

# Annual Performance Plan

2006/07 to 2008/09

# Jaarlikse Prestasieplan

2006/07 tot 2008/09

# IsiCwangciso Sentsebenzo Yonyaka Emihlanu

2006/07 ukuya 2008/09



**WESTERN CAPE  
Education Department**

Provincial Government of the Western Cape



## Foreword by the MEC

Our MTEF is informed by a number of factors. Firstly, the national priorities, which have been determined by the national Department of Education (DoE) in consultation with the National Treasury as well as those identified and prioritised by the provincial Cabinet Social Cluster, which impact on our work (safety of learners, integrated framework on Early Childhood Development (ECD), school sport and campaign against substance abuse amongst youth). Secondly, our key provincial mandate is to deliver on the Human Capital Development Strategy (HCDS), which has been adopted by the provincial Cabinet. The call by the President to focus on the attainment of 6% growth has refocused us on the need to concentrate on the development of skills aligned to the Micro-Economic Development Strategy (MEDS) by not only increasing the numbers in our further education and training (FET) colleges, but also on the number of learners gaining access to higher education, particularly those with mathematics, science and technology. This will not only require strong support and the setting of clear targets for the 40 Dinaledi and 10 Mathematics, Science and Technology (MST) schools, but a stepped up learner attainment strategy for our poorly performing schools and ongoing support to all our schools by the department.

Our essential 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 of the HCDS include –

- i. Numeracy and Literacy (we will ensure our language in education transformation plan is incorporated into the strengthened numeracy and literacy strategy).
- ii. Further extension of Grade R including allocating the increased subsidy formula to more sites in poor and rural communities and the development of an integrated approach to ECD (0-4 year olds) with our sister departments of social development, health and local government.
- iii. Increase access to Adult Basic Education and Training (ABET) Programmes and a preliminary feasibility study on the implications of developing a possible full-time ABET centre will be conducted.
- iv. Implementation of the new National Curriculum Statements (NCS) especially in regard to the FET band starting in Grade 10 in 2006 as well as the remaining years of the general education and training (GET) band.
- v. The 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.
- vi. Education infrastructure - allocating some funds to our school governing bodies (SGB's) to complete projects with the support of our project management unit and

ensuring implementation of the service delivery agreement (SDA) with public works.

- vii. School safety.
- viii. Re-designing of the Western Cape Education Department (WCED), which will ensure that our organization can best implement the HCDS and also become representative of the people of the Western Cape.
- ix. Development of Human Capital within the WCED with a special focus on teacher support and development by ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS).
- x. Mathematics, Physical Science and Technology.
- xi. Building of social capital in education by launching the provincial association of representative council of learners (RCL's), the retired teachers association and convening a provincial conference for all SGB. We will step up our training and support of SGB's and RCL's.

The provincial Cabinet has charged the WCED with the responsibility to develop implementation plans and to prioritise resources efficiently within the HCDS. We are anticipating the following challenges in 2006:

- i. The implementation of no-fee schools for certain of our poorest schools.
- ii. The provision of teacher incentives in line with the allocation by National Treasury.
- iii. Increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme, which does not have dedicated funding for school infrastructure.

The following policies to enhance education delivery are nearing completion –

- i. Admission policy, including when is a school full.
- ii. Learner transport.
- iii. Western Cape Language in Education Transformation Plan.
- iv. Education Provisioning Plans for all category B municipalities and sub-councils in the metropolitan areas.

Our vision of a learning home for all, has been taken forward boldly with the occupation of 15 new schools from the beginning of this year; the growth of 292 teacher posts in the educator basket of posts; the introduction of the NCS; and the introduction of about 500 Teacher Assistants. In all this work, we will also focus improving the culture of consultation, inclusivity, service delivery and responsiveness within the WCED

**CAMERON DUGMORE  
MEC FOR EDUCATION**

## Foreword by the Accounting Officer

The Western Cape Education Department (WCED) launched the Human Capital Development Strategy (HCDS) for the Western Cape, with a focus on youth, on 6 March 2006.

The strategy is cornerstone of the provincial government's iKapa Elihlumayo strategy to grow and share the Cape, and will provide the point of departure for education planning in the province for many years to come.

The HCDS describes the role that education must play, by ensuring that our people, especially the youth, have the knowledge, skills, values and attitudes they need to realise their potential and to contribute to social and economic development.

This annual performance plan describes how we intend implementing the HCDS during the period 2006/07 to 2008/09.

It describes national and provincial priorities, how we plan to allocate our budget to meet these priorities, and how we will measure our progress in achieving these objectives.

Our MEC has set six key priorities for the coming year, as part of our drive to achieve the objectives of the HCDS. They are:

- Literacy and numeracy, focusing on learner performance in the Foundation Phase
- Introducing the national FET curriculum for schools, starting in Grade 10.
- Recapitalising FET colleges
- School safety
- Redesigning the WCED to ensure that the department has the capacity to implement the HCDS and to meet employment equity targets.

This document is our first annual performance plan following the launch of the HCDS. We are entering a new phase in the delivery of education in the Western Cape.

The HCDS provides us with a map of where we need to go. Our task now is to embark on this journey together, to transform education, and to build the people we need to build the future of this province.

**RON SWARTZ**  
**HEAD OF EDUCATION IN THE WESTERN CAPE**

## About this document

The *Annual Performance Plan* of the Provincial Department of Education explains the plans for education of the Provincial Government for the coming three years, with a special focus on what will happen during the financial year starting on 1 April 2006 and ending on 31 March 2007. This document also includes much information about the current situation in education: what the major challenges are and what government programmes are expanding.

There are two main parts to this document.

**Part A** explains what the national **strategic goals** and **strategic objectives** are, and how they are supported by the strategies and plans of the province. Successes and challenges in the province are also described. Part A also explains the way forward for pre-school services, schools, FET colleges and adult education. Detailed information on programmes and budgets does not appear in Part A.

**Part B** provides more details about the services of the Provincial Department of Education, 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.

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	LSEN	Learners with special education needs
AFET	Adult further education and training	LTSM	Learning and teaching support materials
CEM	Council of Education Ministers	MEC	Member of the Executive Council
CEO	Chief Executive Officer	MEDS	Micro-economic Development Strategy
CLC	Community learning centre	MST	Mathematics, science and Technology
CTI	Cape Teaching Institute	MTEF	Medium-term expenditure framework
DoE	National Department of Education	NCS	National Curriculum Statements
ECD	Early childhood development	NGO	Non-governmental organisation
EMDC	Education Management and Development Centre	NQF	National qualifications framework
EMIS	Education Management Information System	NSNP	National school nutrition programme
ETDP	Education, training and development practices	NSSF	Norms and standards for school funding
EPWP	Extended Public Works Programme	PED	Provincial Department of Education
FET	Further education and training	PFMA	Public Finance Management Act
FTE	Full-time equivalent	PPP	Public-private partnership
GET	General education and training	RCL	Representative Council of Learners
GETC	General education and training certificate	SAQA	South African Qualifications Authority
HCDS	Human Capital Development Strategy	SASA	South African Schools Act
HEDCOM	Heads of Education Departments' Committee	SDA	Service Delivery Agreement
HEI	Higher education institution	SDIP	Service delivery improvement plan/programme
HRD	Human resource development	SDP	School development plan
ICT	Information and communication technology	SETA	Sector Education and Training Authority
IQMS	Integrated Quality Management System	SGB	School governing body
LOGIS	Logistics Information System	SMT	School management team
		SSE	School self evaluation
		WCED	Western Cape Education Department
		WSE	Whole school evaluation

## 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, and 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, are also explained.

### A.1 Strategic Goals and Objectives

#### Strategic plan update

The department has reviewed both the strategic and performance plans and budgets 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 development strategy, iKapa Elihlumayo, as well as the HCDS that has been 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 Executive Authority and the (national) Education Sector Priorities for the 2006 MTEF have also been included.

For the 2006/07 financial year the strategic planning process was aimed at refining the existing Five-year Strategic and Performance Plan 2005/06 – 2009/10 in line with the HCDS and the priorities of the education sector. The format of the Plan used is the generic format prescribed by the National Treasury and the national Department of Education for all provincial departments of education.

#### Policies, priorities and strategic goals

The broad policies, priorities and strategic goals of the WCED are encompassed in the HCDS, which has been influenced primarily by the provincial vision of a “Home for All” and the Western Cape’s development strategy, iKapa Elihlumayo, priorities identified and prioritised by the provincial Cabinet Social Cluster that impact on the department (safety of learners, integrated framework on ECD, school sport and campaign against substance abuse amongst youth) as well as the national education sector priorities.

The main goals of iKapa Elihlumayo are –

- increased economic growth;
- increased employment and participation in the economy;
- reduced socio-economic and geographic inequality; and
- maintenance of a sustainable safety net.

The following (national) education sector priorities for the 2006 MTEF also influenced the strategic direction of the WCED –

- Quality through re-capitalisation
  - National Quality Education Development and Upliftment Programme for Public Schools
- Access and equity
  - Implementation of ‘no fee status’ schools
  - Expansion of Grade R
- Curriculum delivery
  - Implementation of the NCS - Grades 8 – 12
  - Teacher development
- Monitoring and evaluation
  - Education Management and Information System (EMIS)
  - Human Resource (HR) Systems

The Vision of the HCDS is to develop 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.

The HCDS 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, and contains four key strands:

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.
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 departments of Education, Community Safety, Social Services and Health will jointly develop and implement a programme designed to reduce the impact of social pathology on schools.
3. The core of the strategy is focused on 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.
4. Creating opportunities for skills and qualifications acquisition: 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 Strategy, therefore, is focused on building the human capital of the province from the ground up, and sees this as a long-term goal. However, it recognizes the need to deploy relevant human capital for short- and medium-term benefit. Based on research information contained primarily in the MEDS, this strategy is also focused on intervention in the FET sector in particular, to deliver on our short to medium-term human capital requirements.

In essence, therefore, the Strategy is intended to organize and direct the education system in the province to enable our youth to take advantage of the various employment and entrepreneurial opportunities that the provincial government will mobilize through a combination of different strategies. These include the MEDS that provides the platform for economic sector development and which will influence not only important information for career guidance and career choice, but also more importantly, the focus for courses and curricula that are to be provided by our FET sector (colleges and schools).

In practical terms this means that the HCDS should ensure a dramatic increase in the number of young people participating in and succeeding in FET and Higher Education (HE) programmes that contribute to the growth and development of the province. In other words, the Strategy will address the current drop out in the school system and ensure much higher retention rates in further and higher education. But as we have seen above, participation and success in further and higher education depend on the exposure of young children to a healthy, active and stimulating environment and a good general education. The HCDS of the Western Cape, therefore, focuses on:

- ensuring the physical, social and cognitive development of every child from 0 – 5 years of age (ECD);
- providing a high quality general education and training (GET - Grades 1 to 9) for all children of 6 – 14 years of age;
- increasing the number of young people accessing appropriate further (FET) and higher education and training (HET); and
- enrolling young people who have dropped out of the education and training system in relevant adult basic education and training courses (ABET).

The specific programme-based strategies to achieve the above-mentioned main policies of the HCDS, are to –

1. Ensure an integrated approach to the physical, social and cognitive development of all 0 to 4 year olds living in the province.
2. Provide high quality Grade R tuition to all 5 year olds so that they are ready for school learning
3. Ensure that all learners from Grade 1 to Grade 6 read, write and calculate at the levels determined by the NCS
4. Ensure that all learners in Grades 7 - 9 are provided with a high quality general education
5. Provide advice on subject choice and career guidance to all learners in Grade 9 so that they make appropriate subject and career choices in the FET band
6. Provide career guidance course to all high schools
7. Train teachers in each high school to provide career guidance
8. Increase the participation and success rates of young learners, especially black learners, in the FET band at both schools and colleges
9. Increase the number of FET learners who qualify for access to higher education
10. Increase access to higher education especially for learners from poor homes



11. Increase the number of learnerships, apprenticeships, internships and skills programmes that are linked to work opportunities
12. Increase the number of adult learners in basic education and training (ABET) programmes

Key priorities of the department include –

- (1) Numeracy and Literacy (we will ensure our language in education transformation plan is incorporated into the strengthened numeracy and literacy strategy).
- (2) Further extension of Grade R including allocating the increased subsidy formula to more sites in poor and rural communities and the development of an integrated approach to ECD with our sister departments of social development, health and local government.
- (3) A preliminary feasibility study on the implications of developing a possible full-time ABET centre will be conducted.
- (4) Implementation of the new NCS especially in regard to the FET band starting in Grade 10 in 2006 as well as the remaining years of the general education and training (GET) band.
- (5) The 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.
- (6) Education infrastructure- allocating some funds to our school governing bodies (SGB's) to complete projects with the support of our project management unit and ensuring implementation of the service delivery agreement (SDA) with public works.
- (7) School safety.
- (8) Re-designing of the Western Cape Education Department (WCED), which will ensure that our organization can best implement the HCDS and also become representative of the people of the Western Cape.
- (9) Development of Human Capital within the WCED with a special focus on teacher support and development by ensuring that they make maximum impact and are held accountable in terms of the Integrated Quality Management System (IQMS).
- (10) Mathematics, Physical Science and Technology.
- (11) Building of social capital in education by launching the provincial association of representative council of learners (RCL's), the retired teachers association and convening a provincial conference for all SGB. We will step up our training and support of SGB's and RCL's.

## **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.

### **The socio-economic challenges**

The population of the Western Cape has grown rapidly over the last five years and continues to grow. The Western Cape is home to about 4.5 million people, representing 10% of South Africa's total population. The population growth is estimated at 2.9% per annum with an additional influx of 48,000 that migrate to the province, from other provinces each year. The majority of those entering the Western Cape are black people in search of work. This in-migration has changed the age, race and poverty profile of the Western Cape.

One consequence of this increase in population is that every form of education and training in the province has experienced growth in numbers in the past five years: ECD sites, schools, FET colleges, adult centres and learnerships.

The data for the school system from 1995 to 2005 is provided in **Table 1** below to illustrate the growth in learner numbers in the Western Cape and illustrates the first of the service delivery challenges faced by the Western Cape Education Department (WCED). While some provinces face a decline in enrolments, the WCED continues to experience growth until 2004. The 2005 Annual Survey indicates no growth from 2004 to 2005, due to the Grade 1 intake that experienced abnormal growth from 2003 to 2004 with the relaxing of the intake/admission policy. Normal growth is expected again from 2006. The growth in learner numbers is also unpredictable as there is considerable in-migration and intra-migration in the province. This makes planning of service delivery, especially classrooms and teachers, extremely complex.

**Table 1: Enrolment in public ordinary schools 1995 – 2005**

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

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

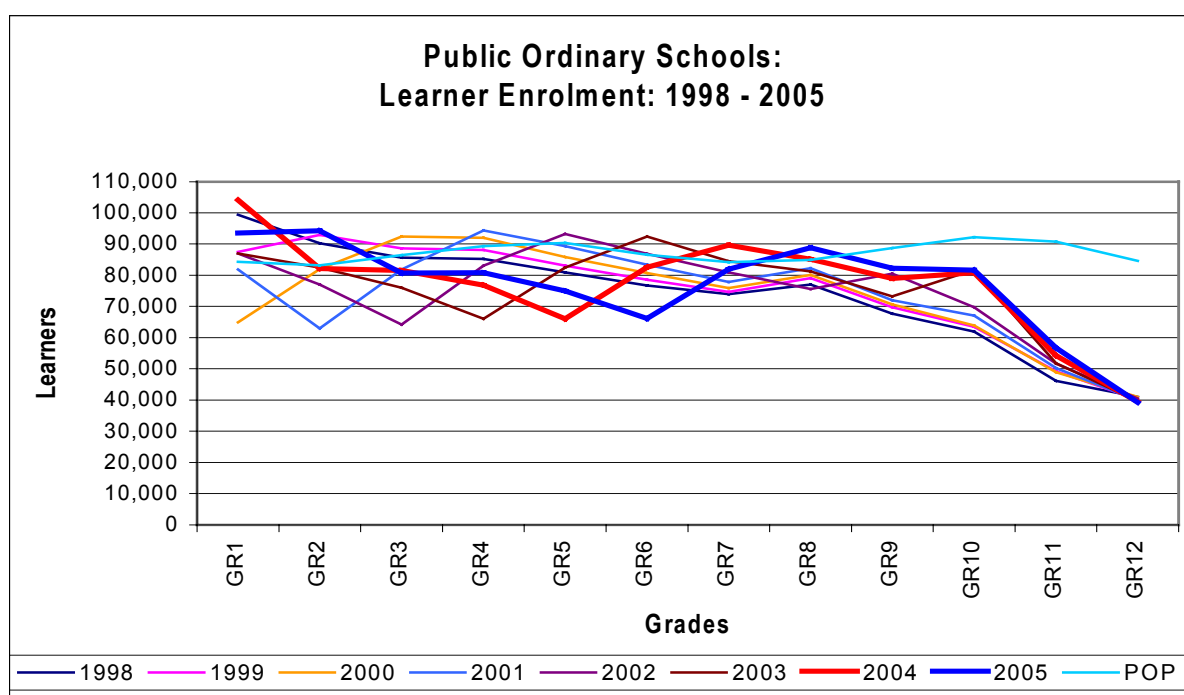


Figure 1 - Source: EMIS

The second challenge facing the WCED is to improve the education levels of the citizens of the Western Cape. While there has been some improvement in the five-year period 1996 to 2001, large numbers of people have not had access to education at the level required for dignified participation in the civic, political and economic life of the province. For example, Table 2 below shows that less than a quarter of the Western Cape population has a Senior Certificate.

**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 - 2004 show that only 50% of learners that enrolled in Grade 1 reach Grade 12 (See Figure 1 above). The throughput rate in schools is also highly correlated with race. While enrolment in schools up to the age of 17 is almost 100% amongst Whites, enrolment is much lower among Africans and even lower among Coloured adolescents. (Seekings, 2003 and WCED EMIS)

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). Eighty percent 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.

## **The national/provincial policy challenges**

Responding effectively, meaningfully to inequality and acting decisively to enhance learner performance is the major challenge facing the education sector.

The introduction of no fee schools to ensure access for all to the schooling system will be a major step in this regard, as will the intensified efforts at resource provision, delivery of textbooks, desks, water and sanitation.

Strategic education affirmative action will be enhanced by –

- providing more and better educators in poor schools through redress;
- ensuring smaller classes in schools that are disadvantaged;
- providing teacher assistants to enhance quality of literacy and numeracy in the Foundation Phase;
- the implementation of the NCS in Grades 8 – 12;
- the expansion of Grade R to ensure that all children entering Grade 1 have had access to a quality Grade R programme; and
- ensuring that there are school leaders who can exercise leadership.

Furthermore, computers are being provided to all schools and the education management information system (EMIS) is being enhanced to provide organised useful data that supports education management and delivery.

The education sector also needs to tie into national priorities such as the Accelerated and Shared Growth Initiative (ASGI). 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.

## **The organisational challenges**

The WCED comprises the Provincial Ministry of Education, headed by a Member of the Executive Council (MEC) and the provincial head office. The provincial head office is subdivided into three branches namely Corporate Services, Operational Education Management, and Education Planning and Development. In a bid to bring management and development support closer to schools, Education Management and Development Centres (EMDCs) have been established in the seven districts in the province of which three are in the rural areas. The organogram of the Department is reflected in **Schedule 1** and the map of the education management and development districts is indicated in **Schedule 2**.

The educational institutions consist of public ordinary and special schools, FET Colleges, adult community learning centres and early childhood development sites.

## WCED activities – scope and scale

Learners*	955 064
Public ordinary schools *	1 453
Schools for learners with special needs #	70
Further education and training institutions (technical colleges)	6 (39 sites)
Adult community learning centres	112 (301 sites)
Subsidised pre-primary schools	446
District offices (EMDCs)	7
Educators (Post Provisioning Model)	24 604
Public service staff (approved establishment)	8 823

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

Source – 2006 Snap Survey Use Annual Survey

The WCED is the largest government department in the province. With an organization of this size 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 WCED has defined itself as a learning organization with a preoccupation on service delivery excellence over the next ten years. As a learning organization, WCED will undergo a constant process of self critique and renewal through focusing on organizational efficiency, strengthening and focusing district capacity, reinforcing school effectiveness and driving support strategies to address various aspects of quality education in schools.

The development of human capital in the province doesn't apply only to the development of the youth who are in their formative years. It also applies to the organization as a whole and the growth and development of the internal knowledge and future capacity of the organization. The development of our organizational capital, starting with the envisaged re-engineering process, is therefore closely tied up with the human capital strategy itself.

With the establishment of the Directorate: Quality Assurance, the WCED intends to co-ordinate and integrate all the existing accountability systems, and establish those where none exist. In keeping with the increasing government focus on results and impact, monitoring and evaluation systems will be 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) will be strengthened by the greater use of standards together with workplans. The congruency between individual plans and strategic goals will also receive increased attention.

In the 2006/07 year, Whole School Evaluation (WSE) will be implemented for the first time, including the evaluation of school development plans; and an instrument for evaluating district offices will be refined and tested. The ultimate aim is to demonstrate that accountability systems contribute towards performance and quality improvement.

### A.3 Achievements to Date

The year under review saw the conceptualization and implementation of the iKapa Elihlumayo intervention in a Human Resource Development Strategy that will impact on both GET and FET.

Highlights of the past year have included –

- The schooling system again performed well with a pass rate of 84,4% in the 2005 Senior Certificate examinations. Candidates for the Senior Certificate examinations have now achieved a pass rate of more than 80% for five years in a row. The number of schools achieving a pass rate of less than 60% dropped from 43 in 2004 to 38 in 2005, of which 34 are public schools. This reflects the tremendous effort put in by many of the schools in this category over the past year, supported by the Learning Schools Project of the WCED.
- The appointment of the Literacy and Numeracy Task Team, to integrate the various strategies to improve learner performance in these subjects in primary schools, primarily in the poorest communities.
- The Provincial Cabinet approved the integrated ECD strategy framework between the departments of Education, Health and Social Services and Poverty Alleviation.

- Improving 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.
- The 'basket of posts' for teachers was increased by 292 for the 2006 school year. These posts have been creatively allocated to improve access to quality education in the province, by utilizing 100 of these posts to appoint 500 teaching assistants to support Foundation Phase teachers in the poorest schools.
- Final preparations for introducing the national curriculum in Grades 10 to 12, starting with Grade 10 in 2006, have 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. In 2005, it was the turn of Grade 7 teachers to be trained. Training workshops were held during the July and September holidays.
- The number of Dinaledi mathematics and science focus schools was expanded from 10 to 50 in the Western Cape, to support mathematics and science education in the province. The special Focus Schools Programme has also been launched. The 28 focus schools offer specialised education in Arts and Culture; Business, Commerce and Management; and Engineering and Technology.
- Improved access of ABET to the citizens of the Western Cape through tuition being offered to 795 employees of 8 provincial government departments and reaching 2500 more learners over and above the 2004/05 learner target.
- The WCED and a service provider completed a major census of learners for the WCED's new Learner Tracking System, which will contribute significantly to improving service delivery where it is needed the most, especially in the poorest communities.
- The Education Conference held in March 2005, where 700 delegates attended the climax of the consultation process on the Human Capital Development Strategy.
- The WCED celebrated the switch-on of the Dassie wide-area network, which marks the start of a new era in computer connectivity between the FET colleges.
- 15 new schools were completed in time for the 2006 school year. Once again the early admission campaign and the establishment of a 'hotspot' forum assisted in a smooth start to the 2006 school year.
- 2005 also saw the launch of an interim provincial RCL association as part of the social capital programme.
- The Provincial Teaching Awards once again demonstrated the depth of talent in the WCEDs teaching corps and the leadership expertise of school principals. One of our provincial winners, Sheryl Hendricks of Weltevrede Secondary, also won the national award for secondary school teaching. Achievement awards were also presented to FET college staff as well as to ABET learners, which revealed the depth of talent that exists among adult learners.
- The Premiers' Awards for Service Excellence acknowledged no less than three WCED components. The Khanya Project won several awards including a Silver Award for Service Excellence from the Premier. The Computer Society of South Africa honoured the Khanya Project Manager by naming him as ICT Person of the Year for 2005. Besides the Silver Award won by Khanya, the Safe Schools Project and the WCED Client Services won Bronze Awards. They competed against 47 entries from all government departments in the province.
- A special CD was developed to assist those providing education for learners experiencing barriers to learning.
- We have concluded the year by organising special workshops in every district to prepare learners for the World of Work.

## **A.4 The Way Forward**

### **A.4.1 Pre-school Services**

#### **Pre-Grade R**

ECD is currently provided by the WCED, and the departments of Health and Social Services and Poverty Alleviation, as well as local government, through a variety of sites. Recent discussions between these delivery agents have led to the development of an integrated delivery strategy. The Provincial Cabinet has approved the framework of this strategy.

The WCED assists with training of care-givers as well as the developing of the appropriate curriculum.

#### **Grade R in community sites**

The National Curriculum Statement 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 National Curriculum Statement. 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 2000 additional Grade R learners per annum from 2007 at a per capita level of R2 400 per child in Community and Independent Early Childhood Development Institutions. Approximately 33% of the Grade R age cohort will be accommodated in such institutions.

### **A.4.2 Schools**

#### **Grade R in schools**

In order to achieve universal access to Grade R by 2010 the WCED will provide sufficient funds for 4000 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.

#### **GET**

The GET sector forms the bedrock of the HCDS, as a solid and high quality education here (focusing on communication, mathematics and the sciences) will enable more students to access further education and training as well as/or the higher education sector. It is here that students will acquire not only the knowledge, skills and information to make confident life and career choices, but also the values and attitudes that will promote their participation in civic affairs and in the economy in general. This approach to the strategy suggests that this should become the major priority. Tests show that literacy and numeracy results in the Western Cape are unacceptably low and the WCED has decided to develop a priority strategy for the development of literacy and numeracy attainment levels in the primary schools.

The enhancement of numeracy and literacy, especially in primary schools will be taken forward with the testing of Grade 3 learners in literacy and numeracy as well as the continued introduction of about 500 teacher assistants to assist in the Foundation Phase in the poorest schools.

#### **FET**

The National Curriculum Statement 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 will 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.

Current provisioning in the special school sector is inadequate to meet the growing demands of learners requiring specialised education support services. 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. Currently access can be provided only to a few. More important, perhaps, is the need to consider the establishment of more schools of skill, as these schools are able to accommodate those learners whose abilities only allow them the acquisition of skills such as metalworking, upholstery, etc. and with which they are able to access the labour market, and even the small business world in the form of enterprises in their chosen fields of education. Two new schools of skill are planned.

#### **No fee schools**

The department will commence with the implementation of 'no-fee status' schools for certain of the poorest schools in 2006.

#### **Infrastructure provisioning**

The department will continue with the improvement and provisioning of education infrastructure in the light of increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme.

#### **Learner tracking**

The department will ensure that the learner tracking system is up and running.

### **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-capitalization funds, provided from the DoE, will assist 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 us to accurately track the movement and efficiency of this system.

A total amount of R227 million will be 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 can be 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.

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

#### **A.4.4 Adult Education and Training**

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

Provision will be made for 2500 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 will be ensured through structured Level 1 and 2 curriculum offerings in centres and targeted capacity building and training interventions for centre management and governance structures.

The ABET sector will be 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 will be streamlined, whilst Community Learning Centres (CLCs) will be 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 and through improved delivery mechanisms

Accredited skills programmes with a focus on workplace learning, the unemployed, women and rural areas will form become a cornerstone of curriculum delivery in ABET centres from 2006 - 2009. Such programmes will focus on the key industries in the Western Cape, e.g. Tourism, Construction, Manufacturing and Retail. Programmes will be offered in conjunction with the Sectoral Education and Training Authorities and 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 will be conducted in 2006. This will be done to ensure CLCs are geared towards supporting the outcomes of the HCDS. The review will focus on the management and governance, 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 will be 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 cycle of 3 years 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'.

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

### Progress analysis

The expenditure on education in the province has grown by on average 11,3% per annum in nominal terms since 2003/04 or by about 6% in real terms. Education continues to receive the bulk of the available provincial funding with 38.1% of the 2006/07 provincial budget being allocated to education.

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, FET college learners and learners at adult centres.

Except in the case of Grade R at community sites and adult learning centres, the funding consists of allocation of staff and the allocation of norms and standards funds. Grade R at community sites and adult learning centres receive norms and standards 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 Learners with Special Education Needs (LSEN). In the schools system personnel are equitably allocated according to reported learner

numbers and community poverty rankings. Norms and standards funding is allocated according to poverty quintiles with the poorest quintile receiving on average seven times more than the wealthiest.

The increase in non-personnel expenditure is mainly due to funding for earmarked priorities such as iKapa Elihlumayo, the implementation of the NCS, no fee schools, infrastructure and conditional grants.

Capital expenditure has also increased from 2,6% of the expenditure in 2003/04 to 3,1% of the estimated expenditure for 2006/07. This includes mainly provision for infrastructure projects as well as for computers for the Khanya Project.

Programme 2: Public ordinary school education continues to be the main focus of the department's funding. 81,7% of the budget for 2006/07 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 EMDCs, human resource development for institution-based personnel as well as the National School Nutrition Programme conditional grant. 55,6% of the Programme's budget is allocated to primary schools and 40% to secondary schools.

Programmes that have had considerable growth from 2003/04 to 2006/07 are Programme 7: Early childhood development where additional resources have been provided to promote participation in Grade R as well as for the Extended Public Works Programme (EPWP) to provide for the training of ECD practitioners at ECD 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 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 seven and fourteen 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	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>REVENUE (R'000)</b>							
	Equitable share	5,187,342	5,596,033	6,330,476	6,704,478	7,316,922	7,969,133
	Conditional grants	101,880	84,714	143,091	192,012	223,456	229,709
	Donor funding	-	-	-	-	-	-
	Other	-	-	20,000	80,000	40,000	-
	Own Revenue	15,585	9,962	11,092	11,641	12,217	12,821
	<b>TOTAL</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>
<b>PAYMENTS BY PROGRAMME (R'000)</b>							
	1 Administration	194,497	215,094	245,769	264,738	269,846	288,509
	2 Public ordinary school education (see further split below)	4,417,220	4,772,661	5,403,235	5,708,797	6,175,707	6,656,751
	3 Independent school subsidies	26,243	29,761	32,471	34,127	35,765	37,375
	4 Public special school education	325,294	345,224	364,286	382,440	405,649	430,482
	5 Further education and training	145,255	152,383	165,339	259,859	280,934	289,127
	6 Adult Basic Education and Training	18,473	21,151	22,891	23,571	24,758	25,943
	7 Early Childhood Development	56,310	60,135	71,923	107,397	181,930	244,923
	8 Auxiliary and associated services	121,515	94,300	198,745	207,202	218,006	228,553
	<b>TOTAL</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>
<b>PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (R'000)</b>							
	2.1 Public primary schools	2,522,571	2,722,031	3,055,830	3,176,205	3,537,763	3,647,817
	2.2 Public secondary schools	1,712,387	1,845,868	2,114,176	2,285,921	2,350,886	2,676,712
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
	Current payment	4,762,274	5,072,967	5,623,467	6,149,525	6,717,620	7,332,217
	Compensation of employees	4,316,446	4,567,683	5,074,937	5,385,473	5,792,981	6,120,328
	Educators	3,747,791	3,991,487	4,406,087	4,639,873	4,878,337	5,152,816
	Non-educators	568,655	576,196	668,850	745,600	914,644	967,512
	Goods and services and other	445,828	505,284	548,530	764,052	924,639	1,211,889
	Transfers and subsidies	404,443	466,209	545,489	619,661	701,476	763,940
	Payments for capital assets	138,090	151,533	335,703	218,945	173,499	115,506
	<b>TOTAL</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>
<b>STAFFING</b>							
	Number of Educators (publicly employed)	29 273	29 569	29 755	29 905	29 905	29 905
	Number of Non-educators (publicly employed)	8 555	8 644	8 750	8 787	8 787	8 787

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)						
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	
<b>ENROLMENT AT COMPULSORY LEVEL</b>							
Learners aged 7 to 14 in public ordinary schools	616 704	620 685	621 250	627 273	633 296	636 167	
Learners aged 7 to 14 in public special schools	6 362	6 426	6 490	6 555	6 621	6 687	
Learners aged 7 to 14 in independent schools	16 606	14 808	12 125	-	-	-	
<b>TOTAL</b>	639 672	641 919	639 865	633 828	639 917	642 854	
<b>ENROLMENT AT POST-COMPULSORY LEVEL</b>							
Learners aged 15 to 17 in public ordinary schools	189 737	190 491	192 997	199 800	203 042	206 284	
Learners aged 15 to 17 in public special schools	6 697	7 049	7 401	7 772	8 160	8 568	
Learners aged 15 to 17 in independent schools							
Students aged 15 to 17 in FET colleges							
<b>TOTAL</b>	196 434	197 540	200 398	207 572	211 202	214 852	
<b>POPULATION</b>							
Population aged 7 to 14	707 696	714 844	721 992	729 212	736 504	743 870	
Population aged 15 to 17	238 372	240 780	243 188	245 620	248 076	250 557	
<b>PERFORMANCE MEASURES</b>							
▶ PM001: Percentage of children of compulsory school going age that attends schools	98.0%	98.8%	98.9%	99.0%	99.1%	99.2%	
▶ PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions	83.0%	83.5%	83.8%	84.0%	84.3%	84.5%	
▶ PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners							
▶ PM004: Years input per NSC graduate							
▶ PM005: Average highest school grade attained by adults in the population	Data not available	9.3	9.5	9.8	10.0	10.3	
▶ PM006: Adult literacy rate		94.0%	94.1%	94.2%	94.3%	94.4%	
<p><b>Note:</b> All the performance measures, except for PM003 and PM004, are based on household survey data. <b>Sources:</b> Provincial Budget Statement (2006) [2005/06 financial figures are revised estimates]; Pearsal [2005 and 2006 employee figures refer to July and February respectively]; EMS [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 Pearsal, regardless of employment status (e.g. regardless of whether permanent or temporary) at one point in the year. <b>Note:</b> The percentages for PM001 and PM002 are obtained from the 2004 General Household Survey and may differ slightly from enrolment over population reflected elsewhere.</p>							

ST002	PROVINCIAL EDUCATION SECTOR – Age-specific enrolment rates (2005)							
	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	5 884	0	0	315	Data not available			
Age 6	45 616	0	1 392	196		84 691	55.7%	
Age 7	73 227	0	1 642	389		85 586	87.9%	
Age 8	79 352	0	1 653	502		84 388	96.6%	
Age 9	76 668	0	1 489	596		87 809	89.7%	
Age 10	77 311	0	1 509	700		90 723	87.7%	
Age 11	75 955	111	1 510	816		91 743	85.4%	
Age 12	71 497	6 283	1 452	959		87 831	91.3%	
Age 13	43 302	38 374	1 372	1 060		85 429	98.5%	
Age 14	16 020	63 031	1 498	1 404		86 169	95.1%	
Age 15	5 681	68 293	1 410	2 024		90 080	85.9%	
Age 16	1 681	63 788	1 484	2 085		93 630	73.7%	
Age 17	436	53 118	1 420	1 574		92 162	61.4%	
Age 18	120	30 981	753	777		96 133	33.9%	
> Age 18	37	13 481	0	314				
<b>TOTAL (age 6 to 18)</b>	<b>572 787</b>	<b>337 460</b>	<b>18 584</b>	<b>13 396</b>			<b>1 156 374</b>	<b>81.5%</b>

Source: Annual Survey 2004 and 2005 and 2004 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	2 736	0	0	0	2 736
<b>Posts distributed by model</b>	<b>19 837</b>	<b>4 224</b>	<b>1 378</b>	<b>1 483</b>	<b>26 922</b>
2. Public ordinary school education	18 153	3 858	1 193	1 450	24 654
2.1 Public primary schools	10 976	2 255	687	1 105	15 023
Posts attached to schools	10 976	2 255	687	1 105	15 023
Posts not attached to schools	0	0	0	0	0
2.2 Public secondary phase	7 177	1 603	506	345	9 631
Posts attached to schools	7 177	1 603	506	345	9 631
Posts not attached to schools	0	0	0	0	0
4 Public special school education	1 118	230	124	8	1 480
5 Further Education and Training	566	136	61	25	788
<b>TOTAL</b>	<b>22 573</b>	<b>4 224</b>	<b>1 378</b>	<b>1 483</b>	<b>29 658</b>

**Notes:** Posts that are top sliced before the model is run are posts allocated for offices, colleges, ABET and special purposes e.g. poverty redress. The above figures exclude posts, which are allocated for management purposes.

Source: Post Provisioning Model 2005

ST004	PROVINCIAL EDUCATION SECTOR – Investment in staff skills development (2004/05)							
	Prog 1 Admin	Prog 2 POS	Prog 3 Indep	Prog 4 Spec	Prog 5 FET	Prog 6 ABET	Prog 7 ECD	Total
<b>Expenditure (R 000)</b>								
Trainees	5 711	2 926						8 637
Educators	5 068	2 925						7 993
Curriculum change training	3 033							3 033
Other in-service training	1 888	2 925						4 813
HIV/AIDS training	147	-						147
Non-educators	643	625						1 268

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

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

### 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 establish a quality assurance function in the WCED

- To establish targets in relation to human resource development and report on progress on targets.
- To ensure systemic accountability with introduction of School Self Evaluation (SSE), School Development Plans (SDP) and Whole School Evaluation (WSE).
- To build management capacity in offices and schools.
- To develop norms and standards for the delivery of all services.

- **Policy priorities:**

Key priorities include -

- Implementation of the HCDS
- Implementation of the Learner Tracking System in public ordinary schools as well as the Further Education and Training Management Information System (FETMIS) in FET colleges.
- Re-designing of the WCED
- Building of Social Capital within the education sector, including the establishment of Forums for Representative Council of Learners (RCLs) and School Governing Bodies (SGBs)

## **Progress analysis**

- **Social capital**

The WCED already has a range of programmes in place that contribute to the development of social capital. At the time when it was introduced, the programmes were not overtly considered as social capital programmes, and neither did it have in mind the achievement of specific, overt social capital outcomes and outputs. Given the attention that the concept is now receiving, and within the context of a provincial lead strategy, it is now imperative that the projects be reviewed to specifically focus on the achievement of social capital outputs and outcomes, and to introduce more rigorous monitoring mechanisms to track its impact on the communities where they are operative.

As a means of giving impetus to the process of developing social capital through education, the WCED has launched the following programmes designed to create a platform for social networking and leadership development:

- promoting the establishment of a provincial School Governing Body (SGB) formation, bringing together the various SGB structures in the Western Cape. This provides these structures the opportunities to engage with education policy and to launch projects and programmes to improve the quality of education governance and education in general;
- the establishment of a provincial Representative Council of Learners (RCLs) to facilitate the interaction of school youth in education policy and educational projects, but more importantly, to encourage their participation in leadership development initiatives and community development programmes;
- promoting the establishment of a Retired Teachers' Association with the express objective of giving retired teachers the opportunity to become involved in education development initiatives in school and within the community.

- **Organisational Restructuring and Re-design**

The HCDS cannot be successfully implemented if the WCED is not geared and capacitated to achieve its stated goals. Firstly, buy-in to the strategy across the length and breadth of the organisation is essential, as well as among social and other partners. This implies a major communications strategy. Next would be to ensure that all have the requisite understanding of what needs to be achieved and that they have the necessary capacity and commitment to give effect to it, failing which ways must be found of replacing them with employees who will. However, the more critical interventions in this regard include the promotion of the employment equity strategy; establishing appropriate organisational structures at school levels; introducing a policy and strategy coordination function in the department that will include quality assurance, communication, research, and planning; creating a vehicle for the management and delivery of special projects, including the promotion of public private partnerships; re-designing the form and function of district offices so that they can focus on providing targeted and intensive support to schools, school managers, teachers and students; establishment of a project team that will take responsibility for the operational and management planning of the HCDS and for coordinating its implementation.

- **Physical Infrastructure Planning**

This function is of crucial importance to the WCED and its stakeholders. Apart from the fact that building projects have been identified, prioritized 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. 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. One of the first challenges will be in regard to the N2 Gateway Project. Having agreed with the City of Cape Town, the Department of Housing and the Project Consultants to work towards a project that will demand that schools undergo a design change and that shared facilities (hall, sports facilities, multi-purpose centre, etc.) are established,

the WCED will either have to find new funds to assist in building the required schools here, or to shift existing plans to accommodate the demands of the N2 Gateway Project.

- **Learner tracking system**

A comprehensive learner tracking system has been introduced into all public schools in the Western Cape from 2005. This tracking system will improve the information base of the province, will allow for improved efficiency and planning and ensure that learners do not go missing from the social system, and will enable the introduction of a learner intervention and support programme.

- **Communication**

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

It is also essential that the WCED initiate a process to sharpen up its communication strategies, both within and among offices, and between offices and schools (and the broader education community). If the HCDS is to be successful, then it is imperative that the Western Cape is kept fully abreast of progress, as well as what is expected from its people. The communication strategy will include a campaign that will popularize the HCDS as a whole.

### **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;
- 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
- The establishment of a 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, latest amendments to acts and signed resolutions.



ST101	ADMINISTRATION - Key trends								
		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09		
		Actual	Actual	Estimated	Estimated	Estimated	Estimated		
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>									
1.1	Office of the MEC	2,711	3,182	3,040	3,698	3,913	4,126		
1.2	Corporate services	92,809	98,044	122,820	137,245	138,204	141,938		
1.3	Education management	94,081	101,993	96,648	97,834	103,150	108,345		
1.4	Human resource development	2,253	9,093	12,555	12,218	12,818	13,408		
1.5	Education Management Information System (EMIS)	2,643	2,782	10,706	13,743	11,761	30,692		
<b>TOTAL</b>		194,497	215,094	245,769	264,738	269,846	298,509		
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>									
	Current payment	154,019	171,113	218,260	239,570	243,625	271,108		
	Compensation of employees	113,410	115,930	128,470	132,967	141,010	148,895		
	Educators	21,214	24,046	27,185	28,619	30,085	31,841		
	Non-educators	92,196	91,884	101,285	104,348	110,925	117,054		
	Goods and services	40,609	55,183	89,790	106,603	102,615	122,213		
	Transfers and subsidies	16,658	21,094	14,064	14,011	14,529	15,182		
	Payments for capital assets	23,820	22,887	13,445	11,157	11,692	12,219		
	<b>TOTAL</b>	194,497	215,094	245,769	264,738	269,846	298,509		
<b>STAFFING</b>									
	Number of Educators (publicly employed)	102	102	102	102	102	102		102
	Number of Non-educators (publicly employed)	748	698	698	698	698	698		698
<b>STATISTICS ON ADMINISTRATION SYSTEMS</b>									
	Number of schools with SAMS (a)	1 462	1 447	1 460	1 460	1 460	1 460		1 460
	Number of schools with e-mail	Data not available	Data not available	1 380	1 380	1 380	1 380		1 380
<b>PERFORMANCE MEASURES</b>									
▶	PM101: Percentage of schools implementing the School Administration and Management System	100%	100%	100%	100%	100%	100%		100%
▶	PM102: Percentage of schools that can be contacted electronically by the department	Data not available	Data not available	98%	98%	98%	97%		97%
▶	PM103: Percentage of black women in senior management service (SMS) positions	9%	9%	9%	9%	9%	9%		9%
▶	PM104: Percentage of current expenditure going towards non-personnel items	16%	18%	18%	20%	22%	24%		24%

ST102	ADMINISTRATION – Expenditure by item (2004/05) R'000									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Current payments	169,052	4,272,789	0	275,433	121,976	5,563	44,549	71,679	4,961,042	
Compensation of employees	115,930	3,974,198	0	273,314	121,968	5,198	42,170	34,903	4,567,681	
CS educators	115,930	3,974,198	0	273,314	121,968	5,198	42,170	34,903	4,567,681	
Salaries and wages	100,826	3,390,645	0	232,911	105,470	4,998	35,271	32,608	3,902,730	
Social contributions	15,104	583,553	0	40,403	16,498	199	6,898	2,295	664,951	
Non-educators	0	0	0	0	0	0	0	0	0	
Salaries and wages	0	0	0	0	0	0	0	0	0	
Social contributions	0	0	0	0	0	0	0	0	0	
Goods and services	51,028	298,591	0	2,119	8	366	2,379	36,777	391,267	
Inventory	4,112	127,758	0	0	0	11	882	4,680	137,443	
Learning support material	1,138	124,237	0	0	0	0	882	318	126,576	
Stationery and printing	2,931	3,350	0	0	0	10	0	4,362	10,653	
Other	43	171	0	0	0	0	0	0	214	
Consultants, contractors and special services	9,888	3,220	0	0	0	15	1,480	8,286	22,888	
Equipment less than R5, 000	2,040	12,060	0	7	0	0	1	37	14,145	
Maintenance of buildings	3,342	1,559	0	0	0	0	0	0	4,901	
Operating leases	1,551	1,926	0	0	0	0	0	8,484	11,962	
Learner transport	28	115,984	0	0	0	0	0	0	116,012	
Other goods and services	30,068	36,083	0	2,112	8	340	16	15,290	83,916	
Interest and rent on land	0	0	0	0	0	0	0	0	0	
Interest	0	0	0	0	0	0	0	0	0	
Rent on land	0	0	0	0	0	0	0	0	0	
Financial transactions in assets and liabilities	2,094	0	0	0	0	0	0	0	2,094	
Unauthorised expenditure	0	0	0	0	0	0	0	0	0	

ST102	ADMINISTRATION – Expenditure by item (2004/05) (continued)									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Transfers and subsidies	20,971	257,821	29,761	69,790	30,407	15,588	15,587	22,474	462,397	
Municipalities	278	10,232	0	686	302	13	106	46	11,663	
Public corporations and private entities	0	0	0	0	0	0	0	0	0	
Non-profit institutions	18,009	233,604	29,761	68,008	29,866	15,574	15,377	21,081	431,281	
Section 21 schools	0	151,653	0	0	0	0	0	0	151,653	
L TSM	0	117,010	0	0	0	0	0	0	117,010	
Utilities	0	15,481	0	0	0	0	0	0	15,481	
Maintenance	0	19,161	0	0	0	0	0	0	19,161	
Service rendered	0	0	0	0	0	0	0	0	0	
Other educational institutions	18,009	81,951	29,761	68,008	29,866	15,574	15,377	21,081	279,628	
Households	2,684	13,984	0	1,096	238	0	104	1,347	19,454	
Payments for capital assets	22,887	2,714	0	0	0	0	0	147	25,749	
Buildings and other fixed structures	0	0	0	0	0	0	0	0	0	
Buildings	0	0	0	0	0	0	0	0	0	
Hostels	0	0	0	0	0	0	0	0	0	
New schools	0	0	0	0	0	0	0	0	0	
Additional classrooms	0	0	0	0	0	0	0	0	0	
Other additions	0	0	0	0	0	0	0	0	0	
Other	0	0	0	0	0	0	0	0	0	
Other fixed structures	0	0	0	0	0	0	0	0	0	
Machinery and equipment	22,887	2,714	0	0	0	0	0	147	25,749	
Transport equipment	0	0	0	0	0	0	0	0	0	
Other machinery and equipment	22,871	2,714	0	0	0	0	0	67	25,653	
Software and other intangible assets	16	0	0	0	0	0	0	80	96	
<b>GRAND TOTAL</b>	<b>212,910</b>	<b>4,533,324</b>	<b>29,761</b>	<b>345,224</b>	<b>152,383</b>	<b>21,151</b>	<b>60,135</b>	<b>94,300</b>	<b>5,449,188</b>	

## B.2 Public Ordinary School Education

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

	<b>Measurable objectives</b>	<b>Performance measures</b>
<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 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:

	<b>Measurable objectives</b>	<b>Performance measures</b>
<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:

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

### Specified policies, priorities and strategic objectives

- **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 for learners with special education needs
- 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 EMDCs and other professional services
- To achieve an optimal and equitable distribution of financial, physical and human resources across the system
- To improve the knowledge and skills of school principals through targeted training and support

- To improve the knowledge and skills of school governing bodies through targeted training and support
- To improve management of the curriculum and assessment processes
- To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework
- To provide professional support to all public ordinary schools

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
- 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 five *iKapa Elihlumayo* lead strategies. Key priorities include -

- The implementation of the amended Norms and Standards for School Funding (NSSF) to provide for the implementation of 'no fee status' schools for certain of our poorest schools in 2006.
- The enhancement of numeracy and literacy, especially in primary schools thus ensuring effective teaching and learning. A sample of Grade 3 learners will be tested in literacy and numeracy.
- The implementation of the new National Curriculum Statement (NCS) especially in regard to the further education and training (FET) band starting in Grade 10 in 2006 as well as the remaining years of the general education and training (GET) band.
- The improvement and provisioning of education infrastructure in the light of increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme, which does not have dedicated funding for school infrastructure.
- The improvement of school safety.
- The development of Human Capital within the WCED 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 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.
- The continued introduction of about 500 teacher assistants to assist in the Foundation Phase in the poorest schools.

To ensure that all learners from Grades 1 to 6 read, write and calculate at the levels determined by the NCS, the WCED will -

- Provide Norms and Standards funding and teachers on poverty sliding scale in Grades 1 - 6
- Provide ongoing training to dedicated officials and monitor their impact
- Conduct external WSE every five years
- Provide specific in-service training to teachers in schools that are not achieving results
- Top-up and enrich the classroom environment
- Top-up and supplement readers and textbooks
- Provide NSNP to the poorest learners
- Conduct Grade 3 reading and numeracy testing every alternate year from 2006
- Conduct Grade 6 reading and maths testing every alternate year from 2007

To ensure that all learners in Grades 7 - 9 are provided with a high quality general education, the WCED will -

- Provide Norms and Standards funding and teachers on poverty sliding scale in Grades 7 - 9
- Train and support Grade 8 and 9 teachers on the NCS
- Conduct external assessment of Grade 9 learners
- Provide textbooks for each of 8 learning areas to all Grades 7 - 9 learners

To provide advice on subject choice and career guidance to all learners in Grade 9 so that they can make appropriate subject and career choices in the FET band, the WCED will -

- Conduct assessment of all Grade 8 learners' reading, mathematics and interests
- Offer career guidance to all Grade 9 learners
- Train and support Life Orientation teachers to provide career information

To increase the participation and success rates of young learners especially black learners in the FET band at schools and to increase the number of FET learners who qualify for access to higher education, the WCED will -

- Provide Norms and Standards funding and teachers on poverty sliding scale in Grades 10 - 12
- Increase number of Grade 12 learners that pass Senior Certificate / NSC
- Increase number of learners that qualify for higher education
- Increase number of black and coloured mathematics and science enrolments
- Train teachers in new FET curriculum
- Equip and support 28 FET focus schools
- Support use of computer laboratories in all schools offering FET
- Ensure that all learners obtain ICT skills
- Track learners into FET band

## Progress analysis

The vision of a learning home for all, has been taken forward with –

- the occupation of 15 new schools from the beginning of the 2006 school year;
- the growth of 292 teacher posts in the basket of posts, which include the introduction of 500 Teaching Assistants to assist in the Foundation Phase in the poorest schools;
- the introduction of the NCS in Grade 10; and
- the completion of the process of installing computer laboratories in all high schools in the Western Cape

- **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 resource development. The testing conducted in 2002 to 2004 indicates that the results of the test 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. From 2006 special emphasis is being placed on the support and monitoring of reading, writing and calculating outcomes of the national curriculum in the primary school, with special emphasis on the Foundation Phase.

Dedicated WCED officials have been allocated to the schools that performed below the requirements of the curriculum in 2002 to 2004. These officials will ensure the following in every Grade 1 to 6 classroom:

- A Work Schedule for 36 weeks for Literacy / Language
- A Work Schedule for 36 weeks for Numeracy / Mathematics
- Text-rich environment - letters, pictures, words, objects, tables on the walls, doors, etc.
- At least 100 books of appropriate language and level
- Textbooks for mathematics and languages for Grades 3 - 6
- Evidence of reading, writing and calculating - no specific approach is promoted but teaching of phonics, words, reading with understanding, mental and written calculations are fundamental

In addition, 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 will be tested in 2006.

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.

In the period to 2007 Grade 7, 8 and 9 teachers will be trained on the NCS. The focus here will be on all eight learning areas. Textbooks and equipment for all learning areas are provided to all Grades 7 - 9 learners.

- **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 new National Curriculum Statement (NCS) is being introduced into Grades 10 – 12 (Grade 10 commenced in 2006). 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 2005 senior certificate examinations, schools in the Western Cape achieved a pass rate of 84,4%. Encouraging as this pass rate may be, it is important that other indicators are also used in analyzing 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 and HOR 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.

- **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 management**

A total of 851 out of 1460 schools (or 58,3% of all public ordinary schools) have been awarded Section 21 status. The remaining 609 schools are still receiving ongoing attention. Support to all schools is being given on an ongoing basis.

### **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 and our inability to get rid of backlogs due to financial constraints. The increasing infrastructure demands to meet existing backlogs and also meet new demands in the light of an ever-expanding human settlements programme, which does not have dedicated funding for school infrastructure.
- 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:

- 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 dysfunctional schools: Multi-functional teams identify the problems experienced by these schools; devise a strategy to address the problems under the leadership of a project leader; where necessary the support of outside organisations is enlisted; departmental training programmes are offered to the school; continued failure can lead to mentorship/curatorship at those schools; if failure continues reconstitution of the school may be implemented.
- Multi-grade Intervention: To support schools that 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 special education system should be transformed into an inclusive education and training system. It spells out, amongst others, how mainstream schools should be developed into full services schools that will be able to accommodate learners that need moderate support; how special schools should be developed into resource centres for mainstream schools; the development of district support teams; and the development of institutional support teams.
- Focused literacy and numeracy strategies for Foundation Phase and Intermediate Phase.

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

ST201	PUBLIC ORDINARY SCHOOLING - Key trends						
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>							
2.1 Public primary schools	2,522,571	2,722,031	3,055,830	3,176,205	3,537,763	3,647,817	
2.2 Public secondary schools	1,712,387	1,845,868	2,114,176	2,285,921	2,350,886	2,676,712	
2.3 Professional services	143,559	165,385	173,312	186,402	197,010	207,516	
2.4 Human resource development	8,208	3,186	10,596	11,956	39,319	71,486	
2.5 Conditional grants	30,495	36,191	49,321	48,313	50,729	53,220	
Total	4,417,220	4,772,661	5,403,235	5,708,797	6,175,707	6,656,751	
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
Current payment	4,081,003	4,386,315	4,861,281	5,291,286	5,796,785	6,326,505	
Compensation of employees	3,736,207	3,974,198	4,444,925	4,704,970	5,070,780	5,354,564	
Educators	3,372,039	3,585,008	3,983,458	4,193,586	4,408,507	4,654,278	
Non-educators	364,168	389,190	461,467	511,384	662,273	700,286	
Goods and services	344,796	412,117	416,356	586,316	726,005	971,941	
Transfers and subsidies	227,068	257,847	244,896	224,498	232,563	243,102	
Payments for capital assets	109,149	128,499	297,058	193,013	146,359	87,144	
<b>TOTAL</b>	<b>4,417,220</b>	<b>4,772,661</b>	<b>5,403,235</b>	<b>5,708,797</b>	<b>6,175,707</b>	<b>6,656,751</b>	
<b>STAFFING</b>							
Number of Educators (publicly employed)	26 593	26 906	27 118	27 268	27 268	27 268	
Number of Non-educators (publicly employed)	6 511	6 583	6 639	6 676	6 676	6 676	
<b>EFFICIENCY STATISTICS</b>							
Learners (a)	898 055	921 176	920 812	933 969	946 595	959 421	
Total possible learner days per learner (b)	205	205	205	205	205	205	
Total learner days lost due to absenteeism (c)	7 179 950	7 364 802	7 361 892	7 467 082	7 568 027	7 670 571	
Number of Educators (publicly employed) (d)	26 177	26 482	26 693	26 842	26 842	26 842	
Number of permanent educators who have left public ordinary schools (e)	Data not available yet						
Attrition rate for permanent educators (e/d)	Data not available yet						
Total possible working days per educator (f)	205	205	205	205	205	205	
Total working days lost due to educator absenteeism (g)	277 691	237 728	246 243	2236 612	225 607	220 104	
Non-section 21 schools receiving LTSMs by day one of the school year (h)	711	753	602	574	556	930	

ST201	PUBLIC ORDINARY SCHOOLING - Key trends (continued)						
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	
<b>INCLUSIVE EDUCATION STATISTICS</b>							
Learners with high level special needs in public ordinary schools (i)							
	30 983	31 781	31 952	34 837	38 432	38 952	
<b>SCHOOL NUTRITION STATISTICS</b>							
Learners benefiting from the school nutrition programme (j)							
	145 596	152 839	156 617	204 000	204 000	204 000	
Programme reach in terms of average days per learner (k)							
	170	170	170	170	170	170	
<b>SCHOLAR TRANSPORT STATISTICS</b>							
Learners benefiting from scholar transport (l)							
	Data not available	45 731	46 700	46 700	46 700	46 700	
<b>PERFORMANCE MEASURES</b>							
▶ PM201: Percentage of learner days covered by the nutrition programme ((i x k) / (a x b))							
	13.4%	13.8%	14.1%	18.1%	17.9%	17.6%	
▶ PM202: Percentage of learners in public ordinary schools with special needs (i / a)							
	3.5%	3.5%	3.5%	3.7%	4.1%	4.1%	
▶ PM203: Percentage of public ordinary schools with a water supply							
	99.2%	99.3%	100.0%	100.0%	100.0%	100.0%	
▶ PM204: Percentage of public ordinary schools with electricity							
	98.5%	98.8%	100.0%	100.0%	100.0%	100.0%	
▶ PM205: Number of schools with adequate number of functional toilets							
	Data not available	Data not available	11.1%	11.2%	11.1%	11.0%	
▶ PM206: Expenditure on maintenance as a percentage of the value of school infrastructure							
	Data not available in this format yet						
▶ PM207: Percentage of schools with more than 40 learners per class							
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
▶ PM208: Percentage of non-Section 21 schools with all LSMs and other required materials delivered on day one of the school year							
	94.7%	108.5%	70.7%	65.5%	61.6%	100.0%	
▶ PM209: Percentage of schools with Section 21 functions							
	51.4%	48.0%	58.6%	60.4%	61.9%	63.4%	
▶ PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ((g / (d x f))							
	5.2%	4.4%	4.5%	4.3%	4.1%	4.0%	
▶ PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))							
	Data not yet available in this format						
<b>Note:</b> 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. <b>Sources:</b> Provincial Budget Statement (2006).							

ST202	PUBLIC PRIMARY SCHOOLS – Key trends						
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
Current payment	2,338,152	2,528,721	2,806,025	2,961,958	3,298,999	3,513,539	
Compensation of employees	2,169,862	2,301,283	2,578,530	2,737,609	2,951,951	3,117,141	
Educators	1,981,280	2,101,279	2,369,669	2,524,215	2,720,135	2,872,202	
Non-educators	188,582	200,004	208,861	213,394	231,816	244,939	
Goods and services	168,290	227,438	227,495	224,349	347,048	396,398	
Transfers and subsidies	123,138	116,300	100,312	124,032	128,453	134,278	
Payments for capital assets	61,281	77,010	149,493	90,215	110,311	0	
<b>TOTAL</b>	<b>2,522,571</b>	<b>2,722,031</b>	<b>3,055,830</b>	<b>3,176,205</b>	<b>3,537,763</b>	<b>3,647,817</b>	
<b>STAFFING</b>							
Number of Educators (publicly employed) (a)	16 129	16 317	16 441	16 539	16 539	16 539	
Number of Non-educators (publicly employed)	3 539	3 577	3 608	3 629	3 629	3 629	
<b>ENROLMENT</b>							
Learners in public primary schools (b)	570 572	582 753	572 328	578 395	584 418	590 441	
L:E ratio in public primary schools (b/a)	35	36	35	35	35	36	
Learners Grade 1 to Grade 7 (c)	570 572	582 753	572 328	578 395	584 418	590 441	
of which disabled learners	571	466	572	2 892	5 844	5 904	
of which females	0	0	0	0	0	0	
Gender parity index							
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>							
Schools	1 125	1 107	1 108	1 105	1 111	1 117	
Number of schools with SASA Section 21 functions	560	517	643	643	682	703	
Number of schools declared no fee schools	0	0	0	Not yet determined			
Number of schools with a water supply	1 114	1 100	1 108	1 105	1 111	1 117	
Number of schools with electricity	1 103	1 093	1 108	1 105	1 111	1 117	
Number of schools with adequate number of functional toilets	Data not available						
Classrooms (d)	14 568	14 760	14 879	14 987	15 095	15 203	
Learner/classroom ratio (b/d)	39	39	38	39	39	39	
Schools with more than 40 learners per class	0	0	0	0	0	0	

ST202	PUBLIC PRIMARY SCHOOLS – Key trends						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Actual	Actual	Estimated	Estimated	Estimated	Estimated	
<b>EXPENDITURE ON MAINTENANCE (R'000)</b>							
Expenditure on school maintenance	40,990	68,003	47,400	150,579	142,094	139,726	
Replacement value of all immobile school infrastructure	Data not yet available in this format						
<b>OUTPUT AND EFFICIENCY STATISTICS</b>							
Number of Grade 3 learners sitting for standardised tests (e)	75 931	81 489	80 722	82 336	83 983	84 823	
Number of Grade 3 learners attaining acceptable outcomes (f)	27 335	32 596	36 325	41 168	46 191	50 894	
Number of Grade 6 learners sitting for standardised tests (g)	92 341	82 574	66 133	67 456	68 805	69 493	
Number of Grade 6 learners attaining acceptable outcomes (h)	33 243	33 030	29 760	33 728	37 843	41 696	
Number of Grades 1 to 7 learners repeating their grade (i)	22 771	22 771	22 771	22 771	22 771	22 771	
<b>▶ PERFORMANCE MEASURES</b>							
▶ PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3	56%	58%	60%	62%	64%	66%	
▶ PM213: Repetition rate in Grades 1 to 7 (l/c)	4%	4%	4%	4%	4%	4%	
▶ PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy, literacy and life skills (f/e)	36%	40%	45%	50%	55%	60%	
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in numeracy, literacy and life skills (h/g)	36%	40%	45%	50%	55%	60%	

ST203	PUBLIC SECONDARY SCHOOLS – Key trends						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Actual	Actual	Estimated	Estimated	Estimated	Estimated	Estimated
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
Current payment	1,585,809	1,705,020	1,899,848	2,100,954	2,229,744	2,500,615	
Compensation of employees	1,453,568	1,551,268	1,731,741	1,825,072	1,967,967	2,078,094	
Educators	1,306,438	1,394,249	1,586,275	1,677,316	1,807,503	1,908,551	
Non-educators	147,130	157,019	145,466	147,756	160,464	169,543	
Goods and services	132,241	153,752	168,107	275,882	261,777	422,521	
Transfers and subsidies	86,402	89,690	66,763	82,686	85,636	89,519	
Payments for capital assets	40,176	51,158	147,565	102,281	35,506	86,578	
<b>TOTAL</b>	<b>1,712,387</b>	<b>1,845,868</b>	<b>2,114,176</b>	<b>2,285,921</b>	<b>2,350,886</b>	<b>2,676,712</b>	
<b>STAFFING</b>							
Number of Educators (publicly employed) (a)	10 048	10 165	10 252	10 303	10 303	10 303	
Number of Non-educators	2 601	2 631	2 653	2 667	2 667	2 667	
<b>ENROLMENT</b>							
Learners in public secondary schools (b)	327 483	338 423	348 484	355 574	362 177	368 980	
L:E ratio in public primary schools (b/a)	33	33	34	35	35	36	
Learners Grade 8 to Grade 12 (c)	327 483	338 423	348 484	355 574	362 177	368 980	
of which disabled learners	64 187	33 842	34 848	35 557	36 218	36 898	
of which females (d)	174 450	180 810	186 107	177 787	181 089	184 490	
Gender parity index	1.1	1.1	1.1	1.0	1.0	1.0	
Females in Grades 8 to 12 taking both mathematics and science (e)	Data not yet available						
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>							
Schools	337	340	345	346	348	350	
Number of schools with SASA Section 21 functions	191	177	208	214	221	27	
Number of schools declared no fee schools							Not yet determined
Number of schools with a water supply	337	337	345	346	348	350	
Number of schools with electricity	337	337	345	346	348	350	
Number of schools with adequate number of functional toilets	Data not available						
Number of schools with a science laboratory	297	309	314	318	327	333	
Classrooms (f)	18 615	18 862	18 976	19 012	19 048	19 084	
Learner/classroom ratio (b/f)	18	18	18	19	19	19	
Schools with more than 40 learners per class	0	0	0	0	0	0	

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)					
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>EXPENDITURE ON MAINTENANCE (R'000)</b>						
Expenditure on school maintenance	27,326	45,336	31,600	100,386	94,730	93,150
Replacement value of all immobile school infrastructure	0	0	0	0	0	0
<b>OUTPUT AND EFFICIENCY STATISTICS</b>						
Number of Grade 9 learners sitting for standardised tests (g)	73 200	78 964	82 169	83 812	85 489	86 344
Number of Grade 9 learners attaining acceptable outcomes (h)	54 168	60 013	64 092	67 050	76 085	77 709
Number of Grades 8 to 12 learners repeating their grade (i)	37 470	38 580	35 545	33 780	32 596	29 518
Population of age 18 (j)	89 249	89 249	89 249	89 249	89 249	89 249
Number of learners writing SC examinations (k)	38 733	38 886	38 586	39 371	40 102	40 855
Number of learners passing SC examinations (l)	33 769	33 066	32 573	34 647	35 691	36 770
Number of learners passing with endorsement	10 323	10 524	10 394	11 056	11 389	11 733
SC pass rate (l/k)	87.18%	85.03%	84.42%	88.00%	89.00%	90.00%
Number of SC candidates passing both mathematics and science (m)	Data not available	Data not available	9 708	9 808	9 908	10 008
Number of schools writing SC examinations	383	386	389	389	389	389
Number of schools with an SC pass rate below 40%	9	14	9	-	-	-
SC pass rate of quintile 1 schools (n)	73.6%	67.8%	69.5%	74.5%	79.5%	84.5%
SC pass rate of quintile 5 schools (o)	98.7%	98.3%	98.1%	98.5%	99.0%	99.0%
<b>▶ PERFORMANCE MEASURES</b>						
▶ PM216: Percentage girl learners who take maths and science in Grades 10 to 12 (e/d)	Data not yet 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)	0.75	0.69	0.71	0.76	0.80	0.85
▶ PM218: Repetition rate in Grades 8 to 12 (i/c)	11%	11%	10%	10%	9%	8%
▶ PM219: Pass ratio in Grade 12 examinations (l/j)	40%	38%	37%	39%	40%	41%
▶ PM220: Pass ratio in Grade 12 for mathematics and science (m/j)	Data not available	Data not available	11%	11%	11%	11%
▶ PM221: Percentage Grade 9 learners attaining acceptable educational outcomes (h/g)	74%	76%	78%	80%	82%	84%
<b>Note:</b> 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 (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	20	8	8	145	747	81	72	0	0	38
Gr 2							1				0	0
Gr 3							1				0	0
Gr 4							14				0	0
Gr 5											0	0
Gr 6											0	0
Gr 7											0	1
Gr 8										1	3	294
Gr 9											1	2
Gr 10												2
Gr 11												0
Gr 12												1
	Total primary schools (prog. 2.1)						1 108	Sec. schools (prog. 2.2)				343
<b>Note:</b> 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. <b>Sources:</b> Annual Survey of Schools (2005).												

ST205	PUBLIC ORDINARY SCHOOLING - Enrolment and flow rate details (2005)					
	Learners 2004	Learners 2005	Repeaters	Repeater rate	Dropouts	Dropout rate
Gr 1	104 105	93 515	6 413	6.86%	2 031	2.2%
Gr 2	82 130	94 231	3 658	3.88%	- 8	0.0%
Gr 3	81 489	80 695	2 685	3.33%	- 669	-0.8%
Gr 4	76 781	80 809	2 866	3.55%	- 402	-0.5%
Gr 5	66 060	74 984	2 491	3.32%	116	0.2%
Gr 6	82 574	66 141	2 798	4.23%	1 789	2.7%
Gr 7	89 614	81 953	1 860	2.27%	2 664	3.3%
<b>TOTAL GR 1 TO 7</b>	582 753	572 328	22 771	3.98%	5 521	1.0%
Gr 8	85 053	88 778	5 063	5.70%	4 348	4.9%
Gr 9	78 964	82 169	7 221	8.79%	2 318	2.8%
Gr 10	80 756	81 577	17 095	20.96%	16 749	20.5%
Gr 11	54 199	56 657	6 304	11.13%	7 778	13.7%
Gr 12	39 451	39 303	1 787	4.55%	0	0.0%
<b>TOTAL GR 8 TO 12</b>	338 423	348 484	37 470	10.75%	31 193	9.0%

**Footnotes**

- All figures represent the situation in the school year 2004 and 2005.
- - Source – Annual Survey 2004 and 2005.
- 'Repeater rate' is 'Repeaters' divided by the enrolment for that grade in the previous year.
- 'Dropouts' is the number of learners who dropped out of that grade during the previous year. It is calculated as enrolment in that grade in the previous year, minus enrolment in the next grade in the current year, minus repeaters in the same grade in the current year, plus the repeaters in the next grade in the current year.



ST206	PUBLIC ORDINARY SCHOOLING - Educator and learner attendance (2004)			
	<i>Headcount</i>	<i>Potential learning and teaching days</i>	<i>Days lost</i>	<i>% days lost</i>
<b>EDUCATORS</b>				
2.1 Public primary schools	15 156	3 031 200	146 440	4.83%
2.2 Public secondary schools	9 448	1 889 600	91 288	4.83%
<b>TOTAL</b>	24 604	4 920 800	237 728	4.83%
<b>LEARNERS</b>				
2.1 Public primary schools	572 328	114 465 600	Data not yet available in this format	
2.2 Public secondary schools	348 484	69 696 800		
<b>TOTAL</b>	920 812	184 162 400		

ST207	PUBLIC ORDINARY SCHOOLING - Learner/educator ratios by quintile (2005)					
	<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>
<b>2.1 Public primary schools</b>	583 937	15 156	39	1 987	17 143	34
Quintile 1 (poorest)	108 061	2 805	39	368	3 172	34
Quintile 2	116 125	3 014	39	395	3 409	34
Quintile 3	124 357	3 228	39	423	3 651	34
Quintile 4	119 650	3 105	39	407	3 513	34
Quintile 5 (least poor)	115 744	3 004	39	394	3 398	34
<b>2.1 Public secondary schools</b>	337 234	9 448	36	1 276	10 724	31
Quintile 1 (poorest)	75 867	2 125	36	287	2 412	31
Quintile 2	68 317	1 913	36	258	2 172	31
Quintile 3	59 187	1 658	36	224	1 882	31
Quintile 4	65 109	1 824	36	246	2 070	31
Quintile 5 (least poor)	68 754	1 928	36	260	2 189	31

ST208	PUBLIC ORDINARY SCHOOLING - Resourcing effected via the School Funding Norms (2006)			
Programmes/Legal status/Poverty quintiles	Schools	Total expenditure (R'000)	Learners	Expenditure per learner - R
<b>2.1 Public primary schools</b>				
Non-Section 21 schools	462	68,039	247 939	274
Quintile 1 (poorest)	146	20,724	61 462	337
Quintile 2	97	17,808	58 701	303
Quintile 3	93	14,569	55 175	264
Quintile 4	102	12,714	60 090	212
Quintile 5 (least poor)	24	2,224	12 511	178
Section 21 schools	643	74,103	335 998	221
Quintile 1 (poorest)	156	15,777	46 599	339
Quintile 2	111	17,464	57 424	304
Quintile 3	89	17,876	69 182	258
Quintile 4	89	12,137	59 560	204
Quintile 5 (least poor)	198	10,849	103 233	105
<b>TOTAL</b>	<b>1 105</b>	<b>142,142</b>	<b>583 937</b>	<b>243</b>
<b>2.2 Public secondary schools</b>				
Non-Section 21 schools	138	57,934	154 628	375
Quintile 1 (poorest)	46	23,118	56 063	412
Quintile 2	38	15,279	39 174	390
Quintile 3	26	10,151	28 543	356
Quintile 4	25	8,478	27 642	307
Quintile 5 (least poor)	3	908	3 206	283
Section 21 schools	208	50,609	182 606	277
Quintile 1 (poorest)	18	8,092	19 804	409
Quintile 2	28	11,209	29 143	385
Quintile 3	30	10,654	30 644	348
Quintile 4	45	11,098	37 467	296
Quintile 5 (least poor)	87	9,556	65 548	146
<b>TOTAL</b>	<b>346</b>	<b>108,543</b>	<b>337 234</b>	<b>322</b>
<b>Total for Non-section 21 schools</b>	<b>600</b>	<b>125,973</b>	<b>402 567</b>	<b>313</b>
<b>Total for Section 21 schools</b>	<b>851</b>	<b>124,712</b>	<b>518 604</b>	<b>240</b>
<b>Total for Quintile 1</b>	<b>366</b>	<b>67,711</b>	<b>183 928</b>	<b>368</b>
<b>Total for Quintile 2</b>	<b>274</b>	<b>61,760</b>	<b>184 442</b>	<b>335</b>
<b>Total for Quintile 3</b>	<b>238</b>	<b>53,250</b>	<b>183 544</b>	<b>290</b>
<b>Total for Quintile 4</b>	<b>261</b>	<b>44,427</b>	<b>184 759</b>	<b>240</b>
<b>Total for Quintile 5</b>	<b>312</b>	<b>23,537</b>	<b>184 498</b>	<b>128</b>
<b>GRAND TOTAL</b>	<b>1 451</b>	<b>250,685</b>	<b>921 171</b>	<b>272</b>
Prog. 2 non-personnel non-capital budget		661,252		
Level of 'top-slicing'		62.1%		

### 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:**

All independent schools that are registered with the WCED are eligible, depending on the Norms and Standards Funding 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 are eligible for funding in terms of the Norms and Standards policy, receive a subsidy.

The WCED needs to ensure that quality education occurs in independent schools and will monitor schools in this regard.

#### Progress analysis

There are currently 180 independent schools in the Western Cape. These schools accommodate a range of learners from varied socio-economic backgrounds and are important and valued partners in education delivery in the province.

The WCED currently provides subsidies to 78 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 plans to deal decisively with these schools and ensure that they are de-registered if they fail to provide quality education.

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

ST301	INDEPENDENT SCHOOL SUBSIDIES - Key trends	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>								
	3.1 Primary phase	14,385	15,673	18,335	19,270	20,195	21,104	
	3.2 Secondary phase	11,858	14,088	14,136	14,857	15,570	16,271	
	<b>TOTAL</b>	26,243	29,761	32,471	34,127	35,765	37,375	
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>								
	Current payment	26,243	29,761	32,471	34,127	35,765	37,375	
	Compensation of employees	-	-	-	-	-	-	
	Goods and services	-	-	-	-	-	-	
	Transfers and subsidies	26,243	29,761	32,471	34,127	35,765	37,375	
	Payments for capital assets	-	-	-	-	-	-	
	<b>TOTAL</b>	26,243	29,761	32,471	34,127	35,765	37,375	
<b>STAFFING</b>								
	Number of Educators (publicly employed)	-	-	-	-	-	-	
<b>ENROLMENT</b>								
	Learners in independent schools receiving a subsidy	16 580	16 747	16 837	17 005	17 175	17 347	
	3.1 Primary phase	10 863	10 973	11 177	11 289	11 402	11 516	
	3.2 Secondary phase	5 716	5 774	5 660	5 717	5 774	5 832	
	Learners in non-subsidised independent schools	Data not yet available						
	Grades 1 to 7	Data not yet available						
	Grades 8 to 12	Data not yet available						
	<b>TOTAL (all independent school learners)</b>	16 580	16 747	16 837	17 005	17 175	17 347	
<b>INSTITUTIONS</b>								
	Schools receiving a subsidy	75	75	81	81	81	81	
	3.1 Primary phase	55	55	60	60	60	60	
	3.2 Secondary phase	20	20	21	21	21	21	
	Schools not receiving a subsidy	100	100	104	104	104	104	
	<b>TOTAL</b>	175	175	185	185	185	185	
	Subsidised schools visited during the year for monitoring purposes (b)	-	-	-	39	39	39	
<b>▶ PERFORMANCE MEASURE</b>								
	▶ PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)	-	-	-	48,0%	48,0%	48,0%	

<b>ST302 INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2005)</b>				
<i>Subsidy Level</i>	<i>Schools</i>	<i>Total expenditure (R'000)</i>	<i>Learners</i>	<i>Expenditure per learner - R</i>
60 % (poorest)	15	17 661	5 719	3 088
40%	24	9 072	4 122	2 201
25%	18	3 684	2 651	1 390
15%	16	1 815	2 262	802
0% (least poor)	5	239	2 083	115
<b>TOTAL</b>	<b>78</b>	<b>32 471</b>	<b>16 837</b>	<b>1 929</b>

**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

## 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
- To promote effective and inclusive education for learners with special education needs
- To ensure that the flow of learners through public special schools is optimal
- To attain the highest possible educational outcomes amongst public special school learners

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

- To bring management and governance support and development closer to schools through the work of the EMDCs and other professional services
- To achieve an optimal and equitable distribution of financial, physical and human resources across the system
- To improve the knowledge and skills of school principals through targeted training and support
- To improve the knowledge and skills of school governing bodies through targeted training and support
- To improve management of the curriculum and assessment processes
- To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework
- To provide professional support to all public 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 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
- To provide human resource development in accordance with the Skills Development Act

- **Policies and priorities:**

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

The establishment of 2 new schools of skill (in Mitchell's Plain and Khayelitsha).

## **Progress analysis**

The pass rate for Grade 12 learners at special schools was excellent in 2005. The average pass rate for 2005 was 93%. Four special schools had a pass rate of 100%.

The inaccessibility of the labour market influence some of the school leavers of special schools in getting suitable employment. However, it should be borne in mind that learners from the schools of skills tend to be employed more easily than those of other special schools or even mainstream schools.

## **Analysis of constraints and measures planned to overcome them**

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

It goes without saying that this sector must continue to be supported, as the sector covers education for those with barriers to learning, as well as the conventionally known "gifted learners". It is doubtful, however, whether resource allocation to this sector can be increased in the short term, but it is imperative that we do because the demand is great, and currently we are able to provide access only to a few. More important, perhaps, is the need for us to consider the establishment of more schools of skill, as these schools are able to accommodate those learners whose abilities only allow them the acquisition of skills such as metalworking, upholstery, etc. and with which they are able to access the labour market, and even the small business world in the form of enterprises in their chosen fields of education. 2 new schools of skill are planned for Mitchells Plain and Khayelitsha.

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

The transforming of special schools into resource centres, in line with Education White Paper 6, contributes to an increase in the support rendered to learners with special education needs in mainstream schools. In-service training is provided for EMDC support staff (Response Ability Pathways, restorative counselling skills and developmental programmes for responding to the developmental needs of challenging learners), educators at youth centres (accredited training in child and youth care work, restorative counselling skills and developmental programmes), therapists and social workers.

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends						
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated	
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>							
4.1 Schools	325,294	345,224	364,284	382,438	405,647	430,480	
4.2 Professional services	-	-	1	1	1	1	
4.3 Human resource development	-	-	1	1	1	1	
<b>TOTAL</b>	<b>325,294</b>	<b>345,224</b>	<b>364,286</b>	<b>382,440</b>	<b>405,649</b>	<b>430,482</b>	
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
Current payment	263,628	275,434	292,522	309,193	329,040	350,425	
Compensation of employees	261,725	273,315	289,413	305,278	323,986	344,994	
Educators	201,976	216,114	237,234	249,748	262,547	279,445	
Non-educators	59,749	57,201	52,179	55,530	61,439	65,549	
Goods and services	1,903	2,119	3,109	3,915	5,054	5,431	
Transfers and subsidies	61,666	69,790	71,264	73,247	76,609	80,057	
Payments for capital assets	-	-	500	-	-	-	
<b>TOTAL</b>	<b>325,294</b>	<b>345,224</b>	<b>364,286</b>	<b>382,440</b>	<b>405,649</b>	<b>430,482</b>	
<b>STAFFING</b>							
Number of Educators (publicly employed)	1 544	1 544	1 544	1 544	1 544	1 544	
Number of Non-educators (publicly employed)	903	906	906	906	906	906	
<b>ENROLLMENT</b>							
Up to and including Grade 7	4 031						
Grade 8 and above	10 791						
Data not yet available							
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>							
Schools	76	70	70	70	70	70	
<b>▶ PERFORMANCE MEASURES</b>							
▶ PM401 : Percentage of children with special needs aged 6 to 15 not enrolled in educational institutions	2%	2%	2%	2%	2%	2%	2%



## 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: Percentage 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 chief executive officers (CEOs) through targeted training and support
- To improve the knowledge and skills of FET college councils through targeted training and support
- To improve management of curriculum and assessment processes
- To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework
- To provide professional support to all public FET colleges

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 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 introduction of a conditional grant for the re-capitalisation of the FET colleges will fund 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 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 NSC 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 thus 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.

Targeted programmes will enable educators at colleges to:

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

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. Colleges will also develop strategies to broaden access to FET colleges such as –

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

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	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
5.1	Public institutions	145,255	152,383	165,337	189,857	200,932	211,820
5.2	Professional services	-	-	1	1	1	1
5.3	Human resource development	-	-	1	1	1	1
5.4	Conditional grants	-	-	-	70,000	80,000	77,305
<b>TOTAL</b>		145,255	152,383	165,339	259,859	280,934	289,127
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
	Current payment	114,546	121,977	131,222	154,843	164,256	173,495
	Compensation of employees	114,546	121,969	131,222	154,791	164,202	173,438
	Educators	96,990	101,035	109,626	115,409	121,323	128,040
	Non-educators	17,556	20,934	21,596	39,382	42,879	45,398
	Goods and services	-	8	-	52	54	57
	Transfers and subsidies	30,709	30,406	34,117	105,016	116,678	115,632
	Payments for capital assets	-	-	-	-	-	-
<b>TOTAL</b>		145,255	152,383	165,339	259,859	280,934	289,127
<b>STAFFING</b>							
	Educators	697	697	697	697	697	697
	In posts	697	697	697	697	697	697
	Employed by college			Data not yet available in this format			
	Non-educators	258	299	349	349	349	349
	In posts	258	299	349	349	349	349
	Employed by college			Data not yet available in this format			
<b>ENROLMENT</b>							
	Full-time equivalent students	17 099	19 350	21 000	23 000	25 000	27 000
	Students (headcount) (a)	38 844	49 185	44 296	60 000	70 000	75 000
	of which females	17 091	17 707	16 390	27 000	35 000	37 500
	of which females in technical fields (b)			Data not yet available in this format			
	Students completing programmes successfully during the year (c)	24 472	33 446	31 007	43 200	52 500	57 750

ST501	<b>FURTHER EDUCATION AND TRAINING - Key trends (continued)</b>					
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>STATISTICS ON LEARNERSHIPS</b>						
Active learnership agreements in the province (d)						
Number of agreements involving FET colleges as provider (e)						
Data not yet available in this format						
<b>▶ PERFORMANCE MEASURES</b>						
▶ PM501: Percentage of FET students relative to youth in the province						
	16.1%	20.2%	18.2%	24.4%	28.2%	29.9%
▶ PM502: Percentage of female students who are in technical fields (b/a)						
	Data not yet available in this format					
▶ PM503: FET college throughput rate (c/a)						
	63.0%	68.0%	70.0%	72.0%	75.0%	77.0%
▶ PM504: Percentage of learners placed in learnerships through FET colleges (e/d)						
	Data not yet available in this format					

## 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>
<b>Access</b>	▲ To ensure that adults without basic education have access to ABET centres.	▶ PM601: Percentage of ABET learners relative to adults in the province

### Specified policies, priorities and strategic objectives

- **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, 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 ensure effective management and governance in all the learning sites and support structures.

- To bring management and governance support and development closer to CLCs through the work of the EMDCs and other professional services
- To achieve an optimal and equitable distribution of financial, physical and human resources across the system
- To improve the knowledge and skills of CLC managers through targeted training and support
- To improve the knowledge and skills of 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

- **Policy priorities:**

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

- Purpose-driven ABET level 1, 2 and 3 curricula – consisting of two programme offerings, namely numeracy and literacy, offered in all community learning centres
- Level 4 Centres offering a selection of learning areas that lead to a purposeful GETC qualification for the learner in the context of the community
- Provision of physical and financial resources to support the ABET curriculum
- All CLCs receiving a computer and printer
- All existing educators receiving targeted training and all new educators receiving orientation and training
- All CLC managers receiving appropriate training (technical skills and personal development plans) on an ongoing basis

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

- Track learner completion and job placement
- Increase number of learnerships offered in areas identified by MEDS
- Improve throughout and completion rates
- Apply placement instruments

The WCED will also –

- 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 prioritized 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 & 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 will be investigated. 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.

In summary the department will:

- Maintain government partnerships and develop new partnerships with industry
- Increase number of learners by 2 500 each year
- Provide level 1 – 4 skills-based qualifications according to need
- Provide ICT skills for learners

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>							
6.1	Subsidies to private centres	18,473	21,151	22,889	23,569	24,756	25,941
6.2	Professional services	-	-	1	1	1	1
6.3	Human resource development	-	-	1	1	1	1
<b>TOTAL</b>		18,473	21,151	22,891	23,571	24,758	25,943
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
	Current payment	5,761	5,564	7,555	7,778	8,230	8,672
	Compensation of employees	5,102	5,198	5,766	5,929	6,292	6,646
	Educators	5,102	4,372	4,775	5,027	5,285	5,576
	Non-educators	-	826	991	902	1,007	1,070
	Goods and services	659	366	1,789	1,849	1,938	2,026
	Transfers and subsidies	12,712	15,587	15,336	15,793	16,528	17,271
	Payments for capital assets	-	-	-	-	-	-
<b>TOTAL</b>		18,473	21,151	22,891	23,571	24,758	25,943
<b>STAFFING</b>							
	Number of Educators (publicly employed)	4	4	4	4	4	4
	Number of Non-educators (publicly employed)	11	11	11	11	11	11
<b>ENROLMENT</b>							
	GET level	15 351	15 925	16 975	18 374	19 600	20 655
	FET level	15 978	16 574	17 668	19 124	20 400	19 845
	<b>TOTAL (a)</b>	31 329	32 499	34 643	37 498	40 000	40 500
	<b>POPULATION</b>						
	Population aged 18 to 60 (b)	2 555 910	2 581 727	2 607 544	2 633 620	2 659 956	2 666 555
<b>INSTITUTIONS</b>							
	Subsidised centres	312	314	346	351	356	361
<b>PERFORMANCE MEASURES</b>							
▶	PM601 : Percentage of ABET learners relative to adults in the province (a/b)	1.2%	1.3%	1.3%	1.4%	1.5%	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 EMDCs and other professional services
- To achieve an optimal and equitable distribution of financial, physical and human resources across the system
- To improve the knowledge and skills of Grade R staff through targeted training and support
- To improve the knowledge and skills of governing bodies through targeted training and support
- To improve management of the curriculum and assessment processes
- To improve financial management and quality enhancement at all levels in line with provincial policy and the legislative framework
- To provide professional support to all Grade R sites

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

- To ensure that the province employs sufficient numbers of appropriately trained educators
- To develop the professional quality of the teaching force, through ongoing professional support on the 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 Department of Social Welfare and Poverty Alleviation.

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 centres but to ensure that those who care for children (parents, grandparents, community workers, day centre, pre-primary school and crèche staff) are equipped to promote the physical, emotional and cognitive development of children.

As part of the integrated approach to the physical, social and cognitive development of all 0 – 4 year olds living in the province, the WCED will train caregivers in the ECD curriculum. The Expanded Public Works Programme (EPWP) has been extended to the ECD sector to provide for the training for ECD learnerships as well as to supply 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.

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

- Provide subsidy on poverty sliding scale of R3 to R7 per child per day for tuition of Grade R learners. This is used to pay teachers, procure LTSM and secure sites
- Increase number of Grade R learners so that all five year-olds are in Grade R classes by 2010
- Provide teacher training to teachers in three poorest quintiles on NCS - emphasis on reading and numeracy
- Provide resource kits for development of literacy, numeracy and life skills at each site
- Administer school readiness profile at all Grade R sites
- Distribute school readiness checklist to all parents, grandparents and public servants
- Provide support to sites that do not meet health and cognitive development requirements

## **Progress analysis**

If conservative estimates of 2005 participation rates in the Western Cape are used, that is 56 000 of a possible 80 000 learners (age cohort), then an additional 24 000 children must be reached in the period to 2010. This means enrolling 4 000 to 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. This study shows a high correlation between reading and numeracy performance at the Grade 3 level and access to pre-school programmes.

## **Analysis of constraints and measures planned to overcome them**

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

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

The WCED will in the period 2006 – 2010 ensure that –

- All children of five years of age living in the Western Cape are enrolled in Grade R classes
- The NCS learning outcomes are taught and acquired in all Grade R classes (school readiness tests will be used to determine this)
- LTSM resources to support the teaching of the NCS Grade R are provided to every site
- All Grade R teachers are trained and supported to deliver the NCS for Grade R
- School based and district support teams identify and address all “at risk” learners
- All sites are visited to ensure safety and quality service delivery once every three years

ST701	Early Childhood Development- Key trends	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>							
	7.1 Grade R in public schools	43,753	49,243	48,697	52,434	55,748	59,002
	7.2 Grade R in community centres	3,930	10,125	23,224	42,499	96,753	141,498
	7.3 Professional services	-	-	1	1	1	1
	7.4 Human resource development	-	-	1	12,463	29,428	44,422
	7.5 Conditional grants	8,627	767	-	-	-	-
	<b>TOTAL</b>	56,310	60,135	71,923	107,397	181,930	244,923
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
	Current payment	43,796	44,544	42,798	60,913	85,050	106,621
	Compensation of employees	43,609	42,170	41,686	45,249	48,241	51,157
	Educators	43,609	42,170	41,686	45,249	48,241	51,157
	Non-educators	-	-	-	-	-	-
	Goods and services	187	2,374	1,112	15,664	36,809	55,464
	Transfers and subsidies	12,456	15,591	29,125	46,484	96,880	138,302
	Payments for capital assets	58	-	-	-	-	-
	<b>TOTAL</b>	56,310	60,135	71,923	107,397	181,930	244,923
<b>STAFFING</b>							
	Number of Educators (publicly employed)	332	315	289	289	289	289
	Number of Non-educators (publicly employed)	-	-	-	-	-	-
<b>ENROLMENT (PUBLICLY FUNDED ONLY)</b>							
	Grade R in public schools (a)	30 092	30 840	33 000	35 000	38 000	40,000
	Grade R in community centres (b)	23 962	25 160	28 000	30 000	32 000	34 000
	Pre-Grade R in public schools						
	Pre-Grade R in community centres						
	<b>TOTAL</b>	54 054	56 000	61 000	65 000	70 000	74 000
<b>POPULATION</b>							
	Population aged 5 (c)	83 075	83 914	84 753	85 601	86 457	87 321
<b>PERFORMANCE MEASURES</b>							
	▶ PM701 : Percentage of learners in publicly funded Grade R ((a+b)/c)	65.1%	66.7%	72.0%	75.9%	81.0%	84.7%

Data not yet available in this format

## 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 primary schools	<ul style="list-style-type: none"> <li>▶ PPM 801: Number of primary and secondary school educators trained in the HIV and AIDS Life Skills Programme</li> <li>▶ PPM 802: Number of HIV and AIDS Life Skills peer educators trained</li> <li>▶ PPM 803: Number of schools (SMTs and SGBs) trained in the management of HIV and AIDS in their school community</li> </ul>

### 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 Education Training and Development Practices (ETDP) Sectoral and Education Training Authority (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

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

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
- To provide loans to learners from poor backgrounds who wish to study at FET colleges
- Feasibility study into full-time ABET centres
- Establishing of schools of skill
- Expansion and development of focus schools

- **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.

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

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

- 16 000 teachers in HIV/AIDS Life Skills Programme
- 6 500 high school learners as peer counsellors
- 700 schools in management of HIV/AIDS in their school communities
- 450 schools in care and support of learners and teachers infected and affected by HIV/AIDS

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

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

## **Progress analysis**

HIV/AIDS Conditional Grant progress:

- 80% (12 000) primary school educators had been trained to implement HIV/AIDS life skills in the classroom by April 2005
- 100% of primary schools are teaching HIV/AIDS life skills in the classroom by 2006
- 500 secondary school Life Orientation educators had been trained in HIV/AIDS and sexuality education by April 2006.
- All Grade 7 and 10 - 12 (FET) educators had been trained to integrate HIV/AIDS across all learning areas/subjects, by August 2005, and Grade 8 - 9 educators will be trained by August 2007.
- 100% of secondary schools are implementing HIV/AIDS education by 2006.
- All schools, educators and learners are supported with curriculum-based teaching and learning materials, advocacy and reference materials.
- Verifiable database of educators trained and LTSM in schools by mid-2005.
- Effective financial and programmatic support provided to ABET and ECD sites and FET colleges.
- Effective peer education programme established, with 100 secondary schools participating in 2005, and 3 000 peer educators in training.
- An additional 100 master trainers developed to train in the Institutional Management and Governance Development (IMGD) & Care and Support programmes by August 2005.
- 40% of schools' SMTs and SGB representatives (600 schools) trained the development of HIV/AIDS management plans by mid-2006 and 100% by end-2007.
- 40% of schools already trained in Care and Support and 100% by end-2007.
- 90 trained HIV/AIDS Counsellors in EMDCs by July 2005.
- All schools have designated HIV/AIDS Coordinators by 2006.
- 70% of schools clustered for HIV/AIDS support by end-2006.
- Head Office HIV/AIDS Management Unit (inclusive of Top Management participation) established to promote and manage integrated and mainstreamed response by May 2005.
- Staffed EMDC HIV/AIDS Management Units (or Multi-Functional Teams) established and functional by June 2005.
- Mid-term progress review, annually, with programmatic and financial adjustments if required.

IKapa Elihlumayo progress:

- The establishment of the loan scheme for FET college students.
- The six public FET colleges in the province submitted proposals for courses to be developed that meet the needs of the province. These proposals were implemented in 2005.
- Reading and mathematics tests and tests of aptitudes and interests of all Grade 8 learners to improve subject/programme choice.
- A career guidance course has been developed for the province. It has been translated into Xhosa and Afrikaans and the course has been installed on computers at each high school in the province. 800 selected teachers have been trained on the use of the software. The guidance course provides trends in the provincial economy and provides details of existing FET programmes and learnerships.
- 350 computer laboratories have been established at schools offering FET.
- 28 focus schools have been established.

### **Analysis of constraints and measures planned to overcome them**

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

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

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

ST801	Auxiliary and Associated Services - Key trends	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>							
8.1	Payments to SETA	3,485	3,659	4,471	4,847	5,215	5,508
8.2	Conditional grant projects	29,756	9,814	11,205	11,870	12,464	13,303
8.3	External examinations	50,143	51,436	56,374	57,357	60,546	63,672
8.4	Teacher training	11,956	1,345	1,695	1,753	1,837	1,919
8.5	Ikapa Elhulumayo	26,175	28,046	125,000	131,375	137,944	144,151
<b>TOTAL</b>		<b>121,515</b>	<b>94,300</b>	<b>198,745</b>	<b>207,202</b>	<b>218,006</b>	<b>228,553</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>							
	Current payment	99,521	68,020	69,829	85,942	90,634	95,391
	Compensation of employees	41,847	34,903	33,455	36,289	38,470	40,634
	Educators	6,861	18,742	2,123	2,235	2,349	2,479
	Non-educators	34,986	16,161	31,332	34,054	36,121	38,155
	Goods and services	57,674	33,117	36,374	49,653	52,164	54,757
	Transfers and subsidies	16,931	26,133	104,216	106,485	111,924	117,019
	Payments for capital assets	5,063	147	24,700	14,775	15,448	16,143
	<b>TOTAL</b>	<b>121,515</b>	<b>94,300</b>	<b>198,745</b>	<b>207,202</b>	<b>218,006</b>	<b>228,553</b>
<b>STAFFING</b>							
	Number of Educators (publicly employed) (a)	1	1	1	1	1	1
	Number of Non-educators	124	147	147	147	147	147
<b>▶ PERFORMANCE MEASURES</b>							
	▶ PPM801: Number of primary and secondary school educators trained in the HIV and AIDS Life Skills Programme (accumulated)	10 000	15 910	16 000	18 000	20 000	22 000
	▶ PPM802: Number of HIV and AIDS Life Skills peer educators trained (accumulated)	2 500	6 500	8 000	12 000	16 000	18 000
	▶ PPM803: Number of schools (SMTs and SGBs) trained in the management of HIV and AIDS in their school community	15	17	700	1 400	1 500	1 600

## B.9 Implementation of Capital Investment, Maintenance and Asset Management Plan

### New projects, upgrades and rehabilitation

The following projects, according to the Department of Transport and Public Works, will be completed during 2006/07:

Project	Number
Additional classrooms (brick) to existing schools	52
Ablution projects	5
Administration facilities	1
Forum facilities	13 (4 P/S and 9 S/S)
Primary schools	2
Secondary schools	3
Special schools	-

Project	Number of projects	Name of project
School building projects	Primary schools 2	Wallacedene, Samora Marchall,
	Secondary school 3	Highbury, Du Noon, Kuilsriver
Instruction rooms as part of each new school or as separate projects	Primary school 82 (60+22)	2 P/S as above (x 30 classrooms = 60) Balance... Rosmead, Kretchenshoop, Comville, Eindhoven, Rainbow
	Secondary school 135 (105+30)	3 S/S as above (x 35 classrooms = 105 Balance ... Murray, Masibambisane, Simunye, Masibambane, Manzomthombe, Brackenfell
	Special schools	
Relocation of mobile classrooms	15	To be determined by EMDC Directors
Forums	Primary schools 4	Panorama, Wesfleur, Turfhall, Victoria Park
	Secondary schools 9	Proteus, Bridgton, Ladismith, Paulus Joubert, Charleston Hill, Ravensmead, Heideveld, Mondale, Villiersdorp
Toilet	Primary school 66 (WCs)	2 P/S as above,
	Secondary school 81 WCs	3 S/S as above,
Upgrading projects	Primary schools 0	
	Secondary school 1	Esselenpark
	Special schools 0	
	Secondary school 1	

### Building maintenance

Number of projects	Budget	Final cost R'000
720 (2006/07 to 2008/09)	R164 564 million	R164 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 2006/07 is R86,980 million and this amount represents 48% of what is required. The total maintenance budget for the past four years amounts to R320 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 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)*

All furniture and equipment for these offices is electronically purchased by means of the Logistical Information System (LOGIS). These assets are automatically captured on the inventories of the users. The Provincial Treasury intended to procure the service of a private service provider to undertake the asset management function on behalf of all provincial departments. However, the bid was cancelled due to the cost involved. Each department now manages its asset register in line with the requirements of the Auditor-General, and the WCED complies in this respect.

*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.

- **Measures taken to ensure that the Department's asset register is up to date**

Annual stocktaking is carried out to ensure that the WCED's asset register remains up-to-date.

## 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 LSMs 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 LSMs, 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 PM210, 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 natural sciences.

► **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 PM209.

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

This is the same as PM215, 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 into 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 PM217), 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: Percentage 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 number 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**

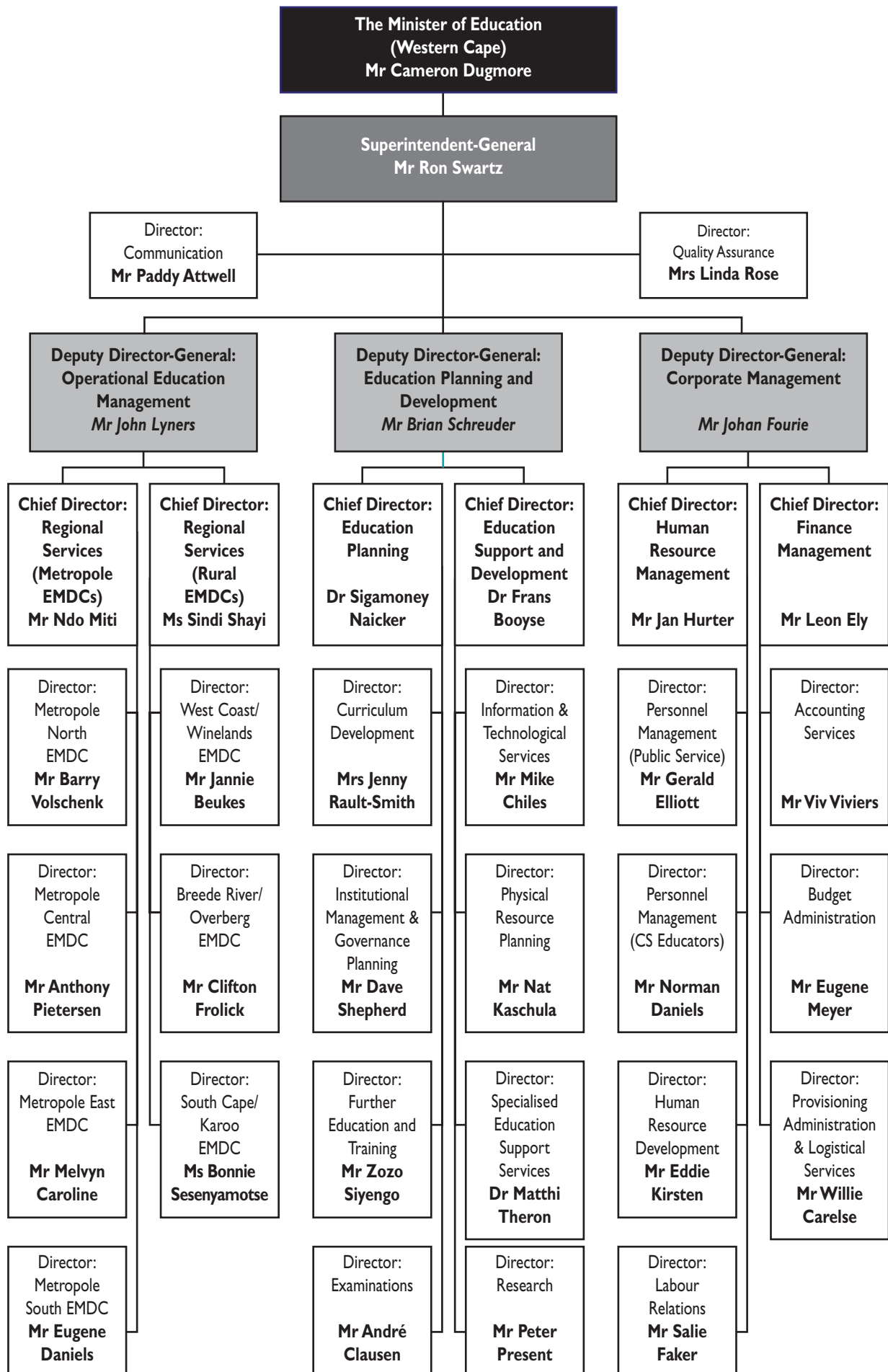
This is the learners in learnerships receiving their training through an FET college, as a percentage of all learners in learnerships in the province. This performance measure indicates how effective FET colleges are at attracting learners from the learnership system.

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

This is the number 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.

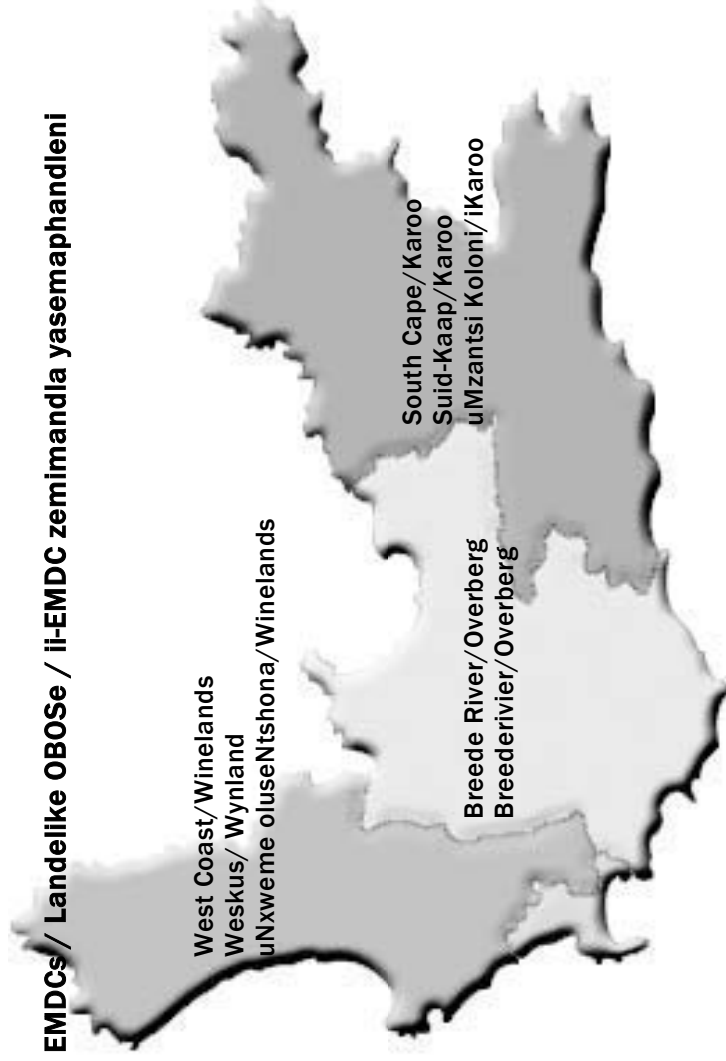
▶ **PM701: Percentage of learners in publicly funded Grade R**

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%.

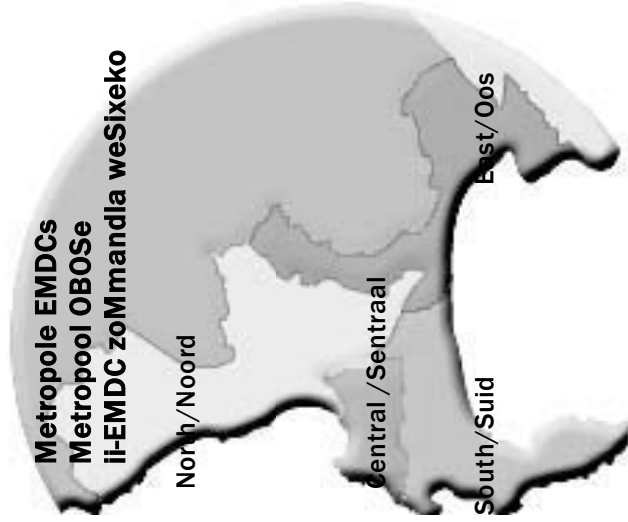


**SKEDULE 2 - Onderwysbestuurs-en-ontwikkelingsentrums (OBOS'e)  
 SCHEDULE 2 - Educational Management and Development Centres (EMDC)  
 iSheduli 2 - aMaziko oLawulo noPhuhliso lweMfundo (EMDC)**

**Rural EMDCs/ Landelike OBOSe / ii-EMDC zemimandla yaseMaphandleni**



**Metropole EMDCs  
 Metropool OBOSe  
 ii-EMDC zoMmandla weSixeko**







# Annual Performance Plan

2006/07 to 2008/09

# Jaarlikse Prestasieplan

2006/07 tot 2008/09

# IsiCwangciso Sentsebenzo Yonyaka Emihlanu

2006/07 ukuya 2008/09



**WESTERN CAPE  
Education Department**

Provincial Government of the Western Cape



## Voorwoord deur LUR

Daar is 'n aantal faktore wat as insette dien vir ons Mediumtermyn Uitgaweraamwerk. Eerstens is daar die nasionale prioriteite wat deur die nasionale Departement van Onderwys bepaal is in oorleg met die Nasionale Tesourie, sowel as dié wat deur die Provinsiale Kabinet Sosiale Kluster geïdentifiseer en geprioritiseer is, wat 'n impak op ons werk het (veiligheid van leerders, geïntegreerde raamwerk oor Vroeëkindontwikkeling (VKO), skole-sport en die veldtog teen dwelmmisbruik onder die jeug). Tweedens is ons provinsie se sleutelmandaat om ons deel te doen m.b.t. die Menslike Kapitaal Ontwikkelingsstrategie (MKOS) wat deur die provinsiale kabinet aanvaar is. Die beroep van die President om op die verwesening van 6% groei te fokus, het weer ons aandag toegespits op die behoefte om op die ontwikkeling van vaardighede te konsentreer wat in lyn met die Mikro-ekonomiese Ontwikkelingsstrategie (MEOS) is, deur nie slegs ons aantal kolleges vir verdere onderwys en opleiding (VOO) te vermeerder nie, maar ook deur die aantal leerders te vergroot wat toegang tot hoër onderwys en opleiding verkry, veral wat wiskunde, wetenskap en tegnologie insluit. Dit sal nie slegs sterk ondersteuning en duidelike teikens vir die 40 Dinaledi-skole en 10 Wiskunde, Wetenskap en Tegnologie (WWT)-skole vereis nie, maar ook 'n opgeskerpte leerderverweseningstrategie vir swak presterende skole, en voortgesette ondersteuning deur die departement vir al ons skole.

Dit bly steeds ons essensiële mandaat om 'n leertuiste vir al ons leerders in die provinsie te bied. Dit is nou deur die MKOS as een van die 5 toonaangewende strategieë van *iKapa Elihlumayo* uitgewys, met 'n fokus op die jeug. Sleutelprioriteite van die MKOS sluit die volgende in –

- i. Gesyferdheid en geletterdheid (ons sal verseker dat ons plan vir die transformasie van taal in die onderwys geïnkorporeer word in die strategie vir sterker gesyferdheid en geletterdheid).
- ii. Verdere uitbreiding van Graad R, met inbegrip van die verhoogde subsidieformule na meer standplase in arm en landelike gemeenskappe, en die ontwikkeling van 'n geïntegreerde benadering tot VKO (0-4-jariges) met ons susterdepartemente van Maatskaplike ontwikkeling, gesondheid en plaaslike regering.
- iii. Verhoog toegang tot Basiese Volwassene Onderwys en Opleiding (BVOO) Programme en 'n voorlopige doenbaarheidstudie sal uitgevoer word oor die implikasies, sou 'n moontlike voltydse BVOO-sentrum ontwikkel word.
- iv. Implementering van die nuwe Nasionale Kurrikulumverklaring (NKV) veral m.b.t. die VOO-band wat in 2006 in Graad 10 begin, sowel as die oorblywende jare van die algemene onderwys en opleiding-band (AOO).
- v. Die herkapitalisering van al ses die VOO-kolleges met 'n fokus op vaardigheidsontwikkeling in lyn met die MEOS en nasionale behoeftes soos in die nasionale strategie vir menslikehulpbronontwikkeling uitgestippel.

- vi. Onderwysinfrastruktuur – die toewys van fondse aan skoolbeheerliggame (SBL'e) om projekte met die steun van ons projekbestuureenheid te voltooi, en om die implementering te verseker van die diens-eweringsooreenkoms (DLO) met openbare werke.
- vii. Skoolveiligheid.
- viii. Die herontwerp van die Wes-Kaap Onderwysdepartement, wat sal verseker dat ons organisasie die MKOS ten beste implementeer, en ook verteenwoordigend word van die mense van die Wes-Kaap.
- ix. Die ontwikkeling van Menslike Kapitaal binne die WKOD, met 'n spesiale fokus op onderwyserontwikkeling en –ondersteuning, deur te verseker dat hulle die maksimum impak maak en aanspreeklik gehou word in terme van die Geïntegreerde Gehaltebestuurstelsel (GGBS).
- x. Wiskunde, Natuurwetenskap en Tegnologie.
- xi. Die bou van sosiale kapitaal in die onderwys deur die provinsiale vereniging van verteenwoordigende rade van leerders (VRL'e) en die vereniging van afgetrede onderwysers van stapel te stuur, en 'n provinsiale kongres vir alle SBL'e te hou. Ons sal ons opleiding van VRL'e en SBL'e opskerp.

Die provinsiale Kabinet het aan die WKOD die verantwoordelikheid opgedra om implementeringsplanne te ontwikkel en hulpbronne doeltreffend binne die MKOS te prioritiseer. Ons verwag die volgende uitdagings in 2006:

- i. Die implementering van geen-fooi-skole vir sekere van ons armste skole.
- ii. Die voorsien van onderwyseraansporing in lyn met die toewysing deur die Nasionale Tesourie.
- iii. Die vermeerdering van infrastruktuuraanvraag om die bestaande agterstande by te bring, en ook om aan nuwe aanvraag te voldoen in die lig van 'n program vir toenemende menslike nedersettings wat nie toegewyste befonding vir skoolin-frastruktuur het nie.

Die volgende beleidsrigtings om die lewering van onderwys te verbeter, word aanstons verweselik –

- i. Toegangsbeleid, wat insluit wanneer 'n skool vol is.
- ii. Leerdervervoer.
- iii. Wes-Kaapse Transformasieplan vir Taal in die Onderwys.
- iv. Onderwysvoorsieningsplanne vir alle kategorie B-munisipaliteite en sub-rade in die metropolitaanse areas.

Ons visie van 'n leertuiste vir almal is sterk voortgestu met die betrek van 15 nuwe skole sedert die begin van hierdie jaar; die kweek van 292 onderwyserposte in die mandjie van opvoederposte; die invoer van die NKV; en die invoer van ongeveer 500 Onderwyserassistente. In al hierdie werk sal ons ook daarop ingestel wees om die kultuur van konsultasie, inklusiwiteit, dienslewering en sensitiwiteit binne die WKOD te verbeter.

**CAMERON DUGMORE**  
**LUR VIR ONDERWYS**

## Voorwoord deur Rekenpligtige Amptenaar

Op 6 Maart het die Wes-Kaap Onderwysdepartement (WKOD) die Menslike Kapitaal Ontwikkelingstrategie (MKOS) vir die Wes-Kaap van stapel gestuur, met die fokus op die jeug.

Dié strategie is die hoeksteen van die provinsiale regering se *iKapa Elihlumayo*-strategie om die Kaap te kweek en te deel, en dit sal vir baie jare die vertrekpunt vir onderwysbeplanning in die provinsie wees.

Die MKOS beskryf die rol wat die onderwys moet speel, deur te verseker dat ons mense, veral die jeug, die kennis, vaardighede en houdings het wat hulle benodig om hul potensiaal te verwesenlik, en om tot maatskaplike en ekonomiese ontwikkeling by te dra.

Hierdie jaarlikse prestasieplan beskrywe hoedat ons beplan om die MKOS gedurende die periode 2006/07 tot 2008/09 te implementeer.

Dit beskrywe nasionale en provinsiale prioriteite, hoedat ons beplan om ons begroting toe te wys om aan hierdie prioriteite te voldoen, en hoedat ons ons vordering by die verwesenliking van hierdie doelstellings sal meet.

As deel van ons poging om die doelstellings van die MKOS te verwesenlik, het ons LUR vyf sleutelprioriteite vir die komende jaar daargestel. Hulle is:

- Geletterdheid en gesyferdheid, met die fokus op leerderprestasie in die Grondslagfase.
- Invoer van die nasionale VOO-kurrikulum vir skole, met as beginpunt Graad 10.
- Herkapitalisering van VOO-kolleges.
- Skoolveiligheid.
- Herontwerp van die WKOD om te verseker dat die departement die kapasiteit het om die MKOS te implementeer, en om aan die teikens vir indiensnemingsgelykheid te voldoen.

Hierdie dokument verwoord ons eerste jaarlikse prestasieplan nadat die MKOS van stapel gestuur is. Ons gaan 'n nuwe fase in die lewering van onderwys in die Wes-Kaap binne.

Die MKOS bied aan ons 'n padkaart van waarheen ons moet gaan. Ons taak is nou om hierdie reis saam aan te pak, om die onderwys te transformeer, en om die mense op te bou wat ons nodig het om die toekoms van hierdie provinsie te bou.

**RON SWARTZ**  
**HOOF VAN ONDERWYSDEPARTEMENT**

## Aangaande hierdie Dokument

Die *Jaarlikse Prestasieplan* van die Provinsiale Onderwysdepartement verduidelik die Provinsiale Regering se planne vir onderwys vir die volgende drie jaar, met spesiale fokus op wat gedurende die boekjaar gaan gebeur wat op 1 April 2006 begin en op 31 Maart 2007 eindig. Hierdie dokument bevat ook baie inligting oor die huidige situasie in die onderwys: wat die vernaamste uitdagings is, en watter regeringsprogramme aan die uitbrei is.

Daar is twee hoofdeeltes in hierdie dokument.

**Deel A** verduidelik wat die nasionale **strategiese doelstellings** is, en hoedat hulle deur die strategieë en planne van die provinsie ondersteun word. Suksesse en uitdagings in die provinsie word ook beskrywe. Deel A verduidelik ook die weg vorentoe vir voorskoolse dienste, skole, VOO-kolleges en onderwys vir volwassenes. Deel A bevat nie gedetailleerde inligting oor programme en begrotings nie.

**Deel B** gee meer besonderhede oor die dienste van die Provinsiale Onderwysdepartement en die maatskaplike en ekonomiese uitdagings. Sleutelemente wat gebruik is om die inligting in Deel B te orden, is:

- **Provinsiale begrotingsprogramme.** Daar is agt sodanige programme. Hulle maak die subafdelings van Deel B uit.
- **Strategiese doelstellings.** Hulle word in Deel A ingelei, maar in Deel B word hulle by individuele begrotingsprogramme ingeskakel. Daar is 'n aantal strategiese doelstellings, en hulle dui die strategiese rigting vir die onderskeie begrotingsprogramme aan.
- **Meetbare doelstellings.** Hulle is meer spesifiek as die strategiese doelstellings, en skakel meestal by die spesifieke programme in.
- **Prestasiemaatstawwe.** Hulle val onder die meetbare doelstellings, en is spesifieke statistieke wat die Regering as belangrik beskou, byvoorbeeld die persentasie kinders van skoolgaande ouderdom en jeugdige wat in die stelsel ingeskrywe is.
- **Prestasieteikens.** Elke prestasiemaatstaf het drie prestasieteikens, een vir elk van die volgende drie boekjare. Hierdie teikens, wat baie aandag in die ontleding en planne kry wat in hierdie dokument gebied word, toon aan hoedat die Regering van plan is om dienslewering in die komende jare te verbeter.

Die strategiese doelstellings, meetbare doelstellings en prestasiemaatstawwe word vir die land gestandaardiseer, wat beteken dat hulle in elke provinsie dieselfde is (dit is egter moontlik vir provinsiale strategiese doelstellings en prestasiemaatstawwe om naas dié die hele land te bestaan). Prestasieteikens sal dikwels van provinsie tot provinsie verskil, afhange van die spesifieke omstandighede van die provinsie.

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## WOORDELYS

Die definisies wat aan spesifieke items in hierdie dokument geheg word, verskyn hieronder.

### Meetbare doelwit (MD)

Meetbare doelwitte is doelwitte waarvan die verwesenliking relatief maklik gemeet kan word. Hul fokus is hoofsaaklik op redelik universele maatstawe van toeganklikheid, geskiktheid, billikheid, doeltreffendheid, uitsette en gehalte. Hulle vul die strategiese doelwitte aan. Die meeste meetbare doelwitte is aan een provinsiale begrotingsprogram gekoppel, alhoewel party generies m.b.t. die sektor as geheel mag wees.

### Prestasiemaatstaf (PM)

Prestasiemaatstawwe is nasionale aanwysers wat aan bepaalde statistieke gekoppel is. Hulle word gebruik om prestasie in die onderwysstelsel af te meet. Elke prestasiemaatstaf is aan een meetbare doelstelling gekoppel. Elke prestasiemaatstaf neem die vorm aan van een provinsiale tydreksstatistiek.

### Prestasieteiken (PT)

'n Prestasieteiken is een numeriese waarde vir een toekomstige tydperk met betrekking tot 'n prestasiemaatstaf. Prestasieteikens toon op 'n presiese wyse die verbeteringe aan wat in die onderwysstelsel beoog word.

### Strategiese doelstelling (SD)

Strategiese doelstellings is doelstellings wat die algehele rigting van die pre-terisiere onderwysstelsel in die medium tot lang termyn bepaal. Hulle is aan die top van die hiërargie van beplanningselemente gesetel.

### Strategiese doelwit (SDw)

Strategiese doelwitte is een vlak onder die strategiese doelstellings. Hul fokus is meer spesifiek as dié van die strategiese doelstellings. Die meeste strategiese doelwitte is aan een provinsiale begrotingsprogram gekoppel, alhoewel party generies m.b.t. die sektor as geheel mag wees.

## AKRONIEME

AOO	Algemene Onderwys en Opleiding
AOOS	Algemene Onderwys en Opleidingsertifikaat
BVOO	Basiese Volwassene Onderwys en Opleiding
DLO	Diensleweringsooreenkoms
DVO	Nasionale Departement van Onderwys
GGBS	Geïntegreerde Gehaltebestuurstelsel
GLS	Gemeenskapsleersentrum
HODKOM	Hoofde van Onderwysdepartemente-komitee
HOI	Hoër Onderwysinstansie
HSE	Heelskoolevaluering
HUB	Hoof Uitvoerende Beampte
IKT	Inligting- en Kommunikasietegnologie
KOI	Kaapse Onderwysinstituut
LOGIS	Logistiek-inligtingstelsel
LOOM	Leer- en Onderrigondersteuningsmateriaal
LSO	Leerders met Spesiale Onderwysbehoefte
LUR	Lid van die Uitvoerende Raad
MEOS	Mikro-ekonomiese Ontwikkelingstrategie
MHO	Menslikehulpbronontwikkeling
MKOS	Menslike Kapitaal Ontwikkelingstrategie
MTUR	Mediumtermyn Uitgaweraamwerk
NKR	Nasionale Kwalifikasieraamwerk
NKV	Nasionale Kurrikulumverklaring
NRO	Nieregeringsorganisasie
NSSB	Norme en Standaard vir Skoolbefondsing

NSVP	Nasionale Skoolvoedingprogram
OBIS	Onderwysbestuursinligtingstelsel
OBOS	Onderwysbestuur-en-Ontwikkelingsentrum
OOOP	Onderwys, Opleiding en Ontwikkelingspraktyke
OPV	Openbare-private Vennootskappe
POD	Provinsiale Onderwysdepartement
PVDL	Program vir die Verbetering van Dienslewering
ROM	Raad van Onderwysministers
SAKO	Suid-Afrikaanse Kwalifikasieowerheid
SASW	Suid-Afrikaanse Skolewet
SBL	Skoolbeheerliggaam
SBS	Skoolbestuurspan
SETA	Sektorale Onderwys- en Opleidingsgesag
SOP	Skoolontwikkelingsplan
SSE	Skool Selfevaluering
UOWP	Uitgebreide Openbare Werke Program
VKO	Vroeëkindontwikkeling
VOO	Verdere Onderwys en Opleiding
VOOV	Verdere Onderwys en Opleiding vir Volwassenes
VRL	Verteenwoordigende Raad van Leerders
VTE	Voltydse Ekwivalent
WBOF	Wet op die Bestuur van Openbare Finansies
WKOD	Wes-Kaap Onderwysdepartement
WWT	Wiskunde, wetenskap en tegnologie

## Deel A: Oorsig en op Datum Bring van Strategiese Plan

Deel A van die Jaarlikse Prestasieplan verduidelik die uitdagings waarmee die WKOD te kampe het in terme van sosiale en demografiese druk, onderwys- en ander beleid, en die strategieë wat in die *Vyf Jaar Strategiese en Prestasieplan 2005/06 – 2009/10* neergelê word. Dit verduidelik ook welslae wat deur die WKOD behaal is om hierdie uitdagings die hoof te bied. Strategieë om vooruit te gaan, soos hulle in die *Vyf Jaar Strategiese en Prestasieplan 2005/06 – 2009/10* verskyn, en soos ondertussen gewysig, word ook verduidelik.

### A.1 Strategiese Doelstellings en Doelwitte

#### Op datum bring van strategiese plan

Die departement het sowel die strategiese en prestasieplanne as die begrotings hersien ten einde te verseker dat hierdie dokumente in lyn is met die beleidsprioriteite wat in die provinsiale visie van die Wes-Kaap as 'n "Tuiste vir Almal" uitgestippel word, die provinsie se ontwikkelingstrategie *iKapa Elihlumayo*, sowel as die MKOS wat wyd met al die rolspelers reg deur die Provinsie beraadslaag is, met inbegrip van die Wetgewer, vakbonde, verenigings van skoolbeheerliggame, die sakesektor, hoër onderwysinstansies, ander provinsiale regeringsdepartemente in die sosiale kluster, sowel as die personeel van die departement. Die beleidsprioriteite van die Uitvoerende Gesag en die (nasionale) Onderwyssektorprioriteite vir die 2006 MTUR is ook ingesluit.

Vir die 2006/07 boekjaar is die strategiese beplanningsproses daarop toegespits om die bestaande Vyf Jaar Strategiese en Prestasieplan 2005/06 – 200/10 in lyn met die MKOS en die prioriteite van die onderwyssektor te verfyn. Die formaat van die Plan wat gebruik is, is die generiese formaat wat deur die Nasionale Tesourie en die Nasionale Departement van Onderwys vir al die provinsiale onderwysdepartemente voorgeskryf word.

#### Beleidsrigtings, prioriteite en strategiese doelstellings

Die breë beleidsrigtings, prioriteite en strategiese doelstellings van die WKOD word vervat in die MKOS, wat primêr beïnvloed is deur die provinsiale visie van 'n "Tuiste vir Almal" en die Wes-Kaap se ontwikkelingstrategie *iKapa Elihlumayo*, prioriteite deur die provinsiale kabinet se sosiale kluster geprioritiseer wat op die departement impakteer (veiligheid van leerders, geïntegreerde raamwerk oor VKO, skoolsport en die veldtog teen dwelmmisbruik onder die jeug) sowel as die prioriteite van die nasionale onderwyssektor.

In hoofsaak is die doelstellings van *iKapa Elihlumayo* –

- verhoogde ekonomiese groei;
- verhoogde werkgeleenthede en deelname aan die ekonomie;
- verminderde sosio-ekonomiese en geografiese ongelikheid; en
- instandhouding van 'n volhoubare veiligheidsnet.

Die volgende (nasionale) onderwyssektorprioriteite vir die 2006 MTUR het ook die strategiese rigting van die WKOD beïnvloed –

- Gehalte deur herkapitalisering
  - Nasionale Program vir die Ontwikkeling en Opheffing van Gehalteonderwys vir Openbare Skole
- Toegang en gelykheid
  - Implementering van skole met 'n 'geen fooi status'
  - Uitbreiding van Graad R
- Kurrikulumlewering
  - Implementering van die NKV vir Grade 8 – 12
  - Onderwyserontwikkeling
- Monitering en evaluering
  - Onderwysbestuur-en-Inligtingstelsel (OBIS)
  - Menslikehulpbronsstelsels (MHS)

Die visie van die MKOS is om die relevante waardes, kennis en vaardighede van die mense van die Wes-Kaap te ontwikkel, veral van die jeug, ten einde hul nasionale en provinsiale deelname binne 'n globaal mededingende ekonomie en lewendige, sorgsame samelewing te verhoog.

Die WKOD reageer op die uitdagings van hoë vlakke van werkloosheid onder die (swart) jeug in die besonder, die oënskynlike gebrek aan vaardighede om bestaande indiensneming- en entrepreneursgeleenthede te benut, en die werklike gebrek aan geleenthede om die toenemende bevolking van volwasse-wordende jeugdige te absorbeer, en dit bevat vier sleutelaspekte:

1. Verbetering van onderwystoestande: die mees doeltreffende lewering van onderwys geskied onder optimale toestande. Dit het betrekking op die fisiese onderwystoestande (fisiese infrastruktuur, toerusting) sowel as die magtigingstoestande (wat betrekking het op die bestuur van die onderwysprogram op skoolvlak) ten einde te verseker dat die skole instellings is wat tot leer en uitnemendheid lei, en dat hulle deur hoogs doeltreffende, innoverende en kreatiewe mense bestuur word.
2. Verbetering van die onderwysomgewing: die meeste skole is aan die verwoesting van sosiale patologie onderworpe (misdaad, dwelms, bendes, ens.) wat rampspoedig inwerk op skole, die leerders en opvoeders, en die onderwysprogramme wat hulle aanbied. Die departemente van Onderwys, Gemeenskapsveiligheid, Maatskaplike Dienste en Gesondheid sal die program gesamentlik ontwikkel en implementeer wat ontwerp is om die impak van sosiale patologie op skole te verminder.
3. Die kern van die strategie is daarop ingestel om die gehalte van onderwys te verbeter. kwessies van klaskameraktiwiteit, bestuur en ondersteuning, onderwyserbekwaamheid en -ontwikkeling, en relevante kurrikulumpakkette. Die nasionale ministerie van onderwys het ook hierdie behoefte geïdentifiseer.
4. Skep van geleenthede vir die verwerwing van vaardighede en kwalifikasies; afgesien van die doel om meer endossemente op die matriekvlak te lewer (en dus potensieel groter getalle met toegang tot die hoër onderwyssektor) moet die stelsel ook jongmense in staat stel om beroeps- (werk-) en tegniese vaardighede te verwerf deur 'n verskeidenheid instansies soos vaardigheidskole, BVOO-instansies, VOO-kolleges en Universiteite vir Tegnologie. Dit beteken dat werkgewers die inligting behoort te gebruik wat deur die MEOS-navorsing ter wille van hul eie planne vir menslikehulpbronontwikkeling versamel is, en die verskeie Sektorale Opleidingsowerhede (SETA's) te benut ten einde die spesifieke vaardighede te ontwikkel wat deur die toekomstige sektore vir ekonomiese groei in die provinsie vereis word.

Hierdie strategie is dus daarop ingestel om die menslike kapitaal van die provinsie van die grond af op te bou, en sien dit as 'n langtermyn doelstelling. Dit erken egter die behoefte om relevante menslike kapitaal vir voordeel op die kort en medium termyn te ontplooi. Hierdie strategie, primêr op navorsingsinligting gebaseer wat in die MEOS vervat is, is ook op intervensie in veral die VOO-sektor ingestel, ten einde in ons behoeftes aan menslike kapitaal in die kort tot medium termyn te voorsien.

Die strategie is dus in wese bedoel om die onderwysstelsel in die provinsie te organiseer en te rig ten einde ons jeug in staat te stel om die verskeie geleenthede vir indiensneming en entrepreneurskap te benut wat die provinsiale regering deur 'n kombinasie van verskillende strategieë sal mobiliseer. Hierdie sluit die MEOS in wat die platform vir ontwikkeling van die ekonomiese sektor voorsien, en wat nie slegs belangrike inligting vir loopbaanleiding en loopbaankeuse sal beïnvloed nie, maar ook, en belangriker, die fokus vir kursusse en kurrikulums wat deur ons VOO-sektor (kolleges en skole) voorsien moet word.

In praktiese terme beteken dit dat die MKOS 'n dramatiese toename in die aantal jongmense behoort te verseker wat deelneem aan, en slaag in programme vir VOO en Hoër Onderwys (HO) wat tot die groei en ontwikkeling van die provinsie bydra. Met ander woorde, die Strategie sal die huidige uitsaktendens in die skoolstelsel aanspreek, en 'n veel hoër retensiekoers in verdere en hoër onderwys verseker. Maar soos ons hierbo gesien het, hang deelname en welslae in verder en hoër onderwys af van die blootstelling van jong kinders aan 'n gesonde, aktiewe en stimulerende omgewing en 'n goeie algemene opvoeding. Daarom fokus die MKOS van die Wes-Kaap op die volgende:

- om die fisiese, sosiale, en kognitiewe ontwikkeling van elke 0- tot 5-jarige kind te verseker (VKO)
- om 'n algemene onderwys en opleiding van hoë gehalte (AOO – Grade 1 tot 9) aan alle 6- tot 14-jarige kinders te voorsien;
- om die getal jongmense te verhoog wat geskikte verder (VOO) en hoër (HOO) onderwys en opleiding benut; en
- om jongmense wat uit die onderwys- en opleidingstelsel uitgesak het, vir geskikte kursusse in Basiese Volwassene Onderwys en Opleiding (BVOO) in te skryf.

Die spesifieke programgebaseerde strategieë om die bogenoemde hoofbeleidsbepalings van die MKOS te verwesenlik, is om –

1. 'n Geïntegreerde benadering tot die fisiese, sosiale, en kognitiewe ontwikkeling van alle 0- tot 4-jariges wat in die provinsie woon, te verseker.
2. Graad R-onderwys van hoë gehalte aan alle 5-jariges te voorsien, sodat hulle gereed sal wees om op skool te leer.
3. Te verseker dat alle leerders vanaf Graad 1 tot Graad 6 op vlakke wat deur die NKV bepaal word, kan lees, skryf, en reken.
4. Te verseker dat alle leerders in Grade 7 tot 9 van 'n algemene opvoeding van hoë gehalte voorsien word.
5. Inligting oor vakkeuse en beroepsvoorligting aan alle leerders in Graad 9 te verskaf, sodat hulle toepaslike vak- en loopbaankeuses in die VOO-band sal maak.
6. Kursusse in beroepsvoorligting by alle hoërskole te verskaf.
7. Onderwysers in elke hoërskool op te lei om beroepsvoorligting te gee.



8. Die deelname- en suksesverhouding te verhoog van jong leerders, veral swart leerders, in die VOO-band by sowel skole as kolleges.
9. Die aantal VOO leerders te verhoog wat vir toegang tot hoër onderwys kwalifiseer.
10. Toegang tot hoër onderwys te verhoog, veral vir leerders uit arm gesinne.
11. Die aantal leerlingskappe, vakleerlingskappe, internskappe, en vaardighedsprogramme wat aan werkgeleentehede gekoppel is, te vermeerder.
12. Die aantal volwasse leerders in basiese onderwys- en opleidingsprogramme te vermeerder.

Sluitelprioriteite van die departement sluit die volgende in –

- (1) Gesyferdheid en Geletterdheid (ons sal verseker dat ons plan vir transformasie van taal in die onderwys in die versterkte gesyferdheid- en geletterdheidstrategie geïnkorporeer word).
- (2) Verdere uitbreiding van Graad R, met inbegrip van die toewysing van die verhoogde subsidieformule aan meer standplase in arm en landelike gemeenskappe, en die ontwikkeling van 'n geïntegreerde benadering tot VKO met ons susterdepartemente van maatskaplike ontwikkeling, gesondheid en plaaslike regering.
- (3) 'n Voorlopige doenbaarheidstudie sal gedoen word van die implikasies indien 'n voltydse VBOO-sentrum ontwikkel word.
- (4) Implementering van die nuwe NKV, veral m.b.t. die VOO-band wat in 2006 in Graad 10 begin, sowel as die oorblywende jare van die band vir algemene onderwys en opleiding (AOO).
- (5) Die herkapitalisering van al 6 die VOO-kolleges met die fokus op vaardighedsontwikkeling in lyn met die MEOS en nasionale behoeftes, soos deur die nasionale strategie vir die ontwikkeling van menslike hulpbronne uitgestippel.
- (6) Onderwysinfrastruktuur – die toewysing van fondse aan ons skoolbeheerliggame (SBL'e) om projekte met die steun van ons projekbestuureenheid te voltooi, en implementering van die diensleweringsooreenkoms (DLO) met openbare werke te verseker.
- (7) Skoolveiligheid.
- (8) Herontwerp van die Wes-Kaap Onderwysdepartement (WKOD) wat sal verseker dat ons organisasie die MKOS ten beste kan implementeer en ook verteenwoordigend van die mense van die Wes-Kaap kan word.
- (9) Ontwikkeling van Menslike Kapitaal binne die WKOD met spesiale fokus op onderwyserondersteuning en -ontwikkeling deur te verseker dat hulle die maksimum impak maak en aanspreeklik gehou word in terme van die Geïntegreerde Gehaltebeheerstelsel (GGBS).
- (10) Wiskunde, Natuurwetenskap en Tegnologie.
- (11) Die bou van maatskaplike kapitaal in die onderwys deur die provinsiale vereniging van verteenwoordigende rade van leerders (VRL'e) en die vereniging van afgetrede onderwysers van stapel te stuur, en 'n provinsiale kongres vir alle SBL'e te hou. Ons sal ons opleiding van, en steun vir SBL'e en VRL'e opskerp.

## **A.2 Die Uitdagings wat die Onderwyssektor in die Gesig Staar**

Verskeie uitdagings staar die Wes-Kaap in die gesig, t.w. sosio-ekonomiese uitdagings, nasionale/provinsiale beleidsuitdagings, en organisatoriese uitdagings.

### **Die sosio-ekonomiese uitdagings**

Die bevolking van die Wes-Kaap het oor die afgelope vyf jaar vinnig gegroei, en dit groei steeds. Die Wes-Kaap is die tuiste van ongeveer 4.5 miljoen mense, wat 10% van Suid-Afrika se totale bevolking verteenwoordig. Die bevolkingsgroei word op 2.9% per jaar geskat, met 'n bykomstige instroming van 48 000 wat elke jaar van ander provinsies inbeweeg. Die meeste van diegene wat na die Wes-Kaap kom, is swartmense wat werk soek. Hierdie in-migrasie het die ouderdoms-, rasse- en armoedeprofiel van die Wes-Kaap verander.

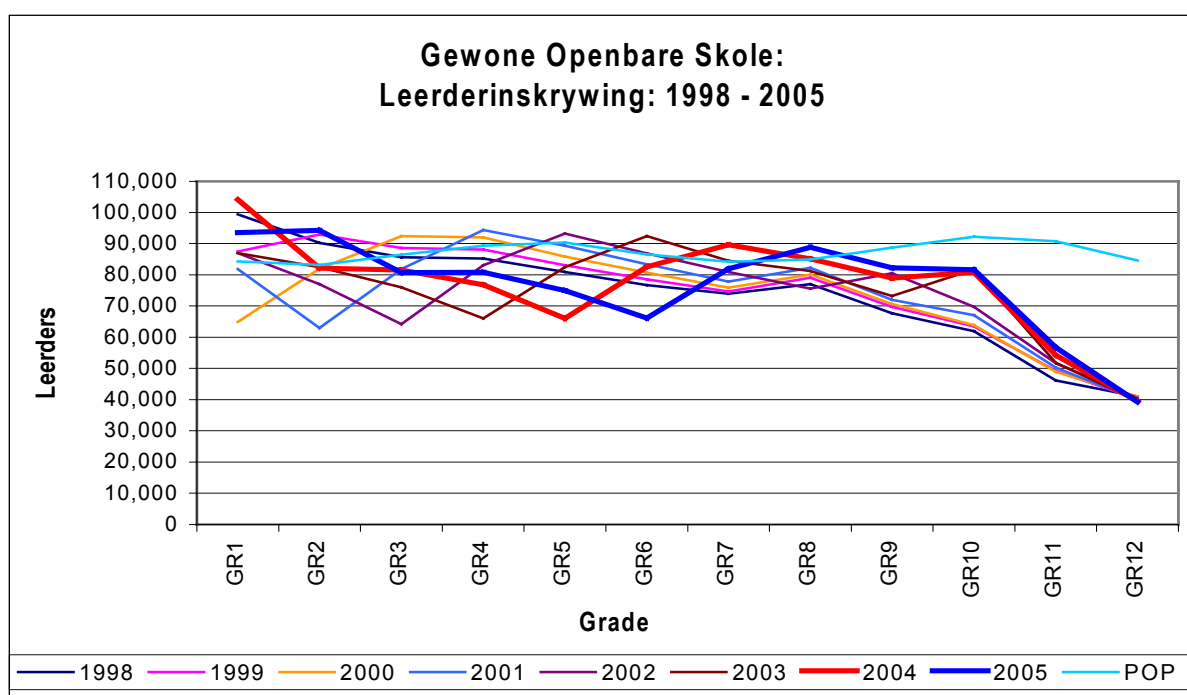
Een gevolg van hierdie bevolkingstoename is dat daar in elke vorm van onderwys en opleiding in die provinsie gedurende die afgelope vyf jaar 'n toename in getalle was: VKO-standplase, skole, VOO-kolleges, sentrums vir volwassenes, en leerderskappe.

Die data vir die skolestelsel vanaf 1995 tot 2005 verskyn in **Tabel 1** hieronder. Dit illustreer die groei in leerdergetalle in die Wes-Kaap, en illustreer ook die eerste van die diensleweringuitdagings waarmee die Wes-Kaap Onderwysdepartement (WKOD) te kampe het. Terwyl sommige provinsies 'n afname in inskrywings sien, het die WKOD tot 2004 voortgegaan om groei te ervaar. Normale groei word weer vanaf 2006 verwag. Die groei in leerdergetalle is ook onvoorspelbaar, aangesien daar aansienlike in-migrasie sowel as inter-migrasie in die provinsie plaasvind. Dit maak die beplanning van dienslewering, veral m.b.t. klaskamers en onderwysers, uiters kompleks.

**Tabel 1: Inskrywings in openbare gewone skole 1995 – 2005**

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

Bron: 1995 – 2000 Jaarorsig vir Skole (Openbare Gewone Skole)



Figuur 1 - Bron: OBIS

Die tweede uitdaging waarmee die WKOD te kampe het, is om die opvoedingsvlakke van die burgers van die Wes-Kaap te verhoog. Alhoewel daar 'n sekere verbetering in die vyfjaarperiode vanaf 1996 tot 2001 was, is daar groot getalle mense wat nie toegang gehad het tot onderwys op die vlak wat nodig is om op waardige wyse aan die burgerlike, politieke en ekonomiese lewe van die provinsie deel te neem nie. So byvoorbeeld toon Tabel 2 hieronder dat minder as 'n kwart van die Wes-Kaap se bevolking 'n Seniorertifikaat het.

**Tabel 2: Persentasie van bevolking op verskillende opvoedingsvlakke 1996 en 2001**

Vlakke van opvoeding	1996	2001
Geen skoolbywoning	6,3%	5,7%
'n Mate van primêre onderwys	15,0%	15,2%
Het slegs primêr voltooi	8,4%	7,9%
'n Mate van sekondêre onderwys	37,2%	36,5%
Graad 12	18,0%	23,4%
Hoër	10,1%	11,2%

Bron: Statistiek Suid-Afrika Sensus 1996 en 2001

Huidige inskrywingsyfers vir openbare gewone skole skep die indruk dat die kommerwekkende situasie wat hierbo beskrywe is, nie in die afsienbare toekoms beduidend gaan verander nie. Die inskrywingsyfers vir die tydperk 1999 tot 2004 toon dat slegs 50% van leerders wat vir Graad 1 ingeskryf het, tot by Graad 12 gevorder het (sien Figuur 1 hierbo). Die deurvoerverhouding in skole korreleer ook sterk met ras. Terwyl inskrywing in skole tot by die ouderdom van 17 onder wittes byna 100% is, is inskrywing onder swartes veel laer, en onder Kleurlingadolesse is dit selfs laer. (Seekings, 2003 en WKOD-OBIS)

Onlangse studies wat in die Wes-Kaap uitgevoer is, dui daarop dat rasgebaseerde deurvoer- en uitsetsyfers in die skolestelsel na die vroeë jare van hierdie stelsel teruggevoer kan word. Die uitslae van lees- en wiskundetoetse wat op die Graad 3- en Graad 6-vlakke toegepas is, dui daarop dat die oorgrote meerderheid van leerders uit tuistes met 'n lae inkomste twee tot drie jaar benede die verwagting op die nasionale kurrikulum geprester het.

Die formele sektor in die provinsie absorbeer 1.3 miljoen en die informele sektor 144 065 (rofweg 9.4%) van die algehele provinsiale ekonomie. Die arbeidsmag van 1.5 miljoen is in die landbou (13%), vervaardiging (19%), groot- en kleinhandel (17.5%), en finansiële dienste (11.9%) gekonsentreer; waardeur 80% van die arbeidsmag in diens geneem word. Van diegene wat in diens is, is die verhouding van dié met 'n skoolvlak kwalifikasie teenoor dié met 'n verdere of hoër opvoeding 77% vergeleke met 19%. Die persentasies volgens ras van diegene wat 'n verdere of hoër opvoeding het, is soos volg: 7% swart, 11% Kleurling, 34% Asiër, en 49% wit.

Werkloosheidsverhoudings word ook swaar deur ras beïnvloed. Terwyl landwyd 30 uit elke 100 swartes tussen 1995 en 2002 werk gekry het, het slegs 3 per 100 swartes wat in die Wes-Kaap woon in hierdie tydperk werk gevind (SER, 2003). Tagtig persent van die 18.9% van die arbeidsmag in die provinsie wat werkloos is, is jeugdige. Anders as vir die landwye tendens, het tersiêre werkloosheid afgeneem, terwyl werkloosheid in die laer opvoedingsvlakke toegeneem het. Die aanvraag is vir opgevoede en vaardige individue.

## Die nasionale/provinsiale beleidsuitdagings

Die grootste uitdaging wat die onderwyssektor in die gesig staar, is om doeltreffend en beduidend teenoor ongelykheid op te tree ten einde leerderprestasie te verhoog.

Die invoer van geen-fooi-skole om toegang vir almal tot die skoolstelsel te verseker, sal 'n groot stap in hierdie verband wees, en so ook die geïntensiveerde pogings om hulpbronne te voorsien en handboeke, lessenaars, water en sanitasie te lewer.

Strategiese regstellende aksie vir die onderwys sal verbeter word deur –

- meer en beter opvoeders aan arm skole deur regstelling te voorsien;
- kleiner klasse te verseker in skole wat benadeel is;
- onderwysassistentie te voorsien om die gehalte van geletterdheid en gesyferdheid in die Grondslagfase te verbeter;
- die implementering van die NKV vir Grade 8 – 12;
- die uitbreiding van Graad R om te verseker dat alle kinders wat vir Graad 1 inskryf, toegang tot 'n Graad R-program van gehalte gehad het; en
- te verseker dat daar skoolleiers is wat leierskap kan uitoefen.

Verder word rekenaars aan alle skole voorsien, en word die onderwysbestuur-en-inligtingstelsel (OBIS) verbeter ten einde geordende, nuttige data te voorsien wat onderwysbestuur en -lewering ondersteun.

Dit is ook vir die onderwyssektor nodig om by nasionale prioriteite soos die Versnelde en Gedeelde Groei-inisiatief (VGGI) in te skakel. In dié verband is VOO-kolleges die sleutel tot strategieë waarvoor daar ooreengekom is. VOO-kolleges word nuwe lewe ingeblaas om tegniese en beroepsprogramme te voorsien ten einde te verseker dat leerders gedifferensieerde opsies in die onderwys het.

## Die organisatoriese uitdagings

Die WKOD bestaan uit die Provinsiale Ministerie van Onderwys, met aan die hoof die Lid van die Uitvoerende Raad (LUR), en die provinsiale hoofkantoor. Die provinsiale hoofkantoor word in drie takke onderverdeel, naamlik Korporatiewe Dienste, Operasionele Onderwysbestuur, en Onderwysbeplanning en -ontwikkeling. In 'n poging om bestuur- en ontwikkelingssteun nader aan die skole te bring, is Onderwysbestuur-en-ontwikkelingsentrums (OBOS'e) in die sewe distrikte in die provinsie daargestel, waarvan drie in die landelike gebiede is. Die organogram van die Departement verskyn in **Skedule 1**, en die kaart van die onderwysbestuurs-en-ontwikkelingsdistrikte in **Skedule 2**.

Die onderwysinstansies bestaan uit openbare gewone en spesiale skole, VOO-kolleges, gemeenskapsleersentrums vir volwassenes, en standplase vir vroeëkindontwikkeling.

## WKOD-aktiwiteite – omvang en skaal

Leerders *	955 064
Openbare gewone skole *	1 453
Skole vir leerders met spesiale behoeftes #	70
Inrigtings vir verdere onderwys en opleiding (tegniese kolleges)	6 (39 sites)
Gemeenskapsleersentrums vir volwassenes	112 (301 sites)
Gesubsidieerde pre-primêre skole	446
Distrikskantore (OBOS'e)	7
Opvoeders (Posvoorsieningsmodel)	24 604
Staatsdienspersoneel (goedgekeurde diensstaat)	8 823

\*Instansies huidig (Alle openbare gewone skole, Grade Pre-Gr R tot Na Matriek)

**Bron** – 2006 Kitspelling Gebruik Jaarorsig

Die WKOD is die grootste regeringsdepartement in die provinsie. Met 'n organisasie van hierdie grootte neem die aanvraag na doeltreffende en doelmatige dienslewering gedurig toe, terwyl die indiensopleiding van opvoeders in respons tot nuwe en snelle ontwikkelings in die onderwys, kennisbestuur en metodologie van kritieke belang is.

Die WKOD het homself gedefinieer as 'n leerorganisasie wat by uitnemende dienslewering vir die volgende tien jaar betrokke is. As 'n leerorganisasie sal die WKOD 'n deurlopende proses van selfkritiek en vernuwing ondergaan deur te fokus op organisatoriese doeltreffendheid, die versterking van en toespitsing op distrikskapasiteit, die opbou van skooldoeltreffendheid, en die dryf van ondersteuningstrategieë om verskeie aspekte van gehalteonderwys in skole aan te spreek.

Die ontwikkeling van menslike kapitaal in die provinsie is nie slegs op die ontwikkeling van die jeug toegespits wat in hul vormingsjare is nie. Dit is ook op die organisasie as 'n geheel, en die groei en ontwikkeling van die interne kennis en toekomstige kapasiteit van die organisasie van toepassing. Die ontwikkeling van ons organisatoriese kapitaal, met as beginpunt die beoogde proses van herbou, is dus nou aan die menslike kapitaal-strategie self verbonde.

Met die vestiging van die Direktooraat: Gehaltesekerheid beoog die WKOD om al die bestaande aanspreeklikheidstelsels te koördineer, en om nuwes te vestig waar daar leemtes is. In ooreenstemming met die toenemende toespitsing van die regering op uitslae en impak, sal monitoring- en evalueringstelsels op alle vlakke van die organisasie ingevoer word. Dit sluit die verbeterde monitoring en evaluering van projekte en intervensies in – ten einde die impak en waarde daarvan te bepaal. Prestasiebeoordelingstelsels (op die individuele vlak) sal deur die breër gebruik van standarde tesame met werkplanne versterk word. Die ooreenkoms tussen individuele planne en strategiese doelwitte sal ook toenemende aandag ontvang.

In die jaar 2006/07 sal Heelskooevaluering (HSE) vir die eerste keer geïmplementeer word, met inbegrip van die evaluering van skoolontwikkelingsplanne; en 'n instrument vir die evaluering van distrikskantore sal verfyn en getoets word. Die uiteindelige doel is om aan te toon dat aanspreeklikheidstelsels 'n bydrae tot prestasie en gehalteverbetering lewer.

### A.3 Prestasies tot op Datum

Die oorsigjaar het die konseptualisering en implementering van die *iKapa Elihlumayo*-intervensie in 'n Ontwikkelingstrategie vir Menslikehulpbronontwikkeling gesien wat op sowel AOO as VOO sal inpakkeer.

Hoogtepunte van die afgelope jaar het die volgende ingesluit –

- Die onderwysstelsel het weer goed gepresteer met 'n slaagsyfer van 84.4% in die Seniorertifikaateksamens vir 2005. Kandidate vir die Seniorertifikaateksamens het nou vir vyf agtereenvolgende jare 'n slaagsyfer van meer as 80% behaal. Die aantal skole wat 'n slaagsyfer van minder as 60% behaal het, het van 43 in 2004 tot 38 in 2005 gedaal, waarvan 34 openbare skole is. Dit weerspieël die geweldige poging wat baie van die skole in hierdie kategorie oor die afgelope jaar aangewend het, ter ondersteuning van die Leerskoleprojek van die WKOD.
- Die benoeming van die Taakspan vir geletterdheid en gesyferdheid, ten einde die verskeie strategieë te integreer om leerderprestasie in hierdie vakke in primêre skole, veral in die armste gemeenskappe, te verbeter.
- Die Provinsiale Kabinet het die geïntegreerde VKO-strategieraamwerk tussen die departemente van Onderwys, Gesondheid, en Maatskaplike Dienste en Armoedeverligting goedgekeur.

- Verbetering van toegang tot Graad R en van die gehalte van onderrig en leer in Graad R met die invoer van a nuwe subsidiestelsel vir Graad R-leerders en die verspreiding van nuwe onderrig- en leerpakkette wat leerders help om aan die vereistes van die nasionale kurrikulum te voldoen.
- Vir die 2006-skooljaar is die 'mandjie poste' vir onderwysers met 292 vermeerder. Hierdie poste is kreatief toegewys ten einde toegang tot gehalte-onderrig in die provinsie te verbeter deur 100 van hierdie poste te benut om 500 onderwysassistente aan te stel om Grondslagfase-onderrig in die armste skole te ondersteun.
- Finale voorbereidings om die nasionale kurrikulum in Grade 10 tot 12 in te voer, met as beginpunt Graad 10 in 2006, het uiters goed verloop. 'n Wye reeks voorbereidingsaktiwiteite het 'n hoogs suksesvolle kongres vir skoolprinsipale en ander skoolbestuurders ingesluit. Onderwysers het goed gerespondeer op opleiding in die nasionale kurrikulum vir Grade R tot 9. In 2005 was dit die beurt van Graad 7-onderrig om opgelei te word. Opleidingswerkswinkels is gedurende die Julie- en Septembervakansies gehou.
- Die aantal Dinaledi-skole wat op wiskunde en wetenskap fokus, is in die Wes-Kaap van 10 na 50 uitgebrei, om wiskunde- en wetenskaponderrig in die provinsie te ondersteun. Die spesiale Fokusskoleprogram is ook van stapel gestuur. Die 28 fokusskole bied gespesialiseerde onderrig in Kuns en Kultuur; Besigheid, Handel en Bestuur; en Ingenieurswese en Tegnologie.
- Verbeterde toegang tot BVOO vir die burgers van die Wes-Kaap deurdat onderrig aan 795 werknemers van 8 provinsiale regeringsdepartemente gebied word en 2 500 meer leerders bo en behalwe die leerderteiken vir 2004/05 bereik word.
- Die WKOD en 'n diensverskaffer het 'n uitvoerige sensus van leerders vir die WKOD se Leerderopspoorstelsel gedoen, wat 'n beduidende bydrae sal lewer tot die verbetering van dienslewering waar dit die meeste benodig word, veral in die armste gemeenskappe.
- Die Onderwyskongres wat in Maart 2005 gehou is, waar 700 afgevaardigdes die klimaks van die konsultasieproses op die Menslike Kapitaal Ontwikkelingstrategie bygewoon het.
- Die WKOD het die aanskakeling van die DASSIE breë-area-netwerk gevier, wat die begin van 'n nuwe era in rekenaaraansluitbaarheid tussen die VOO-kolleges verteenwoordig.
- Vyftien nuwe skole is betyds vir die 2006-skooljaar voltooi. 'n Veldtog vir vroeë inskrywings en die vestiging van 'n forum vir probleemgebiede het weereens tot 'n gladde aanvang vir die 2006-skooljaar bygedra.
- Die jaar 2005 het ook die begin van 'n tussentydse VRL-vereniging as deel van die program vir sosiale kapitaal gesien.
- Die Provinsiale Onderrigtoekennings het weereens die diepte van talent in die WKOD se onderwyserskorps en die leierskapsdeskundigheid van die skoolprinsipale laat sien. Een van ons provinsiale wenners, Sheryl Hendriks van Weltevrede Sekondêr, het ook die nasionale toekenning vir sekondêre skool-onderrig gewen. Prestasietoekennings is ook aan personeel by VOO-kolleges sowel as BVOO-leerders gebied, wat die diepte van die talent onder volwasse leerders toon.
- Die Premier se Toekennings vir Diensuitnemendheid het erkenning verleen aan nie minder as drie WKOD-komponente nie. Die Khanya-projek het verskeie toekennings gewen, waaronder 'n Silwertoekeening vir Diensuitnemendheid van die Premier. Die Rekenaarvereniging van Suid-Afrika het die Khanya-projekbestuurder vereer deur hom as die IKT Persoon van die Jaar vir 2005 te benoem. Benewens die Silwertoekeening wat deur Khanya gewen is, het die Veiligeskoleprojek en die WKOD se Kliëntediens Bronstoekennings gewen. Hulle het teen 47 inskrywings uit alle regeringsdepartemente in die provinsie meegeding.
- 'n Spesiale CD is ontwikkel om diegene by te staan wat onderrig aan leerders met leerhindernisse voorsien.
- Ons het die jaar afgesluit deur spesiale werkswinkels in elke distrik te reël om leerders vir die Wêreld van Werk voor te berei.

## **A.4 Die Pad Vorentoe**

### **A.4.1 Voorskoolse Dienste**

#### **Pre-Graad R**

VKO word tans via 'n verskeidenheid standplase deur die WKOD en die departemente van Gesondheid, en Maatskaplike Dienste en Armoedeverligting, sowel as plaaslike regering voorsien. Onlangse samesprekings tussen hierdie leweringagentskappe het tot die ontwikkeling van 'n geïntegreerde leweringstrategie gelei. Die Provinsiale Kabinet het die raamwerk van hierdie strategie goedgekeur.

Die WKOD verleen bystand met die opleiding van versorgers, sowel as met die ontwikkeling van die geskikte kurrikulum.

#### **Graad R in gemeenskapstandplase**

Die Nasionale Kurrikulumverklaring sluit een jaar onderwys voor toegang tot Graad 1 in. Dit is Graad R, wat beoog om vyf- tot sesjarige van die nodige pre-geletterdheids- en gesyferdheidsvaardighede te voorsien om formele onderwys met welslae aan te durf.

Hoewel Graad R nie as verpligte onderwys beskou word nie, is dit 'n integrale deel van die Grondslagfase van die Nasionale Kurrikulumverklaring. Die WKOD beoog om teen die jaar 2010 universele toegang tot Graad R aan alle 5/6-jarige kinders in die Wes-Kaap te voorsien.

Ten einde hierdie doelwit te verwesenlik, sal die departement vanaf 2007 voldoende fondse voorsien vir 2 000 addisionele Graad R-leerders per jaar in Gemeenskaps- en Onafhanklike Instansies vir Vroeëkindontwikkeling, teen 'n *per capita*-koers van R2 400 per kind. Ongeveer 33% van die Graad R-ouderdomsgroep sal in sulke instansies geakkommodeer word.

### **A.4.2 Skole**

#### **Graad R in skole**

Ten einde universele toegang tot Graad R teen 2010 te verwesenlik, sal die WKOD vanaf 2007 voldoende fondse voorsien vir 4 000 addisionele Graad R-leerders per jaar in Openbare Skole, teen 'n *per capita*-koers van R2 400 per kind. Ongeveer 66% van die Graad R-ouderdomsgroep sal in sulke klasse geakkommodeer word.

#### **AOO**

Die AOO-sektor vorm die grondslag van die MKOS, aangesien deeglike, gehalteonderwys hier (met die fokus op kommunikasie, wiskunde en die wetenskappe) meer leerders in staat sal stel om toegang tot verdere onderwys en opleiding te verkry, sowel as / of tot die hoër onderwyssektor. Dit is hier waar leerders nie slegs die kennis, vaardighede en inligting sal verwerf om met vertroue lewens- en loopbaankeuses te maak nie, maar ook die waardes en houdings wat hul deelname aan burgerlike aangeleenthede en die ekonomie in die algemeen sal bevorder. Hierdie benadering tot die strategie wil laat blyk dat dit die grootste prioriteit behoort te word. Toetse toon dat geletterdheids- en gesyferdheidsuitslae in die Wes-Kaap onaanvaarbaar laag is, en die WKOD het besluit om 'n prioriteitstrategie vir die verhoging van verwesenlikingsvlakke vir geletterdheid en gesyferdheid in die primêre skole te ontwikkel.

Die verbetering van gesyferdheid en geletterdheid, veral in die primêre skole, sal voortgesit word met die toets van Graad 3-leerders in geletterdheid en gesyferdheid, sowel as deur voort te gaan met die aanstelling van 500 onderwysassistente om in die Grondslagfase in die armste skole te help.

#### **VOO**

Die Nasionale Kurrikulumverklaring Grade 10 – 12 (Algemeen) het begin met die implementering in Graad 10 in alle openbare en onafhanklike skole net ingang Januarie 2006. Hierdie driejaar-studieprogram, waarvan die tweede en derde jare in Graad 11 in 2007 en Graad 12 in 2008 geïmplementeer sal word, sal tot 'n Nasionale Seniorcertifikaat (NSS) lei. Die eerste NSS-eksamen sal in Oktober/November 2008 afgelê word.

Dit behels nie net die invoer van 'n nuwe kurrikulum nie, maar van groter belang, die strategiese element van kurrikulumregstelling – die invoer van uitgebreide en kritiese kurrikulumpakkette (met die fokus 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 ingryp om te verseker dat gemeenskappe pakkette kies wat ontwerp is om toegang tot hoëvlak kennis te verleen, sowel as die vestiging van sentrums van uitnemendheid of fokusskole, en wat in lyn is met die

projekte vir ekonomiese vordering wat deur die MEOS-navorsing gemaak is. Dit word beoog dat hierdie sektor kleiner kan word soos meer leerders na die VOO-kollege-sektor herlei word vir verdere onderwys en kwalifikasies wat vir hul behoeftes en vermoëns geskik is. Dit dui egter nie op enige besparing van hulpbronne nie. Daar word inderdaad in die vooruitsig gestel dat, ten minste aanvanklik, die daarstel van hierdie sektor hoër toewysings in die vorm van infrastruktuur en toerusting, onderrigpersoneel en onderwyserontwikkelingsprogramme, ens. sal vereis.

Huidige voorsiening in die spesiale skole-sektor is onvoldoende om aan die groeiende eise van leerders te voldoen wat gespesialiseerde onderwysondersteuningsdienste benodig. Dit is dus noodsaaklik dat besteding in hierdie sektor in die medium termyn verhoog sal word, alhoewel voldoende befondsing in die kort termyn nie beskikbaar is nie. Toegang kan tans slegs aan enkele voorsien word. Miskien is dit belangriker om die vestiging van meer vaardigheidskole te oorweeg, aangesien hierdie skole in staat is om daardie leerders te akkommodeer wie se vermoëns hulle slegs in staat stel om vaardighede soos metaalwerk, stoffering ens. te verwerf, en waarmee hulle in staat sal wees om die arbeidsmark te betree, en selfs die kleinsakewêreld, in die vorm van ondernemings op hul gekose onderwysterrein. Twee nuwe vaardigheidskole word beplan.

### **Geen-fooi-skole**

Die departement sal in 2006 begin met die implementering van skole met 'n 'geen-fooi-status' vir sekere van die armste skole.

### **Infrastruktuurvoorsiening**

Die departement sal voortgaan om onderwysinfrastruktuur te verbeter en te voorsien, in die lig van toenemende infrastruktuuraanvraag om bestaande agterstande in te haal en ook om aan nuwe aanvraag in die lig van die steeds uitbreidende menslike nedersettingsprogram te voldoen.

### **Leerdernasporing**

Die departement sal verseker dat die leerdernasporingstelsel gevestig is en werk.

## **A.4.3 VOO-kolleges**

Hierdie sektor is van deurslaggewende belang vir ons ontwikkelingsplanne, veral waar dit ontwerp is om groter toegang aan leerders te gee (beide deur die ontwikkeling van geskikte kursusse en die beskikbaarheid van finansiële ondersteuning). Die sektor het reeds sy strategiese ontwikkelingsplanne gelewer, kursusaanbiedinge herstruktureer, en nuwe kursuskurrikulums gelewer, gebaseer op die navorsing wat vir MEOS gedoen is. Daarbenewens sal die herkapitaliseringsfondse, wat deur die DvO voorsien word, help om die kolleges meer sensitief te maak jeens die ontwikkelingsbehoefte van die provinsie sowel as die ekonomie. Deur nou met die SETA's saam te werk, is die kolleges in staat om die leerderskapteikens te haal wat op 'n nasionale vlak deur die Departement van Arbeid gestel is. 'n Deurslaggewende aspek van die ontwikkeling van hierdie sektor sal die vestiging wees van 'n Inligtingsentrum vir VOO-kolleges wat ons in staat sal stel om die beweging en doeltreffendheid van die stelsel akkuraat te volg.

'n Totale som van R227 miljoen sal in die herkapitalisering van VOO-kolleges vir die tydperk 2006/07 tot 2008/09 belê word. Die departement en die ses VOO-kolleges werk op 'n strategiese beplanningsbasis. Daar word van kolleges verwag om omgewingsonderzoek en verwante navorsing te doen in die behoeftes m.b.t. menslikehulpbronontwikkeling van die gebiede wat hulle bedien. Die departement voer sy eie ontledings uit, en hierteen bevraagteken hy die planne van die kolleges. Kolleges is uitstekend geplaas (gesien die hulpbronne) om die vaardigheidsgapings van die Provinsie sowel as strategiese nasionale prioriteite die hoof te bied.

Die herkapitaliseringsplanne van die ses kolleges is met die kolleges se strategiese planne geïntegreer, en ondersteun dus die program se nis-areas wat deur die MEOS-proses geïdentifiseer is. Op dié wyse kan die naatlose integrering van die doelwitte van herkapitalisering en hulpbronontwikkelingsprioriteite van die Wes-Kaap verwesenlik word.

Die herkapitaliseringstoewysing is nie op die toevoeging van nuwe infrastruktuur toegespits nie. Dit is toegespits op die opgradering en hertoerusting van kolleges vir hul nuwe taak as VOO-kolleges. Dit gaan dus in wese oor die vervanging van verouderde masjinerie en toerusting. VOO-kolleges is uit die verouderde infrastruktuur geskep van Tegnieke Kolleges wat tydens die apartheid-era vir baie jaar ernstig onderbefonds was – onderworpe aan baie ongelyke investering. Daarbenewens maak die investering nie vir bykomstige personeel voorsiening nie – 'n kritieke tekortkoming in die huidige stelsel in die Wes-Kaap, en 'n ernstige groeivertragsfaktor. As gevolg van hierdie faktore kan daar in hierdie stadium byna geen groei (of onbeduidende groei) in studentegetalle verwag word nie. Wat wel verwag kan word, is 'n toename in die gehalte van menslikehulpbronontwikkeling, en 'n beter korrelasie tussen die onderwys en opleiding wat aangebied word, en die sosio-ekonomiese behoeftes van die Provinsie.

Die departement sal begin met die implementering van die Inligtingstelsel vir die Bestuur van Verdere Onderwys en Opleiding (ISBVOO) in VOO-kolleges.

#### **A.4.4 Basiese Volwassene Onderwys en Opleiding**

Lewering van BVOO, met inbegrip van kurrikulumlewering, beheer en bestuur, sal in lyn gebring word met die vereistes van provinsiale en nasionale inisiatiewe, bv. die MKOS en die Uitgebreide Openbare Werke-program (UOWP).

Daar sal voorsorg gemaak word vir 2 500 per jaar wat sal baat by die vaardigheidgefokuste kurrikulums in BVOO vlakke 1 – 4 en verdere onderwys; waardeur die noodsaak van lewenslange opvoeding ingeskerp word.

Verhoogde toegang tot BVOO sal verseker word deur gestruktureerde kurrikulum-aanbieding vir Vlakke 1 en 2 in sentrums, en geteikende kapasiteits- en opleidingsintervensies vir sentrumbestuur- en beheerstrukture.

Die BVOO-sektor sal getransformeer word om te verseker dat dit programme lewer wat diegene sal baat wat om 'n verskeidenheid redes uit die onderwysstelsel uitgesluit was. Die sektor en programme gelewer sal vaartbelyn word, terwyl Gemeenskapsleersentrums (GLS'e) meer toeganklik gemaak sal word vir diegene wat uit enige vorm van formele, basiese onderwys uitgesluit was.

Die retensie- en deurgangkoers in beide basiese en verdere onderwys by sentrums vir volwassenes sal verhoog word deurdat meer geskikte programme aangebied, en leweringsmeganismes verbeter word.

Geakkrediteerde vaardighedsprogramme met 'n fokus op leer in die werkplek, die werkloses, vrouens en landelike areas, sal vanaf 2006 – 2009 'n hoeksteen van kurrikulumlewering in BVOO-sentrums vorm. Sulke programme sal op die sleutelnnywerhede in die Wes-Kaap fokus, bv. Toerisme, Konstruksie, Vervaardiging en Kleinhandel. Programme sal in samewerking met die Sektorale Onderwys- en Opleidingowerhede en die Departement van Arbeid aangebied word.

Bestaande vennootskappe met 8 provinsiale departemente sal gehandhaaf word, terwyl nuwe vennootskappe met ander provinsiale departemente en die nywerheid gesmee sal word.

'n Kritiese Oorsig van huidige lewering, met aanbevelings van hoedat die voorsiening van BVOO deur doenbaarheidsoorwegings verbeter/verander kan word, sal in 2006 gedoen word. Dit sal gedoen word om te verseker dat GLS'e gerat is om die uitkomst van die MKOS te ondersteun. Hierdie oorsig sal op die bestuur en beheer, hulpbronvoorsiening, relevansie van die kurrikulum wat gebied word, en die doeltreffendheid van die assesseringsbeleid fokus. 'n Voorlopige doenbaarheidstudie sal gedoen word van die implikasies indien 'n voltydse VBOO-sentrum ontwikkel word.

Geteikende opleiding vir sentrumbestuur, beheerliggame en opvoeders sal uitgevoer word om te verseker dat GLS'e op die uitdagings van 'n getransformeerde BVOO-sektor kan repondeer.



## Deel B: Sektor-, Program- en Subprogramplanne

Deel B van hierdie Jaarlikse Prestasieplan bied planne en teikens vir die MTUR-siklus van 3 jaar vir die provinsiale onderwyssektor as geheel, en in terme van die individuele begrotingsprogramme en -subprogramme. Deur dit te doen, voorsien die dokument ook 'n aansienlike hoeveelheid ontleding van vorige tendense en uitdagings, wat as insette dien vir die planne en teikens wat hier uiteengesit word.

Afdeling B.0 handel oor die provinsiale onderwyssektor as geheel, Afdelings B1 tot B8 oor die agt standaard begrotingsprogramme waarin die provinsiale onderwysdienste geklassifiseer word, en Afdeling B9 met die kapitaalinvesteringsplanne.

Daar word reg deur van 'n aantal statistiese tabelle en prestasiemaatstawwe gebruik gemaak ten einde die ontleding en die planne te struktureer.

- Die **kern statistiese tabelle** dek beide finansiële en nie-finansiële data, en is vir al drie die provinsies gestandaardiseer.
- Die **prestasiemaatstawwe** is aanwysers met een waarde vir elke jaar, waar die waardes aantoon hoe goed dienslewering in die afgelope jare gevorder het, of hoe goed dienslewering verwag word om in die jare wat voorlê te vorder, ooreenkomstig die doelwitte van die Regering. Daar is 'n verskil tussen kern- en provinsiespesifieke prestasiemaatstawwe. Die kern-prestasiemaatstawwe word landwyd bepaal, en begin met die letter 'PM', terwyl die provinsiespesifieke prestasiemaatstawwe deur die provinsie bygevoeg word, en met die letter 'PPM' begin.

### B.0 Die Provinsiale Onderwyssektor

Die volgende is die meetbare doelwitte (▲) wat op die provinsiale onderwyssektor betrekking het, en hul prestasiemaatstawwe (▶):

	<b>Meetbare doelstellings.</b>	<b>Prestasiemaatstawwe</b>
<i>Toegang</i>	<ul style="list-style-type: none"> <li>▲ Om te verseker dat die bevolking van skoolpligtige leeftyd in die provinsie skole bywoon.</li> <li>▲ Om onderwys progressief beskikbaar te maak vir jeugdiges en volwassenes bo die skoolpligtige leeftyd.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM001: Persentasie van kinders van skoolpligtige leeftyd wat skole bywoon.</li> <li>▶ PM002: Persentasie van jeugdiges bo die skoolpligtige leeftyd wat skole en ander onderwysinstansies bywoon.</li> </ul>
<i>Gelykheid</i>	<ul style="list-style-type: none"> <li>▲ Om te verseker dat in die geheel die armes in die openbare beskikbaarstelling van onderwys begunstig word.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM003: Openbare besteding op die armste leerders as 'n persentasie van openbare besteding op die mins arm leerders.</li> </ul>
<i>Doeltreffendheid</i>	<ul style="list-style-type: none"> <li>▲ Om 'n punt te bereik waar onderwysuitkomste gemaksimaliseer word in terme van toegang en gehalte, gegee die beskikbare onderwysbegrotings</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM004: Jare bestee per VOOS-afgestudeerde</li> </ul>
<i>Lewering</i>	<ul style="list-style-type: none"> <li>▲ Om te verseker dat die lewering van afgestudeerdes vanuit die onderwysstelsel in lyn is met ekonomiese en sosiale behoeftes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM005: Gemiddeld hoogste skoolgraad wat deur volwassenes in die bevolking bereik is.</li> </ul>
<i>Gehalte</i>	<ul style="list-style-type: none"> <li>▲ Om 'n samelewing te bou wat geletterd is.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM006: Volwasse geletterdheidsyfer.</li> </ul>

### Vorderingsontleding

Die besteding aan onderwys in die provinsie het sedert 2003/04 teen 'n gemiddeld van 11.3% in nominale terme, of teen ongeveer 6% in reële terme gegroei. Onderwys ontvang steeds die meeste van die beskikbare provinsiale befondsing, met 38.1% van die munisipale begroting vir 2006/07 wat aan die onderwys toegewys is.

By die toewysing van die onderwysdepartementbegroting is die aantal en kategorie leerders die hoofkategorie wat die koste bepaal. Leerders val in ses breë befondsingskategorieë: Graad R, primêre skool, sekondêre skool, leerders met spesiale behoeftes, leerders by VOO-kolleges, en leerders by sentrums vir volwassenes.

Behalwe in die geval van Graad R by gemeenskapstandplase en leersentrums vir volwassenes, bestaan die befondsing uit die toewysing van personeel en die toewysing van norme en standarde-fondse. Graad R by gemeenskapstandplase en leersentrums vir volwassenes ontvang norme en standarde-betalings wat ook gebruik word om onderwys- en administratiewe personeel te betaal.

Verreweg die grootste gedeelte van die begroting gaan aan die primêre en sekondêre skolestelsel, met inbegrip van skole vir Leerders met Spesiale Onderwysbehoefte (LSO). In die skolestelsel word personeel billik toegewys na gelang van gerapporteerde leerdergetalle en die armoederangorde van die gemeenskap. Norme en standaard-befondsing word toegewys volgens armoedekwintiele, waar die armste kwintiel gemiddeld sewe maal meer as die rykste ontvang.

Die verhoging in nie-personeel is uitgawes is hoofsaaklik weens befondsing vir bestemde prioriteite soos *iKapa Elihlumayo*, die implementering van die NKV, geen-fooi-skole, infrastruktuur en voorwaardelike toekennings.

Kapitaaluitgawes het ook van 2.6% van die uitgawe in 2003/04 tot 3.1% van die geskatte uitgawe vir 2006/07 toegeneem. In hoofsaak sluit dit voorsiening vir infrastruktuurprojekte in, sowel as vir rekenaars vir die Khanya-projek.

Program 2: Openbare gewone skoolonderwys is steeds die belangrikste fokuspunt van die departement se befondsing. Vir 2006/07 is 81.7% van die begroting aan hierdie program toegewys. Die hoofdienste wat by hierdie program ingesluit is, is primêre en sekondêre skoolonderwys by openbare gewone skole, insluitende infrastruktuur, die OBOS'e, die ontwikkeling van menslike hulpbronne vir inrigtinggebaseerde personeel, sowel as die voorwaardelike toekenning vir die Nasionale Skoolvoedingsprogram. 55.6% van die program se begroting is aan primêre skole toegewys, en 40% aan sekondêre skole.

Programme wat vanaf 2003/04 tot 2006/07 aansienlike groei belewe het, is die volgende: Program 7: Vroeëkindontwikkeling, waar bykomstige fondse voorsien is om deelname aan Graad R te bevorder, sowel as vir die Uitgebreide Openbare Werke-program (UOWP) om voorsiening te maak vir die opleiding van VKO-praktisyns by VKO-standplase; 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 voorsien is vir die verdere uitrol van die MKOS in lyn met die provinsiale ontwikkelingstrategie, *iKapa Elihlumayo*.

Vir die afgelope vyf jaar was daar in die Wes-Kaap nagenoeg universele inskrywing in Graad 1, en universele deelname word in die primêre skool gehandhaaf. Met ander woorde, die oorgrote meerderheid van die Wes-Kaapse kinders tussen die ouderdomme van sewe en veertien is by die onderwysstelsel ingeskrywe, op min of meer die korrekte graadvlak.

Daar is egter 'n dramatiese afname in inskrywings na Graad 8, en meer onlangs na Graad 10. Kwantitatiewe ontledings van die Wes-Kaapse skoolinskrywingsyfers deur verskillende navorsers dui aan dat slegs 45% - 52% van leerders wat vir Graad 1 inskryf, Graad 12 bereik (Crouch, 2002; Van Wyk, 2003).

ST001	PROVINSIALE ONDERWYSSEKTOR – Sileuteldensense							
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09		
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte		
<b>INKOMSTE (R'000)</b>								
Billike deel	5,187,342	5,596,033	6,330,476	6,704,478	7,316,922	7,969,133		
Voorwaardelike toekennings	101,880	84,714	143,091	192,012	223,456	229,709		
Donateurbefondsing	-	-	-	-	-	-		
Ander	-	-	20,000	80,000	40,000	-		
Eie Inkomste	15,585	9,962	11,092	11,641	12,217	12,821		
<b>TOTAAL</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>		
<b>BETALINGS PER PROGRAM (R'000)</b>								
1 Administrasie.	194,497	215,094	245,769	264,738	269,846	298,509		
2 Openbare gewone skoolonderwys (sien verdere verdeling hieronder)	4,417,220	4,772,661	5,403,235	5,708,797	6,175,707	6,656,751		
3 Subsidies vir onafhanklike skole	26,243	29,761	32,471	34,127	35,765	37,375		
4 Openbare spesiale skoolonderwys	325,294	345,224	364,286	382,440	405,649	430,482		
5 Verdere Onderwys en Opleiding	145,255	152,383	165,339	259,859	280,934	289,127		
6 Basiese Volwassene Onderwys en Opleiding	18,473	21,151	22,891	23,571	24,758	25,943		
7 Vroeëkindontwikkeling	56,310	60,135	71,923	107,397	181,930	244,923		
8 Hulp- en verwante dienste	121,515	94,300	198,745	207,202	218,006	228,553		
<b>TOTAAL</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>		
<b>BETALINGS VIR OPENBARE GEWONE SKOOLONDERWYS (R'000)</b>								
2.1 Openbare primêre skole	2,522,571	2,722,031	3,055,830	3,176,205	3,537,763	3,647,817		
2.2 Openbare sekondêre skole	1,712,387	1,845,868	2,114,176	2,285,921	2,350,886	2,676,712		
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>								
Lopende betaling	4,762,274	5,072,967	5,623,467	6,149,525	6,717,620	7,332,217		
Vergoeding van werknemers	4,316,446	4,567,683	5,074,937	5,385,473	5,792,981	6,120,328		
Opvoeders	3,747,791	3,991,487	4,406,087	4,639,873	4,878,337	5,152,816		
Nie-opvoeders	568,655	576,196	668,850	745,600	914,644	967,512		
Goedere en dienste en ander	445,828	505,284	548,530	764,052	924,639	1,211,889		
Ordragte en subsidies	404,443	466,209	545,489	619,661	701,476	753,942		
Betalings vir kapitale bates	138,090	151,533	335,703	218,945	173,499	115,506		
<b>TOTAAL</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,665</b>		
<b>PERSONEEL</b>								
Aantal Opvoeders (in openbare diens)	29 273	29 569	29 755	29 905	29 905	29 905		
Aantal Nie-opvoeders (in openbare diens)	8 555	8 644	8 750	8 787	8 787	8 787		

ST001	PROVINSIALE ONDERWYSSEKTOR – Sleutelendense (vervolg)									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09				
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte				
<b>INSKRYWING OP VERPLIGTE VLAK</b>										
Leerders van 7 tot 14 jaar in openbare gewone skole	616 704	620 685	621 250	627 273	633 296	636 167				
Leerders van 7 tot 14 jaar in openbare spesiale skole	6 362	6 426	6 490	6 555	6 621	6 687				
Leerders van 7 tot 14 jaar in onafhanklike skole	16 606	14 808	12 125	-	-	-				
<b>TOTAAL</b>	639 672	641 919	639 865	633 828	639 917	642 854				
<b>INSKRYWING OP NA-VERPLIGTE VLAK</b>										
Leerders van 15 tot 17 jaar in openbare gewone skole	189 737	190 491	192 997	199 800	203 042	206 284				
Leerders van 15 tot 17 jaar in openbare spesiale skole	6 697	7 049	7 401	7 772	8 160	8 568				
Leerders van 15 tot 17 jaar in onafhanklike skole	Data nie beskikbaar nie									
Studente van 15 tot 17 jaar VOO-skole	Data nie beskikbaar nie									
<b>TOTAAL</b>	196 434	197 540	200 398	207 572	211 202	214 852				
<b>BEVOLKING</b>										
Bevolking van 7 tot 14 jaar	707 696	714 844	721 992	729 212	736 504	743 870				
Bevolking van 15 tot 17 jaar	238 372	240 780	243 188	245 620	248 076	250 557				
<b>PRESTASIEMAATSTAWWE</b>										
▶ PM001: Persentasie van kinders van skoolpligtige leeftyd wat skole bywoon.	98.0%	98.8%	98.9%	99.0%	99.1%	99.2%				
▶ PM002: Persentasie van jeugdiges bo die skoolpligtige leeftyd wat skole en ander onderwysinstansies bywoon.	83.0%	83.5%	83.8%	84.0%	84.3%	84.5%				
▶ PM003: Openbare besteding op die armste leerders as 'n persentasie van openbare besteding op die mins arm leerders.	Data nie beskikbaar nie									
▶ PM004: Jare bestee per VOOOS-gegraderde	Data nie beskikbaar nie									
▶ PM005: Gemiddeld hoogste skoolgraad wat deur volwassenes in die bevolking bereik is.	Data nie beskikbaar nie	9.3	9.5	9.8	10.0	10.3				
▶ PM006: Volwasse getaltheidsyfer.	94.0%	94.1%	94.2%	94.3%	94.4%					
<p><b>Nota:</b> Al die prestasiemaatstawwe, behalwe PM003 en PM004, is op data van huishoudelike opnames gebaseer. <b>Bronne:</b> Provinsiale Bergrotingsverklaring (2006) [syfers vir 2005/06 is hersiene skattings]; Persal [werknemerssyfers vir 2005 en 2006 verwys na Julie en Februarie onderskeidelik]; OBIS [inskrivingsyfers vir 2006 is nie-finale skattings]; Bevolkingsyfers deur DVO voorsien. Die syfers vir personeel in openbare diens in hierdie tabel sowel as alle ander sleuteltable weerspieël die telling van unieke werknemers op Persal, ongeag die diensstatus (bv ongeag of dit permanent of tydelik is) op een tydstip in die jaar. Vir hierdie tabel weerspieël syfers die situasie in.</p> <p><b>Nota:</b> Die persentasies vir PM001 en PM002 is uit die Algemene Huishoudelike Opname vir 2004 verkry, en mag verskil van inskrywing oor bevolking wat elders weerspieël word.</p>										

ST002	PROVINSIALE ONDERWYSSEKTOR – Ouderdomspesifieke inskrywingsverhouding (2006)							
	2.1 Openbare primêre skole	2.2 Openbare sekondêre skole	3 Onafhanklike skole	4 Spesiale skole	5 VOO-kolleges (hoofde-telling)	Bevolking	Ouderdomspesifieke inskrywingsverhouding	
< Ouderdom 6	5 884	0	0	315	Data nie beskikbaar nie			
Ouderdom 6	45 616	0	1 392	196		84 691	55.7%	
Ouderdom 7	73 227	0	1 642	389		85 586	87.9%	
Ouderdom 8	79 352	0	1 653	502		84 388	96.6%	
Ouderdom 9	76 668	0	1 489	596		87 809	89.7%	
Ouderdom 10	77 311	0	1 509	700		90 723	87.7%	
Ouderdom 11	75 955	111	1 510	816		91 743	85.4%	
Ouderdom 12	71 497	6 283	1 452	959		87 831	91.3%	
Ouderdom 13	43 302	38 374	1 372	1 060		85 429	98.5%	
Ouderdom 14	16 020	63 031	1 498	1 404		86 169	95.1%	
Ouderdom 15	5 681	68 293	1 410	2 024		90 080	85.9%	
Ouderdom 16	1 681	63 788	1 484	2 085		93 630	73.7%	
Ouderdom 17	436	53 118	1 420	1 574		92 162	61.4%	
Ouderdom 18	120	30 981	753	777		96 133	33.9%	
> Ouderdom 18	37	13 481	0	314				
<b>TOTAAL (ouderdom 6 tot 18)</b>	<b>572 787</b>	<b>337 460</b>	<b>18 584</b>	<b>13 396</b>			<b>1 156 374</b>	<b>81.5%</b>

Bron: Jaarorsig 2004 en 2005 en 2004 Algemene Huishoudelike Oorsig

ST003	PROVINSIALE ONDERWYSSEKTOR – Hulpbronne via die Posvoorsieningsnorme (2006)				
Programme/Doel met poste	Poste PL1	Poste PL2	Poste PL3	Poste PL4	Totaal
Poste bogesny voor program geloop is	2 736	0	0	0	2 736
<b>Poste deur model versprei</b>	<b>19 837</b>	<b>4 224</b>	<b>1 378</b>	<b>1 483</b>	<b>26 922</b>
2. Openbare gewone skoolonderwys	18 153	3 858	1 193	1 450	24 654
2.1 Openbare primêre skole	10 976	2 255	687	1 105	15 023
Poste aan skole verbonde	10 976	2 255	687	1 105	15 023
Poste nie aan skole verbonde	0	0	0	0	0
2.2 Openbare sekondêre fase	7 177	1 603	506	345	9 631
Poste aan skole verbonde	7 177	1 603	506	345	9 631
Poste nie aan skole verbonde	0	0	0	0	0
4 Openbare spesiale skoolonderwys	1 118	230	124	8	1 480
5 Verdere onderwys en opleiding	566	136	61	25	788
<b>TOTAAL</b>	<b>22 573</b>	<b>4 224</b>	<b>1 378</b>	<b>1 483</b>	<b>29 658</b>

**Notas:** Poste wat bogesny is voordat die program geloop is, is poste wat vir kantore, kolleges, BVOO, en spesiale doeleindes soos armoederegstelling toegewys is. Die syfers hierbo sluit PL5- en PL6-poste in wat vir bestuursdoeleindes toegewys is nie.

Bron: Posvoorsieningsmodel2005

ST004	PROVINSIALE ONDERWYSSEKTOR – Investering in ontwikkeling van personeelvaardighede (2004/05)							
	Prog 1 Admin	Prog 2 POS	Prog 3 Onafh	Prog 4 Spes	Prog 5 VOO	Prog 6 BVOO	Prog 7 VKO	Totaal
<b>Uitgawe (R'000)</b>								
Leerlinge	5 711	2 926						8 637
Opvoeders	5 068	2 925						7 993
Opleiding in kurrikulumverandering	3 033							3 033
Ander indiensopleiding	1 888	2 925						4 813
MIV/VIGS-opleiding	147	-						147
Nie-opvoeders	643	625						1 268

**Nota:** Hierdie tabel weerspieël alle departementele uitgawes op die vaardigheidsontwikkeling van departementele personeel Dit sluit die koste van opleiers in diens van die departement in. Dieselfde opvoeder mag tweemaal getel word, indien 'n opvoeder byvoorbeeld in die betrokke jaar deur die kurrikulum- en MIV/VIGS-opleiding was. Die waardes in die ry 'Opvoeders' weerspieël egter nie enige dubbeltellery van opvoeders nie.

## B.1 Administrasie

Die volgende is die meetbare doelwitte (▲) wat op Program 1: Administrasie betrekking het, en hul prestasiemaatstawwe (▶)

	<i>Meetbare doelstellings</i>	<i>Prestasiemaatstawwe</i>
<i>Doeltreffendheid</i>	▲ Om doeltreffende bestuur op alle vlakke van die onderwysstelsel teweeg te bring.	▶ PM101: Persentasie skole wat die Skooladministrasie-en-Bestuurstelsel implementeer ▶ PM102: Persentasie skole wat elektronies deur die departement gekontak kan word. ▶ PM103: Persentasie swart vrouens in senior bestuursposte
	▲ Om 'n optimale verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik.	▶ PM104: Persentasie van lopende uitgawes wat aan nie-personeelitems bestee word

### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte**

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

- Om samewerkende bestuur te bevorder.
- Om beleid en praktyk met die regering se strategiese doelwitte en die grondwetlike mandaat in lyn te bring.
- Om doeltreffende bestuurstelsels vir evaluering en gehalteversekering te bevorder.
- Om 'n bewustheid van die regte en verantwoordelikhede van alle rolspelers in die onderwys aan te spoor, met inbegrip van leerders, ouers, opvoeders, skoolbestuur, skoolbeheerliggame en WKOD-beamptes op alle vlakke.
- Om 'n kultuur van onderrig en leer in skole en kolleges te kweek, sowel as 'n verbintenis tot die lewenslange ontwikkeling van menslike hulpbronne.
- Om 'n aktiewe rol te speel om in die breër behoeftes van die land te voorsien, veral deur die kwessie van MIV/VIGS en Lewensvaardighede dringend en doelgerig die hoof te bied.
- Om doeltreffende bestuur op alle vlakke van die stelsel teweeg te bring.

Om organisatoriese doeltreffendheid en doelmatigheid te bevorder

- Om 'n kreatiewe en veerkrachtige bestuurskader te ontwikkel.
- Om sterk beleidstelsels en -kapasiteit binne die WKOD te bou.
- Om doeltreffende kommunikasiestelsels te ontwerp vir toegang deur die onderwysgemeenskap (intern en ekstern).
- Om kapasiteit, diens en ondersteuning vir distrikte te bou.
- Om die Batho Pele-beginsels te implementeer.
- Om doeltreffend op kliëntebehoefte te reageer.
- Om doeltreffende finansiële monitoringstelsels in plek te plaas.
- Om 'n optimale verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik.
- Om te verseker dat die deurvloei van leerders deur die stelsel optimaal is.
- Om 'n gehaltesekerheidsfunksie in die WKOD te vestig.
- Om teikens m.b.t. die ontwikkeling van menslike hulpbronne te vestig en oor vordering na teikens te rapporteer.
- Om stelselmatige aanspreeklikheid te verseker met die invoer van Skool-selfevaluering (SSE), Skoolontwikkelingsplanne (SOP's) en Heelskoolevaluering (HSE).
- Om bestuurskapasiteit in kantore en skole te bou.
- Om norme en standaarde vir die lewering van alle dienste te ontwikkel.

- **Beleidsprioriteite:**

Sleutelprioriteite sluit die volgende in –

- Implementering van die MKOS
- Implementering van die Leerdernaspoorstelsel in openbare gewone skole, sowel as die Inligtingstelsel vir die Bestuur van Verdere Onderwys en Opleiding (ISBVOO) in VOO-kolleges.
- Herontwerp van die WKOD
- Die bou van maatskaplike kapitaal binne die onderwyssektor, met inbegrip van die vestiging van forums vir Verteenwoordigende Rade van Leerders (VRL'e) en Skoolbeheerliggame.

## **Vorderingsontleding**

- **Sosiale kapitaal**

Die WKOD het reeds 'n reeks programme in plek wat tot die ontwikkeling van sosiale kapitaal bydra. Toe dit ingevoer is, was die programme nie openlik as sosiale kapitaal-programme beskou nie, en dit het ook nie die verwesenliking van spesifieke, openlike uitkomst en lewering van sosiale kapitaal beoog nie. Gesien die aandag wat die konsep tans ontvang, en in die konteks van 'n provinsiale leidingstrategie, is dit nou noodsaaklik dat die projekte hersien word om spesifiek op die verwesenliking van uitkomst en lewering te fokus, en om meer gestrengte moniteringsmeganismes in te voer om die impak daarvan na te speur op die gemeenskappe waar dit voorkom.

As 'n manier om impetus te verleen aan die proses waardeur sosiale kapitaal deur die onderwys ontwikkel word, het die WKOD die volgende programme van stapel gestuur wat ontwerp is om 'n platform te skep vir sosiale netwerkvorming en leierskapontwikkeling.

- bevordering van die vestiging van 'n provinsiale formasie van Skoolbeheerliggame waarbinne die verskillende SBL-strukture in die Wes-Kaap byeengebring sal word. Dit verskaf aan hierdie strukture die geleentheid om met die onderwysbeleid om te gaan, en om projekte en programme van stapel te stuur om die gehalte van onderwysbestuur en onderwys in die algemeen te verbeter.
- die vestiging van 'n provinsiale Verteenwoordigende Raad van Leerders (VRL) om die interaksie van die skoolgaande jeug in onderwysbeleid en onderwysprojekte te fasiliteer, maar belangriker, om hulle tot deelname aan inisiatiewe vir leierskapontwikkeling en programme vir gemeenskapsontwikkeling aan te spoor.
- die vestiging van 'n Vereniging vir Afgetrede Onderwysers, met die uitdruklike doel om afgetrede onderwysers die geleentheid te gee om by die inisiatiewe vir onderwysontwikkeling in die skool en in die gemeenskap betrokke te raak.

- **Organisatoriese Herstrukturering en Herontwerp**

Die MKOS kan nie met welslae geïmplementeer word indien die WKOD nie gerat is en van die kapasiteit voorsien is om sy uitgesproke doelstellings te verwesenlik nie. Eerstens is dit noodsaaklik dat daar oor die lengte en breedte van die organisasie, sowel as onder sy sosiale en ander vennote, by die strategie ingekoop word. Dit impliseer 'n omvattende kommunikasiestrategie. Volgende sou wees om te verseker dat almal die nodige begrip het van wat bereik moet word, en dat hulle die nodige kapasiteit en toewyding het om dit tot uitvoer te bring, en indien nie moet maniere gevind word om hulle met werknemers te vervang wat dit wel het. Die mees kritieke intervensies in hierdie verband sluit egter die bevordering van die strategie vir gelyke indiensneming in; die vestiging van geskikte organisasiestrukture op skoolvlak; die invoer van 'n beleid- en strategieoördineringsfunksie in die departement wat gehaltesekerheid, kommunikasie, navorsing en beplanning sal insluit; die skep van 'n voertuig vir die bestuur van spesiale projekte, met inbegrip van die bevordering van openbare-private vennootskappe; die herontwerp van die vorm en funksie van distrikskantore sodat hulle daarop kan fokus om geteikende en intensiewe steun aan skole, skoolbestuurders, onderwysers en studente te bied; vestiging van 'n projekspan wat verantwoordelikheid sal aanvaar vir die operasionele en bestuursbeplanning van die MKOS en om die implementering daarvan te koördineer.

- **Fisiese Infrastruktuurbeplanning**

Hierdie funksie is vir die WKOD en sy belanghebbendes van deurslaggewende belang. Afgesien van die feit dat bouprojekte geïdentifiseer, geprioritiseer, en daar tot 2014 vir hulle beplan is, is dit van groter belang dat 'n Voorsieningstrategie vir Fisiese Infrastruktuur nuwe skoolontwerpe oorweeg, die mobilisering van Openbaar-Private Vennootskappe (OPV's) opvolg ten einde lewering van ons infrastruktuurbehoefte op die snelbaan te kry, en 'n intervensie ontwikkel wat die benutting van bestaande strukture tot die maksimum kapasiteit moontlik sal maak. Die sleutel sal wees om programme van kleiner take (opgradering, rehabilitering, verfraaiing, ens.) by hul skole te inisieer, wat deur die gemeenskap bestuur word Daar word in die vooruitsig gestel dat sulke programme eienaarskap

van skole deur die gemeenskap sal verhoog, en nog belangriker, dat hulle ekonomiese voordeel vir daardie gemeenskappe sal inhou. Een van die eerste uitdagings sal in verband staan met die N2-Poortprojek. Soos met die Stad Kaapstad ooreengekom, sal die Departement van Behuising en die projekkonsultante na 'n projek toe werk wat sal vereis dat skole 'n ontwerpverandering ondergaan en dat gedeelde geriewe (saal, sportgeriewe, veeldoelsentrum ens) gevestig word, en die WKOD sal óf nuwe fondse moet vind om die nodige skole hier te bou, of hy sal bestaande planne moet skuif om aan die eise van die N2-Poortprojek te voldoen.

- **Leerdernasporingstelsel**

'n Omvattende leerdernasporingstelsel is in 2005 by alle openbare skole in die Wes-Kaap ingestel. Hierdie stelsel sal die inligtingsbasis van die provinsie verbeter, sal doeltreffendheid en beplanning verbeter, sal verseker dat leerders nie uit die sosiale stelsel verlore gaan nie, en sal die invoer van 'n program vir intervensie by, en ondersteuning van leerders moontlik maak.

- **Kommunikasie**

'n Belangrike bestuurs- en aanspreeklikheidsinstrument vir groot organisasies soos die WKOD is vinnige en doeltreffende kommunikasie. Met die oog hierop is die WKOD besig om sy Kliëntediens te verbeter d.m.v. 'n doeltreffende en gebruikersvriendelike oproepsentrum, webtuistes en omsendbriewe.

Dit is ook noodsaaklik dat die WKOD 'n proses inisieer om sy kommunikasiestrategieë op te skerp, binne sowel as tussen kantore, en tussen kantore en skole (en die breër onderwysgemeenskap). As die MKOS suksesvol gaan wees, is dit noodsaaklik dat die Wes-Kaap volledig op die hoogte van vordering gehou sal word, sowel as van wat van sy mense verwag word. Die kommunikasiestrategie sal 'n veldtog insluit wat die MKOS as geheel sal populariseer.

## **Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom**

Die integrering van die verskillende maatreëls wat ter wille van gehaltesekerheid en aanspreeklikheid ingevoer is, is 'n ernstige uitdaging aan die WKOD. Dit is belangrik om te verseker dat hierdie maatreëls tot verbeterde onderrig en leer aanleiding sal gee, en dat hulle nie as synde 'n doel op sigself gesien word nie.

Die WKOD is aan 'n wye reeks monitering-, evaluering- en aanspreeklikheidsprosesse onderworpe. Dit sluit die volgende in:

- Ouditering van finansiële bestuursprosesse op 'n jaarlikse basis, deur die kantoor van die provinsiale Ouditeur-generaal;
- Optrede by gereelde sessies met die Portefeuljekomitee vir Onderwys en die Staande Komitee vir Openbare Rekeninge in die Provinsiale Parlement;
- Vergaderings (of *road shows*) met gereelde tussenposes met verskillende onderwysbelanghebbers deur die LUR en die Superintendent-generaal ten einde inligting uit te ruil oor die jongste ontwikkelings in die onderwys, of om eenvoudig te hoor van probleme wat ervaar word deur opvoeders en skoolbestuurders.
- Die WKOD is reeds onder 'n verpligting om 'n jaarverslag aan die Wetgewer oor sy aktiwiteite voor te lê. Die Jaarverslagdokument is tot die beskikking van die breër publiek en laat die onderwysgemeenskap toe om die prestasies en mislukkings van die departement m.b.t. sy wetgewende en beleidsmandate en strategiese planne, en die vestiging van 'n gehaltesekerheidsfunksie in die departement te moniteer.

Voortgesette intervensies m.b.t. die opleiding van lede van skoolbestuurspanne (SBS'e) sluit die volgende in: kurrikulumbestuur, aansporing tot positiewe leerdergedrag, vroue in leierskap, beleidsbestuur, die jongste wysigings tot wette en bekragtigde resolusies.



ST101	ADMINISTRASIE – Sleuteltendense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	Geskatte
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
1.1 Kantoor van die LUR	2,711	3,182	3,040	3,698	3,913	4,126	
1.2 Korporatiewe dienste	92,809	98,044	122,820	137,245	138,204	141,938	
1.3 Ondernysbestuur	94,081	101,993	96,648	97,834	103,150	108,345	
1.4 Menslikehulpbronnontwikkeling	2,253	9,093	12,555	12,218	12,818	13,408	
1.5 Ondernysbestuur-en- Inligtingstelsel (OBIS)	2,643	2,782	10,706	13,743	11,761	30,692	
<b>TOTAAL</b>	<b>194,497</b>	<b>215,094</b>	<b>245,769</b>	<b>264,738</b>	<b>269,846</b>	<b>298,509</b>	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	154,019	171,113	218,260	239,570	243,625	271,108	
Vergoeding van werknemers	113,410	115,930	128,470	132,967	141,010	148,895	
Opvoeders	21,214	24,046	27,185	28,619	30,085	31,841	
Nie-opvoeders	92,196	91,884	101,285	104,348	110,925	117,054	
Goedere en dienste	40,609	55,183	89,790	106,603	102,615	122,213	
Oordragte en subsidies	16,658	21,094	14,064	14,011	14,529	15,182	
Betalings vir kapitale bates	23,820	22,887	13,445	11,157	11,692	12,219	
<b>TOTAAL</b>	<b>194,497</b>	<b>215,094</b>	<b>245,769</b>	<b>264,738</b>	<b>269,846</b>	<b>298,509</b>	
<b>PERSENEEL</b>							
Aantal Opvoeders (in openbare diens)	102	102	102	102	102	102	102
Aantal Nie-opvoeders (in openbare diens)	748	698	698	698	698	698	698
<b>STATISTIEK OOR ADMINISTRATIEWE STELSELS</b>							
Aantal skole met SAMS (a)	1 462	1 447	1 460	1 460	1 460	1 460	1 460
Aantal skole met e-pos	Data nie beskikbaar nie	Data nie beskikbaar nie	1 380	1 380	1 380	1 380	1 380
<b>► PRESTASIEMAATSTAWWE</b>							
► PM101: Persentasie skole wat die Skooladministrasie-en-Bestuurstelsel implementeer	100%	100%	100%	100%	100%	100%	100%
► PM102: Persentasie skole wat elektronies deur die departement gekontak kan word.	Data nie beskikbaar nie	Data nie beskikbaar nie	98%	98%	98%	98%	97%
► PM103: Persentasie swart vrouens in senior bestuursdiensposisies (SBD)	9%	9%	9%	9%	9%	9%	9%
► PM104: Persentasie van lopende uitgawes wat aan nie-personeelitems bestee word	16%	18%	18%	20%	22%	24%	

ST102	ADMINISTRASIE – Uitgawes per item (2004/05) R'000								Total
	1 Admin	2 POS	3 onafh.	4 Spes	5 VOO	6 BVOO	7 VKO	8 Hulp	
Lopende betalings	169,052	4,272,789	0	275,433	121,976	5,563	44,549	71,679	4,961,042
Vergoeding van werknemers	115,930	3,974,198	0	273,314	121,968	5,198	42,170	34,903	4,567,681
GV-opvoeders	115,930	3,974,198	0	273,314	121,968	5,198	42,170	34,903	4,567,681
Salariesse en lone	100,826	3,390,645	0	232,911	105,470	4,998	35,271	32,608	3,902,730
Sosiale bydraes	15,104	583,553	0	40,403	16,498	199	6,898	2,295	664,951
Nie-opvoeders	0	0	0	0	0	0	0	0	0
Salariesse en lone	0	0	0	0	0	0	0	0	0
Sosiale bydraes	0	0	0	0	0	0	0	0	0
Goedere en dienste	51,028	298,591	0	2,119	8	366	2,379	36,777	391,267
Inventaris	4,112	127,758	0	0	0	11	882	4,680	137,443
Leerondersteuningsmateriaal	1,138	124,237	0	0	0	0	882	318	126,576
Skrifbehoefes en drukwerk	2,931	3,350	0	0	0	10	0	4,362	10,653
Ander	43	171	0	0	0	0	0	0	214
Konsultante, kontrakteurs en spesiale dienste	9,888	3,220	0	0	0	15	1,480	8,286	22,888
Toerusting minder as R5 000	2,040	12,060	0	7	0	0	1	37	14,145
Onderhoud van geboue	3,342	1,559	0	0	0	0	0	0	4,901
Huurkontrakte in bedryf	1,551	1,926	0	0	0	0	0	8,484	11,962
Leerdervervoer	28	115,984	0	0	0	0	0	0	116,012
Ander goedere en dienste	30,068	36,083	0	2,112	8	340	16	15,290	83,916
Rente en huur van grond	0	0	0	0	0	0	0	0	0
Rente	0	0	0	0	0	0	0	0	0
Huur van grond	0	0	0	0	0	0	0	0	0
Finansiële transaksies in bates en laste	2,094	0	0	0	0	0	0	0	2,094
Ongemagtigde uitgawes	0	0	0	0	0	0	0	0	0

ST102	ADMINISTRASIE – Uitgawes per item (2004/05) R'000 (vervolg)								
	1 Admin	2 POS	3 Orafn	4 Spees	5 VOO	6 BVOO	7 VKO	8 Hulp	Totaal
Oordragte en subsidies	20,971	257,821	29,761	69,790	30,407	15,588	15,587	22,474	462,397
Munisipaliteite	278	10,232	0	686	302	13	106	46	11,663
Openbare korporasies en private entiteite	0	0	0	0	0	0	0	0	0
Instansies sonder winsbejag	18,009	233,604	29,761	68,008	29,866	15,574	15,377	21,081	431,281
Artikel 21-skole	0	151,653	0	0	0	0	0	0	151,653
LOOM	0	117,010	0	0	0	0	0	0	117,010
Dienste	0	15,481	0	0	0	0	0	0	15,481
Instandhouding	0	19,161	0	0	0	0	0	0	19,161
Diens gelewer	0	0	0	0	0	0	0	0	0
Ander onderwysinstansies	18,009	81,951	29,761	68,008	29,866	15,574	15,377	21,081	279,628
Huishoudings	2,684	13,984	0	1,096	238	0	104	1,347	19,454
Betalings vir kapitale bates	22,887	2,714	0	0	0	0	0	147	25,749
Geboue en ander vaste strukture	0	0	0	0	0	0	0	0	0
Geboue	0	0	0	0	0	0	0	0	0
Koshuise	0	0	0	0	0	0	0	0	0
Nuwe skole	0	0	0	0	0	0	0	0	0
Bykomende klaskamers	0	0	0	0	0	0	0	0	0
Ander toevoegings	0	0	0	0	0	0	0	0	0
Ander	0	0	0	0	0	0	0	0	0
Ander vaste strukture	0	0	0	0	0	0	0	0	0
Masinerie en toerusting	22,887	2,714	0	0	0	0	0	147	25,749
Vervoertoerusting	0	0	0	0	0	0	0	0	0
Ander masinerie en toerusting	22,871	2,714	0	0	0	0	0	67	25,653
Programmatuur en ander nie-tasbare bates	16	0	0	0	0	0	0	80	96
<b>GROOTOTAAL</b>	<b>212,910</b>	<b>4,533,324</b>	<b>29,761</b>	<b>345,224</b>	<b>152,383</b>	<b>21,151</b>	<b>60,135</b>	<b>94,300</b>	<b>5,449,188</b>

## B.2 Openbare Gewone Skoolonderwys

Die volgende is die meetbare doelwitte (▲) wat op Program 2 betrekking het, en hul prestasiemaatstawwe (▶)

	<b>Meetbare doelstellings.</b>	<b>Prestasiemaatstawwe</b>
<i>Toegang</i>	▲ Om toegang te verleen tot die openbare gewone skoolstelsel ooreenkomstig beleid	▶ PM201: Persentasie leerderdae deur die voedingsprogram gedek ▶ PM202: Persentasie leerders in openbare gewone skole met spesiale behoeftes
<i>Geskiktheid</i>	▲ Om die basiese infrastruktuur vir die openbare gewone skoolstelsel in plek te plaas, ooreenkomstig beleid  ▲ Om geskikte menslike hulpbronne in openbare gewone skole te verskaf  ▲ Om geskikte LOOM in openbare gewone skole te verskaf	▶ PM203: Persentasie leerders in openbare gewone skole met spesiale behoeftes ▶ PM204: Persentasie openbare gewone skole met elektrisiteit ▶ PM205: Persentasie skole met voldoende aantal werkende 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 waar alle LOOM en ander nodige materiaal op dag 1 van die skooljaar afgelewer was
<i>Doeltreffendheid</i>	▲ Om doeltreffende en doelmatige selfbesturende openbare gewone skole tot stand te bring  ▲ Om 'n kultuur van doeltreffende onderrig en leer in openbare gewone skole te kweek	▶ PM209: Persentasie skole met Artikel 21-status  ▶ PM210: Persentasie werksdae weens opvoederwegblyery in openbare gewone skole verloor ▶ PM211: Persentasie leerderdae weens leerderwegblyery in openbare gewone skole verloor

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

	<b>Meetbare doelstellings.</b>	<b>Prestasiemaatstawwe</b>
<i>Gelykheid</i>	▲ Om die gaping tussen die opvoedkundige uitkomst van die histories bevoordeeldes en benadeeldes in openbare primêre skole te oorbrug	▶ PM212: Die prestasieverhouding van die mins bevoordeelde tot die mees bevoordeelde skole m.b.t. Graad 3
<i>Doeltreffendheid</i>	▲ Om te verseker dat die deurvloei van leerders deur openbare primêre skole optimaal is.	▶ PM213: Herhalingskoers in Grade 1 tot 7
<i>Gehalte</i>	▲ Om die gaping tussen die opvoedkundige uitkomst van die histories bevoordeeldes en benadeeldes in openbare primêre skole te oorbrug	▶ PM214: Persentasie leerders in Graad 3 wat aanvaarbare uitkomst in gesyferdheid en geletterdheid behaal ▶ PM215: Persentasie leerders in Graad 6 wat aanvaarbare uitkomst in gesyferdheid, geletterdheid en natuurlike wetenskappe behaal

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

	<b>Meetbare doelstellings.</b>	<b>Prestasiemaatstawwe</b>
<i>Gelykheid</i>	▲ Om die deelname van histories gemarginaliseerde groepe leerders in openbare sekondêre skole te bevorder.	▶ PM216: Persentasie meisies wat wiskunde en wetenskap in Grade 10 tot 12 neem
	▲ Om die gaping tussen die opvoedkundige uitkomst van die histories bevoordeeldes en benadeeldes in sekondêre skole te oorbrug	▶ PM217: Die prestasieverhouding van die mins bevoordeelde tot die mees bevoordeelde skole m.b.t. die slaagsyfer vir Graad 12
<i>Doeltreffendheid</i>	▲ Om te verseker dat die deurvloei van leerders deur openbare sekondêre skole optimaal is.	▶ PM218: Herhalingskoers in Grade 8 tot 12
<i>Lewering</i>	▲ Om te verseker dat 'n geskikte verhouding van die bevolking 'n Graad 12-kwalifikasie behaal, veral met slaagsyfers in wiskunde en wetenskap	▶ PM219: Slaagverhouding in Graad 12-eksamens ▶ PM220: Slaagverhouding in Graad 12 vir wiskunde- en wetenskapsamens ▶ PPM201: Endossementkoers in Graad 12-eksamens ▶ PPM202: Slaagverhouding in Graad 12 vir wiskunde en wetenskap ▶ PPM203: Aantal skole wat minder as 'n 60% slaagsyfer in Graad 12 behaal
<i>Gehalte</i>	▲ Om die hoogste moontlike onderwysuitkomst onder leerders in openbare sekondêre skole te behaal.	▶ PM221: Persentasie leerders in Graad 9 wat aanvaarbare onderwysuitkomst in alle leerareas behaal

## Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

### • Strategiese doelstellings en doelwitte

Om toegang tot gehalteonderwys te verseker vir alle kinders wat in die provinsie woon

- Om leerderakkommodasie in openbare gewone skole te voorsien, in lyn met beleid
- Om die basiese infrastruktuur vir die openbare gewone skoolstelsel in plek te plaas, ooreenkomstig beleid
- Om toegang tot onderwys vir leerders uit voorheen benadeelde groepe te verbeter
- Om relevante en gestruktureerde opleiding in die NKV vir onderwysers te verskaf
- Om leerderprestasie in gesyferdheid en geletterdheid te verbeter
- Om doeltreffendheid in die onderwysstelsel te verbeter, en om die deurvloei van leerders en die gehalte van onderwys in die geheel mettertyd te verbeter
- Om doeltreffende en inklusiewe onderwys vir leerders met spesiale onderwysbehoefte te bevorder
- Om vervoer- en koshuisgeriewe vir behoeftige leerders te voorsien
- Om 'n Nasionale Skoolvoedingprogram (NSVP) te voorsien
- Om skooldiscipline te herstel en skoolomgewings te herwin.

Om doeltreffende e-Leer in skole te verseker

- Om die voorsiening van Inligtings- en kommunikasietegnologie (IKT) infrastruktuur vir alle skole te versnel
- Om kurrikulumlewering waar toepaslik deur die gebruik van IKT te verseker
- Om die ontwikkeling en bestuur van digitale inhoud te verseker
- Om te verseker dat opvoeders in die gebruik van IKT opgelei om hul onderrigprogramme te ondersteun

Om die veilige institusionele omgewings te verseker wat vir onderrig en leer nodig is

- Om 'n veilige skoolomgewing te verseker in vennootskappe met gemeenskappe en ander regeringsdepartemente
- Om toestande van die fisiese verval van leerstandplase te beëindig
- Om begrip te bevorder van maatskaplike toestande in die provinsie, en hoedat dit skole beïnvloed

Om doeltreffende bestuur en beheer in alle leerstandplase en ondersteuningstrukture te verseker

- Om ondersteuning en ontwikkeling van bestuur en beheer nader aan die skole te bring deur die werk van die OBOS'e en ander professionele dienste

- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik
- Om die kennis en vaardighede van skoolprinsipale d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om die kennis en vaardighede van skoolbeheerliggame d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehalteverbetering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele ondersteuning aan alle openbare gewone skole te voorsien

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende opvoeding te voorsien

- Om opvoeders in die openbare primêre en sekondêre fases te voorsien, ooreenkomstig beleid
- Om te verseker dat die provinsie voldoende getalle toepaslik opgeleide opvoeders in diens neem
- Om pogings te ondersteun om onderwysstudente vir voordiens-opleidingsinstansies te werf
- Om die professionele gehalte van die onderwyserskorps deur voortgesette professionele ondersteuning te ontwikkel
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel ten einde onderrig en leer te verbeter en kurrikulumondersteuning te voorsien
- Om opvoeders toe te rus om doeltreffende kurrikulumontwikkeling, lewering en ondersteuning te verseker
- Om gefokuste programme vir opvoederontwikkeling deur die Kaapse Onderwysinstituut (KOI) van stapel te stuur
- Om gespesialiseerde onderwysondersteuning aan onderwysers te voorsien
- Om die minimumstandaarde vir spesiale onderwysdienste te implementeer vir leerders wat emosionele en/of gedragsprobleme manifesteer, of 'n hoë risiko daarvoor loop

- **Beleidsprioriteite:**

Die essensiële beleidsmandaat bly steeds om 'n leertuiste vir al ons leerders in die provinsie te voorsien. Dit word nou deur die MKOS ingelig, met 'n fokus op die jeug, as een van *iKapa Eihlumayo* se 5 leidinggewende strategieë. Sleutelprioriteite sluit die volgende in –

- Die implementering van die gewysigde Norme en Standaard vir Skoolbefondsing (NNSB) om voorsiening te maak vir die implementering van skole met 'n 'geen-fooi-status' vir sekere van ons armste skole.
- Die verbetering van gesyferdheid en geletterdheid, veral in die primêre skole, om sodoende doeltreffende onderrig en leer te verseker. 'n Steekproef van Graad 3-leerders sal in geletterdheid en gesyferdheid getoets word.
- Implementering van die nuwe Nasionale Kurrikulumverklaring (NKV), veral m.b.t. die band vir verdere onderwys en opleiding (VOO) wat in 2006 in Graad 10 begin, sowel as die oorblywende jare van die band vir algemene onderwys en opleiding (AOO).
- Die verbetering en voorsiening van onderwysinfrastruktuur, in die lig van toenemende infrastruktuuraanvraag om bestaande agterstande in te haal en ook om aan nuwe aanvraag in die lig van die steeds uitbreidende menslike nedersettingsprogram te voldoen, wat nie toegewyste befondsing vir skoolinfrastruktuur het nie.
- Die verbetering van skoolveiligheid.
- Ontwikkeling van Menslike Kapitaal binne die WKOD met spesiale fokus op onderwysers (voortgesette en versnelde onderwyserontwikkeling) deur te verseker dat hulle die maksimum impak maak en aanspreeklik gehou word in terme van die Geïntegreerde Gehaltebeheerstelsel (GGBS).
- Die uitbreiding van die deelnamekoers vir Wiskunde, Natuurwetenskap en Tegnologie deur die voortgesette instelling van fokusskole en 'n toename in die aantal Dinaledi-skole.
- Die voortgesette invoer van ongeveer 500 onderwysassistente om met die Grondslagfase in die armste skole te help.

Om te verseker dat alle leerders vanaf Graad 1 tot 6 op vlakke kan lees, skryf, en reken wat deur die NKV bepaal word, sal die WKOD –

- Norme- en standaardbefondsing en onderwysers op 'n armoedeglykskaal in Grade 1 - 6 voorsien
- Voortgesette opleiding aan toegewyste beamptes voorsien en hul impak monitor
- Elke vyf jaar HSE onderneem
- Spesifieke indiensopleiding aan onderwysers voorsien in skole wat nie behoorlike uitslae behaal nie
- Die klaskameromgewing aanvul en verryk
- Lees- en handboeke aanvul en toevoeg
- NSVP aan die armste leerders voorsien
- Vanaf 2006 elke tweede jaar lees- en gesyferdheidstoetsing uitvoer
- Vanaf 2007 elke tweede jaar lees- en wiskundetoetsing in Graad 6 uitvoer

Om te verseker dat alle leerders in Grade 7 tot 9 van 'n algemene opvoeding van hoë gehalte voorsien word, sal die WKOD –

- Norme- en standaardbefondsing en onderwysers op 'n armoedeglyskaal in Grade 7 - 9 voorsien
- Onderwysers vir Grade 8 en 9 in die NKV oplei en ondersteun
- Eksterne assessering van Graad 9-leerders uitvoer
- Handboeke vir elk van die 8 leerareas aan alle Graad 1 – 9-leerders voorsien

Ten einde inligting oor vakkeuse en beroepsvoorligting aan alle leerders in Graad 9 te verskaf, sodat hulle toepaslike vak- en loopbaankeuses in die VOO-band kan maak, sal die WKOD –

- Assessering van alle Graad 8-leerders se lees, wiskunde en belangstellings uitvoer
- Beroepsvoorligting aan alle Graad 9-leerders bied
- Lewensoriënteringonderwysers oplei en ondersteun om loopbaaninligting te verskaf

Om die deelname- en suksesverhouding te verhoog van jong leerders, veral swart leerders, in die VOO-band by skole, en om die aantal VOO-leerders wat vir toegang tot hoër onderwys kwalifiseer te vermeerder, sal die WKOD –

- Norme- en standaardbefondsing en onderwysers op 'n armoedeglyskaal in Grade 10 - 12 voorsien
- Die aantal Graad 12-leerders vermeerder wat in die Seniorcertifikaat / NSS slaag
- Die aantal leerders verhoog wat vir hoër onderwys kwalifiseer
- Die aantal swart- en kleurling-inskrywings vir wiskunde en wetenskap verhoog
- Onderwysers in die nuwe VOO-kurrikulum oplei
- 28 VOO-fokuskele toerus en ondersteun
- Die gebruik van rekenaarlaboratoriums in alle skole ondersteun wat VOO aanbied
- Verseker dat alle leerders IKT-vaardighede verwerf
- Leerders in die VOO-band naspeur

## Vorderingsontleding

Die visie van 'n tuiste vir almal het 'n hupstoot gekry met –

- die in gebruik neem van vyftien nuwe skole sedert die begin van die 2006-skooljaar;
  - die toename van 292 onderwysposte in die postemandjie, wat die invoer van 500 Onderwysassistente insluit om in die Grondslagfase in die armste skole te help;
  - die invoer van die NKV in Graad 10; en
  - die voltooiing van die proses waardeur rekenaarlaboratoriums in alle hoërskole in die Wes-Kaap geïnstalleer word.
- **Algemene Onderwys en Opleiding (AOO) (Grade 1 – 9)**

AOO voorsien 'n soliede grondslag vir alle toekomstige onderwys en opleiding, via gehalteprogramme wat veral op die ontwikkeling van hoëvlak taal- en wiskundevaardighede fokus.

Die derde doelstelling van die WKOD m.b.t. die ontwikkeling van menslike hulpbronne is om gehalteprogramme vir Graad 1 tot 6-leerders te voorsien. Data van die 2001-Sensus en die WKOD se OBIS toon dat daar baie hoë inskryfingsyfers vir die ouderdomsgroep 6 – 15 is. Verder is die afparing van ouderdom en graad in die Wes-Kaap hoog.

Onlangse studies wat vir Graad 3 en 6 uitgevoer is, toon egter dat leerders in die Wes-Kaap nie die leerdoelwitte van die Nasionale Kurrikulum verwesenlik nie, en dat hulle daarom nie die verlangde grondslag vir Menslikehulpbronontwikkeling ontvang nie. Die toetsprogram wat in 2002 tot 2004 uitgevoer was, toon dat die toetsuitslae hoog met armoede korreleer. Om hierdie rede het die WKOD 'n spesiale klem geplaas op die ontwikkeling van die lees-, skryf- en wiskundevaardighede van alle leerders in Graad 1 tot 6, veral onder arm leerders. Vanaf 2006 word spesiale klem geplaas op die ondersteuning en monitering van lees-, skryf- en rekenuitkomste van die nasionale kurrikulum in die primêre skool, met spesiale klem op die Grondslagfase.

Toegewyde WKOD-amptenare is aan die skole toegewys wat in 2002 tot 2004 benede die vereistes van die kurrikulum gepresteer het. Hierdie amptenare sal die volgende in elke Graad 1 tot 6-klaskamer verseker:

- 'n Werkskedule van 36 weke vir Geletterdheid / Taal.
- 'n Werkskedule van 36 weke vir Gesyferdheid / Wiskunde
- Teksryke omgewing – letters, prente, woorde, voorwerpe, tabelle op die mure, deure ens.
- Minstens 100 boeke van die geskikte taal en vlak
- Handboeke vir wiskunde en tale vir Grade 3 - 6
- Getuienis van lees, skryf en reken – geen besondere benadering word bepleit nie, maar onderrig in klankleer, woorde, lees met begrip, hoof- en skriftelike rekene is fundamenteel

Daarbenewens sal die WKOD voortgaan om al om die ander jaar aan die einde van die Grondslagfase en die Intermediêre fase, d.w.s. Grade 3 en 6, reg deur die provinsie heen te toets. Graad 3-leerders sal in 2006 getoets word.

In Grade 7 – 9 bou die WKOD voort op die sterk grondslag wat daar in lees, skryf en rekene gelê is. In hierdie grade is die fokus op agt leerareas wat leerders 'n algemene opvoeding bied wat die basis is vir die kies van 'n meer gespesialiseerde studieveld, en vir welslae daarin.

In die tydperk tot 2007 sal Graad 7-, 8- en 9-onderwysers in die NKV opgelei word. Die fokus hier sal op al agt die leerareas wees. Teksboeke en toerusting vir al die leerareas word aan alle Graad 7 – 9-leerders voorsien.

- **Verdere Onderwys en Opleiding (VOO) Grade 10 - 12**

VOO is 'n spesialiseringfase. Dit is die eerste fase in die onderwysstelsel waarin leerders keuses moet maak oor die vakke of programme wat hulle gaan aanbied.

Die nuwe Nasionale Kurrikulumverklaring (NKV) word in Grade 10 – 12 ingevoer (Graad 10 het in 2006 begin). Die aantal vakke wat in die kurrikulum van VOO-skole aangebied word, is grootliks verminder, maar is meer gefokus en relevant. Die NKV-kurrikulum is ook meer gefokus. Die departement is ook besig om 'n proses van kurrikulumregstelling te dryf om te verseker dat die volle bestek van vakke in alle distrikte aangebied word. Dit vereis fyn beplanning en sterk hersteloptrede.

Die kurrikulumherstelproses word deur 'n stelselmatige herstelprogram ondersteun wat toerusting (veral rekenaars) en gespesialiseerde onderwysers aan benadeelde gebiede voorsien. Die WKOD het met hierdie herstelproses in die velde van wiskunde begin, en ondersteun reeds 50 Wiskunde-, Wetenskap- en Tegnologieskole vir benadeelde leerders. Ander 'fokus'-skole, soos Kuns- en Kultuurskole is ook in die VOO-band ontwikkel.

Alle VOO-fase onderwysers ontvang opleiding in onderwys- en assesseringstrategieë. Daarbenewens woon onderwysers kursusse by wat deur hoër onderwysinstansies (HOI'e) an ander vakdeskundiges aangebied word om hul kennis van die vakinhoud na hul behoeftes op te gradeer. Rekenaargeletterheidsprogramme word aan onderwysers gebied wat dit vir hul onderrig nodig het.

Terwyl die onderwysstelsel besig is om vir die invoer van die nuwe kurrikulum voor te berei, word aandag ook geskenk aan die aantal leerders wat 'n Senior Sertifikaat verwerf. Teikens word gestel vir die aantal leerders, eerder as die persentasie, wat in die eksamens slaag. Dit is heel maklik om 'n skool se slaagkoers te verhoog deur eenvoudig die aantal leerders te verminder. Dit is nodig om hierdie praktyk te ontmoedig, terwyl die bied van die geleentheid om op hoër vlakke in die skoolstelsel te leer, aangemoedig behoort te word. Dit is 'n belangrike oorweging wat noue skakeling het met die konsep van die deurvloeikoers. Die WKOD stel teikens vir die toename in die aantal leerders wat vir die Senior Sertifikaat slaag op meer as 1 000 per jaar, vanaf 34 000 in 2003 tot 50 000 in 2014.

In die eksamens vir die senior sertifikaat in 2005 het skole in die Wes-Kaap 'n slaagsyfer van 84.4% behaal. Hoe bemoedigend hierdie slaagsyfer ookal mag wees, is dit belangrik dat ander aanduiders ook gebruik sal word by die ontleding van die uitslae. Die belangrikste hiervan is die gehalte van die slaag. 'n Matriekendossement word algemeen as 'n volmag vir gehalte beskou, aangesien van die leerder verwag word om minstens vier vakke op die hoër graad te neem. 'n Sleutelbepalingspunt is steeds die klein aantal swart leerders uit die vorige DOO- en RVV-skole wat endossemente en HG-slaagsyfers in wiskunde en wetenskap behaal.

Die WKOD sal voortgaan om die prestasie van skole te vier wat hul aantal inskrywings behou of vermeerder, terwyl hulle ook hul endossementkoers verbeter.

- **Skoolveiligheid**

Soos elders in die wêreld die geval is, word skoolveiligheid toenemend 'n bron van kommer vir die regering. Die Wes-Kaap word in die besonder in hierdie verband verpes aangesien dit die ernstige probleme van bendes en bendegeweld ervaar, met die gepaardgaande teistering van alkohol- en dwelmmisbruik. Saam met 'n reeks vennote, maar veral die Departement van Gemeenskapsveiligheid, word hierdie kwessies verbeter die hoof gebied.

Die Veiligeskoleprogram het 'n drieledige strategie, wat die volgende behels:

- 'n Veiligeskole-oproepsentrum waar allerlei probleme aangemeld kan word, en waar geaffekteerde en getraumatiseerde individue vir berading kan aanklop en dit kan ontvang.



- Voorsiening van sekuriteit: hierdie program fokus op die installering van verskeie veiligheidsmaatreëls, waaronder sekuriteitsomheininge en sekuriteitsalarms by hoë risiko skole. Die program sluit ook oorlewingstrategieë in.
- Onderwysprogramme wat op waardes en houdings fokus, met as doel om die belangstelling van leerders tot meer positiewe aktiwiteite soos sport, die kunste en drama te rig, en op toekomstige loopbane te fokus.
- **Skoolbestuur**

'n Totaal van 851 uit 1460 skole (of 58.3% van alle openbare gewone skole) het Artikel 21-status ontvang. Die oorblywende 609 skole ontvang steeds voortgesette aandag. Ondersteuning word op 'n deurlopende basis aan alle skole gebied.

## **Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom**

Verskeie uitdagings het vorm aan ons beplanning vir volgende jaar en verder gegee terwyl ons voorberei om die MKOS te implementeer. Hierdie uitdagings sluit die volgende in:

- Die aantal leerders in Graad 3 en 6 wat nie die uitkomst vir hul grade verwesenlik het wat deur die nasionale kurrikulum in gesyferdheid en geletterdheid verlang word nie. (Rampspoedige impak op gehaltelewing reg deur die stelsel op alle vlakke.)
- Die kennis- en vaardigheidsvlakke van onderwysers: Onderwysersopleiding, om te verseker dat onderwysers die kennis en vaardighede het wat nodig is om die nasionale kurrikulum te onderrig en leerderprestasie in alle leerareas te verbeter.
- Tekort aan skoolakkommodasie in sekere areas waar daar snelle bevolkingsgroei is, en ons onvermoë om weens finansiële beperkinge van die agterstande ontslae te raak. Die toenemende infrastruktuur aanvraag om bestaande agterstande in te haal en ook om aan nuwe aanvraag in die lig van die steeds uitbreidende menslike nedersettingsprogram te voldoen, wat nie toegewyste befondsing vir skoolinfrastruktuur het nie.
- Die behoefte om veilige skoolomgewings te verseker, en om skole as heilige plekke vir onderrig en leer in ons gemeenskappe te vestig.
- Toenemende druk om binne ons huidige beleid leerdervoer te voorsien aan daardie hoofsaaklik landelike leerders wat meer as 5km vanaf die naaste skool woon.

Die WKOD het 'n aantal intervensies en projekte ingevoer in 'n poging om verskeie aspekte van gehalteonderwys in skole aan te spreek. Die projekte en intervensies wat by skole in werking is, sluit onder meer die volgende in:

- Strategie om positiewe gedrag aan te moedig en op probleemgedrag in openbare skole te reageer: Die doelstelling van die strategie is tweeledig: In die eerste plek moet dit 'n konseptuele raamwerk en operasionele riglyne bied om positiewe gedrag te bemoedig, en tweedens moet dit strategieë identifiseer en meganismes voorsien om doeltreffend op probleemgedrag in skole te reageer. Ten einde hierdie doelstelling te verwesenlik, sal die doel van die strategie wees (a) om die herwinning van skoolomgewings en 'n inklusiewe onderwysstelsel te bevorder, (b) om 'n benadering tot probleemgedrag te bevorder wat op ontwikkeling, sterk punte, en herstel ingestel is, en (c) om die kapasiteit van opvoeders te bou ten einde op 'n ontwikkelings- en herstelgemikte wyse op probleemgedrag te reageer, en om doeltreffende en gehalteprogramme, dienste en onderwys aan leerders te bied wat gevaar loop.
- Identifisering van disfunksionele skole: Multifunksionele spanne identifiseer die probleme wat deur hierdie skole ervaar word; bedink 'n strategie om die probleme onder die leierskap van 'n projekleier die hoof te bied; waar nodig, word die ondersteuning van buite-organisasies ingeroep; departementele opleidingsprogramme word aan die skool gebied; voortgesette mislukking kan tot mentorskap/kuratorskap by daardie skole lei; indien mislukking voortduur, kan die hersamestelling van die skool geïmplementeer word.
- Multigraadintervensie: Om skole wat meer as een graad per klas onderrig, m.b.t. hul onderrigmetodes te ondersteun. Klem word gelê op die benutting van IKT ten einde doeltreffende multigraadonderrig te ondersteun.
- Veldtog vir Vroeë Inskrywing: Spoor skole aan om vroeg in die jaar met die proses van leerderinskriving vir finalisering teen die einde van die jaar te begin; voltooiing van roosters en nominasies vir aanstelling van onderwysers sodat skole op die eerste dag van die nuwe jaar met onderrig kan begin; identifisering van gevaarvolle m.b.t. akkommodasie sodat gebeurlikheidsplanne in plek geplaas kan word.
- Inklusiewe onderwys: Onderwyswitskrif 6 toon aan hoedat die huidige spesiale onderwysstelsel in 'n inklusiewe onderwys- en opleidingstelsel getransformeer behoort te word. Dit spel onder meer uit hoedat hoofstroomskole in vollediënsskole ontwikkel behoort te word wat in staat sal wees om leerders te akkommodeer wat matige ondersteuning nodig het; hoedat spesiale skole in hulpbronsentrums vir hoofstroomskole ontwikkel behoort te word; die ontwikkeling van distriksondersteuningspanne; en die ontwikkeling van institusionele ondersteuningspanne.
- Gefokusde geletterdheids- en gesyferdheidsstrategieë vir die Grondslagfase en die Intermediêre fase.

Die OBOS'e en hul verskillende strukture besoek alle onderwysinstansies en staan hulle by met kapasiteitsbou in terme van verskillende scenario's en aksies wat uitgevoer moet word, bv. die aanstel van nuwe beheerliggame, finansiële sake, kurrikulum, ens.

ST201	OPENBARE GEWONE SKOOL ONDERWYS – Sleutelendense						
	2003/04 Werklike	2004/05 Werklike	2005/06 Geskatte	2006/07 Geskatte	2007/08 Geskatte	2008/09 Geskatte	
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
2.1 Openbare primêre skole	2 522,571	2 722,031	3 055,830	3 176,205	3 537,763	3 647,817	
2.2 Openbare sekondêre skole	1 712,387	1 845,868	2 114,176	2 285,921	2 350,886	2 676,712	
2.3 Professionele dienste	143,559	165,385	173,312	186,402	197,010	207,516	
2.4 Mensikethulpbronontwikkeling	8,208	3,186	10,596	11,956	39,319	71,486	
2.5 Voorwaardelike toekennings	30,495	36,191	49,321	48,313	50,729	53,220	
Totaal	4 417,220	4 772,661	5 403,235	5 708,797	6 175,707	6 656,751	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	4 081,003	4 386,315	4 861,281	5 291,286	5 796,785	6 326,505	
Vergoeding van werknemers	3 736,207	3 974,198	4 444,925	4 704,970	5 070,780	5 354,564	
Opvoeders	3 372,039	3 585,008	3 983,458	4 193,586	4 408,507	4 654,278	
Nie-opvoeders	364,168	389,190	461,467	511,384	662,273	700,286	
Goedere en dienste	344,796	412,117	416,356	586,316	726,005	971,941	
Oordragte en subsidies	227,068	257,847	244,896	224,498	232,563	243,102	
Betalings vir kapitale bates	109,149	128,499	297,058	193,013	146,359	87,144	
<b>TOTAAL</b>	<b>4 417,220</b>	<b>4 772,661</b>	<b>5 403,235</b>	<b>5 708,797</b>	<b>6 175,707</b>	<b>6 656,751</b>	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens)	26 593	26 906	27 118	27 268	27 268	27 268	
Aantal Nie-opvoeders (in openbare diens)	6 511	6 583	6 639	6 676	6 676	6 676	
<b>DOEL TREFFENDHEIDSTATISTIEK</b>							
Leerders (a)	898 055	921 176	920 812	933 969	946 595	959 421	
Totale maonlikke leerderdae per leerder (b)	205	205	205	205	205	205	
Totale leerderdae deur wegblyery verloor (c)	7 179 950	7 364 802	7 361 892	7 467 082	7 568 027	7 670 571	
Aantal Opvoeders (in openbare diens) (d)	26 177	26 482	26 693	26 842	26 842	26 842	
Aantal permanente opvoeders wat openbare gewone skole verlaat het (e)							
Afslytingskoers vir permanente opvoeders (e/d)							
Totale maonlikke werksdae per opvoeder (f)	205	205	205	205	205	205	
Totale werksdae wat deur opvoederwegblyery verloor is (g)	277 691	237 728	246 243	2236 612	225 607	220 104	
Nie-Artikel 21-skole wat LOOM e teen dag 1 van die skooljaar ontvang het (h)	711	753	602	574	556	930	

ST201	OPENBARE GEWONE SKOOLONDERWYS – Sleuteltendense (vervolg)						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	
<b>INKLUSIEWE ONDERWYSSTATISTIEK</b>							
Leerders met hoëvlak spesiale behoeftes in openbare gewone skole (i)	30 983	31 781	31 952	34 837	38 432	38 952	
<b>SKOOLVOEDINGSTATISTIEK</b>							
Leerders wat by die skoolvoedingsprogram baat (j)	145 596	152 839	156 617	204 000	204 000	204 000	
Programme in terme van gemiddelde dae per leerder (k)	170	170	170	170	170	170	
<b>SKOLIEREVERVOERSTATISTIEK</b>							
Leerders wat by skolierevervoer baat (l)	Data nie beskikbaar	45 731	46 700	46 700	46 700	46 700	
<b>► PRESTASIEMAATSTAWWE</b>							
► PM201: Persentasie leerderdae deur die voedingsprogram gedek ((i x k)/(a x b))	13.4%	13.8%	14.1%	18.1%	17.9%	17.6%	
► PM202: Persentasie leerders in openbare gewone skole met spesiale behoeftes (i / a)	3.5%	3.5%	3.5%	3.7%	4.1%	4.1%	
► PM203: Persentasie leerders in openbare gewone skole met watertoevoer	99.2%	99.3%	100.0%	100.0%	100.0%	100.0%	
► PM204: Persentasie openbare gewone skole met elektrisiteit	98.5%	98.8%	100.0%	100.0%	100.0%	100.0%	
► PM205: Persentasie skole met voldoende aantal werkende toilette	Data nie beskikbaar nie	Data nie beskikbaar nie	11.1%	11.2%	11.1%	11.0%	
► PM206: Besteding op onderhoud as 'n persentasie van die waarde van skoolinfrastruktuur	Data nog nie beskikbaar nie						
► 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 waar alle LOOM en ander nodige materiaal op dag 1 van die skooljaar afgelewer was	94.7%	108.5%	70.7%	65.5%	61.6%	100.0%	
► PM209: Persentasie skole met Artikel 21-funksies	51.4%	48.0%	58.6%	60.4%	61.9%	63.4%	
► PM210: Persentasie werksdae weens opvoederwegblyery in openbare gewone skole verloor ((g / (d x f))	5.2%	4.4%	4.5%	4.3%	4.1%	4.0%	
► PM211: Persentasie leerderdae weens leerderwegblyery in openbare gewone skole verloor (c / (a x b))	Data nie beskikbaar nie						
<b>Nota:</b> Die syfers vir skole met watertoevoer en elektrisiteit (vir PM203 en PM204 gebruik) kan in die tabelle oor primêre en sekondêre skole gevind word. <b>Bronne:</b> Provinsiale Begrotingsverklaring (2006).							

ST202	OPENBARE PRIMÊRE SKOLE – Sleuteltendense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	2,338,152	2,528,721	2,806,025	2,961,958	3,298,999	3,513,539	
Vergoeding van werknemers	2,169,862	2,301,283	2,578,530	2,737,609	2,951,951	3,117,141	
Opvoeders	1,981,280	2,101,279	2,369,669	2,524,215	2,720,135	2,872,202	
Nie-opvoeders	188,582	200,004	208,861	213,394	231,816	244,939	
Goedere en dienste	168,290	227,438	227,495	224,349	347,048	396,398	
Ordragte en subsidies	123,138	116,300	100,312	124,032	128,453	134,278	
Betalings vir kapitale bates	61,281	77,010	149,493	90,215	110,311	0	
<b>TOTAAL</b>	<b>2,522,571</b>	<b>2,722,031</b>	<b>3,055,830</b>	<b>3,176,205</b>	<b>3,537,763</b>	<b>3,647,817</b>	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens) (a)	16 129	16 317	16 441	16 539	16 539	16 539	
Aantal Nie-opvoeders (in openbare diens)	3 539	3 577	3 608	3 629	3 629	3 629	
<b>INSKRYWING</b>							
Leerders in openbare primêre skole (b)	570 572	582 753	572 328	578 395	584 418	590 441	
L:O-verhouding in openbare primêre skole (b/a))	35	36	35	35	35	36	
Leerders Graad 1 tot Graad 7 (c)	570 572	582 753	572 328	578 395	584 418	590 441	
van wie gestremde leerders	571	466	572	2 892	5 844	5 904	
van wie vroulikes	0	0	0	0	0	0	
Geslagsgeelykheidsindeks							
<b>INSTANSIES EN INFRASTRUKTUUR</b>							
Skole	1 125	1 107	1 108	1 105	1 111	1 117	
Aantal skole met SASW Artikel 21-funksies	560	517	643	643	682	703	
Aantal skole wat geen-fooi-skole verklaar is	0	0	0				Nog nie bepaal nie
Aantal skole met watertoewoer	1 114	1 100	1 108	1 105	1 111	1 117	
Aantal skole met elektrisiteit	1 103	1 093	1 108	1 105	1 111	1 117	
Aantal skole met voldoende werkende toilette		Data nie beskikbaar nie	115	115	115	115	
Klaskamers (d)	14 568	14 760	14 879	14 987	15 095	15 203	
Leerder/klaskamer-verhouding (b/d)	39	39	38	39	39	39	
Skole met meer as 40 leerders per klas	0	0	0	0	0	0	

<b>ST202 OPENBARE PRIMÊRE SKOLE – Sleutelendense (vervolg)</b>							
<b>BESTEDING AAN INSTANDHOUDING (R'000)</b>	2003/04 Werklike	2004/05 Werklike	2005/06 Geskatte	2006/07 Geskatte	2007/08 Geskatte	2008/09 Geskatte	
Besteding aan skoolinstandhouding	40,990	68,003	47,400	150,579	142,094	139,726	
Vervangingswaarde van alle vaste skoolinfrastruktuur	Data nie in hierdie formaat beskikbaar nie						
<b>LEWERING- EN DOEL TREFFENDHEIDSTATISTIEK</b>							
Aantal Graad 3-leerders wat gestandaardiseerde toetse aflê (e)	75 931	81 489	80 722	82 336	83 983	84 823	
Aantal Graad 3-leerders wat aanvaarbare uitkomst behaal (f)	27 335	32 596	36 325	41 168	46 191	50 894	
Aantal Graad 6-leerders wat gestandaardiseerde toetse aflê (g)	92 341	82 574	66 133	67 456	68 805	69 493	
Aantal Graad 6-leerders wat aanvaarbare uitkomst behaal (h)	33 243	33 030	29 760	33 728	37 843	41 696	
Aantal Graad 1 tot 7-leerders wat hul graad herhaal (i)	22 771	22 771	22 771	22 771	22 771	22 771	22 771
<b>► PRESTASIEMAATSTAWWE</b>							
► PM212: Die prestasieverhouding van die mins bevoordeelde tot die mees bevoordeelde skole m.b.t. Graad 3	56%	58%	60%	62%	64%	66%	
► PM213: Herhalingskoers in Grade 1 tot 7 (l/c)	4%	4%	4%	4%	4%	4%	4%
► PM214: Persentasie leerders in Graad 3 wat aanvaarbare uitkomst in gesyferdheid, geleterdheid en lewensvaardighede behaal (f/e)	36%	40%	45%	50%	55%	60%	
► PM215: Persentasie leerders in Graad 6 wat aanvaarbare uitkomst in gesyferdheid, geleterdheid en lewensvaardighede behaal (h/g)	36%	40%	45%	50%	55%	60%	

ST203	OPENBARE SEKONDÊRE SKOLE – Sleuteltendense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	1,585,809	1,705,020	1,899,848	2,100,954	2,229,744	2,500,615	
Vergoeding van werknemers	1,453,568	1,551,268	1,731,741	1,825,072	1,967,967	2,078,094	
Opvoeders	1,306,438	1,394,249	1,566,275	1,677,316	1,807,503	1,908,551	
Nie-opvoeders	147,130	157,019	145,466	147,756	160,464	169,543	
Goedere en dienste	132,241	153,752	168,107	275,882	261,777	422,521	
Ordragte en subsidies	86,402	89,690	66,763	82,686	85,636	89,519	
Betalings vir kapitale bates	40,176	51,158	147,565	102,281	35,506	86,578	
<b>TOTAAL</b>	<b>1,712,387</b>	<b>1,845,868</b>	<b>2,114,176</b>	<b>2,285,921</b>	<b>2,350,866</b>	<b>2,676,712</b>	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens) (a)	10 048	10 165	10 252	10 303	10 303	10 303	
Aantal Nie-opvoeders	2 601	2 631	2 653	2 667	2 667	2 667	
<b>INSKRYWING</b>							
Leerders in openbare sekondêre skole (b)	327 483	338 423	348 484	355 574	362 177	368 980	
L.O-verhouding in openbare sekondêre skole (b/a))	33	33	34	35	35	36	
Leerders Graad 8 tot Graad 12 (c)	327 483	338 423	348 484	355 574	362 177	368 980	
van wie gestremde leerders	64 187	33 842	34 848	35 557	36 218	36 898	
van wie vroulikkes (d)	174 450	180 810	186 107	177 787	181 089	184 490	
Geslagsgeelykheidsindeks	1.1	1.1	1.1	1.0	1.0	1.0	
Vroulikkes in Grade 8 - 12 wat beide wiskunde en wetenskap neem (e)							
<b>INSTANSIES EN INFRASTRUKTUUR</b>							
Skole	337	340	345	346	348	350	
Aantal skole met SASW Artikel 21-funksies	191	177	208	214	221	27	
Aantal skole wat geen-fooi-skole verklaar is							
Aantal skole met watertoevoer	337	337	345	346	348	350	
Aantal skole met elektrisiteit	337	337	345	346	348	350	
Aantal skole met voldoende werkende toilette							
Aantal skole met voldoende werkende toilette							
Aantal skole met 'n wetenskaplaboratorium	297	309	314	318	327	333	
Klaskamers (f)	18 615	18 862	18 976	19 012	19 048	19 084	
Leerder/klaskamer-verhouding (b/f)	18	18	18	19	19	19	
Skole met meer as 40 leerders per klas	0	0	0	0	0	0	

ST203	OPENBARE SEKONDÊRE SKOLE – Sleutelendense (vervolg)					
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte
<b>BESTEDING AAN INSTANDHOUDING (R'000)</b>						
Besteding aan skoolinstandhouding	27,326	45,336	31,600	100,386	94,730	93,150
Vervangingswaarde van alle vaste skoolinfrastruktuur	0	0	0	0	0	0
<b>LEWERING- EN DOEL TREFFENDHEIDSTATISTIEK</b>						
Aantal Graad 9-leerders wat gestandaardiseerde toetse affê (g)	73 200	78 964	82 169	83 812	85 489	86 344
Aantal Graad 9-leerders wat aanvaarbare uitkomst behaal (h)	54 168	60 013	64 092	67 050	76 085	77 709
Aantal Graad 8 tot 12-leerders wat hul graad herhaal (i)	37 470	38 580	35 545	33 780	32 596	29 518
Bevolking van ouderdom 18 (j)	89 249	89 249	89 249	89 249	89 249	89 249
Aantal leerders wat SS-eksamens affê (k)	38 733	38 886	38 586	39 371	40 102	40 855
Aantal leerders wat in SS-eksamens slaag (l)	33 769	33 066	32 573	34 647	35 691	36 770
Aantal leerders wat in met endossement slaag	10 323	10 524	10 394	11 056	11 389	11 733
SS-slaagsyfer (l/k)	87,18%	85,03%	84,42%	88,00%	89,00%	90,00%
Aantal SS-kandidate wat in beide wiskunde en wetenskap slaag (m)	Data not available		9 708	9 808	9 908	10 008
Aantal skole wat SS-eksamens skryf	383	386	389	389	389	389
Aantal skole met 'n SS-slaagsyfer van minder as 40%	9	14	9	-	-	-
SS-slaagsyfer van kwintiel-1 skole (n)	73,6%	67,8%	69,5%	74,5%	79,5%	84,5%
SS-slaagsyfer van kwintiel-5 skole (o)	98,7%	98,3%	98,1%	98,5%	99,0%	99,0%
<b>PRESTASIEMAATSTAWWE</b>						
► PM216: Persentasie meises wat wiskunde en wetenskap in Grade 10 - 12 neem (e/d)	Data nie beskikbaar nie					
► PM217: Die prestasieverhouding van die mins bevoordeelde tot die mees bevoordeelde skole m. b. t. die slaagsyfer vir Graad 12 (n/o)	0.75	0.69	0.71	0.76	0.80	0.85
► PM218: Herhalingskoers in Grade 8 tot 12 (l/c)	11%	11%	10%	10%	9%	8%
► PM219: Slaagverhouding in Graad 12-eksamens (l/j)	40%	38%	37%	39%	40%	41%
► PM220: Slaagverhouding in Graad 12 vir wiskunde- en wetenskapeksamens (m/lj)	Data nie beskikbaar nie		11%	11%	11%	11%
► PM221: Persentasie Graad 9 leerders wat aanvaarbare onderwysuitkomst behaal (n/g)	74%	76%	78%	80%	82%	84%
<b>Nota:</b> PM216 tel die deelname aan wiskunde en wetenskap op beide die HG en SG-vlakte.						

ST204	OPENBARE GEWONE SKOOLONDERWYS – Skole volgens laagste en hoogste grade (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	20	8	8	145	747	81	72	0	0	38
Gr 2							1				0	0
Gr 3							1				0	0
Gr 4							14				0	0
Gr 5											0	0
Gr 6											0	0
Gr 7											0	1
Gr 8										1	3	294
Gr 9											1	2
Gr 10												2
Gr 11												0
Gr 12												1
	Totale primêre skole (prog. 2.1)						1 029	Sekondêre skole (prog. 2.2)				422

**Nota:** Die grade in die linkerkolom dui die laagste graad beskikbaar in elke skool aan, en die grade in die boonste ry dui die hoogste graad aan. **Bronne:** Jaarorsig van Skole (2005).

ST205	OPENBARE GEWONE SKOOLONDERWYS – Inskrywings- en vloeikoersbesonderhede (2005)					
	Leerders	Leerders 2005	Herhalers	Herhalerkoers	Uitsakkers	Uitsakkoers
Gr 1	104 105	93 515	6 413	6.86%	2 031	2.2%
Gr 2	82 130	94 231	3 658	3.88%	- 8	0.0%
Gr 3	81 489	80 695	2 685	3.33%	- 669	-0.8%
Gr 4	76 781	80 809	2 866	3.55%	- 402	-0.5%
Gr 5	66 060	74 984	2 491	3.32%	116	0.2%
Gr 6	82 574	66 141	2 798	4.23%	1 789	2.7%
Gr 7	89 614	81 953	1 860	2.27%	2 664	3.3%
<b>Totaal Gr 1 TO 7</b>	<b>582 753</b>	<b>572 328</b>	<b>22 771</b>	<b>3.98%</b>	<b>5 521</b>	<b>1.0%</b>
Gr 8	85 053	88 778	5 063	5.70%	4 348	4.9%
Gr 9	78 964	82 169	7 221	8.79%	2 318	2.8%
Gr 10	80 756	81 577	17 095	20.96%	16 749	20.5%
Gr 11	54 199	56 657	6 304	11.13%	7 778	13.7%
Gr 12	39 451	39 303	1 787	4.55%	0	0.0%
<b>Totaal Gr 8 TO 12</b>	<b>338 423</b>	<b>348 484</b>	<b>37 470</b>	<b>10.75%</b>	<b>31 193</b>	<b>9.0%</b>

**Voetnota**

- Alle syfers verteenwoordig die situasie in die skooljare 2004 en 2005.
- - Bron – 2004 en 2000 Jaarorsig.
- 'Herhalerkoers' is 'Herhaler' gedeel deur die inskrywing vir daardie graad in die vorige jaar.
- 'Uitsakkers' is die aantal leerders wat gedurende die vorige jaar uit daardie graad uitgesak het. Dit word bereken as inskrywings in daardie graad in die vorige jaar, minus inskrywings in die volgende graad in die huidige jaar, minus herhalers in dieselfde graad in die huidige jaar, plus herhalers in die volgende graad in die huidige jaar.



ST206	OPENBARE GEWONE SKOOLONDERWYS – Opvoeder- en leerderbywoning (2004)			
	Hoofdetelling	Potensiële leer- en onderrigdael	Dae verloor	% dae verloor
<b>OPVOEDERS</b>				
2.1 Openbare primêre skole	15 156	3 031 200	146 440	4.83%
2.2 Openbare sekondêre skole	9 448	1 889 600	91 288	4.83%
<b>TOTAAL</b>	<b>24 604</b>	<b>4 920 800</b>	<b>237 728</b>	<b>4.83%</b>
<b>LEERDERS</b>				
2.1 Openbare primêre skole	572 328	114 465 600	Data nog nie in hierdie formaat beskikbaar nie	
2.2 Openbare sekondêre skole	348 484	69 696 800		
<b>TOTAAL</b>	<b>920 812</b>	<b>184 162 400</b>		

ST207	OPENBARE GEWONE SKOOLONDERWYS – Leerder/opvoederverhoudings per kwintiel (2005)					
	Leerders	Opvoeders in openbare diens	Open- bare L:O	Opvoeders in private diens	Totale opvoeders	Werklike L:O- verhouding
<b>2.1 Openbare primêre skole</b>	583 937	15 156	39	1 987	17 143	34
Kwintiel 1 (swakste)	108 061	2 805	39	368	3 172	34
Kwintiel 2	116 125	3 014	39	395	3 409	34
Kwintiel 3	124 357	3 228	39	423	3 651	34
Kwintiel 4	119 650	3 105	39	407	3 513	34
Kwintiel 5 (minste swak)	115 744	3 004	39	394	3 398	34
<b>2.1 Openbare sekondêre skole</b>	337 204	9 448	36	1 276	10 724	31
Kwintiel 1 (swakste)	75 867	2 125	36	287	2 412	31
Kwintiel 2	68 317	1 913	36	258	2 172	31
Kwintiel 3	59 187	1 658	36	224	1 882	31
Kwintiel 4	65 109	1 824	36	246	2 070	31
Kwintiel 5 (minste swak)	68 754	1 928	36	260	2 189	31

<b>ST208</b>	<b>OPENBARE GEWONE SKOOLONDERWYS – Hulpbronne via die Skoolbefondsingsnorme (2005/06) verkry</b>			
<i>Programme/Regstatus/Armoede-kwintiele</i>	<i>Skole</i>	<i>Totale besteding (R'000)</i>	<i>Leerders</i>	<i>Besteding per leerder- R</i>
<b>2.1 Openbare primêre skole</b>				
Nie-Artikel 21-skole	462	68,039	247 939	274
Kwintiel 1 (swakste)	146	20,724	61 462	337
Kwintiel 2	97	17,808	58 701	303
Kwintiel 3	93	14,569	55 175	264
Kwintiel 4	102	12,714	60 090	212
Kwintiel 5 (minste swak)	24	2,224	12 511	178
Artikel 21-skole	643	74,103	335 998	221
Kwintiel 1 (swakste)	156	15,777	46 599	339
Kwintiel 2	111	17,464	57 424	304
Kwintiel 3	89	17,876	69 182	258
Kwintiel 4	89	12,137	59 560	204
Kwintiel 5 (minste swak)	198	10,849	103 233	105
<b>TOTAAL</b>	<b>1 105</b>	<b>142,142</b>	<b>583 937</b>	<b>243</b>
<b>2.2 Openbare sekondêre skole</b>				
Nie-Artikel 21-skole	138	57,934	154 628	375
Kwintiel 1 (swakste)	46	23,118	56 063	412
Kwintiel 2	38	15,279	39 174	390
Kwintiel 3	26	10,151	28 543	356
Kwintiel 4	25	8,478	27 642	307
Kwintiel 5 (minste swak)	3	908	3 206	283
Artikel 21-skole	208	50,609	182 606	277
Kwintiel 1 (swakste)	18	8,092	19 804	409
Kwintiel 2	28	11,209	29 143	385
Kwintiel 3	30	10,654	30 644	348
Kwintiel 4	45	11,098	37 467	296
Kwintiel 5 (minste swak)	87	9,556	65 548	146
<b>TOTAAL</b>	<b>346</b>	<b>108,543</b>	<b>337 234</b>	<b>322</b>
<b>Totaal vir Nie-Artikel 21-skole</b>	<b>600</b>	<b>125,973</b>	<b>402 567</b>	<b>313</b>
<b>Totaal vir Artikel 21-skole</b>	<b>851</b>	<b>124,712</b>	<b>518 604</b>	<b>240</b>
<b>Totaal vir Kwintiel 1</b>	<b>366</b>	<b>67,711</b>	<b>183 928</b>	<b>368</b>
<b>Totaal vir Kwintiel 2</b>	<b>274</b>	<b>61,760</b>	<b>184 442</b>	<b>335</b>
<b>Totaal vir Kwintiel 3</b>	<b>238</b>	<b>53,250</b>	<b>183 544</b>	<b>290</b>
<b>Totaal vir Kwintiel 4</b>	<b>261</b>	<b>44,427</b>	<b>184 759</b>	<b>240</b>
<b>Totaal vir Kwintiel 5</b>	<b>312</b>	<b>23,537</b>	<b>184 498</b>	<b>128</b>
<b>GROOTTOTAAL</b>	<b>1 451</b>	<b>250,685</b>	<b>921 171</b>	<b>272</b>
Prog. 2 nie-personeel nie-kapitaal-begroting		661,252		
Vlak van 'bo-sny'		62.1%		

### B.3 Subsidies vir Onafhanklike Skole

Die volgende is die meetbare doelwitte (▲) wat op Program 3 betrekking het, en hul prestasiemaatstawwe (▶)

	<i>Meetbare doelstellings.</i>	<i>Prestasiemaatstawwe</i>
<i>Gehalte</i>	▲ Om te verseker dat gehalteonderwys in onafhanklike skole plaasvind.	▶ PM391: Persentasie befondste onafhanklike skole wat vir moniteringsdoeleindes besoek is

#### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte**

Om toegang tot gehalteonderwys te verseker vir alle kinders wat in die provinsie woon.

- Om onafhanklike skoolonderwys wat armer gemeenskappe bedien, op 'n gyskaal te ondersteun as 'n aanvulling by openbare skoolonderwys.

- **Beleidsbepalings en prioriteite:**

Alle onafhanklike skole wat by die WKOD as geskik geregistreer is, afhangende van die Norme en Standaard-befondsing vir Onafhanklike Skole, ontvang maksimum subsidies gelyk aan 60% van die koste per leerder in die openbare skole. Alle onafhanklike skole wat om 'n subsidie aansoek doen, en geskik is vir befondsing in terme van die Norme en Standaard-beleid, ontvang 'n subsidie.

Dit is vir die WKOD nodig om te verseker dat gehalte-onderwys in onafhanklike skole plaasvind, en in dié verband sal skole gemoniteer word.

#### Vorderingsontleding

Daar is tans 180 onafhanklike skole in die Wes-Kaap. Hierdie skole akkommodeer 'n verskeidenheid leerders uit uiteenlopende sosio-ekonomiese agtergronde, en hulle is belangrike en gewaardeerde vennote in die lewering van onderwys in die provinsie.

Die WKOD voorsien tans subsidies aan 78 onafhanklike skole in die Wes-Kaap. Hierdie onafhanklike skole voorsien leergeleenthede aan benadeelde leerders in die provinsie.

#### Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom

'n Paar onafhanklike skole het baie swak prestasierekords in die sistemiese toetsing op die Graad 3 en 6-vlakke en in Graad 12. Daar is ook gereeld klagtes van leerlinge en ouers. Die WKOD beplan om beslis met hierdie skole op te tree en te verseker dat hulle gederegistreer word indien hulle in gebreke bly om gehalteonderwys te voorsien.

Die deurvoer en lewering van onafhanklike skole wat subsidies ontvang, word noukeurig gemoniteer, en subsidies word dienoreenkomstig aangepas.

ST301	SUBSIDIES AAN ONAFHANKLIKE SKOLE – Sleutelendense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
3.1 Primêre fase	14,385	15,673	18,335	19,270	20,195	21,104	
3.2 Sekondêre fase	11,858	14,088	14,136	14,857	15,570	16,271	
<b>TOTAAL</b>	26,243	29,761	32,471	34,127	35,765	37,375	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	26,243	29,761	32,471	34,127	35,765	37,375	
Vergoeding van werknemers	-	-	-	-	-	-	
Goedere en dienste	-	-	-	-	-	-	
Oordragte en subsidies	26,243	29,761	32,471	34,127	35,765	37,375	
Betalings vir kapitale bates	-	-	-	-	-	-	
<b>TOTAAL</b>	26,243	29,761	32,471	34,127	35,765	37,375	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens)	-	-	-	-	-	-	
<b>INSKRYWING</b>							
Leerders in onafhanklike skole wat 'n subsidie ontvang	16 580	16 747	16 837	17 005	17 175	17 347	
3.1 Primêre fase	10 863	10 973	11 177	11 289	11 402	11 516	
3.2 Sekondêre fase	5 716	5 774	5 660	5 717	5 774	5 832	
Leerders in nie-gesubsidieerde onafhanklike skole							
Grade 1 tot 7							
Grade 8 tot 12							
<b>TOTAAL (alle leerders in onafhanklike skole)</b>	16 580	16 747	16 837	17 005	17 175	17 347	
<b>INSTANSIES</b>							
Skole wat 'n subsidie ontvang	75	75	81	81	81	81	
3.1 Primêre fase	55	55	60	60	60	60	
3.2 Sekondêre fase	20	20	21	21	21	21	
Skole wat nie 'n subsidie ontvang	100	100	104	104	104	104	
<b>TOTAAL</b>	175	175	185	185	185	185	
Gesubsidieerde skole wat gedurende die jaar vir moniteringsdoelendes besoek is (b)	-	-	-	39	39	39	
<b>► PRESTASIEMAATSTAF</b>							
► PM391: Persentasie befondste onafhanklike skole wat vir moniteringsdoelendes besoek is (b/a)	-	-	-	48.0%	48.0%	48.0%	

<b>ST302      SUBSIDIES VIR ONAFHANKLIKE SKOLE – Hulpbronne via die Skoolbefondsingsnorme (2005) verkry</b>				
<i>Subsidievlak</i>	<i>Skole</i>	<i>Totale besteding (R'000)</i>	<i>Leerders</i>	<i>Besteding per leerder R</i>
60% (armste)	15	17 661	5 719	3 088
40%	24	9 072	4 122	2 201
25%	18	3 684	2 651	1 390
15%	16	1 815	2 262	802
0% (minste arm)	5	239	2 083	115
<b>TOTAAL</b>	<b>78</b>	<b>32 471</b>	<b>16 837</b>	<b>1 929</b>
<p><b>Nota:</b> Subsidievlakke is aan fooivlakke verwant op 'n vyfpunt progressiewe skaal. Skole waarvan die heffing op die laagste vlak is, sal vir die hoogste vlak van subsidie kwalifiseer. Skole wat fooie hef wat meer is as 2.5 maal die afsonderlike provinsiale gemiddelde skattings per leerder in die Primêre of Sekondêre fases van openbare gewone skole respektiewelik, word gereken dat hulle 'n hoogs welvarende klandisie bedien, en hulle sal 0% subsidie uit openbare fondse ontvang. Bron: Kennisgewing 20 van 2003</p>				

## B.4 Openbare Spesiale Skoolonderwys

Die volgende is die meetbare doelwitte (▲) wat op Program 4 betrekking het, en hul prestasiemaatstawwe (▶)

	<i>Meetbare doelstellings.</i>	<i>Prestasiemaatstawwe</i>
<i>Toegang</i>	▲ Om toegang tot spesiale skole te voorsien ooreenkomstig die beginsels van inklusiewe onderwys	▶ PM491: Persentasie kinders van verpligte skoolgaande ouderdom met spesiale behoeftes wat nie by onderwysinrigtings ingeskryf is nie

### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte**

Om toegang tot gehalteonderwys te verseker vir alle kinders wat in die provinsie woon

- Om plekke in openbare spesiale skole te voorsien ooreenkomstig beleid en die beginsels van inklusiewe onderwys
- Om toegang tot openbare spesiale skoolonderwys vir leerders uit voorheen benaadeelde groepe te verbeter
- Om sielkundige, sosiale, mediese, terapeutiese en leerondersteuning aan leerders te bied
- Om doeltreffende en inklusiewe onderwys vir leerders met spesiale onderwysbehoefte te bevorder
- Om te verseker dat die deurvloei van leerders deur openbare spesiale skole optimaal is
- Om die hoogste moontlike opvoedkundige uitkomst onder leerders in openbare spesiale skole te verwesenlik

Om doeltreffende bestuur en beheer in alle leerstandplase en ondersteuningstrukture te verseker

- Om ondersteuning en ontwikkeling van bestuur en beheer nader aan die skole te bring deur die werk van die OBOS'e en ander professionele dienste
- Om optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik
- Om die kennis en vaardighede van skoolprinsipale d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om die kennis en vaardighede van skoolbeheerliggame d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehalteverbetering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele ondersteuning aan alle openbare spesiale skole te voorsien

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende opvoeding te voorsien

- Om opvoeders by die openbare spesiale skole te voorsien, ooreenkomstig beleid
- Om te verseker dat die provinsie voldoende getalle toepaslik opgeleide opvoeders in diens neem
- Om pogings te ondersteun om onderwysstudente vir voordiens-opleidingsinstansies te werf
- Om die professionele gehalte van die onderwyserskorps deur voortgesette professionele ondersteuning te ontwikkel
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel ten einde onderrig en leer te verbeter en kurrikulumondersteuning te voorsien
- Om opvoeders toe te rus om doeltreffende kurrikulumontwikkeling, lewering en ondersteuning te verseker
- Om gefokuste programme vir opvoederontwikkeling deur die Kaapse Onderwysinstituut (KOI) van stapel te stuur
- Om gespesialiseerde onderwysondersteuning aan onderwysers te voorsien
- Om menslikehulpbronontwikkeling te voorsien, ingevolge die Wet op Vaardigheidsontwikkeling

- **Beleidsbepalings en prioriteite:**

Onderwyswitskrif 6 toon aan hoedat die huidige spesiale onderwysstelsel in 'n inklusiewe onderwys- en opleidingstelsel getransformeer behoort te word. Dit spel onder meer uit hoedat hoofstroomskole in vollediensskole ontwikkel behoort te word wat in staat sal wees om leerders te akkommodeer wat matige ondersteuning nodig het; hoedat spesiale skole in hulpbronsentrums vir hoofstroomskole ontwikkel behoort te word; die ontwikkeling van distriksondersteuningspanne; en die ontwikkeling van institusionele ondersteuningspanne.

Die vestiging van twee nuwe vaardigheidskole (in Mitchell's Plain en Khayelitsha)

## **Vorderingsontleding**

Die slaagsyfer vir Graad 12-leerders in 2005 was uitstekend. Die gemiddelde slaagsyfer vir 2005 was 93%. Vier spesiale skole het 'n slaagsyfer van 100% gehad.

Die ontoeganklikheid van die arbeidmark het 'n uitwerking op die vermoë van sommige skoolverlaters van spesiale skole om gepaste werk te kry. Dit moet egter in die gedagte gehou word dat leerders van vaardigheidskole geneig is om makliker in diens geneem te word as dié uit ander spesiale skole, of selfs hoofstroomskole.

## **Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom**

Daar is 'n beduidende toename in die aantal verwysings van leerders met leerhindernisse vir plasing in spesiale skole. Die grootste behoefte is vir die plasing van leerders in jeugsentrums en vaardigheidskole. Aandag word aan die rasionalisering van dienste gegee met die oog daarop om die behoeftes van die WKOD te akkommodeer.

Dit spreek vanself dat ondersteuning van hierdie sektor moet voortduur, aangesien die sektor onderwys vir diegene met leerhindernisse dek, sowel as dié wat konvensioneel as "begaafde leerders" bekend staan. Dit is egter te betwyfel of hulpbrontoewysing vir hierdie sektor in die kort termyn verhoog kan word, maar dit is noodsaaklik dat ons dit wel doen aangesien die aanvraag groot is, en ons tans toegang vir slegs 'n paar kan bied. Miskien is dit belangriker om die vestiging van meer vaardigheidskole te oorweeg, aangesien hierdie skole in staat is om daardie leerders te akkommodeer wie se vermoëns hulle slegs in staat stel om vaardighede soos metaalwerk, stoffering ens. te verwerf, en waarmee hulle in staat sal wees om die arbeidsmark te betree, en selfs die kleinsakewêreld in die vorm van ondernemings op hul gekose onderwysterrein. Twee nuwe vaardigheidskole word beplan, vir Mitchell's Plain en Khayelitsha

Die OBOS'e en hul verskillende strukture besoek die spesiale skole en staan hulle by met kapasiteitsbou in terme van verskillende scenario's en aksies wat uitgevoer moet word, bv. die aanstel van nuwe beheerliggame, finansiële sake, kurrikulum, ens. Voortgesette intervensies m.b.t. die opleiding van lede van SBS'e sluit die volgende in: kurrikulumbestuur, dissipline, vroue in leierskap, die jongste wysigings tot wette en bekragtigde resolusies.

Die transformeer van spesiale skole in hulpbronsentrums, in lyn met Onderwyswitskrif 6, dra by tot 'n toename in die steun wat verleen word aan leerders met spesiale onderwysbehoefte in hoofstroomskole. Indiensopleiding word vir OBOS-ondersteuningspersoneel voorsien (bane vir responsvermoëns, beradingsvaardighede vir herstel, en ontwikkelingsprogramme om op die ontwikkelingsbehoefte van moeilike leerders te reageer), opvoeders by jeugsentrums (geakkrediteerde opleiding in werk m.b.t. jeug- en kindersorg, beradingsvaardighede vir herstel en ontwikkelingsprogramme), terapeute en maatskaplike werkers.

ST401	OPENBARE SPESIALE SKOOL ONDERWYS – Sleutelkennense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
4.1 Skole	325,294	345,224	364,284	382,438	405,647	430,480	
4.2 Professionele dienste	-	-	1	1	1	1	
4.3 Menslikehulpbronontwikkeling	-	-	1	1	1	1	
<b>TOTAAL</b>	<b>325,294</b>	<b>345,224</b>	<b>364,286</b>	<b>382,440</b>	<b>405,649</b>	<b>430,482</b>	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	263,628	275,434	292,522	309,193	329,040	350,425	
Vergoeding van werknemers	261,725	273,315	289,413	305,278	323,986	344,994	
Opvoeders	201,976	216,114	237,234	249,748	262,547	279,445	
Nie-opvoeders	59,749	57,201	52,179	55,530	61,439	65,549	
Goedere en dienste	1,903	2,119	3,109	3,915	5,054	5,431	
Ordragte en subsidies	61,666	69,790	71,264	73,247	76,609	80,057	
Betalings vir kapitale bates	-	-	500	-	-	-	
<b>TOTAAL</b>	<b>325,294</b>	<b>345,224</b>	<b>364,286</b>	<b>382,440</b>	<b>405,649</b>	<b>430,482</b>	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens)	1 544	1 544	1 544	1 544	1 544	1 544	
Aantal Nie-opvoeders (in openbare diens)	903	906	906	906	906	906	
<b>INSKRYWING</b>							
Tot en met Graad 7	4 031						
Graad 8 en hoër	10 791						
Data nie beskikbaar nie							
<b>INSTANSIES EN INFRASTRUKTUUR</b>							
Skole	76	70	70	70	70	70	
<b>► PRESTASIEMAATSTAWWE</b>							
► PM401 : Persentasie kinders van verpligte skoolgaande ouderdom met spesiale behoeftes wat nie by onderwysinrigtings ingeskrif is nie	2%	2%	2%	2%	2%	2%	



## B.5 Verdere Onderwys en Opleiding

Die volgende is die meetbare doelwitte (▲) wat op Program 5 betrekking het, en hul prestasiemaatstawwe (▶)

	<i>Meetbare doelstellings.</i>	<i>Prestasiemaatstawwe</i>
<i>Toegang</i>	▲ Om die VOO-kollegesektor in terme van die ekonomiese en maatskaplike behoeftes van die land uit te brei	▶ PM501: Persentasie studente aan VOO-kolleges, relatief tot die jeug in die provinsie
<i>Gelykheid</i>	▲ Om die deelname van histories gemarginaliseerde groepe in VOO-instansies te bevorder.	▶ PM502: Persentasie vroulike studente wat in tegniese velde is
<i>Uitset</i>	▲ Om die suksesverhouding in die VOO-kollegesektor te verbeter	▶ PM503: Slaagverhouding in VOO-kolleges
<i>Gehalte</i>	▲ Om relevante en deelnemende leergeleenthede van gehalte in VOO te voorsien	▶ PM504: Persentasie leerders wat deur VOO-kolleges in leerlingskappe geplaas is

### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte**

Om toegang tot gehalteonderwys in VOO-kolleges vir almal in die provinsie te verseker

- Om leerderakkommodasie in VOO-kolleges te voorsien, in lyn met beleid
- Om kennis van en toegang tot VOO-kollegeonderwys vir leerders uit voorheen gemarginaliseerde groepe te verbeter
- Om die aantal VOO-leerders te verhoog wat in toepaslike programme by kolleges ingeskryf is, veral leerders uit voorheen gemarginaliseerde groepe
- Om die ontwikkeling van programme te bevorder wat gevoelig is vir die maatskaplike en ekonomiese behoeftes van die provinsie
- Om lenings aan leerders uit arm agtergronde te voorsien wat graag by VOO-kolleges wil studeer
- Om leerderondersteuningseenhede by elke kollege te vestig om te help met werwing, ondersteuning en plasing

Om doeltreffende bestuur en beheer in alle leerstandplase en ondersteuningstrukture te verseker

- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik
- Om die kennis en vaardighede van hoof uitvoerende beamptes (HUB's) by VOO-kolleges deur geteikende opleiding en ondersteuning te verbeter
- Om die kennis en vaardighede van die rade van VOO-kolleges d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehalteverbetering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele ondersteuning aan alle VOO-kolleges te voorsien

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende opvoeding te voorsien

- Om opvoeders by VOO-kolleges te voorsien, in lyn met beleid
- Om die professionele gehalte van die onderwyserskorps deur voortgesette professionele ondersteuning te ontwikkel
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel ten einde onderrig en leer te verbeter en kurrikulumondersteuning te voorsien
- Om opvoeders toe te rus om doeltreffende kurrikulumontwikkeling, lewering en ondersteuning te verseker

- **Beleidsbepalings en prioriteite:**

Die herkapitalisering van al 6 die VOO-kolleges met die fokus op vaardigheidsontwikkeling in lyn met die MEOS en nasionale behoeftes, soos deur die Nasionale Strategie vir die Ontwikkeling van Menslike Hulpbronne uitgestippel. Die instelling van 'n voorwaardelike toekenning vir die herkapitalisering van die VOO-kolleges sal hierdie strategie befonds.

Die deelname- en suksesverhouding van leerders, veral swart leerders, wat in die VOO-band by kolleges deelneem, sowel as die aantal VOO-leerders wat kwalifiseer vir toegang tot hoër onderwys, moet soos volg verhoog word:

- Vermeerder die aantal leerders van 16 - 22 jaar wat by die kolleges ingeskryf is
- Vermeerder die aantal leerders wat vir volle kwalifikasies ingeskryf is
- Verhoog die aantal leerders wat vir hoër onderwys kwalifiseer
- Bied en evalueer nuwe programme wat op die behoeftes van die ekonomie reëlsonder
- Lei dosente in nuwe VOO-kolleges op
- Hou leerderondersteuningseenhede by elkeen van die ses kolleges in stand, en speur leerders na wat afstudeer
- Bied lenings aan behoeftige leerders
- Hou rekenaarlaboratoriums in stand
- Verseker dat alle leerders in IKT opgelei word

## Vorderingsontleding

Die huidige VOO-kurrikulum is gebaseer op Verslag 191 (Formele Onderrigprogramme vir Tegniese Kolleges in die RSA) en Verslag 190 (Norme en Standaarde vir Onderrigprogramme en die Eksaminering en Sertifisering daarvan in Tegniese Kollege-onderwys). Hierdie kurrikulum- en programaanbiedings sal in die tydperk tot 2008 deur 'n raamwerk vervang word wat aan 16 tot 20-jariges meer buigsame en simpatieke onderwys- en opleidingsprogramme bied. Die raamwerk vir VOO bied drie bane na die VOOS of NSS Vlak 4-sertifikate, naamlik:

- Algemeen akademies
- Algemeen beroeps
- Beroeps – ambag, operasioneel, professioneel

Dit beteken dat Verslag 191-programme geleidelik uitgefaseer word en relevante kwalifikasies en programme ingefaseer word.

VOO-kolleges het reeds met die proses begin om nuwe kursusse en kwalifikasies te ontwikkel wat op Eenheidstandaarde gebaseer is. Hierdie programontwikkelingsfase is aansienlik versterk deur die *iKapa Elihlumayo*-toekening vir die ontwikkeling van vlak 2 tot 4-programme.

Soos 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 noukeurige beplanning en sterk herstelaksie deur die herkapitalisering van kolleges vereis, veral die voorsiening van werkswinkels en toerusting en gespesialiseerde onderwyspersoneel.

Geteikende programme stel opvoeders by kolleges in staat om hul wiskundige geletterdheid en wiskundevaardighede op te gradeer, om hul akademiese en beroepskwalifikasies op te gradeer, en om leer te assesser ten einde aan Umalusi- en SETA-standaarde te voldoen en leerhindernisse die hoof te bied.

Kolleges ontwikkel ook strategieë om toegang tot VOO-kolleges te verbreed, soos byvoorbeeld:

- 'n Verskeidenheid leweringstipes (e-leer, afstandleer, leerlingskappe, vaardigheidsprogramme, ens.)
- Fasiliteite en opleiding wat aan die behoeftes van anders-bekwaamde leerders voldoen.
- Nuwe standplase vir die benadeelde en landelike gemeenskappe
- Beurs- en leningskemas

Die bevolking van 16 tot 20-jariges in die Wes-Kaap beloop 400 000, maar slegs 210 000 of 55% van die bevolking is by skole, kolleges of volwassenesentrums vir VOO-vlak kursusse ingeskryf (Grade 10, 11 en 12 of Vlak 2 tot 4 op die NKR). Digby 50% van leerders van enige leeftydgroep verlaat die skoolstelsel sonder om Graad 12 te voltooi, en met slegs 20 000 leerders in VOO-kolleges is dit duidelik dat die meerderheid van leerders kolleges nie as alternatiewe vir skole beskou nie. Terwyl sosio-ekonomiese faktore 'n beduidende rol speel by leerders wat die stelsel verlaat, is die relevansie van die vakaanbiedings en die vooruitsig dat die VOO-kwalifikasie tot indiensneming mag lei, faktore waaraan die onderwysstelsel aandag gee.

Daar is dus twee dimensies aan die doelstellings van toegang tot VOO: eerstens om te werk vir 'n meer gelyke balans tussen ingeskrewe by VOO-skole en VOO-kolleges; en tweedens om die aantal uit die bevolking van 16 tot 20-jariges in VOO-instansies te vergroot. In die mediumtermyn sal dit beteken dat teen 2014 die Graad 10 tot 12-leerders tot 160 000 leerders verminder sal word, en die aantal leerders by VOO-kolleges of dié wat vir leerlingskappe ingeskryf is, van 20 000 tot 60 000 vermeerder sal word.

## Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom

Die groeitempo van voltydse ekwivalente (VTE's) in VOO-kolleges word slegs deur hulpbronne beperk, bv. personeel, toerusting, finansies ens. Daar is aanduidings dat teikens behaal sal word soos bykomende inskrywings gedurende die 2006-jaar opgeteken word. VOO-kolleges bied kursusse aan waarvan die tydsduur vanaf 'n paar uur tot jare strek. Leerderinskrywing vind derhalwe deurlopend plaas. Geouditeerde VTE's vir die voorafgaande jaar is slegs vanaf April in die daaropvolgende jaar beskikbaar aangesien hulle aan komplekse berekenings en ouditering deur eksterne ouditeurs onderworpe is, tesame met die finansiële state van die betrokke kollege.

Geteikende programme sal opvoeders by kolleges in staat stel om:

- Wiskundige geletterdheid en wiskundevaardighede op te gradeer
- Hul akademiese en beroepskwalifikasies op te gradeer
- Leer te assessee ten einde aan Umalosi- en SETA-standaarde te voldoen
- Leerhindernisse die hoof te bied.

Kolleges het leerderondersteuningseenhede gevestig om die wye verskeidenheid leerders met verskillende leeragtergronde en -ervarings te akkommodeer en steun aan hulle te verleen. Die interne naspeur van leerders sal gedoen word om leerders in kurrikulum- en werkplasing te ondersteun. Kolleges sal ook strategieë ontwikkel om toegang tot VOO-kolleges te verbreed, soos byvoorbeeld –

- 'n Verskeidenheid leweringwyses (e-leer, afstandleer, leerlingskappe, vaardigheidsprogramme, ens.)
- Fasiliteite en opleiding wat aan die behoeftes van anders-bekwaamde leerders voldoen.
- Nuwe standplase vir die benadeelde en landelike gemeenskappe
- Beursskemas

Die geloofwaardigheid en waarde van kwalifikasies wat by VOO-kolleges verwerf word, sal van die gehalte van hul programaanbod afhang. Kolleges sal gehaltebestuurstelsels ontwikkel en toepas ten einde die gehalte van akademiese en nie-akademiese prosesse te meet en te verbeter.

ST501	VERDERE ONDERWYS EN OPLEIDING – Sleuteldensense						
	2003/04 Werklike	2004/05 Werklike	2005/06 Geskatte	2006/07 Geskatte	2007/08 Geskatte	2008/09 Geskatte	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
5.1 Openbare instansies	145,255	152,383	165,337	189,857	200,932	211,820	
5.2 Professionele dienste	-	-	1	1	1	1	
5.3 Menslikehulpbronontwikkeling	-	-	1	1	1	1	
5.4 Voorwaardelike toekennings	-	-	-	70,000	80,000	77,305	
<b>TOTAAL</b>	145,255	152,383	165,339	259,859	280,934	289,127	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	114,546	121,977	131,222	154,843	164,256	173,495	
Vergeeding van werknemers	114,546	121,969	131,222	154,791	164,202	173,438	
Opvoeders	96,990	101,035	109,626	115,409	121,323	128,040	
Nie-opvoeders	17,556	20,934	21,596	39,382	42,879	45,398	
Goedere en dienste	-	8	-	52	54	57	
Oordragte en subsidies	30,709	30,406	34,117	105,016	116,678	115,632	
Betalings vir kapitale bates	-	-	-	-	-	-	
<b>TOTAAL</b>	145,255	152,383	165,339	259,859	280,934	289,127	
<b>PERSONEEL</b>							
Opvoeders	697	697	697	697	697	697	
In poste	697	697	697	697	697	697	
Deur die kollege in diens geneem							
Nie-opvoeders	258	299	349	349	349	349	
In poste	258	299	349	349	349	349	
Deur die kollege in diens geneem							
<b>INSKRYWING</b>							
Voltydse ekwivalente studente	17 099	19 350	21 000	23 000	25 000	27 000	
Studente (hoofgetelling) (a)	38 844	49 185	44 296	60 000	70 000	75 000	
van wie vroulikes	17 091	17 707	16 390	27 000	35 000	37 500	
van wie vroulikes in tegniese velde (d)							
Studente wat die program gedurende die jaar met wetslae voltooi het (c)	24 472	33 446	31 007	43 200	52 500	57 750	

ST501	<b>VERDERE ONDERWYS EN OPLEIDING - Sleuteltendense (vervolg)</b>										
	2003/04 Werklike	2004/05 Werklike	2005/06 Geskatte	2006/07 Geskatte	2007/08 Geskatte	2008/09 Geskatte					
<b>STATISTIEK OOR ADMINISTRATIEWE STELSELS</b>											
Aktiewe leeringskapoooreenkomste in die provinsie (d)											
Aantal ooreenkomste wat VOO-kolleges as voorsieners betrek (e)											
Data nie in hierdie formaat beskikbaar nie											
<b>PRESTASIEMAATSTAWWE</b>											
▶ PM501: Persentasie VOO-studente relatief tot die jeug in die provinsie											
16.1%		20.2%		18.2%		24.4%		28.2%		29.9%	
▶ PM502: Persentasie vroulike studente wat in tegniese velde is (b/a)											
Data nie in hierdie formaat beskikbaar nie											
▶ PM503: Slaagverhouding in VOO-kolleges (c/a)											
63.0%		68.0%		70.0%		72.0%		75.0%		77.0%	
▶ PM504: Persentasie leerders wat deur VOO-kolleges in leeringskappe geplaas is (e/d)											
Data nie in hierdie formaat beskikbaar nie											

## B.6 Basiese Volwassene Onderwys en Opleiding

Die volgende is die meetbare doelwitte (▲) wat op Program 6 betrekking het, en hul prestasiemaatstawwe: (▶)

	<i>Meetbare doelstellings.</i>	<i>Prestasiemaatstawwe</i>
<i>Toegang</i>	▲ Om te verseker dat volwassenes sonder basiese onderwys toegang tot BVOO-sentrums het	▶ PM601: Persentasie BVOO-leerders relatief tot die volwassenes in die provinsie

### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte:**

Om toegang tot BVOO en ontwikkeling van die vaardighede van volwassenes in lyn met beleid te verbeter

- Om die aantal leerders, veral vrouens, landelike en arm leerders wat vir BVOO- en VOOV-kursusse (Verdere Onderwys en Opleiding vir Volwassenes) ingeskryf is, elke jaar met 'n minimum van 2 500 te vermeerder
- Om doelgedrewe BVOO- en VOOV-kwalifikasies te ontwikkel en aan te bied
- Om vennootskappe met ander staatsdepartemente, SETA's en nie-regeringsorganisasies (NRO's) in die lewering van BVOO- en VOOV-kursusse te ontwikkel.
- Om die aantal volwasse leerders wat hul kwalifikasies in die BVOO- en VOOV-bande met welslae voltooi, te vermeerder.

Om doeltreffende bestuur en beheer in alle leerstandplase en ondersteuningstrukture te verseker.

- Om ondersteuning en ontwikkeling van bestuur en beheer nader aan GLS'e te bring deur die werk van die OBOS'e en ander professionele dienste.
- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik
- Om die kennis en vaardighede van GLS-bestuurders d.m.v. geteikende opleiding en ondersteuning te verbeter.
- Om die kennis en vaardighede van GLS-beheerliggame d.m.v. geteikende opleiding en ondersteuning te verbeter.
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehalteverbetering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk.
- Om professionele ondersteuning aan alle BVOO-standplase te voorsien.

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende opvoeding te voorsien.

- Om die professionele gehalte van die onderwyserskorps deur voortgesette professionele ondersteuning te ontwikkel.
- Om die potensiaal van media en tegnologie (e-onderwys en IKT) te ontwikkel ten einde onderrig en leer te verbeter en kurrikulumondersteuning te voorsien.
- Om opvoeders toe te rus om doeltreffende kurrikulumontwikkeling, lewering en ondersteuning te verseker.

- **Beleidsprioriteite:**

Voorsiening sal gemaak word vir 2 500 nuwe leerders per jaar om toegang tot BVOO te kry. Dit sal soos volg voorsien word:

- Doelgedrewe BVOO-vlak 1-, 2- en 3-kurrikulums – bestaande uit twee programaanbiedings, naamlik gesyferdheid en geletterdheid, wat in alle gemeenskapsleersentrums aangebied word
- Vlak 4-sentrums bied 'n seleksie van leerareas wat tot 'n doelgerigte AOOS-kwalifikasie vir die leerder in die konteks van die gemeenskap sal lei.
- Voorsiening van fisiese en finansiële hulpbronne om die BVOO-kurrikulum te ondersteun.
- Alle GLS'e ontvang 'n rekenaar en drukker
- Alle huidige opvoeders ontvang geteikende opleiding, en alle nuwe opvoeders ontvang oriëntering en opleiding
- Alle GLS-bestuurders ontvang geskikte opleiding (planne vir tegniese vaardighede en persoonlike ontwikkeling (op 'n deurlopende basis).

Die voorsiening van leerlingskappe, vakleerlingskappe, internskappe, en vaardigheidsprogramme wat by werkgeleenthede ingeskakel is, sal soos volg uitgebrei word –

- Speur die afstudeer en plasing van leerders na
- Vermeerder die aantal leerlingskappe wat in areas aangebied word wat deur MEOS geïdentifiseer is
- Verbeter deurvoer- en afstudeerkoers
- Pas plasinginstrumente toe

Die WKOD sal ook –

- Verbeterde beheer van BVOO-sentrums verseker deur die implementering van relevante kapasiteitsbou-intervensies

## **Vorderingsontleding**

In 2002 is 10 000 volwasse leerders vir BVOO-kursusse ingeskryf, en 16 000 vir Graad 10- en 12-programme. Die behoukoers en deurvoerkoers in sowel basiese as verdere onderwys by sentrums vir volwassenes (GLS'e) is swak, en die provinsie beoog om dit te verander deur meer toepaslike programme aan te bied, en d.m.v. verbeterde leweringsmeganismes.

Dit sal gedoen word deur 'n vaardigheidsgebaseerde (nie 'n skoolgebaseerde) BVOO-kurrikulum vir Vlak 1 – 4 te voorsien, wat gereelde geleenthede vir assessering bied. Dit beteken:

- 'n BVOO-kurrikulum vir Vlakke 1 en 2 wat uit programme vir gesyferdheid, geletterheid en vaardighede bestaan
- 'n BVOO-kurrikulum vir Vlakke 3 en 4 – wat uit die grondaspekte bestaan, en waar kernleerareas ingevoer word in lyn met die leerder/sentrum se studierigting in Vlak 4-BVOO

Voorsiening is gemaak vir 2 500 nuwe leerders per jaar om toegang tot BVOO te kry. "Nuwe leerders" word gedefinieer as leerders wat vir die eerste keer tot die stelsel toetree, en dié wat na 'n onderbreking van een jaar na die stelsel terugkeer. Afsonderlike statistiek sal gehou word om 'n ontleding van uitsakkers te fasiliteer.

Leerlingskappe, vakleerlingskappe, internskappe, en vaardigheidsprogramme fokus op leer in die werkplek en deur ervaring. Leerders is geneig om uit die werkloses (pre-werksames en afgedanktes) sowel as werksames, met inbegrip van self-geëmplojeerdes te kom, en hulle wissel m.b.t. ouderdom en het heel uiteenlopende behoeftes aan kurrikulumondersteuning. Suksesvolle leerders verwerf leerkrediete / kwalifikasies wat nasionaal erken word. Voorsiening van leerlingskappe is 'n kontraktuele vennootskap van die voorsiener, die werkplek, en die leerder. Die Departement van Arbeid, saam met die SETA's, is die nasionaal benoemde voorstander van hierdie stelsel van werkplekvoorsiening. Behalwe vir internskappe, wat die ervaringsleercomponent is wat vir sommige graad- of diplomakursusse op die hoër onderwysvlak vereis word, is die tendens dat hierdie leerprogramme vanaf BVOO- / NKR-Vlak 1 tot NKR Vlak-5 aangebied word.

## **Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom**

Die meerderheid leerders verwerf die verlangde krediete oor 'n tydperk van minstens twee tot drie jaar. Sodra 'n leerder die verlangde 120 krediete verwerf het, kan 'n AOOS deur UMALOSI uitgereik word. Gevolglik is die aantal AOOS'e wat uitgereik word (werklike prestasie) relatief laag vergeleke met die teiken wat gestel is. Verder is leerareaserifikate uitgereik wanneer leerders 'n leerarea met welslae voltooi het.

Die ontwikkeling van intermediêre en hoë vaardighede in leerlingskappe en ander leerprogramme ervaar 'n aantal generiese probleme, en die oplossing daarvan moet d.m.v. 'n koördineringsmeganisme geprioritiseer word. Party van hierdie probleme is: swak wiskunde, wetenskap en Engelse taalvermoëns (veral die Grondslae van die NKR-stelsel); motivering van leerders: die ontwikkeling van billikheid en skaars vaardighede; die fragmentering van die voorsiening van onderwys en opleiding; en die uitbreiding van leerdergetalle in alle tipes voorsiening.

Ten einde die gehalte van voorsiening van volwasse onderwys te verbeter, sal toepaslike modelle vir onderrig- en kurrikulumbestuur by GLS'e ondersoek word. Daarbenewens sal 'n onderrig- en ontwikkelingsmodel vir personeel by 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.

Om op te som, die departement sal:

- Bestaande vennootskappe met die regering in stand hou, en nuwe vennootskappe met die nywerheid aangaan
- Die aantal nuwe leerders elke jaar met 2 500 vermeerder
- Vlak 1 tot 4-kwalifikasies wat op vaardighede gebaseer is, na behoefte voorsien
- IKT-vaardighede vir leerders voorsien.

ST601	BASIESE VOLWASSENE ONDERWYS EN OPLEIDING – Sleuteltendense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	Geskatte
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
6.1 Subsidies aan private sentrums	18,473	21,151	22,889	23,569	24,756	25,941	
6.2 Professionele dienste	-	-	1	1	1	1	
6.3 Menslikehulpbronontwikkeling	-	-	1	1	1	1	
<b>TOTAAL</b>	18,473	21,151	22,891	23,571	24,758	25,943	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	5,761	5,564	7,555	7,778	8,230	8,672	
Vergoeding van werknemers	5,102	5,198	5,766	5,929	6,292	6,646	
Opvoeders	5,102	4,372	4,775	5,027	5,285	5,576	
Nie-opvoeders	-	826	991	902	1,007	1,070	
Goedere en dienste	659	366	1,789	1,849	1,938	2,026	
Ordragte en subsidies	12,712	15,587	15,336	15,793	16,528	17,271	
Betalings vir kapitale bates	-	-	-	-	-	-	
<b>TOTAAL</b>	18,473	21,151	22,891	23,571	24,758	25,943	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens)	4	4	4	4	4	4	
Aantal Nie-opvoeders (in openbare diens)	11	11	11	11	11	11	
<b>INSKRYWING</b>							
AOO-vlak	15 351	15 925	16 975	18 374	19 600	20 655	
VOO-vlak	15 978	16 574	17 668	19 124	20 400	19 845	
<b>TOTAAL (a)</b>	31 329	32 499	34 643	37 498	40 000	40 500	
<b>BEVOLKING</b>							
Bevolking van 18 tot 60 jaar (b)	2 555 910	2 581 727	2 607 544	2 633 620	2 659 956	2 666 555	
<b>INSTANSIES</b>							
Gesubsidieerde sentrums	312	314	346	351	356	361	
<b>► PRESTASIEMAATSTAWWE</b>							
► PM601 : Persentasie BVOO-leerders relatief tot die volwassenes in die provinsie (a/b)	1.2%	1.3%	1.3%	1.4%	1.5%	1.5%	



## B.7 Vroeëkindontwikkeling

Die volgende is die meetbare doelwitte (▲) wat op Program 7 betrekking het, en hul prestasiemaatstawwe (▶)

	<b>Meetbare doelstellings.</b>	<b>Prestasiemaatstawwe</b>
<i>Toegang</i>	▲ Om openbaar-befondsde Graad R te voorsien, in lyn met beleid	▶ PM221: Persentasie leerders in openbaar-befondsde Graad R

### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte:**

Om toegang tot gehalteonderwys te verseker vir alle kinders wat in die provinsie woon.

- Om Graad R-plekke in openbare gewone skole en in onderwysbefondsde gemeenskapsgebaseerde standplase te voorsien, ingevolge beleid, spesifiek Witskrif 5, en die beskikbaarheid van onderrigruimte
- Om toegang tot onderwys vir leerders uit voorheen gemarginaliseerde groepe te verbeter
- Om die aantal Graad R-programme te verhoog sodat alle kinders van vyf jaar wat in die Wes-Kaap woon, in Graad R-klasse ingeskryf is
- Om te verseker dat NKV-leeruitkomste onderrig en verwerf word in alle Graad R-klasse (skoolgereedheidstoetse sal gebruik word om dit te bepaal)
- Om hulpbronne te voorsien om die onderrig van die NKV Graad R in elke standplaas te ondersteun
- Om alle Graad R-onderwysers in die NKV op te lei
- Om hoë risiko leerders en hul leerhindernisse te identifiseer

Om doeltreffende bestuur en beheer in alle leerstandplase en ondersteuningstrukture te verseker

- Om ondersteuning en ontwikkeling van bestuur en beheer nader aan Graad R te bring deur die werk van die OBOS'e en ander professionele dienste
- Om 'n optimale en billike verspreiding van finansiële, fisiese en menslike hulpbronne oor die stelsel heen te verwesenlik
- Om die kennis en vaardighede van Graad R-personeel d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om die kennis en vaardighede van beheerliggame d.m.v. geteikende opleiding en ondersteuning te verbeter
- Om bestuur van die kurrikulum en assesseringsprosesse te verbeter
- Om finansiële bestuur en gehalteverbetering op alle vlakke te verbeter in lyn met provinsiale beleid en die wetgewende raamwerk
- Om professionele ondersteuning aan alle Graad R-standplase te voorsien.

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende opvoeding te voorsien

- Om te verseker dat die provinsie voldoende getalle toepaslik opgeleide opvoeders in diens neem
- Om die professionele gehalte van die onderwyserskorps deur voortgesette professionele ondersteuning op die NKV te ontwikkel
- Om opvoeders toe te rus om doeltreffende kurrikulumontwikkeling, lewering en ondersteuning te verseker
- Om gespesialiseerde onderwysondersteuning aan onderwysers te voorsien

- **Beleidsprioriteite:**

'n Strategie om VKO in die Wes-Kaap te ondersteun, is deur 'n intersektorale beplanningspan ontwikkel wat deur die WKOD en die Departement van Maatskaplike Welsyn en Armoedeverligting gelei word.

Die algehele doel van die benadering is om 'n geïntegreerde en gekoördineerde benadering te voorsien ten einde die doeltreffende en holistiese dienste vir kinders in die ouderdomsgroep vanaf geboorte tot vier jaar oud te verseker. Die doel van die strategie is nie om alle kinders in crèches of dagsorgsentrums te kry nie, maar om te verseker dat diegene wat vir kinders sorg (ouers, grootouers, gemeenskapswerkers, en personeel by dagsentrus, pre-primêre skole en crèches) toegerus is om die fisiese, emosionele en kognitiewe ontwikkeling van kinders te bevorder.

As deel van die geïntegreerde benadering tot die fisiese, sosiale, en kognitiewe ontwikkeling van alle 0- tot 4-jariges wat in die provinsie woon, sal die WKOD versorgers in die VKO-kurrikulum oplei. Die Uitgebreide Openbare Werke-program (UOWP) is tot die VKO-sektor uitgebrei om vir die opleiding vir VKO-leierskappe voorsiening te maak, sowel as om hulpbronnepakkette aan sekere VKO-gemeenskapstandplase te voorsien.

Terwyl daar universele inskrywing van kinders van 6 tot 15 jaar in die Wes-Kaap is, het nie alle vyfjariges toegang tot Graad R nie. Die provinsie se tweede MHOS-doel is om teen 2010 leerprogramme van hoë gehalte aan alle vyfjarige kinders in die Wes-Kaap op die eerste vlak van formele onderwys te voorsien, naamlik Graad R, sodat hulle in vroeë lees- en syfervaardighede ingelei kan word. Dit is veral belangrik in gemeenskappe waar ouers ongeletterd, en huise arm aan tekste en hulpbronne is. Die NKV-kurrikulum spel die kennis en vaardighede uit wat vir vyfjariges geleer behoort te word. Die uitdaging vir die provinsie m.b.t. menslike hulpbronne is om te verseker dat NKV-leeruitkomste vir Graad R onderrig word, en deur leerders in Graad R-klasse verwerf word.

Ten einde Graad R-onderrig van hoë gehalte aan alle 5-jariges te voorsien sodat hulle gereed sal wees om op skool te leer, sal die WKOD –

- Subsidie op die armoedeglyskaal van R3 tot R7 per kind per dag voorsien vir die onderrig van Graad R-leerders. Dit word gebruik om onderwysers te betaal, LOOM te verkry, en standplase aan te skaf.
- Die aantal Graad R-leerders vermeerder sodat teen 2010 alle vyfjariges in Graad R-klasse sal wees.
- Onderwysopleiding aan onderwysers in die drie swakste kwintiele in die NKV te voorsien – met die klem op lees en gesyferdheid
- Hulpbronnepakkette vir die ontwikkeling van geletterdheid, gesyferdheid en lewensvaardighede by elke standplaas te voorsien
- Skoolgereedheidsprofile by alle Graad R-standplase toe te pas
- 'n Skoolgereedheidskontrolelys onder alle ouers, grootouers en staatsamptenare te versprei
- Steun te bied aan standplase wat nie aan die vereistes m.b.t. gesondheid en kognitiewe ontwikkeling voldoen nie.

## **Vorderingsontleding**

Indien konserwatiewe skattings van die deelnamekoers vir 2005 gebruik word, d.w.s. 56 000 uit 'n moontlike 80 000 leerders (ouderdomsgroep), sal 'n verdere 24 000 kinders in die periode tot 2010 bereik moet word. Maar hierdie kinders moet ook in programme van hoë gehalte ingeskryf word, want die voorsiening van Graad R-programme aan jong kinders berus op die veronderstelling dat hierdie programme 'n soliede grondslag en voordeel vir leer in die skool voorsien. Dit beteken dat 4 000 tot 6 000 bykomstige vyfjarige kinders elke jaar in die periode tot 2010 ingeskryf moet word. Hierdie veronderstelling word deur 'n aantal studies ondersteun, waaronder die nasionale sistemiese assesseringstudie van Graad 3-leerders wat in 2001 onderneem is. Hierdie studie toon 'n hoë korrelasie tussen prestasie in lees en gesyferdheid op die Graad 3-vlak, en toegang tot voorskoolse programme.

## **Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom**

Beskikbaarheid van befondsing is 'n ernstige beperking. In ander provinsies sal die afname in die aantal leerders in die primêre skole die uitbreiding van Graad R moontlik maak. In-migrasie in die Wes-Kaap beteken dat hierdie roete nie vir die WKOD beskikbaar is nie.

Toegang tot baie landelike en afgeleë standplase bly 'n uitdaging vir die OBOS'e.

In die tydperk 2006 – 2010 sal die WKOD verseker dat –

- Alle kinders van vyf jaar wat in die Wes-Kaap woon, in Graad R-klasse ingeskryf is
- Die NKV-leeruitkomste onderrig en verwerf word in alle Graad R-klasse (skoolgereedheidstoetse sal gebruik word om dit te bepaal)
- LOOM-hulpbronne voorsien word om die onderrig van die NKV Graad R in elke standplaas te ondersteun
- Alle Graad R-onderwysers opgelei en ondersteun word om die NKV vir Graad R te lewer
- Skoolgebaseerde en distriksondersteuningspanne alle "risiko"-leerders identifiseer en bearbei
- Alle standplase elke drie jaar besoek word om veiligheid en die lewering van gehaltdiens te verseker.

ST701	VROEEKINDONTWIKKELING – Sleuteltendense						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Werklike	Werklike	Geskatte	Geskatte	Geskatte	Geskatte	
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
7.1 Graad R in openbare skole	43,753	49,243	48,697	52,434	55,748	59,002	
7.2 Graad R in gemeenskapsentrums	3,930	10,125	23,224	42,499	96,753	141,498	
7.3 Professionele dienste	-	-	1	1	1	1	
7.4 Menslikehulpbronontwikkeling	-	-	1	12,463	29,428	44,422	
7.5 Voorwaardelike toekennings	8,627	767	-	-	-	-	
<b>TOTAAL</b>	56,310	60,135	71,923	107,397	181,930	244,923	
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
Lopende betaling	43,796	44,544	42,798	60,913	85,050	106,621	
Vergoeding van werknemers	43,609	42,170	41,686	45,249	48,241	51,157	
Opvoeders	43,609	42,170	41,686	45,249	48,241	51,157	
Nie-opvoeders	-	-	-	-	-	-	
Goedere en dienste	187	2,374	1,112	15,664	36,809	55,464	
Ordragte en subsidies	12,456	15,591	29,125	46,484	96,880	138,302	
Betalings vir kapitale bates	58	-	-	-	-	-	
<b>TOTAAL</b>	56,310	60,135	71,923	107,397	181,930	244,923	
<b>PERSONEEL</b>							
Aantal Opvoeders (in openbare diens)	332	315	289	289	289	289	
Aantal Nie-opvoeders (in openbare diens)	-	-	-	-	-	-	
<b>INSKRYWING (SLEGS OPENBAAR BEFONDS)</b>							
Graad R in openbare skole (a)	30 092	30 840	33 000	35 000	38 000	40,000	
Graad R in gemeenskapsentrums (b)	23 962	25 160	28 000	30 000	32 000	34 000	
Voor Graad R in openbare skole							
Voor Graad R in gemeenskapsentrums							
<b>TOTAAL</b>	54 054	56 000	61 000	65 000	70 000	74 000	
<b>BEVOLKING</b>							
Bevolking van 5 jaar oud (c)	83 075	83 914	84 753	85 601	86 457	87 321	
<b>PRESTASIEMAATSTAWWE</b>							
► PM701: Persentasie leerders in openbaar-befondsde Graad R ((a+b)/c)	65.1%	66.7%	72.0%	75.9%	81.0%	84.7%	

Data nie in hierdie formaat beskikbaar nie

## B.8 Hulp- en Verwante Dienste

Die volgende is die meetbare doelwitte (▲) wat op Program 7 betrekking het, en hul prestasiemaatstawwe (▶)

	<i>Meetbare doelstellings.</i>	<i>Prestasiemaatstawwe</i>
<i>Toegang</i>	▲ Om Onderwys in MIV/VIGS-Lewensvaardighede in primêre skole te voorsien	▶ PPM 801: Aantal opvoeders in primêre en sekondêre skole wat in die Lewensvaardighede-program vir MIV en VIGS opgelei is ▶ PPM 802: Aantal portuuropvoeders wat in die Lewensvaardighede-program vir MIV en VIGS opgelei is ▶ PPM 803: Aantal skole (SBS'e en SBL'e) wat in die bestuur van MIV en VIGS in hul skoolgemeenskap opgelei is

### Gespesifiseerde beleidsbepalings, prioriteite en strategiese doelwitte

- **Strategiese doelstellings en doelwitte:**

Om menslikehulpbronontwikkeling te voorsien, ingevolge die Wet op Vaardigheidsontwikkeling

- Om die Onderwys, Opleiding en Ontwikkelingspraktyke (OOOP) van die Sektorale Onderwys- en Opleidingowerhede (SETA) m.b.t. die administrasie van die sektor te ondersteun

Om voorsorg te maak vir opleiding in MIV/VIGS-lewensvaardighede in skole, en om toegang tot 'n geskikte en doeltreffende geïntegreerde voorkomingstelsel, sorg en ondersteuning te verseker

- Om opvoeders op te lei en te ondersteun om MIV/VIGS-lewensvaardighede in primêre en sekondêre skole via die kurrikulum te lewer: Lewensvaardighede/Lewensoriëntering en die invoer van MIV/VIGS-onderwys oor die kurrikulum heen in alle leerareas/vakke
- Om voorsiening te maak vir die ontwikkeling, seleksie, vertaling, verkryging en verspreiding van onderrig- en leerondersteuningsmateriaal ten einde doeltreffende onderrig in MIV/VIGS-lewensvaardighede in die klaskamer te ondersteun.
- Om 'n doeltreffende, gestruktureerde en gekoördineerde inisiatief vir portuuronderwys van adolessent tot adolessent in skole en VOO-kolleges te ontwikkel en te implementeer
- Om te verseker dat SBS'e en sleutelvertegenwoordigers van die ouers, die SBL, en die gemeenskap van die nodige opleiding voorsien word om 'n institusionele VIGS-respons te bestuur (wat die ontwikkeling van 'n plaaslik-toepaslike plan vir die beleid en bestuur van VIGS insluit – binne die konteks van die SOP)
- Om te verseker dat skole aan sleutelvoorspraakgeleenthede deelneem (soos Skole-Vigs-maand, Wêreld-VIGS-dag, ens.)
- Om 'n generiese opleidingsprogram vir Sorg en Ondersteuning vir skoolgemeenskappe te ontwikkel en te implementeer, met toepaslike materiële ondersteuning, op 'n manier wat plaaslike netwerkvorming en ondersteuning verseker
- Om 'n doeltreffende Provinsiale MIV/VIGS-Bestuurseenheid by hoofkantoor te verseker om hierdie respons te koördineer, sowel as distriksgebaseerde bestuurspanne
- Om die ontwikkeling en instandhouding van beleid, voorspraak, meesteropleiers, opvoederontwikkeling, distriksbestuur, tussensektorale samewerking en vennootskappe, gehaltesekerheid (deur monitering en evaluering), doeltreffende en doelmatige programlewing en finansiële bestuur te verseker

Om organisatoriese doeltreffendheid en doelmatigheid in die administrasie van die eksterne eksaminatore te bevorder

- Om die eksamens vir die Senior Sertifikaat en BVOO Vlak 4, en die sertifisering daarvan, te bestuur

Om opvoeders toe te rus en te ondersteun in hul pogings om doeltreffende opvoeding te voorsien

- Om te verseker dat die provinsie voldoende getalle toepaslik opgeleide opvoeders voorsien
- Om bystand te verleen met die voorsiening van gekwalifiseerde en bekwame onderwysers
- Om pogings te ondersteun om onderwysstudente vir voordiens-opleidingsinstansies te werf

Om die provinsiale doelstellings van *iKapa eliHlumayo* te ondersteun

- Om vaardighede en aanlegte van Graad 8-leerders te toets
- Om AOO- en VOO-onderwysers op te lei om loopbaanadvies te gee
- Om lenings aan leerders uit arm agtergronde te voorsien wat graag by VOO-kolleges wil studeer
- 'n Doenbaarheidstudie van voltydse VBOO-sentrums
- Vestiging van vaardigheidskole
- Uitbreiding en ontwikkeling van fokusskole

- **Beleidsbepalings en prioriteite:**

Die WKOD het 'n sleutelrol om te speel by die konseptualisering en voortdrywing van 'n MKOS as die voorste voorsiener van:

- AOO, wat die basis of fondament vir alle menslikehulpbronontwikkeling in die provinsie bied; en
- VOO, wat geleenthede bied vir die verdere ontwikkeling van die vaardighede en kennis wat nodig is vir indiensneming en ekonomiese deelname.

'n Belangrike behoefte vir die MKOS is die beskikbaarheid van goed gekwalifiseerde onderwysers, veral dié wat wiskunde, wetenskap en tegnologie onderrig. Geteikende beurse word aan studente gebied wat tot die beroep wil toetree. Sodanige beurse is vir studente beskikbaar wat na velde wil beweeg wat spesifiek deur navorsing geïdentifiseer is dié wat 'n behoefte aan meer onderwysers het.

Een van die ernstigste bedreigings vir die ontwikkeling van menslike hulpbronne in Suid-Afrika is die MIV/VIGS-pandemie. Die WKOD sal 'n strategiese rol speel om te verseker dat al die onderwysers en leerders bewus is van, en inligting het aangaande MIV/VIGS, deur die opleiding van –

- 16 000 onderwysers in die MIV/VIGS-Lewensvaardighede-program
- 6 500 hoërskoolleerders as eweknie-beraders
- 700 skole in die bestuur van MIV en VIGS in hul skoolgemeenskap
- 450 skole in die versorging en ondersteuning van leerders en onderwysers wat deur MIV/VIGS besmet en geaffekteer is

Armoede is nog 'n ernstige bedreiging vir die ontwikkeling van menslike kapitaal. In 'n poging om sekere van die gevolge van armoede aan te spreek, het die WKOD die Leningskema vir VOO-kolleges ingestel

Die Khanyaprojek sal rekenaarlaboratoriums in 'n verdere 200 skole vestig.

## Vorderingsontleding

Vordering met Voorwaardelike Toekenning vir MIV/VIGS:

- 80% van primêre skool opvoeders (12 000) is opgelei om teen April 2005 MIV/VIGS-lewensvaardighede in die klaskamer te implementeer
- 80% van primêre skool-opvoeders (12 000) is opgelei om teen April 2005 MIV/VIGS-lewensvaardighede in die klaskamer te implementeer
- 500 opvoeders vir Lewensvaardighede in sekondêre skole is teen April 2006 opgelei om onderrig te gee in MIV/VIGS en seksualiteit.
- Alle Graad 7 en Graad 10 tot 12-opvoeders (VOO) is teen 2005 opgelei om MIV/VIGS oor alle leerareas/vakke heen te integreer, en Graad 8 en 9-opvoeders sal teen Augustus 2007 opgelei wees.
- Teen 2006 implementeer 100% van die sekondêre skole MIV/VIGS-onderrig.
- Alle skole, opvoeders en leerders word deur kurrikulumgebaseerde onderrig- en leermateriaal, voorspraak- en verwysingsmateriaal ondersteun.
- Bevestigbare databasis, teen mid-2005, van opvoeders wat opgelei, en LOOM wat by skole is.
- Doeltreffende finansiële en programmatiese ondersteuning wat aan BVOO-standplase en VOO-kolleges voorsien word.
- Doeltreffende program vir portuuronderwys gevestig, met 100 sekondêre skole wat in 2005 deelneem, en 3 000 portuuroopvoeders wat opleiding ontvang.
- 'n Bykomstige 100 meesteropleiers is ontwikkel om teen Augustus 2005 opleiding te gee in die programme vir Institusionele Bestuur- en Beheerontwikkeling (IBBO) en Sorg en Ondersteuning.
- 40% van skole se SBS- en SBL-verteenwoordigers (600 skole) teen mid-2006 in die ontwikkeling van planne vir die bestuur van MIV/VIGS opgelei, en 100% teen die einde van 2007.
- 40% van skole reeds in Versorging en Ondersteuning opgelei, en 100% teen die einde van 2007.
- 90 opgeleide MIV/VIGS-beraders teen Julie 2005 in OBOS'e.
- Alle skole het teen 2006 benoemde MIV/VIGS-Koördineerders.
- 70% van skole teen die einde van 2006 vir MIV/VIGS-ondersteuning gekluster.

- Bestuurseenheid vir MIV/VIGS by Hoofkantoor gevestig (met inbegrip van deelname deur Topbestuur) om geïntegreerde en hoofstroom-respons teen Mei 2005 te bevorder en bestuur.
- Bemande OBOS-bestuurseenhede vir MIV/VIGS (of Multifunksionele Spanne) teen Junie 2005 gevestig en funksioneel.
- Jaarlikse mid-termyn vorderingsoorsig met program- en finansiële aanpassings indien nodig.

#### *iKapa Elihlumayo*-vordering:

- Die vestiging van die leningskema vir studente by VOO-kolleges.
- Die ses openbare VOO-kolleges in die provinsie het voorstelle voorgelê vir kursusse wat ontwikkel moet word om in die behoeftes van die provinsie te voorsien. Hierdie voorstelle is in 2005 geïmplementeer.
- Lees- en wiskundetoetse en toetse vir aanleg en belangstelling van alle Graad 8-leerders ten einde keuse van vakke/programme te verbeter.
- 'n Beroepsvoorligtingkursus is vir die provinsie ontwikkel. Dit is in Afrikaans en Xhosa vertaal, en die kursus is op rekenaars by elke hoërskool in die provinsie geïnstalleer. 800 uitgesoekte onderwysers is in die gebruik van die programmatuur opgelei. Die voorligtingkursus dui tendense in die provinsiale ekonomie aan, en voorsien besonderhede van bestaande VOO-programme en leerlingskappe.
- 350 rekenaarlaboratoriums is in skole gevestig wat VOO aanbied.
- 28 fokusskole is gevestig.

### **Ontleding van beperkinge, en maatreëls wat beplan is om dit te bowe te kom**

Dit is steeds moeiliker om toegewyde persone van gehalte te werf om tot die onderwysberoep toe te tree. Die redes hiervoor is kompleks en verstrengel, en hou verband met sowel die openbare siening van die onderwys, as die geleentheid wat vir jong gegradueerdes in Suid-Afrika en in die buiteland beskikbaar is. Die WKOD het 'n werwingsveldtog vir onderwysers by die plaaslike HOI'e van stapel gestuur. Daar was 'n mate van sukses, en meer aandag sal oor die volgende vyf jaar hieraan bestee word.

Daar is baie min gekwalifiseerde voorligtingonderwysers in die WKOD oor. Dit beteken dat onderwysers weer van meet af aan in hierdie belangrike en vaardige area opgelei moet word. Dit sal nie maklik wees nie. Die WKOD het 'n driejaarprogram ontwerp om die vaardighede van lewensoriëntering-onderwysers m.b.t. vak- en loopbaanvoorligting te ontwikkel.

Dit was ook nie maklik om die nodige prosesse en kontroles vir die Leningskema vir VOO-kolleges te vestig nie. Die WKOD het met die Nasionale Finansiële Hulpskema vir Studente (NFHS) beraadslaag en gewerk, en het baie van hul prosesse aangeneem. Daarbenewens het arm leerders met argwaan op die konsep van lenings gereageer. Dit was vir die WKOD nodig om die naam van die skema na 'n finansiële bystandskema te verander, en om aansienlike voorspraak aangaande die skema te doen.

STR01	HULP- EN VERWANTE DIENSTE - Sleuteltendense	2003/04 Werklike	2004/05 Werklike	2005/06 Geskatte	2006/07 Geskatte	2007/08 Geskatte	2008/09 Geskatte
<b>BETALINGS PER SUBPROGRAM (R'000)</b>							
8.1	Betalings aan SETA	3,485	3,659	4,471	4,847	5,215	5,508
8.2	Voorwaardelike toekennings-projekte	29,756	9,814	11,205	11,870	12,464	13,303
8.3	Eksterne eksamens	50,143	51,436	56,374	57,357	60,546	63,672
8.4	Onderwysersopleiding	11,956	1,345	1,695	1,753	1,837	1,919
8.5	ikapa Ellilumayo	26,175	28,046	125,000	131,375	137,944	144,151
<b>TOTAAL</b>		<b>121,515</b>	<b>94,300</b>	<b>198,745</b>	<b>207,202</b>	<b>218,006</b>	<b>228,553</b>
<b>BETALINGS PER EKONOMIESE INDELING (R'000)</b>							
	Lopende betaling	99,521	68,020	69,829	85,942	90,634	95,391
	Vergoeding van werknemers	41,847	34,903	33,455	36,289	38,470	40,634
	Opvoeders	6,861	18,742	2,123	2,235	2,349	2,479
	Nie-opvoeders	34,986	16,161	31,332	34,054	36,121	38,155
	Goedere en dienste	57,674	33,117	36,374	49,653	52,164	54,757
	Oordragte en subsidies	16,931	26,133	104,216	106,485	111,924	117,019
	Betalings vir kapitale bates	5,063	147	24,700	14,775	15,448	16,143
<b>TOTAAL</b>		<b>121,515</b>	<b>94,300</b>	<b>198,745</b>	<b>207,202</b>	<b>218,006</b>	<b>228,553</b>
<b>PERSONEEL</b>							
	Aantal Opvoeders (in openbare diens)	1	1	1	1	1	1
	Aantal Nie-opvoeders (in openbare diens)	124	147	147	147	147	147
<b>PRESTASIEMAATSTAWWE</b>							
▶	PPM801: Aantal opvoeders in primêre en sekondêre skole wat in die Lewensvaardighede-program vir MIV en VIGS opgelei is (opgejaar)	10 000	15 910	16 000	18 000	20 000	22 000
▶	PPM802: Aantal portuuroopvoeders wat in die Lewensvaardighede-program vir MIV en VIGS opgelei is (opgejaar)	2 500	6 500	8 000	12 000	16 000	18 000
▶	PPM803: Aantal skole (SBS'e en SBL'e) wat in die bestuur van MIV en VIGS in hul skoolgemeenskap opgelei is	15	17	700	1 400	1 500	1 600

## B.9 Implementering van Kapitaalbelegging-, Instandhouding- en Batesbestuursplan

### Nuwe projekte, opgraderings en rehabilitasie

Volgens die Departement van Vervoer en Openbare Werke sal die volgende projekte gedurende 2006/07 voltooi word:

Projek	Aantal
Addisionele klaskamers (baksteen) by bestaande skole	52
Ablusieprojekte	5
Administrasiegeriewe	1
Forumgeriewe	13 (4 P/S and 9 S/S)
Primêre skole	2
Sekondêre skole	3
Spesiale skole	-

Projek	Aantal projekte	Naam van projek
Skoolgebou-projekte	Primêre skole 2	Wallacedene, Samora Marchall,
	Sekondêre skole 3	Highbury, Du Noon, Kuilsrivier
Onderrigkamers as deel van elke nuwe skool of as aparte projekte	Primêre skole 82 (60+22)	2 P/S soos hierbo (x 30 klaskamers = 60) Balans: Rosmead, Kretchenshoop, Comville, Eindhoven, Rainbow
	Sekondêre skole 135 (105+30)	3 S/S soos hierbo (x 35 klaskamers = 105) Balans: Murray, Masibambisane, Simunye, Masibambane, Manzomthombe, Brackenfell
	Spesiale skole	
Hervestiging van mobiele klaskamers	15	Bepaal te word deur OBOS-Direkteure
Forums	Primêre skole 4	Panorama, Wesfleur, Turfhall, Victoria Park
	Sekondêre skole 9	Proteus, Bridgton, Ladismith, Paulus Joubert, Charleston Hill, Ravensmead, Heideveld, Mondale, Villiersdorp
Toilette	Primêre skole 66 (WCs)	2 P/S soos hierbo
	Sekondêre skole 81 WCs	3 S/S soos hierbo
Opgraderings-projekte	Primêre skole 0	
	Sekondêre skole 1	Esselenpark
	Spesiale skole 0	
	Sekondêre skole 1	

### Instandhouding van geboue

Aantal projekte	Begroting	Finale koste R'000
720 (2006/07 tot 2008/09)	R164 564 miljoen	R164 564 miljoen

Die geskatte koste om al die bestaande skoolgeboue in die Wes-Kaap te vervang, is R12 miljard. Volgens die Staatsdienskode behoort 1.5% van die vervangingswaarde van 'n gebou jaarliks beskikbaar gestel te word vir instandhouding. Dus behoort 'n bedrag van R180 miljoen jaarliks begroot te word om onderwysgeboue in die Wes-Kaap in stand te hou.

Die jaarlikse instandhoudingsbegroting vir 2006/07 is R86 980 miljoen, en hierdie bedrag verteenwoordig 48% van wat benodig word. Die totale instandhoudingsbegroting vir die afgelope vier jaar bedra R320 miljoen. Indien dieselfde berekening gedoen word, nl. 1.5% van die vervangingswaarde, dan toon die slotsom dat die geboue besig is om agteruit te gaan, en dat agterstande duidelik aan die toeneem is.



## Batesbestuur

- **Vaste bates**

Die WKOD gebruik die Onderwysbestuur-en-Inligtingstelsel (OBIS) en die Inligtingstelsel vir die Skolebehoefte-register (ISSBR) wat voldoende is om vaste bates te behartig.

- **Groot roerende bates**

*Hoofkantoor en OBOS'e (met inbegrip van kantore wat by OBOS'e ingeskakel is)*

Alle meubels en toerusting vir hierdie kantore word elektronies d.m.v. die Logistieke Inligtingstelsel (LOGIS) aangekoop. Hierdie bates word outomaties in die inventaris van die gebruikers vasgelê. Die Provinsiale Tesourie het beoog om die dienste van 'n private diensverskaffer te bekom om die batesbestuurfunksie namens al die provinsiale departemente te onderneem. Die plan is egter laat vaar weens die koste daaraan verbonde. Elke departement bestuur nou sy eie batesregister in lyn met die vereistes van die ouditeur-generaal, en die WKOD kom dit na.

*Skole*

Daar is besluit om oordragbetalings aan skole in terme van bestaande Tesourieriglyne te doen, sodat skole hul eie toerusting by gekontrakteerde voorsieners kan koop. Alle aankope van skole is van die LOGIS-batesregister verwyder aangesien dit, ingevolge die Suid-Afrikaanse Skolewet, 1996 (Wet nr. 84 van 1996) as inventarisitems van die skole beskou word. Skole sal dus oor hierdie inventarisitems in hul jaarlikse finansiële state verslag doen. Die LOGIS-batesregister weerspieël slegs die inventaris vir die Hoofkantoor van die WKOD, sowel as die OBOS'e en hul onderskeie dienspunte.

- **Planne m.b.t. roerende bates, soos motorvoertuie**

Die voorsiening, onttrekking en vervanging van ou en/of beskadigde Regeringsgarage (GG) motorvoertuie word deur die Provinsiale Departement van Vervoer (Regeringsmotorvervoer) bestuur. Hulle behartig ook die lisensiering, onderhoud en brandstofvoorsiening van die voertuie, sowel as die byhou van 'n batesregister op die *Fleetman*-stelsel. Hulle formuleer ook 'n provinsiale beleid m.b.t. die gebruik van GG-voertuie.

Die WKOD verseker dat die provinsiale beleid nagekom word. Dit hou ook 'n register van voertuie wat by die WKOD in gebruik is, moniteer voertuiggebruik d.m.v. log-blaaie, en verseker dat die voertuie padwaardig is en behoorlik in stand gehou word.

Die huidige vloot, aangevul deur die voorsiening van gesubsidieerde voertuie aan beamptes wat daarvoor kwalifiseer, voldoen aan die huidige behoeftes van die WKOD. Die voorsiening van gesubsidieerde voertuie is deur omsendbrief nr. 179/2003 van 10 September 2003 teruggetrek, aangesien daar bevind is dat dit duurder as regeringsmotorvervoer is.

- **Maatreëls om te verseker dat die Departement se batesregister op datum is**

Daar word jaarlikse bestekopnames gedoen om te verseker dat die WKOD se batesregister op datum is.

## **Bylae A: Prestasiemaatstawwe**

Hierdie bylae lys die 39 kern-prestasiemaatstawwe (PM'e) waaroor daar nasionaal ooreengekom is. Vir elke prestasiemaatstaf word die nommer, die kort beskrywing, en die langer beskrywing voorsien.

### **► PM001: Persentasie van die kinders van skoolpligtige leeftyd wat skole bywoon**

Dit is die persentasie van die kinders van skoolpligtige leeftyd in die provinsie wat enige skool of onderwysinstansie bywoon. Hierdie prestasiemaatstaf dui aan hoe doeltreffend aan die opvoedkundige regte van kinders, soos in die Grondwet verwoord, voldoen word, en die mate waartoe die bepalings van die Suid-Afrikaanse Skolewet m.b.t. verpligte skoolonderwys nagekom word.

### **► PM002: Persentasie van jeugdige bo die skoolpligtige leeftyd wat skole en ander onderwysinstansies bywoon.**

Dit is soortgelyk aan PM001, behalwe dat hierdie prestasiemaatstaf na ouer kinders verwys. Dit is die persentasie van die bevolking van 15 tot 18 jaar in die provinsie wat enige skool of ander onderwysinstansies bywoon. Dit dui aan hoe suksesvol die regering en die land is in die voorsiening van skool- en ander onderwys verby die vlak van basiese onderwys. Terwyl die Grondwet onderwys vir hierdie groep nie 'n basiese reg maak nie, verplig dit die regering om verdere onderwys progressief beskikbaar en toeganklik vir ons jeug te maak.

### **► PM003: Openbare besteding op 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 die 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 doel van die regering om hierdie persentasie na meer as 100% vir alle provinsies te vermeerder. Daar is baie faktore wat die persentasie op en af stoot: die regering se swak beleid m.b.t. posvoorsiening en skooltoewysing; die regering se skoolbouprogramme (stoot die persentasie op); aantal arm kinders wat nie op skool is nie (en daarom geen onderwysbefondsing ontvang nie); probleme om onderwysers na landelike areas te lok (hierdie faktore stoot die gemiddeld af).

### **► PM004: Jare bestee per VOOS-afgestudeerde**

Dit is die aantal jare van skoolonderwys wat die regering belê om elke Graad 12-afgestudeerde (of ekwivalent) te lewer. Aangesien leerders herhaal, en aangesien leerders voor die einde van Graad 12 uit die skoolstelsel uitsak, is die aantal jare altyd groter as 12. Deur egter die aantal jare so laag as moontlik te hou, kan die regering meer onderwys van 'n beter gehalte aan meer mense voorsien.

### **► PM005: Gemiddeld hoogste skoolgraad wat deur volwassenes in die bevolking bereik is.**

Die maksimum waarde wat vir hierdie prestasiemaatstaf moontlik is, is 12. Dit sou die geval wees indien alle volwassenes in die bevolking Graad 12 voltooi het. Soos ons samelewing meer opgevoed word, behoort die waarde vir hierdie prestasiemaatstaf toe te neem. Ons moet redelik geleidelike toenames verwag, aangesien dit baie jare neem vir skoolonderwys en BVOO om die algehele vlakke van onderwys oor die hele volwasse bevolking heen te verander.

### **► PM006: Volwasse geletterdheidsyfer**

Dit is die persentasie volwassenes wat in staat is om te lees en skryf, ten minste op 'n basiese vlak. Ons Grondwet waarborg die reg tot 'n basiese opvoeding aan alle volwassenes wat in die verlede hiervan verstoke was. Om menseregteredes, maar ook om redes van ekonomiese ontwikkeling, is hierdie 'n belangrike prestasiemaatstaf vir die regering. Ons doel behoort 'n 100% volwasse geletterdheidsyfer te wees.

### **► PM101: Persentasie skole wat die Skooladministrasie-en-Bestuurstelsel implementeer**

Die Skooladministrasie-en-Bestuurstelsel (SABS) is 'n nasionaal ontwerpte en gerekenariseerde stelsel wat skole in staat stel om inligting aangaande hul leerders, personeel, geriewe en finansies meer doeltreffend te organiseer en te gebruik. Hoe groter die aantal skole wat SABS gebruik, hoe beter sal die diens wees wat ons van skole kan verwag.

### **► PM102: Persentasie skole wat elektronies deur die departement gekontak kan word.**

E-pos help skole om die Departement vinnig te kontak wanneer daar 'n probleem is waaraan die Departement aandag moet gee. Hierdie kommunikasiewyse stel ook die Departement in staat om vinnig en teen geringe koste inligting insake beleidsveranderinge, lopende projekte en algemene omsendbriewe te kommunikeer. Dit is die regering se doel om te verseker dat alle skole e-aansluitbaarheid geniet.

### **► PM103: Persentasie swart vrouens in bestuursposte**

Dit is die persentasie swart vrouens in bestuursposte. Alhoewel indiensnemingsgelykheid 'n aantal areas dek, is die aantal swart vrouens in bestuursposisies baie belangrik om die vordering uit te lig wat daar tot indiensnemingsgelykheid in Provinsiale Onderwysdepartemente gemaak word.

► **PM104: Persentasie van lopende uitgawes wat aan nie-personeelitems bestee word**

Dit is die persentasie onderwysuitgawes, anders as uitgawes aan fisiese infrastruktuur (nie-personeel, nie-kapitaal) wat aan nie-personeelitems soos handboeke, skryfbehoeftes en skoliervoer bestee word.

► **PM201: Persentasie leerderdae deur die voedingsprogram gedek**

Dit is die aantal middagetes wat deur die regering se voedingsprogram by skole voorsien word, gedeel deur al die leerderdae in die jaar ('n leerderdag is die bywoning van een leerder op een dag). Hierdie persentasie styg wanneer die voedingsprogram meer leerders dek, of wanneer elke leerder meer middagetes in een jaar ontvang. Die maksimum wat moontlik is, is 100%. Ons sou verwag dat die persentasie hoër sal wees in daardie provinsies met die hoogste armoedevlakke.

► **PM202: Persentasie leerders met spesiale behoeftes in openbare gewone skole**

Hierdie is die persentasie leerders met spesiale behoeftes in openbare gewone skole. Histories het sulke leerders probleme gehad om toegang te verkry tot openbare gewone skole alhoewel, gesien die regering se inklusiewe onderwysbeleid, stappe gedoen behoort te word om toegang 'n realiteit vir gestremde leerders te maak.

► **PM203: Persentasie leerders in openbare gewone skole met watertoevoer**

Dit is die persentasie openbare gewone skole waar daar die een of ander toevoer van skoon water is. Om gesondheids- en ander redes is dit belangrik dat alle skole toegang op die perseel tot skoon water sal hê.

► **PM204: Persentasie openbare gewone skole met elektrisiteit**

Dit is die persentasie openbare gewone skole waar daar elektrisiteitsvoorsiening is. Elektrisiteit is 'n belangrike voorvereiste vir die invoer van moderne tegnologieë wat bestuur, onderrig en leer in skole kan verbeter.

► **PM205: Persentasie skole met voldoende aantal werkende toilette**

Dit is die aantal skole met minstens twee werkende toilette vir elke klaskamer. Om redes van gesondheid en skoolbywoning is dit belangrik vir die skoolstelsel om na hierdie minimum norm vir alle skole te 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 in stand gehou word, sodat hulle ten volle funksioneel kan wees, en vervanging tot die minimum beperk kan word. Beleid bepaal dat die jaarlikse besteding aan instandhouding van geriewe minstens 1.5% van die totale waarde van daardie geriewe moet bedra.

► **PM207: Persentasie skole met meer as 40 leerders per klas**

Dit is die persentasie skole met 'n leerder- / opvoederverhouding groter as 40. Baie groot klasse is duidelik nie goed vir onderrig en leer nie, en die doel is om hierdie persentasie af te bring na 0%.

► **PM208: Persentasie nie-Artikel 21-skole waar alle LOOM en ander nodige materiaal teen dag 1 van die skooljaar gelewer was**

Dit is die persentasie skole wat vir die verkryging van handboeke en ander LOOM op die Departement staat maak, en wat al die goedere wat hulle verwag op die laaste op die eerste dag van die skooljaar ontvang.

► **PM209: Persentasie skole met Artikel 21-status**

Hierdie is die persentasie skole aan wie daar, ingevolge die Suid-Afrikaanse Skolewet, 1996 (Wet nr. 84 van 1996) sekere bestuursverantwoordelikhede, waaronder finansiële verantwoordelikhede, toegestaan is. (Dit het niks met Artikel 21-maatskappye te doen nie.) Dit is belangrik dat meer skole vir hierdie selfbestuurstatus gereed gemaak sal word, sodat skole meer doeltreffend op plaaslike druk kan reël.

► **PM210: Persentasie werksdae wat weens opvoederwegblyery in openbare gewone skole verloor word**

Hierdie prestasiemaatstaf neem enige wegbyery van opvoeders van die skool af in ag, om watter rede ookal, waar daar nie 'n plaasvervanger was nie. Vir skole om behoorlik te funksioneer, is dit belangrik dat leerders nie sonder hul opvoeders sal wees nie. Die doel behoort te wees om hierdie prestasiemaatstaf so laag as moontlik te hou.

► **PM211: Persentasie leerderdae weens leerderwegblyery in openbare gewone skole verloor**

Hierdie prestasiemaatstaf is soortgelyk aan PM210, behalwe dat dit na leerders in plaas van opvoeders verwys. Enige wegbyery vanaf die skool deur enige leerder sal by hierdie prestasiemaatstaf in aanmerking geneem word.

► **PM212: Die prestasieverhouding van die mins bevoordeelde tot die mees bevoordeelde skole m.b.t. Graad 3**

Dit is die gemiddeld van die lees- en wiskundetellings van Graad 3-leerders in die swakste skole, relatief tot die gemiddeld vir die mins swak leerders, as 'n persentasie uitgedruk. Dit is nie slegs belangrik om die apartheid-erfgoed van ongelyke besteding op leerders beet te pak nie. Dit is ook belangrik om te verseker dat ongelykhede in leerderuitslae verminder word, sodat leerders 'n meer gelyke wegspringkans in die lewe sal hê.

► **PM213: Herhalingskoers in Grade 1 tot 7**

Dit is die aantal leerders wat hul huidige graad in Grade 1 tot 7 herhaal, gedeel deur al die leerders wat in Grade 1 tot 7 ingeskryf is. 'n Hoë herhalingskoers is beide duur en nadelig vir onderrig en leer. Dit is belangrik om hierdie prestasiemaatstaf so laag as moontlik te hou.

► **PM214: Persentasie leerders in Graad 3 wat aanvaarbare uitkomst in gesyferdheid en geletterdheid behaal**

Hierdie prestasiemaatstaf berus op dieselfde data as PM212. Dit toon die persentasie van alle leerders in Graad 3 wat gemiddeld aanvaarbare uitkomst in gesyferdheid, geletterdheid en lewensvaardighede behaal.

► **PM215: Persentasie leerders in Graad 6 wat aanvaarbare uitkomst in gesyferdheid, geletterdheid en natuurlike wetenskappe behaal**

Hierdie prestasiemaatstaf toon die persentasie van alle leerders in Graad 6 wat gemiddeld aanvaarbare uitkomst in gesyferdheid, geletterdheid en natuurlike wetenskappe behaal.

► **PM216: Persentasie meisies wat wiskunde en wetenskap in Grade 10 tot 12 neem**

Dit is die persentasie vroulike leerders wat vir wiskunde en wetenskap in Grade 10, 11 en 12 ingeskryf is. Histories is meisies in hierdie vakke ondervteenwoordig, sodat verhoogde deelname daarin 'n belangrike aanwyser sal wees van tendens na 'n meer geslagsgebalanseerde VOO-band.

► **PM217: Die prestasieverhouding van die mins bevoordeelde tot die mees bevoordeelde skole m.b.t. die slaagsyfer vir Graad 12**

Dit is die gemiddeld van die punte in die Senior Sertifikaat van Graad 12-leerders in die swakste skole, relatief tot die gemiddeld vir die mins swak leerders, as 'n persentasie uitgedruk. Hierdie prestasiemaatstaf is dus soortgelyk aan PM212.

► **PM218: Herhalingskoers in Grade 8 tot 12**

Dit is soortgelyk aan PM215, behalwe dat hierdie prestasiemaatstaf op Grade 8 tot 12 betrekking het.

► **PM219: Slaagverhouding in Graad 12-eksamens**

Dit is die totale aantal leerders wat in 'n jaar in die Senior Sertifikaat slaag, gedeel deur die totale aantal 18-jariges. Hierdie is nie dieselfde as die Matriekslaagsyfer nie. Hierdie prestasiemaatstaf neem twee dinge in aanmerking. Eerstens neem dit in aanmerking hoeveel jeugdige aan die eksamens deelneem. Tweedens neem dit in aanmerking hoeveel jeugdige wat die eksamens deelneem, ook daarin slaag.

► **PM220: Slaagverhouding in Graad 12 vir wiskunde- en wetenskappeksamens**

Dit is die totale aantal leerders wat in 'n jaar in of wiskunde of wetenskap in die Senior Sertifikaat slaag, gedeel deur die totale aantal 18-jariges. Soos met die algehele slaagsyfer (sien PM217) bied hierdie prestasiemaatstaf 'n aanduiding van hoeveel lewering die onderwysstelsel produseer, relatief tot die bevolking.

► **PM221: Persentasie leerders in Graad 9 wat aanvaarbare onderwysuitkomst in alle leerareas behaal**

Hierdie prestasiemaatstaf toon die persentasie van alle leerders in Graad 9 wat gemiddeld aanvaarbare onderwysuitkomst behaal.

► **PM301: Persentasie befondste onafhanklike skole wat vir moniteringsdoeleindes besoek is**

Dit is die persentasie onafhanklike skole wat 'n regeringsubsidie ontvang, wat gedurende die jaar vir gehaltebeheerdoeleindes deur die Departement besoek word. Dit is belangrik dat die regering die gehalte van onderwys moniteer wat in onafhanklike skole voorkom, en veral dié wat staatsubsidies ontvang, en dat daar tot aksie oorgegaan word waar minimumstandaarde nie verwesenlik word nie.

► **PM401: Persentasie kinders van verpligte skoolgaande ouderdom met spesiale behoeftes wat nie by onderwysinrigtings ingeskryf is nie**

Dit is die persentasie gestremde kinders van skoolpligtige leeftyd wat nie by enige skool of onderwysinstitusie ingeskryf is nie. Dit is belangrik dat die regering vir voldoende en geskikte toegang tot spesiale en openbare gewone skole vir hierdie leerders voorsiening maak. Ideaal gesproke behoort hierdie prestasiemaatstaf 'n waarde van 0% te hê.

► **PM501: Persentasie studente aan VOO-kolleges, relatief tot die jeug in die provinsie**

Dit is die aantal studente van alle ouderdomme aan VOO-kolleges, gedeel deur die jeugdige van 16 tot 18 jaar. Terwyl baie studente in VOO-kolleges ouer as 18 sal wees, bied hierdie prestasiemaatstaf nogtans 'n nuttige aanduiding van die mate waartoe VOO-kolleges na die jeug en die bevolking as geheel uitreik.

► **PM502: Persentasie vroulike studente wat in tegniese velde is**

Dit is die persentasie van alle vroulike studente aan VOO-kolleges wat vir ingenieurswese of ander tegniese velde ingeskryf is. Histories was die inskrywing van vroulike studente in hierdie velde laag. In belang van geslagsgelykheid behoort hierdie situasie te verbeter.

► **PM503: Slaagverhouding in VOO-kolleges**

Dit is die aantal studente wat in die finale eksamens slaag, gedeel deur die totale aantal studente wat tot die VOO-kollegestelsel toegetree het met die doel om in die eksamens te slaag.

► **PM504: Persentasie leerders wat deur VOO-kolleges in leerlingskappe geplaas is**

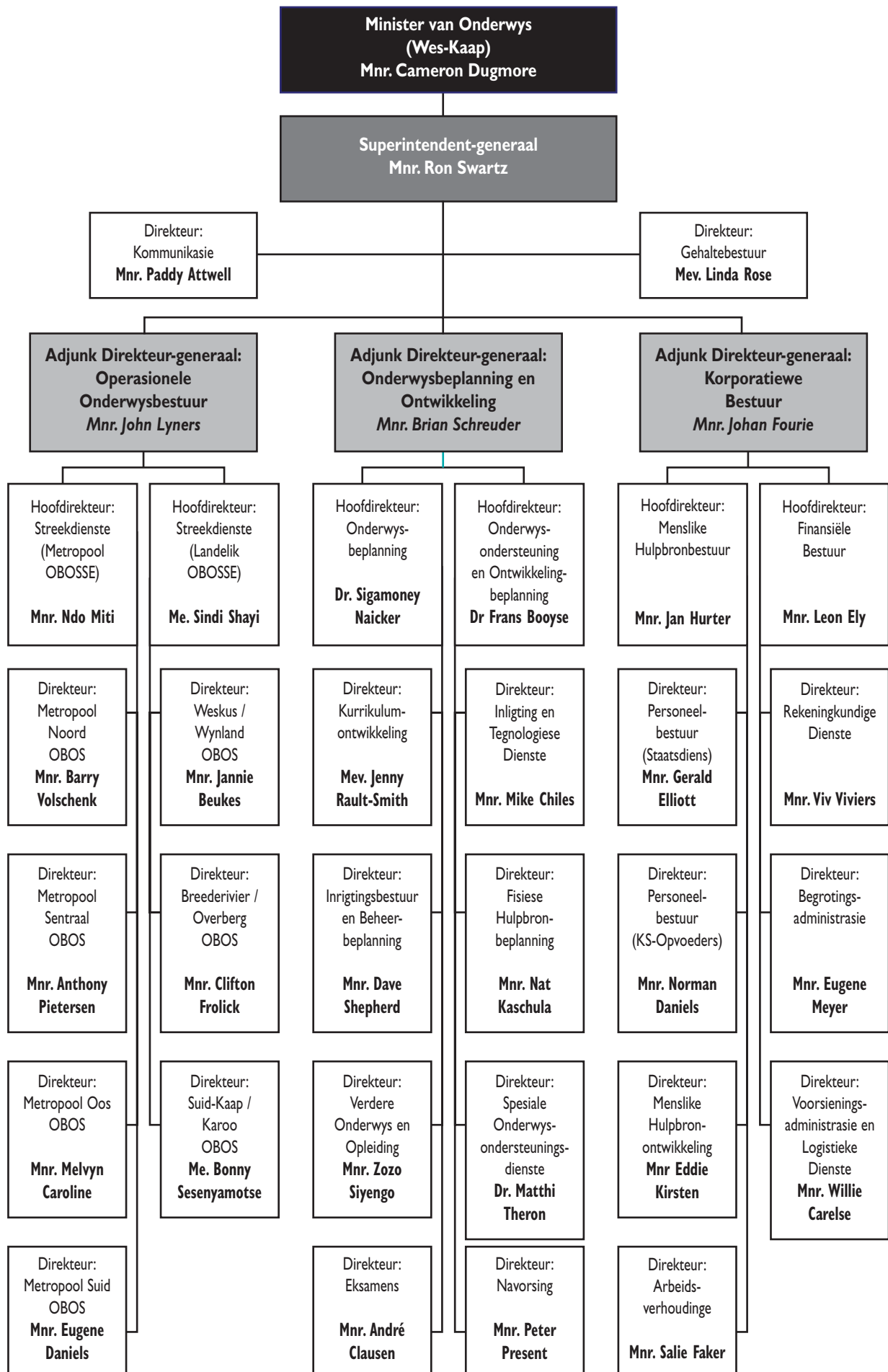
Dit is die leerders in leerlingskappe wat hul opleiding deur 'n VOO-kollege ontvang, as 'n persentasie van alle leerders in leerlingskappe in die provinsie. Hierdie prestasiemaatstaf dui aan hoe doeltreffend die VOO-kolleges is om leerders uit die leerlingskapstelsel aan te trek.

► **PM601: Persentasie BVOO-leerders relatief tot die volwassenes in die provinsie**

Dit is die aantal studente wat in openbare BVOO-sentrums ingeskryf is, gedeel deur die totale aantal volwassenes in die bevolking. Hierdie persentasie gee 'n aanduiding van hoe ekstensief die openbare voorsiening van BVOO in die provinsie is.

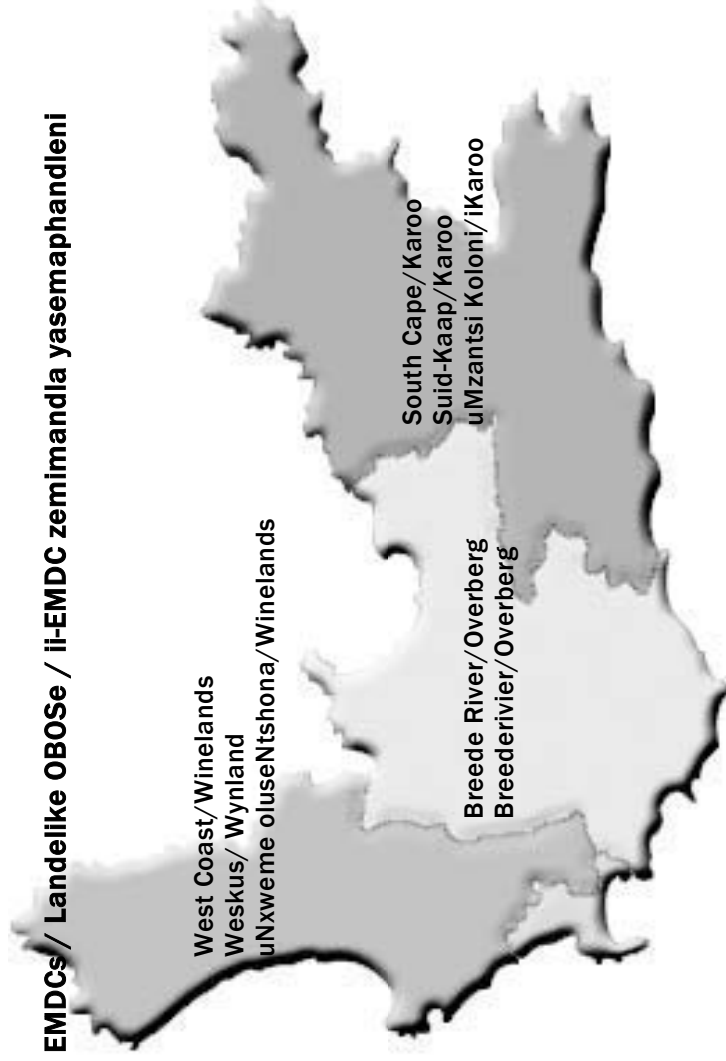
► **PM701: Persentasie leerders in openbaar-befondsde Graad R**

Dit is die totale aantal leerders in openbaar-befondsde Graad R (in openbare skole of gemeenskapsentrums) gedeel deur alle vyfjarige in die bevolking. Terwyl dit nie die regering se doel is om 100% m.b.t. hierdie prestasiemaatstaf te bereik nie (daar kan verwag word dat sommige leerders private sentrums sal bywoon) bepaal beleid dat ons teen 2010 'n hoë vlak van tussen 80% en 90% behoort te bereik.

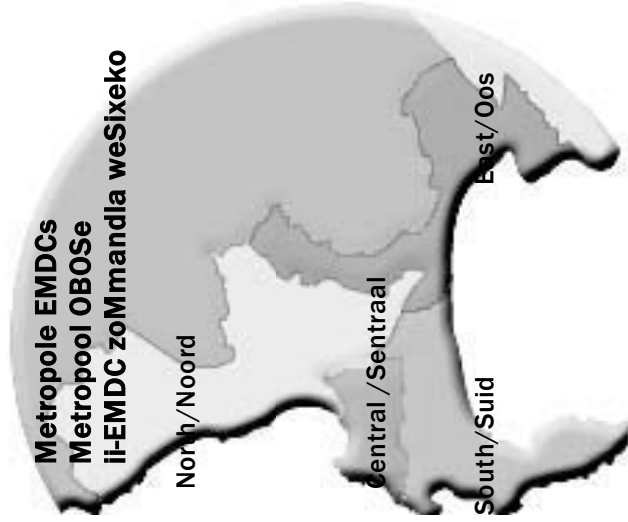


**SKEDULE 2 - Onderwysbestuurs-en-ontwikkelingsentrums (OBOS'e)  
 SCHEDULE 2 - Educational Management and Development Centres (EMDC)  
 iSheduli 2 - aMaziko oLawulo noPhuhliso lweMfundo (EMDC)**

**Rural EMDCs / Landelike OBOSe / ii-EMDC zemimandla yaseMaphandleni**



**Metropole EMDCs  
 Metropool OBOSe  
 ii-EMDC zoMmandla weSixeko**







# Annual Performance Plan

2006/07 to 2008/09

# Jaarlikse Prestasieplan

2006/07 tot 2008/09

# IsiCwangciso Sentsebenzo Yonyaka Emihlanu

2006/07 ukuya 2008/09



**WESTERN CAPE  
Education Department**

Provincial Government of the Western Cape



## Imbulambethe Yomphathiswa Wephondo

Zininzi izinto ngezinto esisekelwe phezu kwazo isikhokelo sethu i-MTEF. Okokuqala, kukho izinto zesizwe eziphambili ngokubaluleka nezibekwe liSebe leMfundo leSizwe (DoE) ngothethwano neSebe lezeMali, kwakunye nezo zikhethwe zabekwa phambili ngokubaluleka liQela lezeNtlo leKhabhinethi yephondo, nezithi zibe nefuthe kumsebenzi wethu (ukhuseleko lwabafundi, isikhokelo esimanyanisiweyo semfundo yabantwana yasekuqaleni se-ECD, imidlalo yezikolo nephulo lokulwa ukusetyenziswa kwezinyobisi lututsha). Okwesibini, ugunyaziso lwethu oluphambili njengephondo kukuba sifezekise iSicwangciso esiliqili soPhuhliso lwaBantu Bokusebenza sethu (Human Capital Development Strategy (HCDS)), esiye samkelwa yiKhabhinethi yePhondo. Ikhwelo elihlatywa nguMongameli sokufikelelwa kwe-6% yokukhula liphinde lazibuyisela iingqondo zethu kwimfuneko yokuba sigxininise kuphuhliso lwezakhono ezingqamene ne-MEDS ngokuba amanani singawenyusi nje kwiikholeji zethu ze-FET, koko siwanyuse nakubafundi abakwaziyo ukufikelela kwimfundo ephakamileyo, ngakumbi abo banayo imathematika, inzululwazi netheknoloji. Le nto ke ayizi kufuna nje kunikwe inkxaso eqinileyo nokuba kubekwe iinkalo ezicacileyo ekuza kujoliswa kuzo kwizikolo zeNaledi ezingama-40 zeDinaledi nezili-10 zemathematika, inzululwazi netheknoloji (MST), koko iza kufuna nokuba kubekho isicwangciso esiliqili sokunyusa inkqubo yabafundi kwizikolo zethu eziqhuba kakubi kunye nenkxaso enikwa zonke izikolo zethu okoko lisebe eli.

Ugunyaziso lwethu esilunikiweyo isekukuba sibonelele bonke abafundi bethu kweli phondo ngekhyaya elifundayo. Kungoku nje olo gunyaziso lukhokelwa yi-HCDS ejoliswe kakhulu kulutsha, njengesinye sezicwangciso eziliqili ezihlanu eziphambili zephulo iKapa Elihlumayo. Iindawo eziphambili ngokubaluleka kwi-HCDS zibandakanya -

- i. Ukukwazi ukubala nokufunda (siza kuqinisekisa ukuba isicwangciso sethu sokuguqulwa komgaqo-nkqubo wolwimi olusetyenziswa emfundweni siyabandakanyawa kwisicwangciso esiliqili sethu esiqinisiweyo sokukwazi ukubala nokufunda).
- ii. Olunye ulwandiso lukaGrade R olubandakanya nokunatyiselwa kwenkqubo yoncediso- mali olwandisiweyo kumaziko ongezelelweyo phaya kwiindawo ezihluphekileyo nezisemaphandleni, kunye noqulunqo lwendlela yokuqhutywa kwe-ECD (abaneminyaka 0 – 4) emanyanisiweyo olwenziwa namanye amasebe angala: elophuhliso lwentlalo, elezempilo nelolawulo lweedolophu nezithili.
- iii. kuza kwandisa ufikeleleko lwezifundo zabantu abadala (ABET) kuqhutywe nophando lokuqala lokufumanisa ukuba kungaba naziphumo zini na ukuvulwa kweziko lemfundo yabantu abadala elisisigxina.
- iv. Ukusetyenziswa kwe-NCS entsha ngakumbi ngokuphathelele kwicandelo le-FET ukuqalela kuGrade 10 ngo-2006 kwakunye neminyaka esaseleyo kwicandelo le-GET.

- v. Uphuculo ngokutsha lwazo zontandathu iikholeji ze-FET kugxininise kakhulu kwicala lophuhliso lwezakhono ezingqamene ne-MEDS neemfuno zesizwe,
- vi. njengoko zicacisiwe kwisicwangciso esiliqili sophuhliso lwabantu bokusebenza sesizwe.
- vii. Izibonelelo zemfundo- ukwabela ii-SGB iimali zokugqibezela iiprowujekthi ngenkxaso yeyunithi yoLawulo yethu nokuqinisekisa kwesivumelwano sokunikwa kwenkonzo (SDA) neSebe leMisebenzi kaRhulumente.
- viii. Ukhuseleko lwezikolo.
- ix. Ukumiswa ngokutsha kweSebe leMfundo leNtshona Koloni (WCED), okuya kuqinisekisa ukuba isebe lethu likwazi kangangoko ukusebenzisa i-HCDS kwaye kunjalo nje libamela bonke abantu baseNtshona Koloni
- x. Ukuphuhlisa kwabantu bokusebenza apha kwi-WCED kugxininise ngakumbi kwinkxaso enikwa ootitshala nophuhliso lwabo ngokuqinisekisa ukuba umsebenzi wabo unefuthe elibonakala kangangoko kwaye banikwa uxanduva lokuphendula ngokwemiqathango ye-IQMS.
- xi. Imathematika, iNzululwazi neTheknoloji.
- xii. Ukusekwa kozinzo kwimfundo ngokusungula iKhansile yaBameli baBafundi yephondo (RCL's), umbutho wootitshala abadla umhlalaphantsi nokubamba inkomfa yephondo yazo zonke ii-SGB. Siza kungathi sibhinqela phezulu ngakwicala loqeqesho nenkxaso yee-SGB nee-RCL.

IKhabhinethi yephondo iye yanika i-WCED uxanduva lokuqulunqa izicwangciso zokusetyenziswa nokulandelelanisa ngocikizeko izinto zokusebenza ngokushiyana kwazo ngokubaluleka apha kwi-HCDS. Siqikelela ukuba ngo-2006 siza kujongana nale mingeni ilandelayo:

- i. Ukuqhutywa kwezikolo ekungahlawulwayo kuzo kwizikolo ezithile ezithwaxwa yintlupheko.
- ii. Ukubonelela ootitshala ngezinto zokubakhuthaza ezingqanyanise nesabelo esikhutshwe liSebe lezeMali leSizwe.
- iii. Ukwanda okuthe gqolo kwemfuno yezibonelelo zokukhawulelana neemeko zokuba semva kwentengo yezibonelelo nezo mfundo zintsha zibangwa kukwanda kolwakhiwo lweendawo ekuhlalwa kuzo ngabantu olungenamali luyibekela izibonelelo zezikolo.

Le migaqo-nkqubo ilandelayo yokuphucula ukunikwa kwenkonzo yemfundo sele kumbovu ukuba igqitywe -

- i. Umgqo-nkqubo wokuthathwa kwabafundi ezikolweni, nokuba kuxa kutheni na ukuze sibe isikolo sizele.
- ii. Uthutho lwabafundi.
- iii. ISicwangciso seNguqu kuLwimi oLusetyenziswa eMfundweni eNtshona Koloni (Western Cape Language in Education Transformation Plan).
- iv. Izicwangciso zeentengo zobonelelo lwemfundo kubo bonke oomasipala abakwinqanaba B neekhansile ezincinane kwimimandla yezixeko.

Umbono wethu wekhaya elifundayo lethu sonke, uye waphakanyiswa ngamandla ngokuthi kungenwe kwizikolo ezitsha ezili-15 ukusukela ekuqaleni kwalo nyaka; ngokufakwa kwezithuba zootitshala ezingama-292 kwingobozi yezithuba zootitshala; ngokuqalisa nge-NCS; nangokufakwa kwabancedisi bootitshala abamalunga nama-500. Kuwo wonke lo msebenzi sikwaqwalasela nombaba wokumilisela isiqhelo sothethwano, esobandakanyo, esokunikwa kweenkonzo nesokusabela apha kwi-WCED

## **CAMERON DUGMORE UMPHATHISWA WEPHONDO WEMFUNDO**

### **Imbulambethe Yegosa Eliphendulayo**

Ngomhla we-6 Matshi 2006 iSebe leMfundo leNtshona Koloni (WCED) liye lasungula iSicwangciso esiliQili soPhuhliso lwaBantu Bokusebenza (Human Capital Development Strategy (HCDS)) eNtshona Koloni, esijoliswe kulutsha.

Esi sicwangciso siliqili siyintsika yephulo likarhulumente wephondo eli, iKapa Elihlumayo, isicwangciso sokhuliso nolwabelwano lweNtshona Koloni, kwaye siza kuba sisiseko sokubekela ucwangciso lwemfundo kweli phondo kwiminyaka emininzi esezayo.

I-HCDS ichaza inxaxheba ekufuneka ithathwe yimfundo ngokuqinisekisa ukuba abantu, ngakumbi ulutsha, banolwazi, izakhono, iimpawu zentsulungeko neengqondo eziyimfuneko ukuze bakwazi ukuzibona iitalente abanazo, bakwazi nokuthatha inxaxheba kuphuhliso lwentlalo noqoqosho.

Isicwangciso sokwenziwa komsebenzi sonyaka sichaza indlela esiceba ukuyisebenzisa ngayo i-HCDS kwesi sithuba siphakathi kuka-2006/07 no-2008/09.

Ichaza izinto zesizwe nezephondo eziphambili ngokubaluleka, nendlela esiceba ukulwaba ngayo uhlahlo-mali lwethu kwakunye nendlela esiza kuyivandlakanya ngayo inkqubo yethu yokufezekisa ezi njongo.

UMphathiswa ubeke izinto ezintandathu eziphambili ngokubaluleka kulo nyaka, eziyinxenye yephulo lethu lokufezekisa iinjongo ze-HCDS. Zezi:

- Ukubala nokufunda, kugxininiswa kakhulu kwinkqubo yabafundi emsebenzini kwiSigaba seSiseko
- Ukuqalisa ngekharithulam yesizwe ye-FET ezikolweni, ukuqalela kwa-Grade 10.
- Uphuculo lwekholeji ze-FET
- Ukhuseleko lwezikolo
- Ukumiswa ngokutsha kwe-WCED ngeenjongo zokuqinisekisa ukuba eli Sebe linabo abantu bokuqhuba i-HCDS nezokufezekisa iinkalo ekujoliswe kuzo ngokuphathelele kulingano emisebenzini (ubulungisa basemsebenzini).

Lo mqulwana sisicwangciso sethu sokwenziwa komsebenzi sonyaka sokuqala emva kokuba kusungulwe i-HCDS. Singena kwisigaba esitsha komsebenzi wokunikwa kweenkonzo yemfundo apha eNtshona Koloni.

I-HCDS isinika imephu yalapho kufuneka siye khona. Umsebenzi wethu ke ngoku kukungena endleleni yolu hambo; kukuzisa iinguqu kwimfundo nokuphuhlisa abantu esibafunayo komsebenzi wokulungiselela ikamva leli phondo.

## **RON SWARTZ INTLOKO YESEBE LEMFUNDO LENTSHONA KOLONI**

### **Malunga Nalo Mqulwana**

ISicwangciso Sokwenziwa koMsebenzi soNyaka seSebe leMfundo lePhondo sicacisa izicwangciso zezemfundo kaRhulumente wePhondo zale minyaka mithathu izayo, kugxininiswa ngakumbi koko kuza kwenzeka kunyakamali oqala ngomhla we-1 Epreli 2006 uye kuphela ngomhla wama- 31 Matshi 2007. Lo mqulwana ukwabandakanya neenkukacha ezininzi malunga nemeko ekuyiyo ngoku kwimfundo: yintoni imingeni ephambili iyeyiphi imisebenzi karhulumente eyandayo.

Lo mqulwana unezigaba ezibini.

**ISigaba A sicacisa ukuba ziintoni na iinkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo zesizwe, nokuba zixhaswa njani na zizicwangciso eziliqili nazizicwangciso zephondo.** Kukwachazwa neenkalo zempumelelo kwiphondo eli kwakunye nemingeni elijongene nayo. ISigaba A sikwacacisa nendlela eya phambili (umkhomba-ndlela) ngokuphathelele kwiinkonzo zezikolo zompeleso (pre-school services), ezezikolo, ezeekholeji ze-FET nezemfundo yabantu abadala. Iinkukacha ezipheleleyo ezimalunga nemisebenzi kunye nohlahlo-mali aziveli zona kwiSigaba A.

**ISigaba B sinika iinkukacha ezipheleleyo malunga neenkonzo zeSebe leMfundo yePhondo nemingeni elijongene nayo kwezintlalo nezozoqoqosho.** Iziganga eziphambili esahlulwe sazizo iSigaba B zezi:

- **Imisebenzi yohlahlo-mali lwephondo. Isibhozo iyonke le misebenzi.** Le misebenzi yile yenza amacandelwana eSigaba B.
- **Iinjongo ezicwangcisekileyo. Zona ke bezikhe zavelelwa kwiSigaba A,** kodwa phaya kwiSigaba B zihanjiswa nemisebenzi yohlahlo-mali. Kukho iinjongo ngeenjongo ezicwangcisekileyo ezahlukeneyo zizonke, kwaye zibonakalisa amacala acwangciselwe ukuba iye ngakuwo le misebenzi ngemisebenzi yohlahlo-mali.

- **linjongo ezingqinisekayo. Ezi ke zona zithe kratya ngokuthi ngqo kuneziya njongo zicwangcisekileyo, kwaye zona zihamba nemisebenzi ethile.**
- **Izingqinisiso zokwenziwa komsebenzi. Zona ke ziphantsi kweenjongo ezingqinisekayo, kwaye zingamanani-nkcazo awathatha ngokuba abalulekile uRhulumente< umzekelo, iPesenti yabantwana abasekwiminyaka yokuba sesikolweni kunye nolutsha olubhalisiweyo apha kwimfundo le.**
- 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.

linjongo ezicwangcisekileyo, iinjongo ezingqinisekayo 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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## linkcazelo Zamagama Namabinza

linkcazelo zeentsingiselo zamagama asetyenziswe apha kulo mqulwana zinikiwe ngezantsi apha.

### Injongo engqinisekayo (MO)

linjongo ezingqinisekayo ziinjongo okunokuthi kungqiniseke lula ukufezekiseka kwazo. Ujoliswo lwazo olukhulu luba kwizinto eziqhelekileyo ezifana nofikeleleko, Ukwanela, ubulungisa, ucikizeko, iziphumo nomgangatho. Ubuninzi beenjongo ezingqinisekayo zinxulumana nomsebenzi othile kuhlalo-mali lwephondo, nangona zisenokubakhona ezichaphazela icandelo lilonke nje ngokubanzi.

### Isingqinisiso sokwenziwa komsebenzi (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.

## Izishunqulelo

ABET	Imfundo yabantu abadala
AFET	Adult imfundo yecandelo Le-FET
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CLC	Community learning centre
CTI	Cape Teaching Institute
DoE	National Department of Education
ECD	Early childhood development
EMDC	Education Management and Development Centre
EMIS	Education Management Information System
ETDP	Education, training and development practices
EPWP	Extended Public Works Programme
FET	Imfundo yecandelo le-FET
FETC	Imfundo yecandelo le-FET certificate
FTE	Full-time equivalent
GET	General education and training
GETC	General education and training certificate
HCDS	Human Capital Development Strategy
HEDCOM	Heads of Education Departments' Committee
HEI	Higher education institution
HRD	Uphuhliso lwabasebenzi
ICT	Information and communication technology
IQMS	Integrated Umgangatho Management System
LOGIS	Logistics Information System

### Ujoliswo lokwenziwa komsebenzi (PT)

Ujoliswo lokwenziwa komsebenzi lixabiso(umthamo) eliboniswa ngenani kwixesha elithile phambili phaya ngokuphathelele kwisingqinisiso sokwenziwa komsebenzi. Ujoliswo lomsebenzi lubonakalisa indlela ethe ngqo eluza kwenziwa ngalo uphuculo olucetywayo kwicandelo lemfundo.

### Inkalo ekujoliswe kuyo (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 (SO)

Iinjongo ezicwangcisekileyo zikwinqanaba elilandela iinkalo ekujoliswe kuzo. Olwazo ujoliswo lutho ngqo noko lona kunoluya lweenkalo ekujoliswe kuzo. Ubuninzi beenjongo ezicwangcisekileyo zinxulumana nomsebenzi othile kuhlalo-mali lwephondo, nangona zisenokubakhona ezichaphazela icandelo lilonke nje ngokubanzi.

LSEN	Learners with special education needs
LTSM	Learning and teaching support materials
MEC	Member of the Executive Council
MEDS	Micro-economic Development Strategy
MST	Mathematics, science and Technology
MTEF	Medium-term expenditure framework
NCS	National Curriculum Statements
NGO	Non-governmental organisation
NQF	National qualifications framework
NSNP	National school nutrition programme
NSSF	Norms and standards for school funding
PED	Provincial Department of Education
PFMA	Public Finance Management Act
PPP	Public-private partnership
RCL	Representative Council of Learners
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SDA	Service Delivery Agreement
SDIP	Service delivery improvement plan/programme
SDP	School development plan
SETA	Sector Education and Training Authority
SGB	School governing body
SMT	School management team
SSE	School self evaluation
WCED	Western Cape Education Department
WSE	Whole school evaluation

## Isigaba A: Ushwankathelo Nohlaziyo Lwesicwangciso Esiliqili

Isigaba A seSicwangciso Sokwenziwa koMsebenzi soNyaka (Annual Performance Plan sicacisa imingeni ejongene nayo i-WCED ngokuphathelele kwimiba yezentlalo neyokusasazeka koluntu, ngokwemigaqo-nkqubo yemfundo neyminyane 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

#### Uhlahlo lwesicwangciso esiliqili

ISebe eli liye lwazivandlakanya zozibini isicwangciso esiliqili kunye nesicwangciso sokwenziwa komsebenzi kwakunye nohlahlo-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) 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. Ziye zabandakanywa nezinto eziphambili ngokubaluleka eziphathelele kumgaqo-nkqubo zeKhabhinethi (iSigqeba esiLawulayo) nezeCandelo leMfundo leSizwe ezikwi-2006 MTEF, iSikhokelo seNkcitho yeXesha eliPhakathi.

Kunyaka-mali ka-2006/07 umsebenzi woqulunqo lwesicwangciso esiliqili uye wajoliswa ekucikizeni esi sikhoyo iSicwangciso esiliQili neSokwenziwa koMsebenzi seMinyaka eMihlanu sika2005/06 – 2009/10 ukuze singqamane ne-HCDS nezinto eziphambili ngokubaluleka zecandelo lemfundo. Indlela esimiswe ngayo iSicwangciso esi yile ifanayo imiselwe onke amasebe emfundo amaphondo.

#### Imigaqo-nkqubo, izinto eziphambili ngokubaluleka neenkalo ekujoliswe kuzo

Imigaqo-nkqubo ngokubanzi, izinto eziphambili ngokubaluleka neenkalo ekujoliswe kuzo ze-WCED zibandakanyiwe kwi-HCDS, ephenjelelwe kakhulu ngumbono wephondo wokulenza “iKhaya Lethu Sonke” nasicwangciso esiliqili sophuhliso seNtshona Koloni, iKapa Elihlumayo, nazizinto eziphambili ngokubaluleka ezibekwe liqela lezentlalo leKhabhinethi yephondo eli ezilichaphazelayo iSebe eli (ukhuseleko lwabafundi, isikhokelo esimanyanisiweyo se-ECD, imidlalo yezikolo nephulo elijoliswe ekulweni ukusetyenziswa kwezinyobisi lututsha), kanti nkwezinto eziphambili ngokubaluleka zecandelo lemfundo lesizwe.

Iinjongo eziphambili zephulo iKapa Elihlumayo zezi –

- ukunyusa ukukhula koqoqosho;
- ukunyusa amathuba engqesho nokuthathwa kwenxaxheba kuqoqosho;
- ukunciphisa ukungalingani kwezentlalo nezooqoqosho nokweendawo; kunye
- nolawulo loqinisekiso ngokhuseleko olunozinzo.

Ezi zinto ziphambili ngokubaluleka zilandelayo kwicandelo lemfundo (lesizwe) kwi-2006 MTEF nazo ziye zaba nempembelelo kwicala elikhethe ukuya kulo iSebe leMfundo leNtshona Koloni –

- Umgangatho ngophuculo
  - iPhulo loPhuhliso noPhuculo lweMfundo yeSizwe kwiZikolo zikaRhulumente (National Umgangatho Education Development and Upliftment Programme for Public Schools)
- Ufikeleleko nobulungisa
  - Ukuqhutywa kwenkqubo yeziko “ekungahlawulwayo kuzo”
  - Ukwandiswa kukaGrade R
- Ufezekiso lwekharithyulam
  - Ukuqhutywa kwe-NCS - kwaGrade 8 – 12
  - Uphuhliso lootitshala
- Ukubekwa kweliso novandlakanyo
  - uLawulo lweMfundo neNkqubo yeeNkcukacha (Education Management and Information System (EMIS))
  - iiNkqubo zezaBasebenzi (HR)

Umbono we-HCDS kukuphuliswa kweempawu zentsulungeko ezifanelekileyo, ulwazi nezakhono zabantu baseNtshona Koloni, ngakumbi ulutsha, ngeenjongo zokuphucula amathuba alo okuthabatha inxaxheba kuqoqosho lwephondo eli nakolwesizwe olulungeleyo ukhuphiswano loqoqosho lwehlabathi noluhutywa luluntu olunenkathalo.

I-HCDS ikhawulelana neningeni yokunqongophala kwemisebenzi okuphezulu kakhulu, ngakumbi kulutsha (olumnyama), nokunqongophala okucingelwayo kwezakhono zokukwazi ukuyithatha le ikhoyo imisebenzi namathuba okushishina, kwakunye nokunqongophala okukhoyo ngenene kona kwamathuba okubonelela ulutsha olukhulayo ngemisebenzi, kwaye inezi nkalo zine ziphambili:

1. Ukuphuculwa kweemeko zemfundo: imfundo inokuqhutywa ngempumelelo xa iimeko ziyivumela kangangoko. Ezi meko ke ziphathelele kwizinto ezizizinto ezibonakalayo ezilungiselelwe imfundo (izibonelelo ezilulwakhiwo, izinto zokusebenza) kwakunye neemeko ezenza kukwazeke ukuqhuba imfundo (eziphathelele kuLawulo lomsebenzi wemfundo ezikolweni) ngeenjongo zokuqinisekisa ukuba izikolo zingamaziko akufaneleyo ukufunda nokuqaqamba komsebenzi, nokuba abantu abazilawulayo ngabantu abacikizeke kakhulu nabanezakhono zokuyila.
2. Ukuphuculwa kweemeko ekufundwa phantsi kwazo: izikolo ezininzi ziphantsi kweemeko zobuchithi obuqhubekayo entlalweni (ulwaphulo-mthetho, iziyobisi, ubugewu, njl.) ezinefuthe elibi kakhulu ezikolweni, kubafundi nakootitshala, nakwimisebenzi yemfundo eqhutywayo kuzo. ISebe leMfundo, iSebe loKhuseleko loLuntu neSebe lezeMpilo aza kudibanela ukuqulunqa nokusebenzisa iphulo elijoliswe ekunciphiseni ifuthe lobuchithi basentlalweni ezikolweni.
3. Oyena ndoqo ungumongo wesi sicwangciso siliqili ujolise ekuphuculeni umgangatho wemfundo: imiba ephathelele kokwenziwa kumagumbi okufundisela, uLawulo nenkxaso, izakhono zootitshala nophuhliso lwazo neekharithyulam ezifanelekileyo.
4. Ukudalwa kwamathuba okufunyanwa kwezakhono nezifundo: ngaphandle kwenjongo yokunyusa amanani abafundi bematriki abaphumelela ngamazinga akuvumelayo ukuthathwa kumaziko emfundo ephakamileyo (into ke leyo enokwenza ukuba enyuke amanani abafundi abafikelelayo kwicandelo lemfundo ephakamileyo), kukwafuneka nokuba imfundo le yenze ulutsha lukwazi ukuba lufumane nezakhono zobugcisa kumaziko ngamaziko afana nezikolo zezakhono, amaziko emfundo yabantu abadala (ABET), iikholeji ze-FET neeYunivesiti zeTheknoloji. Le nto ke ithetha ukuba abaqeshi kufuneka ukuba basebenzise iinkcukacha eziqokelelwe ngophando lwe-MEDS ekuqulunqeni kwabo izicwangciso zabo zophuhliso lwabasebenzi nasekusebenziseni ii-SETA ezahlukeneyo ekukhuthazeni uphuhliso lwezakhono ezithile eziya kuba yimfuneko kwixa elizayo kumacandelo okukhula koqoqosho kweli phondo.

Esi Sicwangciso siliQili, ngoko ke, sijoliswe ekulungiseni abantu bokusebenza kweli phondo ukusuka ezantsi phaya, kwaye le nto siyibona njengento eyinjongo yexesha eliphambili phaya. Kambe ke siyayiqonda nemfuneko yokuba kubekwe abantu bokusebenza abafanelekileyo bokunceda kwixesha elilapha kufutshane kunye nakweliphakathi. Sihamba ngokweenkukacha zophando eziqulathwe isikakhulu kwi-MEDS, esi sicwangciso siliqili sikwajoliswe nasekuthathweni kwamanyathelo ngakumbi kwicandelo le-FET, ukuze kufezekiswe iimfuno zethu zabantu bokusebenza zexesha eliphakathi.

Ngoko ke esi Sicwangciso siliQili sijoliswe ekucwangciseni nasekukhokeleni inkqubo yemfundo kweli phondo, ukwenzela ulutsha lwethu lukwazi ukuwathatha amathuba engqesho kwimisebenzi ngemisebenzi nawokushishina, aya kuthi urhulumente awadale ngokusebenzisa izicwangciso eziliqili ezahlukeneyo. Ezi zibandakanya isicwangciso esiliqili esiyi-MEDS esibonelela ngamathuba ophuhliso loqoqosho nesiya kuthi singabi nefuthe kuphela nje kwiinkcukacha ezibalulekileyo eziphathelele kwimisebenzi enokulandelwa nenokukethwa, koko nakwiinkalo ekucinezelwa kuzo kwizifundo nakwiikharithyulam eziqhutywayo kwicandelo le-FET (iikholeji nezikolo).

Xa sele ke kusenziwa ke le nto ithetha ukuba i-HCDS kufuneka ukuba iqinisekise ukunyuka kakhulu kwamanani abantu abatsha abathatha inxaxheba baphumelele kwimfundo yecandelo le-FET nakwizifundo zeMfundo ePhakamileyo (HE) ezinegalelo ekukhuleni nakuphuhliso lweli phondo. Ngamanye amazwi, esi Sicwangciso siliQili siza kukhawulelana nale nto yokuyeka kwabafundi ukufunda, siqinisekise ukunyuka kwamazinga amanani abahlalayo ekufundeni kwicandelo le-FET nakwimfundo ephakamileyo. Kodwa ke, njengokuba sele sibonile ukuthatha inxaxheba kunye nempumelelo kwimfundo ye-FET nakwimfundo ephakamileyo zixhomekeke ekubeni abantwana abancinane bahlala kwiimeko ezinempilo nezikhuthazayo nakwimfundo esemgangathweni ngokubanzi nje. I-HCDS yeNtshona Koloni, ngoko ke, ijolisa:

- ekuqinisekiseni ekukhuleni komntwana wonke kwiminyaka 0 – 5 (ECD) ngokwasemzimbeni, ngokwasentlalweni nangokwasengqondweni
- ekuboneleleni ngomgangatho kwimfundo yecandelo le-GET - uGrade 1 ukuya ku-9) bonke abantwana abakwiminyaka 6 – 14 ubudala;
- ekwandiseni amanani abantu abatsha abafikelelayo kwimfundo efanelekileyo yecandelo le-FET nakwephakamileyo HET;
- nasekubhaliseni abantu abatsha abayekileyo ukufunda kwizifundo ezifanelekileyo zeMfundo yaBantu Abadala (ABET).



Izicwangciso eziliqili eziphathelele kwimisebenzi ethile yokufezekisa le migaqo-nkqubo iphambili ye-HCDS ikhankanywe ngentla apha zezi –

1. Ukuqinisekisa inkqubo emanyanisiweyo yokukhuliswa kwabo bonke abantwana abakwiiinyaka 0 - 4 abahlala kweli phondo ngokwasemzimbeni, entlalweni nasengqondweni.
2. Ukubonelela ngomgangatho ophezulu wemfundo yakwaGrade R yabo bonke abantwana abaneminyaka emi-5 khona ukuze bakulungele ukufunda esikolweni
3. Ukuqinisekisa ukuba bonke abafundi bakaGrade1 ukuya ku-6 bayakwazi ukufunda nokubhala nokubala ngokwemigangatho ebekwa yi-NCS
4. Ukuqinisekisa ukuba bonke abafundi bakaGrade 7 ukuya ku-9 babonelelwa ngemfundo yesiqhelo esemgangathweni ophezulu
5. Ukubonelela bonke abafundi bakaGrade 9 ngeengcebiso malunga nezifundo amabazikhethe nangemisebenzi abanokuyilandela, khona ukuze bakhethe izifundo eziya kufaneleka kwimfundo yabo yecandelo le-FET
6. Ukubonelela ngezifundo zeengcebiso ngemisebenzi enokulandelwa kuzo zonke izikolo zasasekondari
7. Ukuqeqesha ootitshala kwisekondari nganye ekufundiseni izifundo zeengcebiso ngemisebenzi enokulandelwa
8. Ukwandisa amazinga abafundi okuthatha inxaxheba nawokuphumelela, ngakumbi abafundi abamnyama, abakwicandelo le-FET, ezikolweni nasezikholejini
9. Ukwandisa amanani abafundi be-FET abakulungeleyo ukugqithela kumaziko emfundo ephakamileyo
10. Ukwandisa amathuba okufikelelwa kwemfundo yephakamileyo, ngakumbi ngabafundi abaphuma kumakhaya ahluphekileyo
11. Ukwandisa amanani abafundi abanikwa uqeqesho oluqhutywa emisebenzini nakumaphulo ezakhono nolungqamanayo namathuba engqesho
12. Ukunyusa amanani abafundi abangabantu abadala kwimfundo yabantu abadala ABET)

Izinto eziphambili ngokubaluleka –

- (1) Ukukwazi ukubala nokufunda (siza kuqinisekisa ukuba isicwangciso sethu sokuguqulwa komgaqo-nkqubo wolwimi olusetyenziswa emfundweni siyabandakanyawa kwisicwangciso esiliqili sethu esiqinisiweyo sokukwazi ukubala nokufunda).
- (2) Olunye ulwandiso lukaGrade R olubandakanya nokunatyiselwa kwenkqubo yoncediso-mali olwandsiweyo kumaziko ongezelelweyo phaya kwiindawo ezihluphekileyo nezisemaphandleni, kunye noqulunqo lwendlela yokuqhutywa kwe-ECD emanyanisiweyo olwenziwa namanye amasebe angala: elophuhliso lwentlalo, elezempilo nelolawulo lweedolophu nezithili.
- (3) Kuza kuqhutywa nophando lokufumanisa ukuba ngaba kungaba naziphumo zini na ukuvulwa kweziko lemfundo yabantu abadala elisisigxina.
- (4) Ukusetyenziswa kwe-NCS entsha ngakumbi ngokuphathelele kwicandelo le-FET ukuqalela kuGrade 10 ngo-2006 kwakunye neminyaka esaseleyo kwicandelo le-GET.
- (5) Uphuculo ngokutsha lwazo zontandathu iikholeji ze-FET kugxininiswe kakhulu kwicala lophuhliso lwezakhono ezingqamene ne-MEDS neemfundo zesizwe, njengoko zicacisiwe kwisicwangciso esiliqili sophuhliso lwabantu bokusebenza sesizwe.
- (6) Izibonelelo zemfundo- ukwabela ii-SGB iimali zokugqibezela iiprojekthi ngenkxaso yeyunithi yoLawulo yethu nokuqinisekisa kwesivumelwano sokunikwa kwenkonzo (SDA) neSebe leMisebenzi kaRhulumente.
- (7) Ukhuseleko lwezikolo.
- (8) Ukumiswa ngokutsha kweSebe leMfundo leNtshona Koloni (WCED), okuya kuqinisekisa ukuba isebe lethu likwazi kangangoko ukusebenzisa i-HCDS kwaye kunjalo nje libamela bonke abantu baseNtshona Koloni.
- (9) Ukuphuhlisa kwabantu bokusebenza apha kwi-WCED kugxininiswe ngakumbi kwinkxaso enikwa ootitshala nophuhliso lwabo ngokuqinisekisa ukuba umsebenzi wabo unefuthe eliboanakala kangangoko kwaye banikwa uxanduva lokuphendula ngokwemiqathango ye-IQMS.
- (10) IMathematika, iNzululwazi neTheknoloji.
- (11) Ukusekwa kozinzo kwimfundo ngokusungula iKhansile yaBameli baBafundi yephondo (RCL's), umbutho wootitshala abadla umhlalaphantsi nokubamba inkomfa yephondo yazo zonke ii-SGB. Siza kungathi sibhinqela phezulu ngakwicala loqeqesho nenkxaso yee-SGB nee-RCL.

## **A.2 Imingeni Elijongene Nayo Icandelo Lemfundo**

Imfundo eNtshona Koloni ijongene nemingeni emininzi, eyile: imingeni kwezentlalo noqoqosho, imingeni kwimigaqo-nkqubo yesizwe/yephondo nemingeni yeSebe eli.

### **Imingeni yezentlalo noqoqosho**

Amanani oluntu lwaseNtshona Koloni enyuke ngokukhawuleza kakhulu kule minyaka mihlanu idlulileyo, kwaye asathe gqolo ngoku kunyuka. INtshona Koloni inabantu abayi-4.5 million, inani elo eliyi-10% yoluntu lwaseMzantsi Afrika. Ukukhula koluntu kuqikelelwa kwi-2.9% ngonyaka, kunama-48 000 abantu abeza kweli phondo ngonyaka ngamnye bevela kwamanye

amaphondo. Ubuninzi baba bantu beza apha eNtshona Koloni ngabantu abamnyama abaze kukhangela imisebenzi. Le nto ke iye yakujika ukuma koluntu lwaseNtshona Koloni ngokweminyaka yobudala, ngokweentlanga nangokwemeko yentlupheko.

Esinye seziphumo zoku kunyuka kwamanani oluntu kukuba uhlobo lwemfundo noqeqesho ngalunye kweli phondo luye lwaba nokunyukelwa ngamanani kule minyaka mihlanu idlulileyo: kwiindawo zemfundo yabantwana yasekuqaleni (ECD sites), ezikolweni, kwiikholeji ze-FET, kumaziko emfundo yabadala nakwabafundela emisebenzini.

linkcukacha ngamanani ezikolweni ukusukela ku-1995 ukuya ku-2005 zinikwe kuLudwe 1 ngezantsi apha ukubonisa ukwanda kwamanani abafundi apha eNtshona Koloni, kwaye lubonakalisa umngeni wokuqala kwimingeni elijongene nayo iSebe leMfundo leNtshona Koloni ngakwiicala lokunikwa kwenkonzo (WCED).

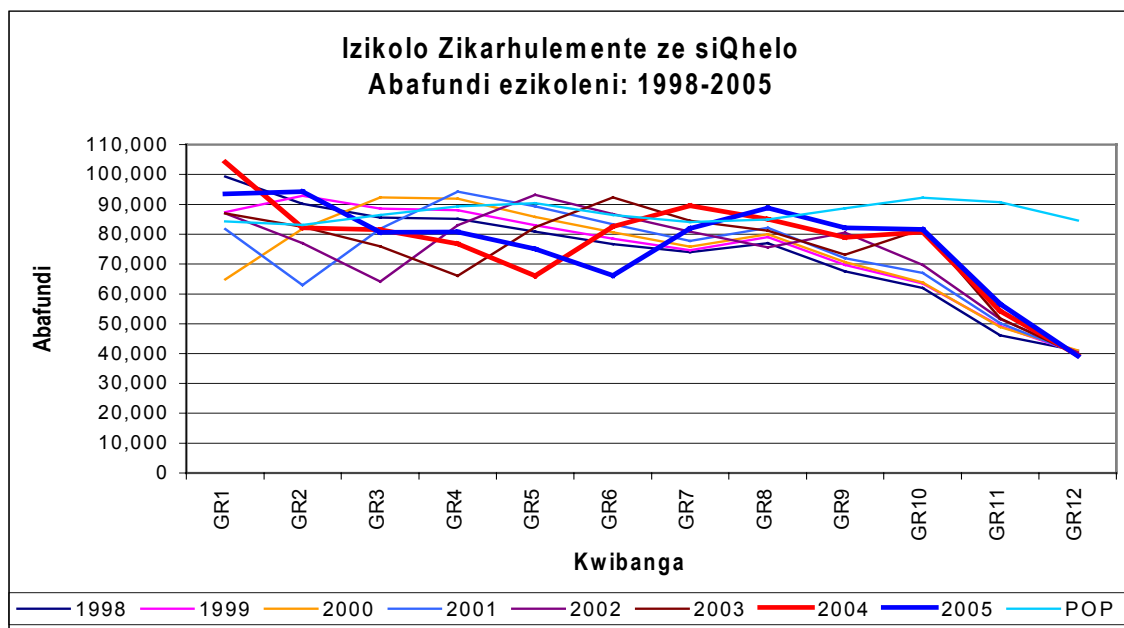
Ngelixa amanye amaphondo anamanani ehlayo, iSebe leMfundo leNtshona Koloni lona lithe gqolo ukunyukelwa ngamanani. UVandlakanyo loNyaka (Annual Survey) luka-2005 alubonakalisi kukhula ukusuka ku-2004 ukuya ku-2005, ngenxa yabafundi bakwaGrade 1 abathathwayo awaye abonakalisa ukunyuka okungaqhelekanga ukusuka ku-2003 ukuya ku-2004 ngenxa yokunyenyiswa kobungqongqo bomgaqo-nkqubo wokubhaliswa. Ngo-2006 kulindeleke ukunyuka kwesiqhelo kwakhona. Oku kunyuka kwamanani ke akucingeleki, njengoko inkulu imfuduko yabavela ngaphandle kwephondo eli naleyo yabahlali balapha abafudukela kwiindawo ezikwalapha ngaphakathi. Le nto ke yenza ukuba kube nzima kakhulu ukwenza izicwangciso zokunikwa kweenkonzo, ngakumbi ngokuphathelele kumagumbi okufundela nakootitshala.

### Uludwe 1: Ubhaliso kwizikolo zikarhulumente zesiqhelo 1995 – 2005

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

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

### Isazobe 1



*Imvelaphi yeenkcukacha:* EMIS

Umngeni wesibini ejongene nawo i-WCED kukuphuculwa kwamazinga emfundo afikelelweyo ngabemi baseNtshona Koloni. Nangona kuye kwabakho ukuphucuka okuye kwabonakala kwisithuba seminyaka emihlanu ukusuka ku-1996 ukuya ku-2001, abantu abaninzi abafikelelanga kwimfundo ekumazinga afunekayo ukuze abantu bakwazi ukuthatha inxaxheba enesidima kulawulo lwentlalo, kwezopolitiko nakwezozoqosho kwiphondo eli. Umzekelo, uLudwe 2 ngezantsi apha lubonakalisa ukuba bangaphantsi kwikota abantu baseNtshona Koloni abayigqibileyo imatriki.

## Uludwe 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%
abanoGrade 12	18,0%	23,4%
Abanephakamileyo	10,1%	11,2%

*Imvelaphi yeenkcukacha: Statistics South Africa Census 1996 and 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-2004 abonakalisa ukuba yi-50% nje kuphela yabafundi ababhalisa kuGrade 1 abaya kufika kuGrade 12 (Jonga kwiSazobe 1 ngezantsi apha). Amanani abafundi abagqibayo esikolweni angqamana kakhulu nobuhlanga. Ngelixa abantwana abamhlophe ukuya kutsho kwiminyaka elishumi elinesixhenxe abasezikolweni bephantse bayi-100%, amanani abamnyama ababhalisiweyo angaphantsi kakhulu, aze abe phantsi ngakumbi awabebala akwintanga yokufikisa (adolescents). (Seekings, 2003 ne-WCED EMIS)

Uphando olusandul' ukwenziwa apha eNtshona Koloni lubonakalisa la manani abafundi abagqibayo ezikolweni ngokweentlango 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% abamnyama, 11% abebala, 34% ama-Asiya ne-49% abamhlophe.

Amazinga okungasebenzi nawo abugudle kakhulu ubuhlanga. Njengokuba apha esizweni ngokubanzi ama-30 kwi-100 ngalinye labantu abamnyama abaye bayifumana imisebenzi phakathi kuka-1995 no-2002, bathathu nje kuphela kwi-100 ngalinye labantu abamnyama 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, ehlele amanani abantu aabangasebenziyo benemfundo yamaziko emfundo ephakamileyo, ngelixa kumanqanaba emfundo angezantsi anyukile amanani abantu abangasebenziyo. Abantu abafunwayo ngabantu abafundileyo nabanezakhono.

## Imingeni kumgaqo-nkqubo wesizwe/wephondo

Ukukhawulelana ngempumelelo nangokuphelelyo nomba wokungalingani nokuthathwa kwamanyathelo abonakalayo okuphucula inkqubo yabafundi ezifundweni ngowona mngeni uphambili lijongene nawo icandelo lemfundo.

Ukusungulwa kwezikolo ekungahlawulwayo kuzo kuza kuqinisekisa ukuba imfundo yasezikolweni iyafikeleleka ngabafundi bonke kuya kuba linyathelo elikhulu kule nkalo, njengokuba eya kuba njalo namalinge okubonelela ngeempahla, ukuhanjiswa kweencwadi zokufunda, iidesika, amanzi nogutyulo lweindle.

Ubonelelo olucwangcisekileyo lwababekade besingelwe phantsi kwezemfundo luya kuphuculwa ngokuthi –

- kubonelelwe izikolo ezikwiindawo ezihluphekileyo ngootitshala abongezelelweyo;
- kuqinisekise ukuba amanani asezantsi kumagumbi okufundela kwizikolo ezihluphekileyo ezingathathi ntweni;
- kubonelelwe ngabancedisi bootitshala ngeenjongo zokuphucula umgangatho wokubala nokufunda kwiSigaba seSiseko;
- kusetyenziswe i-NCS kwaGrade 8 – 12;
- kwandiswe uGrade R ngeenjongo zokuqinisekisa ukuba bonke abantwana abangena kuGrade 1 bayafikelela kwizifundo zikaGrade R ezisemgangathweni; nangokuthi
- kuqinisekise zikhona iinkokeli zezikolo ezinokubonakalisa izakhono zobunkokeli.

Kananjalo, zonke izikolo zinikwa iikhompuyutha kwaye ne-EMIS iyaphuculwa ngeenjongo zokubonelela ngeenkukacha eziluncedo zokuxhasa ulawulo lwemfundo nokunikwa kwenkonzo.

Icandelo lemfundo kufuneka nokuba maliqhagamshelane kwizinto eziphambili ngokubaluleka zesizwe ezifana ne-Accelerated and Shared Growth Initiative (ASGI). Kule meko ke iikholeji ze-FET ziziintsika zezicwangciso eziliqili ekuvunyelweneyo ngazo. Iikholeji ze-FET ziyahlaziywa kungoku nje khona ukuze zikwazi ukuqhuba nezifundo zobugcisa nezemisebenzi yobizo ngeenjongo zokuqinisekisa ukuba abafundi baba neenkalo zemfundo abanokuzilandela.

## Imingeni elijongene nayo eli Sebe

ISebe leMfundo leNtshona Koloni line-ofisi yoMphathiswa weMfundo ephantsi koMphathiswa wePhondo (MEC) kunye ne-ofisi elikomkhulu yephondo. I-ofisi elikomkhulu yahlulwe yangamacandelo amathathu, angala: iNkonzo Ezimanyanisiweyo, uLawulo lweMisebenzi yezeMfundo, noCwangciso noPhuhliso lweMfundo. Ngeenjongo zokusondeza uLawulo nophuhliso kufutshane nezikolo kuye kwasekwa aMaziko oLawulo noPhuhliso lweMfundo (EMDCs) kwizithili ezisixhenxe zephondo eli ezisixhenxe, ezintathu kuzo izezikwimimandla yasemaphandleni. Ukuma kweSebe eli kubonise phaya ku**Shedyuli 1** kwaye ke imephu yezithili zolawulo nophuhliso lwemfundo nantsiya ku**Shedyuli 2**.

Amaziko emfundo wona anezikolo zikarhulumente zesiqhelo kunye nezizodwa, iikholeji ze-FET, amaziko emfundo yabantu abadala asekuhlaleni kunye nawemfundo yabantwana yasekuqaleni.

## Imisebenzi ye-WCED - umhlaba nobungakanani

Abafundi *	955 064
Izikolo zikarhulumente zesiqhelo *	1 453
Izikolo zabafundi abaneemfundo ezizodwa #	70
Amaziko emfundo yaseSekondari nasekholejini (iikholeji zezobugcisa)	6 (39 sites)
Amaziko asekuhlaleni emfundo yabantu abadala	112 (301 sites)
Izikolo (zompeleso) ezandulela ezaseprayimari ezinikwa uncediso-mali	446
Ii-ofisi zezithili (EMDCs)	7
Ootitshala (iSikhokelo iPost Provisioning Model)	24 604
Abasebenzi bakarhulumente (imisebenzi eyamkelweyo)	8 823

\* Abakhoyo ngoku kumaziko (Zonke izikolo zikarhulumente zesiqhelo, aMabanga Pre-Gr R ukuya kwasemva kwematriki)  
**Imvelaphi yeenkcukacha – 2004 Snap Survey**

I-WCED lelona sebe likarhulumente likhulu kweli phondo. Kwisebe elikhulu kangaka imfuno yokunikwa kwenkonzo enempumelelo necikizekileyo yanda okoko, ngelixa lubaluleke kakhulu nophuhliso lootitshala asele besebenza ukubalungiselela ukukhawulelana nezi meko zintsha zivela ngokukhawuleza kunye nemfuno yolwazi nenkqubo yoLawulo.

I-WCED iye yazichaza njengesebe elifundayo elijolise kakhulu ekunikweni kwenkonzo ezikumgangatho oqaqambileyo kule minyaka ilishumi izayo. Njengesebe lelifundayo i-WCED iza kuthi gqolo ngomsebenzi wokuzibhenca nokuzihlaziya ngokuthi ijolise kucikizeko, ekuqiniseni nasekuxhobiseni izithili ngolwazi nezakhono, ngokuvuselela impumelelo yezikolo nangokuqhuba amaphulo enxaso ajoliswe kuqwalaselo lombu womgangatho wemfundo ezikolweni.

Uphuhliso lwabantu bokusebenza apha kweli phondo alujoliswangwa kuphela kulutsha olusaze ngobuso elizweni. Lukwabhekise nakwisebe eli lilonke nje nasekukhuleni nasekuphuhliseni kolwazi apha ngaphakathi nakubantu bokusebenza kweli sebe kwixa elizayo. Uphuhliso lozinto lwesebe eli, ukuqalela kumsebenzi ocetywayo wokulimisa ngokutsha, ngoko ke lungqamene kakhulu neseicwangciso esiliqili sophuhliso lwabantu bokusebenza.

Ngokusekwa kweCandelo loLawulo loQinisekiso loMgangatho, i-WCED ineenjongo zokunxibelelanisa zonke iinkqubo ezikhoyo zoxanduva lokuphendula nokuziseka apho zingekhoyo. Ngeenjongo zokuhamba nojoliso lukarhulumente olongezelelekileyo kwiziphumo nakwifuthe, kuza kusungulwa iinkqubo zokubeka iliso nezokwenza uvandlakanyo kuwo onke amanqanaba eSebe eli. Oko kubandakanya uphuculo lokubekwa kweliso nokuvandlakanywa kweeprowujekthi namanyathelo athathwayo – okujoliswe ekukhangeleni ifuthe nexabiso lazo. Iinkqubo zovandlakanyo lokwenziwa komsebenzi (ngumntu ngamnye) ziza kuqiniswa ngokusetyenziswa ngokuthe chatha kwemigangatho nezicwangciso zemisebenzi. Ukuhambelana kwezicwangciso zabantu neenkalo ekujoliswe kuzo naku kuza kuqwalaselwa.

Kunyaka ka-2006/07, uVandlakanyo lweSikolo Sonke luza kuqhutywa okokuqala, lubandakanye novandlakanyo nezicwangciso zophuhliso zezikolo; kwaye nesixhobo sokuvandlakanywa kwee-ofisi zezithili ziza kucizwa zivavanywe. Eyona njongo kujoliswe kuyo kukubonakalisa ukuba iinkqubo zoxanduva lokuphendula zenza igalelo kuphuculo lwendlela yokwenziwa komsebenzi nomgangatho.

### A.3 Linkalo Ezifikelelweyo Ukuza Kuthi ga Ngoku

Kulo nyaka wenzelwa ingxelo kuye kwaqwalaselwa nzulu kwaqhutywa inyathelo eliliphulo iKapa Elihlumayo kwiSicwangciso soPhuhliso lwaBantu Bokusebenza esiya kuthi sibe nefuthe kwicandelo le-GET nele-FET.

Iindawo eziye zaqaqamba kakhulu kulo nyaka udlulileyo zibandakanya –

- Izikolo ziye zaphinda zaqhuba kakuhle kwiziphumo zeemviwo zematriki zika-2005 ngezinga lempumelelo eliyi-84,4%. Abafundi ababhale iimviwo zematriki ngoku bathe gqolo ukufikelela kwizinga lempumelelo eliyi-80% iminyaka emihlanu ilandelelana. Inani lezikolo ezibe nempumelelo engaphantsi kwe-60% liye lehla ukusuka kuma-43 ngo-2004 laya kutsho kuma-38 ngo-2005, abe ama-34 azo ezizikolo zikarhulumente. Le nto ke ibonakalisa iinzame eziye zenziwa zizikolo ezininzi kweli candelo kulo nyaka udlulileyo, zixhaswa yiProwujekthi yeZikolo Ezifundayo (Learning Schools Project) ye-WCED.
- Ukusekwa kweQela loMsebenzi wokuBala nokuFunda (Literacy and Numeracy Task Team) ngeenjongo zokuba limanyanise izicwangciso ngezicwangciso eziliqili zokuphucula ukuqhuba kwabafundi bezi zifundo kwizikolo zaseprayimari, ngakumbi kwezo ndawo zizezona zithwaxwa kakhulu yintlupheko.
- IKhabhinethi yePhondo iye yasamkela isikhokelo sesicwangciso esimanyanisiweyo se-ECD phakathi kweSebe leMfundo, elezeMpilo neleNkonzo zoLuntu noNciphiso lweNtlupheko.
- Uphuculo yofikeleleko kuGrade R nolomgangatho wokufundisa nokufunda kwaGrade R ngokusungulwa kwenkqubo entsha yoncediso-mali kubafundi bakaGrade R nolokuhanjiswa kwemigodlwana yezincedisi zokufundisa nokufunda ezithi zincele abafundi bakwazi ukuzifizekisa iimfuno zekharithulam yesizwe.
- “Ingobozi yezithuba’ zootitshala yaye yandiswa ngama-292 kunyaka wesikolo ka-2006. Ezi zithuba ziye zabiwa ngobuchule kakhulu ngeenjongo zokuphucula ufikeleleko lwemfundo esemgangathweni apha kweli phondo, ngokuthi kusetyenziswe i-100 yezi zithuba ekuqesheni abancedisi bootitshala abangama-500 bokuxhasa ootitshala beSigaba seSiseko kwizikolo ezikwiindawo ezithwaxwa yintlupheko.
- Ahambe kakuhle kakhulu amalungiselelo okugqibela okusungula ikharithulam yesizwe kwaGrade 10 ukuya ku-12, kuqalwa ngoGrade 10 ngo-2006. La malungiselelo ngamalungiselelo aye abandakanya nenkomfa yeenqununu zezikolo nezinye iziphathamandla zezikolo eyaba nempumelelo kakhulu. Ootitshala baye baqhuba kakuhle kakhulu kuqeqesho kwikharithulam yesizwe ehlaziyiweyo yakwaGrade R ukuya ku-9. Ngo-2005 ibilithuba lootitshala bakwaGrade 7 ukuya kuqeqeshwa. Iindibano zocweyo zoqeqesho zaye zaqhutywa ngeeholide zikaJulayi nezikaSeptemba.
- Inani lezikolo zeDinaledi ekujoliswe kuzo kwimathematika nenzululwazi laye landiswa ukusuka kwi-10 zaya kutsho kuma-50 apha eNtshona Koloni, zokuxhasa imfundo yemathematika nenzululwazi kweli phondo. IPhulo leZikolo zoJoliso (Focus Schools Programme) nalo liye lasungulwa. Ezi zikolo zojoliso zingama-28 zifundisa izifundo ezizodwa zobuGcisa neNkcubeko (Arts and Culture); iBusiness, Commerce and Management; nezobuNjineli neTheknoloji.
- Uphuculo lofikeleleko lwemfundo ye-ABET kubantu baseNtshona Koloni ngokuthi kufundiswe abasebenzi abangama-795 kumasebe karhulumente wephondo asi-8 nokufika kubafundi abadlule ngama-2500 kwabo kwakujoliswe kubo kumanani ojoliso luka-2004/05.

- I-WCED, ikunye nomniki wenkonzo, iye yagqiba umsebenzi omkhulu wobalo lwabafundi be-WCED olungiselelwe le Nkqubo yoLandelo loMkhondo waBafundi intsha iya kuthi ibe negalelo elikhulu ekuphuculeni ukunikwa kwenkonzo apho ifunwa kakhulu, ngakumbi kwezo ndawo zithwaxwa kakhulu yintlupheko.
- INkomfa yeMfundo (Education Conference) eyathi yaqhutywa ngoMatshi 2005, apho abathunywa abangama-700 baye baya kuvuthondaba lomsebenzi wothethwano malunga neSicwangciso esiliQili soPhuhliso lwaBantu Bokusebenza (Human Capital Development Strategy).
- I-WCED iye yabhiyozela usungulo loqhagamshelwano lweDassie, olusisigalo samaxesha angamanye kuqhagamshelwano ngeekhompuyutha lweekholeji ze-FET.
- Kwagqitywa izikolo ezitsha ezili-15 kwangexesha zawulungela unyaka wesikolo ka-2006. Kwakhona iphulo lokubhalisa ngexesha nokusekwa kweforum yeendawo "eziyingxaki" kwaye kwaba luncedo ekuqaleni konyaka wesikolo ka-2006 ngaphandle kwamagingxi-ginxi.
- Ngo-2005 kwaye kwasungulwa nombutho wexeshana we-RCL yephondo njengenxenywe yephulo lophuhliso lwabantu bokusebenza.
- AMabhaso okuFundisa ePhondo (Provincial Teaching Awards) aye aphinda kwakhona ukubonakalisa ubunzulu betalente ekhoyo kwibutho lokufundisa le-WCED nobungcali bobunkokeli beenqununu zezikolo. Omnye wethu wabaphumelelayo kwiphondo, uSheryl Hendricks waseWeltevrede Secondary, waye waphumelela nebhaso lesizwe lokufundisa esekondari. Amabhaso okwenziwa komsebenzi aye anikezelwa nakubahlohli beekhohleji ze-FET nakubafundi be-ABET, into leyo eyaye yavelisa ubunzulu betalente ekhoyo kubafundi abangabantu abadala.
- AMabhaso eNkulumbuso yePhondo okuQaqamba kweNkonzo aye anikezelwa kumacandelwana e-WCED angekho ngaphantsi kwesithathu. IKhanya Project yaye yaphumelela amabhaso aliqela abandakanya iSilver Award yokuqaqamba kweNkonzo evela kwiNkulumbuso yePhondo. Umbutho oyiComputer Society of South Africa waye wawonga imanejala yeKhanya Project ngokuthi imtyumbe njenge-ICT Person of the Year ka-2005. Ngaphandle kwale Silver Award yafunyanwa yiKhanya, iProwujekthi yeZikolo ezinoKhuseleko kunye neCandelo leeNkonzo zaBaxhamli (Client Services) le-WCED zaye zaphumelela uBhedu (Bronze Awards). Zazikhuphisana nama-47 awayengenelele evela kuwo onke amasebe karhulumente kweli phondo.
- Kwaye kwaqulunqwa i-CD eyodwa yokuncedisa abo bafundisa abafundi abanengxaki yezinto ezibathintelayo ekufundeni.
- Unyaka siye sawusonga ngokuquzelela iindibano zocweyo kwisithili ngasinye ezijoliswe ekulungiseleleni abantwana iNkalo yoMsebenzi (World of Work).

#### **A.4. Indlela Eya Phambili**

##### **A4.1 Iinkonzo Zezikolo Zompeleso (Pre-school Services)**

###### **Ezaphambi koGrade R**

Kungoku nje i-ECD iyaqhutywa yi-WCED, naliSebe lezeMpilo nelezeNkonzo zoLuntu noNciphiso lweNtlupheko, nangoomasipala kumaziko ngamaziko ahlukeneyo. Uthethwano olusandula ukuqhutywa phakathi kwaba baniki beenkonzo luye lwakhikelela kuqulunqo lwesicwangciso esiliqili esimanyanisiweyo sokunikwa kwenkonzo. IKhabinethi yePhondo iye yasamkela isikhokelo sesi sicwangciso siliqili.

I-WCED incedisa kuqeqesho lwabalondolozisi nakuqulunqo lwekharithulam efanelekileyo.

###### **Amaziko kaGrade R asekuhlaleni**

INkcazo eHlaziyiweyo yeKharithulam 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 yeKharithulam 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 ukufezekiseka, 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.

## **A.4.2 Izikolo**

### **UGrade R ezikolweni**

Ukuze lufezekiseke ufikelelo lukaGrade R lwabantwana bonke ngo-2010 i-WCED iza kubonelelo ngemali eyanele abanye abafundi bakaGrade R abangama-4000 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.

### **Icandelo le-GET**

Icandelo le-GET lisisiseko se-HCDS, njengoko umgangatho wemfundo ozinzileyo nophezulu apha kweli candelo (egxininisa kuqhagamshelwano, imathematika nenzululwazi) uya kwenza ukuba longezeleleke inani labafundi abafikelela kwimfundo yasesekondari nasekholejini, ngokunjalo nakwicandelo lemfundo ephakamileyo. Kulapha kweli candelo apho abafundi baza kufumana ulwazi, izakhono neenkukacha ezibenza bakwazi ukuzithemba nokukhetha imisebenzi abanqwenela ukuyilandela, kunjalo nje bafumane kunye neempawu zentsulungeko neengqondo eziya kukhuthaza ukuthatha kwabo inxaxheba kwimicimbi yasekuhlaleni nakuqoqosho ngokubanzi nje. Le ndlela yokusiqhuba isicwangciso esiliqili ibonakalisa ukuba le nto kufuneka ukuba ibekwe phambili ngokubaluleka. Iimvavanyo zibonakalisa ukuba iziphumo ekubaleni nasekufundeni apha eNtshona Koloni ziphantsi ngendlela engamkelekanga, kwaye i-WCED iye yagqiba kwelokuba iqulunqe isicwangciso esiliqili sokunyusa amazinga empumelelo ekubaleni nasekufundeni kwizikolo zaseprayimari.

Uphuculo lwenkqubo ekubaleni nasekufundeni, ngakumbi kwizikolo zaseprayimari luza kuqhutywa ngokuvavanywa kwabafundi bakaGrade 3 ekubaleni nasekufundeni nangokuqhuba ngokufaka malunga nama-500 abancedisi bootitshala bokuncedisa kwiSigaba seSiseko kwizikolo ezikwiindawo ezithwaxwa yintlupheko.

### **Icandelo le-FET**

INkcazo yeKharithyulam yeSizwe kaGrade 10 – 12 (kwicandelo le-GET) iye yaqalisa ukusetyenziswa kwaGrade 10 kuzo zonke izikolo zikarhulumente nezikolo ezizimeleyo ukuqalela kuJanuwari 2006. Eli phulo lezifundo leminyaka emithathu, eziza kuba kwaGrade 11 kunyaka wesibini ngo-2007 nakwaGrade 12 kunyaka wesithathu ngo-2008, liya kukhokelela kwi-NSC (National Senior Certificate). Iimviwo ze-NSC zokuqala ziya kubhalwa ngo-Oktobha/Novemba 2008.

Oku ke akubandakanyi nje ukusungulwa kwekharithyulam entsha, koko ke okona kubalulekileyo kukuba kukwabandakanya nenkalo ecwangcisekileyo yolungiso lomnakalo weenkqubo zangaphambili ngokwakwikharithyulam – ukusungulwa kwemigodlwana yezincedisi zekharithyulam ezongezelelweyo nezibaluleke kakhulu (zizolisa kwimathematika, inzululwazi netheknoloji kwakunye neelwimi) ezazikade zinganatyiselwa kumntu wonke ngenxa yezizathu zezopolitiko, nangenxa yokungabikho kwenkuthazeko nomdla kunye nokunqongophala kwezinto zokusebenza. ISebe eli liza kungenelela ngokwalo ngqo ukuze liqinisekise ukuba iindawo zikhetha ukuyithatha le migodlwana yezincedisi zilungiselelwe ufikelelo lolwazi olukumgangatho ophezulu nezakhono nokusekwa kwamaziko enkqubo eqaqambileyo okanye kwiZikolo zoJoliso, nangokwezikhokelo zeeprojekthi zokukhuliswa kooqoqosho eziqulunqwe ngokophando lwe-. Kuqikelela ukuba eli candelo liza kuba lincinane ngokuba lincinane, njengoko abafundi abaninzi bekhonjiswa kwimfundo yecandelo leekhohleji ze-FET baye kwenza imfundo ehambelana neemfundo bafumane iziqinisekiso kuyo. Kambe ke le nto ayithethi ukuba kuza kubakho ukubanjwa kwesandla ngakwicala lezinto zokusebenza. Enyanisweni khona, kuqikelelwa ukuba, phaya ekuqaleni ukusekwa kweli candelo kuya kufuna ulwabelo oluthe kratya ngakwicala lezibonelelo nezinto zokusebenza, ootitshala namaphulo ophuhliso lootitshala, njl.

Indlela ezibonelelwa ngayo izikolo ezikwicandelo lezikolo ezizodwa ayikwanelanga kungoku nje ukuba ingakwazi ukukhawulelana neemfundo zabafundi abaneemfundo zemfundo ezizodwa. Ngoko ke, kubaluleke kakhulu ukuba inkcitho kweli candelo mayongezwe kwixesha eliphakathi, nangona ingekhoyo imali yexesha elilapha kufutshane. Kungoku nje bambalwa nje abanokubonelelwa ngofikeleleko. Okona kubalulekileyo mhlawumbi yimfuneko yokuba kukhe kuqwalaselwe umba wokusekwa kwizikolo zezakhono ezongezelelweyo, njengoko ezi ziko zikwazi ukuthatha abo bafundi baneziphiwo ezibavumelayo ukuba bangafumana izakhono kwizinto ezifana nomsebenzi wezinto zenkcenke, i-pholstery, njl. nezinokubanceda ukuba bakwazi ukufikelela kumathuba emisebenzi, kanti nawokuziqalela amashishinana abo amancinane kwezo nkalo baye bakhetha ukwenza izifundo zabo kuzo. Kucetywa ukwakha izikolo zezakhono ezibini.

## **Izikolo ekungahlawulwayo kuzo**

ISEBE eli liza kuqalisa ngokuqhuba izikolo ekungahlawulwayo kuzo kwiindawo ezithile ezithwaxwa yintlupheko ngo-2006.

## **Izibonelelo**

ISEBE eli liza kuqhuba ngophuculo lwezibonelelo zezemfundo nangokuzithenga, njengoko isiya isanda ngokwanda imfuno yezibonelelo zokukhawulelana neemeko zokuba semva kwentengo yezibonelelo nezo mfundo zintsha zibangwa kukwanda kolwakhiwo lweendawo ekuhlalwa kuzo ngabantu.

## **Ulandelo lomkhondo wabafundi**

ISEBE eliza kuqinisekisa ukuba iyaqhuba iNkqubo yoLandelo loMkhondo waBafundi.

### **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 lizigqibile 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 uhlalutyo, 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 nezcwangciso 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.

Uncedisomali lophuculo alujoliswanga ekongezweni kwezibonelelo ezitsha. Lujoliswe ekuphuculeni nasekuvuseleleni iikholeji ezi ukuze zikwazi ukuwulungela umsebenzi wazo omtsha wokuba ziiikholeji ze-FET. Luyimfuneko ke ngoko ekutshintshweni kwemitshini nezinto zokusebenza ezaphelwa lixesha. Iikholeji 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 iNtshona 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.

ISEBE eli liza kuqalisa ngokusebenzisa iNkqubo yeeKhompuyutha yoLawulo lweMfundo ye-FET (IMFUNDO YECANDELO LE-FET Management Information System (FETMIS)) kwiikholeji ze-FET.

### **A.4.4 Imfundo Yabantu Abadala**

Ukuqhutywa kwe-ABET, kubandakanya nokuqhutywa kwekharityulam, uLawulo, kuza kungqanyaniswa neemfuno zephondo nakumalinge esizwe, umzkl, i-HCDS kunye ne-EPWP (Expanded Public Works Programme).

Kuya kwenziwa amalungiselelo ama-2500 qho ngonyaka abaya kuxhamla kwikharityulam ye-ABET ejolise kwizakhono kumanqanaba 1 - 4 nakwawemfundo engentla kwawo; into leyo eya kuqinisa imfuneko yemfundo eqhuba ubomi bonke.

Ufikeleleko lwe- ABET luya kuqinisekiswa ngekharityulam ecwangcisekileyo yeNqanaba 1 nele-2 phaya kumaziko nangoxhobiso ngolwazi nezakhono nangamanyathelo oqeqesho lweziphathamandla zamaziko nezigqeba zolawulo.



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.

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 senkitho, i-MTEF, yomjikelo weminyaka emithathu wecandelo lemfundo yephondo lilonke, nangokwemisebenzi ngemisebenzi nemisetyenzana ngemisetyenzana yohlahlo-mali. Ekwenzeni oku, lo mqukwana ukwabonisa nohlalutyo lwendlela ezihambe ngayo izinto kwixa elidlulileyo nolwemingeni, nekuthi kusekelwe kulo izicwangciso neenkalo ekujoliswa kuzo eziqulathwe 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 liqwalasela iSicwangciso soTyalo-mali kwiiNtengo 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 milinganiselo 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.

### B.O Icandelo Lemfundo Yephondo

Ezi zilandelayo ziinjongo ezingqinisisekayo (▲) relating to ICANDELO LEMFUNDO YEPHONDO, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<i>Iinjongo ezingqinisisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	<p>▲ Ukuqinisekisa ukuba uluntu olukwiminyaka ekunyanzelekileyo kuyo ukuba lube sesikolwe luyaya esikolweni kweli phondo.</p> <p>▲ Ukwenza ukuba imfundo ifikeleleke kulutsha nakubantu abadala abadlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba babe sesikolweni.</p>	<p>▶ PM001: Ipesenti yabafundi aba kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluhamba isikolo</p> <p>▶ PM002: Ipesenti yolutsha oludlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluhamba isikolo namanye amaziko emfundo</p>
<i>Ubulungisa</i>	▲ Ukuqinisekisa ukuba abahluphekileyo kuqalwa ngabo kulwabiwo lwezibonelelo zemfundo zikarhulumente.	▶ PM003: Inkitho karhulumente kwabona bahluphekileyo abafundi, njengepesenti yabo bangahluphekanga kangako
<i>Ucikizeko</i>	▲ Ukufikelela kwinqanaba apho iziphumo zemfundo zisandiswa ngokuphathelele kufikeleleko nakumgangatho, ngokohlahlo-mali lwemfundo olukhoyo.	▶ PM004: Iminyaka yegalelo ngomfundi ngamne oyigqibileyo imfundo ye-FETC
<i>Ukugqiba</i>	▲ Ukuqinisekisa ukuba ukugqiba kwabafundi emfundweni kuyahambelana neemfundo zoqoqosho nezentlalo.	▶ PM005: Umyinge welona nqanaba lifikelelweyo esikolweni ngabantu abadala
<i>Umgangatho</i>	▲ Ukubumba uluntu olukwaziyo ukufunda.	▶ PM006: Amazinga okufunda kwabantu abadala

## Uhlalutyo lokuhamba komsebenzi

Inkcitho kwimfundo kweli phondo iye yenyuka ngomyinge oyi-11,3% ngonyaka oko kwango- 2003/04 okanye nge-6% xa sele kujongwa okona-kona kwenzekileyo. Imfundo itha gqolo ngokufumana esona sixa sikhulu kuhlahlo-mali lwephondo olufumanekayo, apho ibe yi-38.1% ngo-2006/07 eyabelwe imfundo kuhlahlo-mali lwephondo.

Inani neendidi zabafundi zezona zintu luxhomekeka kuzo ulwabiwo lohlahlo-mali lweSebe leMfundo. Abafundi bahlulwe baziindidi ezintandathu ezinikwa inkxaso-mali: uGrade R, izikolo zaseprayimari, izikolo zasasekondari, 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 yohlahlo-mali iya kwizikolo zaseprayimari nezasekondari, kubandakanywa nezikolo zabafundi abaneemfundo zemfundo ezizodwa (LSEN). Kwimfundo yezikolo abasebenzi babiwa ngokulinganayo ngokwamanani abafundi axeliweyo namazinga entlupheko eendawo ezo zikuzo. Inkxaso-mali yemimiselo nemigangatho ikhutshwa ngokwamazinga entlupheko, ezona zihluphekileyo, ngokomyinge, zifumane ngokuphinda-phindeke kasixhenxe kunezona zityebileyo.

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-3,1% yoqikelelo lwenkcitho ka-2006/07. Le nkitho ibandakanya isikakhulu ubonelelo ngeeprowujekthi zezibonelelo kwakunye neekhompuyutha zeKhanya Project.

UMsebenzi 2: Izikolo zikarhulumente zesiqhelo zisathe gqolo ngokuba yeyona nkalo iphambili kujoliso lwenkxaso-mali yeli sebe. I-81,7% yohlahlo-mali luka-2006/07 yabelwe lo Msebenzi. Iinkonzo eziphambili ezibandakanyweyo kulo Msebenzi yimfundo yaseprayimari neyasekondari kwizikolo zikarhulumente zesiqhelo (kubandakanya nezibonelelo), ii-EMDC, uphuhliso lwabasebenzi abakumaziko emfundo kwakunye noncediso-mali olunemiqathango lomsebenzi wesondlo wesizwe. I-55,6% yohlahlo-mali lwalo Msebenzi iya kwizikolo zaseprayimari, ize i-40% iye kwezasekondari.

Imisebenzi eye yabonakalisa ukukhula kakhulu ukusuka ku-2003/04 ukuya kutsho ku-2006/07 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: iNkonzo zoncediso nezinxulumene nazo apho imali ilungiselelwe ukuqhutywa kwe-HCDS ngokungqanyaniswe nesicwangciso esiliqili sophuhliso sephondo esiliphulo, iKapa Elihlumayo.

Kule minyaka mihlanu idlulileyo kuye kwaphantsa ukubhaliswa ngokupheleleyo kwaGrade 1 eNtshona Koloni, kwakunye nobhaliso olupheleleyo 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							
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09		
<b>IMALI EKHOYO(R'000)</b>	<i>Eyona-yona</i>	<i>Eyona-yona</i>	<i>Uqikelelo</i>	<i>Uqikelelo</i>	<i>Uqikelelo</i>	<i>Uqikelelo</i>		
Isabelo esilinganayo	5,187,342	5,596,033	6,330,476	6,704,478	7,316,922	7,969,133		
Uncediso olunemiqathango	101,880	84,714	143,091	192,012	223,456	229,709		
Inkxaso-mali evela kubalizi	-	-	-	-	-	-		
Ezinye	-	-	20,000	80,000	40,000	-		
Imali eyeyeSebe eli	15,585	9,962	11,092	11,641	12,217	12,821		
<b>IYONKE</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>		
<b>INTLAWULO NGOKWEMISEBENZI (R'000)</b>								
1ULawulo	194,497	215,094	245,769	264,738	269,846	298,509		
2IMfundo yeZikolo zikarhulumente zesiqhelo (jonga iindlela ezahluwe ngayo ngezantsi apha)	4,417,220	4,772,661	5,403,235	5,708,797	6,175,707	6,656,751		
3 uNcediso-mali lwezikolo ezizimeleyo	26,243	29,761	32,471	34,127	35,765	37,375		
4 IMfundo yezikolo zikarhulumente ezizodwa	325,294	345,224	364,266	382,440	405,649	430,482		
5 i-FET	145,255	152,383	165,339	259,859	280,934	289,127		
6 IMfundo yabantu abadala	18,473	21,151	22,891	23,571	24,758	25,943		
7 Mfundo yabantwana yasekugaleni	56,310	60,135	71,923	107,397	181,930	244,923		
8 iinkonzo zoNcediso nezinkulumene nazo	121,515	94,300	198,745	207,202	218,006	228,553		
<b>IYONKE</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>		
<b>INTLAWULO YEZIKOLO ZIKARHULUMENTE ZESIQHELO (R'000)</b>								
2.1 Izikolo zaseprayimari zikarhulumente	2,522,571	2,722,031	3,055,830	3,176,205	3,537,763	3,647,817		
2.2 Izikolo zasasekondari zikarhulumente	1,712,387	1,845,868	2,114,176	2,285,921	2,350,866	2,676,712		
<b>INTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000)</b>								
Inlawulo yomhla nezolo	4,762,274	5,072,967	5,623,467	6,149,525	6,717,620	7,332,217		
Imbuyekezo yabasebenzi	4,316,446	4,567,683	5,074,937	5,385,473	5,792,981	6,120,328		
Ootitshala	3,747,791	3,991,487	4,406,087	4,639,873	4,878,337	5,152,816		
Abangezotitshala	568,655	576,196	668,850	745,600	914,644	967,512		
Iimpahla neenkonzo nezinye	445,828	505,284	548,530	764,052	924,639	1,211,889		
Udluliselo noncediso-mali	404,443	466,209	545,489	619,661	701,476	763,940		
Iintlawulo zeentlango zeempahla ezinkulu	138,090	151,533	335,703	218,945	173,499	115,506		
<b>IYONKE</b>	<b>5,304,807</b>	<b>5,690,709</b>	<b>6,504,659</b>	<b>6,988,131</b>	<b>7,592,595</b>	<b>8,211,663</b>		
<b>UQESHO LWABASEBENZI</b>								
Inani lootitshala (abaqeshwe ngurhulumente)	29,273	29,569	29,755	29,905	29,905	29,905		
Inani labangezotitshala (abaqeshwe ngurhulumente)	8,555	8,644	8,750	8,787	8,787	8,787		

ST001	ICANDELO LEMFUNDO YEPHONDO – Iindlela eziphambili zokuhamba kwezinto (zisaphutywa)									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09				
	Eyona-yona	Eyona-yona	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo				
<b>UBHALISO KWINGANABA EKUNYANZELEKILEYO KULO UKUBA SESIKOLWENI</b>										
Abafundi abaneminyaka 7 ukuya kwele-14 kwizikolo zikarhulumente zesiphelo	616 704	620 685	621 250	627 273	633 296	636 167				
Abafundi abaneminyaka 7 ukuya kwele-14 kwizikolo zikarhulumente ezizodwa	6 362	6 426	6 490	6 555	6 621	6 687				
Abafundi abaneminyaka 7 ukuya kwele-14 kwizikolo ezizimeleyo	16 606	14 808	12 125	-	-	-				
<b>IYONKE</b>	639 672	641 919	639 865	633 828	639 917	642 854				
<b>UBHALISO KUMANQANABA ASEMVA KWEKUNYANZELEKILEYO KULO UKUBA SESIKOLWENI</b>										
Abafundi abaneminyaka 15 ukuya kwele-17 kwizikolo zikarhulumente zesiphelo	189 737	190 491	192 997	199 800	203 042	206 284				
Abafundi abaneminyaka 15 ukuya kwele-17 kwizikolo zikarhulumente ezizodwa	6 697	7 049	7 401	7 772	8 160	8 568				
Abafundi abaneminyaka 15 ukuya kwele-17 kwizikolo ezizimeleyo							Azikho iinkcukacha			
Abafundi abaneminyaka 15 ukuya kwele-17 kwikholeji ze-FET										
<b>IYONKE</b>	196 434	197 540	200 398	207 572	211 202	214 852				
<b>ABANTU</b>										
Abantu abaneminyaka 7 ukuya kwele- 14	707 696	714 844	721 992	729 212	736 504	743 870				
Abantu abaneminyaka 15 ukuya kwele- 17	238 372	240 780	243 188	245 620	248 076	250 557				
<b>▶ IZINGQINISO ZOMSEBENZI</b>										
▶ PM001: Ipesenti yabantwana abakwiminyaka ekunyanzelekileyo ukuba sesikolweni kuyo abayayo esikolweni	98.0%	98.8%	98.9%	99.0%	99.1%	99.2%				
▶ PM002: Ipesenti yolusha abadlulileyo kwiminyaka ekunyanzelekileyo kuyo ukuba sesikolweni oluyayo esikolweni nakwamanye amaziko entundo	83.0%	83.5%	83.8%	84.0%	84.3%	84.5%				
▶ PM003: Inkcitho karhulumente kwabona batfundi bahlupekileyo njengepesenti yabo bangahluphekanga kangako	Azikho iinkcukacha									
▶ PM004: Iminyaka yegalelo ngaye ngamnye ophumelele i-NCS										
▶ PM005: Umyinge welona banga liphhezulu lifikeleliweyo ngabantu abadala apha eluntwini	Azikho	9.3	9.5	9.8	10.0	10.3				
▶ PM006: Amazinga okukwazi ukufunda nokubhala kubantu abadala	iinkcukacha	94.0%	94.1%	94.2%	94.3%	94.4%				
<b>Qaphela: Zonke ezi zingqiniso, ngaphandle kuka-PM003 no-PM004, zisekelwe kuvandlakanayo lweenkukacha zasekhaya. Imvelaphi yeenkcukacha: Provincial Budget Statement (2006) [amanani ezimali ka-2005/06 ngawoqikelelo oluhlaziyiweyo]; Persal [amanani abasebenzi ka-2005 no-2006 abhekisela kuJulayi noFebhuwari ngokulandelelana kwawo]; EMIS [amanani obhaliso ka-2006 aluqikelelo olungelelwenali]; Amanani oluntu anikwe iSebe leMfundo leSizwe (DoE); Amanani abasebenzi abaqeshwe ngurhulumente kolu ludwe nakolunye uludwe olukhoyo olubonisa iindlela ezinamba ngayo izinto abonisa abasebenzi abakhoyo kwiPersal, nokuba ithini na imeko yabo (umzkl, nokuba bangabasebenza isigxina na okanye basangxungxile na) ngeshesha elo lithile enyakeni. Kolu uludwe, amanani abanisa imeko. <b>Qaphela: Ipesenti ka-PM001 neka-PM002 zifunyenwe kwi-2004 General Household Survey, kwaye ke zisenokuthi zahluke kancinane kubhaliso ngokoluntu ezibonise kwenye indawo.</b></b>										

ST002	ICANDELO LEMFUNDO YEPHONDO – Amazinga obhaliso ngokobudala (2005)							
	2.1 Izikolo zaseprayimari zikarhulumente	2.2 Izikolo zasasekondari zikarhulumente	3 Izikolo ezizimeleyo	4 Izikolo ezizodwa	5 iikholeji ze-FET (ababaliweyo)	Uluntu	Amazinga obhaliso ngokobudala	
< Ubudala 6	5 884	0	0	315	Azikho iinkcukacha			
Ubudala 6	45 616	0	1 392	196		84 691	55.7%	
Ubudala 7	73 227	0	1 642	389		85 586	87.9%	
Ubudala 8	79 352	0	1 653	502		84 388	96.6%	
Ubudala 9	76 668	0	1 489	596		87 809	89.7%	
Ubudala 10	77 311	0	1 509	700		90 723	87.7%	
Ubudala 11	75 955	111	1 510	816		91 743	85.4%	
Ubudala 12	71 497	6 283	1 452	959		87 831	91.3%	
Ubudala 13	43 302	38 374	1 372	1 060		85 429	98.5%	
Ubudala 14	16 020	63 031	1 498	1 404		86 169	95.1%	
Ubudala 15	5 681	68 293	1 410	2 024		90 080	85.9%	
Ubudala 16	1 681	63 788	1 484	2 085		93 630	73.7%	
Ubudala 17	436	53 118	1 420	1 574		92 162	61.4%	
Ubudala 18	120	30 981	753	777		96 133	33.9%	
> Ubudala 18	37	13 481	0	314				
<b>BEBONKE (Ubudala 6 ukuya kwi-18)</b>	<b>572 787</b>	<b>337 460</b>	<b>18 584</b>	<b>13 396</b>			<b>1 156 374</b>	<b>81.5%</b>

*Imvelaphi yeenkukacha:* Annual Survey 2004 and 2005 and 2004 General Household Survey

ST003	ICANDELO LEMFUNDO YEPHONDO – Ubonelelo ngokusebenzisa iMimiselo yoBonelelo ngeZithuba (Post Provisioning Norms) (2006)					
<i>Imisebenzi/linjongo zezithuba</i>	<i>Izithuba PL1</i>	<i>Izithuba PL2</i>	<i>Izithuba PL3</i>	<i>Izithuba PL4</i>	<i>Zizonke</i>	
Izithuba ezikhutshwe kwaphambi kokusetyenziswa kwesikhokelo	2 736	0	0	0	2 736	
<b>Izithuba ezikhutshwe ngokwesikhokelo</b>	<b>19 837</b>	<b>4 224</b>	<b>1 378</b>	<b>1 483</b>	<b>26 922</b>	
2. Izikolo zikarhulumente zesiqhelo	18 153	3 858	1 193	1 450	24 654	
2.1 Izikolo zaseprayimari zikarhulumente	10 976	2 255	687	1 105	15 023	
Izithuba ezisezikolweni	10 976	2 255	687	1 105	15 023	
Izithuba ezingekho zikolweni	0	0	0	0	0	
2.2 Isigaba sasezisekondari zikarhulumente	7 177	1 603	506	345	9 631	
Izithubaezisezikolweni	7 177	1 603	506	345	9 631	
Izithuba ezingekho zikolweni	0	0	0	0	0	
4. Imfundo yezikolo zikarhulumente ezizodwa	1 118	230	124	8	1 480	
5. Imfundo yecandelo le-FET	566	136	61	25	788	
<b>ZIZONKE</b>	<b>22 573</b>	<b>4 224</b>	<b>1 378</b>	<b>1 483</b>	<b>29 658</b>	

**Iingcaciswana:** Izithuba eziye zakhutshwa kwangaphambi kokuba sisetyenziswe isikhokelo zizithuba ezabelwe ii-ofisi, iikholeji, imfundo yabantu abadala kunye neenjongo ezizodwa, umzkl ukhawulelwano lwentlupheko. La manani angentla apha akawabandakanyi zika-PL5 nezika-PL6, izithuba ezo ezabelwe imisebenzi yolawulo.

*Imvelaphi yeenkukacha:* Post Provisioning Model 2005

ST004	ICANDELO LEMFUNDO YEPHONDO – Inkcitho kuphuhliso lwezakhono zabasebenzi (2004/05)							
	Umseb 1 uLawulo	Umseb 2 POS	Umseb 3 Ezizimeleyo	Umseb 4 Ezizodwa	Umseb 5 FET	Umseb 6 ABET	Umseb 7 ECD	Iyonkel
<b>Inkcitho (amawaka R)</b>								
Abaqeqeshwayo	5 711	2 926						8 637
Ootitshala	5 068	2 925						7 993
Uqeqesho kwikharithulam etshintshiweyo	3 033							3 033
Olunye uqeqesho lwasebesebenza	1 888	2 925						4 813
Uqeqesho kwi-HIV/AIDS	147	-						147
Abangezotitshala	643	625						1 268
<b>Qaphela: Olu ludwe lubonakalisa yonke inkcitho yeSebe eli kuphuhliso lwezakhono zabasebenzi balo.</b> Ibandakanya notitshala oye wafumana uqeqesho kwi-HIV/AIDS kulo nyaka kuthethwa ngawo. Kambe ke, ixabiso eliphantsi komgca othi 'Ootitshala' akabonakalisi kubalwa kabini kootitshala. Jonga phaya kwiinkcazo ezahluliweyo phaya ukuba amanani-nkcazo akolu ludwe abalwe njani na.								

## 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>	<p>▲ Ukuzisa ulawulo olunempumelelo kuwo onke amanqanaba emfundo.</p> <p>▲ Ukufezekisa ukuhanjiswa okuphelele kangangoko kwezimali, kweempahla nabantu bokusebenza kwiinkalo zonke zemfundo le.</p>	<p>▶ PM101: Ipesenti yezikolo ezisebenzisa iNkqubo yoLawulo lweZikolo</p> <p>▶ PM102: Ipesenti yezikolo ekunokuqhagamshelwana nazo ngekompuyutha (imeyili) liSebe eli</p> <p>▶ PM103: Ipesenti yamabhinqa amnyama akwizikhundla zoLawulo eziphezulu</p> <p>▶ PM104: Ipesenti yenkcitho yomhla nezolo eya kwizinto ezingengobasebenzi</p>

### Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo 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 iimfuno zesizwe ngokubanzi, ngakumbi ngokuphathelele kuqwalaselo olukhawulezileyo nolujolisekileyo lombha we-HIV/AIDS and Life Skills.
- Ukuzisa ulawulo olunempumelelo kuwo onke amanqanaba emfundo.

Ukukhuthaza ucikizeko nempumelelo kweli Sebe

- Ukuphuhlisa ibutho leziphathamandla ezinyilo nozinziso.
- 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 neemfuno zabaxhamli beenkonzo zethu ngendlela enempumelelo.
- Ukuseka iinkqubo zolawulo lwezemali ezinempumelelo.
- Ukufezekisa ukuhanjiswa ngokupheleleyo kweemali, iimpahla nabantu bokusebenza kuyo yonke imfundo le.
- Ukuqinisekisa ukuba ukuyiqqiba kwabafundi imfundo yabo kukumazinga aphezulu kangangoko.

Ukuseka umsebenzi woqinisekiso lomgangatho apha kwi-WCED

- Ukubeka iinkalo ezifanele kufikelelwa ngokuphathelele kumba wophuhliso lwabantu bokusebenza, kuze kunikwe nengxelo ngeenkqubela ngezo nkalo.
- Ukuqinisekisa ukuthwalwa okucwangcisekileyo koxanduva lokuphendula ngokusungula Ukuzivandlakanya kweZikolo (SSE), iZicwangciso zoPhuhliso lweZikolo (SDP) noVandlakanyo lweSikolo Sonke (WSE).
- Ukuxhobisa ii-ofisi nezikolo ngolwazi nezakhono zolawulo.
- Ukuqulunqa imimiselo nemigangatho yokunikwa kweenkonzo.



- **Izinto eziphambili ngokubaluleka kumgaqo-nkqubo:**

Izinto eziphambili ngokubaluleka -

- 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)

## **Uhlalutyo lokuhamba komsebenzi**

- **Uzinzo lwentlalo**

I-WCED sele inayo imisebenzi ngemisebenzi eyiqhubayo enegalelo kuqinisekiso lwentlalo enozinzo. Ngexesha lokusungulwa kwayo le misebenzi yayingajoliswanga ekubeni mayibe yimisebenzi yoqinisekiso lozinzo lwentlalo, kwaye kunjalo nje yayingazange ilungiselelwe ukuba mayibe neziphumo eziphathelwe ngqo kuzinzo lwentlalo. Xa kuqwalaselwa uqwalaselo olunikwa le ngcamango kungoku nje, nakuqwalaselwa isicwangciso esiliqili esiphambili sephondo eli, kunyanzelekile ngoku ukuba ezi prowujekthi mazivandlakanywe ngokutsha ngeenjongo zokujolisa ngqo kufikelelo lweziphumo zentlalo enozinzo, kunjalo nje kusungulwe nezinye iindlela ezingqongqo zokubekwa kweliso kwifuthe lazo kwezo ndawo ziqhutywa kuzo.

Njengendlela yokukhawulezisa umsebenzi wophuhliso lwentlalo enozinzo ngokusebenzisa imfundo, i-WCED iye yasungula le misebenzi ilandelayo ijoliswe ekudalweni kwamathuba oqhagamshelwano lwasentlalweni nasekuphuhliseni kobunkokeli:

- ukukhuthaza ukusekwa kombutho weZigqeba zoLawulo lweZikolo (SGB), oya kuthi udibanise zonke ii-SGB ezikhoyo apha eNtshona Koloni. Le nto ke inika ezi zigqeba amathuba okuhlalutya imigaqo-nkqubo yezemfundo, zize zisungule iiprowujekthi zokuphucula umgangatho wolawulo lwezemfundo nowemfundo nje ngokubanzi;
- ukusekwa kweeKhansile zaBameli baBafundi zePhondo (Representative Council of Learners (RCLs)) ukwenzela ukuququzelela impefumlelwano yolutsha olusesikolweni ngokuphathelwe kumgaqo-nkqubo wemfundo neeprowujekthi zezemfundo, kodwa ke eyona nto ibalulekileyo kukukhuthaza ukuthatha kwabo inxaxheba kumaphulo ophuhliso lobunkokeli nakwimisebenzi yophuhliso lweendawo ekuhlalwa kuzo;
- ukukhuthaza ukusekwa koMbutho woTitshala Abadla uMhlalaphantsi (Retired Teachers' Association) ngeenjongo zokunika ootitshala abadla umhlalaphantsi ithuba lokuba babe nenxaxheba abanayo kumaphulo ophuhliso lwemfundo ezikolweni nasekuhlaleni.

- **Ukuhlengahlengiswa nokumiswa ngokutsha kweSebe**

I-HCDS ayingekhe iqhutywe ngempumelelo ukuba ngaba i-WCED ayikulungiselelwanga ikuxhotyiselwe ukuya kufikelela kwiinkalo eye yajolisa kuzo. Okokuqala, kuyimfuneko enkulu ukuba isicwangciso esiliqili esi samkelwe kwiinkalo zonke zeli Sebe, ngokunjalo nangawo onke amahlakani asekuhlaleni namanye. Le nto ke ifuna ukuba kubekho isicwangciso esiliqili soqhagamshelwano esikhulu. Into elandelayo iya kuba kukuqinisekisa ukuba onke anakho ukukuqonda oko kufuneka kwenziwe nokuba banazo izakhono eziyimfuneko nokuzinikezela ekufezekiseni, kungenjalo kufuneka kubonwe indlela yokufaka amanye ezindaweni zawo ngabasebenzi abaya kukwazi. Kambe ke, awona manyathelo aziphambili kule nkalo abandakanya ukukhuthazwa kokusetyenziswa kwesicwangciso esiliqili sobulungisa basemsebenzini; ukusekwa kwezigqeba zesebe ezifanelekileyo phaya ezikolweni; ukusungula umsebenzi wonxibelelaniso lomgaqo-nkqubo nesicwangciso esiliqili kwisebe eli, umsebenzi lowo oya kubandakanya uqinisekiso lomgangatho, uqhagamshelwano, uphando noqulunqo lwezicwangciso; ukuqulunqa isixhobo sokulawula nokuqhuba iiprowujekthi ezizodwa ezibandakanya ukukhuthazwa kobuhlakani bukarhulumente namacandelo abucala; ukumisa ngokutsha indlela ezime ngayo nezisebenza ngayo ii-ofisi zezithili, khona ukuze zikwazi ukujolisa ekuboneleleni izikolo ngenkxaso ekujoliswe kuyo nepheleleyo, zixhase neziphathamandla zezikolo, ootitshala nabafundi; ukusekwa kweqela leeprowujekthi eliya kuthi lithathe uxanduva lokusebenza nokulawulwa kwe-HCDS nokunxibelelanisa ukusetyenziswa kwayo.

- **Ucwangciso lwezibonelelo ezilulwakhiwoPhysical Infrastructure Planning**

Lo msebenzi lo ubaluleke kakhulu kwi-WCED namaqela ayo achaphazelekayo. Ngaphandle nje kokuba sele zityunjwe iiprowujekthi, zalandelelaniswa ngokubaluleka kwazo zacwangciswa ukuya kutsho ku-2014, kubaluleke ngakumbi ukuba isicwangciso esiliqili seZibonelelo ezilulwakhiwo siqwalasele umba woqulunqo lwezikolo ezitsha, siqwalasele nomba wobuhlakani bukarhulumente namacandelo abucala (PPPs) okukhawulezisa ukufezekiswa kweemfuno zethu zezibonelelo,

kukulungwe namanyathelo aya kuthi enze kukwazeke ukusebenzisa ezi zibonelelo zikhoyo kangangoko. Into engundoqo iya kuba kukusungulwa kwemisetenzana elawulwa ngabahlali (uphuculo, uvuselelo, ukuhombisa, njl) phaya ezikolweni zabo. Kuqikelelwa ukuba loo misetenzana zingaluphucula kakhulu uvuselelo lweqhayi labahlali ngezikolo zabo, kwaye eyona nto ibaluleke ngakumbi kukuba ingabanceda abahlali nangakwicala loqoqosho. Omnye wemingeni yokuqala iya kuba yephathelele kwiprowujekthi eyi-N2 Gateway Project. Lisakuba livene neSixeko seKapa, neSebe loBonelelo ngeZindlu neeNgcali zeProwujekthi ukuba kusetyenzelwe iprowujekthi eya kufuna ukuba izikolo mazimiswe ngokutsha nokuba kumiselwe izibonelelo ekuya kwabelwana ngokuzisebenzisa (iholo, izibonelelo zemidlalo, amaziko okuqhubela izinto ngezinto, njl.), iSebe leMfundo leNtshona KOLONI liya kuthi lifune inkxaso-mali entsha yokuncedisa kulwakhiwo lwezi zikolo ziyimfuneko apha, okanye lilungi-lungise izicwangciso esele zikho ukwenzela ukuba zikwazi ukukhawulelana nazo neemfuno zeprowujekthi eyi-N2 Gateway Project.

- **INKqubo yoLandelo loMkhondo waBafundi**

Kuye kwasungulwa iNkqubo yoLandelo loMkhondo waBafundi kuzo zonke izikolo zikarhulumente eNtshona Koloni ukusukela ku-2005. Le nkqubo yokulandela imkhondo 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.

- **Uqhagamshelwano**

Isixhobo esibalulekileyo solawulo noxanduva lokuphendula kumasebe amakhulu afa neSebe leMfundo leNtshona Koloni luqhagamshelwano olukhawulezayo nolusebenza ngempumelelo. Ngale njongo ke i-WCED iyayandisa iyiphucula iNkonzo yaBaxhamli beNkonzo (Client Service) ngeziko loqhagamshelwano elisebenziseka lula, iiweb site neesetyhula.

Kananjalo kukwabalulekile nokuba i-WCED isungule nomsebenzi wokusukula izicwangciso eziliqili zayo zoqhagamshelwano, apha ngaphakathi kwii-ofisi zayo naphakathi kwee-ofisi naphakathi kwee-ofisi nezikolo (kunye nabo bonke abantu abakwezemfundo). Ukuze i-HCDS ibe yimpumelelo kuyimfuneko kakhulu ukuba iNtshona Koloni isoloko ikwazi konke okuqhubekayo kwakunye noko kulindelweyo kubantu bayo. Isicwangciso esiliqili soqhagamshelwano siya kubandakanya nephulo lokwazisa nge-HCDS ngokubanzi.

## **Uhlahutyo lwemiqobo namanyathelo acetywayo okuyisusa**

Ukumanyaniswa okusungulweyo kwamanyathelo ahlukeneyo oqinisekiso lomgangatho noxanduva lokuphendula kungumngeni omkhulu ejongene nawo i-WCED. Kubalulekile ukuqinisekisa ukuba la manyathelo akhokelela kuphuclo lokufundisa nokufunda, kwaye nokuba nawo abonwa njengemfezeko yeenjongo.

I-WCED ifanele ukwenza uthotho lwemisebenzi yokubeka iliso, ukuvandlakanya nokuthatha uxanduva lokuphendula. Le misebenzi ibandakanya le ilandelayo:

- Uvandlakanyo lwemisebenzi yolawulo lwemali qho ngonyaka olwenziwa yi-ofisi yoMhlolizincwadi-Jikelele;
- Ukuya kuvela 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 ngokuqhubekayo kwezemfundo, okanye ezokuya kuva nje ngeengxaki ezifunyanwa ngootitshala neemanejala zezikolo;
- I-WCED sele iphantsi koxanduva lokungenisa ingxelo yayo yonyaka yezinto ezenzileyo kwiPalamente yePhondo. Uxwebhu lweNngxelo yoNyaka iyafunyanwa luluntu ngokubanzi, kwaye inika abo bachaphazelekayo kwezemfundo ithuba lokuba babeke iliso kwimpumelelo okanye ekusileleni kwesebe eli, xa kuthelekiswa nogunyaziso olulunikiweyo nemigaqo-nkqubo nezicwangciso eziliqili zalo; kunye
- nokusekwa komsebenzi woQinisekiso loMgangatho apha kwisebe eli.

Amanyathelo aqhutywa okoko ngokuphathelele kuqeqesho lwamalungu amaqela olawulo lwezikolo abandakanya ulawulo lwekharithulam, ukukhuthaza izimo zabafundi ezakhayo, amabhinqa kwizikhundla zobunkokeli, ulawulo lomgaqo-nkqubo, izilungiso ezisandula ukwenziwa kwimithetho nezigqibo ezityikityiweyo.

ST101	ULAWULO - lindlela eziphambili zokuhamba kwezinto	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
		Eyona-yona	Eyona-yona	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo
<b>INTLAWULO NGOKOMSETYENZANA (R'000)</b>							
1.1	Ofisi yoMphathiswa wePhondo	2,711	3,182	3,040	3,698	3,913	4,126
1.2	iNkonzo eziMnyanisiweyo	92,809	98,044	122,820	137,245	138,204	141,938
1.3	uLawulo lweMfundo	94,081	101,993	96,648	97,834	103,150	108,345
1.4	Uphuhliso lwabasebenzi	2,253	9,093	12,555	12,218	12,818	13,408
1.5	Education Management Information System (EMIS)	2,643	2,782	10,706	13,743	11,761	30,692
<b>YONKE</b>		194,497	215,094	245,769	264,738	269,846	298,509
<b>INTLAWULO NGOKOLWAHLULO NGOKOQQOSHON (R'000)</b>							
	Inlawulo yomhla nezolo	154,019	171,113	218,260	239,570	243,625	271,108
	Imbuyekezo yabasebenzi	113,410	115,930	128,470	132,967	141,010	148,895
	Ootshala	21,214	24,046	27,185	28,619	30,085	31,841
	Abangezotishala	92,196	91,884	101,285	104,348	110,925	117,054
	Iimpahla neenkonzo	40,609	55,183	89,790	106,603	102,615	122,213
	Udluliselo noncediso-mali	16,658	21,094	14,064	14,011	14,529	15,182
	Iintlawulo zentengo yeempahla ezinkulu	23,820	22,887	13,445	11,157	11,692	12,219
<b>YONKE</b>		194,497	215,094	245,769	264,738	269,846	298,509
<b>UQESHO LWABASEBENZI</b>							
	Inani lootishala (abageshwe ngurhulumente)	102	102	102	102	102	102
	Inani labangezotishala (abageshwe ngurhulumente)	748	698	698	698	698	698
<b>AMANANI-NKCAZO EENKQUBO ZOLAWULO</b>							
	Inani lezikolo with SAMS (a)	1 462	1 447	1 460	1 460	1 460	1 460
	Inani lezikolo with e-mail			1 380	1 380	1 380	1 380
<b>IZINGQINISO ZOKWENZIWA KOMSEBENZI</b>							
►	PM101: Ipesenti yezikolo eziyisebenzisayo iNkqubo yoLawulo lweZikolo (School Administration and Management System)	100%	100%	100%	100%	100%	100%
►	PM102: Ipesenti yezikolo elinokuchagamshelelana nazo ngekhompyutha (nge-meyili) iSebe eli	Azikho iinkcukacha		98%	98%	98%	97%
►	PM103: Ipesenti yamabhinqa amnyama akwizikhundla zoLawulo ezihezelu (SMS)	9%	9%	9%	9%	9%	9%
►	PM104: Ipesenti yenkcitsho yomhla nezolo eya kwizinto ezingqobasebenzi	16%	18%	18%	20%	22%	24%

ST102	ULAWULO – Inkeitho ngenkalo nganye (2004/05) R'000									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Iintlawulo zomhla nezolo	169,052	4,272,789	0	275,433	121,976	5,563	44,549	71,679	4,961,042	
Imbuyekezo yabasebenzi	115,930	3,974,198	0	273,314	121,968	5,198	42,170	34,903	4,567,681	
Ootitshala beekholeji neesekondari	115,930	3,974,198	0	273,314	121,968	5,198	42,170	34,903	4,567,681	
Imivuzo nemiholo	100,826	3,390,645	0	232,911	105,470	4,998	35,271	32,608	3,902,730	
Imihumo yezentlalo	15,104	583,553	0	40,403	16,498	199	6,898	2,295	664,951	
Abangezotitshala	0	0	0	0	0	0	0	0	0	
Imivuzo nemiholo	0	0	0	0	0	0	0	0	0	
Imihumo yezentlalo	0	0	0	0	0	0	0	0	0	
Iimpahla neenkonzozo	51,028	298,591	0	2,119	8	366	2,379	36,777	391,267	
Ululuhlulwe zinto ezikhoyo	4,112	127,758	0	0	0	11	882	4,680	137,443	
Izincedisi zokufunda	1,138	124,237	0	0	0	0	882	318	126,576	
Izinto zokubhalala/zokubhalala noshicilelo	2,931	3,350	0	0	0	10	0	4,362	10,653	
Ezinye	43	171	0	0	0	0	0	0	214	
Iingcali, abankwe iikhontrakthi neenkonzozo ezizodwa	9,888	3,220	0	0	0	15	1,480	8,286	22,888	
Izinto zokusebenza ezingaphantsi kwama-R5, 000	2,040	12,060	0	7	0	0	1	37	14,145	
Ulonolozo lwezakhiwo	3,342	1,559	0	0	0	0	0	0	4,901	
Iingqesho ezisaghubayo	1,551	1,926	0	0	0	0	0	8,484	11,962	
Uthutho lwabatfundi	28	115,984	0	0	0	0	0	0	116,012	
Ezinye iimpahla neenkonzozo	30,068	36,083	0	2,112	8	340	16	15,290	83,916	
Inzala neranti yomhlaba	0	0	0	0	0	0	0	0	0	
Inzala	0	0	0	0	0	0	0	0	0	
Irenti yomhlaba	0	0	0	0	0	0	0	0	0	
Okwenziweyo ngemali ezimpahleni nakwizibonelelo	2,094	0	0	0	0	0	0	0	2,094	
Inkeitho engagunyeziswanga	0	0	0	0	0	0	0	0	0	

ST102	ULAWULO – Inkeitho ngenkalo nganye (2004/05) (continued)									
	1 ULawulo	2 POS	3 Ezizim.	4 Ezizod	5 FET	6 ABET	7 ECD	8 Ezonc	Iyonke	
Udluliselo noncediso-mali	20,971	257,821	29,761	69,790	30,407	15,588	15,587	22,474	462,397	
Omasipjala	278	10,232	0	686	302	13	106	46	11,663	
Iinkampani zikathulumente nezigqeba ezizimeleyo	0	0	0	0	0	0	0	0	0	
Amaziko angenzi nzuzo	18,009	233,604	29,761	68,008	29,866	15,574	15,377	21,081	431,281	
Izikolo zeCandelo 21	0	151,653	0	0	0	0	0	0	151,653	
L TSM	0	117,010	0	0	0	0	0	0	117,010	
Izinto ezisetyenziswayo	0	15,481	0	0	0	0	0	0	15,481	
Ulonolozo	0	19,161	0	0	0	0	0	0	19,161	
Inkonzo enikwayo	0	0	0	0	0	0	0	0	0	
Amanye amaziko emfundo	18,009	81,951	29,761	68,008	29,866	15,574	15,377	21,081	279,628	
Amakhaya	2,684	13,984	0	1,096	238	0	104	1,347	19,454	
Iintlawulo zentengo yeempahla ezinkulu	22,887	2,714	0	0	0	0	0	147	25,749	
Izakhiwo nezinye izinto ezilulwakhiwo	0	0	0	0	0	0	0	0	0	
Izakhiwo	0	0	0	0	0	0	0	0	0	
Iihostele	0	0	0	0	0	0	0	0	0	
Izikolo ezisha	0	0	0	0	0	0	0	0	0	
Amagumbi okufundela ongeziweyo	0	0	0	0	0	0	0	0	0	
Olunye ulongezelelo	0	0	0	0	0	0	0	0	0	
Ezinye nje	0	0	0	0	0	0	0	0	0	
Ezinye izinto ezilulwakhiwo	0	0	0	0	0	0	0	0	0	
Iintshini nezinto zokusebenza	22,887	2,714	0	0	0	0	0	147	25,749	
Izinto zothutho	0	0	0	0	0	0	0	0	0	
Other machinery and equipment	22,871	2,714	0	0	0	0	0	67	25,653	
Iimpokhwe zakhompuyutha nezinye izinto ezingabambekiyo	16	0	0	0	0	0	0	80	96	
<b>IDIBENE YONKE</b>	<b>212,910</b>	<b>4,533,324</b>	<b>29,761</b>	<b>345,224</b>	<b>152,383</b>	<b>21,151</b>	<b>60,135</b>	<b>94,300</b>	<b>5,449,188</b>	

## B.2 Izikolo Zikarhulumente Zesiqhelo

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) ziphathelele kumsebenzi 2, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	▲ To provide Ukubonelela ngofikeleleko lwezikolo zikarhulumente zesiqhelo ngokomgaqo-nkqubo.	▶ PM201: Ipesenti yeentsuku zabafundi zokukhutshwa kwesondlo ▶ PM202: Ipesenti yabafundi kwizikolo zikarhulumente zesiqhelo abaneemfuno ezizodwa
<i>Ukwanela</i>	▲ Ukubonelela ngezibonelelo eziphambili kwizikolo zikarhulumente zesiqhelo in place ngokomgaqo-nkqubo.	▶ PM203: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi ▶ PM204: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo umbane ▶ PM205: Ipesenti yezikololzikolo ezinenani elaneleyo leethoyilethi ezisebenzayo ▶ PM206: Inkitho kulondolozo njengepesenti yexabiso lezibonelelo zezikolo
	▲ Ukuqesha abasebenzi abaneleyo kwizikolo zikarhulumente zesiqhelo.	▶ PM207: Ipesenti yezikolo ezinabafundi abangaphaya kwama-40 kwigumbi lokufundela ngalinye
	▲ Ukubonelela ngezincedis ezaneleyo kwizikolo zikarhulumente zesiqhelo	▶ PM208: Ipesenti yezikolo zeCandelo 21 ezinazo zonke izincedis nezinye izinto eziyimfuneko eziziswe ngomhla wokuqala ekuqaleni konyaka wesikolo
<i>Ucikizeko</i>	▲ Ukusungula ukuzilawula kwezikolo zikarhulumente zesiqhelo okunempumelelo nocikizeko. ▲ Ukumilisela isiqhelo sokufunda nokufundisa okunempumelelo kwizikolo zikarhulumente zesiqhelo.	▶ 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

Oku kulandelayo kuphathelele kumsetyenzana 2.1, Izikolo zaseprayimari zikarhulumente:

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ubulungisa</i>	▲ Ukuvala umsantsa phakathi kweziphumo phakathi kwezikolo zaseprayimari zikarhulumente ezazifudula zisingelwe phantsi nezo zazihoyekile.	▶ PM212: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelekiswa nezingahluphekanga kwaGrade 3
<i>Ucikizeko</i>	▲ Ukuqinisekisa ukuba inkqubo yabafundi kwizikolo zaseprayimari zikarhulumente iiphezulu kangangoko.	▶ PM213: Amazinga okuphindwa kwamabanga kwaGrades 1ukuya ku-7
<i>Umgangatho</i>	▲ Ukufumana ezona ziphumo ziphezulu kubafundi bezikolo zaseprayimari zikarhulumente.	▶ PM214: Ipesenti yabafundi bakwaGrade 3 abafumana iziphumo ezamkelekileyo ekubaleni nasekufundeni ▶ PM215: Ipesenti yabafundi bakwaGrade 6 abafumana iziphumo ezamkelekileyo kwimathematika, ekufundeni nakwezenzulwazi

Oku kulandelayo kuphathelele kumsetyenzana 2.2, Izikolo zasasekondari zikarhulumente:

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ubulungisa</i>	<ul style="list-style-type: none"> <li>▲ Ukukhuthaza inxaxheba yamaqela abafundi awayekade esingelwe phantsi kwizikolo zasasekondari zikarhulumente.</li> <li>▲ Ukuvala umsantsa phakathi kweziphumo phakathi kwezikolo zasasekondari zikarhulumente ezazifudula zisingelwe phantsi nezo zazihoyekile.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM216: Ipesenti yabafundi abangamantombazana abenza imathematika nenzululwazi kwaGrade 10 ukuya ku-12</li> <li>▶ PM217: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelekiswa nezingahluphekanga ngokwamazinga empumelelo kwaGrade 12</li> </ul>
<i>Ucikizeko</i>	<ul style="list-style-type: none"> <li>▲ Ukuqinisekisa ukuba inkqubo yabafundi kwizikolo zasasekondari zikarhulumente iiphezulu kangangoko.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM218: Amazinga okuphindwa kwamabanga kwaGrades 8 ukuya ku-12</li> </ul>
<i>Output</i>	<ul style="list-style-type: none"> <li>▲ Ukuqinisekisa ukuba anele manani abantu abaphumelela uGrade 12, ngakumbi abanemathematika nenzululwazi.</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM219: Umlinganiselo wempumelelo kwiimviwo zakwaGrade 12</li> <li>▶ PM220: Umlinganiselo wempumelelo in kwimathematika nenzululwazi kwiimviwo zakwaGrade 12</li> <li>▶ PPM201: Amazinga empumelelo evumela ulwamkelo kwimfundo ephakamileyo kwiimviwo zakwaGrade 12</li> <li>▶ PPM202: Amazinga empumelelo in kwimathematika nenzululwazi kwaGrade 12</li> <li>▶ PPM203: Inani lezikolo ezibe nezinga lempumelelo elingaphantsi kwe-60% kwaGrade 12</li> </ul>
<i>Umgangatho</i>	<ul style="list-style-type: none"> <li>▲ Ukufumana ezona ziphumo ziphezulu kubafundi bezikolo zasasekondari zikarhulumente</li> </ul>	<ul style="list-style-type: none"> <li>▶ PM221: Ipesenti yabafundi bakwaGrade 9 abafumana iziphumo ezamkelekileyo kuzo zonke izifundo</li> </ul>

### 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 nangeehoste
- Ukuqhuba iphulo lokondliwa kwabantwana ezikolweni (NSNP)
- Ukubuyisela iindlela zokuziphatha kakuhle kwabafundi ezikolweni.

Ukuqinisekisa ukufunda ngekhompuyutha (e-Learning) okunempumelelo ezikolweni

- Ukukhawulezisa ukubonelelwa kwezikolo zonke ngezibonelelo ze-theknoloji yeenkukacha 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 epheleleyo 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 wocikiziko lebutu lootitshala ngokusoloko benikwa inkxaso yobungcali.
- Ukuphuhlisa uncedo olunokunikwa ngamajelo eendaba nayitheknoloji (imfundo yekhompuyutha 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 abanokakalisa okanye abanengxaki yozinzo kwisimo

• **Izinto eziphambili ngokubaluleka kumgaqo-nkqubo:**

Oloni gunyaziso lomgaqo-nkqubo luyimfuneko lusahleli lukubonelela bonke abantwana beli phondo ngekhyaya elifundayo. Ngoku luhamba ngokukhokelwa yi-HCDS ejolise kulutsha, njengenxenye yezicwangciso eziliqili eziphambili ezihlanu zephulo iKapa Elihlumayo. Izinto ezibalulekileyo ngokubaluleka -

- Ukusetyenziswa kweMimiselo neMigangatho yeNkxaso-mali yeZikolo (NSSF) ngenjongo yokuqhuba 'izikolo ekungekho ntlawulo kuzo' ngo-2006.
- Uphuculo lokubala nokufunda, ngakumbi kwizikolo zaseprayimari, kuze njalo ukuqinisekise ukufundisa nokufunda okunempumelelo. Kuza kuvavanywa isampulu yabafundi bakwaGrade 3 ekufundeni nasekubaleni.
- Ukusetyenziswa kwe-NCS) ngakumbi ngokuphathalele kwimfundo yecandelo le-FET (FET) ukuqalela kwaGrade 10 ngo-2006 nakule minyaka iseleyo yecandelo le-GET.
- Uphuculo nobonelelo ngezibonelelo zemfundo njengokuba inyuka nje imfuno yezibonelelo zokukhawulelana nokuba semva kwentengo yezibonelelo nezo mfuno zintsha zibangwa kukwanda kolwakhiwo lweendawo ekuhlalwa kuzo ngabantu ezingenamali ibekelwe izibonelelo zezikolo
- Uphuculo lokhuseleko lwezikolo
- Uqeqesho lwabantu bokusebenza apha kwi-WCED olugxininise kakhulu kootitshala (uqeqesho lootitshala oluqhutywa okoko nolukhawuleziswayo) ngokuqinisekisa ukuba baba nefuthe kangangoko nokuba benziwa babambelele kuxanduva lokuphendula ngokwe-IQMS.
- Ukunyusa amazinga okuthathwa kwemathematika nenzululwazi netheknoloji ngokusungulwa kwezikolo zojolisano nokwandiswa kwezikolo zeDinaledi.
- Ukuqhuba ngokungenisa abancedisi bootitshala abangama-500 bokuxhasa ootitshala beSigaba seSiseko kwizikolo ezikwiindawo ezithwaxwa yintlupheko



Ukuqinisekisa ukuba bonke abafundi bakaGrade 1 ukuya ku-6 bayakwazi ukufunda, ukubhala nokubala ngokomgangatho olindelwe yi-NCS, i-WCED -

- iza kubonelela ngenkxaso-mali yeMimiselo neMigangatho nangootitshala kwaGrade 1 – 6 ngokushiya kwamazinga entlupheko
- iza kubonelela ngoqeqesho oluqhutywa okoko lwamagosa akhethiweyo ize ibeke iliso kwinkqubo yawo
- iza kuqhuba uVandlakanyo lweSikolo Sonke lwangaphandle qho ngeminyaka emihlanu
- iza kubonelela ngoqeqesho lootitshala asele besebenza kwezo zikolo zingaqhubi kakuhle kwiziphumo zazo
- iza kongeza nokuphucula imeko yamagumbi okufundela
- iza kongeza iincwadi zokufunda
- iza kubonelela nge-NSNP kubafundi abahluphekileyo
- iza kuqhuba iimvavanyo zokufunda nokubala kwaGrade 3 qho emva konyaka ngamnye ukuqalela ngo-2006
- iza kuqhuba iimvavanyo zokufunda nemathematika kwaGrade 6 qho emva konyaka ngamnye ukuqalela ngo-2007

Ukuqinisekisa ukuba bonke abafundi bakwaGrade 7 ukuya ku-9 babonelelwa ngemfundo ekumgangatho ophezulu, i-WCED -

- iza kubonelela ngenkxaso-mali yeMimiselo neMigangatho nangootitshala kwaGrade 7 – 9 ngokushiya kwamazinga entlupheko
- iza kuqeqesha ixhase ootitshala bakwa Grade 8 no-9 kwi- NCS
- iza kuqhuba iimvavanyo zangaphandle zabafundi bakwaGrade 9
- iza kubonelela ngencwadi kwisifundo ngasinye kwezisibhozo kubo bonke abafundi bakwaGrade 7 - 9

Ukubonelela bonke abafundi bakwaGrade 9 ngeengcebiso ekukhethweni kwezifundo nakwimisebenzi enokulandelwa khona ukuze bakwazi ukukhetha izifundo ezifanelekileyo nemisebenzi abanokuyilandela kwicandelo lemfundo ye-FET, i-WCED -

- iza kuqhuba iimviwo zabo bonke abafundi bakwaGrade 8 ekufundeni, kwimathematika nakwimidla yabo
- iza kubonelela bonke abafundi bakwaGrade 9 ngeengcebiso ngemisebenzi abanokuyilandela
- iza kuqeqesha ixhase ootitshala beLife Orientation ekunikeni iinkcukacha ngemisebenzi enokulandelwa

Ukwandisa inxaxheba namazinga empumelelo yabafundi abancinane ngakumbi abafundi abamnyama kwicandelo le-FET ezikolweni nokwandisa inani labafundi be-FET abakufanelayo ukuya kungena kwimfundo ephakamileyo, i-WCED -

- iza kubonelela ngenkxaso-mali yeMimiselo neMigangatho nangootitshala kwaGrade 10 – 12 ngokushiya kwamazinga entlupheko
- iza kwandisa inani labafundi bakaGrade 12 abaphumelela imatriki /i-NSC
- iza kwandisa inani labafundi abakufanelayo ukuya kungena kwimfundo ephakamileyo
- iza kwandisa inani labafundi abamnyama nababala abenza imathematika nenzululwazi
- iza kuqeqesha ootitshala kwikharithulam ye-FET
- iza kubonelela nokuxhasa izikolo zojoliso ze-FET ezingama-28
- iza kuxhasa ukusetyenziswa kweelaboratri zekhompuyutha kuzo zonke izikolo ezine-FET
- iza kuqinisekisa ukuba onke abafundi bayazifumana izakhono ze-ICT
- iza kulandela umkhondo wabafundi becandelo le-FET

## Uhlahlutyolokuhamba komsebenzi

Umbono wekhaya lethu sonke uye waqhutyelwa phambili

- ngokuvulwa kwezikolo ezitsha ezili-15 ukusukela ekuqaleni konyaka wesikolo ka-2006;
- ukuhluma ngezithuba zootitshala ezingama-292 kwezithuba zootitshala ezikhoyo, ezibandakanya izithuba ezingama-500 zootitshala abancedisayo abaza kuqalisa ukuncedisa kwisiGaba sesiSeko kwizikolo ekuzezona zihlwempuzekileyo.
- ukuqalisa nge-NCS kwaGrade 10; kunye
- nokugqitywa komsebenzi wokufakwa kweelaboratri zekhompuyutha kuzo zonke izikolo zasasekondari eNtshona Koloni
- **Icandelo lemfundo ye-GET (uGrade 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 amazinga 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 zeKharithulam yeSizwe, into ke leyo ethetha ukuthi abasifumani isiseko esiyimfuneko kuphuhliso lwabasebenzi. Uvavanyo oluqhutywe ngo-2002 ukuya ku-2004 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 zekharithulam yesizwe ezikolweni, ngakumbi kwiSigaba seSiseko.

Kwizikolo eziqhuba ngaphantsi koko kuyimfuneko ngokwekharithulam 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
- IShedyull 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

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 yeziphondo 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 zkuzo zonke izifundo.

#### • **Imfundo Yecandelo Le-FET (FET) Grade 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 (uGrade 10 uqala ngo-2006). Inani lezifundo ezenziwayo kwikharithulam 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 ikharithulam ngeenjongo zokuqinisekisa ukuba kuzo zonke izithili kufundiswa zonke izifundo ezikhoyo kwikharithulam. Le nto ke ifuna ucwangciso owlenziwe ngobuchule kakhulu kwakunye namanyathelo angqongqo okulungiswa komonakalo wangaphambili

Umsebenzi wephulo lokulungisa ikharithulam kufuneka uxhaswe ngumsebenzi wolungiso ocwangcisekileyo nobonelela ngezinto zokusebenza (ngakumbi iikhompuyutha) nagootitshala abanobungcali kwiindawo ezihlelekileyo. ISebe sele liqalisile ngalo msebenzi wokulungisa kwimathematika nakwezizululwazi, kwaye ke sele lixhasa izikolo zemathematika, inzululwazi netheknoloji ezingama-50 zabafundi abahluphekileyo. Ezinye izikolo 'zajoliso' ezifana nezobigcisa 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 zeekompuyutha ukulungiselela ootitshala abanemfuno ylu lwazi ekufundiseni kwabo.

Kwangeli xesha linye ngoku isebe eli lilungiselela ukuqaliswa kwale kharithulam intsha, likwaqwalasela neqela labafundi abaphumelela imatriki. Kubekwa inkalo 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 nombamba wamazanga okugqitywa kwemfundo. 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-2005 izinga lempumelelo kwiimviwo zematriki lezikolo zeNtshona Koloni lifike kwi- 84,4%. Nakubeni ikhuthaza kangaka nje le mpumelelo, kubalulekile ukuba kusetyenziswe nezinye izinto xa kuhlalutywa iziphumo. Eyona nto ibaluleke kunazo zonke ke kuloo msebenzi ngamazanga omgangatho wale mpumelelo. Ukuphumelela ngendlela eya kukuvumela ukungena kwimfundo ephakamileyo kuthathwa njengowona mlinganiselo womgangatho, njengoko kufuneka ukuba umfundi aphumelele 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.

- **Ukhuseleko lwezikolo**

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 nesihlava esibi kunene esikukusetyenziswa kotywala neziyobisi. Ngobambiswano namanye amahlakani, ngakumbi iSebe loKhuseleko lweNtlalo, esi sihlava 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 eziphathelele kukhuseleko ezikolweni nalapho abo bachaphazelekayo nabaxhwalekileyo ngokwasemphefumleni banokucela, bafumane uncedo ngeengcebiso.
- Ukubonelela ngeendawo ezikhuselekileyo: lo msebenzi ujolisa ekufakelweni kwezinto eziqinisekisa 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 lwezikolo**

Izikolo ezingama-851 kwizikolo ezili-1460 (okanye i-58,3% yazo zonke izikolo zikarhulumente zesiqhelo) ziye zanikwa inqanaba lokuba zezeCandelo 21. Ezi zingama- 609 ziseleyo izikolo zisaqwalaselwa. Zonke izikolo zinikwa inkxaso okoko.

## **Uhlalutywe lwemiqobo namanyathelo acetywayo okuyisusa**

Mininzi imingeni eye yaba nefuthe lendlela esiwucwangcisele ngayo unyaka ozayo nesemva kwawo, njengokuba silungiselela ukusetyenziswa kwe-HCDS nje. Le mingeni ibandakanya:

- Amanani abafundi bakwaGrades 3 nakwa-6 abangafikelelanga kwiziphumo eziyimfuneko ngokwekharithyulam yesizwe kula mabanga abo ekubaleni nasekufundeni. (Ifuthe elibi kumgangatho weziphumo kuwo onke amanqanaba emfundo le)
- Amazanga olwazi nezakhono zotitshala: Uqeqesho lweelitshala, ukuqinisekisa ukuba ootitshala banalo ulwazi nezakhono eziyimfuneko ukuze bakwazi ukufundisa ikharithyulam yesizwe baphucule nendlela abawenza ngayo umsebenzi abafundi kuzo zonke izifundo.
- Ukunqongophala kwendawo kwezinye iingingqi ngenxa yokukhawuleza kwamanani oluntu ukunyuka nokungakwazi kwethu ukugqiba imisebenzi esemva ngenxa yokungabikho kwemali. Ukunyuka nje imfuno yezibonelelo zokukhawulelana nokuba semva kwentengo yezibonelelo nezo mfuno zintsha zibangwa kukwanda kolwakihiwo lwendawo ekuhlalwa kuzo ngabantu ezingenamali ibekelwe izibonelelo zezikolo
- Imfuneko yokuqinisekisa ngokhuseleko lwezikolo nokwenza izikolo zibe ziindawo ezinyulu zokufundisela nokufundela kwiindawo zethu.

- Ukunyuka kwemfuno yokubonelelwa kwabafundi abahlala emaphandleni isikakhulu ngezinto zokuhamba, ngakumbi abo bafundi basezilalini bahlala kumgama ongaphezulu kwe-5km ukusuka kwesona sikolo sikufutshane kubo ngokwakulo mgaqo-nkqubo wethu ukhoyo ngoku.

ISebe leMfundo leNtshona Koloni liye lasungula amanyathelo okulungisa aliqela neeprojekthi ngeenjongo zokukhawulelana neenkalo ezithile zemfundo esemgangathweni. Kwizinto ezenziwayo ezikolweni ngala manyathelo nezi projekthi kukho nezi zilandelayo:

- Izicwangciso zokukhuthaza iindlela zokuziphatha kakuhle kwabafundi kwizikolo zikarhulumente nezokumelana neemeko zokungaziphathi kakuhle kwabafundi. Injongo yesisicwangciso intlangothi-mbini: Okokukqala kufuneka siyile isikhokelo sokwenziwa komsebenzi wokukhuthaza izimo ezihle; okwesibini kufuneka sinike neendlela zokumelana neemeko zokungaziphathi kakuhle ezikolweni. Ukuze ifezekiseke le njongo kufuneka ukuba isicwangciso esi (a) sikhuthaze ukubuyiselwa kweemeko zezikolo kwinkqubo ebandakanyayo, (b) sikhuthaze inkqubo eyakhayo neqinisayo kwakunye nebuyisela izimo kwiimeko zazo, (c) sixhobise ootitshala, baze kukwazi ukumelana nabafundi abanezimo ezigwenxa ngendlela eyakhayo nebuyiselayo nokuqinisekisa ngemisebenzi esemgangathweni nenempumelelo, neenkonzo zemfundo kwaba bafundi basemngciphekweni.
- Ukukhethwa kwezikolo ezifukamele amaqanda abolileyo: Amaqela aphuma kwiinkalo ezahlukeneyo aqwalasela iingxaki ezithwaxa ezi ziko; ayile izicwangciso eziliqili zokusombulula ezo ngxaki ekwenza oko phantsi kwenkokeli yeprojekthi; kuze ke apho kuyimfuneko kufunwe nenkxaso yemibutho engaphandle; kuqhutywa namaphulo oqeqesho eSebe eli ezikolweni; apho usilelo luthu gqolo kunokubhenelwa kwicebo lokusebenzisa abathantamisi/abasingathi kwezo ziko lwenzeka kuzo olu silelo; xa ngaba usilelo alude luyeke kunokubhenelwa kwiqhinga lokuzimisa ngokutsha ezo zikolo
- limeko zamagumbi adityanelwa ngamabanga ahlukeneyo: Ukunceda izikolo eezifundisela amabanga ngamabanga kwigumbi elinye, ngeendlela ezinokuthi zizisebenzise xa zifundisa; ugxininiso olukhulu lubekwa ekusetyenzisweni kwe-ICT ekuncediseni ukufundisa amabanga amaninzi akwigumbi elinye.
- Iphulo lokubhalisa kwangethuba: Likhuthaza izikolo ukuba ziwuqale kwasekuqaleni konyaka umsebenzi wokubhaliswa kwabafundi uphele unyaka sele ziwusongile, zenziwe neetime-table, zakhethwa nezithuba zootitshala eziza kufuna ukuvalwa, khona ukuze umsebenzi wokufundisa uqale kwangosuku lokuqala lokuvulwa kwezikolo, zibonwe nezo ndawo “ziyingxaki” ngokuphathelelwe ekuthathweni kwabafundi ukuze ke kubonwe izicwangciso ezinokwenziwa ukukhawulelana naloo ngxaki
- Imfundo ebandakanyayo: IPhepha leNgcaciso yoMgaqo-nkqubo 6 licacisa ukuba le nkqubo yemfundo eyodwa ikhoyo ngoku ingaguqulwa njani na ibe yeyemfundo noqeqesho olubandakanyayo. Kwizinto elizicacisayo kukwakho nendlela ezinokuhlengahlengiswa ngayo izikolo ezi zesiqhelo zibe zizikolo ezinika inkonzo epheleleyo eya kubalungiselela nabo bafundi bafuna ukunikwa inkxaso noko; neyokwenziwa kwezikolo ezizodwa zibe ngamaziko ezinokudimbaza kuwo izincedisi-mfundo ezi zesiqhelo izikolo; eyokuphuhliswa kwamaqela enkxaso ezithili; neyokuphuhliswa kwamaqela enkxaso yamaziko.
- Izicwangciso eziliqili zokufunda nokubala kwiSigaba seSiseko neSigaba esiPhakathi ezibandakanya -

Ii-EMDCnezigqeba ngezigqeba zazo zityelela onke amaziko emfundo ziwancedise ngokuxhotyiswa ngolwazi nezakhono kwiinkalo ngeenkalo nangezinto ezifanele kwenziwa, umzkl ukunyulwa kwezigqeba zolawulo ezitsha, imicimbi yemali, ikharithulam, njl.

ST201		IZIKOLO ZIKARHULUMENTE ZESIQHELO - lindlela eziphambili zokuhamba kwezinto						
		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
		Eyona-yona	Eyona-yona	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo	
<b>INTLAWULO NGOKOMSETYENZANA (R'000)</b>								
2.1	Izikolo zaseprayimari zikarhulumente	2,522,571	2,722,031	3,055,830	3,176,205	3,537,763	3,647,817	
2.2	Izikolo zasesekondari zikarhulumente	1,712,387	1,845,868	2,114,176	2,285,921	2,350,886	2,676,712	
2.3	Iinkonzo zobungcali	143,559	165,385	173,312	186,402	197,010	207,516	
2.4	Uphuhliso lwabasebenzi	8,208	3,186	10,596	11,956	39,319	71,486	
2.5	Uncediso olunemiqathango	30,495	36,191	49,321	48,313	50,729	53,220	
	Iyonke	4,417,220	4,772,661	5,403,235	5,708,797	6,175,707	6,656,751	
<b>INTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000)</b>								
	Inlawulo yomhla nezolo	4,081,003	4,386,315	4,861,281	5,291,286	5,796,785	6,326,505	
	Imbuyekezo yabasebenzi	3,736,207	3,974,198	4,444,925	4,704,970	5,070,780	5,354,564	
	Ootitshala	3,372,039	3,585,008	3,983,458	4,193,586	4,408,507	4,654,278	
	Abangezotitshala	364,168	389,190	461,467	511,384	662,273	700,286	
	Iimpahla neenkonzo	344,796	412,117	416,356	586,316	726,005	971,941	
	Udluliselo noncediso-mali	227,068	257,847	244,896	224,498	232,563	243,102	
	Iintlawulo zentlango yeempahla ezinkulu	109,149	128,499	297,058	193,013	146,359	87,144	
	<b>INYONKE</b>	4,417,220	4,772,661	5,403,235	5,708,797	6,175,707	6,656,751	
<b>UQESHO LWABASEBENZI</b>								
	Inani lootitshala (abageshwe ngurhulumente) (a)	26 593	26 906	27 118	27 268	27 268	27 268	
	Inani labangezotitshala (abageshwe ngurhulumente)	6 511	6 583	6 639	6 676	6 676	6 676	
<b>AMANANI-NKCAZO OCIKIZEKO</b>								
	Abafundi (a)	898 055	921 176	920 812	933 969	946 595	959 421	
	Zizonke ezinokuthathwa ngumfundi ngamnye (b)	205	205	205	205	205	205	
	Zizonke iintsuku ezilahleke ngenxa yokungezi kwabatundi esikolweni (c)	7 179 950	7 364 802	7 361 892	7 467 082	7 568 027	7 670 571	
	Inani lootitshala (abageshwe ngurhulumente) (d)	26 177	26 482	26 693	26 842	26 842	26 842	
	Inani lootitshala abemkileyo kwizikolo zikarhulumente zesiqhelo (e)							
	Izinga lokumka kootitshala abasisigxina (e/d)							
	Zizonke iintsuku ezifanele kusetyenzwa ngutitshala ngamnye (f)	205	205	205	205	205	205	
	Zizonke iintsuku ezilahleke ngenxa yokungezi kootitshala emsebenzini (g)	277 691	237 728	246 243	2236 612	225 607	220 104	
	Izikolo ezingezozecandelo 21 ezifumana izincezisi zokufundisa nokufunda kwangomhla wokugqala konyaka wesikolo (h)	711	753	602	574	556	930	

ST201	IZIKOLO ZIKARHULUMENTE ZESIQHELO - lindlela eziphambili zokuhamba kwezinto (zisaphutywa)						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>AMANANI-NKCAZO EMFUNDO EBANDAKANYAYO</b>							
Abafundi abaneemfundo ezizodwa kakhulu kwizikolo zikarhulumente zesiqhelo (i)	30 983	31 781	31 952	34 837	38 432	38 952	
<b>AMANANI-NKCAZO ESONDLO EZIKOLWENI</b>							
Abafundi abaxhamla kumsebenzi wesondlo ezikolweni (j)	145 596	152 839	156 617	204 000	204 000	204 000	204 000
Ufikelelo loMsebenzi lo ngokomyinge weentsuku ngomfundi ngamnye (k)	170	170	170	170	170	170	170
<b>AMANANI-NKCAZO OTHUTHO LWABAFUNDI</b>							
Abafundi abaxhamla kuthutho lwabafundi (l)	Azikhho iinkcukacha	45 731	46 700	46 700	46 700	46 700	46 700
<b>► IZINGQINISISO ZOKWENZWA KOMSEBENZI</b>							
► PM201 : Ipesenti yeentsuku zabafundi zokuphutywa kumsebenzi wesondlo ((l x k)/(a x b))	13.4%	13.8%	14.1%	18.1%	17.9%	17.6%	
► PM202 : Ipesenti yaba abaneemfundo ezizodwa kwizikolo zikarhulumente zesiqhelo (l / a)	3.5%	3.5%	3.5%	3.7%	4.1%	4.1%	
► PM203 : Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi	99.2%	99.3%	100.0%	100.0%	100.0%	100.0%	100.0%
► PM204 : Ipesenti yezikolo zikarhulumente zesiqhelo ezinombane	98.5%	98.8%	100.0%	100.0%	100.0%	100.0%	100.0%
► PM205 : Inani lezikolo ezinenani elaneleyo leethoyilethi ezisebenzayo	Azikhho iinkcukacha		11.1%	11.2%	11.1%	11.0%	
► PM206 : Inkcitho kulondolozo njengepesenti yexabiso lezibonelelo zezikolo	Azikhho iinkcukacha						
► PM207 : Ipesenti yezikolo ezinabantwana abadlulileyo kuma-40 kwigumbi lokufundela ngalinye	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
► PM208 : Ipesenti yezikolo ezingezozecandelo 21 ezinazo zonke ii- LSM nezinye izinto eziziimfundo eziziswe kwangomhla wokugala wonyaka wesikolo	94.7%	108.5%	70.7%	65.5%	61.6%	100.0%	
► PM209 : Ipesenti yezikolo ezinemisebenzi yeCandelo 21	51.4%	48.0%	58.6%	60.4%	61.9%	63.4%	
► PM210 : Ipesenti yeentsuku zomsebenzi ezilahleke ngenxa yokungezi kooTitshala emsebenzini kwizikolo zikarhulumente zesiqhelo ((g / (d x f))	5.2%	4.4%	4.5%	4.3%	4.1%	4.0%	
► PM211 : Ipesenti yeentsuku zesikolo ezilahleke ngenxa yokungezi kwabafundi esikolweni kwizikolo zikarhulumente zesiqhelo (c / (a x b))	Azikhho iinkcukacha						
<b>Qaphela: Amanani ezikolo ezinawo amanzi nombane (aseyenziswe ku-PM203 no-PM204) angafunyanwa kuludwe lwezikolo zaseprayimari nezasesekondari. Imvelaphi yeenkcukacha: Provincial Budget Statement (2006).</b>							

ST202	IZIKOLO ZASEPRAYIMARI ZIKARHULUMENTE – Iindlela eziphambili zokuhamba kwezinto						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHON (R'000)</b>							
Inlawulo yomhla nezolo	2,338,152	2,528,721	2,806,025	2,961,958	3,298,999	3,513,539	
Imbuyekezo yabasebenzi	2,169,862	2,301,283	2,578,530	2,737,609	2,951,951	3,117,141	
Ootishala	1,981,280	2,101,279	2,369,669	2,524,215	2,720,135	2,872,202	
Abangezotishala	188,582	200,004	208,861	213,394	231,816	244,939	
Iimpahla neenkonzo	168,290	227,438	227,495	224,349	347,048	396,398	
Udluliselo noncediso-mali	123,138	116,300	100,312	124,032	128,453	134,278	
Iintlawulo zentlango yeempahla ezinkulu	61,281	77,010	149,493	90,215	110,311	0	
<b>IYONKE</b>	<b>2,522,571</b>	<b>2,722,031</b>	<b>3,055,830</b>	<b>3,176,205</b>	<b>3,537,763</b>	<b>3,647,817</b>	
<b>UQESHO LWABASEBENZI</b>							
Inani lootishala (abageshwe ngurhulumente) (a)	16 129	16 317	16 441	16 539	16 539	16 539	
Inani labangezotitshala (abageshwe ngurhulumente)	3 539	3 577	3 608	3 629	3 629	3 629	
<b>UBHALISO</b>							
Abafundi kwizikolo zaseprayimari zikarhulumente (b)	570 572	582 753	572 328	578 395	584 418	590 441	
umlinganiselo wabafundi ngotitshala (L:E ratio in izikolo zaseprayimari zikarhulumente (b/a)	35	36	35	35	35	36	
Abafundi bakwaGrade 1 ukuya kwaGrade 7 (c)	570 572	582 753	572 328	578 395	584 418	590 441	
ekukho kubo abakhubazikileyo	571	466	572	2 892	5 844	5 904	
ekukho kubo ababinqileyo	0	0	0	0	0	0	
Umlinganiselo woilingano lwezini							
<b>AMAZIKO NEZIBONELELO</b>							
Izikolo	1 125	1 107	1 108	1 105	1 111	1 117	
Inani lezikolo ezinemisebenzi ye-SASA yeCandelo 21	560	517	643	643	682	703	
Inani lezikolo ezenziwe ezingenantluwo	0	0	0		Azikhona iinkcukacha		
Inani lezikolo ezinawo amanzi	1 114	1 100	1 108	1 105	1 111	1 117	
Inani lezikolo ezinawo umbane	1 103	1 093	1 108	1 105	1 111	1 117	
Inani lezikolo ezininani elaneleyo leethoyilethi ezisebenzayo		Azikhona iinkcukacha	115	115	115	115	
Amagumbi okufundela (d)	14 568	14 760	14 879	14 987	15 095	15 203	
Umlinganiselo wabafundi ngegumbi lokufundela (b/d)	39	39	38	39	39	39	
Izikolo ezinabafundi abadlulileyo kuma-40 kwigumbi lokufundela ngalinye	0	0	0	0	0	0	

<b>ST202 IZIKOLO ZASEPRAYIMARI ZIKARHULUMENTE – lindlela eziphambili zokuhamba kwezinto (zisaphutya)</b>							
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Eyona-yona	Eyona-yona	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo	
<b>INKCITHO KULONDOLOZO (R'000)</b>							
Inkcitho kulondolozo lwezikolo	40,990	68,003	47,400	150,579	142,094	139,726	
Ixabiso lokutshintshwa kwazo zonke izibonelelo ezingahambisekiyo zezikolo (ezilulwakhivo)			Azikhho iinkcukacha				
<b>AMANANI-INKCAZO OKUGQIBA NOCIKIZEKO</b>							
Inani labafundi bakaGrade 3 ababhale iimvavanyo ezifanayo (e)	75 931	81 489	80 722	82 336	83 983	84 823	
Inani labafundi bakaGrade 3 abafumene iziphumo ezamkelekileyo (f)	27 335	32 596	36 325	41 168	46 191	50 894	
Inani labafundi bakaGrade 6 lababhale iimvavanyo ezifanayo (g)	92 341	82 574	66 133	67 456	68 805	69 493	
Inani labafundi bakaGrade 6 labafumene iziphumo ezamkelekileyo (h)	33 243	33 030	29 760	33 728	37 843	41 696	
Inani labafundi bakaGrade 1 ukuya ku-7 abawaphindayo amabanga (i)	22 771	22 771	22 771	22 771	22 771	22 771	
<b>► ZINGQINISISO ZOKWENZWA KOMSEBENZI</b>							
► PM212: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezingahluphekanga kangako kuGrade 3	56%	58%	60%	62%	64%	66%	
► PM213: Amazinga okuphindwa kwamabanga kwaGrades 1 ukuya ku-7 (l/c)	4%	4%	4%	4%	4%	4%	
► PM214: Ipesenti yabafundi bakaGrade 3 abafumana iziphumo ezamkelekileyo ekubaleni, ekufundeni nakwizakhono zokuziphilisa (f/e)	36%	40%	45%	50%	55%	60%	
► PM215: Ipesenti yabafundi bakaGrade 6 abafumana iziphumo ezifanelekileyo ekubaleni, ekufundeni nakwizakhono zokuziphilisa (h/g)	36%	40%	45%	50%	55%	60%	
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHO (R'000)</b>							
Inhlawulo yomhla nezolo	1,585,809	1,705,020	1,899,848	2,100,954	2,229,744	2,500,615	
Imbuyekezo yabasebenzi	1,453,568	1,551,268	1,731,741	1,825,072	1,967,967	2,078,094	
Ottitshala	1,306,438	1,394,249	1,586,275	1,677,316	1,807,503	1,908,551	
Abangezotitshala	147,130	157,019	145,466	147,756	160,464	169,543	
Iimpahla neenkonzo	132,241	153,752	168,107	275,882	261,777	422,521	
Udluliselo noncediso-mali	86,402	89,690	66,763	82,686	85,636	89,519	
Iintlawulo zentengo yeempahla ezinkulu	40,176	51,158	147,565	102,281	35,506	86,578	
<b>IYONKE</b>	1,712,387	1,845,868	2,114,176	2,285,921	2,350,886	2,676,712	



ST203	IZIKOLO ZASESEKONDARI ZIKARHULUMENTE – lindiela eziphambili zokuhamba kwezinto						
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
	Eyona-yona	Eyona-yona	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo
<b>UQESHO LWABASEBENZI</b>							
Inani lootitshala (abageshwe ngurhulumente) (a)	10 048	10 165	10 252	10 303	10 303	10 303	10 303
Inani labangezotitshala	2 601	2 631	2 653	2 667	2 667	2 667	2 667
<b>UBHALISO</b>							
Abafundi kwizikolo zasasekondari zikarhulumente (b)	327 483	338 423	348 484	355 574	362 177	368 980	368 980
Umlinganiselo wabafundi ngotitshala (L:E ratio) kwizikolo zaseprayimari zikarhulumente (b/a)	33	33	34	35	35	35	36
Abafundi kwaGrade 8 ukuya kwaGrade 12 (c)	327 483	338 423	348 484	355 574	362 177	368 980	368 980
ekukho kubo abakhubazikileyo	64 187	33 842	34 848	35 557	36 218	36 898	36 898
ekukho kubo ababinqileyo (d)	174 450	180 810	186 107	177 787	181 089	184 490	184 490
Umlinganiselo wolingano lwezini	1.1	1.1	1.1	1.0	1.0	1.0	1.0
Ababinqileyo kwaGrade 8 ukuya 12 abayenzayo imathematika nenzulwazi (e)	Azikho iinkcukacha						
<b>AMAZIKO NEZIBONELELO</b>							
Izikolo	337	340	345	346	348	348	350
Inani lezikolo ezinemisebenzi ye-SASA yeCandelo 21	191	177	208	214	221		27
Inani lezikolo ezenziwe ezingenantuwo						Azikho iinkcukacha	
Inani lezikolo ezinawo amanzi	337	337	345	346	348		350
Inani lezikolo ezinawo umbane	337	337	345	346	348		350
Inani lezikolo ezineethoyilethi ezimbini ubuncinane ngegumbi lokufundela ngalinye	Azikho iinkcukacha						
Inani lezikolo ezinawo elaneleyo leethoyilethi ezisebenzayo	297	309	314	318	327		333
Amagumbi okufundela (f)	18 615	18 862	18 976	19 012	19 048		19 084
Umlinganiselo wabafundi ngegumbi lokufundela (b/f)	18	18	18	19	19		19
Izikolo ezinabafundi abadlulileyo kuma-40 kwigumbi lokufundela ngalinye	0	0	0	0	0		0
<b>INKCITHO KULONDLOZO (R'000)</b>							
Inkcitho kulondlozo lwezikolo	27,326	45,336	31,600	100,386	94,730		93,150
Ixabiso lokutshintshwa kwazo zonke izibonelelo ezingahambisekiyo zezikolo (ezilulwakhiwo)	0	0	0	0	0		0

ST203	IZIKOLO ZASESEKONDARI ZIKARHULUMENTE – lindlela eziphambili zokuhamba kwezinto (zisaghutya)						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>AMANANI-NKCAZO OKUGQIBA NOCIKIZEKO</b>							
Inani labafundi bakaGrade 9 ababhale iimvavanyo ezifanayo (g)	73 200	78 964	82 169	83 812	85 489	86 344	
Inani labafundi bakaGrade 9 abafumana iziphumo ezamkelekileyo (h)	54 168	60 013	64 092	67 050	76 085	77 709	
Inani labafundi bakaGrade 8 ukuya ku-12 abawaphindayo amabanga (i)	37 470	38 580	35 545	33 780	32 596	29 518	
Ubudala 18 (j)	89 249	89 249	89 249	89 249	89 249	89 249	
Inani labafundi ababhale iimviwo zematiki (k)	38 733	38 886	38 566	39 371	40 102	40 855	
Inani labafundi abaziphumeleleyo iimviwo zematiki (l)	33 769	33 066	32 573	34 647	35 691	36 770	
Inani labafundi abaphumelele ngamazinga vumela ulwamkelo kwimfundo ephakamileyo	10 323	10 524	10 394	11 056	11 389	11 733	
Amazinga empumelelo kwimatiki (l/k)	87.18%	85.03%	84.42%	88.00%	89.00%	90.00%	
Inani labafundi abophumelele imathematika nenzululwazi (m)	Azikhona iinkcukacha		9 708	9 808	9 908	10 008	
Inani lezikolo ezibhale iimviwo zematiki	383	386	389	389	389	389	
Inani lezikolo zinempumumelelo yematiki ekwizinga elingaphantsi kwe- 40%	9	14	9	-	-	-	
Amazinga empumelelo yematiki kwizikolo zenganaba 1 (n)	73.6%	67.8%	69.5%	74.5%	79.5%	84.5%	
Amazinga empumelelo yematiki kwizikolo zenganaba 5 (o)	98.7%	98.3%	98.1%	98.5%	99.0%	99.0%	
<b>► ZINGQINISISO ZOKWENZWA KOMSEBENZI</b>							
► PM216: Ipesenti yabafundi abangamantombazana abayenzayo imathematika nenzululwazi kwaGrade 10 ukuya ku-12 (e/d)	Azikhona iinkcukacha						
► PM217: Umlinganiselo wokwenziwa komsebenzi kwizikolo ezihluphekileyo xa kuthelekiswa nezo zingahluphekanga ngokuphathelile kumazinga empumelele kwaGrade 12 Amazinga empumelelo (n/o)	0.75	0.69	0.71	0.76	0.80	0.85	
► PM218: Amazinga okuphindwa kwamabanga kwaGrades 8 ukuya ku- 12 (f/c)	11%	11%	10%	10%	9%	8%	
► PM219: Amazinga empumelelo kwiimviwo zikaGrade 12 (f/l)	40%	38%	37%	39%	40%	41%	
► PM220: Amazinga empumelelo kwimathematika nenzululwazi kwaGrade 12 (m/l)	Azikhona iinkcukacha		11%	11%	11%	11%	
► PM221 : Ipesenti yabafundi bakaGrade 9 abafumana iziphumo ezamkelekileyo (h/g)	74%	76%	78%	80%	82%	84%	
<b>Qaphela:</b> PM216 ubala amanani okuthathwa kwemathematika nenzululwazi kwi-HG nakwi-SG.							

ST204	IZIKOLO ZIKARHULUMENTE ZESIQHELO – Izikolo 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	20	8	8	145	747	81	72	0	0	38
Gr 2							1				0	0
Gr 3						1				0	0	
Gr 4						14				0	0	
Gr 5								0	0			
Gr 6								0	0			
Gr 7						0	1					
Gr 8					1	3	294					
Gr 9				1	2							
Gr 10					2							
Gr 11			0									
Gr 12			1									
	Zizonke izikolo zaseprayimari (Umseb. 2.1)						1 029	Izikolo zasesekondari (Umseb. 2.2)				422

**Qaphela: Amabanga akwikholam esekhohlo abonakalisa elona nqanaba lisezantsi kwisikolo ngasinye, aze lawa akumgca ophezulu abonakalise elona banga liphezulu. Imvelaphi yeenkcukacha: Annual Survey of Izikolo (2005).**

ST205	IZIKOLO ZIKARHULUMENTE ZESIQHELO – linkcukacha zobhaliso namazinga okuhambela phaambili (2005)					
	Abafundi 2004	Abafundi 2005	Abaphin-dayo	Amazinga okuphinda	Abaphu-mayo	Amazinga abaphumayo
Gr 1	104 105	93 515	6 413	6.86%	2 031	2.2%
Gr 2	82 130	94 231	3 658	3.88%	- 8	0.0%
Gr 3	81 489	80 695	2 685	3.33%	- 669	-0.8%
Gr 4	76 781	80 809	2 866	3.55%	- 402	-0.5%
Gr 5	66 060	74 984	2 491	3.32%	116	0.2%
Gr 6	82 574	66 141	2 798	4.23%	1 789	2.7%
Gr 7	89 614	81 953	1 860	2.27%	2 664	3.3%
<b>TOTAL GR 1 TO 7</b>	<b>582 753</b>	<b>572 328</b>	<b>22 771</b>	<b>3.98%</b>	<b>5 521</b>	<b>1.0%</b>
Gr 8	85 053	88 778	5 063	5.70%	4 348	4.9%
Gr 9	78 964	82 169	7 221	8.79%	2 318	2.8%
Gr 10	80 756	81 577	17 095	20.96%	16 749	20.5%
Gr 11	54 199	56 657	6 304	11.13%	7 778	13.7%
Gr 12	39 451	39 303	1 787	4.55%	0	0.0%
<b>BEBONKE KWAGR 8 UKUYA KU-12</b>	<b>338 423</b>	<b>348 484</b>	<b>37 470</b>	<b>10.75%</b>	<b>31 193</b>	<b>9.0%</b>

**linkcazwana**

- Onke amanani abonakalisa imeko yonyaka wesikolo ka-2004 no-2005.
- \* - Imvelaphi yeenkcukacha – Annual Survey 2004 and 2005.
- 'Amazinga okuphinda' ngabaphindayo bahlulwe ngabebhalisiwe kwelo bangakunyaka odlulileyo.
- 'Abaphumileyo' linani labafundi abaphumileyo kwelo banga kunyaka odlulileyo. Babalwa ngokuthabatha abafundi belo banga bonyaka olandelayo kwabebhalisiwe kunyaka odlulileyo kwelo banga kuthatyathwe nabaphindayo kwelo banga kunyaka lo, kuze kudityanise nabaphindayo kwibanga elilandelayo kunyaka lo kukuwo.

ST206	IZIKOLO ZIKARHULUMENTE ZESIQHELO – Ukuza kootitshala nabafundi (2004)			
	Ubalo	Inani leentsuku ezifanele ukuba zezokufunda nokufundisa	Iintsuku ezilahlekileyo	I-% yeentsuku ezilahlekileyo
<b>OOTITSHALA</b>				
2.1 Izikolo zaseprayimari zikarhulumente	15 156	3 031 200	146 440	4.83%
2.2 Izikolo zasasekondari zikarhulumente	9 448	1 889 600	91 288	4.83%
<b>BEBONKE</b>	24 604	4 920 800	237 728	4.83%
<b>ABAFUNDI</b>				
2.1 Izikolo zaseprayimari zikarhulumente	572 328	114 465 600	Azikho iinkcukacha	
2.2 Izikolo zasasekondari zikarhulumente	348 484	69 696 800		
<b>BEBONKE</b>	920 812	184 162 400		

ST207	IZIKOLO ZIKARHULUMENTE ZESIQHELO – Imilinganiselo yabafundi ngotitshala ngokwequintile (2005)					
	Abafundi	Abaqeshwe ngurhulumente Ootitshala	Umlinganiselo wabafundi ngotitshala (L:E) kwezikarhulumente	Ootitshala abaqeshwe bucala	Ootitshala bebonke	Owona mlinganiselo we- L:E
<b>2.1 Izikolo zaseprayimari zikarhulumente</b>	583 937	15 156	39	1 987	17 143	34
Quintile 1 (ezona zihluphekileyo)	108 061	2 805	39	368	3 172	34
Quintile 2	116 125	3 014	39	395	3 409	34
Quintile 3	124 357	3 228	39	423	3 651	34
Quintile 4	119 650	3 105	39	407	3 513	34
Quintile 5 (ezingahluphekanga)	115 744	3 004	39	394	3 398	34
<b>2.1 Izikolo zasasekondari zikarhulumente</b>	337 234	9 448	36	1 276	10 724	31
Quintile 1 (ezona zihluphekileyo)	75 867	2 125	36	287	2 412	31
Quintile 2	68 317	1 913	36	258	2 172	31
Quintile 3	59 187	1 658	36	224	1 882	31
Quintile 4	65 109	1 824	36	246	2 070	31
Quintile 5 (ezingahluphekanga)	68 754	1 928	36	260	2 189	31

ST208	IZIKOLO ZIKARHULUMENTE ZESIQHELO – ubonelelo ngezinto zokusebenza neMimiselo yeNkxaso-mali yeZikolo (2005/06)			
<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>
<b>2.1 Izikolo zaseprayimari zikarhulumente</b>				
Izikolo ezingezozeCandelo 21	462	68,039	247 939	274
Quintile 1 (ezona zihluphekileyo)	146	20,724	61 462	337
Quintile 2	97	17,808	58 701	303
Quintile 3	93	14,569	55 175	264
Quintile 4	102	12,714	60 090	212
Quintile 5 (ezingahluphekanga)	24	2,224	12 511	178
Izikolo zeCandelo 21	643	74,103	335 998	221
Quintile 1 (ezona zihluphekileyo)	156	15,777	46 599	339
Quintile 2	111	17,464	57 424	304
Quintile 3	89	17,876	69 182	258
Quintile 4	89	12,137	59 560	204
Quintile 5 (ezingahluphekanga)	198	10,849	103 233	105
<b>ZIZONKE</b>	1 105	142,142	583 937	243
<b>2.2 Izikolo zasasekondari zikarhulumente</b>				
Izikolo ezingezozeCandelo 21	138	57,934	154 628	375
Quintile 1 (ezona zihluphekileyo)	46	23,118	56 063	412
Quintile 2	38	15,279	39 174	390
Quintile 3	26	10,151	28 543	356
Quintile 4	25	8,478	27 642	307
Quintile 5 (ezingahluphekanga)	3	908	3 206	283
Izikolo zeCandelo 21	208	50,609	182 606	277
Quintile 1 (ezona zihluphekileyo)	18	8,092	19 804	409
Quintile 2	28	11,209	29 143	385
Quintile 3	30	10,654	30 644	348
Quintile 4	45	11,098	37 467	296
Quintile 5 (ezingahluphekanga)	87	9,556	65 548	146
<b>ZIZONKE</b>	346	108,543	337 234	322
<b>Zizonke kwizikolo ezingezozecandelo</b>	600	125,973	402 567	313
<b>Zizonke ezeCandelo 21 izikolo</b>	851	124,712	518 604	240
<b>Zizonke kwiQuintile 1</b>	366	67,711	183 928	368
<b>Zizonke kwiQuintile 2</b>	274	61,760	184 442	335
<b>Zizonke kwiQuintile 3</b>	238	53,250	183 544	290
<b>Zizonke kwiQuintile 4</b>	261	44,427	184 759	240
<b>Zizonke kwiQuintile 5</b>	312	23,537	184 498	128
<b>ZIDIBENE ZONKE</b>	1 451	250,685	921 171	272
Umseb. 2 uhlahlo-mali olungelolwabasebenzi nolungelolweentengo ezinkulu		661,252		
Izinga lokuqesha kungekabhengezwa		62.1%		

### B.3 Uncediso-Mali Lwezikolo Ezizimeleyo

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelele kumsebenzi 3, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<i>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Umgangatho</i>	▲ Ukuqinisekisa ukuba umgangatho wemfundo uyagcinwa kwizikolo ezizimeleyo.	▶ PM301: Ipesenti yezikolo ezizimeleyo ezinikwa inkxaso eziye zatyelelwa ngeenjongo zokuzibeka iliso

#### Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **Iinkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukuqinisekisa ukuba bonke abantwana abahlala kweli phondo bafumana imfundo esemgangathweni.

- Ukuxhasa izikolo ezizimeleyo ezikwiindawo ezihluphekileyo ngokokushiyana kwazo ngokuhlupheka, njengezincediswa imfundo yezikolo zikarhulumente.

- **Imigaqo-nkqubo nezinto eziphambili ngokubaluleka:**

Zonke izikolo ezizimeleyo ezibhaliswe kwiSebe leMfundo leNtshona Koloni zinelungelo lokufumana uncediso-mali olulingana ne-60% yendleko yomfundi ngamnye okwizikolo zikarhulumente, ngokuxhomekeke kwiMimiselo neMigangatho yeNkxaso-maal;i yeZikolo eZizimeleyo (Norms and Standards Funding for Independent Schools). Zonke izikolo ezizimeleyo ezifaka izicelo zoncediso-mali ngokomgaqo-nkqubo weMimiselo neMigangatho ziyalufumana uncediso-mali, ukuba xa ziselungelweni lokulufumana.

I-WCED kufuneka ukuba iqinisekise ukuba imfundo kwizikolo ezizimeleyo isemgangathweni, kwaye iza kuzibeka iliso ezi zikolo malunga nalo mba.

#### Uhlahuty lokuhamba komsebenzi

Ezi zikolo zithatha abafundi ngabafundi abasuka kwiimeko zentlalo noqoqosho ezahlukeneyo, kwaye ke zingamahlakani abalulekileyo naxabisekileyo ekunikweni kwenkonzo yemfundo kwiphondo eli.

I-WCED ibonelela izikolo ezizimeleyo ezingama-78 ngoncediso-mali, ezibonelela abantwana abahlelekileyo ngamathuba okufunda kweli phondo.

#### Uhlahuty lwemiqobo namanyathelo acetywayo okuyisusa

Izikolo ezizimeleyo ezimbalwa zinenkqubo embi kakhulu kuvandlakanyo olucwangcisekileyo kumabanga 3 ukuya kwele-6 nakwibanga le-12. Kananjalo zininzi izikhalazo ezifikayo ezivela kubafundi nakubazali. I-WCED iceba ukuba iziqwalasele ngqongqo iimeko zezi zikolo, iqinisekise ukuba ziyatshitshiswa ukuba ngaba ziyasilela ekunikeni imfundo esemgangathweni.

Amazinga okugqiba kwabafundi kwizikolo ezizimeleyo anikwa uqwalaselo, kwaye abekwa esweni ngqongqo, luze ke noncediso-mali lulungelelaniswe ngokufanelekileyo.

<b>ST301 UNCEDISO-MALI LWEZIKOLO EZIZIMELEYO - lindlela eziphambili zokuhamba kwezinto</b>		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
		Eyona-yona	Eyona-yona	Uqikelelo	Uqikelelo	Uqikelelo	Uqikelelo
<b>INTLAWULO NGOKOMSETYENZANA (R'000)</b>							
3.1	Isigaba saseprayimari	14,385	15,673	18,335	19,270	20,195	21,104
3.2	Isigaba sasasekondarili	11,858	14,088	14,136	14,857	15,570	16,271
<b>IYONKE</b>		26,243	29,761	32,471	34,127	35,765	37,375
<b>INTLAWULO NGOKOLWAHLULO NGOKOQOQOSHON (R'000)</b>							
	Inlawulo yomhla nezolo	26,243	29,761	32,471	34,127	35,765	37,375
	Imbuyekezo yabasebenzi	-	-	-	-	-	-
	Iimpahla neenkonzo	-	-	-	-	-	-
	Udluliselo noncediso-mali	26,243	29,761	32,471	34,127	35,765	37,375
	Inlawulo zentengo yeempahla ezinkulu	-	-	-	-	-	-
<b>IYONKE</b>		26,243	29,761	32,471	34,127	35,765	37,375
<b>UQESHO LWABASEBENZI</b>							
	Inani lootishala (abaqeshwe ngurhulumente)	-	-	-	-	-	-
<b>UBHALISO</b>							
	Abafundi kwizikolo ezizimeleyo ezifumana uncediso-mali	16 580	16 747	16 837	17 005	17 175	17 347
3.1	Isigaba saseprayimari	10 863	10 973	11 177	11 289	11 402	11 516
3.2	Isigaba sasasekondarili	5 716	5 774	5 660	5 717	5 774	5 832
	Abafundi kwizikolo ezizimeleyo ezizingafumani ncediso-mali						
	Grade1 ukuya ku-7						
	Grade 8 ukuya ku-12						
	<b>BEBONKE (bonke abafundi bezikolo ezizimeleyo)</b>	16 580	16 747	16 837	17 005	17 175	17 347
<b>AMAZIKO</b>							
	Izikolo ezifumana uncediso-mali	75	75	81	81	81	81
3.1	Isigaba saseprayimari	55	55	60	60	60	60
3.2	Isigaba sasasekondarili	20	20	21	21	21	21
	Izikolo ezingafumani ncediso-mali	100	100	104	104	104	104
<b>ZIZONKE</b>		175	175	185	185	185	185
	Izikolo ezifumana uncediso-mali ezityelweyo ngeenjongo zokuzibeka iliso (b)	-	-	-	39	39	39
<b>► ISINGQINISO SOKWENZIWA KOMSEBENZI</b>							
► PM301:	Ipesenti yezikolo ezizimeleyo ezifumana uncediso-mali ezityelweyo ngeenjongo zokuzibeka iliso (b/a)	-	-	-	48.0%	48.0%	48.0%

ST302		UNCEDISO-MALI LWEZIKOLO EZIZIMELEYO - Ubonelelo ngokusebenzisa iMimiselo yeNkxasomali yeZikolo (2005)		
<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)	15	17 661	5 719	3 088
40%	24	9 072	4 122	2 201
25%	18	3 684	2 651	1 390
15%	16	1 815	2 262	802
0% (ezingahluphekanga)	5	239	2 083	115
<b>LULONKE</b>	78	32 471	16 837	1 929

**Qaphela** Amazinga oncediso-mali ahambelana namazinga eentlawulo zesikolo ngokwesika esimanqaku 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 kuhlawulwa 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>linjongo ezingqinisekayo</i>	<i>Izingqinisiso zokwenziwa komsebenzi</i>
<i>Ufikeleleko</i>	▲ To provide Ufikeleleko in Izikolo ezizodwa ngokomgaqo-nkqubo nezimiselo zemfundo ebandakanyayo	▶ PM401: Ipesenti yabantwana abaneemfundo zemfundo ezizodwa abakwiminyaka yobudala ekunyanzelekileyo ukuba sesikolweni kuyo abangabhaliswanga kumaziko emfundo

### Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukuqinisekisa ukuba bonke abantwana abahlala kweli phondo bafumana imfundo esemgangathweni.

- Ukubonelela abafundi ngeendawo ezikolweni zikarhulumente ezizodwa ngokomgaqo-nkqubo nezimiselo zemfundo ebandakanyayo
- Ukuphucula ukufikelelwa kwezikolo zikarhulumente ezizodwa ngabafundi abavela kwiindawo ezazifudula zisingelwe phantsi.
- Ukubonelela abafundi ngenkxaso ngezasemphefumleni, ezasentlalweni, ezamayeza, ezonyango nokufunda.
- Ukukhuthaza imfundo enempumbelelo nebandakanyayo kubafundi abaneemfundo zemfundo ezizodwa.
- Ukuqinisekisa ukuba liphezulu kangoko inani labafundi bezikolo zikarhulumente ezizodwa abayigqibayo imfundo yabo.
- Ukufumana ezona ziphumo zakha zaphezulu kubafundi bezikolo zikarhulumente ezizodwa.

Ukuqinisekisa ulawulo olunempumbelelo kuzo zonke iindawo ekufundelwa kuzo nakwizigqeba ezinika inkxaso.

- Ukusondeza inkxaso ngolawulo nophuhliso ezikolweni ngomsebenzi wee-EMDCs nangezinye iinkonzo zobungcali.
- Ukufezekisa inkqubo epheleleyo 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 kumalinge abo okubonelela ngemfundo enempumbelelo.

- Ukubonelela izikolo zikarhulumente ezizodwa 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 yekhompuyutha 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
- Ukubonelela ngophuhliso lwabasebenzi ngokwezikhokelo zoMthetho oyiSkills Development Act

- **Imigaqo-nkqubo nezinto eziphambili ngokubaluleka:**

IPhepha leNgcaciso yoMgaqo-nkqubo weMfundo (Education White Paper) 6 liyacacisa ukuba inkqubo yemfundo eyodwa ifanele kuguqulwa njani na ukuze ibe yeyemfundo noqeqesho ebandakanyayo. Enye yezinto elizicacisa ngokuthe gca yindlela ezifanele kuphuhlisa ngayo izikolo zesiqhelo zibe zizikolo ezinika inkonzo epheleleyo eya kuthi ibabonelele nabafundi abafuna inkxaso ethile; nendlela ezifanele kuphuhlisa ngayo izikolo zemfundo eyodwa zibe ngamaziko ekunokudinjazwa kuwo uncedo zizikolo zesiqhelo; ukusekwa kwamaqela enkxaso ezithilini; nokuphuhlisa kwamaqela enkxaso kumaziko emfundo.

Ukusekwa kwezikolo zezakhono ezitsha ezi-2 (eMitchell's Plain naseKhayelitsha).

## **Uhlahutyo lokuhamba komsebenzi**

Amazinga empumelelo yabafundi bakwaGrade 12 kwizikolo ezizodwa aye ancumisa kakhulu ngo-2005. Umyinge wezinga lempumelelo ngo-2005 ibe yi-93%. Izikolo ezizodwa ezine ziye zafika kwi-100% yempumelelo.

Ukufikeleleka kwemarike yemisebenzi kuba nefuthe ekufumaneni kwabafundi abagqiba imfundo yezikolo ezizodwa imisebenzi. Kambe ke kufuneka kukhunjulwe ukuba abafundi abavela kwizikolo zezakhono bakholisa ukuba baqesheke lula kunabo baphuma kwezinye izikolo ezizodwa okanye kanti nabavela kwezi zesiqhelo izikolo.

## **Uhlahutyo lwemiqobo namanyathelo acetywayo okuyisusa**

Eyona mfundo inkulu kakhulu yeyokufakwa kwabafundi kumaziko olutsha nakwizikolo zezakhono. Ukunikwa kwenkonzo kunikwa ingqwalaselo ngeenjongo zokukhulahlengisa kuze kulungelana neemfundo ze-WCED. Linyuka kakhulu inani labafundi abanezithinteli zemfundo abathunyelwa ukuba nikwe indawo kwizikolo ezizodwa.

Kucacile kona ukuba eli candelo kufuneka lithi gqolo ngokunikwa inkxaso, njengoko eli candelo libandakanya imfundo yabo kuthiwa banezithintelo ekufundeni kwakunye nabo kuthiwa "ngabafundi abakrelekrele". Kambe ke kuyathandabuzeka ukuba indlela ezibonelelwa ngayo izikolo ezikwicandelo lezikolo ezizodwa ayikwanelanga kungoku nje ukuba ingakwazi ukukhawulelana neemfundo zabafundi abaneemfundo zemfundo ezizodwa. Ngoko ke, kubaluleke kakhulu ukuba inkcitho kweli candelo mayongezwe kwixesha eliphakathi, nangona ingekhoyo imali yexesha elilapha kufutshane. Kungoku nje bambalwa nje abanokubonelelwa ngofikeleleko. Okona kubalulekileyo mhlawumbi yimfuneko yokuba kukhe kuqwalaselwe umba wokusekwa kwezikolo zezakhono ezongezelelweyo, njengoko ezi ziko zikwazi ukuthatha abo bafundi baneziphiwo ezibavumelayo ukuba bangafumana izakhono kwizinto ezifana nomsebenzi wezinto zenkcenke, i-pholstery, njl. nezinokubanceda ukuba bakwazi ukufikelela kumathuba emisebenzi, kanti nawokuziqalela amashishinana abo amancinane kwezo nkalo baye bakhetha ukwenza izifundo zabo kuzo. Kucetywa ukwakha izikolo zezakhono ezibini eMitchells Plain and Khayelitsha

Ii-EMDC nezigqeba ngezigqeba zazo zityelela onke amaziko emfundo ziwancedise ngokuxhotyiswa ngolwazi nezakhono kwiinkalo ngeenkalo nangezinto ezifanele kwenziwa, umzkl ukunyulwa kwezigqeba zolawulo ezitsha, imicimbi yemali, ikharithyulam, ukusetyenziswa kwe- IQMS, njl. Amanyathelo asoloko ethathwa ngokuphathelele kuqeqesho lwamalungu ee-SMTabandakanya ulawulo lwekharithyulam, uphuculo lweendlela zokuziphatha ezakhayo, amakhosikazi kwizikhundla zobunkokeli, ulawulo lomgaqo-nkqubo, iinguqulelo ezisandula ukwenziwa emithethweni nezigqibo ezityikityiweyo.

Ukuguqulwa kwezikolo ezizodwa zibe ngamaziko ekunokudinjazwa kuwo izincedis-mfundo ngokwezikhokelo zePhepha leNgcaciso yoMgaqo-nkqubo 6 (Education White Paper 6), kunegalelo ekunyuseni inkxaso enikwa abafundi abaneemfundo zemfundo ezizodwa kwizikolo zesiqhelo. Abasebenzi abaxhasayo be-EMDC banikwa uqeqesho (Response Ability Pathways, izakhono zokunika iingcebiso ezibuyiselayo nezakhayo zokubenza bakwazi ukukhawulelana neemfundo zabafundi abaneengxaki eziba ngumngeni), ootitshala kumaziko olutsha (abaneziqinisekiso zoqeqesho kulondolozo lwabantwana nolutsha, kwizakhono zokunika iingcebiso nokuqhuba imisebenzi yamaphula akhayo), iingcali zonyango noonontlalontle.

ST401	IMFUNDO YEZIKOLO ZIKARHULUMENTE EZIZODWA - lindlela eziphambili zokuhamba kwezinto						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>IINTLAWULO NGOKOMSETYENZANA (R'000)</b>							
4.1 Izikolo	325,294	345,224	364,284	382,438	405,647	430,480	
4.2 Iinkonzo zobungcali	-	-	1	1	1	1	
4.3 Uphuhliso lwabasebenzi	-	-	1	1	1	1	
<b>IYONKE</b>	325,294	345,224	364,286	382,440	405,649	430,482	
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHLO (R'000)</b>							
Inlawulo yomhla nezolo	263,628	275,434	292,522	309,193	329,040	350,425	
Imbuyekezo yabasebenzi	261,725	273,315	289,413	305,278	323,986	344,994	
Ootishala	201,976	216,114	237,234	249,748	262,547	279,445	
Abangezotishala	59,749	57,201	52,179	55,530	61,439	65,549	
Iimpahla neenkonzo	1,903	2,119	3,109	3,915	5,054	5,431	
Udluliselo noncediso-mali	61,666	69,790	71,264	73,247	76,609	80,057	
Iintlawulo zentengo yeempahla ezinkulu	-	-	500	-	-	-	
<b>IYONKE</b>	325,294	345,224	364,286	382,440	405,649	430,482	
<b>UQESHO LWABASEBENZI</b>							
Inani lootishala (abaqeshwe ngurhulumente)	1 544	1 544	1 544	1 544	1 544	1 544	1 544
Inani labangezotitshala (abaqeshwe ngurhulumente)	903	906	906	906	906	906	906
<b>UBHALISO</b>							
Ukuya kutsho ku-Grade 7 kumdbanisa naye	4 031						
UGrade 8 nangaphezulu	10 791						
Azikho iinkcukacha							
<b>AMAZIKO NEZIBONELELO</b>							
Izikolo	76	70	70	70	70	70	70
<b>IZINGQINISISO ZOKWENZIWA KOMSEBENZI</b>							
► PM401 : Ipesenti yabantwana abaneemfundo ezizodwa kwirinyaka 6 ukuya kweli-15 abangabhaliswanga kumaziko emfundo	2%	2%	2%	2%	2%	2%	2%

## B.5 Imfundo Yecandelo Le-FET

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelile kumsebenzi 5, kunye nezingqinisiso zokwenziwa komsebenzi zazo (▶):

	<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: Ipesenti yabafundi abaqeqeshelwa emisebenzini ngeekhohleji ze-FET

### Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **linkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukuqinisekisa ukuba bonke abantu abahlala kweli phondo bafumana imfundo esemgangathweni yeekhohleji ze-FET.

- Ukubonelela abafundi ngendawo kwiikhohleji ze-FET ngokomgaqo-nkqubo.
- Ukuphucula ufikeleleko nolwazi ngemfundo yeekhohleji ze-FET kubafundi abavela kumaqela awayefudula esingelwe phantsi.
- Ukwandisa amanani abafundi ababhalise kwiikhohleji ze-FET kwizifundo ezifanelekileyo, ngakumbi abo bafundi bavela kumaqela awayefudula esingelwe phantsi.
- Ukukhuthaza uphuhliso lwezifundo ezihambelanayo neemfuno zephondo eli kwezoqoqosho nakwezintlalo.
- Ukubonelela abafundi abavela kwiimeko zentlupheko ngemali-mboleko yokufunda kwiikhohleji ze-FET.
- Ukuseka iyunithi xenkxaso yabafundi kuzo zonke iikhohleji, zize zincede ekugayweni, ekuxhasweni nasekuthathweni kwabafundi

Ukuqinisekisa ulawulo olunempumelelo kuzo zonke iindawo ekufundelwa kuzo nakwizigqeba ezinika inkxaso.

- Ukufezekisa inkqubo epheleleyo nenolingano yokwabiwa kweemali, kwezibonelelo zezakhiwo nabantu bokusebenza kuyo yonke imfundo le.
- Ukuphucula ulwazi nezakhono zamagosa olawulo aziintloko ngokusebenzisa inkxaso neqeqesho olujolisekileyo.
- Ukuphucula ulwazi nezakhono zekhansile zeekhohleji ze-FET 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 iikhohleji ze-FET zikarhulumente ngenkxaso yobungcali

Ukuxhobisa nokuxhasa ootitshala kumalinge abo okubonelela ngemfundo enempumelelo.

- Ukuphuhlisa umgangatho wocikizeko lebuthe lootitshala ngokusoloko benikwa inkxaso yobungcali.
- Ukuphuhlisa uncedo olunokunikwa ngamajelo eendaba nayitheknoloji (imfundo yekhompuyutha ne-ICT) ngenjongo yokuphucula umsebenzi wokufundisa nokufunda nokuxhasa ikharithulam.
- Ukuxhobisa ootitshala ngenjongo yokuqinisekisa uphuhliso lwekharithulam, imfezeko nenkxaso.

- **Imigaqo-nkqubo nezinto eziphambili ngokubaluleka:**

Uphuculo lweekhohleji ze-FET ezi- 6 kujoliswe kuphuhliso lwezakhono ezihambelana ne- MEDS neemfuno zesizwe, njengoko zicacisiwe kwiSicwangciso soPhuhliso Lwabasebenzi seSizwe. Ukukhutshwa koncediso-mali olunemiqathango olujoliswe ekuphuculeni iikhohleji ze-FET kukya kubonelela esi sicwangciso ngenkxaso-mali.

Kufuneka enyusiwe amanani abafundi abathatha inxaxheba baphumelelehe kwicandelo leekholeji ze-FET, ngakumbi abamnyama, ngokunjalo namanani abafundi be-FET abaphumelela bakufanele ukuya kwimfundo ephakamileyo, ngoluhlobo lulandelayo -

- Ukunyusa amanani abafundi kwiminyaka 16 - 22 ubudala ababhalise ezikholejini
- Ukunyusa amanani abafundi abafundela iziqinisekiso ezipheleleyo isigxina
- Ukunyusa amanani abafundi abayigqibayo imfundo ephakamileyo
- Ukuqhuba nokuvandlakanya izifundo ezikhawulelanayo neemfuno zoqoqosho
- Ukuqeqesha abahloli kwizifundo ezitsha ze-FET
- Ukuqhuba iyunithi zokuxhasa abafundi kwikholeji nganye kwezizintandathu, uze ke umkhondo waba bafundi ulandelwe bakugqiba
- Ukubonelela abafundi ngeemali-mboleko
- Ukuba neelaboratri zeekhompuyutha
- Ukuqinisekisa ukuba bonke abafundi bayaqeqeshwa kwi-ICT

## Uhlatlutyokuhamba komsebenzi

Ikharithyulam ye-FET eqhutywayo kungoku nje isekelwe kwiNgxelo 191 (Formal Technical College Instructional Programmes in the RSA) neNgxelo 190 (Imimiselo nemigangatho yezifundo ezifundiswayo neemviwo neziqinisekiso zazo kwiikholeji zemfundo yezobugcisa). Ezi zifundo ziza kutshintshwa ngo- 2008 ngesikhokelo esibonelela abakwiminyaka 16 - 20 ubudala ngemfundo noqeqesho olulungela iimeko ngeemeko nekhawulelanayo neemfuno. Isikhokelo se-FET sinika iindlela ezintathu zokufumana isiqinisekiso se-NCS okanye iNqanaba 4 le-NQF, ezizezi:

- imfundo le yesiqhelo (General academic)
- imfundo yemisebenzi yobizo yesiqhelo (General vocational)
- imfundo yemisebenzi eyi-Occupational – trade, operational, professional

Le nto ke ithetha ukuba izifundo zeNgxelo 191 ziyakhutshwa ngezigaba, kungeniswe izifundo neziqinisekiso ezifanelekileyo.

Ikholeji ze-FET sele ziqalile ngomsebenzi woqulunqo lwezifundo neziqinisekiso ezitsha ezisekelwe kwii-Unit Standards. Lo msebenzi wesigaba soqulunqo waye waqiniswa kakhulu liphulo iKapa Elihlumayo ngoncediso-mali loqulunqo lwezifundo zenqanaba 2 nele- 4.

Njengakwizikolo ze-FET, iphondo liza kuwqhuba ngokuqinileyo umsebenzi wolungiso omonakalo kwikharithyulam, ukuqinisekisa ukuba kuzo zonke izithili kukho izifundo ezininzi ekunokukhethwa kuzo. Le nto ke iza kufuna ukucwangcisa ngobuchule namanyathelo angqongo okulungisa umonakalo wangaphambili ngokuqhuba uphuculo lweekhaleji, ngakumbi ukuqhutywa kweendibano zocweyo, izinto zokusebenza neengcali zokufundisa.

Izifundo ekujoliswe kuzo ezikholejini zenza ootitshala bakwazi ukuphucula ulwazi lwabo nokuqonda kwabo imathematika, ukungqamanisa inkcazo-bungcali nokwenziwayo, ukuphucula amazanga abo emfundo noqeqesho abalugqibayo, nokuvandlakanya ukufunda ukufezekisa Umalusi nemigangatho ye-SETA nokukhawulelana nezithinteli zemfundo.

Ikholeji zikwaqulunqa nezicwangciso zokunabisa ufikelele lweekhaleji ze-FET ezifana:

- iindlela ngeendlela ezahlukeneyo (ukufunda ngeekhompuyutha, ukufunda ngembalelwano, ukuqeqeshelwa emsebenzini, amaphulo ezakhono, njl.)
- izibonelelo noqeqesho olukhawulelana neemfuno zabafundi abashiyanayo ngobukrelekrele
- iindawo ezintsha ezilungiselelwe abasokolayo nabakwimimandla yasemaphandleni
- Ubonelelo ngeebhasari neemali-mboleko zokufunda

Abantu abakwiminyaka 16 – 20 ubudala eNtshona Koloni bangama- 400 000 kodwa ngama- 210 000 okanye i-55% oyoluntu ababhaliswe ezikolweni, ezikholejini okanye kumaziko emfundo yabantu abadala besenza izifundo zenqanaba le-FET (Grade 10, 11 no-12 okanye iNqanaba 2 ukuya kwele-4 kwi-NQF). Kufuphi ne-50% yabafundi abakwintanga yokugqiba esikolweni abashiya isikolo bengamqibanga uGrade 12, ize ibe ngama- 20 000 abafundi abakwikholeji ze-FET, into ke leyo ethetha ukuthi ubuninzi babafundi ikhaleji abayiboni iyindawo enokuthatha indawo yesikolo. Ngelixa iimeko zentlalo noqoqosho zinenxaxheba enkulu ekushiyeeni kwabafundi isikolo, ukufaneleka kwezifundo eziqhutywayo kunye namathuba okuba ezo zifundo ze-FET zigqitywayo zingakhokelela emsebenzini na, zezinye izinto eziqwalaselayo imfundo.

Iinjongo zofikeleleko zintantlu-mbini ke ngoko: okokuqala kukusebenzela ulungelelaniso phakathi kwababhalise kwizikolo ze-FET nababhalise kwiikholeji ze-FET; okwesibini kukwandisa manani abantu abakwiminyaka 16 – 20 ubudala kumaziko e-FET. Kwixesha eliphakathi oku kuya kuthetha ukuthoba amanani abafundi bakwGrade 10 - 12 aye kutsho kuma-160 000, nokunyuswa kwabafundi beekhaleji ze-FET okanye awabo babhaliswe kuqeqesho lwaseemsebenzini ukuska kuma- 20 000 aye kutsho kuma- 60 000 ngo-2014.

## Uhlalutyo lwemiqobo namanyathelo acetywayo okuyisusa

Ukukhula kwamanani alingane nabafunda isigxina (FTE's) kwiikholeji ze-FET kuqhwaliswa nje zizibonelelo zokuncedisa, umzkl. abasebenzi, izinto zokusebenza, imali, njl. Kubonakala ngathi iinkalo ekujoliswe kuzo ziza kufikelelwa njengokuba ongezekile nje amanani ababhalisileyo ngo-2006. Iikholeji ze-FET zifundisa izifundo eziqalela kwezeeyurana ezimbalwa nje ziye kutsho kwezeminyaka ubude bazo. Ubhaliso lwabafundi ke ngoko lusoloko luqhuba okoko. Ii-FTE ezenziwe uhlalutyo lonyaka odlulileyo ngelishwa zifumaneka kuEpreli wonyaka olandelayo, njengoko kufuneka kwenziwe ubalo oluntsokothileyo, kunye nohlolo-zincwadi ngabahloli-zincwadi bangaphandle, kunye neenkcazo zemali zekholeji leyo.

Izifundo ekujoliswe kuzo ziya kwenza ootitshala ezikholejini bakwazi:

- Uphuculo lwezakhono kwimathematika
- Uphuculo lwamanqanaba emfundo abawafikeleleyo
- Ukuvandlakanya ukufunda ukufezekisa Umalusi nemigangatho ye-SET
- ukuqwalasela izithinteli zokufunda.

Iikholeji ziseke iyunithi zokunika abafundi inkxaso ukwenzela ukukhawulelana noxanduva lokuxhasa abafundi abaninzi abaphuma kumakhaya ngamakhaya naabangafaniyo ngamava abo. Umkhondo wabafundi uza kulandelwa apha ngaphakathi ukwenzela ukubanika inkxaso abafundi kwikharithulam nasekufumaneni imisebenzi. Iikholeji kananjalo ziza kuqulunqa izicwangciso eziliqili zokunabisa ufikeleleko lweekholeji ze-FET, ezifana -

- iindlela ngeendlela ezahlukeneyo (ukufunda ngeekhompuyutha, ukufunda ngembalelwano, ukuqeqeshelwa emsebenzini, amaphulo ezakhono, njl.)
- izibonelelo noqeqesho olukhawulelana neemfuno zabafundi abashiyanayo ngobukrelekrele
- iindawo ezintsha ezilungiselelwe abasokolayo nabakwimimandla yasemaphandleni
- Ubonelelo ngeebhasari

Ukwamkeleka nexabiso leziqinisekiso ezifunyenwe kwiikholeji ze-FET kuya kuxhomekeka kumgangatho wezifundo zazo. Iikholeji ziya kuqulunqa zisebenzise iinkqubo zolawulo ezisemgangathweni khona ukuze zikwazi ukuvandlakanya nokuphucula izifundo zazo neminye imisebenzi yazo engezozifundo.

ST501	IMFUNDO YECANDELO LE-FET - lindlela eziphambili zokuhamba kwezinto						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHON (R'000)</b>							
5.1 Amaziko kathulumente	145,255	152,383	165,337	189,857	200,932	211,820	
5.2 Iinkonzo zobungcali	-	-	1	1	1	1	
5.3 Uphuhliso lwabasebenzi	-	-	1	1	1	1	
5.4 Uncediso olunemiqathango	-	-	-	70,000	80,000	77,305	
<b>IYONKE</b>	145,255	152,383	165,339	259,859	280,934	289,127	
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHON (R'000)</b>							
Inlawulo yomhla nezolo	114,546	121,977	131,222	154,843	164,256	173,495	
Imbuyekezo yabasebenzi	114,546	121,969	131,222	154,791	164,202	173,438	
Ootishala	96,990	101,035	109,626	115,409	121,323	128,040	
Abangezotishala	17,556	20,934	21,596	39,382	42,879	45,398	
Iimpahla neenkonzo	-	8	-	52	54	57	
Udluliselo noncediso-mali	30,709	30,406	34,117	105,016	116,678	115,632	
Iintlawulo zentengo yeempahla ezinkulu	-	-	-	-	-	-	
<b>IYONKE</b>	145,255	152,383	165,339	259,859	280,934	289,127	
<b>UQESHO LWABASEBENZI</b>							
Ootishala	697	697	697	697	697	697	
Kwizithuba	697	697	697	697	697	697	
Abaqeshwe zilikholeji	Azikho iinkcukacha						
Abangezotishala	258	299	349	349	349	349	
Kwizithuba	258	299	349	349	349	349	
Abaqeshwe zilikholeji	Azikho iinkcukacha						
<b>UBHALISO</b>							
Abafundi abalingana nabafunda isigxina	17 099	19 350	21 000	23 000	25 000	27 000	
Abafundi (ubalo) (a)	38 844	49 185	44 296	60 000	70 000	75 000	
ekukho kubo ababhinqileyo	17 091	17 707	16 390	27 000	35 000	37 500	
ekukho kubo abafundi ababhinqileyo abakwezobugcisa (b)	Azikho iinkcukacha						
Abafundi abayigqiba ngempumelelo imisebenzi enyakeni (c)	24 472	33 446	31 007	43 200	52 500	57 750	

ST501	IMFUNDO YECANDELO LE-FET - lindlela eziphambili zokuhamba kwezinto (zisaqhutywa)						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>AMANANI-NKCAZO ABAQEQESHELWA EMISEBENZINI</b>							
Lizivumelwano ngogqesho lwabafundi emisebenzini apha kweeli phondo (d)							
Inani lezivumelwano ezichaphazela iikholeji ze-FET njengabaniki-nkonzo (e)							
<b>ZINGQINISO ZOKWENZWA KOMSEBENZI</b>							
▶ PM501: Ipesenti yabafundi becandelo le-FET xa kuthelekiswa nolutsha lweeli phondo	16.1%	20.2%	18.2%	24.4%	28.2%	29.9%	
▶ PM502: Ipesenti yabafundi ababhinqileyo abakwinkalo yezabugcisa (b/a)	Azikho iinkukacha						
▶ PM503: amazinga okugqiba kwiikholeji ze-FET (c/a)	63.0%	68.0%	70.0%	72.0%	75.0%	77.0%	
▶ PM504: Ipesenti yabafundi abafakwa kuqeqesho lwase misebenzini ngeekholeji ze-FET (e/d)	Azikho iinkukacha						



## 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

- **Iinkalo ekujolise kuzo neenjongo ezicwangcisekileyo:**

Ukuphucula ufikeleleko lwe-ABET nophuhliso lwezakhono zabantu abadala ngokomgaqo-nkqubo.

- Ukwandisa amanani abafundi, ngakumbi ababhinqileyo, 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.

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 lwekharithulam 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 ngempumelelo.

- Ukuphuhlisa umgangatho wocikizeko lebutsho lootitshala ngokusoloko benikwa inkxaso yobungcali.
- Ukuphuhlisa uncedo olunokunikwa ngamajelo eendaba nayitheknoloji (imfundo yekhompuyutha ne-ICT) ngenjongo yokuphucula umsebenzi wokufundisa nokufunda nokuxhasa ikharithulam.
- Ukuxhobisa ootitshala ngenjongo yokuqinisekisa uphuhliso lwekharithulam, imfezeko nenkxaso

- **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:

- Iikharithulam zamanqanaba 1, 2 nele-3 e-ABET – ezibandakanya imisebenzi emibini, ukubala nokufunda, eziqhutywa kuwo onke amaziko okufunda asekuhlaleni
- Amaziko eNqanaba 4 asekelwe ukuba abonelele ngeenkalo ngeenkalo ezahlukeneyo zokufunda ezikhokelela ekufunyanweni kwe-GETC ngumfundi kuloo ndawo ahlala kuyo
- Ukubonelela ngezakhiwo neemali zokuxhasa ikharithulam ye-ABET
- Zonke ii-CLC zifumana ikhompuyutha neprinta
- Bonke ootitshala abakhoyo bayalufumana uqeqesho ekujolise kulo nokuba bonke ootitshala abatsha bafumana uqeqesho loqhelaniso, uqeqesho nophuhliso
- Bonke oomanejala bee-CLC bafumana uqeqesho olufanelekileyo (izakhono zobungcali nezicwangciso zokuziphuhlisa) noluqhutywa okoko

Ukubonelela ngamathuba okuqeqeshela abafundi 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
- Ukusebenzisa izixhobo zokufumana imisebenzi

I-WCED –

- iza kuqinisekisa uphuculo lolawulo lwamaziko e-ABET ngokusebenzisa amanyathelo afanelekileyo okuxhobisa ngolwazi nezakhono.

## Uhhlutyo 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:

- Ikharityhulam yamanqanaba e-ABET 1 no-2 – ebandakanya ukubala nokufunda nezakhono
- Ikharityhulam 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-ncazo awodwa okwenza lula umsebenzi wohhlutyo lwamazinga okuphuma.

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 kwikharityhulam 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.

## Uhhlutyo 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 zimbawo (abona bagqibileyo) xa kuthelekiswa namanani ebekujoliswe kuwo. Kananjalo iziqinisekiso zezifundo bezikhutshwa bakuba abafundi besigqibile eso sifundo.

Uphuhliso lwezakhono eziphakathi neziphezulu kubafundi abaqeqeshelwa emisebenzini nakwamanye amaphulo okufunda aye aba neengxaki ezifanayo, kwaye kufuneka ukusonjululwa kwazo kubekwe phambili ngokubaluleka ngokusebenzisa iindlela zokusombulula ezinxityelelanisiweyo. Ezinye zezi ngxaki: kukuqhwalela 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.

Ngokufutshane ke isebe eli liya kuthi lenze oku:

- Ukugcina amakhonkco obuhlakani norhulumente, luseke nobuhlakani obutsha nabamacandelo emveliso
- Ukunyusa amanani abafundi ngama-2 500 ngonyaka
- Ukubonelela ngeziqinisekiso eziphathelele kwizakhono kumanqanaba 1 – 4 ngokwemfuno
- Ukubonelela abafundi ngezakhono ze-ICT

ST601	IMFUNDO YABANTU ABADALA - lindlela eziphambili zokuhamba kwezinto						
	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo	
<b>IINTLAWULO NGOKOMSETYENZANA (R'000)</b>							
6.1 Uncediso-mali lwamaziko azimeleyo	18,473	21,151	22,889	23,569	24,756	25,941	
6.2 Iinkonzo zobungcali	-	-	1	1	1	1	
6.3 Uphuhliso lwabasebenzi	-	-	1	1	1	1	
<b>IYONKE</b>	18,473	21,151	22,891	23,571	24,758	25,943	
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHLO (R'000)</b>							
Inlawulo yomhla nezolo	5,761	5,564	7,555	7,778	8,230	8,672	
Imbuyekezo yabasebenzi	5,102	5,198	5,766	5,929	6,292	6,646	
Ootitshala	5,102	4,372	4,775	5,027	5,285	5,576	
Abangezotitshala	-	826	991	902	1,007	1,070	
Iimpahla neenkonzo nezinye	659	366	1,789	1,849	1,938	2,026	
Udluliselo noncediso-mali	12,712	15,587	15,336	15,793	16,528	17,271	
Iintlawulo zaeentango zeempahla ezinkulu	-	-	-	-	-	-	
<b>IYONKE</b>	18,473	21,151	22,891	23,571	24,758	25,943	
<b>UQESHO LWABASEBENZI</b>							
Inani lootitshala (abageshwe ngurhulumente)	4	4	4	4	4	4	
Inani labangezotitshala (abageshwe ngurhulumente)	11	11	11	11	11	11	
<b>ABABHALISWEYO</b>							
GET level	15 351	15 925	16 975	18 374	19 600	20 655	
FET level	15 978	16 574	17 668	19 124	20 400	19 845	
<b>BEBONKE (a)</b>	31 329	32 499	34 643	37 498	40 000	40 500	
<b>ULUNTU</b>							
Uluntu ubudala18 ukuya ku-60 (b)	2 555 910	2 581 727	2 607 544	2 633 620	2 659 956	2 666 555	
<b>AMAZIKO</b>							
Amaziko anikwa uncediso-mali	312	314	346	351	356	361	
<b>IZINGQINISO ZOKWENZWA KOMSEBENZI</b>							
► PM601 : Ipesenti labafundi be-ABET xa kuthlekiswa namanani abantu abadala kwiphondo eli (a/b)	1.2%	1.3%	1.3%	1.4%	1.5%	1.5%	

## B.7 Imfundo yabantwana yasekuqaleni

Ezi zilandelayo ziinjongo ezingqinisekayo (▲) eziphathelwe 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

- **Iinkalo 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 kubafundi abavela kumaqela awayefudula esingelwe phantsi.
- Kwandisa 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 ngezancedisi-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-EMDCs 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.

- Ukuqinisekisa ukuba iphondo eli liqesha inani elaneleyo lootitshala abaqeqeshwe ngokufanelekileyo.
- Ukuphuhlisa umgangatho wocikizeko lebuthe 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 noNciphiso lweNtlupheko.

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 basekhritshi) bayakwazi ukukhuthaza ukukhula kwabantwana ngokwasemzimbeni, emphefumleni nasengqondweni.

Njengenxenywe 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-ECDukuze ubonelele ngoqeqesho lwabafundi aqeqeshelwa emsebenzini we-ECD Inokubonelela amaziko e-ECD athile asekulaleni ngemigodwana yezancedisi.

Nangona bebinzi 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 ezizincisedisi. Ikharithulam 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

Ukuqinisekisa imfundo yakwaGrade R esemgangathweni kubo bonke abantwana abaneminyaka emihlanu khona ukuze bakwazi ukulungela ukuqalisa esikolweni i-WCED -

- Provide subsidy on poverty sliding scale of R3 to R7 per child per day for tuition of Grade R learners. This is used to pay teachers, procure LTSM and secure sites
- Increase Inani labafundi bakaGrade R learners so that all five year-olds are in Grade R classes by 2010
- iza kubonelela ngoqeqesho lootitshala kumanqanaba entlupheko amathathu kwi- NCS - ugxininiso oluninzi lube sekufundeni nasekubaleni
- iza kubonelela ngemigodlwana yezincisedisi zokufundisa ukufunda , ukubhala, ukubala nezakhono zokuziphilisa kwiziko ngalinye
- iza kuqhuba uvavanyo lokukulungela ukungena esikolweni kuwo onke amaziko kaGrade R
- iza kuhambisa izintlu zokuqinisekisa ukukulungela ukuqala isikolo kubo bonke abazali, oomakhulu/tamkhulu nabasebenzi bakarhulumente
- iza kunika amaziko inkxaso xa engazifezekisi iimfuno zempilo nokukhula kwengqondo

## Uhlalutyo lokuhamba komsebenzi

Ukuba kunokusetyenziswa maanani oqikelelo lwango-2005 okuya kwabantwana eNtshona Koloni, abangama-56 000 kubantwana abanokuba ngama-80 000 (abakule ntanga), ngo-2010 kungafikelelwa abantwana abangama-24 000. Loo nto ke ithetha ukuba qho ngonyaka ngamnye kuya kubhaliswa abantwana abangama-4 000 ukuya kuma-6 000 ukuya kutsho ku-2010. Kodwa ke aba bantwana kufuneka babhaliswe kwimfundo esemgangathweni ophezulu kuba le mfundo inikwa abantwana bakwaGrade R isekelwe kwinkolelo yokuba aba bantwana basekelwa isiseko esiqinileyo sokuqalela isikolo phezu kwaso. Le nkolelo ixhaswa zizifundo zophando ezininzi ezenziweyo, ezibandakanya nophando lwesizwe lovavanyo lwabafundi bakwaGrade 3 olwaqhutywa ngo-2001. Iziphumo zolu phando zibonakalisa unxulumano olukhulu phakathi kwenkqubo ekufundeni nasekubaleni kwaGrade 3 nofikelelo lwezifundo zezikolo zompeleso.

## Uhlalutyo lwemiqobo namanyathelo acetywayo okuyisusa

Ukunqaba kwemali ngumqobo onzima. Kwamanye amaphondo ukuhla kwamanani abafundi kwizikolo zaseprayimari aza kwenza ukuba anyuke kwaGrade R. Indlela abafudukela ngayo aabantu kweli phondo ixela nje ukuba ayinakuze yenzeke loo nto apha kwi-WCED.

Ufikeleleko kwimimandla yasemaphandleni ngumngeni ezijongene nawo ii-EMDC.

Kwisithuba esiphakathi kuka-2006 no-2010 i-WCED iza -

- kuqinisekisa ukuba bonke abantwana abaneminyaka emihlanu kweli phondo leNtshona Koloni babhalisile kuGrade R
- kuqinisekisa ukuba iziphumo zemfundo ze-NCS ziyafundiswa kwaye ziyafikelelwa kubo bonke ooGrade R (kuya kuqhutywa iimvavanyo zokukhangela ukukulungela kwabantwana ukuya kuqala isikolo)
- kubonelela ngezincisedisi-mfundo zokuxhasa ukufundisa uGrade R we-NCS kuzo zonke iindawo ezinoGrade R
- kuqinisekisa ukuba bonke ootitshala be-ECD bayaqeqeshwa banikwe nenkxaso ekufundiseni uGrade R we-NCS
- kuqinisekisa ukuba bonke abafundi "abasokolayo" bayabonwa, zize nezo zinto zizizithintelo zemfundo yabo zinikwe ingqwalaselo ngamaqela enkxaso asezikolweni nasezithilini
- kuqinisekisa ukuba zonke iindawo ziza kutyelela kuqinisekise ukhuseleko lwabafundi nomgangatho wenkonzo abayinikwa, qho emva kweminyaka emithathu



## B.8 Iinkonzo Zoncediso 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>	▲ kubonelela ngemfundo ye-HIV/AIDS-Life Skills kwizikolo zaseprayimari	<ul style="list-style-type: none"> <li>▶ PM 801: Inani lootitshala bezikolo zaseprayimari nezasesesekondari abaqeqeshelwe uMsebenzi we-HIV ne-AIDS Life Skills</li> <li>▶ PM 802: Number of HIV and AIDS Life Skills peer Ootitshala trained</li> <li>▶ PM 803: Inani lezikolo (ii-SMT nee-SGB) eziqeqeshelwe ukulawula i-HIV ne-AIDS kwizikolo zazo</li> </ul>

### Imigaqo-nkqubo exeliweyo, izinto eziphambili ngokubaluleka neenjongo ezicwangcisekileyo

- **Iinkalo ekujoliswe kuzo neenjongo ezicwangcisekileyo:**

Ukubonelela ngophuhliso lwabasebenzi ngokwezikhokelo zoMthetho oyiSkills Development Act.

- 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

- Ukuqeqesha nokuxhasa ootitshala khona ukuze bakwazi ukufundisa nge-HIV/AIDS Life Skills kwizikolo zaseprayimari nezasesekondari ngokusebenzisa iKharityhulam: Life Skills/Life Orientation nokubandakanywa kwemfundo nge-HIV/AIDS kuzo zonke izifundo.
- Ukubonelela ngoqulunqo, ukhetho, uguqulo, ukuthengwa nokuhanjiswa kwezincedisizifundo zokunika inkxaso ekufundiseni nge-HIV/AIDS kumagumbi okufundela.
- Ukuqulunqa nokuqhuba umsebenzi wokufundisana onempumelelo nocwangciseke kakuhle wanxityelelaniswa phakathi kolutsha ezikolweni nakwiikholeji ze-FET
- 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).
- Ukuqinisekisa ukuba izikolo zithatha inxaxheba kwiziyunguma zokwandisa ulwazi (ezifana neSchool AIDS Month, World AIDS Day, njl.)
- Ukuqulunqa nokusebenzisa iphulo lolondolozo nenkxaso elifanayo kwizikolo zonke, kubekho nezincedisimfundo ezifanelekileyo, ngendlela eqinisekisa ukuba abantu beendawo bayaxhasana kwaye bayaphumlelana.
- Ukuqinisekisa ukuba iphondo eli lineYunithi yePhondo yoLawulo lwe-HIV/AIDS (Provincial HIV/AIDS Management Unit) esebenza ngempumelelo phaya kwi-ofisi elikomkhulu, kwakunye namaqela olawulo ezithili anabantu bokusebenza.
- Ukuqinisekisa uqulunqo lomgaqo-nkqubo wolondolozo, ubhengezo, abaqeqeshi, uphuhliso lootitshala, inkxaso yezithili, intsebenziswano nobuhlakani phakathi kwamacandelo, uqinisekiso lomgangatho (ngokubeka iliso nangokwenza uvandlakanyo), ukuqhutywa kwemisebenzi enempumelelo nocikizeko nolawulo lwezemali.

Ukukhuthaza ucikizeko lweSebe nempumelelo kulawulo lweemviwo zangaphandle

- Ukulawula iimviwo zeMatriki nezeNqanaba 4 le- ABET kwakunye nokukhutshwa kweziqinisekiso zazo.

Ukuxhobisa nokuxhasa ootitshala kwiinzame zabo zokunika imfundo enempumelelo

- Ukuqinisekisa ukuba iphondo eli liqesha ootitshala abaneleyo abaqeqesheke ngokuqokoshekileyo.
- Ukuncedisa ngokubonelela ngootitshala abaqeqeshiweyo nabawaziyo umsebenzi wabo.
- Ukuxhasa amalinge okugaya abafundi bokufundela ubutitshala baye kumaziko okuqeqeshela lo msebenzi.

Ukuxhasa iinjongo zephulo lephondo iKapa elihlumayo:

- Ukuvavanya izakhono nengqondo yabafundi bebanga 8
- Ukuqeqesha ootitshala be-GET nabe-FET bokuqhuba izifundo zocebiso
- Ukubonelela abafundi abaphuma kwiindawo ezihluphekileyo ngemali-mboleko yokufunda xa befuna ukuya kufunda kwiikholeji ze-FET.
- Ukwenza uphando lokufumanisa ngokusekwa kwamaziko e-ABET asisigxina
- Ukuseka izikolo zezakhono
- Ukwandisa nokuphuhlisa izikolo zezakhono

- **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

Into ebalulekileyo kwi-HCDS bubukho bootitshala abaqeqesheke ngokufanelekileyo, ngakumbi kwimathematika, inzululwazi nethknoloji. Kukho iibhasari ezikhutshelwa abafundi abanqwenela ukungena kulo msebenzi. Ezo bhasari ziyafunyanwa ngabafundi abanqwenela ukungena kwiinkalo ezifunyaniswe ngophando olwenziweyo ukuba zezona zinemfuno enkulu yokongezelwa ootitshala.

Enye yeengxaki ezinkulu ezijongene noMzantsi Afrika ngakwicala lophuhliso lwabantu bokusebenza ngulo bhuhani i-HIV/ AIDS. I-WCED iza kuthatha inxaxheba ebalulekileyo ekuqinisekiseni ukuba bonke ootitshala nabafundi banolwazi ngeHIV/AIDS kwaye banazo neenkukacha ngayo ngokuqeqesha -

- ama-16 000 ootitshala kwi-HIV/AIDS Life Skills Programme
- ama-6 500 abafundi basesekondari njengabafundisani abantanganye
- ama-700 ezikolo kulawulo lwe-HIV/AIDS ezikolweni
- ama-450 ezikolo kulondolozo nenkxaso yabafundi nootitshala abachaphazelekayo nabasulelekileyo yi-HIV/AIDS

Intlupheko ingumngcipheko ombi kakhulu kuphuhliso lwabantu bokusebenzi. Kwiinzame zokukhawulelana neziphumo zentlupheko, i-WCED iye yasungula isikimi esiyi-FET College Loan Scheme.

IKhanya Project iza kufaka iikhompuyutha kwezinye izikolo ezingama-200.

## Uhlahlutyokuhamba komsebenzi

Inkqubo yoncediso-mali olunemiqathango lwe-HIV/AIDS:

- 80% (12 000) yootitshala bezikolo zaseprayimari bbaye baqeqeshelwa ukuqhuba i-HIV/AIDS Life Skills kumagumbi okufundisela ngoEpreli 2005
- 100% yezikolo zaseprayimari zifundisa i-HIV/AIDS Life Skills kumagumbi okufundisela ngo-2006
- 500 ootitshala bezikolo zasesekondari beLife Orientation baqeqeshwe kwi-HIV/AIDS nezifundo ngeempawu zesini ngoEpreli 2006.
- Bonke ootitshala bakaGrade 7 no-10 - 12 (FET) baqeqeshelwe ukunxibelelanisa i-HIV/AIDS kuzo zonke izifundo, ngoAgasti 2005, kwaye ootitshala bakaGrade 8 - 9 baya kuqeqeshwa ngo-Agasti 2007 bona.
- 100% yezikolo zasesekondari ziqhuba imfundo ye-HIV/AIDS ngo-2006.
- Zonke izikolo, ootitshala nabafundi baxhaswa ngezincedis ezisekelwe kwikharithyulam, zokufundisa nokufunda nokuhambisa iinkukacha.
- Oovimba beenkcukacha ngootitshala abaqeqeshiweyo nezincedis ezisezikolweni phakathi ku-2005.
- Inkxaso-mali enempumelelo necwangcisekileyo yokuxhasa amaziko e-ABET nawe-ECD neekhohleji ze-FET.
- Amaphulo abafundisni asekiwe, kwizikolo zasesekondari ezili-100 ezithatha inxaxheba ngo-2005, nama-3 000 abafundisani abangoootitshala abaqeqeshwayo.
- Abanye abaqeqeshi abali-100 baphuhlisiwe ukuba baqeqeshe kumaphulo eInstitutional Management and Governance Development (IMGD) & Care and Support ngoAgasti 2005.
- 40% yabameli be-SMT nee-SGB (600 izikolo) baqeqeshiwe kuqulunqo lwezicwangciso zolawulo lwe-HIV/AIDS Management phakathi ku-2006 ne-100% ekupheleni kuka-2007.
- 40% yezikolo sele beqeqeshwe kwiCare and Support ne-100% ekupheleni kuka-2007.
- 90 yabacebisi be-HIV/AIDS kwii-EMDCs ngoJulayi 2005.
- Zonke izikolo zinabanxibelelanisi be-HIV/AIDS ngo-2006.
- 70% yamaqela ezikolo e-HIV/AIDS anikwe inkxaso ekupheleni kuka-2006.
- IYunithi yoLawulo lwe-HIV/AIDS yeOfisi eliKomkhulu (ibandakanya nenxaxheba yeZiphathamandla eziPhezulu) isekelwe ukukhuthaza nokulawula amanyathelo amanyanisiweyo okukhawulelana ngoMeyi 2005.



- IiYunithi zoLawulo lweHIV/AIDS zee-EMDC ezinabasebenzi (okanye amaqela aMisebenzi Mininzi)zisekwe zaqalisa ukusebenza ngoJuni 2005.
- Uvandalakanyo lwenkqubo xa iphakathi, ngonyaka, kwenziwe notshintsho kwinkqubo nasezimalini ukuba kukho imfuneko.

Inkqubo yephulo iKapa Elihlumayo:

- 350 iilabhoratri zeekhompuyutha kwizikolo ezinemfundo ye- FET.
- 28 izikolo zojoliso ezisekiweyo.
- Ukusekwa kwesikim semboleko-mali yabafundi ukwenzela ukuba bakwazi ukuya kwiikholeji ze- FET .
- Iikholeji ze-FET ezintandathu ziye zangenisa izindululo malunga nezifundo ezifanele kuqulunqwa ezizifezekisayo iimfundo zephondo eli. Ezi zindululo ziye zaqwalaselwa zaphicothwa zaphuculelwa ukusetyenziswa ngo-2005.
- Iikholeji ze-FET ezintandathu kweli phondo ziye zangenisa izindululo malunga nezifundo ezifanele kuqulunqwa ezikhawulelanayo neemfundo zephondo eli. Ezi zindululo ziye zasetyenziswa ngo-2005.
- Iimvavanyo zokufunda nezemathematika nezamazinga obukrelekrele nomdla wabafundi bakaGrade 8 bonke ngeenjongo zokuphucula ukukhethwa kwezifundo.
- Kweli phondo kuye kwaqulunqwa isifundo socebiso ngemisebenzi nezifundo ezinokulandelwa. Esi sifundo siye saguqulelwa esiXhoseni nasesiBhulwini, kwaye siza kufakwa ezikhompuyutheni kwizikolo saasesekondari ngasinye apha kweli phondo. NgoFebhuwari 2005 kuza kuqeqeshwa ootitshala abangama-800 abakhethiweyo ekusebenziseni iimpokhwe (software) zesi sifundo. Esi sifundo sibonisa indlela eluhamba ngayo uqoqosho kweli phondo sinike neenkukacha malunga ngezifundo esele zikhona kwi-FET.

## Uhlahutyo lwemiqobo namanyathelo acetywayo okuyisusa

Kuya kusiba nzima ngokuba nzima ukutsala ootitshala abasemgangathweni ophezulu nabazinikelayo emsebenzini wabo ukuba bangene kulo msebenzi wobutitshala. Izizathu zale meko akukho lula ukuzichaza kwaye zidibanisa izinto ezininzi eziphathelele kwindlela ebonwa ngayo imfundo nakumathuba elunawo ulutsha olugqibileyo ukufunda, apha eMzantsi Afrika nakwamanye amazwe. ISebe eli liye lasungula iphulo lokugaya ootitshala ngobambiswano naMaziko eMfundo ePhakamileyo alapha. Eli phumelelo liye laba nempumelelo, kwaye ke kule minyaka mihlanu izayo aza kuqiniswa amalinge eli phulo

Bambalwa kakhulu ootitshala bezifundo zocebiso ngemisebenzi nezifundo ezinokulandelwa abaseleyo kweli Sebe. Loo nto ke ithetha ukuba kufuneka kuqalwe ekuqaleni ukugaya ootitshala ukuba bangene kulo msebenzi ubaluleke kangaka ufuna abantu abanezakhono. Akuzi kuba lula ukuyenza le nto. ISebe leMfundo leNtshona Koloni liye laqulunqa iphulo leminyaka emithathu lokuphuhlisa izakhono zootitshala bokufundisa ngeendlela zokuziphilela kwizifundo zocebiso ngemisebenzi nezifundo ezinokulandelwa

Akubanga lula ukusekwa kweenkqubo ezifanelekileyo nolawulo lwesikim semali-mboleko yokufunda kwiikholeji ze-FET (FET College Loan Scheme). ISebe eli liye laba nothethwano nentsebenziswano ne-NSFAS, kwaye sele libusebenzisa ubuninzi bezi nkqubo. Kananjalo, abafundi abahluphekileyo baye baba nokuyikrokrela le nto yokukhutshwa kwemali-mboleko yokufunda. ISebe eli ke liye lanyanzeleka ukuba lilijike igama lesi sikim lithi sisikim soncediso ngemali ngemali, nokuba lingene kwiphulo eliqinileyo lokwazisa nokucacisa ngesi sikim.

ST1801	linkonzo zoncediso nezinxulumene nazo - lindlela eziphambili zokuhamba kwezinto	2003/04 Eyona-yona	2004/05 Eyona-yona	2005/06 Uqikelelo	2006/07 Uqikelelo	2007/08 Uqikelelo	2008/09 Uqikelelo
<b>IINTLAWULO NGOKOMSETYENZANA (R'000)</b>							
8.1	Iintlawulo kwi-SETA	3,485	3,659	4,471	4,847	5,215	5,508
8.2	Iiprowejekthi zoncediso-mali olunemiqathango	29,756	9,814	11,205	11,870	12,464	13,303
8.3	Iimviwo zangaphandle	50,143	51,436	56,374	57,357	60,546	63,672
8.4	Uqeqesho lweeitshala	11,956	1,345	1,695	1,753	1,837	1,919
8.5	iKapa Elihlulayo	26,175	28,046	125,000	131,375	137,944	144,151
<b>IYONKE</b>		121,515	94,300	198,745	207,202	218,006	228,553
<b>IINTLAWULO NGOKOLWAHLULO NGOKOQOQOSHLO (R'000)</b>							
	Iintlawulo yomhla nezolo	99,521	68,020	69,829	85,942	90,634	95,391
	Iimbuyekezo yabasebenzi	41,847	34,903	33,455	36,289	38,470	40,634
	Ootitshala	6,861	18,742	2,123	2,235	2,349	2,479
	Abangezotitshala	34,986	16,161	31,332	34,054	36,121	38,155
	Iimpahla neenkonzo	57,674	33,117	36,374	49,653	52,164	54,757
	Udluliselo noncediso-mali	16,931	26,133	104,216	106,485	111,924	117,019
	Iintlawulo zentengo yeempahla ezinkulu	5,063	147	24,700	14,775	15,448	16,143
<b>IYONKE</b>		121,515	94,300	198,745	207,202	218,006	228,553
<b>UQESHO LWABASEBENZI</b>							
	Inani lootitshala (abaqeshwe ngurhulumente)	1	1	1	1	1	1
	Inani labangezotitshala (abaqeshwe ngurhulumente)	124	147	147	147	147	147
<b>ZINGQINISO ZOKWENZIWA KOMSEBENZI</b>							
►	PM801: Inani lootitshala bezikolo zaseprayimari nesasesekondari abaqeqeshwe kulmsebenzi we-HIV ne-AIDS Life Skills (oluqokelelweyo)	10 000	15 910	16 000	18 000	20 000	22 000
►	PM802: Inani labatfundisani abangootitshala abaqeqeshwe kulmsebenzi we-HIV ne-AIDS Life Skills (oluqokelelweyo)	2 500	6 500	8 000	12 000	16 000	18 000
►	PM803: Inani lezikolo (ii-SMT nee-SGB) eziqeqeshelwe ukulawula i-HIV ne-AIDS kwizikolo zazo	15	17	700	1 400	1 500	1 600

## B.9 Ukusetyenziswa Kwesicwangciso Sotyalo-mali Kulwakiwo, Ulondolozo Nolawulo lweempahla

### liprowujekthi ezintsha, uphuculo novuselelo

Ezi prowujekthi zilandelayo, ngokweSebe lezoThutho neMisebenzi kaRhulumente, ziza kugqitywa ku-2006/07:

iProwujekthi	Inani
Amagumbi okufundela ongeziweyo (ezitena) kwizikolo esezikkhona	52
liprowujekthi zococo	5
Izibonelelo zoLawulo	1
Izibonelelo zeeForum	13 (4 P/S and 9 S/S)
Izikolo zaseprayimari	2
Izikolo zasesecondari	3
Izikolo ezizodwa	-

liprowujekthi	Inani leeprowujekthi	Igama leproyujekthi
Izikolo zolwakiwo lwezikolo	Izikolo zaseprayimari 2	Wallacedene, Samora Marchall,
	Isikolo sasesecondari 3	Highbury, Du Noon, Kuilsriver
Amagumbi okufundisela njen-genxenyeni yesikolo esitsha ngasinye okanye njengeeprowujekthi ezahlukeyo	Isikolo saseprayimari 82 (60+22)	2 P/S njengangentla apha (x 30 amagumbi okufunde-la = 60) Balance Rosmead, Kretchenshoop, Comville, Eindhoven, Rainbow
	Isikolo sasesecondari 135 (105+30)	3 S/S njengangentla apha (x 35 classrooms = 105 Balance Murray, Masibambisane, Simunye, Masibambane, Manzomthombe, Brackenfell
	Izikolo ezizodwa	
Ukuhanjiswa kwamagumbi okufundisela angoonosukehlala	15	Kuza kugqitywa ngabalawuli bee-EMDC ngawo
iiForum	Izikolo zaseprayimari 4	Panorama, Wesfleur, Turfhall, Victoria Park
	Izikolo zasesecondari 9	Proteus, Bridgton, Ladismith, Paulus Joubert, Charleston Hill, Ravensmead, Heideveld, Mondale, Villiersdorp
lithoyilethi	Isikolo saseprayimari 66 (WCs)	2 P/S njengangentla apha,
	Isikolo sasesecondar 81 WCs	3 S/S njengangentla apha,
liprowujekthi zophuculo	Izikolo zaseprayimari 0	
	Isikolo sasesecondari 1	Esselenpark
	Izikolo ezizodwa 0	
	Isikolo sasesecondari 1	

### Ulondolozo lwezakhiwo

Inani leeprojekthi	Uhlahlomali	Indleko iyonke R'000
720 - (2006/07 ukuya ku-2008/09)	R164 564 million	R164 564 million

Uqikelelo lweendleko zokwakha ngokutsha zonke izakhiwo zezikolo eNtshona Koloni yi- R12 billion. Ngokwesikhokelo iCivil Service Code, i-1,5% yexabiso lokwakha isakhiwo ngokutsha kufuneka igciniwe qho ngonyaka ukulungiselela ukusilondolozo. Isixamali esiyi- R180 million ke ngoko kufuneka sabiwe qho ngonyaka ukulungiselela ulondolozo lwezakhiwo zemfundo apha eNtshona Koloni.

Uhlahlo-mali lolondolozo luka-2006/07 yi-R86,980 million kwaye ke le mali ilingana nje ne- 48% yeyona mali ifunekayo. Lulonke uhlahlo-mali lolondolozo kule minyaka mine idlulileyo lube yi-R320 million. Xa kunokubalwa kwangolu hlobo, oko kukuthi xa kunokusetyenziswa le 1,5% lweendleko zokwakha ngokutsha, impendulo ibonakalisa ukuba izakhiwo ziyonakala nokuba umthamo wolwakiwo olusemva uyenyuka.

## Ulawulo lweempahla

- **Iimpahla ezingahambisekiyo**

I-WCED isebenzisa inkqubo yolawulo ngekhompuyutha eyi-Education Management Information System (EMIS) neyilzikolo Register of Needs Information System (SRNIS), eziziinkqubo ezikwaneleyo ukulawulwa kweempahla ezingahambisekiyo.

- **Iimpahla ezihambisekayo eziphambili**

*I-Ofisi eliKomkhulu nee-EMDC (kubandakanya nee-ofisi ezinxulumene nee-EMDC)*

Yonke ifenitshala nezinto zokusebenza kwezi ofisi ithengwa ngenkqubo yekhompuyutha ekuthiwa yiLogistical Information System (LOGIS). Ezi mpahla zifakwa kwizintlu zezinto ezikhoyo zabasebenzisi. ISebe lezeMali lePhondo lalinenjongo yokufumana inkonzo yomniki-nkonzo ozimeleyo wokuba aqhube lo msebenzi wolawulo lweempahla egameni lawo onke amaSebe ephondo eli. Kambe ke, le ngcamango yaye yayekwa ngenxa yeendeleko ekwacaca ukuba ihamba nazo. Isebe ngalinye ngoku liyazilawulela irejista yalo yeempahla ngokweemfuno zoMholizincwadi-Jikelele, kwaye i-WCED ihamba ngokwesi sigqibo.

*Izikolo*

Kuye kwagqitywa kwelokuba kwenziwe udluliselo lweentlawulo kwizikolo ngokweZikhokelo zeSebe lezeMali ezikhoyo (Treasury Guidelines) khona ukuze izikolo zizithengele izinto zokusebenza zazo kwabo bathengisi baye banikwa iikhontrakthi. Zonke iintengo zezikolo zaye zakhutshwa kwiLOGIS Asset Register ngokolu hlobo ilulo, ngokwemiqathango yoMthetho oyiSouth African Schools Act, 1996 (uMthetho Nomb 84 ka-1996), ethathwa ngokuba zizinto zezikolo ezikhoyo kwizintlu zezikolo. Izikolo ziza kuthi ke ngoko, zinike ingxelo ngezinto ezikhoyo kwizintlu zazo kwiinkcazo zazo zemali zonyaka. Irejista yeempahla eyiLOGIS Asset Register ibonakalisa kuphela izintlu zeempahla ze-Ofisi eliKomkhulu ye-WCED kwakunye nezee-EMDC nezezo ndawo zinika kuzo iinkonzo.

- **Izicwangciso malunga neempahla ezihambisekayo, ezifana nezithuthi**

Ubonelelo ngezithuthi zikaRhulumente, ukurhoxiswa kwazo nokutshintshwa kwezidala okanye/nezonakeleyo, zizinto eziphantsi kkolawulo lweSebe lezoThutho leSebe lephondo (iZithuthi zikaRhulumente). Likwajongana noxanduva lokuhlawulela iilayisenisi ulondolozo nokuthiwa amafutha kwezithuthi, kwakunye nokugcinwa kwerejista yeempahla kwiFleetman System. Likwaqulunqa nomgaqo-nkqubo wephondo ngokuphathelele kwindlela yokusetyenziswa kwezithuthi zikarhulumente (izithuthi ze-GG).

I-WCED iqinisekisa ukuba umgaqo-nkqubo wephondo uyalandelwa. Kananjalo ikwagcina nerejista yezithuthi ezisetyenziswa yi-WCED, ibeke iliso kwizithuthi ezisetyenziswayo ngokugcina amaphepha okubhalisa, ize iqinisekise nokuba izithuthi zikwimeko ekulungeleyo ukuba zibe sendleleni, kwaye zilondolozwa ngokufanelekileyo.

Ezi zithuthi zikhoyo ngoku, zincediswa zizithuthi zoncediso-mali ekubonelelwa ngazo amagosa akufaneleyo ukuzifumana, ziyakwazi ukukhawuelana neemfuno ze-WCED. Ubonelelo ngezithuthi zoncediso-mali lurhoxisiwe ngeSetyhula Nomb. 179/2003 yomhla we-10 Septemba 2003, njengoko kwaye kwafunyaniswa ukuba ineendleko ezingaphezulu kweyezithuthi zikarhulumente.

- **Amanyathelo athathiweyo okuqinisekisa ukuba irejista yeempahla zeSebe eli ihlaziywa rhoqo**

Ukuthathwa kwesitokhwe konyaka kuqhutywa ngenjongo yokuqinisekisa ukuba irejista ye-WCED ihlala ihlaziyiwe.

## Isihlomelelo A: Izingqinisiso Zokwenziwa Komsebenzi

Esi Sihlomelelo sidwelisa izingqinisiso zokwenziwa komsebenzi (PMs) eziphambili ezingama-39 ekuvunyelwene ngazo kwisizwe esi siphela. ISingqinisiso Sokwenziwa Komsebenzi ngasinye kunikwe inombolo, inkcazo emfutshane nenkcazo endana.

### ► **PM001: Ipesenti yabantwana abakwiminyaka yokuba sesikolweni abayayo esikolweni**

Le yipesenti yabantwana abaneminyaka yobudala ekunyanzelekileyo kuyo ukuba sesikolweni abayayo esikolweni okanye kumaziko emfundo. Esi Singqinisiso 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 kuyo ukuba sesikolweni olusayayo esikolweni nakwamanye amaziko emfundo**

Esi siyafana no-PM001, ngaphandle nje kokuba esi sona sibhekisele kubantwana abadana. 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 ifumaneki, ifikelelwe lulutsha lwethu.

### ► **PM003: Inkcitho karhulumente kwabona bafundi bahluphekileyo njengepesenti yenkcitho karhulumente kwabo bafundi bangahluphekanga**

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 yolwakhiwo 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: Umyinge welona banga liphezulu lifikelelweyo esikolweni ngabantu abadala apha ekuhlaleni**

Elonani liphezulu linokufikelelwa kwesi Singqinisiso Sokwenziwa Komsebenzi li-12. Bekuya kuba nje ukuba ngaba bonke abantu bebemgqibile uGrade 12. Njengokuba abantu besiya befunda ngokugfunda nje, ixabiso lesi Singqinisiso 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 Singqinisiso 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 kunyenezezemali zazo. Xa linokuya liba likhulu inani lezikolo ezine-SAMS, zingaba ukuba bhetele neenkonzo esinokuzilindela ezikolweni.

► **PM102: Ipesenti yezikolo elikwaziyo ukuqhagamshelana nazo ngekhompuyutha (imeyili) 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 ukuqhagamshelana ngeendleko eziphantsi malunga neenkukacha eziphathelile kwiinguqu kumgaqo-nkqubo, ngeeprowujekthi eziqhubayo nangeesetyhula zesiqhelo nje. Yinjongo karhulumente ukuqinisekisa ukuba zonke izikolo zinalo uqhagamshelwano lwekhompuyutha.

► **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 yomhla nezolo eya kwizinto ezinto ezingengobasebenzi**

Le yipesenti yenkcitho emfundweni, engaphandle kwenkcitho kwizibonelelo ezilulwakhiwo (imali yenkcitho engeyoyabasebenzi), eya kwizinto ezifana neencwadi, izinto zokubhala nokubhalela nakuthutho lwabafundi.

► **PM201: Ipesenti yeentsuku yokukhutshwa 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 amanqanaba entlupheko aphezulu kakhulu.

► **PM202: Ipesenti yabafundi kwizikolo zikarhulumente 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 ezikolweni.

► **PM203: Ipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi**

Le yipesenti yezikolo zikarhulumente zesiqhelo ezinawo amanzi acocekileyo nouba 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: Izikolo ezinenani elaneleyo leethoyilethi 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 ngasinye.

► **PM206: Inkcitho kulondolozo njengepesenti yexabiso lezibonelelo zezikolo**

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 abangaphezulu kwama-40 kwigumbi lokufundisela ngalinye**

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 yeziko ezingezozeCandelo 21 ezinazo zonke izincedis nezinye izinto eziziimfuneko kwangosuku lokuqala lonyaka wesiko**

Le yipesenti yezikolo ezifumana zonke iimpahla ezizilindeleyo kwangosuku lokuqala lonyaka wesikolo, zixhomekeke phofu ekubeni iSebe eli lizithengile iincwadi nezinye izincedis.

► **PM209: Ipesenti yezikolo zeCandelo 21**

Le yipesenti yezikolo ezinikwe uxanduva lokuzilawula kwezinye iinkalo, ezibandakanya uxanduva lolawulo lwemali ngokwezikhokelo zeCandelo 21 loMtetho oyiSouth African Schools Act. (le nto ke ayinanto yokwenza neenkampani zeCandelo 21.) Kubalulekile ukuba zandiswe izikolo ezikulungeleyo ukuluthatha uxanduva lokuzilawula, ukuze lukwazi ukukhawulelana ngempumelelo nemiba yasekuhlaleni.

► **PM210: Ipesenti yeentsuku zokusebenza 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 zokufunda ezilahlekileyo ngenxa yokungezi kwabafundi esikolweni kwizikolo zikarhulumente zesiqhelo**

Esi Singqinisiso Sokwenziwa Komsebenzi siyafana no-PM210, kodwa ke sona siqwalasela abafundi endaweni yootitshala. Nakuphi na ukungezi komfundi esikolweni kuyaqwalaselwa kwesi Singqinisiso Sokwenziwa Komsebenzi.

► **PM212: Umlinganiselo wenkqubo yezikolo ezihluphekileyo xa kuthelekiswa nezingahluphekanga ngokuphathelele kuGrade 3**

Lo ngumyinge wamanqaku afunyenwe kwiimvavanyo ekufundeni nakwimathematika kwaGrade 3 ngabafundi bezikolo ezihluphekileyo xa kuthelekiswa 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 kwamabanga kwaGrade 1 ukuya ku-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 bakwaGrade 3 abafumana iziphumo ezamkelekileyo ekubaleni nasekufundeni**

Esi singqinisiso sokwenziwa komsebenzi sisekelwe kwiinkcukacha ezifana nezika-PM212. Sibonakalisa abantwana bakwaGrade 3 abafumana, ngokomyinge, iziphumo ezamkelekileyo ekubaleni nasekufundeni

► **PM215: Ipesenti yabafundi bakwaGrade 6 abafumana iziphumo ezamkelekileyo kwimathematika, ekufundeni nakwezenzululwazi**

Esi singqinisiso sokwenziwa komsebenzi sibonakalisa ipesenti yabo bonke abafundi bakwaGrade 6 abafumana, ngokomyinge, iziphumo ezamkelekileyo ekubaleni, ekufundini nakwezenzululwazi.

► **PM216: Ipesenti yabafundi abangamantombazana abayenzayo imathematika nenzululwazi kwaGrades 10 ukuya ku-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 kwaGrade 12**

Lo ngumyinge wamanqaku abafundi bakwaGrade 12 kwizikolo ezihluphekileyo xa kuthelekiswa nomyinge wezo zingahluphekanga, ngokwepesenti. Esi Singqinisiso Sokwenziwa Komsebenzi siyafana ke ngoko no-PM212.

► **PM218: Amazinga okuphindwa kwamabanga kwaGrade 8 ukuya ku-12**

Esi siyafana no-PM213, ngaphandle nje kokuba esi sona sibhekisele kwaGrade 8 ukuya ku-12.

► **PM219: Umlinganiselo wempumelelo kwiimviwo zakwaGrade 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 kwaGrade 12 kwimathematika nenzululwazi**

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), esi Singqinisiso Sokwenziwa Komsebenzi sibonakalisa ukuba ikhupha abantu abangakanani na imfundo xa kuthelekiswa namanani oluntu.

► **PM221: Ipesenti yabafundi bakwaGrade 9 abafumana iziphumo ezamkelekileyo kuzo zonke izifundo**

Esi Singqinisiso Sokwenziwa Komsebenzi sibonakalisa ipesenti yabo bonke abafundi bakwaGrade 9 ngokomyinge, abafumana iziphumo ezamkelekileyo kwimfundo yabo.

► **PM301: Ipesenti yezikolo ezizimeleyo ezityelelweyo ngeenjongo zokuzibeka iliso**

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 yabafundi abaneemfuno ezizodwa abakwiminyaka yobudala ekunyanzelekileyo ukuba sesikolweni kuyo 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 abaneemfuno ezizodwa. Okunokufaneleka kukuba esi Singqinisiso Sokwenziwa Komsebenzi masibe ngu- 0%.

► **PM501: Ipesenti labafundi beekholeji ze-FET xa kuthelekiswa nolutsha lwaeli 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 singinisiso ukuba ngaba iikholeji ze-FET zifikelela kangakanani na kulutsha nakuluntu ngokubanzi.

► **PM502: Ipesenti yabafundi ababhinqileyo abakwezobugcisa**

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: Amazing aokugqiba 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 lwasemsebenzini ziikholeji ze-FET**

TAbafundi 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 labafundi be-ABET xa kuthelekiswa nabantu abadala beli**

eli linani labafundi ababhalise kumaziko e-ABET karhulumente lahlulwe ngenani labantu abadala abakhoyo. Le pesenti ibonakalisa ukuba lungakanani na ubonelelo ngemfundo ye-ABET kweli phondo.

► **PM701: Ipesenti yabafundi abakuGrade R oxhaswa ngurhulumente**

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%.



**UMphathiswa weMfundo,  
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Umlawuli:  
WezeNgcaciso  
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kaRhulumente)  
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Umlawuli:  
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Umlawuli:  
WezoLawulo  
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lwaBasebenzi  
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**Mnu. Norman  
Daniels**

Umlawuli:  
WezoLawulo  
lweBhajethi  
**Mnu. Eugene  
Meyer**

Umlawuli:  
KwiMetropoli  
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eseMpuma  
**Mnu. Melvyn  
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Umlawuli:  
Kwi-EMDC  
kwiKaroo  
eseMzantsi  
**Nks. Bonny  
Sesenyamotse**

Umlawuli:  
WezeMfundo  
noQeqesho  
oluQhubekayo  
**Mnu. Zozo  
Siyengo**

Umlawuli:  
WeeNkonzo  
zeNkxaso yeMfundo  
eneeMfundo  
eziZodwa  
**Gqr. Matthi  
Theron**

Umlawuli:  
WezoPhuhliso  
lwaBasebenzi  
**Mnu. Eddie  
Kirsten**

Umlawuli:  
WezoLawulo  
lweziBonelelo  
noKwenziwa  
kweeNkonzo  
**Mnu. Willie  
Carelse**

Umlawuli:  
KwiMetropoli ye-  
EMDC eseMzantsi  
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Umlawuli:  
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**Mnu. André  
Clausen**

Umlawuli:  
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**Mnu. Peter  
Present**

Umlawuli:  
WezoBudlelane  
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 iSheduli 2 - aMaziko oLawulo noPhuhliso lweMfundo (EMDC)**

**Rural EMDCs/ Landelike OBOSe / ii-EMDC zemimandla yaseMaphandleni**

