekhokelele ukuba izithuba zootitshala zibe ngama-30 872 ngo-2007.

- **Ukhuseleko ezikolweni**

Njengokuba kunjalo kwihlabathi lonke, umba wokhuseleko ezikolweni uya umxhalabisa ngokumxhalabisa urhulumente. INtshona Koloni ibhuqwa ngakumbi yile ngxaki njengoko bugquba kakhulu ubugewu nobudlova bemigewu ezikolweni, buhamba nesihlaba esibi kunene esikukusetyenziswa kotywala neziyobisi. Ngobambiswano namanye amahlakani, ngakumbi iSebe loKhuseleko lweNtloko, esi sihlaba kuzanywa shushu ukusinyothula.

UMsebenzi weZikolo ezinoKhuseleko untlangothi-ntathu, ezibandakanya ezi zinto zilandelayo:

- IZiko loQhagamshelwano ngoKhuseleko lweZikolo (Safe Schools Call Centre), apho zinokuxelwa khona iingxaki ngeengxaki eziphathelene kukhuseleko ezikolweni nalapho abo bachaphazelekayo nabaxhwalekileyo ngokwasemphefumleni banokucela, bafumane uncedo ngeengcebiso.
 - Ukubonelela ngeendawo ezikhuselekileyo: lo msebenzi ujolisa ekufakelweni kwezinto ezinqinisekisa ukhuseleko, ezibandakanya iingcingo zokhuseleko neentsimbi zokulumkisa (alarms) kwezo zikolo zisemngciphekweni kakhulu. Lo msebenzi ukwabandakanya neendlela ezingamacebo okuzisindisa (survival strategies).
 - Imisebenzi yemfundo ejolise kwiimpawu zentsulungeko neengqondo ezihluzeke kakuhle, neziinjongo zazo ikukutsalela umdla wabafundi kwezo zinto zakhayo ezifana nemidlalo, izinto zobugcisa nemidlalo yeqonga, ijolise kwimisebenzi yekamva labo.
- **Ulawulo ezikolweni**
 - Izikolo zeCandelo 21
Zizikolo ezingama-934 kwezingama-1450 zizonke (okanye ama-64,4% zezikolo zonke zesiqhelo zikarhulumente) ezithe zanikwa inqanaba leCandelo 21 (loMthetho weZikolo zaseMzantsi Afrika, 1996) (uMthetho onguNombolo 84 ka-1996) (i-SASA). Ezishiyekileyo ezingama-516 zisanikwa ingqwalasela eyodwa. Zonke izikolo zifumana inkxaso ethe gqolo kwezokuphathwa kwezemali nolawulo.
 - Izikolo ezingahlawulisi mali
Ukuzama ukunciphisa iindleko zemfundo yabantwana babo ezandayo kubazali abangathathi ntweni kunye nokwandisa ufikelelo kwimfundo, i-SASA yahlonyelwa ukuvumela ukuba umphathiswa wezeMfundo kwisizwe anike ingqwalasela kwii-quintile zesizwe zezikolo zikarhulumente ekufuneka zingahlawulisi mali ukusukela ngoJanuwari 1, 2007.

UMphathiswa weSizwe weMfundo wathatha izigqibo waza wapapasha kwiGazethi kaRhulumente enguNombolo 29179 ngomhla wama-31 ka-Agasti 2006, ithagethi yesizwe ka-2007 ethatha ama-40% abafundi kwilizwe lonke 'kwizikolo ezingahlawulisi fizi', oko kukuthi izikolo ezikwi-National Quintile (i-NQ) 1 ne-2 ukusukela ngomhla'woku-1 kuJanuwari 2007. Ilisti yezikolo ngokwephondo ezingazikuvunyelwa ukuba zihlawulise imali yesikolo enyanzelekileyo, ngokwemiqathango yale thagethi nanjengoko sele iqulunqwe nguMphathiswa weMfundo kwiphondo ngalinye, yapapashwa kwiGazethi kaRhulumente.

Yi-6,5% (59 306) yabafundi baseNtshona Koloniabakwi-NQ 1 elixa iyi-8% (73 254) kwi-NQ 2, oko kukuthi yi-14,5% yabafundi baseNtshona Koloni bakwezona zi-quintile zentlupheko ezimbini kwisizwe (ama-40% abafundi besizwe).

Kuba iNtshona Koloni inepesenti esezantsi yabafundi abakwi-NQ 1 no-2, xa kuthelekiswa nawo onke amanye amaphondo, i-WCED ithathe isigqibo sokwandisa inani 'lezikolo ezingahlawulisi mali' ezikwiNQ 3 (abafundi abangama-211 841). Njengokuba oku kungenakwenziwa ngeGazethi kaRhulumente, kufuneka kwenziwe ngokuzithandela kunye nezikolo ezichongiweyo ezikwi-NQ 3. Zonke izikolo ezikwi-NQ 3 zakuthakazelela kakhulu oku kwaye ngoku 'zizikolo ezingahlawulisi mali' ngoko ke, azivumelekanga ukhulawulisa imali ukusukela ngo-2007.

Ngama-419 ezikolo zaseprayimari ezinabantwana abangama-146 000, esele zichongwe njengezikolo 'ezingahlawulisi mali' ngoMeyi 2006 njengenxalenye yenkqubo yokuzikhethela ngokuzithandela eyasungulwa ngamaphondo kwilinge lokukhawulezisa uchongo lwezikolo 'ezingahlawulisi mali'. Isixa-mali esingama-R29 ezigidi sabelwa ezi zikolo, kusongezwa kwisabelo sazo ngokwemimiselo nemigangatho ngo-2006/07.

Ezinye izikolo ezingama-233 (iprayimari neesekondari) zachongwa njengezikolo 'ezingahlawulisi fizi' ukusukela ngoJanuwari 2007. Ngoko ke, izikolo 'ezingahlawulisi fizi' ngama-652, zimele ama-45% ezikolo ezingama-1 452 zephondo laseNtshona Koloni ngo-2007. Malunga nama-345 000 abafundi bafunda kwezi zikolo, bamele ama-38% abafundi baseNtshona Koloni.

- Ikhosi yabaLawuli yeSikolo soShishino

Ukuxhobisa abasebenzi kwezolawulo kuzo zonke izikolo eNtshona Koloni ngezakhono ezifunekayo eziza kuba nceda ukuba balawule kwaye baphathe ngokufezekileyo nangokufanelekileyo imisebenzi yezikolo noovimba bezoncedo kummandla wokufunda okhuselekileyo, ngolo hlobo bencedisa iinqununu kunye nootitshala ukuba bakwazi ukugxininisa ekufundiseni nakuphuhliso lwekharithyulama, i-WCED iyile inkqubo yokuphuhlisa ikhosi enesiqinisekiso yezokuPhathwa kwezoShishino esikolweni kwi-NQF Level 4. Le khosi lubambiswano phakathi i-WCED, i-Manchester University (i-MMU), i-National College for School Leadership (i-NSCL), Institute of Administrative Management (i-IAM) ne-SABISA/ISASA (Independent Schools Association of SA

Ngexesha lotyelelo loMphathiswa weMfundo wePhondo waseNtshona Koloni e-UK, kwacaca nakuthathatha ukuba uMzantsi Afrika kufuneka ujongane nale mibandela ifanayo, esandulwa kuchotshelwa e-UK kutshanje yokusungulwa kweenkqubo zolawulo zezikolo. Le mibandela ichotshelweyo ifana twatse naleyo yaseMzantsi Afrika, apho oonqununu kunye nootitshala bazibona bengakwazi ukujongana nondoqo womsebenzi wabo ngenxa yokwanda kwamanqanaba empatho kwezolawulo, ukungakwazi ukunika ingxelo noxanduva olukhulu ekulawuleni isikolo. Okona kucacileyo kukuba isiseko sokukwazi ukusebenza asingqinelani kunye neemfuno eziphuculweyo zezikolo. Isicwangciso esimbaxa sokulungisa le mibandela kukucikiza nokulungelelanisa iNkqubo yoLawulo yeSikolo soShishino sase-UK ukuqeqesha abaqeqeshwa ngobambiswano kunye neYunivesithi yaseNtshona Koloni (i-UWC) kunye noogxa bethu base-UK kuze kulingwe inkqubo enesiqinisekiso yezolawulo lwabasebenzi kuzo zonke izikolo. Inkqubo enesiqinisekiso iza kuhambelana ncam nemigangatho yobhaliso yakwa-SAQA. Le khosi iza kulandelwa yidiploma kuze emva koko kubekho ikhosi yesidanga eza kwenziwa kwii-HEI (umzekelo, iYunivesithi yaseNtshona Koloni). Ikhosi yesiqinisekiso iza kwenziwa kwiikholeji zeFET eNtshona Koloni.

Injongo kukuba xa ngaba ingcombolo yolwazi kunye nobungqina zingqinelana namava ase-UK, kuza kwenziwa isingeniso esibhaliweyo kurhulumente wesizwe sokuba umsetyenzana loo usatyalaliswe kulo lonke ilizwe. Ikhosi eyibhulorho iza kuqulunqwa emva kovavanyo lwabaviwa lubonakalisa isidingo esinjalo.

Ngo-2007 yinjongo yesebe ukumilisela isiseko esisiso sokuxhobisa abathathi-nxaxheba abohlukeneyo ekwenzeni utshintsho olubonakalayo kwinkqubo yonke. Kunyaka-mali wama-2007/08 kuza kugxininiswa kuqeqesho olungundoqo kunye nophuhliso lweemathiriyeli. Inani leendawo ekuza kulingwa kuzo alizi kudlula kuma-200 kodwa alizi kuba ngaphantsi kwi-150. Oku kukuqinisekisa ukuba ulawuleko kwelinye icala, elixa kuqokelelwa ingcombolo yolwazi ekuza kusetyenziswa yona ukumilisela izicwangciso zexa elizayo kwelinye icala. Kuza kuthathwa abaviwa kuzo zonke iinkalo ezahlukeneyo kunye necandelo lezikolo ezizimeleyo.

- **Inkxaso yabafundi nootitshala ngezixhobo zokufunda nokufundisa (ii-LTSM)**

Luxanduva lwe-WCED ukuthengela zonke izikolo ezingekho phantsi kweCandelo 21 ii-LTSM kwaye inesivumelwano seminyaka emibini kunye nabaxhasi ukufezekisa le njongo. Ngokwemiqathango yesivumelwano esikhoyo, abaxhasi abangama-119 babhalisele ukhambisa ii-LTSM kwizikolo ezingama-516 ezingekho phantsi kweCandelo 21. Injongo yesebe kukufikelela kunikezelo nohanjiso olungama-100% lwazo zonke ii-LTSM ezi-odolwe zizikolo ezingekho phantsi kweCandelo 21 phambi kokuba kuvulwe izikolo ekuqaleni konyaka. Ukufezekiswa kwale njongo kuxhomekeke kubukho be-LTSM

Izikolo zeCandelo 21 zifumana inkxaso-mali ephuma kwisebe kwaye zinoxanduva lokuthenga ii-LTSM ngokwelisti yabaxhasi ekhutshwa lisebe.

Zonke izikolo kunyanzelekile ukuba zilandele uMgaqo-nkqubo we-Preferential Procurement wephondo kwimali ezabelwe yona ye-N&S yencwadi zokufunda kunye nezinye iincwadi. Ukulungiselela le njongo, zimbini iilisti zabaxhasi. Ilisti yokuqala (yilisti yabakhethiweyo) abamele abo baxhasi ekufuneka banikwe ingqwalasela eyodwa kuqala. Ngabo bebefudula bedlelelelwe amathuba ngaphambili (ii-HDI) ngamashishini amancinane, aphakathi nasakhulayo (ii-SMME). Izikolo kufuneka zithenge iincwadi zokufunda kunye nezinye iincwadi ezixabisa ubuncinane ama-70% esabelo se-N&S kwabo baxhasi bakwilibili yokuqala. Iincwadi zokufunda nezinye iincwadi ezishiyekileyo (ama-30% esabelo seencwadi ezifundwayo kunye nezinye) zinokuthengwa kubaxhasi abakwilibili yesibini. Ezi listi ziyathunyelwa ezikolweni ziphantsi kwekhava yeesetyhula.

- **Uthutho lwabafundi**

Akulula ukuba kwakhiwe izikolo eziza kuba kumgama ongama-5 eekhilomitha ezilungiselelwe wonke umfundi. Ukwenzela ukuba kube lula ukuba abafundi bakwazi ukufikelela kwizikolo ezikufutshane nabo, isebe limiliselwe manyathelo wambi ukufezekisa oku. Oku kubandakanya unikezelo ngeskimo sothutho lwabafundi okanye intlawulo yebhasari yokuhlala okanye yebhasari yokuthuthwa kubafundi abatsala nzima kakhulu ukuqinisekisa ukuba bayakwazi ukuya esikolweni. Ukuhlala kwiihostele nako kunganikwa ingqwalasela nangona oku kuneengxaki zako (iindleko eziphezulu, abafundi abakwazi ukugoduka ngeempelaveki, njalo njalo).

Ngumgaqo-nkqubo we-WCED ukuthutha abafundi bamaBanga 1- 12 abahlala kumgama ongaphezu kweekhilomitha ezi-5 kunye nezikolo ezikufutshane nabo. Kungoko ke i-WCED ijamele nolawulo lwama- ± 490 lwezithuthi ezithutha abantwana abangama- ± 47 000 besikholo yonke imihla.

Iskimo sothutho lwabafundi asikwenziwa xa ngaba abafundi bengaphantsi kwe-10 kwindlela ethile kunye/okanye kumgama we-5 zeekhilomitha ukusuka kwikhaya lomfundi, kodwa lungakho utshintsho phantsi kweemeko ezingaphaya kwamandla umzekelo kubafundi abakhubazekileyo abafunda kwizikolo zesiqhelo.

Umgaqo-nkqubo wothutho lwabafundi uphononongwa ngokutsha.

- **I-e-Education**

I-e-Education White Paper yesizwe iwenzile amalungiselelo entlaninge yeenjongo zezicwangciso-qhinga, umzekelo, uphuhliso kwezobungcali, amaseko oncedo angaphakathi e-ICT, oovimba bomxholo we-elektronikha, uqhagamshelako, ubandakanyo loluntu kunye nophando nophuhliso. Ngeeprojekthi ezikhoyo ezahlukeneyo ze-WCED ICT, kubandakanya iProjekthi kaKhanya, iProjekthi yoQhagamshelaniseko lweZikolo kunye webhusayithi yeKharithyulam, zonke ezi njongo ziyafezekiswa.

Kwisithuba se-MTEF ka-2007/08 – 2009/10 iProjekthi kaKhanya iza kunikezela kwizikolo zikarhulumente ezishiyekileyo ubuncinane ngekhompyutha enye, ngelo xesha uninzi lootitshala kwiphondo baza kuba sele belufumene uqeqesho olungundoqo kwi-ICT, zonke izikolo ziza kuqhagamshelaniswa nge-intanethi kusetyenziswa uqhagamshelwano oluphezulu lwe-bandwidth kwaye ezinye izixhobo ezongezelekileyo ze-elektronikha ziza kufumaneka (kwiWebhusayithi ye-WCED okanye kwi-Thutong Education portal).

- **Inkqubo kaZwelonke yeSikolo yeSondlo (i-NSNP)**

Uxanduva lwabalawuli be-NSNP lwasuswa kwiSebe leMpilo lephondo lasiwa kwiSebe leMfundo ngomhla woku-1 ku-Apreli 2004. Ngelo xesha ngama-145 596 abafundi kwiBanga R ukuya ku-7 abondliwayo kwizikolo ezimalunga nama-659 zaseprayimari ezachongwayo kwiphondo.

Ukusukela ngoko, izikolo zaseprayimari nasesekondari ezihluphekayo zabandakanywa kwi-NSNP kwaye ngoku malunga nama-203 600 abafundi abondliwayo kwizikolo ezichongiweyo zaseprayimari, ezizodwa nezasesekondari ezingama-993.

Ngexesha lokugqithiswa komsetyenzana inye kuphela imenyu yokutya okungaphekwa yayikhona yosuku ngalunye. Ukusukela ngoJanuwari 2006 iindlela zokupheka iimenyu zalingwa ngempumelelo kwizikolo zaseprayimari ezingama-44 kwii-EMDC zosixhenxe. Ezi ndlela zokupheka imenyu zasatyalaliswa nakwezinye izikolo ezichongiweyo ngolulandelelanayo kwaye kulindeleke ukuba zonke izikolo ezichongiweyo zinikwe ithuba lokukhupha ukutya okuphekiweyo ngoMatshi 2007.

I-NSNP yiyo eyenze ukuba zonke izikolo ezichongiweyo zikwazi ukuthenga izixhobo zasekhitshini zokupheka ukutya. Izikolo ezichongiweyo ezininzi azinandawo zivuleke ngokwaneleyo zokupheka ukutya ngoko i-NSNP incede izikolo ezichongiweyo ezingama-85 ukuba zikwazi ukwakha iiyuniti ezingoomahambelala ezikhuselekileyo neziqinileyo.

Zonke izithuba zemisebenzi ezikhoyo zavalwa, nangona ingezizo zonke izithuba ezikhoyo kwisiseko sengqesho ezifumana inkxaso-mali. Akwazekanga ukuba kuxhaswe ngemali isithuba somsebenzi wegosa lengcaciso kwisithili ngasinye kwezisedolophini.

Izixhobo zokwakha umkhanyo, iincwadi ezinengcombolo yolwazi kunye nezikhokelo zasiwa kuzo zonke izikolo. Okwangoku ngaphezu kwama-90% amavoluntiya asezikolweni ekujoliswe kuwo anoxanduva lokupheka ukutya kwaye kwezinye iimeko kuqeqeshwa nootitshala abachaphazelekayo kukhuseleko lwegesi nokutya nakwindlela yokugcina ukutya.

Imali engumbulelo ihlawulwa amavoluntiya ngenyanga kwaye nenani elipheleleyo lamavoluntiya landile ngama-400% nama-241% ngokwahlukeneyo.

Izikolo ezingama-213 ezichongiweyo ezikhoyo zinezitya zokutya. Ucweyo oluquka izihloko ezinjengokusekwa kwesitya sokutya kunye nokwenziwa komanyolo zaqhutywa kwii-EMDC ezininzi, eziquka ezisemaphandleni nakwiindawo ezibalulekileyo. Ootitshala, abafundi nabazali balungenela olu cweyo.

Unxibelelwano oluchanekileyo sele lusekiwe kunye neSebe leMpilo ngokunxulumene nesondlo nezempilo kokusingqongileyo neSebe lezoLimo ngokunxulumene nophuhliso lwezitya zokutya.

Uhlalutyo lwemiqobo namanyathelo acetywayo okuyisusa

Imingeni eyahlukeneyo yiyo eguqule isicwangciso sethu sonyaka ozayo neminye elandelayo, njengokuba silungiselela ukumiliselela i-HCDS. Le mingeni ibandakanya:

- Inani labafundi kwiBanga 3 nele-6 abangekafezekisi ziphumo ezifunekayo ngokwekharithyulam yesizwe kumaBanga abo kwizibalo nokufunda. (Ifuthe elibi kumgangatho weziphumo kuwo onke amanqanaba emfundo)
- Amazinga olwazi kunye nezakhono zootitshala: Uqeqesho lootitshala, ukuqinisekisa ukuba ootitshala banolwazi nezakhono ezifunekayo ukufundisa ikharithyulam yesizwe nokuphucula umsebenzi wabafundi kuzo zonke iinkalo zokufunda.
- Ukunqongophala kwamagumbi okufundisela kwiindawo ezithile ezinokukhula koluntu olukhawulezileyo.
- Isidingo sokuqinisekisa ngommandla wokhuseleko ezikolweni, nokuthathwa kwezikolo njengeendawo ezingcwele zokufundisa nokufunda zoluntu lwethu.
- Ukunyuka koxinzelelo ngonikezelo ngezothutho lwabafundi abaphuma emaphandleni kuphela abahlala kwiikhilomitha ezingaphezu kwe-5 ukusuka kwisikolo esikufutshane ngokomgaqo-nkqubo wethu okhoyo.

I-WCED isungule amangenelelo neeprojekthi ezibalekayo ngenjongo yokulungisa imibandela eyahlukeneyo yomgangatho wemfundo ezikolweni. Phakathi kwazo, iiprojekthi kunye namangenelelo asetyenziswa ezikolweni abandakanya oku kulandelayo:

- Uvandalakanyo lwenkqubo yemfundo kwiBanga 3 ukuya ku-6. Iziphumo zezi mvavanyo ziza kukhokelela kwicwangciso-qhinga ezijolisileyo zokufunda nokubala kwiziGaba ezisisiSeko nesiPhakathi. Abafundi beBanga 6 baza kuvavanywa ngo-2007.
- Isicwangciso-qhinga sokukhuthaza isimilo esisulungekileyo nokumelana nezimilo ezicela umngeni ezikolweni zikarhulumente: Injongo yesi sicwangciso-qhinga intlantlu-mbini: Okokuqala kufuneka inike isakhelo sengqiqo nezikhokelo zokusebenza sokukhuthaza isimilo esisulungekileyo, okwesibini, kufuneka salathe izicwangciso-qhinga kunye sinike neendlela zokumelana ngokufezekileyo nesimilo esicela umngeni ezikolweni. Ukuze le njongo iphumezeke, injongo yesicwangciso-qhinga iza kuba kuku (a) khuthaza ukuvuselelwa kwemimandla yesikolo ngenkqubo yemfundo ebandakanyayo, (b) khuthaza indlela esekwe kumandla wophuhliso olwakhayo novuselelo kwisimilo esicela umngeni, kunye (c) nokuxhotyiswa kootitshala ukuze bakwazi ukumelana nabafundi abacela umngeni ngendlela eyakhayo nevuselelayo nokuqinisekisa ukuba iinkqubo, iinkonzo nemfundo isemgangathweni kwaye yechanekileyo kubafundi abasemngciphekweni.
- Ulwalatho lwezikolo ezisemngciphekweni: Amaqela e-multifunctional ngawo alatha iingxaki ezigagana nazo ezi zikolo; ayile isicwangciso-qhinga sokuzilungisa ezo ngxaki bekwenza oko bephantsi kolawulo lomlawuli weprojekthi; apho kukho imfuneko inkxaso evela ngaphandle kwesebe inokufunwa; iinkqubo zesebe zoqeqesho zinikezelwa esikolweni; ukuqhwalela ekuzuzeni iziphumo ezincumisayo kunokukhokelela kwinkqubo yokuchongwa komncedisi okanye umlawuli wesikolo wexeshana kwezo zikolo; xa ngaba oko kusaqhubeka kunokumiliselwa uhlengahlengiso esikolweni.

- Ingenelelo le-Multi-grade: Ukuxhasa izikolo ezifundisa ngaphezu kwebanga elinye kwiklasi enye ngokweendlela zazo zokufundisa; ugxininiso lokusetyenziso lwe-ICT ukuxhasa indlela echanekileyo yokufundisa ngokuchanekileyo kwiklasi ye-multi-grade.
- IPhulo lokukhuthaza ukuBhalisa kwangexesha: Likhuthaza izikolo ukuba ziqalise inkqubo yokubhalisa kwangoko apha enyakeni ukuze igqitywe ekupheleni konyaka; ukugqitywa kweethaymtheyibhile nokutyunjelwa ezikhundleni kootitshala ukuze izikolo ziqalise ukufundisa ngosuku lokuqala kunyaka omtsha, Nokwalatha iindawo "ezineengxaki" ngokunxulumene namagumbi okufundisela ukwenzela ukuba kwenziwe izicwangciso ezikhawulezileyo.
- Imfundo yobandakanyo: Ipolisi ye-Education White Paper 6 ibonakalisa indlela inkqubo yemfundo ekhoyo ekufuneka iguqulwe ngayo ukuba ibe yimfundo enenkqubo yobandakanyo noqeqesho ukuqiniseka ufikelelo kwikharithulam nenkxaso efanelekileyo kubo bonke abafundi abaneengxaki zemiqobo ekufundeni. Icacisa ngokupheleleyo izakhelo ezifunekayo kwinkqubo yemfundo ebandakanyayo: izikolo zesiqhelo kufuneka ziphuhliswe zibe zizikolo ezinika inkonzo ephelileyo kubafundi abafuna inkxaso ekwizinga eliphantsi kunye neliphakathi; izikolo ezizodwa kufuneka ziqiniseke ukuze zibe ngamaziko afunekayo enkqubo yemfundo ebandakanyayo kwizikolo zesiqhelo; amaqela asesithilini anika inkxaso kufuneka nawo aphuhliswe ngokwesicwangciso seqela elihlanganisiweyo elibandakanya ubandakanyo loluntu; amaqela enkxaso amaziko kufuneka nawo aseke aze aphuhliswe kuzo zonke izikolo eziquhelekileyo.

I-NSNP ixhaswa ngokukodwa ngemali ye-conditional grant, efunyanwa kwiSebe leNgxowa mali leSizwe. Akuzange kube yimpumelelo ukuxhasa ngemali zonke izithuba zomsebenzi ngokwengxelo yophando ngomsebenzi, nto leyo ekhokelele kwireshiyo yama-37 kuma-103 ezikolo kumsebenzi omnye we-NSNP kwii-EMDC. Ubukhulu benani labasebenzi baxhaswa ngale conditional grant. Ukubekwa esweni kwestokhwe kwizikolo ezichongiweyo kufuneka kuphononongwe ngokutsha rhoqo kwaye izinto eziziimpazamo ezikhoyo kufuneka zichotshelwe rhoqo. Ukuhanjiswa kwezonka ngoonobheyikhari okanye ezinye iindlela zothutho akusoloko kufika ngexesha ngenxa yezizathu ezininzi ezahlukeneyo nezivakalayo. Inani leentsuku ekufuneka kusiwe ngazo izikolo kufuneka zincitshiswe kube ngeveki ukusukela ngo-Apreli 2007 kwaye izikolo zinakho ukupheka ukutya zisebenzisa izitovu zegesi umzekelo ngexesha lokubhoka kwabasebenzi abahambisa izonka okanye xa kucime umbane. Uphuhliso kunye nolondolozo lwezituya zemifuno kwiphondo luchanwa kukuba umhlaba uyisanti kwaye unamatye. Kubanjwa ucweyo ukufundisa abaqeshwa kwizikolo ezichongiweyo ngendlela zokwenza umanyolo kwaye izikolo nazo ziyakhuthazwa ukuba zisebenzise umnayolo ukuphucula umgangatho womhlaba.

Ii-ofisi zezithili kunye nezakhelo zazo zityelela onke amaziko emfundo ukuwancedisa ukuwaxhobisa ngokunxulumene neesinariyo namanyathelo ohlukeneyo ekufuneka enziwe, umzekelo ukuchongwa kwamabhunga amatsha alawula izikolo, imibandela yezemali, ikharithulam, njalo njalo.

ST201	IZIKOLO ZEMFUNDO ZESIQHELO - lindlela eziphambili zokuhamba kwezinto						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Ujikelelo	2007/08 Ujikelelo	2008/09 Ujikelelo	2009/10 Ujikelelo	
IINTLAWULO NGOKOMSETYENZANA (R'000)							
2.1 izikolo zaseprayimari zikarhulumente	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379	
2.2 izikolo zasesekondari zikarhulumente	1,845,868	2,139,444	2,299,094	2,361,540	2,589,776	2,855,587	
2.3 linkonzo zobungcali	165,385	166,918	189,683	231,357	272,788	288,321	
2.4 Uphuhliso lwabasebenzi	3,186	11,665	13,047	24,018	35,679	108,398	
2.5 Uncediso olumemiqathango	36,191	49,337	48,313	50,729	54,494	58,253	
Iyonke	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000))							
Inlawulo yomhla nezolo	4,386,315	4,734,420	5,269,025	5,701,865	6,504,198	7,240,746	
Imbuyekezo yabasebenzi	3,974,198	4,326,839	4,699,054	5,153,991	5,700,241	6,308,691	
Ootitshala	3,585,008	3,903,115	4,238,879	4,649,635	5,158,813	5,724,879	
Abangezotitshala	389,190	423,724	460,175	504,356	541,428	583,812	
Iimpahla neenkono	412,117	407,581	569,971	547,874	803,957	932,055	
Udluliselo noncediso-mali	257,847	343,085	278,246	359,940	245,800	257,130	
Iintlawulo zentengo yeempahla ezinkulu	128,499	271,053	249,071	148,146	87,406	96,062	
Iyonke	4,772,661	5,348,558	5,796,342	6,209,951	6,837,404	7,593,938	
AMANANI-NKAZO OCIKIZEKO							
Abafundi (a)	921,176	920,812	906,801	921,793	925,414	954,589	
Zizonke ezinokuthathwa ngumfundi ngamnye (b)	205	205	195	191	200	200	
Zizonke iintsuku ezilahleke ngenxa yokungezi kwabafundi esikolweni (c)	Lo mlinganiselo wentisebenzo awunakubalwa njengangoku ngamaphondo ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo. Kujingwe ukubale ngcaciso iya kufunyanwa ngu-EMIS ngokusebenzisa i-Annual School Survey kwixa elizayo.						
Inani lootitshala (abaqeshwe ngurhulumente)	27,098	27,309	27,614	27,795	27,795	27,795	
Inani lootitshala (abaqeshwe ngurhulumente) Prim & Sec (d)	26,482	26,693	26,998	27,113	27,113	27,113	
Inani lootitshala (abaqeshwe ngurhulumente) (control)	616	616	616	682	682	682	
Inani lootitshala abemkileyo kwizikolo zikarhulumente zesiqhelo (e)	844	1,007	883	883	883	883	
Izinga lokumka kootitshala abasisigxina (e/d)	3%	4%	3%	3%	3%	3%	
Zizonke iintsuku ezifanele kusetyenzwa ngutitshala ngamnye (f)	205	205	199	195	204	204	

ST201	IZIKOLO ZEMFUNDO ZESIQHELO - lindlela eziphambili zokuhamba kwezinto (zisaqhutywa)									
	2004/05 Eyona-yona Akukho datha yembali ifumanekayo.	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo				
Zizonke iintsuku ezilahle ngenxa yokungezi kootitshala emsebenzini (g)		336,647	336,647	336,647	336,647	336,647				
Izikolo ezingezocandelo 21 ezifumana izincedisi zokufundisa nokufunda kwangomhla wokuqala konyaka wesikolo (h)	753	602	516	450	400	350				
AMANANI-NKCAZO EMFUNDO EBANDAKANYAYO										
Abafundi abaneemfundo ezizodwa kakhulu kwizikolo zikarhulumente zesiqhelo (i)	31,718	31,952	34,837	38,432	38,952	39,000				
AMANANI-NKCAZO ESONDLO EZIKOLWENI										
Abafundi abaxhamla kumsebenzi wesondlo ezikolweni (j)	152,839	156,617	203,676	204,000	205,000	206,000				
Ufikelelo loMsebenzi lo ngokomyinge weentsuku ngomfundi ngamnye (k)	170	170	170	170	170	170				
AMANANI-NKCAZO OTHUTHO LWABAFUNDI										
Abafundi abaxhamla kuthutho lwabafundi (l)	45,731	46,700	46,700	46,900	46,900	46,900				
▶ IZINGQINISISO ZOKWENZIWA KOMSEBENZI										
▶ PM201: Ipesenti yeentsuku zabafundi zokuqhutywa kumsebenzi wesondlo ((j x k) / (a x b))	13.8%	14.1%	19.6%	19.8%	18.7%	18.7%				
▶ PM202: Ipesenti yaba abaneemfundo ezizodwa kwizikolo zikarhulumente zesiqhelo (i / a)	3.4%	3.5%	3.8%	4.2%	4.2%	4.2%				
▶ PM203: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi	99%	100%	100%	100%	100%	100%				
▶ PM204: Ipesenti yezikolo zikarhulumente zesiqhelo ezinombane	99%	100%	100%	100%	100%	100%				
▶ PM205: Inani lezikolo ezinenani elaneleyo leethoyilethi ezisebenzayo	Akukho datha yembali ifumanekayo.	11%	11%	11%	11%	11%				
▶ PM206: Inkcitho kulondolozo njengepesenti yexabiso lezibonelelo zezikolo	1.0%	0.7%	0.7%	0.2%	0.4%	0.5%				
▶ PM207: Ipesenti yezikolo ezinabantwana abadlulileyo kuma-40 kwigumbi lokufundela ngalinye	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
▶ PM208: Ipesenti yezikolo ezingezocandelo 21 ezinazo zonke ii-LSM nezinye izinto ezizimfundo eziziswe kwangomhla wokuqala wonyaka wesikolo	100%	100%	100%	100%	100%	100%				
▶ PM209: Ipesenti yezikolo ezinemisebenzi yeCandelo 21	48.0%	58.6%	64.4%	68.9%	72.4%	76.0%				
▶ PM210: Ipesenti yeentsuku zomsebenzi ezilahleke ngenxa yokungezi kootitshala emsebenzini kwizikolo zikarhulumente zesiqhelo ((g / (d x f))	Akukho datha yembali ifumanekayo.	6.1%	6.2%	5.9%	5.9%	5.9%				
▶ PM211: Ipesenti yeentsuku zesikolo ezilahleke ngenxa yokungezi kwabafundi esikolweni kwizikolo zikarhulumente zesiqhelo (c / (a x b))	Lo minganiselo wentisebenzo awunakubalwa njengangoku ngamaphondo ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo. Kujongwe ukuba le nqaciso iya kulunyanwa ngu-EMIS ngokusebenzisa i-Annual School Survey kwixa elizayo.									
Gapela: Amanani ezikolo ezinawo amanzi nombane (esetyenziswe ku-PM203 no-PM204) angatunyanwa kuludwe lwezikolo zaseprayimari nezasesekondari. Imvelaphi yeenkukacha: Provincial Budget Statement (2006).										

ST202	IZIKOLO ZASEPRAYIMARI ZIKARHULUMENTE – lindlela eziphambili zokuhamba kwezinto					
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo
IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHON (R'000)						
Inflawulo yomhla nezolo	2,528,721	2,690,480	3,008,394	3,250,545	3,698,395	4,085,730
Imbuyekezo yabasebenzi	2,301,283	2,499,115	2,752,293	2,984,849	3,293,879	3,663,011
Ootitshala	2,101,279	2,281,917	2,513,453	2,725,828	3,017,280	3,364,549
Abangezotitshala	200,004	217,198	238,840	259,021	276,599	298,462
Iimpahla neenkonziso	227,438	191,365	256,101	265,696	404,516	422,719
Udluliselo noncediso-mali	116,300	174,582	140,996	203,351	134,325	140,531
Iintlawulo zentengo yeempahla ezinkulu	77,010	116,132	96,815	88,411	51,947	57,118
IYONKE	2,722,031	2,981,194	3,246,205	3,542,307	3,884,667	4,283,379
UQESHO LWABASEBENZI						
Inani lootitshala (abaqeshwe ngurhulumente) (a)	16,317	16,441	16,715	16,830	16,830	16,830
Inani labangezotitshala (abaqeshwe ngurhulumente)	3,577	3,608	3,487	3,629	3,629	3,629
UBHALISO						
Abafundi kwizikolo zaseprayimari zikarhulumente (b)	582,753	572,328	588,023	584,374,023	590,396	593,267
Umlinganiselo wabafundi ngotitshala (L:E ratio in izikolo zaseprayimari zikarhulumente (b/a))	35,7	34,8	35,2	34,7	35,1	35,3
Abafundi bakwaGrade 1 ukuya kwaGrade 7 (c)	582,682	572,328	559,299	586,390	597,980	605,055
ekukho kubo abakhubazikileyo	Lo mlinganiselo wentsebenzo awunakubalwa njengangoku ngamaphondo ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo.					
ekukho kubo ababiniqileyo	286,729	281,069	274,128	289,090	295,402	298,897
Umlinganiselo wolingano lwezini	0,94	0,94	0,94	0,95	0,95	0,95
AMAZIKO NEZIBONELELO						
Izikolo	1,107	1,108	1,104	1,104	1,104	1,104
Inani lezikolo ezinemisebenzi ye-SASA yeCandelo 21	517	643	709	761	800	839
Inani lezikolo ezenziwe ezingenantiwu	0	0	547	547	547	547
Inani lezikolo ezinawo amanzi	1,100	1,108	1,104	1,104	1,104	1,104
Inani lezikolo ezinawo umbane	1,093	1,108	1,104	1,104	1,104	1,104
Inani lezikolo ezinenani elaneleyo leethoyilethi ezisebenzayo	Akukho datha yembali ifumanekayo.					
Amagumbi okufundela (d)	20,078	20,197	20,433	20,727	20,781	20,835
Umlinganiselo wabafundi ngegumbi lokufundela (b/d)	29,0	28,3	28,8	28,2	28,4	28,5
Izikolo ezinabafundi abadlulileyo kuma-40 kwiigumbi lokufundela ngalinye	0	0	0	0	0	0

ST202	IZIKOLO ZASEPRAYIMARI ZIKARHULUMENTE – lindlela eziphambili zokuhamba kwezinto (zisaqhutya)					
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo
INKCITHO KULONDOLZO (R'000)						
Inkcitho kulondolozo lwezikolo	70,425	52,667	59,871	16,814	34,909	57,333
Ixabiso lokutshintshwa kwazo zonke izibonelelo ezingahambisekiyo zezikolo (ezilulwakhiwo)	7,200,000	8,000,000	8,000,000	8,800,000	9,680,000	10,648,000
AMANANI EMVELISO NEMPUMELELO						
Inani labafundi bakaGrade 3 ababhale iimvavanyo ezifanayo (e)	34,487	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	91,171	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	92,000	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini
Inani labafundi bakaGrade 3 abafumene iziphumo ezamkelekileyo (f)	Ubuchule bokufunda nokubhala : 13,622 Ulwazi lokubala: 12,684	45,585	45,585	42,320	42,320	42,320
Inani labafundi bakaGrade 6 lababhale iimvavanyo ezifanayo (g)	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	31,726	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	68 805	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	69 493
Inani labafundi bakaGrade 6 labafumene iziphumo ezamkelekileyo (h)	Ubuchule bokufunda nokubhala: 13,357 Ulwazi lokubala: 5,457	37 843	37 843	37 843	41 696	41 696
Inani labafundi bakaGrade 1 ukuya ku-7 abawaphindayo amabanga (i)	Jonga inkcazo phantsi: kwe Theyibhile ST205 malunga nabafundi abaphindayo					
► IZINGQINISISO ZOKWENZIWA KOMSEBENZI						
► PM212: Umlinganiselo wokwenziwa ezingahlupekanga kangako kuGrade 3	58%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	62%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	66%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini
► PM213: Amazinga okuphindwa kwamabanga kwaGrades 1 ukuya ku-7 (i/c)	Jonga inkcazo phantsi: kwe Theyibhile ST205 malunga nabafundi abaphindayo					
► PM214: Ipesenti yabafundi bakwaGrade 3 abafumana iziphumo ezamkelekileyo ekubaleni, ekufundeni nakwizakhono zokuziphilisa (f/e)	Ubuchule bokufunda nokubhala: 39,5% Ulwazi lokubala: 37,3%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	50%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	60%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini
► PM215: Ipesenti yabafundi bakwaGrade 6 abafumana iziphumo ezifanelekileyo ekubaleni, ekufundeni nakwizakhono zokuziphilisa (h/g)	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	50%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini	50%	Uvavanyo lwenziwa kube kanye kuphela emva kweminyaka emibini

*Abafundi beBakala 3 babhala uvavanyo lweWCED lolwazi lokuFunda nokuBhala nolwazi lokuBala qho emva kokutsiba unyaka omnye umzekelo 2004, 2006 nji.nji.

** Abafundi beBakala 6 babhala uvavanyo lweWCED lolwazi lokuFunda nokuBhala qho emva kokutsiba unyaka omnye umzekelo 2005, 2007 nji.nji.

ST203	IZIKOLO ZASESEKONDARI ZIKARHULUMENTE – Iindlela eziphambili zokuhamba kwezinto					
	2004/05 Actual	2005/06 Actual	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo
IINTLAWULO NGOKOLWAHLULO NGOKOQQOSHO (R'000)						
Intlawulo yomhla nezolo	1,705,020	1,844,405	2,039,823	2,167,031	2,465,595	2,723,821
Imbuyekezo yabasebenzi	1,551,268	1,696,412	1,809,472	1,989,900	2,195,917	2,442,008
Ootitshala	1,394,249	1,524,702	1,621,824	1,788,787	1,981,156	2,210,272
Abangezotitshala	157,019	171,710	182,648	201,113	214,761	231,736
Iimpahla neenkono	153,752	147,993	230,351	177,131	269,678	281,813
Udluliselo noncediso-mali	89,690	140,592	109,470	135,568	89,550	93,687
Iintlawulo zentengo yeempahla ezinkulu	51,158	154,447	149,801	58,941	34,631	38,079
IYONKE	1,845,868	2,139,444	2,299,094	2,361,540	2,589,776	2,855,587
UQESHO LWABASEBENZI						
Inani lootitshala (abaqeshwe ngurhulumente) (a)	10,165	10,252	10,283	10,283	10,283	10,283
Inani labangezotitshala	2,631	2,653	2,525	2,667	2,667	2,667
UBHALISO						
Abafundi kwizikolo zasesekondari zikarhulumente (b)	338,423	348,484	318,778	362,090	368,892	372,135
Umlinganiselo wabafundi ngotitshala (L:E ratio) kwizikolo zaseprayimari zikarhulumente (b/a)	33.3	34.0	31.0	35.2	35.9	36.2
Abafundi kwaGrade 8 ukuya kwaGrade 12 (c)	339,561	348,484	328,591	335,403	327,434	349,534
ekukho kubo abakhubazikileyo	Ezi nkcukacha-manani azinako ukubalwa njengangoku ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo yabafundi abenza imathematika nesayensi.					
ekukho kubo ababhiqileyo (d)	181,385	186,107	176,225	185,416	181,010	193,227
Umlinganiselo wolingano lwezini	1.1	1.1	1.1	1.2	1.2	1.2
Ababhiqileyo kwaGrade 10 ukuya 12 abayenzayo imathematika nenzululwazi (e)	Ezi nkcukacha-manani azinako ukubalwa njengangoku ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo yabafundi abenza imathematika nesayensi.					
AMAZIKO NEZIBONELELO						
Izikolo	340	345	346	346	346	346
Inani lezikolo ezinemisebenzi ye-SASA yeCandelo 21	177	208	225	238	250	263
Inani lezikolo ezenziwe ezingenantluwo	-	0	105	105	105	105
Inani lezikolo ezinawo amanzi	337	345	346	346	346	346
Inani lezikolo ezinawo umbane	337	345	346	346	346	346
Inani lezikolo ezineethoyilethi ezimbini ubuncinane ngegumbi lokufundela ngalinye	Akukho datha yembali ifumanekayo.	47	47	47	47	47

ST203	IZIKOLO ZASESEKONDARI ZIKARHULUMENTE – lindlela eziphambili zokuhamba kwezinto (zisaqhutya)						
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated	
Inani lezikolo ezinenani elaneleyo leethoyilethi ezisebenzayo	309	314	318	332	337	347	
Amagumbi okufundela (f)	10,711	10,825	11,056	11,259	11,329	11,417	
Umlinganiselo wabafundi ngegumbi lokufundela (b/f)	31.6	32.2	28.8	32.2	32.6	32.6	
Izikolo ezinabafundi abadlulileyo kuma-40 kwigumbi lokufundela ngalinye	0	0	0	0	0	0	
INKCITHO KULONDOLZO (R'000)							
Inkcitho kulondolozo lwezikolo	35,212	26,333	29,935	8,407	17,454	28,667	
Ixabiso lokutshintshwa kwazo zonke izibonelelo ezingahambisekiyo zezikolo (ezilulwakhiwo)	3,600,000	4,000,000	4,000,000	4,400,000	4,840,000	5,324,000	
AMANANI EMVELISO NEMPUMELELO							
Inani labafundi bakaGrade 9 ababhale iimvavanyo ezifanayo (g)	78 964	82 169	78,584	81,691	65,863	72,700	
Inani labafundi bakaGrade 9 abafumana iziphumo ezamkelekileyo (h)	60 013	64 092	65,291	66,987	55,325	62,522	
Inani labafundi bakaGrade 8 ukuya ku-12 abawaphindayo amabanga (i)	Jonga inkcazo phantsi kweTheyibhile ST205 malunga nabafundi abaphindayo						
Ubudala 18 (j)	89,249	83,524	84,605	86,392	88,200	89,918	
Inani labafundi ababhale iimviwo zematriki (k)	38 886	38 586	39,824	40,100	41,000	42,000	
Inani labafundi abaziphumeleleyo iimviwo zematriki (l)	33 066	32 573	33,316	34,085	35,260	36,540	
Inani labafundi abaphumelele ngamazinga vumela ulwamkelo kwimfundo ephakamileyo	10 524	10 394	10,589	11,000	11,200	11,600	
Amazinga empumelelo kwimatriki (l/k)	85.0%	84.4%	83.7%	85.0%	86.0%	87.0%	
Inani labafundi abaphumelele imathematika nenzululwazi (m)	<i>Akukho datha yembali ifumanekayo.</i>						
Inani lezikolo ezibhale iimviwo zematriki	386	386	389	389	389	389	
Inani lezikolo ezinempumelelo yematriki ekwizinga elingaphantsi kwe-40%	14	9	6	0	0	0	
Amazinga empumelelo yematriki kwizikolo zeqanaba 1 (n)	67.8%	69.5%	77.1%	79.5%	82.5%	85.0%	
Amazinga empumelelo yematriki kwizikolo zeqanaba 5 (o)	98.3%	98.1%	98.7%	98.9%	99.1%	99.3%	

ST203	IZIKOLO ZASESEKONDARI ZIKARHULUMENTE – lindlela eziphambili zokuhamba kwezinto (zisaqhutywa)					
	2004/05 Actual	2005/06 Actual	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	2009/10 Estimated
► IZINGQINISO ZOKWENZIWA KOMSEBENZI						
► PM216: Ipesenti yabafundi abangamantombazana imathematika nenzululwazi kwaGrade 10 ukuya ku-12 (e/d)	Ezi nkukacha-manani azinako ukubalwa njengangoku ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo yabafundi abenza imathematika nesayensi.					
► PM217: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelekiswa nezo zingahluphekanga ngokuphathethele kumazinga empumele kwaGrade 12. Amazinga empumelelo (n/o)	69%	71%	78%	80%	83%	86%
► PM218: Amazinga okuphindwa kwamabanga kwaGrades 8 ukuya ku- 12 (i/c)	Jonga inkcazo phantsi kweTheyibhile ST205 malunga nabafundi abaphindayo					
► PM219: Amazinga empumelelo kwiimviwo zikaGrade 12 (i/j)	37.0%	39.0%	39.4%	39.5%	40.0%	40.6%
► PM220: Amazinga empumelelo kwimathematika nenzululwazi kwaGrade 12 (m/i)	Akukho datha yembali ifumanekayo.	11.6%	11.2%	11.1%	11.1%	11.1%
► PM221: Ipesenti yabafundi bakaGrade 9 abafumana iziphumo ezamkelekileyo (h/g)	76%	78.0%	83.1%	82.0%	84.0%	86.0%
Note: PM216 ubala amanani okuthathwa kwemathematika nenzululwazi kwi-HG nakwi-SG.						

ST204	IZIKOLO ZIKARHULUMENTE ZESIQHELO Iziko ngokwawona manqanaba aphantsi nawona aphezulu (2005)											
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Gr 1	-	1	19	8	8	145	747	81	72	0	0	38
Gr 2					1		1				0	0
Gr 3							1				0	0
Gr 4							14	2			0	0
Gr 5											0	0
Gr 6											0	0
Gr 7									4		0	1
Gr 8									3	1	3	294
Gr 9											1	2
Gr 10												2
Gr 11												0
Gr 12												1
Zizonke iziko zaseprayimari (Umseb. 2.1)							1 104	Zizonke iziko zasesekondarii (Umseb. 2.2)				346

Qaphela: Amabanga akwikhohlo esekhohlo abonakalisa elona nqanaba lisezantsi kwisikolo ngasinye, aze lawa akumgca ophezulu abonakalise elona banga liphezulu. Imvelaphi yeenkcukacha: Annual Survey of Iziko (2005).

ST205	IZIKOLO ZIKARHULUMENTE ZESIQHELO Iinkcukacha zobhaliso namazinga okuhambela phambili (2006)						
		Abafundi 2005 *	Abafundi 2006 *	Abaphindayo **	Amazinga okuphinda	Abaphumayo ***	Amazinga abaphumayo
Gr 1		93 515	89,689	-	0%	-	0%
Gr 2		94 231	86,697	-	0%	-	0%
Gr 3		80 695	90,430	-	0%	-	0%
Gr 4		80 809	80,886	-	0%	-	0%
Gr 5		74 984	78,092	-	0%	-	0%
Gr 6		66 141	73,336	-	0%	-	0%
Gr 7		81 953	65,452	-	0%	-	0%
BEBONKE KWA-GR 1 TO 7		572,328	564,591	-	0%	-	0%
Gr 8		88 778	80,007	-	0%	-	0%
Gr 9		82 169	81,166	-	0%	-	0%
Gr 10		81 577	83,490	-	0%	-	0%
Gr 11		56 657	57,381	-	0%	-	0%
Gr 12		39 303	40,166	-	0%	-	0%
BEBONKE KWA-GR 8 UKUYA KU-12		348,484	342,210	-	0%	-	0%

Iinkcazwana

▪ Onke amanani abonakalisa imeko yonyaka wesikolo ka-2005 no-2006.

▪ * - Imvelaphi yeenkcukacha – Annual Survey 2004 and 2005.

** ISebe iWCED ngokwembali, laqokelela ingcaciso ekwifomathi yomndilili wamanani (aggregated format) abafundi abaphinda iiklasi ezikolweni kwiinyanga ezintathu zokuqala kunyaka wokufunda olandelayo. Ukutshakisha esakwenza kwiziko ezikhethiweyo kwabonisa ukuba le ngcaciso yayingasoloko ichanekile. Ngo-2006 saqalisa isistim yokulandelela umkhondo wabafundi (learner tracking system) yaye unyaka ka-2006 wathathwa njengonyaka wokujonga ukusebenza kwale sistim (pilot year) ukwenzela ukuba sikwazi ukuhlangebazana neengxaki ezivelayo. Sayigqiba ngempumelelo inkqubo yokupasa kwabafundi bagqithele kwelinye ibakala ngo-2006 kunye nenkqubo yoPhando oliQuphayo olwenziwa ngekhompyutha ngo-2007 (online Snap 2007). Kwingxelo elandelayo siya kuba nako ukunika ingxelo ngabafundi abaphindayo apha kwiphondo.

*** ISebe iWCED ngokwembali, laqokelela ingcaciso ekwifomathi yomndilili wamanani (aggregated format) abafundi abashiya phakathi esikolweni bengagqibanga kwiinyanga ezintathu zokuqala kunyaka wokufunda olandelayo. Ukutshakisha esakwenza kwiziko ezikhethiweyo kwabonisa ukuba le ngcaciso yayingasoloko ichanekile. Ngo-2007 siqalise inkqubo yoPhando oliQuphayo olwenziwa ngekhompyutha (online Snap) yaye siza kwenza kwakhona inkqubo yokupasa kwabafundi bagqithele kwelinye ibakala ekupheleni kuka-2007. Kuya kunikwa ingxelo ngabafundi abashiya phakathi esikolweni bengagqibanga kunyaka wokufunda ka-2007 kwingxelo elandelayo.

ST206		IZIKOLO ZIKARHULUMENTE ZESIQHELO			
		Ukuza kootitshala nabafundi (2006)			
		<i>Ubalo</i>	<i>Inani leentsuku ezifanele ukuba zezokufunda nokufundisa</i>	<i>lintsuku ezilahlekileyo</i>	<i>I-% yeentsuku ezilahlekileyo</i>
OOTITSHALA					
2.1	Izikolo zaseprayimari zikarhulumente	16,830	3,349,170		
2.2	Izikolo zasesecondari zikarhulumente	10,283	2,046,317		
BEBONKE		27,113	5,395,487		
ABAFUNDI					
2.1	Izikolo zaseprayimari zikarhulumente	588,023	114,664,485	Inani leentsuku zomfundi ezilahlekileyo alinako ukubalwa njenganguku ngenxa yokuba imithombo yedatha ayifumaneki. Kunqwenelwa ukuba le ngcaciso iya kufunyanwa ngu-EMIS ngeSaveyi i-Annual School Survey.	
2.2	Izikolo zasesecondari zikarhulumente	318,778	62,161,710		
BEBONKE		906,801	176,826,195		

* Imvelaphi: Post Provisioning 2006

ST207		IZIKOLO ZIKARHULUMENTE ZESIQHELO					
		Imilinganiselo yabafundi ngotitshala ngokwequintile (2006)					
		<i>Abafundi</i>	<i>Abaqeshwe ngurhulumente Ootitshala</i>	<i>Umlinganiselo wabafundi ngotitshala (L:E) kwezikarhulumente</i>	<i>Ootitshala abaqeshwe-bucala</i>	<i>Ootitshala bebonke</i>	<i>Owona mlinganiselo we- L:E</i>
2.1 Izikolo zaseprayimari zikarhulumente		570,819	14,950	38.2	2,983	17,933	31.8
Quintile 1 (ezona zihluphekileyo)		47,113	1,437	32.8	122	1,559	30.2
Quintile 2		53,421	1,425	37.5	98	1,523	35.1
Quintile 3		130,753	3,380	38.7	200	3,580	36.5
Quintile 4		165,304	4,271	38.7	543	4,814	34.3
Quintile 5 (ezingahluphekanga)		174,228	4,437	39.3	2,020	6,457	27.0
2.1 Izikolo zasesecondari zikarhulumente		335,982	9,884	34.0	1,334	11,218	30.0
Quintile 1 (ezona zihluphekileyo)		11,726	305	38.4	4	309	37.9
Quintile 2		20,660	610	33.9	15	625	33.1
Quintile 3		80,101	2,388	33.5	33	2,421	33.1
Quintile 4		86,678	2,587	33.5	108	2,695	32.2
Quintile 5 (ezingahluphekanga)		136,817	3,994	34.3	1,174	5,168	26.5

* Imvelaphi: Persal

** Imvelaphi: Snap Survey 2006

ST208	IZIKOLO ZIKARHULUMENTE ZESIQHELO ubonelelo ngezinhobo zokusebenza neMimiselo yeNkxaso-mali yeZikolo (2007/08)			
<i>Imisebenzi/Imeko ngokwasemthethweni/ Amanqanaba entlupheko</i>	<i>Izikolo</i>	<i>Iyonke inkcitho (R'000)</i>	<i>Abafundi</i>	<i>Inkcitho ngomfundi ngamnye - R</i>
2.1 Izikolo zaseprayimari zikarhulumente				
Izikolo ezingezozeCandelo 21	393	101,245	212,443	477
Quintile 1 (ezona zihluphekileyo)	104	16,345	22,144	738
Quintile 2	35	13,736	20,289	677
Quintile 3	95	42,529	76,826	554
Quintile 4	100	21,391	57,990	369
Quintile 5 (ezingahluphekanga)	59	7,244	35,194	206
Izikolo zeCandelo 21	699	131,886	358,376	368
Quintile 1 (ezona zihluphekileyo)	168	18,428	24,969	738
Quintile 2	67	22,406	33,132	677
Quintile 3	78	29,876	53,927	554
Quintile 4	149	39,574	107,314	369
Quintile 5 (ezingahluphekanga)	237	21,602	139,034	155
ZIZONKE	1,092	233,131	570,819	408
2.2 Izikolo zasesecondari zikarhulumente				
Izikolo ezingezozeCandelo 21	129	67,255	136,168	494
Quintile 1 (ezona zihluphekileyo)	10	6,700	9,078	738
Quintile 2	11	9,272	13,695	677
Quintile 3	46	29,240	52,808	554
Quintile 4	37	13,178	33,543	393
Quintile 5 (ezingahluphekanga)	25	8,865	27,044	328
Izikolo zeCandelo 21	229	66,807	199,814	334
Quintile 1 (ezona zihluphekileyo)	4	1,954	2,648	738
Quintile 2	8	4,715	6,965	676
Quintile 3	26	15,120	27,293	554
Quintile 4	55	20,513	53,135	386
Quintile 5 (ezingahluphekanga)	136	24,505	109,773	223
ZIZONKE	358	134,062	335,982	399
Zizonke kwizikolo ezingezozecandelo	522	168,500	348,611	483
Zizonke ezeCandelo 21 izikolo	928	198,693	558,190	356
Zizonke kwiQuintile 1	286	43,427	58,839	738
Zizonke kwiQuintile 2	121	50,129	74,081	677
Zizonke kwiQuintile 3	245	116,765	210,854	554
Zizonke kwiQuintile 4	341	94,656	251,982	376
Zizonke kwiQuintile 5	457	62,216	311,045	200
ZIDIBENE ZONKE	1,450	367,193	906,801	405
Umseb. 2 uhlahlo-mali olungelolwabasebenzi nolungelolweentengo ezinkulu		848,217		
Izinga lokuqesha kungekabhengezwa		56.7%		

B.3 UNCEDISO-MALI LWEZIKOLO EZIZIMELEYO

Oku kulandelayo ngumlinganiselo weenjongo (▲) ezingqamene nenkqubo 3 nomlinganiselo wokuqhuba kwabo (▶):

	<i>ezingqamene nenkqubo</i>	<i>umlinganiselo wokuqhuba kwabo</i>
<i>Umgangatho</i>	▲ Ukuqinisekisa uhlobo lwemfundo oluqhubekayo kwizikolo ezizimeleyo	▶ PM 301: Ipesenti yenkxaso-mali enikwe izikolo ezizimeleyo iyatyelelwa ngeenjongo zokuba ijongwe

linkqubo ezibalulweyo, izinto eziphambili neenjongo zesicwangciso-nkqubo

- **linjongo zesicwangciso-nkqubo:**

Ukuqinisekisa ukufikeleleka kwemfundoesemgangathweni kubo bonke abantwana beli phondo.

- Ukuxhasa izikolo ezizimeleyo ezisebenzela uluntu ukunceda njengokufezekisa kwiizikolo zikarhulumente zesiqhelo.

- **Imigaqo-nkqubo nezinto eziphambili:**

Ngokomgaqo-siseko, nabani na angazivulela, aziqalele ngokunokwakhe, ngendleko zakhe isikolo esizimeleyo kodwa kuxhomekeke kwiimiqathango engqongqo. Ezi zikolo azikwazi kucalula ngokobuhlanga, kwaye kufuneka zigcine uhlobo lomgangatho wemfundo ongekho ngaphantsi kwezikolo zikarhulumente zesiqhelo kwaye kufuneka zibhaliswe phantsi kwe-WCED.

Imiqathango yokubhalisa enobungqongqo iyasebenza, oko kukuthi:

- Izixhobo kufuneka zibe zezifanelekileyo neziqinisekiso ezisuka kwabasemaGunyeni bezeKhaya ziyafuneka ukuqinisekisa ukusebenza kweZiko leMfundo.
- Kufuneka kube noMgaqo-siseko obhalwe phantsi.
- Ootitshala kufuneka babe neziqinisekiso ezifanelekileyo.
- Ikhariyulam yesikolo kufuneka iqinisekise ukuba iziphumo zeKhariyulam yeSizwe ziyaphunyezwa.

Zonke izikolo ezizimeleyo ezibhalisiweyo kwiWCED zifanelekile, kuxhomekeke kwiNkqubo yeNkxaso-mali yesiThethe yeZikolo eZizimeleyo, ukufumana olona ncedo-mali lukhulu olulinganiswa nama-60% yexabiso lomfundi ngamnye kwizikolo zikarhulumente eziqhelekileyo. Zonke izikolo ezizimeleyo ezenze izicelo zoncedo-mali nezifanelekileyo ukuba zifumane inkxaso-mali ngokweNkqubo yeNkxaso-mali, ziyalufumana uncedo-mali. Nokuba kunjalo, ukuqinisekisa ukugcinwa, uncedo-mali lunikwa kuphela emva konyaka isikolo eso sisebenza emva kokuba sibhalisile.

Xa sele kwenziwe isicelo soncedo-mali kumagosa eSithili, aphatha uphononongo lweenkqubo zemfundo ziyandwendwelwa izikolo. Intlawulo yenziwa kuphela xa benlisekile yingxelo ebhaliweyo yesicelo kwakunye nezincwadi zentlawulo.

I-WCED ifuna ukuqinisekisa ukuba imfundo ekumgangatho ophuzulu iyaqhubeka kwizikolo ezizimeleyo kwaye iza kuzijonga. Iziphumo zeSiqinisekiso esiPhezulu zezikolo ezizimeleyo ziyajongwa rhoqo ngonyaka. Apho izikolo zingaqhubi kakuhle zifikelele kumgangatho ophuzuluwezikolo zikarhulumente eziqhelekileyo, ziyachazelwa ukuba ziphantsi kwesoyikiso sokuba singavalwa.

Inkcazelo yenkqubela

Ngoku sinezikolo ezizimeleyo ezingama-205 eNtshona Koloni. Ezi zikolo zithatha uthotho lwabafundi oludibanisa abantwana abaneemvelaphi ezahlukeneyo ngokwasezimalini nezibalulekileyo nothelelwano olunexabiso ekuhambiseni imfundo kwiphondo.

I-WCED ngoku inike uncedo-mali kwizikolo ezizimeleyo ezingama-82 eNtshona Koloni. Ezi zikolo zizimeleyo zinika amathuba okufunda abafundi abangathathi ntweni ephondweni.

Inkcazelo yezinyanzelo nemilinganiselo ecwangcisiweyo ukuzoyisa

Izikolo ezizimeleyo ezibalwa zineengxelo ezingaxolisiyo kwikuvavanyo olwenizwe ngendlela emisiweyo kumgangatho weBakala lesi- 3 ne 6 nakwiBakala le-12. Zikwakhona nezikhalazo ezisuka kubafundi nabazali. I-WCED ijonga ezi zikolo kuba ifuna ukuqinisekisa ukuba zinikeza imfundo ekwiqondo eliphezulu.

Uthekelelo lwemveliso kwakunye neziphumo zezikolo ezizimeleyo ezifumana uncedo-mali ziyajongwa ngeliso elibukhali. Ngokunjalo uncedo-mali luza kuluhlenga-hlengiswa xa izikolo kufumaniseka ukuba zikhupha iziphumo ezingentlanga minyaka le.

ST301	UNCEDISO-MALI LWEZIKOLO EZIZIMELEYO - lindlela eziphambili zokuhamba kwezinto						
	2004/05 Eyona yona	2005/06 Eyona yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
IINTLAWULO NGOKOMSETYENZANA (R'000)							
3.1 ISigaba saseprayimari	15,673	17,432	19,270	22,327	23,287	24,335	
3.2 ISigaba sasesekondari	14,088	15,013	14,857	17,214	17,954	18,762	
IYONKE	29,761	32,445	34,127	39,541	41,241	43,097	
IINTLAWULO NGOKOLWAHLULO NGOKOQQQOSHON (R'000)							
Intlawulo yomhla nezolo	-	-	-	-	-	-	
Imbuyekezo yabasebenzi	-	-	-	-	-	-	
Iimpahla neenkonz	-	-	-	-	-	-	
Udluliselo noncediso-mali	29,761	32,445	34,127	39,541	41,241	43,097	
Intlawulo zentengo yeempahla ezinkulu	-	-	-	-	-	-	
IYONKE	29,761	32,445	34,127	39,541	41,241	43,097	
UQESHO LWABASEBENZI							
Inani looitshala (abaqeshwe ngurhulumente)	-	-	-	-	-	-	
UBHALISO							
Abafundi kwizikolo ezizimeleyo ezifumana uncediso-mali	16,747	16,837	17,964	17,602	17,816	18,050	
3.1 ISigaba saseprayimari	10,973	11,177	11,843	11,402	11,516	11,650	
3.2 ISigaba sasesekondari	5,774	5,660	6,121	6,200	6,300	6,400	
Abafundi kwizikolo ezizimeleyo ezingatamani ncediso-mali	Lo mlinganiselo wentsebenzo awunakubalwa njengangoku ngamaphondo ngenxa ayifumaneki inithombo yedatha echanekileyo. Kujongwe ukuba le ngcaciso iya kufunyanwa ngu-EMIS ngokusebenzisa i-Annual School Survey kwiixa elizayo.						
Grade1 ukuya ku-7							
Grade 8 ukuya ku-12							
BEBONKE (bonke abafundi bezikolo ezizimeleyo)	16,747	16,837	17,964	17,602	17,816	18,050	
AMAZIKO							
Izikolo ezifumana uncediso-mali	75	81	87	87	87	87	
3.1 ISigaba saseprayimari	55	60	65	65	65	65	
3.2 ISigaba sasesekondari	20	21	22	22	22	22	
Izikolo ezingatamani ncediso-mali	100	104	118	118	118	118	
ZIZONKE	175	185	205	205	205	205	
Izikolo ezifumana uncediso-mali ezityelelweyo ngeenjongo zokuzibeka iliso (b)	-	-	0	44	44	44	
► ISINGQINISISO SOKWENZIWA KOMSEBENZI							
► PM301: Ipesenti yezikolo ezizimeleyo ezifumana uncediso-mali ezityelelweyo ngeenjongo zokuzibeka iliso (b/a)	-	-	0%	50.6%	50.6%	50.6%	

ST302		UNCEDISO-MALI LWEZIKOLO EZIZIMELEYO		
Ubonelelo ngezixhobo zokusebenza neMimiselo yeNkxaso-mali yeZikolo (2006)				
<i>Inqanaba loncediso-mali</i>	<i>Izikolo</i>	<i>Iyonke inkcitho (R'000)</i>	<i>Abafundis</i>	<i>Inkcitho ngomfundi ngamnye - R</i>
60 % (ezona zihluphekileyo)	21	19,052	6,205	3,070
40%	25	8,931	4,078	2,190
25%	18	4,280	3,078	1,391
15%	18	1,864	2,841	656
0% (ezingahluphekanga)	5	0	1,762	0
LULONKE	87	34,127	17,964	1,900

Qaphela Amazinga oncediso-mali ahambelana namazinga eentlawulo zesikolo ngokwesika esimangaku mahlanu. Izikolo ezibiza eyona ntlawulo iphanatsi ziya kukufanela ukufumana olona ncediso-mali luphezulu ngokwezinga lwalo. Izikolo ezibiza intlawulo engaphaya komyinge woqikelelo lwephondo ophinda-phindwe ka- 2.5 ngomfundi ngamnye waseziprayimari okanye wasezisekondari zakwarhulumente zesiqhelo, zithathwa ngokuba zezeendawo ezineentsiba kakhulu, kwaye ke zona ziya kuhlululwa i-0% kuncediso-mali oluvela kwiimali zikarhulumente. Imvelaphi yeenkcukacha: Notice 20 of 2003

B.4 Imfundo yezikolo zikarhulumente ezizodwa

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelele kumsebenzi 4, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<i>ezingqamene nenkqubo</i>	<i>umlinganiselo wokuqhuba kwabo</i>
<i>Ukufikelela</i>	▲ Ukunikezela ngoncedo olufikelelekayo kwizikolo ezikhethekileyo ngokomgaqo-nkqubo nemithetho –siseko yemfundo ebandakanyayo	▶ PM401: Ipesenti yabantwana abaneemfundo zemfundo ezizodwa abakwiminyaka yobudala ekunyanzelekileyo ukuba sesikolweni kuyo abangabhaliswanga kumaziko emfundo

linkqubo ezibalulweyo, izinto eziphambili neenjongo zesicwangciso-nkqubo

Iinjongo zesicwangciso-nkqubo:

- Ukuqinisekisa ukuba bonke abantwana abahlala kweli phondo bafumana imfundo esemgangathweni.
 - Ukubonelela abafundi ngeendawo ezikolweni zikarhulumente ezizodwa ngokomgaqo-nkqubo nezimithetho-siseko yezemfundo ebandakanyayo
 - Ukuphucula ukufikeleleka kwezikolo zikarhulumente ezizodwa ngabafundi abavela kwiindawo ezazifudula zijongelwe phantsi.
 - Ukubonelela abafundi ngenkxaso ngezasengqondweni, ezasentlalweni, nezobuchule ngamayeza nonyango nokufunda ngokwemfuneko ekumgangatho ophezulu yenkxaso kananjalo nabafundi abakwizikolo eziyintloko.
 - Ukunyusela phezulu imfundo enempumelelo nebandakanyayo kubafundi abanamava okuthinteleka kwimfundo.
 - Ukuqinisekisa ukuba liphezulu kangangoko inani labafundi bezikolo zikarhulumente ezizodwa abayigqibayo imfundo yabo.
 - Ukufumana ezona ziphumo zakha zaphezulu kubafundi bezikolo zikarhulumente ezizodwa.

Ukuqinisekisa ulawulo nempatho enempumelelo kuzo zonke iindawo zokufundela nakwizigqeba ezinika inkxaso.

- Ukusondeza inkxaso ngolawulo nempatho nangophuhliso ezikolweni ngomsebenzi wamagosa esithili nezinye iinkonzo zobungcali.
- Ukuphumeza inkqubo ephetheleyo nenolingano yokwabiwa kweemali, kwezibonelelo zezixhobo zabantu bokusebenza kwisixokelelwano.
- Ukuphucula iinkqubo zolawulo nohlolo lwekharikyulam
- Ukuphucula ulawulo lwemali nokunyuswa komgangatho kuwo onke amanqanaba ngokwezikhokelo zomgaqo-nkqubo wephondo nangokwesikhokelo sesakhelo sowiso-mthetho.
- Ukubonelela ngenkxaso yobungcali kuzo zonke izikolo ezizodwa zikarhulumente

Ukuxhobisa nokuxhasa ootitshala kumalinge abo okubonelela ngemfundo enempumelelo.

- Ukubonelela ngootitshala kwizikolo zikarhulumente ezizodwa ngokungqinelana nomgaqo-nkqubo.
- Ukuphuhlisa umgangatho wobungcali wokuqala ukufundisa, ngokwenkxaso eqhubekayo yobungcali.
- Ukuphuhlisa izinto zokusasaza nolwazi lobugcisa jikelele obunokubakho (imfundo neICT) ukukhulisa ukufundisa nemfundo nenkxaso kwikharikyulam.
- Ukusungula iinkqubo zophuhliso ezijoliswe kootitshala ngokusebenzisa iZiko lokuFundisa laseKapa (CTI-Cape Teaching Institute)
- Ukubonelela ngenkxaso yemfundo ekhethekileyo kootitshala.
- Ukubonelela ngophuhliso lobutyebi babasebenzi ngokwezikhokelo zoMthetho woPhuhliso lweZakhono.
- Ukuphumeza ubuncinane umgangatho ofikelelekayo weenkono ezizodwa zemfundo kubafundi abazibonakalisayo, okanye abasengozini yokuba kwiimeko ezinzima ezichukumisayo

- **Imigaqo-nkqubo nezinto eziphambili:**

Intlawulo kwizikolo zikarhulumente ezizodwa zilawulwa linani labafundi kananjalo nobunzima obusekelwe zizithintelo ezininzi zokufunda, njengoko kumiselwe kuMthetho weNgqesho yooTitshala, ka-1998. Intlawulo le iquka uncedo-mali lomvuzo wabaqhubi beebhasi nabancedisi basezikhokelo, kwizithuthi, ukuhlala ehotele, izixhobo zokufundisa (LTSM), iinkonzo ezizodwa nezobungcali nexabiso lolawulo. Amaqela oLawulo asekelwe eSikolweni e-EMDC neSGB bathi baqwalasele ngeliso elibanzi ukusetyenziswa kwemali neengxelo zemali ezinikwa rhoqo ngekota zidluliselwa kwi-EMDC. Amaxwebhu aphicothiweyo athi angeniswe e-EMDC phambi komhla wama-30 kuJuni wonyaka olandelayo.

Umiselo lwabasebenzi bezikolo ezizodwa lilawulwa linani labafundi nobunzima obusekelwe zizithintelo ezininzi zokufunda ngaphakathi kwizithuba ezabiweyo njengoko zilawulwa sisiThethe seziThuba soLungiselelo lwezikolo ezizodwa.

Ukuhlengahlengiswa kwezikolo ezizodwa kwiphondo ukuze abafundi abanava ezithintelo zokufunda bafikelele kumaziko karhulumente ngumba ophambili lowo. Ukuqinisa izikolo ezizodwa/ amaziko obutyebi kunzima ukuze kubonelelwe ngenkxaso ekhethekileyo kwintsingiselo eyintloko nakwinkonzo epheleleyo yezikolo kunye nenkxaso yamaqela asekelwe kwisithili. Lo mba uphambili ukwadityaniswe neprojekthi yovavanyo lwemfundo ebandakanyayo yesizwe kwimimandla emithathu yephondo kwaye iquka ukunyusa umlinganiselo wokubonelela iinkonzo ezikhethekileyo kubafundi abaneemfundo eziphezulu zenkxaso, nokunyusa izixhobo zokufundisa ezikolweni ukuze kuphuculwe ukufikeleleka kwezi ndawo.

Inkcazelo yenkqubela

Ngoku sinabafundi abanga-14 199 kwizikolo ezizodwa ezingama-67, apho ezisixhenxe zinikeza ikharikyulam yeFET. Ubhaliso lwabafundi kwiMfundo ePhakamileyo yaseKapa yeMathematika, Inzululwazi neTeknoloji lunyuke laya kuma kuma-274 abafundi nekhariyulam yandile ukuya kwiBakala le-12. Iilebhu ezimbini ziye zasungulwa neendawo ezithile zokugqibela zehostele ziye zalungiswa. Ngoku kukho abafundi abangama-274 (ukusuka kwiBakala le-10 ukuya kwele-12) kwesi sikolo seMfundo ePhakamileyo.

Ngenxa yemfuneko engathethekiyo yokubhaliswa kwabafundi kwiZikolo zeZakhono, kuye kwamiselwa izikolo ezibini, ezibizwa ngokuba yiMitchels Plain School ne Siviwe School of Skills eseGugulethu.

ISebe leMicimbi yezeNkcubeko nezemiDlalo neWCED, ngokudibeneyo basungule iziko leSikolo seBhola laseNtshona koloni eliseKuils River.

Ukuqeqesha abasebenzi ukusuka kumaziko olutsha neenkonzo zenkxaso kwi-EMDC kwizakhono zokukhawulelana nemiceli-mngeni yokuziphatha, nokuqeqesha abasebenzi njengabakhokeli beenkqubo zophuhliso zolutsha kuyaqhubeka. Iinkokheli zeenkqubo zophuhliso zolutsha zokuYila iNkqubo yeKamva elizayo neNkqubo yoLwazi lweziYobisi ziqeqeshelwe kwiEMDC. Abasebenzi abaxhaswa yi-EMDC nabo basuka kumaziko olutsha baqeqeshelwe izifundo ngezakhono zobuchule ngamayeza nokunyanga, oko kuthetha ukuthi, uhlaziyo lodliwano-ndlebe, uhlaziyo longenelelo lwamaqela, intetho ntuthuselo ngezinyobisi nokukhawulelana nabophuli-mthetho ngezesondo. Abasebenzi abangama-631 baye bathabatha inxaxheba koluqeqesho lwezi nkqubo.

Ubuncinane imigangatho yeenkonzo ezikhethekileyo zemfundo yabafundi abasengozini iye yavunywa kwaye yakhutshwa kwiEMDC ukuba iphuyezwe. Injongo zale migangatho zemfundo kukuqinisekisa ukuba iinkonzo ziyasebenza kakuhle kwaye zinempumelelo, nokuba nemithetho-siseko yoMgaqo-Siseko woMzantsi Afrika, nezinye izixhobo zowiso-mthetho nezamazwe angaphandle (Inqungquthela yeZizwe Ezimanyeneyo kumaLungelo Abantwana) ziphakanyisiwe kwanjalo ukuchonga ukuziswa kwemiceli-mngeni nokwakha umlinganiselo wobukhulu nobutyebi obufunekayo ukuphuhlisa izikolo.

Inkcazelo yezinyanzelo nemilinganiselo ecwangcisiweyo ukuzoyisa

Izibonelelo ezikhoyo ngoku kwicandelo lezikolo ezizodwa azanelanga ukuhlalisa inani labafundi abahlangabezana nezithintelo ezidluliswa zizikolo ezizodwa. Oku kuphelela ekubeni kube noluhlu olude lwabalindileyo kwizikolo ezikhoyo ezizodwa. Ukumiselwa ngengqiqo kwezikolo ezizodwa kunenjongo zokuphucula ukuhanjiswa nokufikeleleka kwiinkonzo ukuze kuhlaliswe abafundi. Nangona, ngamafutshane, ukufumaneka kwenkxaso eyaneleyo nezithuba zootitshala beCS ezongezelelweyo zisanda kumyinge wezikolo ezizodwa kodwa kukwangumceli-mngeni, iindlela zokwenza intetho ngalo mba ziza kuxoxwa ethubeni.

Abafundi ababonisa iimpawu ezichukumisayo ngokwasemphefumleni, ngokuziphatha nolwaluleko ngengqondo ekufundeni abazi kuhlaliswa kwizikolo ezizodwa okanye kumaziko olutsha. La maziko emfundo awanamlinganiselo wokubonelela ngenkxaso ekumgangatho eliphezulu nonyango olufunekayo. Ezi nkonzo zihanjiswayo zixelwayo liSebe lezeMpilo noPhuhliso lwezeNtlalo ngokufanayo nazo azanelanga ukubonelela ngezi nkonzo zizodwa. Ngenxa yoko aba bafundi bangenathamsanga abakwazi kufikelela kakuhle kwikharikyulam okanye bafumane inkathalo efanelekileyo neenkqubo zolwaluleko zengqondo. Abanye abafundi bathi bangquzulane nomthetho ngenxa yokuba bengafumani zinkonzo kwaye baphula umthetho ethubeni bakugqiba badluliselwe kuMthetho woKhathalelo lwaBantwana ka-1983 noMthetho weNkqubo zoLwaphulo-mthetho ka-1977 kumaziko olutsha nakumaziko awodwa olutsha. Iingxoxo namanye amasebe ukuveza lo mba wokuhanjiswa kweenkonzo uyamiliselwa.

ST401	IMFUNDO YEZIKOLO ZIKARHULUMENTE EZIZODWA - lindlela eziphambili zokuhamba kwezinto						
	2004/05 Eyona yona	2005/06 Eyona yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
IINTLAWULO NGOKOMSETYENZANA (R'000)							
4.1 Izikolo	345,224	366,447	386,038	410,444	434,602	459,353	
4.2 linkonzo zobungcali	0	0	1	1	1	1	
4.3 Uphuhliso lwabasebenzi	0	0	1	1	1	1	
IYONKE	345,224	366,447	386,040	410,446	434,604	459,355	
IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000)							
Inlawulo yomhla nezolo	275,434	294,556	309,150	330,980	351,721	372,743	
Imbuyekezo yabasebenzi	273,315	291,577	305,235	325,964	346,337	367,117	
Ootitshala	216,114	225,010	235,550	251,547	267,268	283,304	
Abangezotitshala	57,201	66,567	69,685	74,417	79,069	83,813	
Iimpahla neenkono	2,119	2,979	3,915	5,016	5,384	5,626	
Udluliseo noncediso-mali	69,790	71,735	76,890	79,466	82,883	86,612	
Iintlawulo zentengo yeempahla ezinkulu	0	156	0	0	0	0	
IYONKE	345,224	366,447	386,040	410,446	434,604	459,355	
UQESHO LWABASEBENZI							
Inani lootitshala (abaqeshwe ngurhulumente)	1,480	1,480	1,528	1,528	1,528	1,528	
Inani labangezotitshala (abaqeshwe ngurhulumente)	904	905	904	904	904	904	
UBHALISO							
Ukuya kutsho ku-Grade 7 kumdbanisa naye	10,791	9,444	9,536	9,665	9,615	9,585	
UGrade 8 nangaphezulu	4,031	4,411	4,812	5,430	5,825	6,130	
AMAZIKO NEZIBONELELO							
Izikolo	76	70	67	67	67	67	
► IZINGQINISO ZOKWENZIWA KOMSEBENZI							
► PM401 : Ipesenti yabantwana abaneemfuno ezizodwa kwiminyaka 6 ukuya kweli-15 abangabhaliswanga kumaziko emfundo	2%	3.7%*	2%	2%	2%	2%	

* Iinkcukacha-manani neepesenti ezinikiweyo zasuselwa kwi-General Household Survey ka-2005

B.5 Imfundo Yecandelo Le-FET

Ezi zilandelayo iinjongo eziphambili (▲) eziphathelele kwinqubo ye-5, kunye neenjongo zazo zokusebenza (►):

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	▲ Ukwandisa icandelo leekhohleji ze-FET ngokweemfuno zentlalo noqoqosho lwelizwe eli.	► PM501: Ipesenti labafundi beekhohleji ze-FET xa kuthelekiswa nolutsha lweli phondo
<i>Ubulungisa</i>	▲ Ukukhuthaza ukuthathwa kwenxaxheba ngamaqela awayekade esingelwe phantsi kumaziko karhulumente e-FET.	► PM502: Ipesenti yabafundi ababhinqileyo abakwezobugcisa
<i>Output</i>	▲ Ukuphucula amazinga empumelelo kwicandelo leekhohleji ze-FET	► PM503: Amazinga okugqiba kwiikhohleji ze-FET
<i>Umgangatho</i>	▲ Ukubonelela ngomgangatho ofanelekileyo wamathuba okufunda kwi-FET	► PM504: PM504: Ipesenti yabafundi abaqeqeshelwa emisebenzini ngeekhohleji ze-FET

Imigaqo-nkqubo ecacisiweyo, imisebenzi ephambili kunye neenjongo eziphambili

- **linjongo zeSicwangciso:**

Ukuqinisekisa indlela yokufikelela kwimfundo yasekhohlejini ye-FET ekumgangatho ophezulu kubo bonke abafundi beli phondo

- Ukubonelela abafundi ngendawo yokuhlala kumaziko oqeqesho e-FET ngokuthobela umgaqo-nkqubo
- Ukuphucula ulwazi nendlela yokufikelela kwimfundo ekumaziko oqeqesho e-FET kumaqela ayefudula ehlelekile
- Ukongeza inani labafundi ababhaliswe kwiinkqubo ezifanelekileyo ze-FET kumaziko emfundo ngokukodwa kwabafundi ababefudula behlelekile
- Ukuphucula uphuhliso lweenkqubo ezijongana neemfuno zentlalo nezooqoqosho zeli phondo
- Ukubonelela ngemali-mboleko kubafundi abavela kumakhaya ahlupekileyo nabanqwenala ukufunda kumaziko oqeqesho e-FET
- Ukudala iiyunithi zenkxaso yabafundi kwikhohleji nganye ukuncedisa ukuqeqeshwa, inkxaso nokwabiwa kwabafundi

Ukuqinisekisa ulawulo olululo nendlela yokuphatha iindawo zokufunda namaziko enkxaso

- Ukuphumeza indlela elinganayo nenobulungisa yokwabiwa kwenkxaso yezezimali, imithombo ebonakalayo kule nkqubo iphela
- Ukuphucula ulwazi nezakhono ze-CEO ze-FET kusetyenziswa uqeqesho nenkxaso ekujoliswe kuyo
- Ukuphucula ulwazi nezakhono zamabhunga alawula amaziko oqeqesho e-FET kusetyenziswa iinkqubo zoqeqesho nenkxaso ekujoliswe kuzo
- Ukuphucula ulawulo lwekharithulam nenkqubo yokuhlola
- Ukuphucula ulawulo lwezemali nenkxaso yemfundo esemgangathweni kuwo onke amanqanaba ngokungqinelana nomgaqo-nkqubo nesicwangciso esisemthethweni
- Ukubonelela ngenkxaso esemgangathweni kuzo zonke iikhohleji zikarhulumente ze-FET

Ukuxhobisa nokuxhasa abafundisi-ntsapho kwiinzame zabo zokunikezela ngemfundo efanelekileyo

- Ukunikezela abafundisi-ntsapho abakwiikhohleji ze-FET ngenkxaso ethobela umgaqo-nkqubo
- Ukuphuhlisa umgangatho weqela elifundisayo, kusetyenziswa inkxaso yobugcisa eqhubekayo
- Ukuphuhlisa ubuchule bamajelo osasazo nawobuchwepheshe (imfundo ngekhomoyutha ne-ICT) ngenjongo yokuxhasa inkqubo yokufundisa nokufunda kunye nokubonelela ngenkxaso kwikharithulam
- Ukuxhobisa abafundisi-ntsapho ukuqinisekisa uphuhliso olufanelekileyo lwekharithulam, ukunikezelwa nenkxaso

- **Imigaqo-nkqubo nezinto eziphambili ngokubaluleka:**

Inkqubo eqhubekayo yokutshintshwa kwazo zo-6 iikhohleji ze-FET kugxininiswa kuphuhliso lwezakhono ezihambelana nee-MEDS neemfuno zesizwe, njengoko kucacisiwe kwiSicwangciso soPhuhliso loNcedo lwezaBasebenzi kwiSizwe. Isibonelelo ezinemiqathango, esamiselwa ngo-2006/07, ngenjongo yokutshintshwa kweekhohleji ze-FET siso esixhasa ngemali esi sicwangciso.

Uthatho-nxaxheba namaqondo empumelelo yabafundi, ngokukodwa abafundi abamnyama, uthatho-nxaxheba kwimfundo ye-FET kwiikholeji ngokunjalo nenani labafundi be-FET abanelungelo lokungena kumaziko emfundo ephakamileyo kufuneka landiswe ngolu hlobo lulandelayo -

- Ukongezwa kwenani labafundi abali-16 - 22 eminyaka ababhaliswa kwiikholeji
- Ukongeza inani labafundi ababhaliswa kwimfundo yeziqinisekiso ezipheleleyo
- Ukongeza inani labafundi abanelungelo lokufikelela kwimfundo ephakamileyo
- Uknikezela nokuphonononga iinkqubo ezintsha ezijongana neemfuno zezoqoqosho
- Ukuqeqesha abafundisi-ntshapho kumaziko emfundo ephakamileyo kwiizifundo ezintsha ze-FET
- Ukugcina inkxaso yabafundi kwiikholeji nganye kwezi zintandathu nokujonga inkqubela yabafundi abaphumayo
- Ukinkezela ngemali yokufunda/imali-mboleko kubafundi abayidingayo
- Ukulondoloza iilabhoratri zeekhompyutha
- Ukuqinisekisa ukuba bonke abafundi baqeqeshwa kwi-ICT

Uhlalutyo lokuhamba komsebenzi

Ikharityhulam ekhoyo ye-FET isekelwe kwiNgxelo 191 (Formal Technical College Instructional Programmes in the RSA) neNgxelo 190 (Norms and standards for instructional programmes and the examination and certification thereof in technical colleges education). Ezi kharityhulam neenkqubo ezinikezelwayo ziza kutshintshwa kwisithuba sonyaka ka-2008 ngesicwangciso esiza kunikezela ngemfundo noqeqesho kwimfundo lwabafundi abaneminyaka eli-16 - 20 ubudala. Isikhokelo se-FET sibonelela ngeendlela ezintathu zeziqinisekiso ze-FETC okanye NQF iNqanaba le-4, umzekelo:

- Imfundo jikelele
- Ubuchule jikelele
- Eyemisebenzi – urhwebo, umsebenzi, nobugcisa

Oku kuthetha ukuba inkqubo zeNgxelo 191 ziza kupheliswa ngokwamanqanaba ngokuhamba kwexesha zingeniswe iziqinisekiso zemfundo ezifanelekileyo.

Ikholeji ze-FET sele ziyiqalile inkqubo yokuphuhlisa izifundo ezintsha neziqinisekiso ezisekelwe kwiMigangatho yeeYunithi. Le nkqubo yokuphuhlisa ngokwamanqanaba yaxhaswa sisibonelelo-nkxaso se-iKapa elihlumayo ukuze kuphuhlise inkqubo zenqanaba le-2 ukuya kwele-4.

Ngokufanayo nakwizikolo ze-FET, eli phondo liza kuqhuba inkqubo yokulungisa ikharityhulam ukuqinisekisa ukuba kuzo zonke izithili kunikezelwa inkqubo ezintsha. Oku kuza kufuna ukuba kuqinisekise ngocoselelo nokulungisa ngokumandla ngenkqubo yokutshintshwa kwekholejo ngokukodwa ngokunikezelwa ngeendibano zocweyo nezixhobo ezijoliswe kwiinkqubo ezithile zokufundisa.

Iinkqubo ekujoliswe kuzo zinika abafundisi-ntsapho ithuba lokuphucula ubuchule babo bokufundisa imathematika nezakhono zabo, ukudibanisa nokuqhuba inkqubo, ukuphucula iziqinisekiso zabo zemfundo nezobugcisa, nokuhlola inkqubo yokufunda ukumelana nemigangatho ye-Umalusi neye-SETA kunye nokujongana nemiqobo yokufunda.

Ikholeji zikwaphuhlisa izicwangciso zokwandisa indlela yokufikelela kwiikholeji ze-FET ezifana nezi:

- Iintlobo ezohlukeneyo zokufundisa (ukufunda ngekhompyutha, ukufunda ukude, inkqubo zokufunda usebenza, iinkqubo zezakhono, njal., njl.)
- Izixhobo noqeqesho ezijongana neemfuno zabafundi abanezakhono ezohlukeneyo
- Iziza ezintsha ezilungiselelwe uluntu oluhluphekileyo nolwasemaphandleni
- Iinkqubo zeemali yokufunda nemali-mboleko

Abafundi abaneminyaka eli-16 – 20 kwiNtshona Kolini lumalunga nama-400 000, kodwa ngabafundi abangama-210 000 kuphela okanye umyingeb we-55% ababhaliswe ezikolweni, iikholeji okanye kumaziko emfundo yabantu abadala kwinqanaba le-FET (iBanga 10, 11 nele-12 okanye kwiNqanaba le-2 ukuya kwele-4 kwinkqubo ye-NQF). Malunga nomyinge wama-50% abafundi nabangakanani na ngobudala basiyeka isikolo ngaphambi kokuba bafikelele kwiBanga 12 yaye, ngabafundi abangama-20 000 kuphela abakwiikholeji ze-FET, kuyacaca ukuba ubuninzi babafundi abayiboni ikholeji njengenye indlela yokufunda. Ngeli xesha iimeko zezentlalo nezoqoqosho zidlala indima ebalukeileyo kwimeko yokuba abafundi basiyeke isikolo, imeko yezifundo ezifanelekileyo nempumelelo kwiqinisekiso ze-FET ezikhokelela kwingqesho ziimpawu zenkqubo yokufunda ezijongana nayo.

Iinjongo zokufikelela kwi-FET intantlu-mbini: okokuqala ukusebenza ukuphumeza imfundo elinganayo phakathi kwabafundi bezikolo ze-FET ; okwesibini nokwanda kwenani labafundi abaphakathi kweminyaka eli-16 – 20 kumaziko e-FET. Kwixesha elingelide oku kuza kuthetha ukunciphisa abafundi beBanga 10 - 12 ukuya kuma kwi-160 000 nokongeza abafundi abakwiikholeji ze-FET okanye abo babhaliswe kwinkqubo yokufunda usebenza ukusuela kuma-20 000 ukuya kuma-60 000 ngonyaka ka-2014.

Uhlahutyo lwemiqobo namanyathelo acetywayo okuyisusa

Iqondo lokukhula kweziqinisekiso zabafundi abafundi isigxina kwiikholeji ze-(FTE's) kwi-FET lifakwa ezingxakini yimithombo yokufunda umz: abasebenzi, izixhobo, izimali, njl, njl. Izikhokelo zezokuba kuza kufiikelela kokujoliswe kuko ngokongezwa kwamanani abafundi ngonyaka ka-2006. Ikholeji ze-FET zinikezela ngezifundo, ezisusela kwiiyure ezimbalwa ukuya kwiminyaka ngokwexesha lokufunda. Ukubhaliswa kwabafundi, ngoko ke, kuyaqhubeka. Ikholeji ze-FTE eziphicothiweyo kunyaka olandelayo ziza kubakho kuphela ngo-Epreli kunyaka olandelayo njengoko ezi zifundo zifuna ukubala okumbaxa nophicotho ngabaphicothi bangaphandle ndawonye neengxelo zezemali kulo kholeji kubhekiselelwe kuyo.

Ikholeji zimisele inkxaso yabafundi kulungiselelwa ukubonelela ngenkxaso kwiintlobo ezahlukeneyo zeemfuno zabafundi abavela kwiindawo ezohlukeneyo namava ohlukeneyo. Ukulanda umzila wabafundi ngaphakathi kuza kwenziwa ngenjongo yokuxhasa abafundi kwikharithulam nakwindlela yokubabonelela ngengqesho.

Isidima nexabiso leziqinisekiso eziphunyelelwe kwiikholeji ze-FET siza kuxhomekeka kumgangatho weenkqubo ezibonelelwa kwezi kholeji. Ezi kholeji ziza kuphuhlisa yaye zisebenzise iinkqubo zokulawula umgangatho wemfundo kulungiselelwa ukulinganisa nokuphucula umgangatho weenkqubo zemfundo neenkqubo ezingezizo zemfundo.

ST501	IMFUNDO YECANDELO LE-FET - Iindlela eziphambili zokuhamba kwezinto	2004/05 Eyona yona	2005/06 Eyona yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo
IINTLAWULO NGOKOLWAHLULO NGOKOQQQOSHO (R'000)							
	5.1 Amaziko karhulumente	152,383	168,186	194,525	229,635	242,721	336,841
	5.2 linkonzo zobungcali	0	0	1	1	1	1
	5.3 Uphuhliso lwabasebenzi	0	0	1	1	1	1
	5.4 Uncediso olunemiqathango	0	0	70,000	80,000	77,305	0
	YONKE	152,383	168,186	264,527	309,637	320,028	336,843
IINTLAWULO NGOKOLWAHLULO NGOKOQQQOSHO (R'000)							
	Intlawulo yomhla nezolo	121,977	133,538	154,774	164,895	175,201	185,713
	Imbuyekezo yabasebenzi	121,969	133,538	154,722	164,895	175,201	185,713
	Ootitshala	101,035	110,618	128,156	136,582	145,119	153,826
	Abangezotitshala	20,934	22,920	26,566	28,313	30,082	31,887
	Iimpahla neenkonzo	8	0	52	0	0	0
	Udluliselo noncediso-mali	30,406	34,648	109,753	144,742	144,827	151,130
	Iintlawulo zentengo yeempahla ezinkulu	0	0	0	0	0	0
	YONKE	152,383	168,186	264,527	309,637	320,028	336,843
UQESHO LWABASEBENZI							
	Ootitshala	940	1,040	997	1,120	1,120	1,120
	Kwizithuba	733	776	767	890	890	890
	Abaqeshwe zikholeji	207	264	230	230	230	230
	Abangezotitshala	777	858	813	813	813	813
	Kwizithuba	262	253	243	243	243	243
	Abaqeshwe zikholeji	515	605	570	570	570	570

ST501	IMFUNDO YECANDELO LE-FET - lindlela eziphambili zokuhamba kwezinto (zisaqhutywa)						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
UBHALISO							
Abafundi abalingana nabafunda isixina	19,350	21,000	21,323	25,000	27,000	29,000	
Abafundi (ubalo) (a)	49,185	44,296	53,695	60,000	68,000	75,000	
ekukho kubo ababhinjileyo	17,707	16,390	19,151	22,000	27,000	32,000	
ekukho kubo abafundi ababhinjileyo abakwezobugcisa (b)	6,643	6,684	7,605	8,653	9,845	11,202	
Abafundi abayigqiba ngempumelelo imisebenzi enyakeni (c)	33,446	31,007	43,200	49,000	56,000	62,000	
AMANANI-NKAZO ABAQESESHELWA EMISEBENZINI							
Izivumelwano ngoqeqesho lwabafundi emisebenzini apha kweli phondo (d)	648	1,967	1,582	1,582	1,582	1,582	
Inani lezivumelwano ezichaphazela iikholeji ze-FET njengabaniki-nkonzo (e)	Ezi nkukacha-manani azinako ukubalwa ngenxa yokuba ayifumaneki imithombo yedatha ukwenzela izivumelwano zoqeqeshelo-msebenzi ezichaphazela iikholeji zeFET njengoko zinikiwe.						
► IZINGQINISO ZOKWENZIWA KOMSEBENZI							
► PM501: Ipesenti yabafundi becandelo le-FET xa kuthelekiswa nolutsha lweli phondo	20.4%	17.9%	21.4%	23.4%	25.9%	28.0%	
► PM502: Ipesenti yabafundi ababhinjileyo abakwinkalo yezobugcisa (b/a)	38%	41%	40%	39%	36%	35%	
► PM503: amazinga okugqiba kwiikholeji ze-FET (c/a)	68.0%	70.0%	80.5%	81.7%	82.4%	82.7%	
► PM504: Ipesenti yabafundi abafakwa kuqeqesho lwase misebenzini ngeekholeji ze- FET (e/d)	Ezi nkukacha-manani azinako ukubalwa ngenxa yokuba ayifumaneki imithombo yedatha ukwenzela izivumelwano zoqeqeshelo-msebenzi ezichaphazela iikholeji zeFET njengoko zinikiwe.						
► PPM501: Inani lemali-mboleko yokufunda enikezelweni kubafundi kwiikholeji zeFET.	1 644	3 251	2 885	3 545	4 201	4 859	

B.6 Imfundo Yabantu Abadala

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelele kumsebenzi 6, kunye nezingqinisiso zokwenziwa komsebenzi zazo ► :

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	▲ Ukuqinisekisa ukuba abantu abadala abangenayo imfundo yasekuqaleni bayafikelela kumaziko e-ABET.	► PM601: Ipesenti labafundi be-ABET xa kuthelekiswa nabantu abadala beli phondo

Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukuphucula ufikeleleko lwe-ABET nophuhliso lwezakhono zabantu abadala ngokomgaqo-nkqubo.

- Ukwandisa amanani abafundi, ngakumbi ababinqileyo, abafundi basemaphandleni, ababhalise kwizifundo ze-ABET neze-AFET kwii-CLC ngama-2 500 ubuncinane ngonyaka ngamnye.
- Ukuqulunqa imfundo ye-ABET ne-AFET esekelwe kwiinjongo ezithile.
- Ukuseka ubuhlakani namanye amasebe karhulumente, izigqeba zemfundo noqoqosho (ii-SETA) nemibutho engeyoyakwarhulumente (NGOs) ekuqhutyweni kwezifundo ze-ABET ne-AFET.
- Ukunyusa amanani abafundi abangabantu abadala abazigqiba ngempumelelo izifundo izifundo zabo kumanqanaba e-ABET nawe-FET.
- Ukumisela izindululo ezamkelweyo zoFundo-nzulu ngokuFaneleka kweMfundo ye-ABET.

Ukuqinisekisa ulawulo olunempumelelo kuzo zonke iindawo ekufundelwa kuzo nakwizigqeba ezinika inkxaso.

- Ukusondeza inkxaso ngolawulo nophuhliso kwii-CLC ngomsebenzi wee-EMDCs nangezinye iinkonzo zobungcali.
- Ukufezekisa inkqubo epheleleyo nenolingano yokwabiwa kweemali, kwezibonelelo zezakhiwo nabantu bokusebenza kuyo yonke imfundo le.
- Ukuphucula ulwazi nezakhono zeemanejala zee-CLC ngokusebenzisa inkxaso neqeqesho olujolisekileyo.
- Ukuphucula ulwazi nezakhono zezigqeba ezilawulayo ngokusebenzisa inkxaso neqeqesho olujolisekileyo.
- Ukuphucula ulawulo lwekharithyulam neenkqubo zokuvandlakanya.
- Ukuphucula ulawulo lweemali nophuculo lomgangatho kuwo onke amanqanaba ngokwezikhokelo zomgaqo-nkqubo wephondo nangokwesikhokelo somthetho.
- Ukubonelela onke amaziko e-ABET ngenkxaso yobungcali.

Ukuxhobisa nokuxhasa ootitshala kumalinge abo okubonelela ngemfundo enempumelelo.

- Ukuphuhlisa umgangatho wocikiziko lebuthe lootitshala ngokusoloko benikwa inkxaso yobungcali.
- Ukuphuhlisa uncedo olunokunikwa ngamajelo eendaba nayitheknoloji (imfundo yekhompuyutha ne-ICT) ngenjongo yokuphucula umsebenzi wokufundisa nokufunda nokuxhasa ikharithyulam.
- Ukuxhobisa ootitshala ngenjongo yokuqinisekisa uphuhliso lwekharithyulam, imfezeko nenkxaso
- Ukongeza inani leengcali ezingenazakhono zifanelekileyo nezo zingenazakhono kwaphela ezithatha inxaxheba kwiinkqubo zokufunda usebenza.

- **Izinto eziphambili ngokubaluleka kumgaqo-nkqubo:**

Kuza kubonelelwa abafundi abangama-2 500 abatsha ngonyaka ukuba babhalise kwimfundo ye-ABET. Loo nto iza kwenziwa ngokubonelela ngezi zinto zilandelayo:

- Iikharithyulam zamanqanaba 1, 2 nele-3 e-ABET – ezibandakanya imisebenzi emibini, ukubala nokufunda, eziqhutywa kuwo onke amaziko okufunda asekuhlaleni
- Kugxininiswe kwizifundo ezikhethiweyo ze-ABET iNqanaba le-4, umzekelo: isiFundo sezeMpilo esoNgeziweyo, iZibalo, ubuNzululwazi neTeknoloji
- Amaziko eNqanaba 4 asekelwe ukuba abonelele ngeenkalo ngeenkalo ezahlukeneyo zokufunda ezikhokelela ekufunyanweni kwe-GETC ngumfundi kuloo ndawo ahlala kuyo
- Ukubonelela ngezakhiwo neemali zokuxhasa ikharithyulam ye-ABET
- Zonke ii-CLC zifumana ikhompuyutha neprinta
- Bonke ootitshala abakhoyo bayalufumana uqeqesho ekujoliswe kulo nokuba bonke ootitshala abatsha bafumana uqeqesho loqhelaniso, uqeqesho nophuhliso
- Bonke oomanejala bee-CLC bafumana uqeqesho olufanelekileyo (izakhono zobungcali nezicwangciso zokuziphuhlisa) noluqhutywa okoko
- Ukongezwa kwenani lobuhlakani namasebe karhulumente wesizwe nakumacandelo abucala.

- Uhlanganiso ne-ICT kwinkqubo yokunikezela ngekharityhulam kumaziko emfundo ye-ABET iNqanaba 1 – 4
- Ukuhlolwa okuphuculweyo kwendlela yokubhaliswa kwabafundi/ ukugcinwa kwabo kwinqanaba lesithili

Ukubonelela ngamathuba okuqeqeshela aabafundi emisebenzini nawokungena kwimisebenzi yezakhono engqamene namathuba emisebenzi kufuneka kwandiswe ngoku kulandelayo -

- Ukulandela umkhondo wokugqiba kwabafundi nokufumana kwabo imisebenzi
- Ukunyusa amanani abafundi abaqeqeshelwa emisebenzini kwiinkalo ezixelwe yi- MEDS
- Ukuphucula amazinga okugqiba kwabafundi ukufunda ngokunikezela iinkqubo ezisekelwe kwizakhono nezilawulwa ziimfuno
- Ukusebenzisa izixhobo zokufumana imisebenzi (Kusetyenziswa izixhobo ukuqinisekisa ukuba abafundi babhaliswa kwiindawo ezichanekileyo kwizifundo ze-ABET).

I-WCED ikwaza kwenza oku –

- Kwenza uphando ngokusekwa kweziko elisigxina le-ABET elinjongo yalo isekelwe kwiziphumo zophando olunzulu.
- iza kuqinisekisa uphuculo lolawulo lwamaziko e-ABET ngokusebenzisa amanyathelo afanelekileyo okuxhobisa ngolwazi nezakhono.

Uhlalutyo lokuhamba komsebenzi

Ngo-2002 bebengama-10 000 abafundi ababhalise kwizifundo ze-ABET, abangama-16 000 babebhalise kwizifundo zakwaGrade 10 no-12. Amazinga okuhlala nawokugqiba kwimfundo yasekuqaleni kunye neye-FET kumaziko emfundo yabantu abadala asekuhlaleni (CLC) asezantsi kakhulu, kwaye iphondo eli liceba ukuyijika le meko ngokuqhuba izifundo ezifanelekileyo nangokuphucula iindlela zokunikwa kwenkonzo.

Le nto iza kwenziwa ngokubonelela ngekharityhulam yamanqanaba 1 – 4 e-ABET esekelwe kwizakhono (engasekelwanga esikolweni), enika amathuba okuvavanywa rhoqo. Oku ke kuthetha:

- Ikharithyulam yamanqanaba e-ABET 1 no-2 – ebandakanya ukubala nokufunda nezakhono
- Ikharithyulam yamanqanaba e-ABET 3 no- 4– ebandakanya izinto zokuqala, nengenisa kwizifundo eziphambili ngokwelo cala umfundi okanye iziko liza kutyekela ngakulo kwinqanaba 4 le- ABET

Kulungiselelwe ukuthatha ama-2 500 abafundi abatsha ngonyaka kwizifundo ze-ABET. “Abafundi abatsha” ke ngabo bafundi bangena okokuqala kwimfundo le, nabo babuyela emva kokuthi xha isithuba sonyaka omnye. Kuza kugcinwa amanani- nkcazo awodwa okwenza lula umsebenzi wohlalutyo lwamazinga.

Uqeqesho lwasemisebenzini namaphulo ezakhono ajolisa kwiindawo ekusetyenzwa kuzo nakumava afunyanwa ngokusebenza. Abafundi bakholisa ukuba bafunyanwe kubanatu abangasebenziyo (abangekasebenzi nabadendiweyo) nakwabasebenzayo, kubandakanya nabo baziqeshileyo, kwaye bayashiyana ngobudala kwaye neemfuno zabo zenkxaso kwikharithyulam zahlukene. Abaqhuba kakuhle bafumana amanqaku/iziqinisekiso amkelwa kwisizwe ngokubanzi. Ubonelelo ngoqeqesho lwasemisebenzini bubhlakani bekhontrakthi nomniki-nkonzo lowo, umfundi kunye nendawo yomsebenzi. ISebe lezaBasebenzi ne-SETA linguyena mbhexeshi wenkqubo yobonelelo ngendawo yomsebenzi. Ngaphandle kwabo baqeqeshwa sele bezigqibile ezakwiziko lemfundo zona izifundo kumaziko emfundo ephakamileyo, ezi zifundo zikhulisa ukunikwa ukuqalela kwa-ABET/ NQF inqanaba 1 ukuya kwinqanaba 5 le-NQF.

Uhlalutyo lwemiqobo namanyathelo acetywayo okuyisusa

Ubuninzi babafundi bayazigqiba izifundo zabo kwisithuba seminyaka emibini ubuncinane ukuya kwemithathu. Uthi ke umfundi asakuba ewafumene amanqaku (credits) angama-120 afunekayo abe nako ukuba anganikwa i-GETC ngUMALUSI. Ngeso sizathu ke inani leziqinisekiso ze-GETC zibalwa (abona bagqibileyo) xa kuthelekiswa namanani ebekujoliswe kuwo. Kananjalo iziqinisekiso zezifundo bezikhutshwa bakuba abafundi besigqibile eso sifundo.

Uphuhliso lwezakhono eziphakathi nezipezulu kubafundi abaqeqeshelwa emisebenzini nakwamanye amaphulo okufunda aye aba neengxaki ezifanayo, kwaye kufuneka ukusonjululwa kwazo kubekwe phambili ngokubaluleka ngokusebenzisa iindlela zokusombulula ezinxityelelanisiweyo. Ezinye zezi ngxaki: kukuqhwalala ngakwicala lemathematika, inzululwazi nesiNgesi (izinto eziziziseko ezibalulekileyo zenkqubo ye-NQF); umdla wabafundi; ubulungisa nokunqongophala kophuhliso lwezakhono; ukwahlulwa-hlulwa kokuqhutywa kwemfundo noqeqesho nokunabela kwabafundi kwiintlobo ngeentlobo zobonelelo.

Ukuze uphuculwe umgangatho wokuqhutywa kwemfundo yabantu abadala kuza kwenziwa uphando ngezikhokelo zokufundisa nolawulo lwekharityhulam kwii-CLCs will be investigated. Ngaphezulu kuza kuqulunqwa nesikhokelo soqeqesho nophuhliso sabasebenzi bamaziko e-ABET, size ke sisetyenziswe. Esi sikhokelo siya kuqinisekisa ukuba bonke ootitshala abakhoyo bafumana uqeqesho olujolisekileyo nokuba bonke ootitshala abatsha bafumana uqeqesho loqhelaniso nophuhliso.

ST601	IMFUNDO YABANTU ABADALA - lindlela eziphambili zokuhamba kwezinto						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
IINTLAWULO NGOKOMSETYENZANA (R'000)							
6.1 Uncediso-mali lwamaziko azimeleyo	21,151	23,051	23,569	26,054	27,311	28,652	
6.2 Iinkonzo zobungcali	0	0	1	1	1	1	
6.3 Uphuhliso lwabasebenzi	0	0	1	1	1	1	
IYONKE	21,151	23,051	23,571	26,056	27,313	28,654	
IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000)							
Iintlawulo yomhla nezolo	5,564	5,850	7,797	7,272	7,721	8,180	
Imbuyekezo yabasebenzi	5,198	5,432	5,948	6,994	7,431	7,877	
Ootishala	4,372	4,569	5,002	5,882	6,249	6,624	
Abangezotitshala	826	863	946	1,112	1,182	1,253	
Iimpahla neenkonzon ezinye	366	418	1,849	278	290	303	
Udluliselo noncediso-mali	15,587	17,201	15,774	18,784	19,592	20,474	
Iintlawulo zeentengo zeempahla ezinkulu	0	0	0	0	0	0	
IYONKE	21,151	23,051	23,571	26,056	27,313	28,654	
UQESHO LWABASEBENZI							
Inani lootitshala (abaqeshwe ngurhulumente)	4	3	4	4	4	4	
Inani labangezotitshala (abaqeshwe ngurhulumente)	11	11	10	11	11	11	
ABABHALISIWEYO							
GET level	15,925	16,975	15,529	19,600	20,655	21,655	
FET level	16,574	17,668	22,110	20,400	19,845	20,845	
BEBONKE (a)	32,499	34,643	27,639	40,000	40,500	42,500	
ULUNTU							
Uluntu ubudala 18 ukuya ku-60 (b)	2 667 975	2,718,151	2,767,069	2,821,443	2,874,777	2,927,328	
AMAZIKO							
Amaziko anikwa uncediso-mali	314	346	351	351	351	351	
► IZINGQINISO ZOKWENZIWA KOMSEBENZI							
► PM601: Ipesenti labafundi be-ABET xa kuthelakiswa namanani abantu abadala kwiphondo eli (a/b)	1.2%	1.3%	1.4%	1.4%	1.4%	1.5%	

B.7 Imfundo yabantwana abaqalayo

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelele kumsebenzi 7, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	▲ kubonelela ngoGrade R oxhaswa ngurhulumente ngokomgaqo-nkqubo	▶ M701: Ipesenti yabafundi kwaGrade R oxhaswa ngurhulumente

Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukuqinisekisa ukuba bonke abahlala kweli phondo bafumana imfundo esemgangathweni

- Ukubonelela ngendawo yamaGrade R kwizikolo zikarhulumente zesiqhelo ngokomgaqo-nkqubo nobukho bendawo yokufunda yokufundisa.
- Ukuphucula ufikeleleko lwemfundo kubanfundi abavela kumaqela awayefudula esingelwe phantsi.
- Ukwandisa amanani abafundi abakwizifundo zeGrade R khona ukuze bonke abafundi abaneminyaka emihlanu abahlala eNtshona Koloni babhaliswe kwizifundo zeGrade R.
- Ukuqinisekisa ukuba iziphumo zemfundo ze-NCS ziyafundiswa kwaye ziyafikelelwa kuwo onke amaGrade R (kuya kuqhutywa iimvavanyo zokukhangela ukukulungela kwabantwana ukuya kuqala isiko)
- Ukubonelelwa kweendawo zonke ngezincedisi-mfundo zokuxhasa ukufundiswa kwe-NCS kwiGrade R
- Ukuqeqesha bonke ootitshala beGrade R kwi-NCS
- Ukukhangela abantwana abasokolayo nokuqwalasela ezo zinto zizizithintelo kwimfundo yabo.

Ukuqinisekisa ulawulo olunempumelelo kuzo zonke iindawo ekufundelwa kuzo nakwizigqeba ezinika inkxaso.

- Ukusondeza inkxaso ngolawulo nophuhliso kumaziko kaGrade R ngomsebenzi wee-ofisi zezithili nangezinye iinkonzo zobungcali.
- Ukufezekisa inkqubo epheleleyo nenolingano yokwabiwa kweemali, kwezibonelelo zezakhiwo nabantu bokusebenza kuyo yonke imfundo le.
- Ukuphucula ulwazi nezakhono zeemanejala zamaziko kaGrade R ngokusebenzisa inkxaso neqeqesho olujolisekileyo.
- Ukuphucula ulwazi nezakhono zezigqeba ezilawulayo ngokusebenzisa inkxaso neqeqesho olujolisekileyo.
- Ukuphucula ulawulo lwekharithulam neenkqubo zokuvandlakanya.
- Ukuphucula ulawulo lweemali nophuculo lomgangatho kuwo onke amanqanaba ngokwezikhokelo zomgaqo-nkqubo wephondo nangokwesikhokelo somthetho.
- Ukubonelela onke amaziko kaGrade R ngenkxaso yobungcali.

Ukuxhobisa nokuxhasa ootitshala kumalinge abo okubonelela ngemfundo enempumelelo.

- Ukuphuhlisa umgangatho wocikizeko lebutho lootitshala ngokusoloko benikwa inkxaso yobungcali kwi-NCS
- Ukuxhobisa ootitshala ngenjongo yokuqinisekisa uphuhliso lwekharithulam, imfezeko nenkxaso.
- Ukubonelela ootitshala ngenkxaso yemfundo eyodwa.

- **Izinto eziphambili ngokubaluleka kumgaqo-nkqubo:**

Isicwangciso esiliqili sokuxhasa i-ECD eNtshona Koloni saqulunqwa liqela elidityanelwe ngamacandelo ahlukeneyo akhokelwe yi-WCED neSebe leeNkonzo zoLuntu noPhuhliso lweNtlalo (DSD).

Injongo yokwenza oku kukubonelela ngenkqubo emanyanisiweyo nenxityelelanisiweyo yokuqinisekisa ukukhula kakuhle nangempumelelo kwabantwana abancinane abakule ntanga iqalela ekuzalweni ukuya kwiminyaka emine. Injongo yesicwangciso asikokuba bonke abantwana babe sezikhritshi nakumaziko olondolozo lwasemini, koko kukuqinisekisa ukuba abo balondolozo abantwana (abazali, oomakhulu, abasebenzi basekulaleni, amaziko olondolozo lwaemini, izikolo zompeleso zaseprayimari nabasebenzi basekhrithshi) bayakwazi ukukhuthaza ukukhula kwabantwana ngokwasemzimbeni, emphefumleni nasengqondweni.

Njengenxenye yale nkqubo imanyanisiweyo yokukhulisa abantwana abahlala kweli phondo abaneminyaka 0 – 4 ngokwasemzimbeni, entlalweni nasengqondweni, i-WCED iza kuqeqesha abalondolozo kwikharithulam ye-ECD. Umsebenzi we-EPWP uye wanatyselwa nakwicandelo le-ECD ukuze ubonelele ngoqeqesho lwabafundi aqeqeshelwa emsebenzini we-ECD Inokubonelela amaziko e-ECD athile asekulaleni ngemigodwana yezincedisi.

Nangona bebaninzi apha eNtshona Koloni abantwana abaphakathi kweminyaka 6 ukuya kwi-15 abasezikolweni, asingabo bonke abantwana abaneminyaka emihlanu abakwaziyo ukufikelela kwimfundo yakwaGrade R. Injongo yephondo eli yesibini ye-HCDS kukubonelela bonke abantwana abaneminyaka emihlanu balapha eNtshona Koloni ngemfundo esemgangathweni kwakwinqanaba labo lemfundo lokuqala, uGrade R ngo-2010. Ibaluleke kakhulu le nto ngakumbi kwiindawo apho abazali bengafundanga nalapho amakhaya engenazinto zakufunda nezinto ezizizancedisi. Ikharithyulam ye-NCS kaGrade R izicacisa kakuhle izakhono nolwazi olufanele kufundiswa abantwana abaneminyaka emihlanu. Umngeni elijongene nawo eli phondo kukuqinisekisa ukuba iziphumo zokufunda zikaGrade R we-NCS ziyafundiswa zaziwe ngabantwana kumaziko anoGrade R

Ukuba kusetyenziswa amanani oqikelelo angqingqwa onyaka ka-2006 othatho-nxaxheba kwiNtshona Koloni, oko kuthetha ama-60 000 kubafundi abangama-80 000 learners (unxulumano ngobudala), ngoko kuyimfuneko ukuba kufikelelwe kuma-20 000 abantwana kwisithuba sonyaka ka-2010. Oku kuthetha ukubhaliswa komyinge wama-6 000 abantwana abaneminyaka emihlanu rhoqo ngonyaka kwisithuba sonyaka ka-2010. Kodwa aba bantwana kufuneka babhaliswe kwiinkqubo ezikumgangatho ophezulu ngenxa yokuba ubonelelo ngeenkqubo zeBanga R kubantwana abancinane lusekelwe kwinteketelelo yokuba ezi nkqubo zinika isiseko esibambekayo nethuba lokufunda ezikolweni. Le ntekelelo ixhaswa ziziundo zophando ezininzi, kuqakanya nohlolo lwenkqubo yesizwe okwenziwa kubafundi beBanga 3 olwenziwa ngo-2001 ngokunjalo nophononongo lwenkqubo olwenziwa ngo-2004 nango-2006. Olu phando lwabonakalisa indlela unxulumano oluphakame ngayo phakathi kwemisebenzi yokubala kwiBanga 3 neenkqubo zokufikelela kwimfundo yezikolo sabaqalayo.

Ukuqinisekisa imfundo yakwaGrade R esemgangathweni kubo bonke abantwana abaneminyaka emihlanu khona ukuze bakwazi ukulungela ukuqalisa esikolweni i-WCED -

- Ukwazisa nokubhalisa abanye abafundi, ngokukodwa kwiindawo zamaphandle nakwiindawo ezihlelekileyo.
- Ukumiselwa kweeklasi kwizikolo zikarhulumente apho kukho indawo.
- Ukuqinisekisa ukuba ikhosi nganye inotitshala onesiqinisekiso esifanelekileyo.
- Ukuqinisekisa ukuba kukho i-LTSM ezonelelo kwimfundo esemgangathweni nokufundisa ngokufanelekileyo
- Ukuqhubeka nokuxhasa i-DSD kuphuculo lwabo bakhathalela abantwana/iingcali ngokwemigaqo ye-EPWP.
- Ukukhangela okwenziwayo kwiNqanaba leSithili ngaBacebisi beKharithyulam naBaphathi beSithili

Uhlalutyo lokuhamba komsebenzi

Indlela yokungena kwiBanga R yongezeke malunga nama-21 000 ngo-1996 ukuya kuma-60 000 ngo-2006. Ngonyaka ka-2006 umntwana ngamnye okwiBanga R kwiziko waxhaswa endaweni yobuninzi beklasi enama-30 abantwana. Oku kwandise inani labantwana abalungele ukufumana uncedo lwezemali.

Ukupheliswa kwezithuba ezamkelwe lisebe nokutshintshwa kwabasebenzi kusetyenziswa inkxaso yengeniso yomsebenzi ivumele indlela yokungena kwiindawo zabasokolayo. Nangona kunjalo, oku kube neziphumo ezinganqwenelekiyo – imivuzo ihliswe ngokumandla kumaziko abasokolayo, ootitshala abaneziqinisekiso bafudukele kumaziko angcono yaye kubekho ukuhla komdla wabafundi abanqwenela ukungena kwicandelo lobutitshala. Oku kukwakhokelele ekubeni kubhangiswe izifundo ezithile kumaziko emfundo ephakamileyo.

Uhlalutyo lwemiqobo namanyathelo acetywayo okuyisusa

Kunzima ukuthekelela elona nani labafundi beBanga R ngenxa yokuba uninzi lwaMaziko oluntu akwiindawo zamaphandle okanye ematyotyombeni nalapho unxibelelwano lungumceli-mngeni omandla. Amaxwebhu okukhangela oNyaka akakabuyiswa.

Amagosa e-EMDC axinaniselwe ngumthwalo yaye akakwazi ukutyelela la maziko ukuqinisekisa ukuba kunikezelwa ngeenkqubo ezisemgangathweni. Uninzi lwemisebenzi yokukhangela neyenkxaso ibonelelwa ngaBaphathi beSithili nangaMagosa oLawulo, kodwa akukho nkxaso yaneleyo kwezi ntsika zemfundo.

Le mibandela iyaqwalaselwa oko ukuphucula ukusebenza ngokukoko nangokufanelekileyo kwecandelo le-ECD.

ST701	IMFUNDO YABANTWANA YASEKUQALENI - lindlela eziphambili zokuhamba kwezinto	2004/05 Eyona yona	2005/06 Eyona yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo
IINTLAWULO NGOKOMSETYENZANA (R'000)							
7.1	Grade R kwizikolo zikarhulumente	49,243	57,829	52,434	54,908	58,195	61,571
7.2	Grade R kumaziko asekuhlaleni	10,125	16,648	42,499	67,741	110,948	115,940
7.3	linkonzo zobungcali	0	0	1	1	1	1
7.4	Uphuhliso lwabasebenzi	0	0	12,463	30,389	45,638	47,692
7.5	Uncediso olunemiqathango	767	0	0	0	0	0
TOTAL		60,135	74,477	107,397	153,039	214,782	225,204
IINTLAWULO NGOKOLWAHLULO NGOKOQQQOSHO (R'000)							
	Inlawulo yomhla nezolo	44,544	44,764	55,913	74,309	95,501	100,556
	Imbuyekezo yabasebenzi	42,170	43,829	45,249	47,493	50,461	53,489
	Ootitshala	42,170	43,829	45,249	47,493	50,461	53,489
	Abangezotitshala	0	0	0	0	0	0
	Iimpahla neenkono	2,374	935	10,664	26,816	45,040	47,067
	Udluliselo noncediso-mali	15,591	29,713	51,484	78,730	119,281	124,648
	Iintlawulo zentengo yeempahla ezinkulu	0	0	0	0	0	0
IYONKE		60,135	74,477	107,397	153,039	214,782	225,204
UQESHO LWABASEBENZI							
	Inani lootitshala (abaqeshwe ngurhulumente)	312	299	294	289	289	289
	Inani labangezotitshala (abaqeshwe ngurhulumente)	-	-	-	-	-	-
UBHALISO(KWEZIXHASWA NGURHULUMENTE KUPHELA)							
	Grade R kwizikolo zikarhulumente (a)	30,873	31,505	29,212*	38,000	40,000	42,000
	Grade R kumaziko asekuhlaleni (b)	25,160	28,000	30,000	32,000	34,000	36,000
	Pre-Grade R kwizikolo zikarhulumente	2,685	2,485	1,787*	2,102	2,102	2,102
	Pre-Grade R kumaziko asekuhlaleni	Lo mlinganiselo wentsebenzo (PM) awunakubalwa njengangoku ngamaphondo ngenxa yokuba ayifumaneki imithombo yedatha echanekileyo.					
IYONKE		58,718	61,986	60,999	72,102	76,102	80,102
ULUNTU							
	Uluntu Ubudalad 5 (c)	83,914	89,423	90,975	91,757	92,829	94,077
► ZINGQINISO ZOKWENZIWA KOMSEBENZI							
►	MT01: Ipesenti yabafundi kuGrade R onenkxasomali karhulumente ((a+b)/c)	66.7%	68.2%	65.0%	76.3%	79.7%	82.9%

*CEMIS Current (13 October 2006)

B.8 IiNkonzo zoNcedo neziNxulumene nazo

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelele kumsebenzi 7, kunye nezingqinisiso zokwenziwa komsebenzi zazo (►):

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	<p>▲ Kubonelela ngemfundo ye-HIV/AIDS-Life Skills kwizikolo zaseprayimari, nokuqinisekisa ukuba ufikelelo kwinkqubo echane-kileyo nefanelekileyo ehlanganisiweyo yothintelo, uhoyo nenkxaso</p>	<p>► PM 801: Inani lootitshala bezikolo zaseprayimari nezasesesekondari abaqeqeshelwe uMsebenzi we-HIV ne-AIDS Life Skills</p> <p>► PPM 802: Ipesenti yonyaka yohanjiso lweLTSM ezikolweni ezifake izicelo zazo</p> <p>► PPM 803: Inani loluntu lwesikolo 'oluqeqeshelwe' lwaza lwanikwa inkxaso kumiliseko lwezicwangciso-qhinga zoLondolozo neNkxaso yabantwana abasesichengeni</p> <p>► PPM 804: Inani lee-SMT nee-SGB 'eziqeqeshelwe' zaxhaswa kuphuhliso lomgaqo-nkqubo we-HIV/AIDS nezicwangciso zolawulo, ngokomxholo we-WSE kunye nee-SIP</p>

Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukubonelela ngophuhliso lwabasebenzi ngokwezikhokelo zoMthetho woPhuhliso lweZakhono.

- Ukuxhasa iphulo eliyi- Education Training and Development Practices (ETDP) ne-SETA ngokuphathelele kulawulo lweCandelo eli.

Ukubonelela ngemfundo ye-HIV/AIDS Life Skills ezikolweni ngenjongo yokuqinisekisa ukuba inkqubo enxityelelanisiweyo yothintelo ulondolozo nenkxaso iyafikeleleka kwaye inempumelelo. Kwiinkqubo ngokubanzi, oku kuquka ukuthintela usulelo yi-HIV kootitshala nabafundi, ukulawula isifo se-HIV/AIDS kwizikolo zoluntu, ukubonelela ngenkxaso yasengqondweni kootitshala nabafundi abasulelweyo, kunye nokulawula iyonke imeko yokujongana ne-HIV/AIDS ukuze kukhuselwe umgangatho wemfundo.

- Ukuqeqesha nokuxhasa umyinge we-80% yootitshala khona ukuze bakwazi ukufundisa nge-HIV/AIDS Life Skills kwizikolo zaseprayimari nezasesesekondari ngokusebenzisa iKharithyulam: Life Skills/Life Orientation nokubandakanywa kwemfundo nge-HIV/AIDS kuzo zonke izifundo rhoqo ngonyaka, kusetyenziswa isifundo sezoBomi kudityaniswa nezakhono ze-HIV/Aids kwezinye izifundo (Isicwangciso esiHlanganisiweyo seSizwe sabantwana abosulelwe nabachatshazelwa sisifo se-AIDS, 2001; cf WHO/UNESCO ubuncinane abangama-40 ngonyaka bayatshintsha izimilo).
- Ukubonelela ngoqulunqo, ukhetho, uguqulo, ukuthengwa nokuhanjiswawo kwezincedisizifundo zokunika inkxaso ekufundiseni nge-HIV/AIDS kumagumbi okufundela, izixhobo zokufunda (LTSM) ukuxhasa izakhono ze-HIV/AIDS eklasini.
- 'Ukuqeqesha' abachaphazelekayo nokuxhasa ukumiselwa kwesixokelelwano esifanelekileyo, esisebenzayo, esilungileyo nesisekelwe isikolo nezicwangciso senkxaso kubantwana abasemngciphekweni.
 - Ukuqinisekisa ukuba amaqela olawulo lwezikolo (SMTs) nezigqeba zolawulo lwezikolo (SGB) nabameli babahlali banikwa uqeqesho olufanelekileyo lokulawula indlela akhawulelana ngayo amaziko nengxaki ye-AIDS (indlela leyo ebandakanya uqulunqo lomgaqo-nkqubo we- AIDS ofanelekileyo kwakunye neSicwangciso soLawulo (Management Plan) – xa kuqulunqwa iSicwangciso soPhuhliso lweSikolo - SDP).
- Ukuxhasa uphuhliso nokumiselwa kweqela labameli babantu abatsha abanesifo se-HIV/AIDS kwiinkqubo zezikolo nakwiikholeji ze-FET.
 - Ukuqulunqwa nokusebenzisa iphulo lolondolozo nenkxaso elifanayo kwizikolo zonke, kubekho nezincedisimfundo ezifanelekileyo, ngendlela eqinisekisa ukuba abantu beendawo bayaxhasana kwaye bayaphfumlelana (ezifana nosuku lweValentina, iNyanga ye-Aids ezikolweni, iVeki yokusetyenziswa kwekHondom, iintlanganiso zeSGB, iinkqubo zabalingane nezexesha leholidi, njl, njl) nokwandiswa kwenkxaso elungiselelwe 'imeko-bume enika amathuba' kuthintelo, inkathalo nenkxaso kwabo bosulelekileyo.

- Ukuphuhlisa inkqubo yolawulo esebenzayo, ehlanganisiweyo, ezinzileyo nesetyenziswa phakathi kwisebe lenkqubo yolawulo lwesifo se-HIV/AIDS kwi-WCED – kuqukwa amacandelo olawulo eCandelo loLawulo lwe-HIV/AIDS neeyunithi zolawulo lwe-HIV/AIDS kwisithili, amaziko oqeqesho asekelwe kwisithili/kwiphondo, iinkonzo zenkxaso yengqondo zesithili, intsebenziswano yamacandelo nobuhlakani kulawulo, ukumiselwa kwaBaququzeleli bolawulo lwe-HIV/AIDS ezikolweni namaqela asezikolweni, uqinisekiso kwinkonzo esemgangathweni (kusetyenziswa uphando, uphuhliso lomgaqo-nkqubo, ukukhangelwa nokuphononongwa), nolawulo olululo lwenkqubo nolawulo lwezimali.
- Ukubonelela ngamaphulo kuMaziko oMpeleso, amaziko e-ABET nakwiikholeji ze-FET.
- Ukumisela inkqubo yasemisebenzini ejoliswe kiw-HIV/AIDS neNkqubo yoNyango lwabasebenzi (EWP).

Ukuphucula ukusebenza kombutho kulawulo ovavanyo lwangaphandle

- Ukulawula iimviwo zeZiqinisekiso zeMatriki nezeNqanaba le-4 le-ABET.

Ukuxhobisa nokuxhasa ootitshala kwiinzame zabo zokuvelisa imfundo efanelekileyo

- Ukuqinisekisa ukuba iphondo libonelela ngamanani oneleyo ootitshala abaqeqeshiweyo.
- Ukuncedisa ngokubonelelwa ngootitshala abaneziqinisekiso zemfundo nabanezakhono.
- Ukuxhasa iinzame zokuqesha abafundi abaza kuba ngootitshala kumaziko oqeqesho

Ukuxhasa iinjongo zephondo zenkqubo ye-iKapa elihlumayo

- Ukuvavanya izakhono zabafundi beBanga 8.
- Ukuqeqesha ootitshala be-GET ne-FET ukubonelela ngeengcebiso zekhondo lemisebenzi.
- Ukumisela izikolo zezakhono.
- Ukwandisa nokuphuhlisa ugxininiso lwezikolo.
- Ukubonelela ngeelaboratruzi zekhompuyutha.

- **Imigaqo-nkqubo nezinto eziphambili ngokubaluleka:**

Inkulu kakhulu inxaxheba negalelo le-WCED ekuyileni nasekuqhubeni i-HCDS njengomboneleli ophambili:

- nge-GET, esisiseko sophuhliso lwabasebenzi apha kweli phondo; kunye
- ne-FET, ebonelela ngamathuba okuziphuhlisa ngakumbi izakhono nolwazi oluyimfuneko emsebenzini nasekuthatheni inxaxheba kuqoqosho

Uqeqesho lootitshala

Into ebalulekileyo kwi-HCDS bubukho bootitshala abaqeqesheke ngokufanelekileyo, ngakumbi kwimathematika, inzululwazi nethenoloji. Kukho iibhasari ezikhutshelwa abafundi abanqwenela ukungena kulo msebenzi. Ezo bhasari ziyafunyanwa ngabafundi abanqwenela ukungena kwiinkalo ezifunyaniswe ngophando olwenziweyo ukuba zezona zinemfundo enkulu yokongezelwa ootitshala.

HIV/AIDS:

UMzantsi Afrika unawona manani aphezulu abantu abosulelwe sisifo sikaGawulayo (HIV) ehlabathini – malunga nabantu abazizigidi ezi-5,9 to 6,5. Ngaphezu komyinge wama-20% abantu abadla nomyingwe wama-30% abantu abakwinqanaba lokuba nabantana bosulelekile. Ziikota ezintathi zosuleleko olwenzeka rhoq kubantu abatsha abaneminyaka eli-15 ukuya kuma-25. Bubuninzi babantu abakumyinge wama-60% abantu abatsha abangaphanste kweminyaka eli-15 abanokosulelwa sesi sifo kwisithuba seenkulungwane ezi-2 nezi-3 ezizayo, ngalo ndlela abanokufa ngaphambi kwabazali babo. Uninzi (kodwa ingengabo bonkel) lwabantwana baza kuqala isikolo bengosulelekanga sesi sifo; ngeli xesha ilinani elikhulayo eliza kuyeka ukufunda sele bosulelwe sesi sifo – esongezwa kwiNtshona Koloni ngamaqondo aphezulu esifo sePhepha nokusetyenziswa kakubi kwesiyobisi imethamphetamine ('tik'). Kodwa ukuza kuthi ga ngoku uninzi luza kosulelwa kwisithuba seminyaka eli-10 ukuya kweli-15 emva kokuyeka ukufunda. Uxanduva lwezemfundo, ngokuphathelwe kwi-HCDS, kukulumkisa aba bantwana batsha kule ngozo, ukuze kuthintelwe ukosuleleka nokosuleleka abanye. Ngokukhula kwalo bhuhane, ngokukodwa kubantwana abatsha abantwana baza kuba semngciphekweni, ngengozi yokunukunzwa ngokwemizimba, nokutshabalala kwamathuba emfundo. Inani leenkedama kwinqubo yezemfundo liza kuqhubeka nokwanda, yaye uninzi lungalahla esikolweni. Inkqubo yezemfundo nayo iza kuba sengxakini yeempembelelo ezidibeneyo zentlalo nezozoqoqosho. Inkalo nganye yolawulo lwezemfundo, ukufundisa nokufunda kuza kuchaphazeleka; yaye uninzi lweengxaki ezijongene neenkqubo zezemfundo nezolawulo ziza kongezeleleka.

Ngeli xesha kujongwana ngokungxamisekileyo nangokuneenjongo ngesifo sikaGawulayo, ngendlela yezemfundo, ayithatyathwa njengombandela ophambili kwi-HCDS, ihlalale meko ingumbandela ophambili wesizwe. Lo myalelo, nangona, ubonakala, *phakathi kwezinye izinto*, njengeSicwangciso esiHlanganisiweyo seSixwe sokujongana naBantwana aboSulelwe nabaChatshazelwa sisifo se-HIV ne-AIDS (2001), uMthetho olawula uMgaqo-nkqubo wezemfundo kwiSizwe: uMgaqo-nkqubo kaGawulayo kwiSizwe olungiselelwe aBafundi nooTitshala (1996), kunye noMthetho ojongene nokwaHlulwa kweRhafu yonyaka. Uxanduva lwezemfundo lukwabonakaliswe kwiNkqubo karhulumente yeNtshukumo yeSizwe, iQela leNtlalo (2006) ngokuphathelele kumiselo oluqhuekayo lweSicwangciso esiXandileyo sikaRhulumente sokulwa nesifo sikaGawulayo nentsholongwane yaso. Kwinqanaba lephondo, iSicwangciso soPhuhliso nokuHluma kwePhondo leNtshona Koloni ('iKapa elihlumayo') sijongene nolwalamano phakathi, umzekelo, kwentlalo yoluntu nezicwangciso zesiseko sophuhliso loluntu, ngeli xesha iSicwangciso seNtlalo yoLuntu (SCFS) sichaza ukusekwa kwentlalo yoluntu ngokwemisebenzi ephambili yongenelelo lwephondo efaneyezeMpilo 2010, inkqubo yephondo ye-HIV/AIDS, uphuhliso lolutsha, ukuxhotyiswa kweentsapho, izicwangciso ezisekelwe eluntwini, njalo, njalo. Okokugqibela, iSicwangciso esiHlangeneyo seSebe sokulwa neNtsholongwane kaGawulayo kwiNtshona Koloni, iSicwangciso seSikhokelo neSikhokelo sokuMiselwa kwezicwangciso: 2006 ukuya ku-2011' sichaza ngokubanzi uxanduva, imisebenzi ekujoliswe kuyo, liSebe lezeMfundo leNtshona Koloni. Apha kubandakanye uxanduva olutsha lwe-WCED nemisebenzi ephambili, *phakathi kwezinye izinto*, imibandela enovakalelo efaneyokuxhaswa nokubonelelwa ngovavanyo notehthwa-thethwano ngokuzikhethela lwentsholongwane kagawulayo (VCT) kubantu abadala >15 iminyaka, (inani ekujoliswe kulo kweli phondo ngumyinge we-15% yabantu abadala ngonyaka, inani ekujoliswe kulo kwi-WCED ngama-20 000 ukususela ngo- 2007/08, lonyukela kuma-50 000 ngo-2009/10) kunye nokongezwa kwenani lokusetyenziswa kweekhondom ngamadoda ukuya kwi-100 leekhondom kumntu ngamnye >15 iminyaka ngo-2010 (namanani afanayo). Isicwangciso soThintelo lwe-HIV ongokoNgeziweyo: iSikhokelo saMacandelo amaninzi seNtshukumo kwiNtshona Koloni ngo-2006 ukuya ngo-2011 kukwabonisa esi sicwangciso kwimpendulo yeSicwangciso seSizwe, samacandelo amaninzi esifo sikaGawulayo neSicwangciso se-STIKuMzantsi Afrika, 2007-2011. IBhunga elijongene ne-AIDS kwiNtshona Koloni, elibandakanya unikezelo-nkcaza ngemfundo kusetyenziswa i-MEC, siquka iSicwangciso soThintelo lwe-HIV ongokoNgezelelweyo, 2006 ukuya 2011.

Ngolwazi lwesi sifo olumbaxa kwinkqubo yezentlalo neyoqoqosho (nolwalamano lwayo kwimiceli-mngeni efan nale yezentlalo kwimfundon, efanayokusetyenziswa kakubi kwezinyobisi, ukukhulelwa kwamagqiyazana, ukunukunzwa ngokwesondo, ukulungiswa kwezimilo nezinye izicwangciso ezisekelwe kulutsha) iqumrhu lezemfundo lizimisele ukuyila ngokutsha ubuchule bokulungelelaniswa kwemiceli-mngeni enxulumanayo yezentlalo, ngobuchule nokusetyenziswa kwabantu, kuncitshiswa ukuphindwa kweenkonzo, nempembelelo ebanzi kwisizwe. Nangona kukho inkcaso enje, impendulo ngesicwangciso sokulwa nesifo sikaGawulayo siya qhubeka nokulwa nenkqubo yombutho we-WCED okhoyo, noxanduva lusoloko lususwa kumacandelo afanelekileyo olawulo lweziphathamanda nakwii-ofisi zesithili, ngenjongo yokuginisekisa ukusebenza ngokufanelekileyo nangokuzinzileyo ngaphaya kwenkxaso-mali enikezelweyo.

IProjekthi yobuChwepheshe kwezeMfundo iKhanya

Le projekthi iKhanya iza kumisela iilabhoratri zekhompyutha kwezinye izikolo ezingama-200.

Uhlalutyo lokuhamba komsebenzi

Inkqubo yoncediso-mali olunemiqathango lwe-HIV/AIDS:

Zonke izikolo zidityanisiwe (5-20 kwiqela ngalinye) ukuze kwaziswe, kuqeqeshwe yaye kuxhaswe ngokuqhubekayo. Zonke izikolo zimisele abaqquzeleli be-HIV/AIDS kunye/okanye iikomiti. Ngokukhulayo, nngootitshala abali-17 124 abaqeqeshelwe ukwenza oku ngo-2006/07 (kunene ekujoliswe kulo le-16 000). Malunga nama-820 000 abafundi (85%) bafumana imfundo yezakhono zobomi nge-HIV/AIDS (kumxholo wesiFundo ngezoBomi). Ngeli xesha kukho imfundo yokuthintela kwisifundo sezoBomi esiyintsika yale nkqubo, kugxininiswa kuhlanganiso lwesifundo se-HIV/AIDS kwikharithulam iphela ('inkqubo yokuPhumelela).

Ukuphuhlisa nokuguqulwa kwezixhobo zoqeqesho ngazo zontathu iilwimi ezusemthethwenei kweli Phondo sele kugqityiwe. Zonke izikolo ziza kufumana rhoqo ngonyaka ezona mfuno zazo ezisekelwe kwikharithum ye-LTSM. Isikolo ngasinye, ukususela ngo-2007/08, siza kufumana iifayile zemithombo ezili-10 (zamalungu e-SMT ne-SGB) ukuncedisa isikolo ukufundisa uphuhliso lomgaqo-nkqubo olawula izikolo we-HIV/AIDS neSicwangciso soLawulo lwe-HIV/AIDS esikolweni (kwisikhokelo se-WSE ne-SIP). Oku kuza kuquka imicimbi yobunkukeli neyomsebenzi. Isikolo ngasinye ssasekuhlaleni, ukususela ngo-2007/08, siza kufumana iifayile zemithombo yeNkxaso yeSicwangciso eli-10 kulungiselelwa ootitshala/ SMT, amalungu e-SGB nabachaphazelekayo eluntwini ukuze kuphuhlise yaye kuxhaswe izakhono zentlalo nemixokelelwano yentlalo yeenkedama nabanye abantwana abasengxakini nabo bachatshazelwa sisifo sikaGawulayo (kwiPhepha likaRhulumente elingunombolo 6 / umxholo wezeMfundo oqukayo, ngalo ndlela kuphuculwa uphuhliso lwamaqela enkxaso asekelwe eluntwini namaqela enkxaso yootitshala). Iingcali zengqondo kwiZikolo ezingama-90 nooNontlalo-ntle sele beqeqeshiwe njengeengcali ze-HIV/AIDS ezinobuchule, kwinkxaso yabafundi abakwizikolo eziphakamileyo, ezinengxaki. Isiqinisekiso seNqanaba le-NQF le-4 nesifundo esifutshane kwinkqubo yeNtuthuzelo noVavanti lwe-HIV/AIDS nezakhono zomsebenzi sele kwenziwe izigqibo ngazo neziza kuniezelwa ootitshala namalungu e-SGB ukususela ngo-2007.

Inkqubo emanyeneyo yabalingane i-GoLD (ngentsebenziswano nesebe lezemPilo ne-(DoH) nababoneleli ngenkonzo ye-NGO), kwizikolo ezili-136 ngoku, yayiyeyokugqibela ukufumana iBhaso lokuGqwesa kwiNkonzo yeNkulumbuso ngo-2006, yaye yaphumelela ibhaso elaziwa ngokuba yi-Commonwealth 'Good Practice in Education' kwihlabathi. Kwenziwa uvavanyo lwangaphandle lwale nkqubo (ngokunjalo namanye amaphulo anxulumene neli nabe-DoH no- loveLife) nelagqitywa yYunivesithi yaseKapa ngo-2006, ndawonye neSicwangciso soThintelo lwesifo sikaGawulayo esoNgezelekileyo esabonakalisa imiceli-mngeni emikhulu ngaphambili.

Inkqubo ye-HIV/AIDS yekharithulam esekelwe kwizakhono zobomi yaphononongwa kabini lisebe lesizwe ngo-2006, ukuhlola unikezelo lweenkonzo ezikolweni, yaye uMphicothi Jikelele wenza, okwesibini kulo nyaka, uphicotho lweXabiso eloNgeziweyo ngaphezu lophicothi lokuthotyelwa kwemithetho ngokuqhelekileyo. Inkqubo ye-HIV/AIDS yayiyeyokuqala kwi-WCED ukwenza olo phononongo, kwisithuba seminyaka emibini ngoku, yaye sisetyenziswe kwisebe njengendlela yokusebenza kweenkonzo, kwixesha elizayo, indlela eziza kuhlolwa ngayo ngokweziphumoe ezisemgangathweni (ngemali yabarhafi), kunokuba kungeniswe izimvo. Ngokunika umdla, zonke iinkqubo zophononongo zabonakalisa ukuba kukho ukunqongophala okumandla kwabasebenzi. Nangona kunjalo, abasebenzi abasebenzanm kwizithili besifo sikaGawulayo bayaqhubeka nokutyelela izikolo ukuqinisekisa ukuba le nkqubo iyamiselwa, ukulungisa, kunye nokujongana neemfuno ezininzi zoluntu lwasesikolweni ngokuphathelele kuthintelo, inkathalo nenkxaso kootitshala nakubafundi abosulelwe nabachathshazelwa sisifo sikaGawulayo. Okokugqibela, kwenziwa iqela leeprojekthi nophando olunzulu ukulungiselela ukuba le nkqubo icwangcisele iibono ezintsha nokusebenza ngendlela efanelekileyo.

Uqeqesho looTitshala

Eli phulo laqala ngabaxhamla kwimali yokufunda abangama-24 ngo-2001yaye landele kuma- 90 ngo-2006.

Khanya Technology in Education Project

Okwangoku ngama-613 (39,9%) ezikolo ezinikezelwa ubuncinane ngekhompyutha enye ngeli xesha ezinye ezingama-241 (15,7%) zikumanqanaba ohlukeneyo okulungiselela ukumiselwa kwezi zixhobo. Ziphelele ziikhompyutha ezingama-23 948 ezisetyenziswa kwizikolo ze-Khanya (kwezi ezili-13 635 zixhaswe ngemali yi-Khanya okanye abanikeli, ze eziseleyo ezili-10 313 zithengelwe izikolo ngowkazo). Ngokuyinxalenye yokunikezelwa kweekhompyutha kwizikolo ze-Khanya, ootitshala abali-15 773 baxhotyiswa ngokusebenzisa ubuchwepheshe kunikezelo lwekharithulam ngeli xesha ingabafundi abangama-524 179 abaxhamla kwiinzuzo zale projekthi.

Izikolo zikarhulumente ezingama-679 ziza kubonelelwa ngekhompyutha enye ubuncinane nezixhobo ezifanelekileyo. Ootitshala abakwezi zikolo baza kubonelelwa ngezakhono ze-ICT ukuze babe nacho ukufumana inzuzo ekusebenziseni ubuchwepheshe obubonelelwayo nokumelana neemfuno ze-WCED zokusebenzisa inkqubo ye-ICT inikezelwa kwikharithulam.

Izikolo ekugxilwa kuzo

Kwachongwa izikolo ezingama-28 ekuza kugxilwa kuzo nezibonelela ngeenkalo zezifundo sezobuNgcisa neNkcubeko, ezoQoqosho noShishino noLawulo kunye nezobuNjineli. Izikolo kufuneka zicwangcise izicwangciso zoshishino yaye zifumane uhlalo-lwabiwo-mali lwezakhiwo, izixhobo zokusebenza, izixhobo, uqeqesho, intengiso, ukhuseleko, ne-LTSM. Malunga nama-75% eziza ezokhiwayo okanye sele zigqityiwe (izakhiwo ezitsha, ukuphuculwa kwezixhobo, iilebhu zekhompyutha, izitudiyo, iindawo zendibano zocweyo).

Izikolo ekugxininiswa kuzo zibandakanya iinkomfa zootitshala neeseshoni zophuhliso lwezifundo kulungiselelwa ootitshala nabafundi kwizifundo ezikhetheleyo. Ootitshala babhaliselwa iikhosi ezifanelekileyo ze-ACE ukuphucula ulwazi, izakhono nobuchule babo.

Ugxininiso ngexesha elilandelayo lwale projekthi luza kwenziwa kuPhuhliso loNcedo lwezabasebenzi, ngokugcina i-HCDS zesebe. Oku kuza kuquka indibano yophuhliso lwezikolo ngokubanzi kwisikolo ngasinye noluququzelelwa ngumququzeleli ngamnye, kuqeqesho lwemisebenzi (INSET), iikhosi ze-ACE, iinkomfa, iinkampu zokusebenza, ikhosi ephuculweyo yamaxesha okusebenza neekhosi solawulo lweprojekthi. Injongo kukuphuhlisa amaziko e-ICT kwizikoloe zithile zogxininiso nokunikezela ngezi nkqubo. Izikolo ziyakhuthazwa ukuba zingenelele ubuhlakani namacandelo abucala nokufumana imali yokufunda elungiselelwe abafundi.

Isikhokelo sekHondo lesifundo

Ootitshala besifundo sezakhono zoBomi baza kufumana uqeqesho olulodwa ukubalungiselela ukuba bakhokele abafundi kumakhondo afanelekileyo ezifundo. Zonke izikolo ziza kuxhotyiswa ngamagimbi awodwa anezixhobo ne-LTSM. Ekupheleni kwemiboniso yonyaka eveliswa ngabafundi nemiboniso yobuGcisa obubonwayo obuza kwenziwa.

Uhlalutyo lwemiqobo namanyathelo acetywayo okuyisusa

Ukuqeshwa kwabagqatswa abafanelekileyo abanezakhono ezifanelekileyo ngumceli-mngeni kwezemfundo. Inkalo yekhondo lobutitshala ibonakala njengeneengxaki zolawulo, yaye ikumgangatho ophantsi. Ngeli xesha imivuzo iphantsi kakhulu kwabaqalayo, abayongezi imivuzo kwamanye amacandelo engqesho. I-WCED iyaqhuebka nokusebenzisana nezikolo namacandelo emfundo kwiiyunivesithi, afundisa isifundo seMathematika, ubuNzululwazi neTeknoloji ngokuphathelele ekuqeshweni kootitshala abanesakhono

Kukho ootitshala abambalwa kakhulu abaqeqeshelwe isifundo sokukhokela abafundi kumacandelo omsebenzi abaseleyo kwi-WCED. Oku kuthetha ukuba kumele kuqeshwe yaye kuqeqeshwe abanye ootitshala kwesi sakhono sibalulekileyo kwasekuqaleni. Oku auzi kuba lula. I-WCED icebise ngenkqubo yeminyaka emithathu ukuphuhlisa izakhono zootitshala abafundisa isifundo sezoBomi ngokweenkalo zezifundo nesikhokelo sekhondo lemisebenzi.

Kwenziwa uphando lobunzulu (kusetyenziswa inkqubo yesifo sikaGawulayo nentsholongwane yaso) ukuzama ukufumana ubuchule boonontlalo-ntle abancedisa ezikolweni, njengephulo elingenandleko zingako nesakhono sobunkokheli, ukujongana nemiceli-mngeni emininzi ekujonganwa nayo kwiindawo ezininzi zentlalo (kuqukwa nokungabikho esikolweni, iingxakizokuziphatha, nendlela ephuculweyo yokufikelela kwizibonelelo-nkxaso zentlalo, inkxaso yeentsapho neenkonzozempilo esisiseko).

ST801	IINKONZO ZONCEDISO NEZINXULUMENE NAZO – lindlela eziphambili zokuhamba kwezinto						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
IINTLAWULO NGOKOMSETYENZANA (R'000)							
8.1 lintlawulo kwi-SETA	3,659	3,306	3,756	5,312	5,521	5,804	
8.2 liprowejekthi zoncediso-mali olunemiqathango	9,814	11,205	11,870	13,011	13,847	14,626	
8.3 limviwo zangaphandle	51,436	54,561	62,632	65,692	72,158	76,079	
8.4 Uqeqesho lweetitshala	1,345	1,743	1,753	1,814	1,892	1,977	
8.5 iKapa Elihlumayo	28,046	127,772	131,375	111,619	116,641	121,890	
IYONKE	94,300	198,587	211,386	197,448	210,059	220,376	
IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000)							
Intlawulo yomhla nezolo	68,020	70,099	93,492	101,527	110,032	115,813	
Imbuyekezo yabasebenzi	34,903	37,581	40,064	42,323	47,838	50,708	
Ootitshala	18,742	20,180	21,513	22,650	25,606	27,142	
Abangezotitshala	16,161	17,401	18,551	19,673	22,232	23,566	
limpahla neenkonz	33,117	32,518	53,428	59,204	62,194	65,105	
Udluliseo noncediso-mali	26,133	118,928	105,394	83,185	86,743	90,681	
Intlawulo zentengo yeempahla ezinkulu	147	9,560	12,500	12,736	13,284	13,882	
IYONKE	94,300	198,587	211,386	197,448	210,059	220,376	
UQESHO LWABASEBENZI							
Inani lootitshala (abaqeshwe ngurhulumente) (a)	0	17	18	18	18	18	
Inani labangezotitshala (abaqeshwe ngurhulumente)	140	119	138	138	138	138	

ST801	IINKONZO ZONCEDISO NEZINXULUMENE NAZO – lindlela eziphambili zokuhamba kwezinto (zisaqhutywa)						
	2004/05 Eyona-yona	2005/06 Eyona-yona	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	2009/10 Uqikelelo	
► ZINGQINISO ZOKWENZIWA KOMSEBENZI							
► PM801: Inani lootitshala bezikolo zaseprayimari nesasesekondari abaqeqeshwe kuMsebenzi we-HIV ne-AIDS Life Skills (oluqokelelweyo)	15 910	17 124	20 500	21 000	22 000	23 000	
► PPM802: Ipesenti yonyaka yohanjiso lweL.TSM ezikolweni ngokwezicelo zezikolo ezo	95%	89%	100%	100%	100%	100%	
► PPM803: Inani loluntu lwezikolo 'oluqeqeshiweyo' lwaze lwaxhaswa kumiliseko lwezicwangciso-qhinga zoLondolozo neNkxaso kubantwana abasesichengeni (oluqokelelweyo)	-	-	73	500	1 000	1 500	
► PPM804: Inani lezikolo (ii-SMT nee-SGB) eziqeqeshelwe uphuhliso lwemigaqo-nkqubo ye-AIDS kunye nezicwangciso zolawulo ngokomxholo we-WSE (oluqokelelweyo)	17	17	17	500	1 000	1 500	
► PPM805: Inani leebhasari ezintsha ezinikezelwe kwabafundela ubutitshala	80	90	97	100	105	110	
► PPM806: Ipesenti yezikolo zeFET ezineziko elinye ubuncinane lekhompyutha elikhoyo njengenxalenye yeprojekthi ye Teknoloji kwiMfundo kaKhanya	54%	98%	100%	100%	100%	100%	

B.9 Ukusetyenziswa Kwesicwangciso Sotyalo-mali Kulwaxhiwo, Ulondolozo Nolawulo lweempahla

liprowujekthi ezintsha, uphuculo novuselelo

Ezi projekthi zilandelayo ziza kumiselwa kunyaka-mali ka-2007/08:

iProwujekthi	Inani
Amagumbi okufundela ongeziweyo (ezitena) kwizikolo esezikkhona	44
liprowujekthi zococo	17
Izibonelelo zoLawulo	3
Izibonelelo zeeForum	10 (2 P/S nesi- 8 S/S)
Izikolo zaseprayimari	9
Izikolo zasesecondari	4
Izikolo ezizodwa	-

linkcukacha zeeprojekthi zilolu hlobo lulandelayo:

Udidi lweprojekthi	Inani leprojekthi	Igama leprojekthi
liprojekthi zolwaxhiwo lwezikolo	Izikolo zaseprayimari 9	Samora Marchall PS, Vredendal PS, Smutsville PS, Table View PS, Heinz Park PS, Khayelitsha Ps no 1, Khayelitsha PS No 2, Delft N2 Gateway PS, Dalebuhle PS.
	Isikolo sasesecondari 4	Khayelitsha No 1 SS, Khayelitsha No 2 SS, Khayelitsha No 3 SS, Khayamandi SS
Amagumbi okufundisela njengexalenye esikolo ngasinye okanye njengeprojekthi ezahlukileyo	Izikolo zaseprayimari 294	Samora Marchall PS (30), Vredendal PS (23), Smutsville PS (15), Table View PS (30), Heinz Park PS (30), Khayelitsha Ps No 1 (32), Khayelitsha PS No 2 (32), Delft N2 Gateway PS (32), Dalebuhle PS. (19) Rosmead PS (2), Sigcawu PS (16), Kuyasa PS (16), Rondeheuvel PS (6), Denneoord PS (4), Kenmere PS (1), Oranjekloof PS (4), Trevor Manuel PS (1), Marconi Beam PS (1), Leyden PS (1), Enkululekweni PS (1), Nomsa Mapongwana PS (1), Stratford PS (1), Hoofweg PS (1), Rainbow PS (1), Isiphiwo PS (1), ACJ Phakade PS (1), Umnqophiso PS (1), Vredenburg PS (1), Willemsvallei PS (1), Touwsrante PS (2), Denneoord PS (1), Milkwood PS (2), Slangrivier PS (1), Melkhoutfontein PS (1), Kranshoek PS (1), MM Mateza PS (1), Tyholorha PS (1), Bonnievale PS (2), Die Bron PS (2), Weltevrede (Rawsonville) PS (1), Weltevrede (Barrydale) PS (1), Glen Elgin PS (1), Waboomsheuvel PS (1), Vuselele PS (1)
	Isikolo sasesecondari 203	Khayelitsha No 1 SS (39), Khayelitsha No 2 SS (38), Khayelitsha No 3 SS (38), Khayamandi SS 3 S/S (35), Masibambisani SS (6), Montagu HS (4), Thandokhulu SS (3), Heideveld SS (1), Bonteheuvel SS (2), Sinenjongo SS (2), Masibambisani SS (2), Masonwabe SS (2), Iqhayiya SS (8), Eerste River SS (1), Wellington SS (7), Kylemore SS (2), Vredenburg HS (1), Murraysburg HS (2), Barrydale HS (1), Langeberg SS (4), Umyezo Wama Apile SS (2), Hexvallei SS (1), Esangweni SS (1), Khanylowethu SS (1)
	Izikolo ezizodwa	Azikho

Udidi lweprojekthi	Inani leprojekthi	Igama leprojekthi
Ukuhanjiswa kwamagumbi okufundisela angoonosukehlala	27	Bloekombos SS (22), Sir Lowreys Pass PS (3), Vuyani PS (2). Ezinye iiprojekthi ziza kwalathwa kuphela ngonyaka mali, xa amagumbi okufundela evela,
iiForum	Izikolo zaseprayimari 2	Turfhall PS, Mzamomtsha PS
	Isikolo sasesekondari 8	Ravensmead SS, Mondale SS, Mountview PS, Sarepta SS, Rocklands SS, Phoenix SS, Scottsville SS, Knysna SS
lithoyilethi	Izikolo zaseprayimari 279	Samora Marchall PS (34), Vredendal PS (17), Smutsville PS (18), Table View PS (34), Heinz Park PS (34), Khayelitsha PS no 1 (34), Khayelitsha PS No 2 (34), Delft N2 Gateway PS (34), Dalebuhle PS (17), Buffels Nek PS (5), Reenendal PS (18)
	Isikolo sasesekondari 150	Enkwenkwezi SS (27), Khayelitsha No 1 SS (27), Khayelitsha No 2 SS (27), Khayelitsha No 3 SS (27), Khayamandi SS (27), Schoonspruit SS (15).
liprowujekthi zophuculo	Izikolo zaseprayimari 1	Themhani PS (iziko lolawulo),
	Isikolo sasesekondari 4	Esselenpark SS (iziko lolawulo), Oaklands SS (iziko lolawulo), Thandokhulu SS (iziko lolawulo), South Peninsula SS (ukususwa kukamahambahlala endaweni yakhe kwakhiwe amagumbi asisigxina)
	Izikolo ezizodwa 0	Azikho

Ulonolozo lwezakhiwo kwiMTEF (2007/08 ukuya ku-2009/10)

Inani leprojekthi	Uhlahlomali R'000
500	R163,564 izigidi

Iindleko ezithekelelwayo zokutshintsha zonke izakhiwo ezikhoyo zezikolo kwiNtshona Koloni zimalunga ne-R12 yezigidi. Ngokweenkukacha zeNdelela yokusebenza kwiNkonzo karhulumente, ngumyinge we-1,5% wexabiso lokutshintshwa kwezakhiwo ekuyimfuneko ukuba zibonelelwe ukuze zilondolozwe rhoqo ngonyaka. Isixa-mali esifikelela kwi-R180 yezigidi kumele ukuba sibekelwe bucala rhoqo ngonyaka kulungiselelwa ukulondoloza izakhiwo zemfundo kwiNtshona Koloni.

Uhlahlo-lwabiwo-mali lonyaka ka-2007/08 lufikelela kuma-R25,221 ezigidi yaye eli xabiso limele umyinge we-14% nje kuphela wemali efunekayo. Lulonke uhlahlo-lwabiwo-mali lomsebenzi wokulondolozwa kwezakhiwo kule minyaka mibini idlulileyo lumalunga ne-R165 yezigidi. Ukuba kungabalwa kwangolu hlobo lonye, umzekelo: umyinge we-1,5% wexabiso lezakhiwo eziza kutshintshwa, ze impendulo ibonakalise ukuba izakhiwo ziyonakala yaye ukusilela kumsebenzi wokuzilondoloza kuynda ngokucacileyo.

Ulawulo lweempahla

- **Iimpahla ezingahambisekiyo**

I-WCED izisa iNkqubo yoLawulolweeNkcukacha zezeMfundo (EMIS) kunye neNkqubo yokuBhaliswa kweeMfuno zeZikolo (SRNIS), nezilungele ukulawula impahla karhulumente engenakususwa

- **Iimpahla ezihambisekayo eziphambili**

I-Ofisi kaNdlunkulu ne-EMDCs (kuqukwa nee-ofisi ezinxulumene ne-EMDCs)

Ngokuphathelele kwimpahla engenakususwa, i-WCED yamisela icandelo lolawulo lwempahla. Eli candelo liyenye yeentsika zeCandelo elijongene nokuThengwa nokuThengiswa kweMphahla zesebe lezeMfundo.

Yonke ifenitshala nezixhobo ezikwezi ofisi zithengwa kwi-ofisi kandlunkulu ze zibhaliswe kwinkqubo yekhompuyutha yempahla engenakususwa karhulumente ngokuthobela iifunzo ezimiselwe nguNondyebo weSizwe. Rhoqo ngonyaka kwenziwa

uphicotho lwempahla engenakususwa (ngoNovemba) kunye nokubhaliswa kwempahla ethengiweyo (ngoFebruwari/Matshi) ingoncedo lwekontraka yabucala eqeshelwe kanye lo msebenzi.

Kuthatyathwe la manyathelo alandelayo ukuqinisekisa imfezeko yeenkcukacha zolwazi ezigciniweyo nezixhasa ubhaliso olufanelekileyo lwempahla karhulumente negcina imigangatho yokubalwa kwempahla ukuqinisekisa ukudityaniswa kolwazi ngokusebenzayo, ngokufanelekileyo nangokuchanekileyo.

- (a) Kwenziwa ubhaliso lwempahla ethengiweyo liSebe kanye ngonyaka ubuncinane njengoko kumiselwe kwiMiqathango ye-ofisi kaNondyebo
- (b) Kuza kwenziwa nobhaliso lweenyanga ezintandathu lwempahla ngokubona umthamo owandayo wezi mpahla
- (c) Izintlu zemphala ethengiweyo zityikitywa ngamagosa afanelekileyo ze ziqinisekiswa ngaBaphathi beZiko leeNdleko
- (d) Kukhuthiswa iisetyhula ngokungqinelana neSahluko 10 seMiqathango kaNondyebo
- (e) Kuthotyelwa imigaqo yokuthengwa nokuthengiswa kwempahla yezemfundo njengoko imiselwe kwiNkqubo yeGosa elinguMchwangcisi-zimali
- (f) Kudityaniswa izinto ezithengwe kwi-LOGIS nenkcitho-mali eyenziwe kwi-BAS rhoqo ngenyanga
- (g) Irejista iqulethwe zonke iinkcukacha eziyimfuneko ngokwemigaqo yeMiqathango kaNondyebo

Izicwangciso esele zimiselwe ukuqinisekisa kulandelwa inkqubo esebenzayo yokwazi, yokukhusela, ukubeka esweni nokubhala iinkcukacha zemphala engenakususwa yezemfundo ihamba ngolu hlobo:

- (a) Yonke impahla iphawulwe ngophawu lwebha khowudi yaphawulwa "RSA" ze ibhaliswe kwizintlu zemphala
- (b) Yonke impahla echongwe kwicwadi ekubhalwa kuyo impahla engenakususwa ibonakaliswa nguNondyebo yaye yabelwa amanani awodwa (iibha khowudi)
- (c) Abaphathi beZiko leeNdleko banoxanduva lokukhusela impahla yabo
- (d) Yonke impahla engenakususwa ekwizintlu zokubhalisa impahla ibhaliswa kwiziko leendleko nendawo ekuyo. Izintlu zokubhalisa impahla ziqinisekiswa njengezichanekileyo ngaBaphathi beZiko leeNdleko. Izintlu zemphala ebhalisiweyo zigcinwa kwindawo ebonakalayo kwindawo nganye eneenkcukacha ezigciniweyo.

Izikolo

Kugqitywe ukwenza intlawulo kwizikolo ngokuthobela iMiqathango kaNondyebo ukuze izikolo zibe nakho ukuzithengela ezazo izixhobo kubanikezeli ngeenkonzo abanikwe ithenda. Yonke impahla ethengiweyo yezikolo yacinywa kwiNcwadi ekubhaliwa kuyo iMpahla yezeMfundo iLOGIS njengoko injalo, ngokwemigaqo yoMthetho olawula iZikolo eMzantsi Afrika, 1996 (uMthetho Nomb. 84 ka-1996), nezithatyathwa ngokuba yimpahla ekuluhlu lwempahla yezikolo. Izikolo ke ngoko, kuyimfuneko ukuba zinike ingxelo ngempahla ezinazo kwiingxelo zazo zonyaka. INcwadi ekuBhaliswa kuyo iMpahla ye-LOGIS ibonisa kuphela izintlu zemphala ezibhaliswe kwi-Ofisi kaNdlunkulu weSebe lezeMfundo kwiNtshona Koloni ngokunjalo ne-EMDC namaziko azo onikezelo ngeenkonzo afanelekileyo.

- **Izicwangciso malunga neempahla ezihambisekayo, ezifana nezithuthi**

Ukunikezelwa, ukurhoxiswa nokutshintshwa kwezithuthi ezonakeleyo kunye/okanye ezindala ezikwiGaraji kaRhulumente kulawulwa liSebe leZothutho lePhondo (iZithuthi zikaRhulumente). Bakwajongana nokukhutshwa kweelayisenisi zethuthi, ukulondolozwa nokugalelwa kwamafutha ezithuthi, ngokunjalo nokulondolozwa kwencwadi ekubhaliswa kulo iinkcukacha ezikwiNkqubo yeZithuthi. Bakwaqulunqa umgaqo-nkqubo wephondo ngokuphathelele ekusetyenzisweni kwezithuthi ze-GG.

I-WCED iqinisekisa ukuba umgaqo-nkqubo wephondo uyathotyelwa. Kukwalondolozwa incwadi yeenkcukacha zezithuthi kusetyenziswa inkqubo ye-WCED, kubekwa esweni izixhobo kusetyenziwa iinkcukacha zezithuthi ezihambileyo nokuqinisekisa ukuba izithuthi zisemgangathweni zilungele ukuhamba endleleni yaye zilondolozwa ngokufanelekileyo.

Iinkcukacha ezikhoyo zezithuthi, ezinikezelwa ngobonelelo lwezithuthi ezixhaswa ngemali lisebe kumagosa anelungelo, ajongana neemfuno ze-WCED. Ubonelelo ngezithuthi ezixhaswa ngemali lisebe lurhoxisiwe kusetyenziswa iSetyhula enguNomb. 179/2003 yomhla we-10 Septemba 2003, njengoko kwafumaniseka kuxabisa phezulu kunezithuthi zikarhulumente.

ISIHLOMELO A: IZINGQINISO ZOKWENZIWA KOMSEBENZI

Esi songezelelo sidwelisa amanyathelo omsebenzi engundoqo engama-39 (PMs) neyamkelwa sisizwe. Kumgangatho ngamnye womsebenzi, inani, inkcazelo emfutshane nende ichaziwe.

► PM001: Ipesenti yabantwana abakwiminyaka ekunyanzelekileyo ukuba bafunde abasafundayo

Le yipesenti yabantwana abaneminyaka yobudala ekunyanzelekileyo kuyo ukuba sesikolweni abayayo esikolweni okanye kumaziko emfundo. Esi Singqiniso Sokwenziwa Komsebenzi sibonakalisa ukuba afezekiswa kakuhle kangakanani na amalungelo abantwana, njengoko echazwa kuMgaqo-siseko, nokuba zilandelwa kangakanani na izikhokelo zoMthetho oyiSouth African Schools Act.

► PM002: Ipesenti yolutsha olungaphaya kweminyaka yobudala ekunyanzelekileyo ukuba ukuba bafunde abasafunda nabakwamanye amaziko emfundo

Esi siyafana no-PM001, ngaphandle nje kokuba esi sona sibhekisele kubantwana abadlana. Le yipesenti yabantu beli phondo abaneminyaka eli-15 ukuya kweli-17 abahamba nasiphi na isikolttending okanye amanye amaziko emfundo okanye amanye amaziko emfundo. Sibonakalisa ukuba urhulumente nesizwe ngokubanzi baphumelela kangakanani na ukubonelela izikolo ngemfundo engentla kweyamanqanaba asekuqaleni. Nangona uMgaqo-siseko imfundo kule ntanga ungayenzi ilungelo eliphambili, uyamnyanzela urhulumente ukuba enze ngezigaba ukuba imfundo engentla ifumaneka, ifikelelwe lulutsha lwethu.

► PM003: Inkcitho-mali karhulumente kwabona bafundi bahluphekileyo ngepesenti yenkcitho yezikolo kwabona bafundi abangahluphekanga

Le yinkcitho karhulumente kubantwana abasesona sahlulo sesihlanu sinye sihluphekileyo njengepesenti yesahlulo sesihlanu esinye esingahluphekanga. Kulaa minyaka yokugqibela yocalu-calulo le pesenti yayifudula iyi-20%. Yinjongo karhulumente ukuyinyusa le pesenti idlule kwi-100% kuwo onke amaphondo. Zininzi izinto ezenza ukuba le pesenti ihle inyuka: ubonelelo olutyekele ngakwabahluphekileyo nemigaqo-nkqubo karhulumente yolwabelo lwezikolo; imisebenzi karhulumente yolwakiwo lwezikolo (ziyayinyusa ipesenti); inani labantwana abahluphekileyo abangekho sikolweni (into leyo ethetha ukuba akukho nkxaso-mali bayifumanayo); iingxaki zokutsala ootitshala baye kusebenza kwimimandla yasemaphandleni (ezi izinto zziyayithoba ipesenti).

► PM004: Iminyaka yegalelo ngomfundi ngamnye ogqiba i-FETC

Le ke yiminyaka yokuya esikolweni achithela kuyo urhulumente ngenjongo yokuba enze umfundi ngamnye wakwaGrade 12 okanye welinye ibanga elilingana neli, agqibe ukufunda. Ngenxa yokuba abafundi bayawaphinda amabanga nangenxa yokuba abanye abafundi bayaphuma esikolweni bengekayi kufika kwaGrade 12, inani leminyaka liyakholisa ukuba ngaphezulu kune-12. Kambe ke, ngokuligcina inani leminyaka isezantsi kangangoko, urhulumente angakwazi ukuba ukuthi kratya ngokubonelela ngemfundo esemgangathweni kubantu abathe kratya.

► PM005: Izinga lelona banga liphezulu kufikelelwa kulo ngabantu abadala ekuhlaleni

Elonani liphezulu linokufikelelwa kwesi Singqiniso Sokwenziwa Komsebenzi li-12. Bekuya kuba nje ukuba ngaba bonke abantu bebemgqibile uGrade 12. Njengokuba abantu besiya befunda ngokugfunda nje, ixabiso lesi Singqiniso Sokwenziwa Komsebenzi lifanele kunyuka. Kufuneka silindele ukunyuka okuthe chu, njengoko kuthatha iminyaka emininzi ukuba sesikolweni nakwi-ABET kungade kwenze inguqu kumanqanaba emfundo afikelelwayo ngabantu abadala ngokubanzi.

► PM006: Amazinga okufunda kwabantu abadala

Le yipesenti yabantu abadala abakwaziyo kufunda nokubhala, phaya kumanqanaba emfundo yasekuqaleni. UMgaqo-siseko wethu uyaliqinisekisa ilungelo lemfundo yamanqanaba asekuqaleni labo bantu babefudula bevinjwe amathuba emfundo ngaphambili. Ngenxa yamalungelo oluntu nangenxa yophuhliso loqoqosho, esi Singqiniso Sokwenziwa Komsebenzi sibaluleke kakhulukarhulumente. Injongo yethu kukuba izinga lemfundo yabantu abadala liye kufika kwi-100%.

► PM101: Ipesenti yezikolo eziyisebenzisayo iNkqubo yoLawulo lweZikolo

Le nkqubo kuthiwa yiSchool Administration and Management System (SAMS) yinkqubo esebenza ngekhompuyutha eyaqulunqwa kwinqanaba lesizwe, khona ukuze izikolo zikwazi ukuzisebenzisa ngempumelelo iinkcukacha malunga nabafundi bazo, abasebenzi bazo, izibonelelo zazo kunyenezeemali zazo. Xa linokuya liba likhulu inani lezikolo ezine-SAMS, zingaba ukuba bhetele neenkonzo esinokuzilindela ezikolweni.

► **PM102: Ipesenti yezikolo ezinako ukuqhagamshelwana nazo ngekhompyutha (i-meiyile) isebe eli**

Uqhagamshelwano ne-imeyili lunceda izikolo ekunxibelelaneni neSebe eli ngokukhawuleza xa kukho ingxaki elifanele kuyiqwalasela iSebe eli. Olu hlobo loqhagamshelwano lukwenza neSebe eli likhawuleze ukuqhagamshelwana ngeendleko eziphantsi malunga neenkukacha eziphathelele kwiinguqu kumgaqo-nkqubo, ngeeprowujekthi eziqhubayo nangeesetyhula zesiqhelo nje. Yinjongo karhulumente ukuqinisekisa ukuba zonke izikolo zinalo uqhagamshelwano lwwekhompyutha.

► **PM103: Ipesenti yamabhinqa amnyama akwizikhundla zolawulo**

Le yipesenti yamabhinqa amnyama akwizikhundla zolawulo. Nangona ubulungisa basemsebenzini bunabela kwiinkalo ezininzi, ukuba kwizikhundla zolawulo kwamabhinqa amnyama kubalulekile ekuqaqambiseni inkqubela ngakwicala lobulungisa basemsebenzini kuMasebe kaRhulumente wePhondo.

► **PM104: Ipesenti yenkcitho-mali ekhoyo eya kwizinto ezingezizo ezabasebenzi**

Le yipesenti yenkcitho emfundweni, engaphandle kwenkcitho kwizibonelelo ezilulwakhiwo (imali yenkcitho engeyoyabasebenzi), eya kwizinto ezifana neencwadi, izinto zokubhala nokubhalela nakuthutho lwabafundi.

► **PM201: Ipesenti yeentsuku zokufunda zokukhutshwa kwesondlo sabafundi**

Eli linani lezidlo zasemini eziye zabonelelwa ngao izikolo kwiphulo lesondlo likarhulumente, lahlulwe ngazo zonke iintsuku zabafundi zesikolo enyakeni (usuku lomfundi lwesikolo loluya suku ngalunye aluyayo esikolweni umfundi). Ipesenti iyenyuka xa iphulo lesondlo lithatha abafundi abaninzi okanye xa umfundi ngamnye fumana izidlo zasemini ezithe kratya enyakeni. Ezona nai liphezulu linokufikelelwa yi-100%. Singalindela ipesenti ephezulu kuloo maphondo anamanqanaba entlupheko aphezulu kakhulu.

► **PM202: Ipesenti yabafundi kwizikolo zikarhulumente zesiqhelo abaneemfuno ezizodwa**

Le yipesenti yabafundi kwizikolo zikarhulumente ezizodwa. Ngaphambili phaya aba bafundi babefudula beneengxaki zokufikelela kwiziko zikarhulumente zesiqhelo nangona ngokomgaqo-nkqubo karhulumente wemfundo ebandakanyayo, kufanele ukuba kuthathwe amanyathelo okwenza ukuba abafundi abakhubazekileyo bakwazi ukufikelela.

► **PM203: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi**

Le yipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi acocekileyo noubu ngawaluphi na uhlobo. Ngenxa yeemeko zempilo nezinye kubalulekile ukuba izikolo zibe nawo amanzi acocekileyo emasangweni.

► **PM204: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo umbane**

Le yipesenti yezikolo zikarhulumente zesiqhelo ezinawo umbane. Umbane ubaluleke kakhulu ekusetyenzisweni kwetheknoloji yale mihla ethi iluphucule ulawulo, ukufundisa nokufunda ezikolweni.

► **PM205: Ipesenti yezikolo ezinenani elaneleyo lezindlu zangasese ezisebenzayo**

Le yipesenti yezikolo ezineethoyilethi ezimbini ezisebenzayo ubuncinane ngegumbi lokufundela ngalinye. Eli linani lezikolo ezineethoyilethi ezimbini ezisebenzayo ubuncinane ngegumbi lokufundela ngalinye. Ngenxa yeemeko zempilo nezinye izizathu zokuhamba isikolo kubalulekile ukuba iziko mazibe nobuncinane ezibubekelwayo isikolo.

► **PM206: Inkcitho-mali kumsebenzi wolondolozo ngokomyinge wexabiso lezixhobo zesikolo**

Kubalulekile ukuba izakhiwo nezinto zokusebenza ezikhoyo ezikolweni mazilondolozwe ngokufanelekileyo, khona ukuze zikwazi ukusebenza ngokupheleleyo, kucuthwe imfuneko yokuthenga ngokutsha. Umgaqo-nkqubo uthi inkcitho ngonyaka kulondolozo lwezibonelelo kufuneka ubuncinane ibe yi-1.5% yexabiso lezo zibonelelo.

► **PM207: Ipesenti yezikolo ezinabafundi abangaphezu kwama-40 kwiklasi nganye**

Le yipesenti yezikolo ezinomlinganiselo wabafundi ngotitshala ongaphaya kwama-40. Abafundi abaninzi egumbini lokufundisela abakufanelanga ukufundisa nokufunda, kwaye ke injongo kukuba le pesenti ithotywe iye ku-0%.

► **PM208: Ipesenti yezikolo ezingekho kwiCandelo 21 ezinazo zonke izincedidi nezinti eziyimfuneko kwangosuku lokuqala lokufunda**

Le yipesenti yezikolo ezifumana zonke iimpahla ezizilindeleyo ngokuxhomekeke kwiSebe ngokuthengwa kweencwadi zokufunda nezinye ii-LTSM, kwangosuku lokuqala lonyaka wesikolo, zixhomekeke phofu ekubeni iSebe eli lizithengile iincwadi nezinye izincedisi.

► **PM209: Ipesenti yezikolo ezikwiCandelo 21**

Le yipesenti yezikolo ezinikwe uxanduva lokuzilawula kwezinye iinkalo, ezibandakanya uxanduva lolawulo lwemali ngokwezikhokelo zeCandelo 21 loMtetho oyiSouth African Schools Act. (Ie nto ke ayinanto yokwenza neenkampani zeCandelo 21.) Kubalulekile ukuba zandiswe izikolo ezikulungeleyo ukuluthatha uxanduva lokuzilawula, ukuze lukwazi ukukhawulelana ngempumelelo nemiba yasekuhlaleni.

► **PM210: Ipesenti yeentsuku zokufunda ezilahlekileyo ngenxa yokungaphangeli kootitshala kwizikolo zikarhulumente zesiqhelo**

Esi Singqinisiso Sokwenziwa Komsebenzi siqwalasela ukungezi kootitshala esikolweni, ngazo naziphi na izingathu, kungekho titshala unokuthatha indawo yalowo ungaphangelanga. Ukuze izikolo zikwazi ukusebenza ngokufanelekileyo, kubalulekile ukuba abafundi bangahlali bengenazititshala. Injongo kukusigcina ezantsi kangangoko esi Singqinisiso Sokwenziwa Komsebenzi.

► **PM211: Ipesenti yeentsuku sokufunda ngenxa yokungabikho kwabafundi esikolweni kwizikolo zikarhulumente zesiqhelo**

Esi Singqinisiso Sokwenziwa Komsebenzi siyafana no-PM213, kodwa ke sona siqwalasela abafundi endaweni yootitshala. Nakuphi na ukungezi komfundi esikolweni kuyaqwalaselwa kwesi Singqinisiso Sokwenziwa Komsebenzi.

► **PM212: Umlinganiselo wenkqubo yezikolo ezihluphekileyo ngokuphathelele kwiBanga 3**

Lo ngumyinge wamanqaku afunyenwe kwiimvavanyo ekufundeni nakwimathematika kwaGrade 3 ngabafundi bezikolo ezihluphekileyo xa kuthlekiswa nezo zingahluphekanga, ubonakaliswe ngepesenti. Akubalulekanga nje ukuyinyothula intsalela yobuchithi bokungalingani kwabafundi obashiywa ziimini zocalul-calulo. Kukwabalulekile nokuqinisekisa ukuba ukungalingani kweziphumo zabafundi kuyathotywa, khona ukuze abafundi bafumane isiqalo esifanayo ebomini.

► **PM213: Amazinga okuphindwa kweBanga 1 ukuya 7**

Eli linani labafundi abaphinda amabanga abo kwaGrade 1 ukuya ku-7, lahlulwe ngenani labafundi ababhaliswe kwaGrade 1 ukuya ku-7. Amazinga aphezulu okuphindwa kwamabanga anendleko, kwaye ayingozi ekufundiseni nasekufundeni. Kubalulekile ukuba esi singqinisiso sigcinwe sisezantsi kangangoko.

► **PM214: Ipesenti yabafundi abakwiBanga 3 abafumene iziphumo ezamkelekileyo kwizibalo nobuchule bokufunda nokubhala**

Esi singqinisiso sokwenziwa komsebenzi sisekelwe kwiinkcukacha ezifana nezika-PM212. Sibonakalisa abantwana bakwaGrade 3 abafumana, ngokomyinge, iziphumo ezamkelekileyo ekubaleni nasekufundeni

► **PM215: Ipesenti yabafundi kwiBanga 6 abafumana iziphumo ezamkelekileyo kwisifundo sezibalo, ubuchule bokufunda nokubhala nesifundo sezobugqi**

Esi singqinisiso sokwenziwa komsebenzi sibonakalisa ipesenti yabo bonke abafundi beBanga 6 abafumana, ngokomyinge, iziphumo ezamkelekileyo ekubaleni, ekufundini nakwezenzululwazi.

► **PM216: Ipesenti yabafundi ababhinqileyo abenza isifundo sezibalo nobunzululwazi kwibanga 10 ukuya 12**

Le yipesenti yabafundi abangamantombazana abhalisileyo kwimathematika nenzululwazi kwaGrades 10, 11 no-12. Phambili phaya amantombazana ayefudula esiba mbalwa kwezi zifundo; ngoko ke ukuzithatha kwawo ezizifundo kubaluleke kakhulu ekubonakaliseni ukuba lukhona ulingano ngokwezini kwicandelo lemfundo ye-FET.

► **PM217: Umlinganiselo wenkqubo yezikolo ezihluphekileyo ngokuphathelele kumazinga empumelelo kwiBanga 12**

Lo ngumyinge wamanqaku abafundi bakwaGrade 12 kwizikolo ezihluphekileyo xa kuthlekiswa nomyinge wezo zingahluphekanga, ngokwepesenti. Esi Singqinisiso Sokwenziwa Komsebenzi siyafana ke ngoko no-PM212.

► **PM218: Amazinga okuphindwa kweeklasi kwiBanga 8 ukuya kwele-12**

Esi siyafana no-PM213, ngaphandle nje kokuba esi sona sibhekisele kwaGrade 8 ukuya ku-12.

► **PM219: Umlinganiselo wempumelelo kwiimviwo zeBanga 12**

Eli linani labaphumelele imatriki bebonke ngonyaka, lahlulwe ngenani labantu abaneminyaka eli-18 ubudala. Eli alifani nalamazinga empumelelo kwimatriki. Esi Singqinisiso Sokwenziwa Komsebenzi siqwalasela izinto ezimbini. Okokuqala, sijonga ukuba bangaphi na abantu abatsha ababhale iimviwo. Okwesibini, siqwalasela nokkuba bangaphi na abantu ababhale iimviwo baza baziphumelela.

► **PM220: Umlinganiselo wempumelelo kwiBanga 12 kwizibalo nezobunzululwazi**

Eli linani labafundi abaphumelele imathematika okanye inzululwazi kwiimviwo zematriki kunyaka othile, lize ke lahlulwe ngenani labantu abaneminyaka eli-18 ubudala. Njengakumlinganiselo wempumelelo (jonga ku-PM219), esis Singqinisiso Sokwenziwa Komsebenzi sibonakalisa ukuba ikhupha abantu abangakanani na imfundo xa kuthelekiswa namanani oluntu.

► **PM221: Ipesenti yabafundi beBanga 9 abafumana iziphumo ezamkelekileyo kuzo zonke iinkalo zezifundo**

Esi Singqinisiso Sokwenziwa Komsebenzi sibonakalisa ipesenti yabo bonke abafundi bakwaGrade 9 ngokomyinge, abafumana iziphumo ezamkelekileyo kwimfundo yabo.

► **PM301: Ipesenti yezikolo zabucala ezixhaswa ngemali ngeenjongo zokubekw'esweni**

Le yipesenti yezikolo ezizimeleyo ezifumana uncediso-mali lukarhulumente ezithi zityelelwe liSebe eli ngeenjongo zokuza kubeka iliso kumgangatho. Kubalulekile ukuba urhulumente makabeke iliso kumgangatho wemfundo eqhubeka kwizikolo ezizimeleyo, ngakumbi kwezo zifumana uncediso-mali lukaarhulumente, aze athathe amanyathelo apho imigangatho ingafikelelwayo.

► **PM401: Ipesenti yabantwana abaneemfundo ezizodwa abakwiminyaka yokufundab ekunyanzelekileyo ukuba bafunde abangabhaliswanga kumaziko emfundo**

Le yipesenti yabantwana abakhubazekileyo abakwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni abangabhaliswanga kuwo nawaphi na amaziko emfundo. Kubalulekile ukuba urhulumente aqinisekise ngofikeleleko ngokwaneleyo nangokufanelekile lwezikolo zikarhulumente zesiqhelo ngabafundi abaneemfundo ezizodwa. Okunokufaneleka kukuba esi Singqinisiso Sokwenziwa Komsebenzi masibe ngu- 0%.

► **PM501: Inani labafundi abakwiikholeji ze-FET xa kuthelekiswa nolutsha kweli phondo**

Eli linani labafundi beekholeji ze-FET abakuzo zonke iintanga, lahlulwe ngolutsha olukwi-16 ukuya kwi-18 ubudala. Nangona abafundi abaninzi beekholeji ze-FET beya kuba ngaphaya kwe-18 ubudala, esi Singqinisiso Sokwenziwa Komsebenzi, siyabonakalisa kodwa esi singqinisiso ukuba ngaba iikholeji ze-FET zifikelela kangakanani na kulutsha nakuluntu ngokubanzi.

► **PM502: Ipesenti yabafundi ababhinqileyo kwezobugcisa**

Le yipesenti yabafundi ababhinqileyo beekholeji ze-FET ababhalise kwizifundo zobunjineli nezinye iinkalo zezobugcisa. Phambili phaya ubhaliso lwamabhinqa kwezi nkalo belufudula luphantsi kakhulu. Ukuze kuphuculwe ubulungisa basemsebenzini ngokwesini, kubalulekile ukuba le meko mayiphuculwe

► **PM503: Amaziko okugqiba kwiikholeji ze-FET**

Eli linani labafundi abaziphumelelayo iimviwo zabo zokugqibela, lahlulwe ngenani labafundi bebonke ababeqalile kwiikholeji ze-FET benenjongo yokugqiba.

► **PM504: Ipesenti yabafundi abasiwa kuqeqesho lwemisebenzi abakwiikholeji ze-FET**

Aba ngabafundi abafumana uqeqesho emsebenzini ngokuthunyelwa ziikholeji ze-FET njengepesenti yabo bonke abafundi abaqeqeshelwa emisebenzini kweli phondo. Esi Singqinisiso sokwenziwa Komsebenzi sibonakalisa ukuba iikholeji ze-FET ziqhuba njani na ekutsaleni abafundi abavela kuqeqesho lwasemsebenzini.

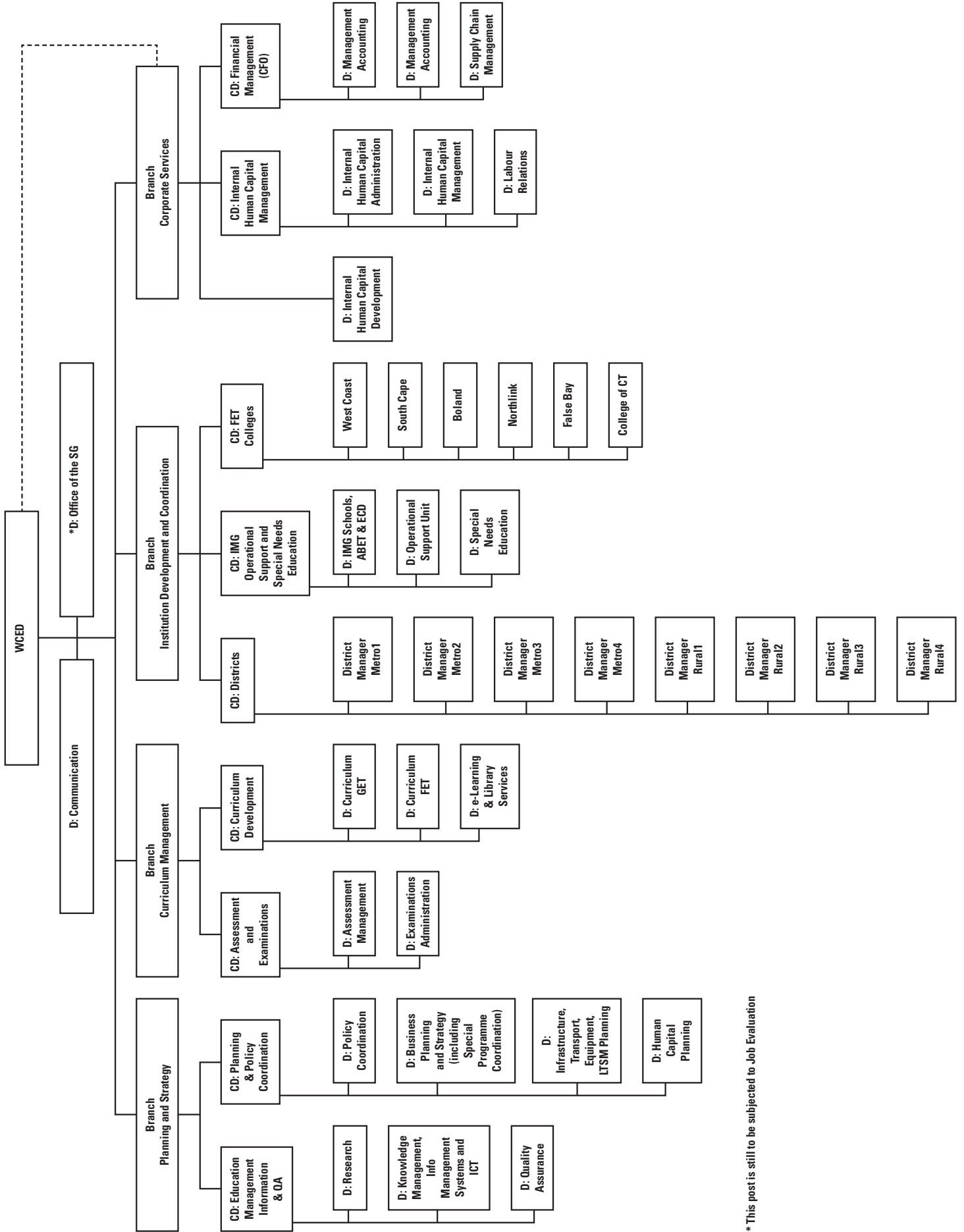
► **PM601: Ipesenti yabafundi be-ABET xa kuthelekiswa nabantu abadala kweli phondo**

Lo ngumyinge wabafundi ababhalise kumaziko e-ABET karhulumente, lahlulwe ngenani labantu abadala abakhoyo. Le pesenti ibonakalisa ukuba lungkanani na ubonelelo ngemfundo ye-ABET kweli phondo.

► **PM701: Ipesenti yabafundi abakwiBanga R kwisikolo zikarhulumente ezixhaswa ngemali**

Aba ngabafundi bakwaGrade R oxhaswa ngemali ngurhulumente R (kwizikolo zikarhulumente okanye kuamaziko oluntu), bahlulwe ngenani labo bonke abantwana abaneminyaka emihlanu abakhoyo. Nangona ingeyonjongo karhulumente ukuba aye kufika kwi-100% kwesi Singqinisiso Sokwenziwa Komsebenzi (abanye abafundi kusenokulindeleka ukub baye kumaziko azimeleyo), umgaqo-nkqubo uthi ngo-2010 kufuneka ukuba sibe sifike kumanqanaba aphezulu, aphakathi kwe-80% ne-90%.

Ishedyuli 1 – Amanqwanqwa Okuma Kwesebe Lemfundo Lentshona Koloni



* This post is still to be subjected to Job Evaluation

***Office of the SG ***
I-Ofisi yeNtloko yeSebe

***D: Office of the SG**
* Umlawuli: kwi-Ofisi yeNtloko yeSebe

D: Communication
Umlawuli: kwezoChagamshelwano

Branch Planning and Strategy
Icandelo lezoCwangciso nesiCwangciso-
Qhinga

CD: Education Management Information and Quality Assurance
Umlawuli oyiniNtloko kwiCandelo loLawulo lweNgombolo yoLwazi noQinisekiso loMgangatho kwezeMfundo

D: Research
Umlawuli: kwezoPhando

D: Knowledge Management, Information Management Systems
Umlawuli: kwezeNkqubo zolawulo loLwazi, noLawulo lweNgombolo yoLwazi

D: Quality Assurance
Umlawuli: kwezoQinisekiso lomGangatho

CD: Planning Policy Coordination
Umlawuli oyiniNtloko kwiCandeloloCwangciso loLungelelwaniso lwemiGaqo-Nkqubo

D: Policy Coordination
Umlawuli: kwezoLungelelwaniso lwemiGaqo-Nkqubo

D: Business Planning & Strategy (including Special Programme Coordination)

Umlawuli: kwisiCwangciso soShishino nesiCwangciso-qhinga (kubandakanya ulungelelwaniso weeNkqubo ezikhethekileyo)

D: Infrastructure, Transport, Equipment, LTSM Planning

Umlawuli: kuCwangciso lweZibonelelo zoncendo zangaphakathi, ezoThutho, iziXhobo, nee-LTSM

D: Human Capital Planning
Umlawuli: kuCwangciso lweKhapitali yoLuntu

Branch Curriculum Management
Icandelo loCwangciso lweKharithyulam

CD: Assessment and Examinations
Umlawuli oyiniNtloko: uHlole neeMviwo

D: Assessment Management
ulawulo loHlole

D: Examinations Administration
ulawulo lweeMviwo

CD: Curriculum Development
Umlawuli oyiniNtloko: kuPhuhliso lweKharithyulam

D: Curriculum GET
Umlawuli: kwiKharithyulam yeGET

D: Curriculum FET
Umlawuli: kwiKharithyulam yeFET

D: e-Learning & Library Services
Umlawuli: kwiiNkonzo ze-e-Learning nezeLayibrari

Branch Institutional Development & Coordination
Icandelo loPhuhliso noNxitiyelwaniso lwamaZiko

CD: Districts
Umlawuli oyiniNtloko: weZithili

District Manager Metro 1
Umlawuli westiThili 1 esiseDolophini

District Manager Metro 2
Umlawuli westiThili 2 esiseDolophini

District Manager Metro 3
Umlawuli westiThili 3 esiseDolophini

District Manager Metro 4
Umlawuli westiThili 4 esiseDolophini

District Manager Rural 1
Umlawuli westiThili 1 esisemaPhandleni

District Manager Rural 2
Umlawuli westiThili 2 esisemaPhandleni

District Manager Rural 3
Umlawuli westiThili 3 esisemaPhandleni

District Manager Rural 4
Umlawuli westiThili 4 esisemaPhandleni

CD: IMG Operational Support and Special Needs Education

Umlawuli oyiniNtloko: weNkxaso kwezokuSebenza kwi-IMG neMfundo eneeMfuno eziZodwa

D: IMG schools, ABET & ECD
Izikolo ze-IMG, i-ABET ne-ECD

D: Operational Support Unit
IYunithi yeNkxaso kwezokuSebenza

D: Special Needs Education
IMfundo eneeMfuno eziZodwa

CD: FET Colleges
Umlawuli oyiniNtloko: kwiiKholeji zeFET

West Coast FET College
e-West Coast kwiiKholeji zeFET

South Cape FET College
eSouth Cape kwiiKholeji zeFET

Boland FET College
eBholani kwiiKholeji zeFET

Northlink FET College
e-Northlink kwiiKholeji zeFET

False Bay FET College
e-False Bay kwiiKholeji zeFET

FET College of CT
kwiiKholeji zeFET yaseKapa

Branch Corporate Services
Icandelo leeNkonzo zeSebe

D: Internal Human Capital Development
Umlawuli: kwezoPhuhliso lwangaPhakathi lweKhapitali yoLuntu

CD: Internal Human Capital Management
Umlawuli oyiniNtloko: kwezeMpatho yangaPhakathi yekhapitali yoLuntu

D: Internal Human Capital Administration
Umlawuli: kwelawulo lwangaPhakathi lweKhapitali yoLuntu

D: Internal Human Capital Management
Umlawuli: kwelMpatho yangaPhakathi yekhapitali yoLuntu

D: Labour Relations
Umlawuli: kwezobuDlelwane eMsebenzini

CD: Financial Management (i-CFO)
Umlawuli oyiniNtloko: kwiiMpatho yezeMali (i-CFO)

D: Management Accounting
Umlawuli: kwiiMpatho yeze-Akhwawuntingi

D: Management Accounting
Umlawuli: kwiiMpatho yeze-Akhwawuntingi

D: Supply Chain Management
Umlawuli: kwiiMpatho yezeNtengiso