



WCPP 11/4/10

Wes-Kaapse Provinsiale Parlement
Western Cape Provincial Parliament
IPalamente yePhondo leNtshona Koloni

STANDING COMMITTEE ON EDUCATION

**Report of the Standing Committee on Education on the Annual Report of the Western
Cape Education Department for the 2021/22 financial year**

REPORT

The Standing Committee on Education having deliberated on the Annual Report of the Western Cape Education Department for the year ended 31 March 2022, reports as follows:

1. Introduction

Annual reports are key instruments for departments to report on performance measured against performance targets and budgets as outlined in the strategic plans and annual performance plans of departments. The Standing Committee on Education deliberated on the Annual Report of the Western Cape Education Department (hereinafter the WCED or the Department) on 14 October 2022 as part of its oversight function.

The Western Cape Provincial Parliament's Annual Report Programme for the 2021/22 financial year was publicised in newspapers. Stakeholders and members of the public were invited to attend and participate in the discussions. Before proceeding to the deliberations on the Annual Report, the Minister and the Head of Department were given the opportunity to make opening remarks.

The Department was examined on:

Part A: General Information;
Part B: Performance Information; and
Part D: Human Resources Management.

Members of the public were also allowed to pose questions and to give input during the discussions.

2. Overview

The Minister of Education, Hon D Maynier, together with the Head of the Department, Mr B Walters, provided an overview of the successes and challenges faced by the Western Cape Education Department (WCED) during the 2021/22 financial year. The Minister stated that the 2021/22 Annual Report of the WCED highlights the WCED's commitment in providing quality education for every child, in every classroom, in every school in the Western Cape – a quality education that results in greater opportunity for all learners in the province.

There are four important performance areas for the Department which are:

- Improvement in learner performance;
- Improving the learner retention rate;
- Ensuring that learners have access to technical, agricultural, vocational and skills subjects to fully participate in our economy; and
- Ensuring that schools are safer, more secure places of learning.

The Annual Performance Plan for the 2021/22 is based on the strategic plan developed in 2020. Each of the seven budget programmes reported on in the report reflect the strategic objectives of the WCED as defined in the strategic plan.

The WCED indicated in the Annual Report that a number of factors need to be considered such as the ongoing impact of the COVID-19 pandemic on schools, particularly with regards to rotational school timetables and Temporary Revised Education Plans (TREPs), continued high learner migration into the

province; severe fiscal constraints which do not keep pace with learner growth and inflow into the province; the psycho-social wellbeing of educators and learners; food and job security; and the scourge of violence and gangsterism in communities.

The seven programmes of the Department rely on effective and efficient administration for its success.

3. Key points of discussion of the Annual Report

- 3.1. The National School Nutrition Programme (NSNP) grant is a programme for poverty alleviation introduced to maintain the rights of children to basic food and nutrition. The WCED through the NSNP feeds primary and high school learners in Quintile 1, 2 and 3. It also feeds selected Special Schools and targeted learners in Quintile 4 and 5.
- 3.2. The WCED's brand-new online ordering function was activated from 17 May to 1 June 2021. This was for schools to order their textbook requirements for the 2022 school year. 1 398 schools accessed the CEMIS ordering tool for textbooks whilst 500 schools submitted a top-up textbook order for the 2022 school year.
- 3.3. The WCED reported that it would implement and expand inclusive education in public ordinary schools. The number of Learning Support or remedial teachers working in public ordinary schools was increased from 614 to 624 in 2021. Learning Support Teachers (LSTs) are the first line of additional support at schools for learners who experience barriers to learning. The interventions of Learning Support Teachers contributed to improved literacy and numeracy competencies of learners in primary schools, particularly learners at the foundation stage.
- 3.4. The WCED embarked on the Early Childhood Development (ECD) function shift between the Department of Social Development (DSD) and the WCED, through consultations, workstream meetings, ECD sector engagements and various ministerial meetings. The smooth transition of the ECD sector is ensuring effective subsidy payments as well as positive staff morale and communication with ECD stakeholders.

4. Public comments

Mr. M Mbiko, a member of the Nyanga Development Forum, Ms CA Thethi, from Equal Education, Mr S Pooly, a member of the public, Mr D Magina, from Equal Education, Mr P Links, a member of the public, Ms Q Dimi, from Equal Education, Mr M Hoffmeestas, the Secretary of the Bishop Lavis Development Forum, Mr E Daniels, a member of the public, Mr M Hendricks, from Equal Education, gave inputs on the Annual Report. The Minister and the Head of the Department duly responded to the issues raised by all members of the public.

6. Recommendation

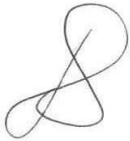
The Committee recommended that:

- 6.1. The Department of Basic Education, the national Department of Social Development, National Treasury, the WCED, the provincial Department of Social Development and the Provincial Treasury brief the Committee on the National Funding Framework for Early Childhood Development's conditional grant criteria, what the conditional grant may be spent on by provinces and how the grant relates with other child support grants.

6.2. The WCED investigates the reasons why Plumstead High School has not received new textbooks in the past six years.

7. Conclusion

The Committee expressed its appreciation for the information provided by the Minister, the Head of Department, and the officials of the Western Cape Education Department. The Committee appreciated the oral submission made by members of the public. The Committee also wants to thank everyone who participated in the deliberations.



MS DM BAARTMAN, MPP
CHAIRPERSON: STANDING COMMITTEE ON EDUCATION
WESTERN CAPE PROVINCIAL PARLIAMENT
DATE: 08 November 2022