

**DRAFT DISCUSSION DOCUMENT ON THE TRANSFORMATION OF THE SCHOOLING
SYSTEM IN KWAZULU NATAL**

***TOWARDS ACHIEVING REDRESS AND EQUITY IN THE DELIVERY OF HIGH QUALITY
EDUCATION FOR ALL***

PRINCIPLES

- Consultation, consultation, consultation
- Decisions by consensus
- Frankness and openness
- Transparency
- Inclusiveness
- Legality
- Putting education above personal interests and sentiments
- Reducing and eliminating inequalities

1. INTRODUCTION

The KZN Department of Education's vision is to promote "a well educated, skilled and highly developed citizenry". To this end it has committed itself to providing quality education to all its people. To do this, the Province has dedicated its resources to the realisation of this vision. The Department also recognises the critical role that education plays in turning the tide against the triple challenges of poverty, inequality and unemployment.

Our goal to enhance service delivery and provide high quality education for all the Province's learners has necessitated that we streamline the schooling system to make it more efficient and less wasteful. To do this we have to embark on a programme for the transformation of our schooling system. The intended transformation programme will address the following key issues:

- The transformation of small and non-viable schools
- The elimination of multi-grade teaching
- Streamlining of the typologies of the schooling system
- Renaming of schools
- The establishment of Model 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

In June 2005, the Ministerial Committee on Rural Education published a report entitled *A New Vision for Rural Schooling*. The report highlighted the urgent need for redress in rural schooling, and suggested eighty two (82) specific recommendations to address these challenges. One of the recommendations of the committee was the development of Guidelines for the Rationalisation of Small and/or Non-Viable Schools. Subsequently, the Rural Education Directorate drafted National Guidelines for the Rationalisation of Small and/or Non-Viable Schools. The Guidelines address the procedures and processes in respect of:

- a) Signing of agreements with land owners in terms of Section 14 of the South African Schools Act, 1996 (Act No 84 of 1996); and
- b) The Merger and Closure of Rural and Farm schools.

In addition to addressing issues surrounding section 14 schools and small and non-viable schools, the Province will address other issues relating to redress and equity in the provision of schooling in the Province.

2. BACKGROUND

Though Apartheid officially began in 1948, South Africa's history of racial discrimination and oppression began as early as the mid-17th Century when the Dutch East India Company set up a provisioning station at the Cape.

At the end of the 19th Century, South Africa was divided into four territories, two of which were under British rule whilst the other two were in the hands of the Afrikaners. The Black people did not have political rights in these four territories and racial segregation was already in full force.

By 1910, the four colonies were joined under the Act of the Union and the British handed the administration of the country over to the local Whites. The Union preserved all repression laws and disenfranchised Black people.

Between 1910 and 1940's racial discrimination and white domination was manifest in every facet of life including land ownership, the legal system, education, distribution of wealth and in social relations. In 1953 two pieces of apartheid legislation dealt with education for Blacks viz: Bantu Education Act, No 47 of 1953 and the Reservation of Separate Amenities Act 49 of 1953. The principles underpinning these two acts were articulated in 1953 by Dr H.F. Verwoerd when he said: "...the African should be educated only far enough for them to be useful labourers".

The Apartheid system installed after 1948 was aimed at creating educational inequalities through overt racist policies. The Bantu Education Act of 1953 ensured that Blacks receive an education that would limit their potential and ensure that they remain within the working class as "*hewers of wood and drawers of water*" (Pam Christie). The apartheid policy designed the curriculum as a vehicle for social engineering to further racial inequalities. The curriculum was so designed as to prevent Blacks from accessing early learning programmes as well as further/higher education. Whites were provided with a diversified curriculum with a strong emphasis on Maths and Science while Black learners were faced with a curriculum that emphasised Biblical Studies and a watered down version of Agricultural Studies. In addition to the curriculum, apartheid legislation affected the educational potential of students. School was compulsory for Whites from age seven to sixteen, for Asians and Coloureds from seven to fifteen, and for Blacks from age seven to thirteen. Clearly, the less education learners received, the fewer choices they had in the working world and in accessing more education, including pre-primary schooling.

Educational inequality was also evident in the funding of schools. The Bantu Education Act created separate Departments of Education by race, and it gave less money to Black schools while giving most to Whites. Since funding determines the amount and quality of learning materials, facilities, and teachers, disproportionate funding clearly created disparities in the learning environment. For instance, apartheid funding resulted in an average teacher pupil ratio of 1:18 in white schools, 1:24 in Asian schools, 1:27 in Coloured schools, and 1:39 in Black schools (Pam Christie). Furthermore, the apartheid system also affected the quality of teachers. White schools had 96% of teachers with teaching certificates, while only 15% of teachers in Black schools were certified (Phillipa Garson)

The policies and funding disparities in schools ensured contrasting access to higher education. The majorities of universities were exclusively for the use of whites while a few others had restricted admission and segregated classrooms for Blacks. Additionally, there was no financial aid, and banks did not give out loans to Blacks or Coloureds (Knipe-Solomon). This means that

even if students could break through working class instruction with under-qualified teachers in overcrowded classrooms, they still faced financial barriers to achieving their academic goals.

The impact of the unequal education systems – has affected teaching and learning through to the present day. In the post 1994 era the democratic government began the process of righting the wrongs of the past. Its first act was to establish a single, unitary system of education in the country by unifying the 17 ex-Departments and integrating schools. Government went on to set and achieve a number of key priorities. These included:

- Access to universal primary education. The country currently stands at over 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.

In spite of the increased spending on the provision of education to all learners, especially those from previously disadvantaged communities, the historical legacy of under-development and inequity persists within the education system. The challenges facing post apartheid education include:

- 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. This problem is exacerbated by a general shortage of teachers in the gateway subjects
- Teacher capacity, especially in the delivery of the new Curriculum is still lacking
- Lack of management skills,
- Insufficient learner teacher support material (LTSM)
- Lack of personnel for curriculum support.

The above challenges have a dire effect on the provision of quality education especially in rural school.

Further, even though the Bantu Education ideology has been officially left behind, schools are still under de facto segregation. The middle class consisting mainly of whites and a few Blacks have moved to private schools, and suburban schools have attracted large numbers of Black learners from the townships, while township and rural schools are overwhelmingly Black.

While much has been done to improve physical access much more needs to be done to improve access to a 21st Century education by all learners. The urgency of improving the performance of learners is heightened in the face of several international benchmark studies that place South

Africa, the economic powerhouse of Africa, at the lower end of the ladder in terms of attainment of desired education outcomes in literacy and numeracy.

The Department has understood the priorities of government and has therefore looked to improving the quality of education in all schools with a particular focus on rural schools. The transformation of schools programme therefore hopes to address the challenge of poor or insufficient infrastructure, the uneven quality of teaching and learning in some schools and to improve access to a diversified curriculum.

The historical legacy of unequal provision of educational facilities, inconsistencies in norms and standards, organisation, governance, funding of schools and the disparate typology of schools as vehicles of delivery is the consequence of the system of Apartheid. The separate provision resulted in a range of public schools and the costly replication of services for each racial group. There are a large number of such schools that remain as a stark reminder of the apartheid architecture of the education landscape.

3. RATIONALE

The proposals in this discussion document are made within the following legislative framework:

LEGISLATIVE FRAMEWORK

In terms of Section 29 of the Constitution of the Republic of South Africa, 1996 all children have a right to basic education irrespective of geographical location. Hereunder are other legislative prescripts that should be considered in dealing with small and non-viable schools and the closure and merger of schools:

- The Constitution of the Republic of South Africa
- The South African Schools Act 84 of 1996 as amended
- The Employment of Educators Act 76 as amended
- The Public Service Act of 1994
- White Paper 6
- White Paper 5
- The Labour Relations Act of 1995
- Regulations regarding the terms and conditions of Employment of Educators
- Treasury Regulations
- The Public Finance Management Act 1 of 1999
- The National Education Policy Act 27 of 1999
- Inter-Governmental Relations Framework Act
- The Promotion of Administrative Justice Act 33 of 2006
- The Education Laws Amendment Act 31 of 2007

The KZN Department of Education in its effort to improve and enhance the quality of education in rural areas included in its transformation programme the category of non-viable schools based on learner enrolment and infrastructure.

The rationale for the transformation of small and non-viable schools is the view that larger and better resourced schools can contribute to enhanced learner performance and consequently the development of rural communities. The Department is convinced that the rationalisation of small and/or non-viable schools will contribute significantly to the improvement of the quality of education through the process of expedited resourcing of schools, the promotion of access and retention of learners and educators in such schools.

In urban areas, the migration of learners following quality education as well as the slow down of population growth in certain areas has seen a depletion of learners in some schools. Such schools where learner enrolment has dropped significantly would be considered for closure and/or merger.

In summary, the rationale behind the rationalisation of school is as follows:

- To increase access to quality education, especially for learners in rural areas where there is an inability to attract and retain educators
- To increase access to education for learners experiencing barriers to learning
- 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 improve delivery of education services by Districts
- To optimise the use of scarce resources
- Stream-line the typology of schools to optimise services
- To improve access to quality Grade R programmes and to expand Pre Grade R provisioning
- The established of Model schools
- To eliminate multi-grade teaching schools
- To facilitate the adoption of inspiring names for schools

The champions for such change must be the collective made up of the PDE, learners, educators, Teacher Unions, SGBs, ECD social clusters, academia and business. In this regard we need to put learners, especially in rural and disadvantaged schools, above our parochial interests.

4. SIX PILLARS FOR CHANGE

The transformation programme is based and supported by six (6) critical Pillars. These are as follows:

- **Eliminating Inequality.** Colonial and Apartheid policies and practices entrenched inequality in the education and schooling system. This is reflected in the poor quality of infrastructure, unequal training and development of teachers, access to learning spaces and large class sizes where, in many instances, multi-grade teaching takes place. The Department is committed to eliminating inequality and to provide all learners with access to high quality education.

- **Creating Schools as Centres of Excellence.** In the current education landscape good independent and good former Model C schools, **including some well performing township and rural schools**, are the yardsticks by which we assess quality and excellence. Such schools, in most instances, have the requisite learning spaces including laboratories, libraries, playing fields sports stadia, etc to provide learners with an opportunity for a well-rounded education. The contrast between the previously advantaged schools and those in townships and rural areas is stark and points to a two-tier unequal public schooling system. The establishment of Model Schools in all Districts using a funding model of private-public partnerships (PPP) will assist in bridging the gap between poor schools and their wealthier counterparts.
- **Streamlining schools into Primary and Secondary Phases:** In addition to the establishment of Model Schools the Department will also focus attention on the categorisation of schools. Further, our intention to streamline schools into primary and secondary schools will also draw attention for the need to review the concept of phases. It is our view that the current approach to the structuring of grades into Foundation, Intermediate, Senior and FET is based on Curriculum packages and does not speak to the organisation of schools into two phases, the primary and the secondary. Our proposal is for a review of the organisation of the schooling system. The Legislative Imperatives affecting any changes in the provision of schooling is covered by the **Promotion of Administrative Justice Act, No 33 Of 2006.**

The PAJA provides, guidance to administrators in section 3 thereof as to what procedurally fair action would entail. The following steps are provided for:

- *an administrator must provide adequate notice to all persons whose rights or legitimate expectations might be materially and adversely affected of the nature and purpose of the proposed administrative action;*
 - *a reasonable opportunity must be provided to affected parties to make representations;*
 - *all representations must be considered by the administrator;*
 - *a clear statement of the administrative decision must be communicated to the affected parties;*
 - *in the event that legislation provides for any right of an internal appeal process, adequate notice of such right must be communicated to the affected parties;*
 - *parties must also be informed of their right to request reasons for the action.*
 - *In order to provide parties with an opportunity to make representations, the administrator must inform the parties of the manner in which consultation will take place and whether legal representation will be allowed.*
- **Renaming of Schools** The Department will be called on to discuss with communities the identification of inspirational names for their institutions. Our experience shows that there are some schools that have highly inappropriate names which will need to be changed. In addition names duplicated by some schools will need to be addressed.
 - **Consolidating small, non-viable and Section 14 schools:** Statistics SA has shown a significant shift of populations from rural to urban areas resulting in the migration of learners. Schools which provide for the children of farm workers are

often Section 14 schools or may be schools where the landowner is not prepared to enter into a Section 14 agreement with the Department. Such schools are highly vulnerable. In most instances small schools are established by communities because of the long commuting distance to the registered schools. Therefore it can be seen that distances between many of these rural schools and places of residence form a significant barrier to physical access to education. While the Department acknowledges and appreciates the role played by rural and farm schools in the provision of education to our learners, there is a need to gradually consolidate small and non-viable schools and to progressively eliminate all Section 14 schools. The Department is considering the establishment of mega-schools, the utilisation of established schools and agri-villages as a way forward. **Vacant schools resulting from mergers will be utilised as ECD centres or for other jointly identified needs of the Department in consultation with the broader community.**

- **Optimal utilisation of human and material resources:** In the current system the landscape of school typology as well as the historical legacy has resulted in the inefficient and ineffective use of human and material resources. While urban schools benefit from a diversified curriculum where two or more streams are offered, rural schools are characterised by fewer teachers, multi-grade/phases classes, poor infrastructure and general under-development. The achievement of equal education remains elusive in such an environment and therefore there is an urgent need for the Department to take concrete steps to address this inequality. The transformation of schools programme is aimed at ensuring that learners benefit equally from the education provided by the state. This will require the provision of quality education, delivered by appropriately qualified educators in an environment that is conducive to teaching and learning.

5. SCOPE/ PROGRAMME FOR CHANGE

5.1 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 sets a target that by 2010 85% of 5 year olds in the country must be in Grade R classes. In 2009 KZN was the only Province to have reached and exceeded the target with 93% of 5 year olds in Grade R classes. By September 2012 the Province had enrolled 200 605 Grade R learners (95.2% of 5 year olds in the Province) into schools.

The Department is pleased to have achieved access but the challenge now is on improving the quality of the programmes. This is being addressed through:

- Training of educators and practitioners
- Upgrading of qualifications
- Provision of suitable resources
- Provision of infrastructure.

The following table indicates the number of schools with Grade R and the number Grade R learners.

Table 1(a): Schools with Grade R

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*
Total	3934	200205	6388	343*

SOURCE: EMIS 2012

Provision of Pre Grade R: 0-4 year olds.

Having achieved universal Grade R in our schools, the Department is now working in collaboration with the Department of Social Development and all Departments who are members of the Social Cluster to improve the delivery of pre-Grade R services. Out of 5 189 528 children within 0-4 cohort, 1 220 882 are in KZN. (2011 Mid-year Population estimates report). This constitutes 23% of the South African Children. Of these 123 506 is receiving ECD Services in 1619 registered sites and unregistered home and community base care. The Department in partnership with other stakeholders will continue with the campaign launched in February 2012 to bring about the "Massification" of Programmes for 0-4 year olds.

To determine coverage of 0-4 year olds in the Province, the Department of Education, will follow the structures of District Municipalities and Wards, as opposed to Districts and Circuits. As a way of transforming the schooling system, all the children will be tracked from birth through the 0-4 year old ECD Programmes prior to Grade R.

Over the past 3 years the Department has embarked on a programme to construct ECD classrooms in established schools offering Grade R. The following table indicated the number of classrooms constructed since 2009.

Table 1(b) School building programme

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

SOURCE: Infrastructure Planning -2012

5.2 Small and Non-viable Schools (including Section 14 Schools)

The province of KwaZulu-Natal is largely rural with a population of 9.7 million. The Province has 5,954 public ordinary schools of these, 1282 schools have a learner enrolment of less than 200.

The following tables illustrate the distribution of such school and their enrolments:

Table 2(a): Provincial statistics of schools with learner enrolment less than 200

District	Public Schools with enrolment below 200	Public Schools with enrolment below 100	Total number of Public Ordinary Schools per District
AMAJUBA	62	42	242
EMPANGENI	109	20	662
ILEMBE	121	22	428
OBONJENI	91	17	537
OTHUKELA	99	42	448
PINETOWN	40	7	500
SISONKE	146	64	444
UGU	117	43	491
UMGUNGUNDLOVU	154	84	502
UMLAZI	31	6	462
UMZINYATHI	122	43	479
VRYHEID	190	58	759
PROVINCE	1,282	448	5,954

SOURCE: KZN CIRCULAR 41 OF 2011 (BASED ON SNAP SURVEY -2011)

Table 2b: Provincial statistics of schools with learner enrolment less than 200 as per school types

DISTRICT	COMBINED	SECONDARY	PRIMARY	TOTAL	PUBLIC SCHOOLS	INDEPENDENT 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

SOURCE - EMIS 2012

IMPLICATIONS OF SMALL AND NON-VIABLE SCHOOLS

The large number of small and non-viable schools (22% of public schools in KZN) has a negative impact on the Department's ability to achieve its vision of "a well-educated, skilled and highly developed citizenry". Evidence suggests that schools with low enrolment are disadvantaged in various ways. These include:

- 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.

The Department cannot in the 18th year of our Democracy renege on a commitment to provide quality education to all. In view of the negative effects of small and non-viable schools the Department is proposing to close and merge such schools where learning and teaching is severely compromised.

The SA Schools Act, No 84 of 1996 provides for the processes to be followed when dealing with closures and mergers. Section 12 A of SASA provides for the merger of two or more schools. The Department would have to adhere to the following;

- *Section (1) provides that subject to subsection (2), the Member of the Executive Council may by notice in the Government Gazette; merge two or more public schools into a single school.*
- *Subsection (2) provides that before merging two or more public schools the Member of the Executive Council must;*
 - *give written notice to the schools in question of the intention to merge them;*
 - *publish a notice giving the reasons for the proposed merger in one or more newspapers circulating in the area where the schools in question are situated;*
 - *give the government bodies of the schools in question and any other interested persons an opportunity to make representations within a period of not less than 90 days from the date of the notice referred to in paragraph (b);*
 - *consider such representations; and*
 - *be satisfied that the employers of staff at the public schools have complied with their obligations in terms of the applicable labour law.*

When closing schools, the Department would have to adhere to Section 33 of the South African Schools Act, No 84 of 1996 which provides for the process to be followed.

Section 33, sub-section 1 provides that the Member of the Executive Council may, by notice in the Provincial Gazette, close a public school.

- Subsection 2 provides that the Member of the Executive Council may not act under subsection
- (1) unless he or she has –
 - Informed the governing body of the school of his/her intention so to act and his/her reasons therefore;
 - Granted the governing body of the school a reasonable opportunity to make presentations to him or her in relation to such action;
 - Conducted a public hearing on reasonable notice, to enable the community to make presentations to him or her in relation to such actions; and
 - Give due consideration to any such representations received.

The Act also addresses the administrative matters pertaining to the assets and liabilities of the school undergoing closure. Subsection 3 provides that *if a public school is closed in terms of subsection (1) all assets and liabilities of such school must, subject to the conditions of any donation, bequest or trust contemplated in section 37 (4), devolve to the State unless otherwise agreed to between the Member of the Executive Council and the governing body of such school.*

The closure and merger of schools programme will include clear directives on the future utilisation of the closed school. Communities will be offered an opportunity to propose how the building could be utilised for the benefit of the broader community. This measure could include the use of the school as an ECD site, a Special School, an AET training centre, an education centre or other service related functions within the public service.

5.3 Section 14 Schools

Section 14 schools refer to public schools on private property. The Member of the Executive Council is required to sign an agreement with the representatives of the proprietors. In terms of the agreement all reasonable maintenance, including insurance, security to the buildings and immovable assets and improvements is the responsibility of the owner in terms of the provision of the Deeds Registries Act, 1937 (ACT No 47 of 1937). However, if such maintenance is the responsibility of the school, a separate agreement must be entered into between the school and the owner, stipulating the extent of the maintenance. Such an agreement may be entered into between the school and the owner only if the SGB has been allocated Section 21 (1) function in terms of SASA.

In KZN the Department has signed an agreement with Section 14 schools as indicated in the table below and in such cases the Department undertakes to maintain the infrastructure in terms of the policy governing all public schools.

However, where additions are required, this should be in accordance with the terms of agreement between the landowner and the MEC. The agreement must also make provision for compensation of additional improvement made to immovable assets in the event of a merger (Section 12 A SASA) or closure (Section 33 of SASA).

While the Department acknowledges with gratitude the role of private land owners for their contribution to the cause of education we are also aware of the challenges faced by learners and

educators working in such schools. There are instances where Section 14 arrangements have delivered excellence in the outcomes of teaching and learning, in other instances the outcome is negative.

The following tables reflect the number of Section 14 Schools in the Province and the extent to which agreements have been signed.

Table 2(c) Provincial Statistics of Section 14 Schools

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
TOTAL	756	499	257

Source: EMIS 2012

Table 2 (d): Status of agreements – Section 14 Agreements

Status of the Agreement	No of Schools
Agreement signed	499
Agreement not signed	257
Total	756

Source: Legal Services Directorate

IMPLICATIONS OF SECTION 14 AGREEMENTS ON TEACHING AND LEARNING

The following challenges are often experienced when schools exist on private lands:

:

- Breakdown of 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

5.4 Multi-Grade Schools

Typically, small schools in the rural areas of KwaZulu-Natal, offer multi-grade teaching as a result of the low learner: educator ratio which is based on learner numbers. This by its very nature is a further barrier to quality teaching and learning and contributes to a significantly higher attrition rate amongst rural learners as compared to learners in urban/peri-urban public schools.

Table 3(a) Multi-Grade Teaching

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
TOT	769

While there are a small minority of multi-grade classes where learner performance is of a high quality, this is a area of the schooling system that poses a grave challenge to teaching and learning. The impact of multi-grade teaching is evident in the following ways:

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

5.5 Typology of schools

Currently the public ordinary school in the Province range in type based on grades offered by the particular school and its historical origins.

TABLE 3(b): Types of schools

Grade	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr7	Gr 8	Gr 9	Gr1 0	Gr1 1	Gr12	Grand Total
Pre GrR	1		4	25	6	14	214	6	28			14	312
GrR		1	38	5	43	3	2,633	53	4	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
Grand Total	1	1	47	357	53	162	3,162	67	390	60	11	1,637	5,948

SOURCE: EMIS 2012

The table above speaks to the historical legacy of apartheid education where each racially organised Department developed its own policy on the structuring of the schooling system. A school with just pre-Grade R to Grade 1 classes contributes to the wastage of resources. In the same vein all the categories high-lighted in green do not assist in establishing a structured schooling system that allows for the smooth progression of learners from the primary phase to the secondary phase. The proliferation of small schools offering limited grades (instead of the full spectrum of grades for a phase) adds to the depletion of scarce and valuable resources resulting in poor outputs. An additional weakness of this approach to the school system renders learners in the primary phase ill-prepared for the secondary phase of teaching and learning.

It can be noted that 'Secondary' schools and 'high' schools are terms which are used interchangeably for schools offering grades 8 to 12. To achieve a degree of consistency in typology, the Department is proposing moving progressively towards two types of ordinary public schools in the main viz.

- Primary schools that offer grade R to grade seven
- Secondary schools that offer grade eight to grade twelve.

The proposed transformation process, seeks to establish a new system which will redress past injustices in educational provision through the provision of an education of progressively high quality for all learners in a system that is consistent in standards and organisation of a school.

The phenomenon of **combined schools** is a school which offers Grade R to Grade 12 classes. Most of these schools originated as primary schools and progressed over the years towards offering secondary phases without consideration for the quality/qualifications of educators needed for the secondary phase.

Such schools benefited communities within rural settings as it curtailed the distances that learners had to travel. The Department has taken a decision to separate such schools to fit into the two categories as indicated above. The rationale for the separation of combined schools can be listed as follows:

- 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
- Appropriately qualified educators
- More effective and focussed management

The process of separating primary from the secondary phase will involve stakeholder participation/representations and will be done with the least amount of disruption to learners, educators or the community at large.

Table 4 Combined Schools

TYPE OF SCHOOLS	TOTAL NUMBER	ENROLMENT RANGE
Combined	643	7 – 2597

Source: EMIS 2012

5.6 Model Schools

The MEC for Education envisioned a KZN Department where all schools provide quality education to learners regardless of their socio-economic backgrounds. He noted with great concern that 18 years into our democracy that the gap between previously advantaged schools and those in disadvantaged communities continued to widen. Early in 2012 the Department took a principled decision to begin the process of raising the quality of education in all schools. A project referred to as *Model Schools* project was initiated by the MEC with the sole purpose to replicate quality/model schools in all Districts. It was noted that certain criteria and values were necessary for schools to achieve excellence in all spheres of the broad curriculum and these can be transferred to schools in a phased in approach.

In the concept paper developed by the Office of the MEC it is noted that, “a high quality world-class education system is our strategic objective – our ultimate goal. What we need to work out are practical steps to get us there.” A study of schools that succeed reveals that most of these schools are characterised by among other things, the following elements:

- 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

A pilot project has been initiated to begin the process of turning the system around. Districts have been provided with criteria to identify schools for the pilot project. Currently Districts have submitted names of schools that performed between 80- 100% in the NSC examinations. Primary schools will be included once learner performances in 2 consecutive ANA tests are processed. (2011/2012)

The Packages for such schools will, in the main, include the following:

- Additional infrastructure allocation: Where inadequate infrastructure prevails, schools identified as Model Schools should be “rewarded” with the required facilities and resources to an optimum threshold (as per the National Guidelines) to accommodate the improved curriculum envisaged below.
- Improved curriculum packages
- Upgraded managerial training and teaching skills for SMTs and teachers
- Additional allocation of classroom equipment and material. The system must provide textbooks and learning resources to every learner.
- Additional training on school financial management and resources
- Department-sponsored school partnerships
- Additional learner programmes
- Interaction between the department and the selected schools would be intensified.
- Coaching on curriculum: The Subject Advisors and Ward Managers should constantly visit these model schools to provide sustained support. Creation of a field force of coaches to visit schools and work with teachers in class on the effective delivering of the curriculum is necessary.
- Twinning and coaching on practice: Instructional coaches who could be Subject Advisors or lead teachers would work with teachers to strengthen their skills in areas such as lesson planning.
- Rewards of various types, including special awards, would be considered for Principals, educators and schools where learner performance remains of a high standard over a period of time. The rewards system will be determined by the Department. It is hoped that such recognitions would contribute to enhanced morale of educators, learners and parents resulting in the maintenance and further improvement of excellence in learner performance.
- Collaborative practice amongst educators: The system can rotate educators amongst the identified model schools themselves in order to spread learning and varied styles of mentorship. This collaborative exchange between schools will enhance the performance of the school through facilitating the sharing of best practices between schools, helping them to support each other, share learning, and standardize practices.
- Good assessment systems. The department can closely interact with the schools to ensure assessments standards similar to Model C Schools or Private Schools.
- Provision of adequate administrative staff: The system should provide adequate administrative staff in these schools so that teachers and principals can focus on pedagogy and leadership rather than administrative tasks.
- Maintaining consistent improvement: Providing targeted support to schools.

- Co-curriculum programmes to enhance social cohesion amongst learners as well as amongst staff.

Table 5: Pool of schools that qualify for Model School Status

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
TOTAL	151

The above list of schools qualifying for model school status will be discussed fully with stakeholders to prioritise schools benefiting from this programme. It is envisaged that a staggered approach would be used to transform school into Model schools linked to the MTEF period. However, the basic principle for identification of schools eligible for transformation will be informed by Government's focus on rural development. Township schools will also be given priority.

5.7 Renaming of Schools

The Department notes with alarm the number of schools that have selected inappropriate and uninspiring names over the years. While we recognise that the naming of schools speaks to local character, local achievements and eminent personages, in many instances school naming exercises were done unilaterally.

The Department is concerned that names like Bambinkunzi, Nkawu, and Mathangetshitshi are not educationally sound and will need to be addressed.

RENAMING PROCESS AND PROCEDURE TO BE FOLLOWED

In compliance with the above guiding principles District Managers together with other stakeholders must undertake the following:

- Identify and list all the schools that are in contravention of 2 above.
- Consult and negotiate with Local Communities including other role players
- Reach consensus on the inappropriateness of the current name and propose the alternative new name(s)
- Mediate on disputes in order to reach consensus

- Recommend the new name(s) to the Head of Department and Member of the Executive Council.

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.

The Table below reflects the schools that have been identified for the renaming process:

Table6: school names to be reviewed

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
TOTAL	15	

5.8 Satellite Schools

The KZN Department of Education discovered a strange phenomenon of satellite schools that had existed for many years without the knowledge of the Department. The satellite schools were illegally established by local communities with a view to address the long distances those learners had to travel to school.

Between April and August 2012 an audit of all satellite schools was conducted and it revealed that there were thirty eight (38) such 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.

In most instances the types of structures put by communities for these schools are mud, corrugated iron and wood structures.. Some of these structures pose threat to the occupants. In view of the fact that these satellite schools are not authorized, the MEC for Education declared his intention to close such schools.

While these schools addressed some concerns of the community, they experience challenges with respect to the provision of resources and other services delivered by the Department to the parent school.

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

Table 7: Satellite Schools

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
TOTAL	38

Source: District audit 2012

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.

5.9 AGRICULTURAL HIGH SCHOOLS

In KwaZulu-Natal there are 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. There is a dire need for agricultural schools as they contribute to preparing

of 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.

Table 8: Number of Schools that offer agricultural subjects in Grades 12 in the province

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

Table 8 above shows that:

- Only 3 schools in the province offer a full set of the 3 agricultural subjects and is found in only 3 districts.
- There are 5 schools that offer 2 agricultural subjects in only 3 districts.
- The 2 schools offering 2 and 3 agricultural subjects in Uthungulu district have not been audited and verified to become fully fledged agricultural schools according to the suggested criteria.
- The above table indicates the schools offering Agricultural Science in grade 12 and does not include some of those schools offering it in grade 10.

In our programme to expand agricultural schools in the Province we are proposing the following criteria as a guide to identify ordinary high schools that have a potential to be converted into an Agricultural high school:

- 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 to be considered for selection would need to be offering at least 2 agricultural subjects currently
- 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.

In addition to establishing new agricultural schools the Department will embark on a programme to revitalise current school. The following table is a proposal on the revitalization and expansion programme.

Table 9: Revitalization and Expansion of Agricultural Schools

PROCESS	No of schools	Districts	Total
Revitalization of existing agricultural schools	1	Umgungundlovu	3
	2	Zululand	
Expansion of agricultural schools	8	Amajuba Ilembe Uthukela Ugu; UMkhanyakude Umzinyathi Uthungulu; Sisonke Umlazi Pinetown	10
Total No of Agricultural schools			13

5.10 TECHNICAL HIGH SCHOOLS

The Department is proposing to expand and establish technical secondary schools in selected districts of the province where such schools do not exist. It is intended to ensure that the provision of technical and vocational education and skills are accessible to learners in rural and under-

served areas of the province. The process of recapitalization of technical schools in the province will allow the Department to increase the number of schools that can offer learners technical skills.

A conditional grant of R15 039 million in 2010/11, R38 563 million for 2011/12 and R40 490 million for 2012/13 for the recapitalization of technical schools has been allocated to the Department to recapitalize 32 technical schools in the province. This grant is not sufficient to cover all the schools that offer technical and vocational education in the province. Some districts that have not benefitted from the programme serve the rural sections of the province thereby further disadvantaging rural communities in the drive for skills acquisition. The Department is committed to provide a basis for the expansion of technical and vocational education in all rural districts.

The current status of technical and vocation education is reflected in the tables below:

Table 10: Number of Schools that offer 2 or more technology subjects in Grades 10-12

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
TOTAL	1543	17	22	85

Table 10 shows that only 17 schools in the province offer a full set of 4 technology subjects with these schools mainly located in urban areas. There are 22 schools that offer 3 technology subjects found in 9 districts. However, all the districts have schools that offer at least 2 technology subjects, with the highest number in Umlazi (23) followed by Pinetown (15) and Uthungulu (10).

5.11 MARITIME SCHOOLS

The eThekweni and uThungulu municipal districts are the two Districts that have access to harbours which provide opportunities for economic growth and development through international

trade and investment. The Department must take advantage of these resources by offering maritime subjects to schools.

The field of Maritime Studies is made of two subjects namely Maritime Economics and Nautical Science. Maritime Economics deals with shore-based economic activities. Nautical Science deals with sea-based economic activities. Maritime curriculum requires learners to do Mathematics and Physical Sciences and Maritime subjects as their core subjects at Grade 10-12 level.

There are only three (3) schools that offer Maritime Economics and only one (1) school that offers Nautical Science. The total of 73 learners is doing maritime studies (16 of whom are doing Nautical Science).

Table 11: Schools that offer 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

CHALLENGES FACING THE OFFERING OF MARITIME STUDIES IN THE PROVINCE

Schools offering maritime studies experience the following challenges:

- Difficulty linking with industries in the maritime sector thereby preventing learners from fulfilling the practical component of the subject.
- Prohibitive costs of textbooks
- Unavailability of appropriately qualified educators to teach these subjects.

While the above challenges are real they are not insurmountable. The Department will be developing clear strategies to ensure that maritime studies is offered and supported at schools in close proximity to harbours.

5.12 INCLUSIVE EDUCATION

The Department has begun a programme to increase access to special needs education by learners throughout the Province. Advocacy programmes for 2013 admissions have commenced with a special focus on rural communities.

Currently the Department has 71 registered special schools and 50 designated full-service schools with 36 of these having support centres for the provision of psycho-social and psycho-educational programmes.

New special needs schools with hostel facilities are currently being built as shown in the table below:

Table 12: School Building Programme for Special Education

District	No of
----------	-------

	Schools
Umkhanyakude	3
Sisonke	2
Uthukela	1
Uthungulu	1
Total	7

SOURCE: INFRASTRUCTURE PLANNING- 2012

This sector has experienced a number of difficulties, including addressing the perceptions of communities and the general public around learners with special needs. The challenge going forward is to ensure that the Department prioritises the provision of skilled educators and therapists, increased training programmes and adequate resources. The Programme for 2013 includes an **intensive mobilization of out of school children with special needs.**

5.13 CAREER GUIDANCE

Career guidance takes place on many fronts within the province. There are private practitioners, higher and further education institutions, labour centres, youth advisory centres, libraries, NGO's, government departments and privates sectors all offering career guidance. At the forefront of career guidance delivery there is kzn Department of Education. Despite this large infrastructure of career guidance delivery points there is no commonly accepted level of delivery quality or quality standards.

The KZN Department of Education currently provides for the Career Development of learners through a dual approach of curriculum-based career education, articulated through the Curriculum Directorates, as well as a support programme to facilitate the career development of learners which is facilitated through the Career Guidance and Counselling unit within the Special Needs Education Directorate. In addition to this, key directorates such as Science, Mathematics and Technology, Special Projects, youth development and Governance and Management incorporate into their programmes aspects of career guidance related to motivation, advocacy and partnership initiatives.

It is necessary that this provisioning be viewed within the historical context of careers education having been incorporated into the curriculum of a small minority of learners, not in excess of 20%, prior to curriculum review. The nature of this careers education ranged from a directed Career Guidance programme with a narrow focus on "guiding" appropriate career choice, to a more sophisticated and comprehensive careers education which incorporated aspects of counseling and support for career decision-making presented by educators with training in psycho-social development and counseling, and/or professional psychologists.

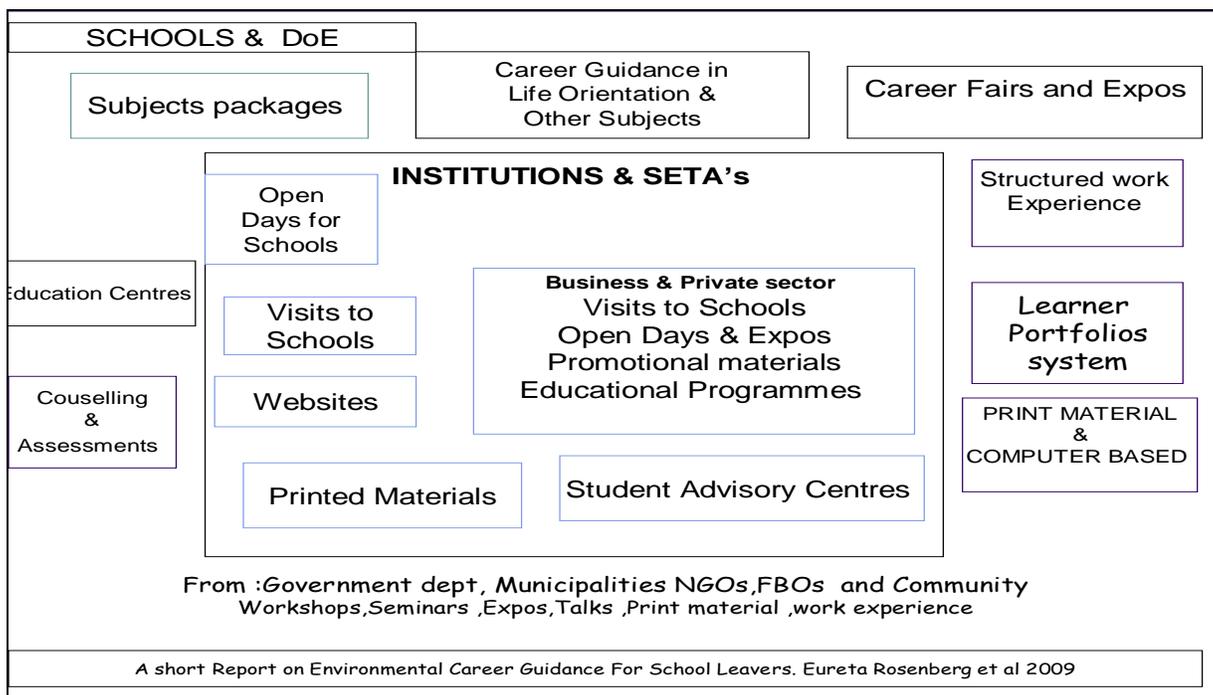
After 1996, career guidance educators were abolished. With the National Curriculum Statement career guidance is offered within Life Orientation subject. While NCS approach is geared towards managing transition to work, other strategies have been developed to assist career development. These strategies are coordinated within inter-sectoral collaboration.

Since the introduction of the National Curriculum statement there have been no National coordinating structure and guidelines to direct and guide the development and implementation processes of career guidance and counselling support programmes. Consequently the programme has continuously faced numerical setbacks, especially during the last decade with the introduction of Inclusive Education and National Curriculum Statement. The question is, where and with who does the managerial responsibility for career guidance issues within the KZN Department of education reside?

Much of the aforementioned support function is facilitated through partnerships with both internal and external stakeholders since budgetary constraints have thus far rendered financing of career development support non-viable. The dimensions of this career education programme within the KZNDoE are illustrated below.

TABLE 13: CAREER GUIDANCE STRATEGY

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



PARTNERSHIP

The KZN Department of Education recognizes that a partnership of all stakeholders; fellow government departments and state-owned enterprises, Commerce, Industry, the Informal Economy, Organized Labour, Non-Governmental and Non-Profit organisations and the community at large; plays a significant role in enhancing the quality and variety of programmes that support student achievement.

Our mission, vision and strategic plan endorse partnerships that support curriculum, expand school-to-work opportunities and enhance the relevance of learning because a successful partner relationship builds stronger, vibrant learning communities.

Existing Partnerships

- UNISA Teacher Development Workshops – Subject Selection
- ESKOM Targeted Career Awareness Campaign
- RBM Career Support Programmes (school based)
- Racing South Africa Gr. 9 Career Awareness Programme
- SAA Vulindlela Aviation Awareness Programme
- SAICA – Thuthuka Bursary Fund, one day symposium and one week camp
- Joint Aviation Awareness Programme (JAAP)
- School trade Educator Support Programme
- Mpilonhle Educator Support Programme and learners' Career Development Programme
- Zisize
- Rural Education Access Programme (REAP) Learner Support Programme/Financial Aid Facilitation
- Bergville Community Builders
- Central Applications Office

Intra-Governmental Programmes:

1. DEDT PTCE Tourism Expo
2. DAEA Grade 9 Career Development Programmes;
3. District/Local municipality-KZNDoe Partnerships in Career Development for youth;
4. OTP/PPSTA Public Service Career Awareness Campaign;
5. DOT/THETA Career Awareness Campaigns;
6. ETDP SETA LO Educator workshops
7. BANKSSETA
8. DoE and DMR/Council for Geosciences/Mining Qualifications Authority Learner Focus Weeks for learners in Careers in Energy and Mining
9. SANDF Recruitment Programme
10. South African Police Services Provincial Career Centre
11. South African Qualifications Authority Career Helpline

It is envisaged that a strategy on career guidance would be a critical factor in ensuring that the delivery of the critical pillars of the transformation programme is achieved.

6. STRUCTURES

6.1 PROVINCIAL TRANSVERSAL TASK TEAM

A provincial coordinating task team must be established to guide the transformation process. The team will consist of key stakeholders within the Provincial Department of Education. The PTTT will comprise the following:

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)

6.1.1 Terms of reference for the Provincial Transversal Task Team

a) 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.

- b) Publish notices in local media giving reasons for the proposed closure/merger and inviting comments from the public
- c) 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).
- d) Consider and respond to the representations received from school governing bodies and any other interested persons in consultation with the District Transversal Task Team.
- e) Ensure compliance with all obligations applicable to labour law.
- f) Monitor and support District Transversal Task Team
- g) Manage risks and find appropriate mitigation measures timeously
- h) Provide legal advice to the district during the merger and closure process.
- i) Provide bi-monthly progress reports to the Head of Department, Top Management the MEC and MMM regarding the transformation process.

6.2 THE DISTRICT TRANSVERSAL TASK TEAM

The district should establish a transversal task team constituted in terms of relevant skills required for the process.

Chairperson:	District Manager
Members:	CES Circuit Management HR Infrastructure Planning Governance and Management Organised Labour (per Bargaining Council representation) Organised SGB Associations (2 each) 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)

The District Transversal Task Team will ensure the smooth roll out of the transformation process. The team must develop an implementation plan taking into consideration school infrastructure, the availability of transport, funding, the school nutrition programme, accommodation, staffing, human resource development, furniture, learner support materials, school grounds, etc. The approach taken by the team should be assertive yet, sensitive to the interests of all parties involved. The language of communication should take local needs into consideration to allay unnecessary misinterpretation. Written communications must be in any of the eleven official languages easily understood by all parties concerned.

6.2.1 The Role of the District Director/ Manager

- a) Establish the District Transversal Task Team.

- b) Expedite all processes efficiently and effectively, and ensure that the transformation/ merger and closure process concludes within the set time frame.
- c) Ensure that all parties adhere to their obligations in terms of infrastructure and other resources.
- d) Provide monthly reports to the Provincial TTT regarding progress with the transformation process at schools in the district.

6.2.2 Terms of Reference for the District Transversal Task Team

- a) Establish a provincial database of all public schools in farm and rural areas, in terms of types of schools, schools qualifying to be model schools and schools with inappropriate names. The database should include inter alia, the demography, topography, infrastructure, as well as, legal ownership of the property.
- b) Consult with local municipalities in order to ensure that the closure and mergers of schools are aligned with municipal integrated development plans.
- c) Support the governing body of the school throughout the transformation process.
- d) Provide written notice to the schools in question of the intention to merge or close them.
- e) Consider and make recommendations regarding the position of the principal, other school management positions and the allocation of teaching positions. This must be done in line with the requirements of labour law.
- f) Ensure employee assistance and professional support for educators moving from small rural or farm schools into larger merged schools.
- g) Ensure additional support for learners and their parents moving from small rural or farm schools into new schools.
- h) Facilitate de-commissioning of unutilized school buildings.
- i) 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.
- j) Keep written records of all processes regarding the transformation/ merger and/or closure of schools
- k) Monitor and evaluate the outcome of the transformation process and make additional recommendations to the PTTT.

6.3 School Transversal Task Team

- | | |
|---------------------|--|
| Chairperson: | Principal |
| Members: | Circuit Manager |
| | SMT Representative |
| | SGB |
| | Organised Labour (per Bargaining Council representation) |
| | Other (Civic organisations) |

The School Transversal Task Team (STTT) will ensure the smooth roll out of the transformation process. The team, headed by the principal will be required to hold regular consultation meetings with stakeholders to canvas support for the transformation programme. The STTT would be required to address the issues at hand in an assertive yet, sensitive manner. The language of communication should take local needs into consideration to allay unnecessary misinterpretations. Written communications must be in any of the eleven official languages easily understood by all parties concerned.

6.3.1 The Role of the Principal and Circuit Manager

- a) Establish the School Transversal Task Team.
- b) Expedite all processes efficiently and effectively, and ensure that the transformation/ merger and closure process is concluded within the set time frames.
- c) Communicate regularly with all stakeholders.
- d) Provide monthly progress reports to the District TTT.

6.3.2 Terms of Reference for the School Transversal Task Team

- a) 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.
- b) Meet with the parent body and civil society to outline the transformation programme agreed to by stakeholders at the provincial level.
- c) 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.
- f) Request from the Department employee assistance and professional support for educators moving from small rural or farm schools into larger merged schools.
- g) Ensure additional support for learners and their parents moving from small rural or farm schools into new schools.
- h) Facilitate de-commissioning of un-utilized school buildings.
- j) Keep written records of all processes regarding the transformation/ merger and/or closure of the school.
- k) Monitor and evaluate the outcome of the transformation process and make additional recommendations to the DTTT.

7. FINANCIAL IMPLICATIONS

The total 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.

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

8. MANAGEMENT PLAN

The Department recognises that the transformation is a complex process that is highly dependent on the pace of consultation with stakeholders. For this reason, the agreed implementation will follow a phased approach that will identify easy to achieve outcomes and incrementally proceed to tackle more challenging areas.

The implementation of the transformation process will be driven by the structures at different levels starting from circuit to head office. The involvement of RCLs will receive added priority as they are not yet in formal structures at the level of districts. The intention is to establish learner fora at the level of the Circuit, District and Province.

However, schools that volunteer to undergo rationalisation to benefit the learner will proceed without undue delay provided that there are little or no financial implications. The process for this would be in accordance with the provisions of the South African School's Act No 84 of 1996

The following **Management Plan** based on legislative provisions is proposed:

NO	ACTION	DOCUMENTATION	RESPONSIBILITY	TIMELINES
PHASE 1: INTERNAL PROCESSES				
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	Draft discussion paper presented to	SGM: IDS	29 October 2012

	TMM	TMM		
3.	Presentation of draft Discussion Document to MMM	Draft discussion paper presented to MMM	SGM: IDS	30 October 2012
4	Briefing of Stakeholders on the transformation process TU SGBs Amakhosi/Mayors Councilors Social Cluster Cabinet	Presentation of Draft discussion document	Edwin & Vukani to id 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
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

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
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	At a time to be determined by TMM and MEC
15	Public hearings to be held in affected areas	Public Notice/ Templates	District Manager + Secretariat SGM: IDS GMs: DO	(90 days after notice in Gazette)
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
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
ADMINISTRATIVE ACTIONS				
20	Transfer learners	Learner Registers Notice to parents	District Manager	Paper process to conclude before the end of the 4 th 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 th term 2013
22	Audit assets	Asset register to be updated and submitted for audit	District Manager	Paper process to conclude before the end of the 4 th 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 th term 2013
24	Deregistration / Registration of school	Completion of relevant forms	EMIS	Paper process to conclude before the end of the 4 th term 2013
25	SGBs to function	Notice to SGB's of	District Manager	1 st term 2014

	together with SGB of receiving school until elections	both schools on the closure/merger. Working together relation until election of SGB		
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 th term 2013
27	Provision of infrastructure and other resources where necessary.	Costed Infrastructure Plan	GM: Infrastructure Delivery	3 rd Term 2013
28	Finalisation of PPN at merged/split schools	New certificates issued	HR	September 2013

ANTICIPATED OUTCOMES

- Improved access to quality education
- Optimal utilisation of scarce resources to achieve desired educational outcomes
- Access to diversified curriculum

9. CONCLUSION

The careful and considerate rationalisation/consolidation of schools 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

The proposed rationalisation programme seeks to establish a new and transformed system which will do the following:

- Redress past imbalances
- Provide quality service delivery
- Improve curriculum offerings, delivery and outcomes
- Improve support and development of educators

In undertaking this exercise, the Department is committed to working closely with all stakeholders in determining the needs of each school identified for transformation.