

# DISCUSSION DOCUMENT ON THE TRANSFORMATION OF THE SCHOOLING SYSTEM IN KWAZULU NATAL

15 NOVEMBER 2012



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# VISION AND MISSION



## VISION:

- *A well educated, skilled and highly developed citizenry*

## MISSION

- *To provide equitable access to quality education for the people of KwaZulu-Natal*
- *to set uniform norms and standards for education of learners and the organisation, governance and funding of schools throughout the Province.*



# Aim of the Transformation Programme

- *Transforming small and non-viable schools*
- *Eliminating multi-grade teaching*
- *Streamlining of the typologies of the schooling system*
- *Renaming of schools*
- *The establishment of Model Schools.*
- *Increasing access to Technical, Agricultural and Maritime Schools*
- *Provision of support to ECD sites for 0 - 4 year olds in collaboration with the Department Of Social Development and Department of Health.*
- *Ensuring that all children are given access to 2 years of ECD programmes before Grade 1.*
- *Ensure access to education for learners with barriers to learning*

# HISTORICAL BACKGROUND



## **Education System (Pre 1994)**

- Bantu Education Act, No 47 of 1953 and the Reservation of Separate Amenities Act 49 of 1953
- Racial disparities in policies and funding of schools
- The impact of the unequal education systems

## **Education System (Post 1994)**

- Establishment of a single, unitary system of education in the country by unifying 17 ex-Departments
- Integration of schools

# ACHIEVEMENTS POST '94



- Access to universal primary education. (95 percent of children attending primary school (MDG))
- Access to ECD programmes
- Inclusive access to education for learners with barriers to learning
- The provision of learner support material
- A transformed curriculum
- The provision of teaching and learning spaces (laboratories, libraries and specialist rooms)
- The upgrading of un/under qualified educators.
- Compulsory education for 9 years (Grades 1- 7)
- No fee schools
- Progress in the eradication of mud schools, with 8.2 billion rand having been allocated to the programme.

# Challenges: Post 1994



- Backlogs in infrastructure provisioning especially with regard to the provision of laboratories (829), media centres (4393), computer centres (1284) and recreational spaces (3551). (KZN) (*Source: EMIS 2010*)
- The inability of rural and township schools to attract appropriately qualified educators.
- Shortage of teachers in the gateway subjects
- Teacher capacity, especially in the delivery of the new Curriculum
- Lack of management skills,
- Insufficient learner teacher support material (LTSM)
- Lack of personnel for curriculum support.

# RATIONALE



- To increase access to quality education, especially for learners in rural areas
- To provide access to a diversified curriculum
- To enhance the quality of curriculum delivery and thereby learner performance
- Improve learner retention, especially in rural areas
- To increase access to education for learners experiencing barriers to learning
- To improve access to quality Grade R programmes and to expand Pre Grade R provisioning
- To improve delivery of education services by Districts
- To optimise the use of scarce resources
- Stream-line the typology of schools to optimise services
- The established of Model schools
- To eliminate multi-grade teaching schools
- To facilitate the adoption of inspiring names for schools



# SIX PILLARS OF CHANGE



- Eliminating Inequality
- Creating Schools as Centres of Excellence
- Streamlining schools into Primary and Secondary Phases
- Renaming of Schools
- Consolidating small, non-viable and Section 14 schools
- Optimal utilisation of human and material resources

# SCOPE/ PROGRAMME FOR CHANGE



## ECD PROVISIONING

- **Goal 11 of The Action Plan to 2014 – Towards Schooling 2025** speaks to *the need to improve access to quality Early Childhood Development (ECD) programmes for learners below Grade 1.*
- **White Paper 5** of 2000 :target - 2010 85% of 5 year olds in the country must be in Grade R classes.
- KZN reached and exceeded the target with 93% of 5 year olds in Grade R classes.
- In 2012 the Province had enrolled 200 605 Grade R learners (95.2% of 5 year olds in the Province) into schools.

# Schools with Grade R Classes



District	No of Schools with Grade R	No of Learners	No of educators/practitioners	No of schools without Grade R
Amajuba	160	8779	320	15*
Ilembe	287	12808	445	9*
Uthukela	302	13752	443	20*
Pinetown	302	26131	780	44*
Ugu	315	16777	509	14*
Umgungundlovu	345	15387	514	42*
Umkhanyakude	355	18903	590	8*
Umlazi	276	17901	528	33*
Umzinyathi	342	13918	431	30*
Uthungulu	405	24583	756	47*
Sisonke	341	14849	468	24*
Zululand	504	16417	604	33*
<b>Total</b>	<b>3934</b>	<b>200205</b>	<b>6388</b>	<b>343*</b>

# Construction of Grade R Classes



<b>Year</b>	<b>Total number of grade R classrooms constructed</b>
2009 - 2010	154
2010 - 2011	98
2011 - 2012	123
2012 - 2013	217

# SCOPE/ PROGRAMME FOR CHANGE (contd)



## **Small and Non-viable Schools (including Schools under Section 14 Agreements)**

EMIS 2012 statistics shows that KZNDoE has:

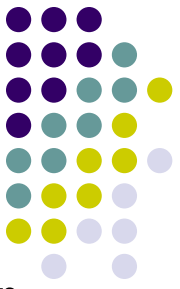
- 1372 small and non-viable schools (learner enrolment < 200)
  - 757 section 14 schools
- (see tables below)

# SCHOOLS WITH LEARNER ENROLMENT LESS THAN 200 AS PER SCHOOL TYPES



DISTRICT	COMBIN ED	SECON DARY	PRIMAR Y	TOTAL	PUBLI C SCHO OLS	INDEPE N DENT SCHOOLS	TOTAL
1. Amajuba	23	01	42	66	62	04	66
2. Ilembe	06	18	100	124	123	01	124
3. Pinetown	06	06	35	47	35	12	47
4. Sisonke	21	14	124	159	158	01	159
5. Ugu	09	32	98	139	134	05	139
6. Umgungundlovu	25	18	124	167	151	16	167
7. Umkhanyakude	01	11	79	91	87	04	91
8. Umlazi	11	08	25	44	26	18	44
9. Umzinyathi	11	08	97	116	114	02	116
10. Uthukela	22	16	69	107	99	08	107
11. Uthungulu	06	17	95	118	110	08	118
12. Zululand	25	17	152	194	188	06	194
TOTAL	166	166	1040	1372	1287	85	1372 <sup>14</sup>

# IMPLICATIONS OF SMALL AND NON-VIABLE SCHOOLS



- A low allocation in terms of norms and standards for public school funding
- Low PPN leading to multi-grade teaching
- Limited curriculum offerings
- Poor/inadequate infrastructure, especially in rural and farms schools (historical origins/community built schools)
- Insecurity of tenure on privately owned land
- Restrictions on improving/extending facilities in public schools on private property.
- No specialist teaching and learning spaces and limited recreational spaces.

# SECTION 14 AGREEMENTS



District	No of Schools	Signed	Not signed
Amajuba	82	53	29
UThungulu	31	19	12
Ilembe	31	17	14
UMkhanyakude	5	3	2
Uthukela	102	60	42
Pinetown	34	29	5
Sisonke	90	58	32
Ugu	30	21	9
Umgungundlovu	129	75	54
Umlazi	11	9	2
Umzinyathi	66	46	20
Zululand	145	109	36
<b>TOTAL</b>	<b>756</b>	<b>499</b>	<b>257</b>



# IMPLICATIONS OF SECTION 14

## AGREEMENTS ON TEACHING AND LEARNING



- Breakdown in the relations between owners and the Department can affect teaching and learning
- Low PPN – many of these schools have 1 or 2 educators
- Teacher performance appraisals negatively affected
- Inability to deliver the full spectrum of the curriculum
- Multi-grade teaching
- Poor or inadequate Infrastructure and restriction on the Department to invest on private property.
- Insecurity of tenure – the owner can terminate the agreement without sufficient notice.
- Vulnerability of learners and educators

# MULTI-GRADE SCHOOLS



- Multi-grade teaching occurs as a result of low learner: educator ratios
- KZNDoE has 769 schools with MGT classes

## IMPLICATIONS

- Low PPN
- Inadequate infrastructure
- Overly-stream-lined curriculum
- Educators not trained to handle MGT classes
- Deficit in teaching the curriculum to all learners

# MULTI-GRADE TEACHING SCHOOLS



District	Number of School
Amajuba	54
UThungulu	53
Ilembe	50
UMkhanyakude	36
Uthukela	60
Pinetown	11
Sisonke	126
Ugu	39
Umgungundlovu	87
Umlazi	12
Umzinyathi	99
Zululand	142
<b>TOTAL</b>	<b>769</b>

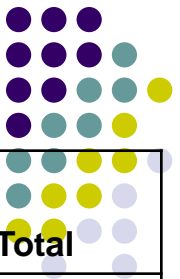
# TYOLOGY OF SCHOOLS



- Historically ex- Departments differed with regard to typology of schools
- Need for uniformity in typology:
- Proposal: There be two types of ordinary public schools viz:
  - Primary schools: Grade zero to Grade 7
  - Secondary schools: Grade 8 to Grade 12

**The table below speaks to the historical legacy of apartheid education**

# TYOLOGY OF SCHOOLS



Gr	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	Total
Pre GrR	1		4	25	6	14	214	6	28			14	312
GrR		1	38	325	43	133	2,633	53	304	10	2	109	3,651
Gr1			5	7	4	10	87	4	5			8	130
Gr2							1						1
Gr3							1						1
Gr4						5	22		3			1	31
Gr5							204	3	17	1			225
Gr6									2				2
Gr7									14	2		22	38
Gr8								1	17	47	8	1,433	1,506
Gr9												3	3
Gr10											1	46	47
Gr12												1	1
Total	1	1	47	357	53	162	3,162	67	390	60	11	1,637	5,948

# COMBINED SCHOOLS

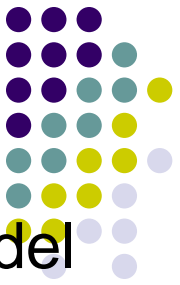


- **Definition:** Schools that offer Grade R to Grade 12
- **Reason:** to curtail the distances that learners had to travel.

## **Rationale for separation of combined schools:**

- Delivery of a diversified curriculum
- The social well being of learners within the age groups
- Specialist teaching and learning spaces
- Avoid over-crowding of a plant thereby easing pressure on infrastructure
- Appropriately qualified educators
- More effective and focussed management

# MODEL SCHOOLS



- *Model Schools* project initiated to replicate quality/model schools in all Districts.
- “Model”/ high performing schools are characterised by, *inter alia*:
  - Good and Complete Infrastructure
  - Effective and Efficient School Management
  - Highly Effective Principal
  - Quality and Result-Driven School Management Team
  - Dedicated Teachers
  - Highly-disciplined Learners
  - Supportive and Co-operative Parents
  - Proactive Civil Society
  - Progressive and Development-focused Department

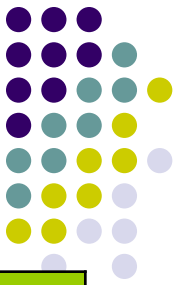
# PROPOSED PACKAGE FOR MODEL SCHOOLS



- Additional infrastructure allocation and admin staff
- Improved curriculum packages
- Upgraded managerial training and teaching skills
- Additional allocation of classroom equipment and LTSM.
- Department-sponsored school partnerships
- Additional learner programmes
- Intensified interaction with the department
- Coaching on curriculum
- Exchange, twinning and coaching programmes
- Rewards, including special awards for Principals, educators and schools where learner performance remains of a high standard
- Increased co-curriculum programmes to enhance social cohesion



# POOL OF SCHOOLS IDENTIFIED TO BE TRANSFORMED INTO MODEL SCHOOLS



DISTRICTS	NO OF SCHOOLS
Amajuba	6
Uthungulu	9
Ilembe	13
Umkhanyakude	4
Uthukela	7
Pinetown	24
Sisonke	11
Ugu	11
Umgungundlovu	15
Umlazi	30
Umzinyathi	4
Zululand	17
<b>TOTAL</b>	<b>151</b>

# PROCESS FOR THE SELECTION OF MODEL SCHOOLS



- Meaningful consultation with all stakeholder.
- A staggered approach linked to the MTEF period.
- Rural and township schools will be given priority.

# RENAMING OF SCHOOLS



- A number of schools have selected inappropriate and uninspiring names over the years.
- While the naming of schools speaks to local character, local achievements and eminent personages, in many instances school naming exercises were done unilaterally.
- Names like Bambinkunzi, Nkawu, Mathangetshitshi are not educationally sound and will need to be addressed

# RENAMING PROCESS AND PROCEDURE



- **Districts** to compile a list of schools with inappropriate or uninspiring names.
- Engage in meaningful consultation with local communities and other stakeholders
- Reach consensus on the inappropriateness of the current name and propose the alternative new name(s)
- Mediate on disputes in order to reach consensus
- The school to recommend three new name(s) to the Head of Department and Member of the Executive Council (MEC)
- The Head of Department (HoD) in concurrence with the Member of the Executive Council (MEC) shall then consider the recommended new name(s) and grant approval.

# PROPOSED LIST OF SCHOOLS FOR THE RENAMING PROJECT



DISTRICT	NO OF SCHOOLS	SCHOOL NAMES TO BE REVIEWED
Amajuba	0	None
UThungulu	1	Manyala Primary
Ilembe	1	Ndodembi Primary
UMkhanyakude	1	Mgwazeni High
Uthukela	0	None
Pinetown	2	Isilwane Primary, Kwadinabakubo Secondary
Sisonke	0	None
Ugu	0	None
Umgungundlovu	3	Sikhukhu Primary, Tilongo Primary, Shiyamphahla Primary
Umlazi	4	Isolemamba High, Isikemvana High , Sompukwane Primary, Sibambanezulu Primary
Umzinyathi	2	Intombiyodumo Primary, Impikayizekanye Primary
Zululand	1	Mathangetshitshi High
<b>TOTAL</b>	<b>15</b>	

# AUDIT OF SATELLITE SCHOOLS



- Satellite schools have existed for many years without the knowledge of the Department
- These schools are established illegally by the local communities
- Audit conducted between April and August 2012 reveals that there were thirty eight (38) satellite schools in the Province.

The following reasons were cited for the establishment of satellite schools:

- The long distances learners had to walk to school.
- The relocation of communities to occupy restituted land.
- The rivers between the learners' homes and the schools attended.
- Shortage of schools in the areas where the satellite is established.

**NB: The table below indicated the statistics as per the audit conducted between April 2012 and August 2012:**

# STATISTICS ON THE AUDIT OF SATELLITE SCHOOLS PER DISTRICT



DISTRICTS	NO OF SCHOOLS
Amajuba	05
UThungulu	Nil
Ilembe	Nil
UMkhanyakude	02
Uthukela	07
Pinetown	04
Sisonke	02
Ugu	Nil
Umgungundlovu	01
Umlazi	Nil
Umzinyathi	14
Zululand	03
<b>TOTAL</b>	<b>38</b>

# IMPLICATIONS OF SATELLITE SCHOOLS



The Department will need to correct the practice of establishing satellite school for the following reasons:

- Such schools are not registered
- LTSM and norms and standard funding is directed to the parent school
- The relationship between the two schools can become acrimonious because of contestation for scarce resources
- Infrastructure poses a threat to learners and educators
- PPN process not applicable as the school is dependent on the parent school for allocation of educators.
- Governance structure is non-existent.



# AGRICULTURAL HIGH SCHOOLS



- KZN has only three public agricultural schools to service 2.8 million learners.
- This figure is grossly inadequate in a province where agriculture is a primary socio-economic activity.
- Agricultural schools contribute to preparing young people to participate in the creation of a sustainable agri-economy, to value and promote food security and to develop as effective citizens.
- It is envisaged that each rural and semi-rural district in the Province of KwaZulu-Natal be allocated one fully fledged agricultural school.

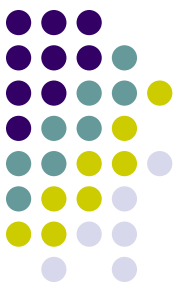
**(The following table outlines the promotion of agricultural subjects in KZN schools currently.)**

# SCHOOLS OFFERING AGRICULTURAL SUBJECTS IN GRADES 12 IN KZN



District	No of (public) Secondary Schools	No of schools offering 3 Agri subjects: Agricultural Science , Agricultural Management Practices, Agricultural Technology	No of schools offering 2 Agri subjects: Agricultural Science Agricultural Man Practices	No of schools offering 1 Agri subjects: Agricultural Science
Amajuba	53	-	-	19
Ilembe	117	-	-	25
Uthukela	117	-	-	47
Pinetown	133	-	-	15
Ugu	140	-	-	72
Umgungundlovu	124	1	1	29
Umkhanyakude	154	-	-	87
Umlazi	140	-	-	18
Umzinyathi	109	-	-	34
Uthungulu	193	1	2	108
Sisonke	77	-	-	55
Zululand	186	1	2	77

# CRITERIA FOR IDENTIFICATION OF ORDINARY HIGH SCHOOLS TO BE CONVERTED INTO AGRICULTURAL HIGH SCHOOL



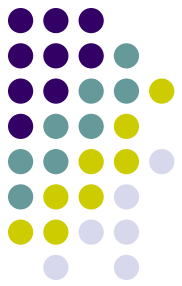
The following criteria are proposed:

- Availability of land in close proximity to school (can be negotiated with local traditional leaders)
- Availability of source of water in close proximity to land
- Availability of electricity
- The school with a minimum of 350 learners
- Schools would need to be currently offering a minimum of 2 agricultural subjects
- The province would ensure that there is at least one agricultural school to be recapitalized in each rural district
- The provinces would map selected schools to ensure broad coverage and promote access and expansion of the curriculum.

# TECHNICAL HIGH SCHOOLS



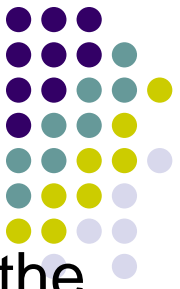
- The Department is proposing to expand and establish technical secondary schools in selected districts where such schools do not exist.
- Facilitate access to technical and vocational education to learners in rural and under-served areas of the province.
- The process of recapitalization of technical schools will allow the Department to increase the number of schools that can offer learners technical skills.
- The current status of technical and vocation education is reflected in the tables below



# CURRENT STATUS OF TECHNICAL AND VOCATION EDUCATION

District	No of (public) Secondary Schools	No of schools offering 4 Tech subjects	No of schools offering 3 Tech subjects	No of schools offering 2 Tech subject
Amajuba	53	-	-	3
Ilembe	117	3	2	3
Pinetown	133	2	5	15
Ugu	140	-	1	4
Umgungundlovu	124	3	2	4
Umkhanyakude	154	-	2	5
Umlazi	140	7	3	23
Umzinyathi	109	-	2	2
Uthukela	117	1	-	5
Uthungulu	193	1	5	10
Sisonke	77	-	-	2
Zululand	186	-	2	9
<b>TOTAL</b>	<b>1543</b>	<b>17</b>	<b>22</b>	<b>85</b>

# MARITIME SCHOOLS



- The eThekweni and uThungulu municipal districts are the two Districts that have access to harbours.
- The field of Maritime Studies is made of two subjects namely Maritime Economics and Nautical Science.
- Only three (3) schools offer Maritime Economics and one (1) school that offers Nautical Science.
- The total of 73 learners are doing maritime studies (16 of whom are doing Nautical Science).
- Table 12 shows schools that are currently offering Maritime Economics and Nautical Studies

# SCHOOLS OFFERING MARITIME ECONOMICS AND NAUTICAL STUDIES



SCHOOL	DISTRICT	Subject	Number of learners
Sithengile High	Pinetown	Maritime Economics	25
		Nautical Science	16
Emtshezi High	Uthukela	Maritime Economics	23
New Forest	Umlazi	Maritime Economics	25

# INCLUSIVE EDUCATION



- Advocacy Programme to increase access to learners with special needs
- 71 Special education schools
- 50 full service schools with 36 of these with support centres for the provision of psycho-social and psycho-educational programmes.
- New schools being built:

District	No of Schools
Umkhanyakude	3
Sisonke	2
Uthukela	1
Uthungulu	1



# CAREER GUIDANCE



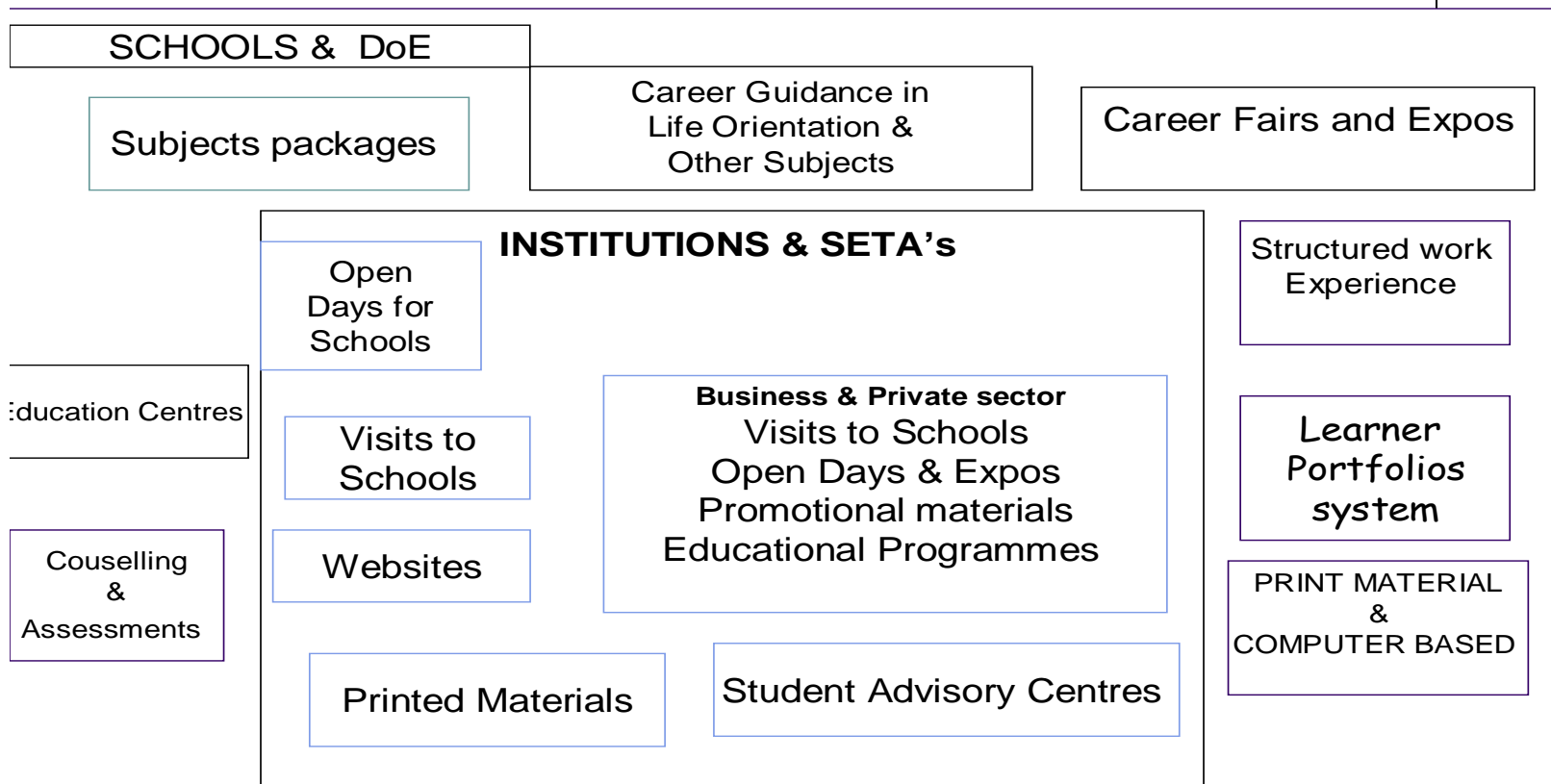
- Career guidance is critical in shaping the form of transformation of the schooling system.
- Learners will be encouraged to consider taking Agricultural Science, Maritime, Technical and Vocational Subjects in the FET Band.
- The following Career Guidance strategy is currently being utilized by KZN Department of Education.

# CURRENT CAREER GUIDANCE STRATEGY



Curriculum Offering	Career Information	Employment Preparation	Organized Support	Career Counselling
<p>Life orientation Integrated across Learning areas Specific outcomes</p>	<p>Principles for using info effectively. Assessment Comprehensive Accurate, current Career info (Print, Computer-Based)</p> <p>Local networks</p> <p>Labour market information</p> <p>Material from education &amp; training providers Material from industry bodies</p>	<p>Structured industry visits Job shadowing Field trips Holiday work placements Follow-ups and debriefing sessions.</p>	<p>In-school activities (subject selection, invited speakers ) Out-of-school visits Expos, open days, FSS/Education Centre career centre-based activities.</p> <p>Government and community programmes</p>	<p>Qualified personnel rendering: Individual Careers Counselling, Group career counselling, Focus group career discussions</p>

# CAREER GUIDANCE STRATEGY



From :Government dept, Municipalities NGOs, FBOs and Community Workshops, Seminars, Expos, Talks, Print material, work experience

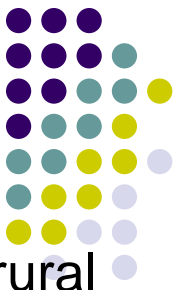
# STRUCTURES TO BE ESTABLISHED FOR THE TRANSFORMATION PROGRAMME



The following Coordinating Task Teams will be established to guide the transformation process:

- A Provincial Transversal Task Team
- A District Transversal Task Team
- A School Transversal Task Team

# TERMS OF REFERENCE FOR THE PROVINCIAL TRANSVERSAL TASK TEAM



- Establish a provincial database of all public schools in farm and rural areas, types of schools, schools qualifying to be model schools and schools with inappropriate names. The database should include inter alia, the demographics, topography, infrastructure as well as legal ownership of the property.
- Publish notices in local media giving reasons for the proposed closure/merger and inviting comments from the public
- Receive representations from the governing bodies of the schools in question and any other interested persons (within 90 days of the placement of the notice).
- Consider and respond to the representations received from school governing bodies and any other interested persons in consultation with the District Transversal Task Team.
- Ensure compliance with all obligations applicable to labour law.
- Monitor and support District Transversal Task Team
- Manage risks and find appropriate mitigation measures timeously
- Provide legal advice to the district during the merger and closure process.
- Provide bi-monthly progress reports to the Head of Department, Top Management the MEC and MMM regarding the transformation process.

# COMPOSITION OF THE PROVINCIAL TRANSVERSAL TASK TEAM



**Chairperson: SGM: IDS**

Members:

- GM: District Operations Management x 2
- GM: Curriculum Support
- GM: HRM
- GM: Finance
- GM: Rural and Inclusive Education
- GM (A); Infrastructure Management
- M: Legal Services
- CES: Infrastructure Planning
- DD: Office of the SGM: Corporate Management
- Organized Labour (per Bargaining Council representation)
- Chairpersons of SGB Associations (2 per Provincial structure)

# TERMS OF REFERENCE FOR THE DISTRICT TRANSVERSAL TASK TEAM



- Establish databases of public schools in farm and rural areas, (Types of schools, schools qualifying for model schools status, schools with inappropriate names.)
- Consult with local municipalities to ensure that closure and mergers of schools are aligned with municipal integrated development plans.
- Support the governing body of the school throughout the transformation process.
- Provide written notice to the schools in question of the intention to merge or close them.
- Consider and make recommendations regarding the position of the principal, other school management positions and the allocation of teaching positions.
- Ensure employee assistance and professional support for educators moving from small rural or farm schools into larger merged schools.
- Ensure additional support for learners and their parents moving from small rural or farm schools into new schools.
- Facilitate de-commissioning of unutilized school buildings.
- Manage all assets, liabilities, rights and obligations of merged or closed schools according to the procedures stipulated in Sections 12A, 37 and 58 of the SASA.
- Keep written records of all processes regarding the transformation/ merger and/or closure of schools
- Monitor and evaluate the outcome of the transformation process and make additional recommendations to the PTTT.

# COMPOSITION OF THE DISTRICT TRANSVERSAL TASK TEAM



**Chairperson: District Manager**

Members: CES Circuit Management

HR

Infrastructure Planning

Governance and Management

Organized Labour (Bargaining Council  
representation)

Chairpersons of SGB Associations

SGB Representatives from District Fora

2 RCL representatives from Districts conditional to  
meetings taking place after school hours (RCL  
reps to be elected to District RCL Fora)



# School Transversal Task Team



**Chairperson:**

**Principal**

**Members:**

Circuit Manager

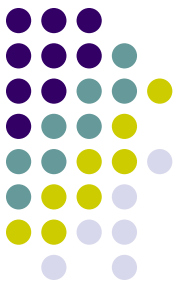
SMT Representative

SGB

Organised Labour (per Bargaining  
Council representation)

Other (Civic organisations)

# Terms of Reference for the School Transversal Task Team



- Maintain an updated and correct profile of the school in terms of learner numbers, available infrastructure, learner performance, demography, typology as well as legal ownership of the property.
- Meet with the parent body and civil society to outline the transformation programme agreed to by stakeholders at the provincial level.
- Meet at District level to make recommendations regarding the redeployment of staff or advertisement of posts. This must be done in line with the requirements of labour law.
- Request from the Department employee assistance and professional support for educators moving from small rural or farm schools into larger merged schools.
- Ensure additional support for learners and their parents moving from small rural or farm schools into new schools.
- Facilitate de-commissioning of un-utilized school buildings.
- Keep written records of all processes regarding the transformation/merger and/or closure of the school.
- Monitor and evaluate the outcome of the transformation process and make additional recommendations to the DTTT.

# FINANCIAL IMPLICATIONS



The budget will be finalized once the costing exercise, especially for infrastructure related issues and relocation costs, is concluded.

However the estimates for the transportation of learners are as follows:

- A taxi cost is fixed at R11 000.00 per month
- The cost of a bus is fixed at R 56 000.00 per month.

NB: The rates are exclusive of kilometer charges which are R6.00 per kilometer for the taxi and R19.00 per kilometer for a bus.  
(Quotations as at October 2012).

**Cost drivers are the following:**

- Infrastructure
- Resources (Human and Material)
- Learner transport
- Rewards
- Security

# MANAGEMENT PLAN



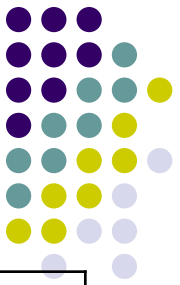
- Transformation is a complex process that is highly dependent on the pace of consultation with stakeholders.
- The proposed implementation will follow a phased approach that will identify easy to achieve outcomes and incrementally proceed to tackle more challenging areas.
- The following Management Plan based on legislative provisions is proposed:

# MANAGEMENT PLAN (cont)



NO	ACTION	DOCUMENTATION	RESPONSIBILITY	TIMELINES
<b>PHASE 1: INTERNAL PROCESSES</b>				
1	Develop and present a draft discussion paper on the transformation KZN education system	Draft discussion paper developed	Provincial Transversal Task Team	19 October 2012
2.	Presentation of draft Discussion Document to TMM	Draft discussion paper presented to TMM	SGM: IDS	29 October 2012
3.	Presentation of draft Discussion Document to MMM	Draft discussion paper presented to MMM	SGM: IDS	30 October 2012

# MANAGEMENT PLAN (cont)



4	Briefing of Stakeholders on the transformation process TU SGBs Amakhosi/Mayors Councilors Social Cluster Cabinet	Presentation of Draft discussion document	Edwin & Vukani to identify dates and conceptualise format of meetings MEC	8 November 2012
5	Brief District officials on the transformation process	Presentation of Draft discussion documents	SGM: IDS	6 November 2012
6	District Cluster Consultation	Presentation of Draft discussion documents	MEC & TMM	13-16 November 2012

# MANAGEMENT PLAN (cont)



7	Establishment and Launch of Provincial, District, Circuit & school Education fora inclusive of all stakeholders to oversee the processes to be followed during the transformation project	Fora established and launched	SGM: IDS/ G & M Directorate	November 2012
8.	Launch of the Transformation Programme, QLTC & Curriculum Strategy	Transformation Programme launched	OMEC	29-30 November 2012
9	Submission to the SGM: IDS of final schedule of schools identified for rationalisation in the short term/Pilot phase by the District Transversal Task Team/Fora	Submission and Schedule on templates provided TMM & MMM to provide mandate	District Director	January 2013

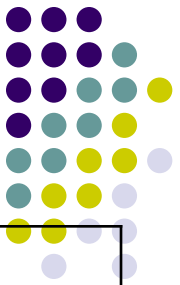
# MANAGEMENT PLAN (cont)



11	Submission of an application for the closure of a public school made to the Head of Department for consideration and support.	Submission with schedules and motivations	SGM:IDS	2013
12	Submission forwarded to MEC for approval for the closure of a public school	Submission	SGM:IDS	2013
13	MEC to consider the recommendations from Districts	Submission	SGM:IDS	2013



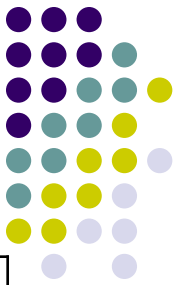
# MANAGEMENT PLAN (cont)



**If the MEC approves the recommendations of the Department**

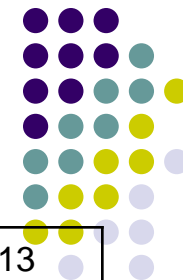
14	Notice to the public of the MEC's intention to close the school concerned and calling for representations in relation to this intention	Public Notice & Template (media/gazette)	SGM:IDS & CM + Legal Services
15	Public hearings to be held in affected areas	Public Notice/ Templates	District Manager + Secretariat SGM: IDS GMs: DO

# MANAGEMENT PLAN (cont)



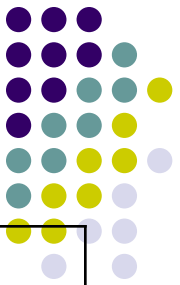
16	Submission of the minutes and attendance register of Public Hearings to the MEC	Minutes & template	District Manager + Secretariat SGM: IDS GMs: DO	
17	A notice is issued to the governing body of the school concerned of the MEC's intention to close the school (in terms of section 33(2)(a) of the SA Schools Act) and calling for oral or written representation	Notice of Intention	MEC/SGM:IDS	
18	Notice to the District Director of the relevant education district office of the MEC's intention to close the school	Notice of Intention	MEC'SGM/IDS	30 March 2013

# MANAGEMENT PLAN (cont)



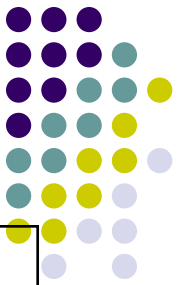
19	Notice to the land owner of the possible termination of the lease agreement entered into with the land owner and the KZNDOE (if applicable) Un-utilized state assets as a result of closure to be handed over to DoPW	Notice of Intention	Legal Services/ GM: Infrastructure	30 March 2013 30 March 2013
<b>ADMINISTRATIVE ACTIONS</b>				
20	Transfer learners	Learner Registers Notice to parents	District Manager	Paper process to conclude before the end of the 4 <sup>th</sup> term 2013
21	Redeploy educators & non-educator staff/ Advertisement of relevant posts (Principal, educators)	Placement process in line with procedures for placement of surplus educators	HR	Paper process to conclude before the end of the 4 <sup>th</sup> term 2013

# MANAGEMENT PLAN (cont)



22	Audit assets	Asset register to be updated and submitted for audit	District Manager	Paper process to conclude before the end of the 4 <sup>th</sup> term 2013
23	Audit finances	Financial statements to be submitted for audit	District Manager & Finance	Paper process to conclude before the end of the 4 <sup>th</sup> term 2013
24	Deregistration / Registration of school	Completion of relevant forms	EMIS	Paper process to conclude before the end of the 4 <sup>th</sup> term 2013

# MANAGEMENT PLAN (cont)



25	SGBs to function together with SGB of receiving school until elections	Notice to SGB's of both schools on the closure/merger. Working together relation until election of SGB	District Manager	1 <sup>st</sup> term 2014
26	Transport arrangement where necessary	Register of learners requiring transport. Route design to be completed	Manager: Rural Infrastructure Support	Paper process to conclude before the end of the 4 <sup>th</sup> term 2013
27	Provision of infrastructure and other resources where necessary.	Costed Infrastructure Plan	GM: Infrastructure Delivery	3 <sup>rd</sup> Term 2013
28	Finalisation of PPN at merged/split schools	New certificates issued	HR	September 2013

# CONCLUSION



The careful and considerate transformation process of the schooling system In Kwa Zulu Natal will bring about several critical benefits. These include:

- Optimal utilisation of scarce resources, e.g. in cases where schools that are separated by a fence, river, roads could be consolidated into one school.
- Increased enrolment would create a sense of belonging and could engender a positive ethos for the school
- Improved efficiency and effectiveness in the management of the school
- Removal of artificial boundaries created for local self interest
- Improved infrastructure
- Effective implementation, monitoring and support of the Curriculum by Subject Advisors