The State of Education in the province of KwaZulu-Natal
The Future we choose

BUILDING AN EQUITABLE, QUALITATIVE AND INNOVATIVE SCHOOLING SYSTEM

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Head of Department: Education
KwaZulu-Natal, RSA
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the contextual background
Chapter 2 of the Constitution, the Bill of rights:

1. every child has a right to basic nutrition, shelter, basic health care services and social services

2. **everyone** has a right:
   
   I. to basic education including adult basic education
   
   II. to further education which the state through reasonable measures must make progressively available and accessible
Inter-governmental collaboration
Macro-strategic Overview

- Tracking of achievements based on 3 principle factors
  1. MTSF
  2. National and provincial Cabinet Cluster priorities
  3. Constitution, Policy, SONA, SOPA, Budget speeches

GOVT PRIORITIES

- Rural Development and Agrarian Reform
- Fighting Crime and Creating Safer Communities
- Education and Skills for ALL
- Health for all
- Creating Decent Work and Ensuring Economic Growth
- Nation Building and Good Governance
- Social and Economic Infrastructure
- Cohesive and Sustainable Communities
- International Co-operation
- Sustainable Resource Management

Cabinet cluster Priorities

a) Eradication of Poverty, Elimination of unemployment and comprehensive addressing of Inequalities
b) Universal access to Early Childhood Development, Provision of quality basic education & lifelong learning and skills development
c) Social Cohesion
d) Sustainable Livelihood Development
e) Promote Healthy lifestyles
f) Social Ills programmes
g) Enhancing the quality of life of citizenry
h) Integrated and outcome based service delivery

Vision 2030

NDP & NGP

PGDP

Goal 2: Human Resource Development

Goal 3: Human and Community Development

Cabinet cluster strategic alignment with education sector priorities
1. The 2030 vision of the NDP is to eradicate poverty by growing the economy by an average of 5.4% and cutting the unemployment rate by 6%.

2. The attainment of these goals hinges on education, training and innovation and affirms why education is an apex priority to achieve the goals of the NDP.
The National Planning Commission warned that basic education was out of tune with the future needs of the country:

Through the NDP via the PGDP KZN strives to achieve an education system with the following attributes:

1. High-quality, universal Early Childhood Education
2. Quality schooling education, that goes beyond globally competitive Literacy and Numeracy standards
3. An expanding Education sector that contributes to rising incomes, higher productivity and more Knowledge-Intensive Economy (KIE)
4. A wider innovation system of basic Education that links seamlessly with Universities, role-players in the Economy, Science and Research Councils
Dealing with unemployment
KWAZULU-NATAL AGE DISTRIBUTION UNEMPLOYMENT 2015

52.9 %

Number of Unemployed in 000s

Age
Provincial Catalytic Projects
## Priority provincial strategies / plans / programmes in AGRICULTURE

<table>
<thead>
<tr>
<th>STRATEGY / PLAN / PROGRAMME</th>
<th>WHERE WERE WE IN FEB 2015?</th>
<th>WHERE ARE WE NOW IN AUG 2015?</th>
<th>WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?</th>
<th>WHAT SUPPORT IS REQUIRED?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 KZN Agro-processing Strategy</strong></td>
<td>Project Conceptualisation and Preliminary Research Literature</td>
<td>Stakeholders Identification and engagement including developing various business cases for 6 value chains prioritized (grains, sugar, red meat, white meat, forestry, fruit &amp; vegetables)</td>
<td>Formulated Vision and Objectives; Functional governance structures in line with priority commodities; Prioritized provincial agro-processing projects; Agreed on strategic interventions both essentials and important enablers as well as useful enablers; Approved Agro-Processing Strategy and resourced implementation plan.</td>
<td>Buy-in from private sector players and formation of strategic partnerships; Endorse the prioritized six commodities; Approval and allocation of sufficient resources to implement the proposed programme.</td>
</tr>
<tr>
<td><strong>KZN Agrarian Transformation Strategy</strong></td>
<td>Agrarian Transformation Strategy was approved, which focuses on the following pillars: Land reform, Agri-village, River valley and Communal estate.</td>
<td>Implementing Agrarian Transformation Strategy with the following commodities: Grain on 17 226 ha, Poultry, Small and large stock, Vegetables on 2289 ha.</td>
<td>To contribute to rural economic development, increased production, job creation and value chain integrated market access.</td>
<td>Partnerships with commodity associations and other sector stakeholders.</td>
</tr>
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</table>


<table>
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<tr>
<th>NATIONAL PRIORITY ECONOMIC INTERVENTION</th>
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</tr>
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<tbody>
<tr>
<td>Revitalising the Agriculture Value Chain</td>
<td>23 000 hectares was put into production (vegetables and grains)</td>
<td>Finalising strategic partnership with the commodity organisation</td>
<td>We plan to create about 12,000 job opportunities and increase grain hectarage to 25 000 by the end of quarter 4.</td>
<td>Enhancement of participation by private sector</td>
</tr>
<tr>
<td>Revitalisation and construction of four strategic fresh produce market and value adding facilities</td>
<td>Revitalisation and construction of four strategic fresh produce market and value adding facilities is continuing.</td>
<td>Functionality of fresh produce market and value adding facilities that contribute to market access to ensure economic growth and development in the sector. This will also contribute towards the sustainability of AgriParks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction and Rehabilitation of 9 irrigation schemes.</td>
<td>Rehabilitation and expansion of 9 irrigation schemes is continuing.</td>
<td>Completion of 9 irrigation schemes, resulting in 1300 hectares under irrigation.</td>
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</tr>
</tbody>
</table>
### Protection, rehabilitation and improved productivity of agricultural resources

**WHERE WERE WE IN FEB 2015?**
Rehabilitated 6500 hectares of land with an aim to optimise sustainable use of natural resources and ensure improved productivity. This initiative created 2293 job opportunities and capacitated beneficiaries on alien plant control, first aid level 1 and health and safety.

**WHERE ARE WE NOW IN AUG 2015?**
We are currently implementing the rehabilitating of natural resources for a further 8000 hectare of land and creation of 2000 job opportunities.

**WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?**
To rehabilitate 8000 Hectares of land and created 2000 job opportunities.

**WHAT SUPPORT IS REQUIRED?**

### Expedite the implementation of Makhathini development plan through operation Phakisa

**WHERE WERE WE IN FEB 2015?**
Makhathini Integrated Development Plan has been reviewed through Operation Phakisa Lab.

Makhathini operation Lab report was presented to and endorsed by Cabinet Lekgotla.

**WHERE ARE WE NOW IN AUG 2015?**
The plan is being implemented with an allocation of R95.4 million for rehabilitation of agricultural infrastructure.

DARD continuing to solicit funding from other role players.

DARD is putting together a unit that will drive implementation of the Operation Phakisa lab initiative.

**WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?**

**WHAT SUPPORT IS REQUIRED?**
Additional funding from other role players.
## Priority provincial strategies / plans / programmes in the ocean /maritime economy

|-----------------------------|----------------------------|--------------------------------|----------------------------------------|---------------------------|----------------------|
| KZN Maritime Strategy       | • Alignment of Operation Phakisa to KIMS  
• Workshops conducted to engage on Operation Phakisa outcomes relevant to the Province | • Augmenting of Operation Phakisa into the KIMS complete.  
• Operation Phakisa is being implemented within the framework of the KIMS Implementation of projects across various marine sub-sectors has commenced.  
• Relevant steering committees have been put in place (Aquaculture, Oil & Gas, Marine Manufacturing)  
• Ugu and UThungulu maritime strategies to be developed as recommended by the KIMS. Supply chain processes are done | • To have projects inline with the KIMS and Operation Phakisa outcomes working  
• To have Ugu and UThungulu maritime strategies completed  
• Having commenced all identified projects in KZN. | • EDTEA principals required to engage on expediting the process of collaboration between RBIDZ & Transnet in undertaking feasibility study on the establishment of the Oil & Gas hub. This is in an endeavour to deliver on Operation Phakisa and KIMS outcomes | 39 |
### STRATEGY / PLAN / PROGRAMME

### WHERE WERE WE IN FEB 2015?

- **KZN Maritime Institute**
  - Draft Feasibility for a Maritime Institute

### WHERE ARE WE NOW IN AUG 2015?

- **Feasibility to assess the most suitable institutional model for Maritime Institute has been completed**
- **Legislation required for the establishment of the Institute is completed, pending approval by MEC, Cabinet and legislature processes.**

### WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?

- **The KZN Maritime Institute launched and fully operational with its legislation being enacted.**

### WHAT SUPPORT IS REQUIRED?

- **EDTEA principals to engage with other principals with the aim of devolving certain maritime competencies so as to fast track development of Maritime industry in the province**

### NO. OF POTENTIAL JOBS

- **48**
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<tbody>
<tr>
<td>1.2 Durban Aerotropolis Masterplan</td>
<td>Durban Aerotropolis Master Plan bid advertised.</td>
<td>The Adjudication process underway</td>
<td>Project should have entered Phase 3: Preparation of the masterplan.</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
| Aerotropolis Institute | Concept document drafted | Expression of Interests received from potential universities | ▪ Formalise relationship with a partner University  
▪ High level Feasibility study and Business plan completed and implementation to have started | None | None |
<p>| Dube City | Dube City precinct Double Basement Parking which is located on Block D of the precinct was undergoing procurement process for construction. | The Double Basement Parking on Block D of the Dube City precinct is currently under construction. | Construction of the Double Basement. Will be completed. In addition, the Multi-Story Parkade project on Block A and Block B of the Dube City precinct is anticipated to commence in 2016 (as per project programme for Dube TradePort). | 24 |</p>
<table>
<thead>
<tr>
<th>OTHER STRATEGIC PGDP INTERVENTIONS</th>
<th>WHERE WERE WE IN FEB 2015?</th>
<th>WHERE ARE WE NOW IN AUG 2015?</th>
<th>WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?</th>
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<th>NO. OF POTENTIAL JOBS</th>
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</thead>
</table>
| Aerotropolis Steering committee and working groups | Governance structures for implementation of the Integrated Aerotropolis Strategy were in place with the four work groups focusing on Route development, Spatial planning, Infrastructure & Intermodality | • Terms of Reference for the Aerotropolis Working Groups have been defined.  
• The technical indicators for measuring the success of the aerotropolis strategy are currently being reviewed by the Aerotropolis Steering Committee.  
• Priority projects for implementation are being selected by stakeholder entities. | Working groups and steering committees for Aerotropolis will be guiding the development of the Aerotropolis masterplan. | • Continual support toward the fast-tracking of EIAs and the release of agricultural land in terms of Act 70 of 70.  
• Cooperation between the developers and the local authorities involved is key in order to speed up the development process.  
• Co-ordination of cross boarder planning between district and local municipalities. | None |
### BENEFICIATION AND MINING

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| **KZN Minerals Beneficiation Strategy**  
The initiative aims to develop a beneficiation strategy that will help to drive the minerals sector in KwaZulu-Natal towards a more profitable, socially accountable and environmentally sustainable future. | • Project scoping, which served to frame and define the tasks and scope of the study had been concluded.  
• Background surveys that interrogated the status quo, mineral activities and markets, and trends in the business.  
• Analysis of the contribution of three mineral commodities (aluminium, iron & steel, and mineral sands)  
• Identification and further analysis of advanced mineral beneficiation opportunities for the three minerals commodities was done | • Analysis of the contribution of the remaining two mineral commodities (coal and phosphate) in terms of their social-economic development and risks and opportunities is currently underway. Also the PICC has instructed the provinces to pursue the Innovative Building Technologies and KZN will be pursuing Waste Material Recovery Industry as another source for beneficiated building materials. | • Define a clear vision, mission and strategic objectives for minerals beneficiation in KwaZulu-Natal province.  
• Propose a robust approach to follow in ensuring successful value addition of the minerals sector in KwaZulu-Natal to the provincial economy. The strategy will focus on five value chains selected as being of key strategic benefit to the, although other important value chains will be identified in the strategy for analysis future work.  
• Provide a detailed implementation framework for the strategy.  
• Recommend the appropriate institutional arrangements for its implementation. | • There is a need to support Bell and Desmond Equipment in expanding their product lines and Bell in their engagement in the Richards Bay SEZ.  
• Engage with ArcelorMittal on opportunities for increased production of grinding media.  
• Engage with the Southern African Light Steel Frame Building Association to support training of lightweight steel builders in the province;  
• Stimulate demand through adoption of light steel frame construction in the building of public sector buildings.  
• Ensure that building inspectors and authorities at the provincial and local level are suitably trained to support approval of plans and construction using light steel frame construction techniques |
## Priority provincial strategies / plans / programmes to promote SMMEs

<table>
<thead>
<tr>
<th>National Priority Economic Intervention</th>
<th>Where Were We in Feb 2015?</th>
<th>Where Are We Now in Aug 2015?</th>
<th>What Do We Plan To Achieve By Feb 2016?</th>
<th>What Support Is Required?</th>
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<tbody>
<tr>
<td>Youth Entrepreneurship</td>
<td>Planned to trained 192 entrepreneurs through 8 chambers. Business plan was submitted to EDTEA.</td>
<td>24 entrepreneurs have been recruited and are undergoing straining at Imbe Chamber of Commerce Industry and Tourism.</td>
<td>To have trained and mentored 192 entrepreneurs. To have created at least 384 new jobs, mainly for youth.</td>
<td>Co-funding of R2m from EDTEA to be disbursed end September</td>
</tr>
<tr>
<td>Commissioning of the KZN SMME Master Plan</td>
<td>Establishment of the Steering Committee comprising both the Department’s officials, tertiary institution and other social partners in the space of SMME development to assist in the establishment of the KZN SMME Master Plan</td>
<td>SCM process underway</td>
<td>KZN SMME Master Plan Report</td>
<td>Clear provincial position on strategic partnership matters (vis-a-vis SCM requirements).</td>
</tr>
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| Unlocking SMMEs and Co-operatives potential | Nurturing and engagements with the private sector (business chambers), business fora (formal and informal); NGOs, and other social partners in order to unlock SMMEs and Cooperatives potential and opportunities. | • In partnership with the ILO we are currently in a process of establishing the KZN Small Enterprise Database (will help monitor sustainability of small enterprises in the province – and will help track those operational over 2 years of their inception).  
• Currently embarking on a process to establish the Provincial Association of Traders in order to deal with issues of bulk-buying and warehousing (finalised concept document and TORs and now holding stakeholder workshops). | • Good understanding of SMME and Co-operatives’ status in the province in order to have a well informed interventions.  
• Increased number of SMMEs and Cooperatives surviving beyond a 2 year period.  
• Reduced cost of doing business by SMME and Coops (using economies of scale and bargaining power). | Clear provincial position on strategic partnership matters (vis-à-vis SCM requirements).  
Implementation of KZN Cabinet Resolution 437 of December 2011.  
30% set aside for Women and 30% set aside for Youth. |
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| Unlocking SMMEs and Co-operatives potential | Nurturing and engagements with the private sector (business chambers), business fora (formal and informal); NGOs, and other social partners in order to unlock SMMEs and Cooperatives potential and opportunities. | • Currently in a process of establishing the KZN SMME Academy (have called for expression of interest from tertiary institutions).  
• In conjunction with the SBGE have started the incubation programme implemented in partnership with Mangosuthu University of Technology (MUT) focusing on chemicals.  
• Procurement Indaba to be held on 13 and 14 August 2015. | • Well capacitated SMMEs and Coops that are able to survive longer than normal 2 years.  
• Availability of mentorship and/or incubation service to SMMEs and Coops in order to enable them to better handle their financial management, operations management and quality management issues.  
• Adequate access by SMME and Coops to Government procurement opportunities. | Implementation of 30% set aside for Women and 30% set aside for Youth in Provincial Government procurement / spend on Goods and Services.  
Implementation of KZN Cabinet Resolution 437 of December 2011. |
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<tr>
<td>Unlocking SMMEs and Co-operatives potential</td>
<td>Nurturing and engagements with the private sector (business chambers), business fora (formal and informal); NGOs, and other social partners in order to unlock SMMEs and Cooperatives potential and opportunities.</td>
<td>• On-going Social Accord Partnership with Labour and Private Sector (through the Economic Council we are now implementing “The Entrepreneur and Business Competition Training Programme” targeting Youth businesses).&lt;br&gt;• Already transferred SMME funding to Ithala to avoid access to finance challenges.&lt;br&gt;• Currently finalising the Township Malls/Rural Shopping Centres Tenancy Framework (doc aimed at guiding tenancy ratios - 55/45% between national and local business respectively).&lt;br&gt;• Currently undertaking the study on the impact of xenophobic attacks on (small) businesses.</td>
<td>• Increased number of SMMEs and Co-operatives accessing finance.&lt;br&gt;• A legislative framework that supports small business (formal and informal) development and empowerment of local people in regards to township malls and rural shopping centres developments.&lt;br&gt;• A clear position in terms of how to control/manage foreign nationals businesses visa-vi locals.</td>
<td>Private sector buy-in and support.</td>
</tr>
</tbody>
</table>
## STRATEGIC INFRASTRUCTURE

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| **ICT & Broadband Rollout Strategy** | • Number of kilometres of backbone Fibre Optic cables rolled out – 14 413km  
• Number of Points of Presence (POPS) – 24  
• Number of Schools Connected – 1587  
• Number of Health Facilities Connected – 199  
• Number of ICT Infrastructure Nodes - 390  
• Number of selected public and research facilities connected – 7  
• Number of Public Digital Access Centres established – 129  
• Number of Post Offices connected - 252 | • Number of kilometres of backbone Fibre Optic cables rolled out – 14 683km  
• Number of Points of Presence (POPS) – 43  
• Number of Schools Connected -1928  
• Number of Health Facilities Connected – 199  
• Number of ICT Infrastructure Nodes – 464  
• Number of selected public and research facilities connected – 7  
• Number of Public Digital Access Centres established – 131  
• Number of Post Offices connected - 252 | • Number of kilometres of backbone Fibre Optic cables rolled out – 15 000 km  
• Number of Points of Presence (POPS) – 48  
• Number of Schools Connected – 2 000  
• Number of Health Facilities Connected – 2020  
• Number of ICT Infrastructure Nodes - 467  
• Number of selected public and research facilities connected – 7  
• Number of Public Digital Access Centres established – 134  
• Number of Post Offices connected - 252 | None – as roll out is continuing  
None – as telecoms players are establishing this on their own with their own budget  
None – as schools are being connected via the Licensing obligations via ICASA  
None- Being connected via national Broadband project of DTPS  
None  
Need Dept of Arts & Culture to speed up providing access in libraries  
None |
## Consolidating ICT through the Telecommunications Sector – Rollout of broadband

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<table>
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<tr>
<th>OTHER CATALYTIC PROJECTS</th>
<th>WHERE WERE WE IN FEB 2015?</th>
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<th>WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Techno Parks (Science Parks) – Umsunduzi, UMhlathuze, Newcastle, Hibiscus Coast</td>
<td>Project Conceptualisation, Planning and Stakeholder Consultation</td>
<td>Project Managers appointed, Detailed Designs underway and Preliminary site preparatory work also underway such as fencing, surveying, initial EIA processes etc</td>
<td>Finalization of services design and installation including basic infrastructure construction such as internal roads etc and lastly the construction of top structure in other sites e.g in UMhlathuze.</td>
<td>Forging further strategic partnerships; Orientating and encouraging more government scientific services to locate in the hubs.</td>
</tr>
</tbody>
</table>
## Strategic Infrastructure

<table>
<thead>
<tr>
<th>Other Catalytic Projects</th>
<th>Status</th>
<th>Budget</th>
<th>Construction Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durban Dig Out Port</td>
<td>Front End Load 2 study to be completed in July 2016</td>
<td>R110,9 bn (Total)</td>
<td>2017 to 2024</td>
</tr>
<tr>
<td></td>
<td>Front End Load 2 for SBM (Single Buoy Mooring) is currently underway</td>
<td>R37,0 bn (Phase 1)</td>
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<td>Obtaining environmental authorisation is a challenge</td>
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<tr>
<td>Durban Port Expansion: Pier 2</td>
<td>New STS (Ship to Shore) cranes delivered and working</td>
<td>R8,1 bn</td>
<td>2017 – 2021</td>
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<tr>
<td></td>
<td>Environmental authorisation pending</td>
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<td></td>
<td>Final planning underway</td>
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<tr>
<td>Salisbury Island Expansion: Pier 1</td>
<td>Lease agreement negotiations are ongoing</td>
<td>R8,5 bn (Lite Option)</td>
<td>2017 – 2022</td>
</tr>
<tr>
<td></td>
<td>EIA application targeted for completion in 2016/17</td>
<td>R20,0 bn (Infill Option)</td>
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# STRATEGIC INFRASTRUCTURE - WATER

<table>
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<tr>
<th>STRATEGY / PLAN / PROGRAMME</th>
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<th>WHERE ARE WE NOW IN AUG 2015?</th>
<th>WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?</th>
<th>WHAT SUPPORT IS REQUIRED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water and Sanitation Strategy</td>
<td>Universal Access Plan Phase 1 (25 l/p/d)</td>
<td>Commenced with Universal Access Plan Phase 2 (75 l/p/d)</td>
<td>Consolidated report on the required funding in order to achieve universal access at 75 l/p/d will be available by end March 2016</td>
<td>Funding to facilitate implementation of the needed water and sanitation infrastructure</td>
</tr>
<tr>
<td>10 WSAs with 5 year WC/WDM Master Plans</td>
<td>13 WSAs with 5 year WC/WDM Master Plans</td>
<td>14 WSAs with 5 year WC/WDM Master Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mkhomazi Water Project (Smithfield Dam) Feasibility Study underway</td>
<td>Mkhomazi Water Project (Smithfield Dam) Feasibility Study completed</td>
<td>Discussion and decisions made towards confirmation of funding streams/avenues</td>
<td></td>
<td>Political Buy-in, support and funding</td>
</tr>
<tr>
<td>STRATEGY / PLAN / PROGRAMME</td>
<td>WHERE WERE WE IN FEB 2015?</td>
<td>WHERE ARE WE NOW IN AUG 2015?</td>
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<tr>
<td>Water and Sanitation Strategy</td>
<td>Desalination study site identification</td>
<td>Desalination pilot plant under construction in the South Cost, Scottburg Area (August – December 2015)</td>
<td>Monitoring performance of the pilot desalination plant between January – December 2016</td>
<td>Funding allocation to construct a permanent desalination plant once the trial/pilot is successful</td>
</tr>
<tr>
<td>Drought Management Funding approval</td>
<td>Drought Management Funding Implementation (R352mil from DWS and R22.66mil from NDMC)</td>
<td>Drought Management Funding Implementation (R352mil from DWS and R22.66mil from NDMC)</td>
<td>Drought Management Complete project implementation of the DWS and NDMC allocations</td>
<td>Improved drought funding management and implementation monitoring systems</td>
</tr>
<tr>
<td>PROJECT</td>
<td>STATUS</td>
<td>BUDGET</td>
<td>CONSTRUCTION PERIOD</td>
<td></td>
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<td>----------------------------------------------</td>
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<tr>
<td><strong>Natcor Railway Line</strong></td>
<td>• Rolling stock and locomotive acquisition underway</td>
<td>R60,7 bn</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Create additional container handling capacity by (Transnet)</td>
<td>• Planning of capacity and alignment improvements underway</td>
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<tr>
<td><strong>Improve Public Transport Network</strong></td>
<td>• Phase 1 (design review) underway</td>
<td>R51,6 bn</td>
<td>2018 to 2026</td>
<td></td>
</tr>
<tr>
<td>Rolling stock fleet renewal programme &amp; improvement of rail priority corridor by (PRASA)</td>
<td>• KZN to receive 101 new train sets – the first allocation of new coaches are earmarked for KwaMashu from September 2018</td>
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<tr>
<td><strong>N2 and N3 Road Upgrade Projects</strong></td>
<td>• N2 projects under construction and Planning</td>
<td>R38,6 bn</td>
<td>2014 – 2021</td>
<td></td>
</tr>
<tr>
<td>Create additional capacity on N2 and N3 Corridor through KZN by (SANRAL)</td>
<td>• N3 projects in planning and detailed design stage</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PROJECT NAME</td>
<td>PROJECT SCOPE</td>
<td>PLANNED COMPLETION DATE</td>
<td>BUDGET AND EXPENDITURE</td>
<td>BENEFICIARIES</td>
</tr>
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<td>---------------</td>
</tr>
<tr>
<td>Mkhomazi Water Project (Smithfield Dam)</td>
<td>Mkhomazi Water Project (Smithfield Dam) Feasibility Study completed.</td>
<td>Feasibility study to be completed at the end of September 2015. Thereafter EIA process will commence.</td>
<td>R14m (Budget-DWS), expenditure R4.3m, R5.6m (Budget-Umgeni Water), expenditure R4.3m</td>
<td>(Ugu DM, Ethekwini Metro, Harry Gwala DM, Ilembe DM and Msundizi LM)</td>
</tr>
<tr>
<td>Desalination Pilot Plant</td>
<td>Construction of the Desalination pilot plant in the South Cost, Scottburg</td>
<td>December 2015</td>
<td>R18.2m(Budget), expenditure R16.1m</td>
<td>Ugu DM, Ethekwini Metro</td>
</tr>
</tbody>
</table>
## STRATEGIC INFRASTRUCTURE - WATER

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>PROJECT SCOPE</th>
<th>PLANNED COMPLETION DATE</th>
<th>BUDGET AND EXPENDITURE</th>
<th>BENEFICIARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulwer Dam Construction</td>
<td>Construction of the Dam (Geotechnical investigations, Spillway Physical Modelling, wetland offset plans, environmental management and conservation plan, bush clearing, and access roads, and advance excavation of soft to intermediate material along the centre-line of the spillway channel)</td>
<td>Preliminary construction is planned for completion by end of September 2015. Dam to be completed within 2.5 years from the 2016.</td>
<td>R158.2m (MTEF) Expenditure to date is R30m</td>
<td>Harry Gwala District</td>
</tr>
<tr>
<td>Raising of the Hazelmere Dam</td>
<td>Raising of the Hazelmere Dam to provide additional 19.8m³/annum.</td>
<td>Contract awarded and at site as of July 2015. DWS experienced delays in tender awarding process. As a result the project completion date has been revised from end of 2015 to end of 2016.</td>
<td>R360m</td>
<td>Ilembe District &amp; Ethekwini Metro</td>
</tr>
<tr>
<td>Lower Thukela Regional Bulk</td>
<td>Phase 1 of the project would provide additional 250million m³/annum, while phase 2 would provide additional 40million m³/annum</td>
<td>Phase 1 - Bulk is under construction and is now planned for completion at the end of 2016. Water would be sufficient for 10-15 years. Thereafter Phase 2 will need to be constructed.</td>
<td>R1.5bn(budget), expenditure to date R788m</td>
<td>Harry Gwala District &amp; Ugu District</td>
</tr>
<tr>
<td>OTHER CATALYTIC PROJECTS</td>
<td>WHERE WERE WE IN FEB 2015?</td>
<td>WHERE ARE WE NOW IN AUG 2015?</td>
<td>WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?</td>
<td>WHAT SUPPORT IS REQUIRED?</td>
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</tbody>
</table>
| 4.1 Drakensberg Cable Car | ITHALA Development Finance Corporation has been appointed by the department as an implementing agent for the project and will further serve as an applicant to the Environmental Impact Assessment (EIA) application | There are delays in the procurement process. A need to expand the scope to the TORs was identified after tender advertisement and compulsory briefing | • Appointed Environmental Assessment Practitioner and commencement of EIA processes.  
• Commencement of the spatial plan process leading to the development of Area Masterplan. | • Ithala to fast-track internal processes  
• Collaboration with:  
  • Cogta  
  • Okhahlamba LM  
  • Uthukela dist. |
<table>
<thead>
<tr>
<th>OTHER CATALYTIC PROJECTS</th>
<th>WHERE WERE WE IN FEB 2015?</th>
<th>WHERE ARE WE NOW IN AUG 2015?</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Bhambatha Lodge/Ngome</strong></td>
<td>The Service Provider appointed by Ezemvelo KwaZulu-Natal Wildlife (EKZNW) as implementing agents was conducting the situational and costing analysis in preparation for the business plan.</td>
<td>The first draft of the business plan has been drafted and presented to PSC and will be finalised by September 2015.</td>
<td>- Comprehensive Business Plan  - Source funding from possible funders e.g. National Department of Tourism, National Empowerment Fund and Corridor Fund through COGTA</td>
<td>Funding support</td>
</tr>
<tr>
<td><strong>Ntsikeni May Lodge</strong></td>
<td>The operations are funded by a partnership between Harry Gwala Development Agency and the Department through EKZNW for a period of three years commencing 2014/15. A tender was issued for the refurbishment and maintenance of the two lodges. The construction of the nine kilometre stretch of road inside the reserve, funded by EKZNW, had commenced.</td>
<td>A contractor has been appointed to undertake the refurbishments and currently sitting at 50% completion. The construction of the nine kilometre road has been completed however there is a shortage of funding to cover the remaining two kilometres in this regarding Umzimkhulu Municipality has been requested to fund the remainder.</td>
<td>- Refurbishment completed  - Fully operational lodge  - Two kilometres to be completed  - Ntsikeni Community Trust reformalised and commenced with the necessary training</td>
<td>Funding support for the remaining two kilometres</td>
</tr>
<tr>
<td>OTHER CATALYTIC PROJECTS</td>
<td>WHERE WERE WE IN FEB 2015?</td>
<td>WHERE ARE WE NOW IN AUG 2015?</td>
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<tr>
<td>Ingodini Border Caves</td>
<td>A tender was issued for the construction of two chalets and fencing. However bids were too expensive for the available budget.</td>
<td>EKZNW have been requested to revise the deliverables on the business plan, The final report is expected by the end of August 2015, which will pave the way forward.</td>
<td>Implementation of the revised business plan.</td>
<td>Funding support to implement the whole project</td>
</tr>
<tr>
<td>Tourism Mentorship Programme (TMP)</td>
<td>The project was being finalised and had just completed two critical capacity building workshops on: Putting Customer First &amp; Hospitality Business Skills</td>
<td>Implementation of all plans for the new intake of emerging tourism enterprises. New programme to commence in September 2015</td>
<td>Winding up of mentorship for the next intake of tourism enterprises. Preparation for the close out session</td>
<td>Full participation of all relevant stakeholders who form part of the steering committee</td>
</tr>
<tr>
<td>Tourism Graduate Development Programme</td>
<td>Monitoring visits were concluded and all interns had indicated satisfaction with the placement opportunity and with their mentors at different municipalities</td>
<td>A group of new tourism interns commence with their placement on the 13th of July. Most are still getting oriented by hosts municipalities. Departmental induction course to take place mid August 2015</td>
<td>Completion of monitoring visitation and identification of gaps through interviews with both intern and municipal mentor.</td>
<td>Municipalities to ensure the effectiveness of the graduate development programme</td>
</tr>
</tbody>
</table>
# INDUSTRIAL ADVANCEMENT

<table>
<thead>
<tr>
<th>OTHER STRATEGIC PGDP INTERVENTIONS</th>
<th>WHERE WERE WE IN FEB 2015?</th>
<th>WHERE ARE WE NOW IN AUG 2015?</th>
<th>WHAT DO WE PLAN TO ACHIEVE BY FEB 2016?</th>
<th>WHAT SUPPORT IS REQUIRED?</th>
<th>NO. OF POTENTIAL JOBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dube TradePort SEZ</td>
<td>In February 2015, the Feasibility study on the business case for the DTP SEZ was concluded. The Dube TradePort expansion and SEZ designation will play a pivotal role in improving the economic growth of the KZN Region and the overall economy of South Africa.</td>
<td>Project scoping and TORs for the development of an SEZ implementation plan for DTP SEZ. Secured infrastructure funding for TradeZone 1b through DTI SEZ programme. – construction of bulk services underway.</td>
<td>Anticipated that On TradeZone 1B – bulk services infrastructure will be complete.</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>OTHER STRATEGIC PGDP INTERVENTIONS</td>
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</table>
| Dube TradePort                    | Spatial planning and strategic planning perspective of a variety of strategic/catalytic projects. | DTP continues to form part and parcel of the strategic projects and strengthening the relationship with stakeholders at a local, provincial and national level. | In 2016, the following projects are anticipated to start:  
I. TradeZone 2  
II. Dube City Multi-Storey Parkade.  
III. AgriZone 2  
IV. uShukela Highway Development.  
V. Support Zone 2. | In light of the recent SEZ/IDZ designation, DTP would require various government departments to assist in fast-tracking approvals and assessments of statutory applications. This will allow for DTP to secure investors release land in line with market demand. The technical teams of the involved local councils need to play a pro-active role towards the facilitation of the approval of building plans. | 100 |
## 4.2 Industrial Hubs

**Planning for investment forum (engaging interested potential tenants) and scoping of requirements (business / implementation plans).**

- Investment forum held in March 2015 – now follow ups being made on potential tenants.
- Ithala appointed to plot infrastructure requirements and design for hubs at eZakheni, Madadeni and isiThebe.
- Purchase offer accepted for uMgungundlovu hub and rejected for uGu hub.
- Alternative operations found for one of three non-feasible hubs (Harry Gwala – furniture and dairy).
- Focus is on tenant attraction and investment sourcing (public entities, dedicated structures, national government).

<table>
<thead>
<tr>
<th><strong>WHERE WERE WE IN FEB 2015?</strong></th>
<th><strong>WHERE ARE WE NOW IN AUG 2015?</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Planning for investment forum (engaging interested potential tenants) and scoping of requirements (business / implementation plans).</td>
<td>• All sites acquired and fenced off • Project Facilitation Unit in place • Targeted offshore tenants secured • Some operations to have started</td>
<td>• Assistance with tenant attraction and investment sourcing • Identification of alternatives for Umzinyathi and Umkhanyakude • Adoption of industrial park support measures for the province • Alignment of industrial hubs with other provincial strategies, e.g., agri-parks</td>
<td></td>
</tr>
<tr>
<td>NATIONAL PRIORITY ECONOMIC INTERVENTION</td>
<td>WHERE WERE WE IN FEB 2015?</td>
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</tr>
<tr>
<td>Resolving the Energy Crises and enhancing the Energy Mix</td>
<td>Needed to set aside a budget for the KZN Energy Agency and engage with the National Minsiter of Energy</td>
<td>Support from national minister of energy has been obtained. We have identified the budget required and we have begun initial scoping work in getting together IPP’s who will be supplying the agency with power and identifying big corporate offtakers. A team is in the process of being appointed to get the agency fully operational by the end of this financial year</td>
<td>We hope to have a full time team in place who will work on getting the project pipeline of the agency established as well as the legal and regulatory requirements for establishing the agency as an operational energy trader. We also hope that the energy fund will be in full operation by February 2016</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Renewable energy strategy</strong></td>
<td>Renewable energy strategy was presented and endorsed</td>
<td>We are in the implementation phase with the key projects that were identified in the strategy. Namely the KZN Energy Agency; Industrial Symbiosis Programme and Energy Efficiency</td>
<td>By February we hope to have a KZN Energy Agency which has a full time team appointed to it. Identification of 5 key catalytic packaged projects for Industrial Symbiosis which investors can invest in. The installation of Rooftop PV Systems on 5 government buildings: These being: OTP Pmb; KZN Ezemevelo Wildlife; Greys Hospital; Vryheid Hospital and COGTA Mayville Building</td>
</tr>
<tr>
<td>PROJECT NAME</td>
<td>PROJECT SCOPE</td>
<td>PLANNED COMPLETION DATE</td>
<td>BUDGET AND EXPENDITURE</td>
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<tr>
<td>Nongoma substation - Upgrading</td>
<td>Substation Upgrade</td>
<td>Planned to completion date was August 2015, however the project was completed at the end of June 2015.</td>
<td>R35m</td>
</tr>
<tr>
<td>Nongoma MV networks</td>
<td>Upgrade from 11 to 22kv</td>
<td>Planning to complete the project by December 2015.</td>
<td>R134m</td>
</tr>
<tr>
<td>Jozini Town</td>
<td>Upgrade the cable network</td>
<td>Planned completion date was September 2015, however the project has been completed as of end of May 2015.</td>
<td>R15m</td>
</tr>
<tr>
<td>PROJECT NAME</td>
<td>PROJECT SCOPE</td>
<td>PLANNED COMPLETION DATE</td>
<td>BUDGET AND EXPENDITURE</td>
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<tr>
<td>Manguzi normalisation</td>
<td>Normalisation of the network</td>
<td>Phase 1 completed in April and 500 hh were connected. Phase two will be completed by November 2015 and about 1500 household would be connected.</td>
<td>R15m</td>
</tr>
<tr>
<td>Ndumo suite -</td>
<td>20 MVA substation and related HV &amp; MV lines Planning to complete the project by March 2015.</td>
<td>Planned completion date was March 2015 however the Project was Completed at the end of June 2015.</td>
<td>R125m</td>
</tr>
<tr>
<td>Makhathini NB57 &amp; NB24</td>
<td>Upgrade of MV networks</td>
<td>Planned completion date was August 2015,However the project was completed in May 2015. The municipality has commenced with construction of reticulation infrastructure</td>
<td>R41m</td>
</tr>
<tr>
<td>PROJECT NAME</td>
<td>PROJECT SCOPE</td>
<td>PLANNED COMPLETION DATE</td>
<td>BUDGET AND EXPENDITURE</td>
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</tr>
<tr>
<td>Cathkin substation</td>
<td>Upgrade to 20MVA</td>
<td>Construction phase is 70% complete. Projected completion date is December 2015</td>
<td>R22m</td>
</tr>
<tr>
<td>Eshowe substation</td>
<td>Upgrade to 40MVA</td>
<td>Construction phase is 60% complete. Projected completion date is December 2015.</td>
<td>R32m</td>
</tr>
<tr>
<td>School Road NB104 – Sanathan</td>
<td>Build new MV &amp; LV Infrastructure</td>
<td>Construction is 20% complete. Projected completion date is January 2016.</td>
<td>R12m</td>
</tr>
<tr>
<td>Nagle dam suite</td>
<td>20mva substation and related HV &amp;MV lines</td>
<td>The project was completed and energised in April 2015.</td>
<td>R88m</td>
</tr>
</tbody>
</table>
## Progress with other Provincial Catalytic Projects and PPP’s

|----------------------------|----------------------------|-------------------------------|----------------------------------------|---------------------------|---------------------|
| **Operation Vuselela**     | Project in implementation final year. To date 254 full time jobs and 2968 part time employment opportunities have been supported over the past six seasons. | Growing Season is over for 2014-15. In this season 186 part time and 39 full time employment opportunities were/are supported. | On-going project monitoring and project closure. | None. | • 254 full time and 2968 part time over the past 6 seasons  
• 186 part time and 39 full time for 2014-15 |
| **Gijima KZN Local Competitiveness Fund** | Fund guidelines and related application forms amended to reflect new sector based approach. To date from 2011-12, 219 full time employment opportunities have been created. | Call for Proposals advertised and awareness raising underway. | Potential contracts with successful applicants. Should the CFP be successful and projects contracted, it is expected that at least 50 full time jobs will be supported over the next 2-3 years in the automotive sector. | None. Just more efficient internal process. | • 219 full time jobs created to date  
• 50 estimated full time jobs to be created over the next two years. |
<p>| <strong>SECO LED Programme in Ilembe</strong> | Funding agreement signed with Swiss Government. MOU’s signed with Ilembe District, Kwadukuza Municipality and Mandini Municipality. | Procurement of Programme Co-ordinating Unit underway. Doing Business Survey for Ilembe was released. | PCU procured. Work-plan for 2016-17 completed. As the first phase is focused on planning the jobs to be created are as yet unknown. | None. Just more efficient internal process. |
|-----------------------------|-----------------------------|-------------------------------|---------------------------------------|---------------------------|---------------------|
| <strong>New Sugar Project (successor to Operation Vuselela)</strong> | Project procurement process was underway. | Project procurement failed. New approach developed as Call for Proposals. Currently awaiting HOD approval. | A new partnership to support small scale growers in the sugar industry will be in place for the next three to five years. It is expected that at least 2000 part time and 100 full time employment opportunities will be supported over the next 3-5 years. | None. Just more efficient internal process. | • 2 000 part time estimated • 100 full time estimated |</p>
<table>
<thead>
<tr>
<th>NATIONAL PRIORITY ECONOMIC INTERVENTION</th>
<th>WHERE WERE WE IN FEB 2015?</th>
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</thead>
<tbody>
<tr>
<td><strong>KZN ECONOMIC COUNCIL (KZNEC)</strong></td>
<td>The KZN Economic Council had resolved to:</td>
<td>- Chapter 3 of Social Accord drafted and social partners input incorporated</td>
<td>- To successfully host the KZNEC Summit in September and the 2nd annual KZNEC Roundtable panel discussion in October 2015;</td>
<td>- Active participation by interested and affected parties in economic development and transformation;</td>
</tr>
<tr>
<td></td>
<td>• Develop chapter 3 of the Social Accord (Maritime &amp; Industrial Economic Hubs);</td>
<td>- The KZN EC branding campaign (logo, vision and mission) was adopted in May</td>
<td>- Successfully hosted the inaugural KZNEC Roundtable panel discussion</td>
<td>• Buy-in and investment into provincial economic initiatives</td>
</tr>
<tr>
<td></td>
<td>• Enter into an MOU with NEDLAC;</td>
<td>• Successfully hosted the inaugural KZNEC Roundtable panel discussion</td>
<td>- Successfully rolled out the first of many KZNEC Roadshows in July - Umzinkhulu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Foster dialogue among the social partners and broader public</td>
<td>• Successfully rolled out the first of many KZNEC Roadshows in July - Umzinkhulu</td>
<td>- Signed MOU with the NEDLAC.</td>
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<td></td>
<td>• Ensure visibility and create awareness of the KZNEC through Public Roadshows.</td>
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</tbody>
</table>

KZN Economic Council (KZNEC)

The KZN Economic Council had resolved to:

- Develop chapter 3 of the Social Accord (Maritime & Industrial Economic Hubs);
- Enter into an MOU with NEDLAC;
- Foster dialogue among the social partners and broader public;
- Ensure visibility and create awareness of the KZNEC through Public Roadshows.

Where were we in Feb 2015?

Where are we now in Aug 2015?

What do we plan to achieve by Feb 2016?

What support is required?

- Active participation by interested and affected parties in economic development and transformation;
- Buy-in and investment into provincial economic initiatives.
<table>
<thead>
<tr>
<th>Public entities job creation</th>
<th>Budget Speech Commitments</th>
<th>Initiatives</th>
<th>Progress To Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIDZ</td>
<td></td>
<td></td>
<td>293 cumulative construction jobs created in Q1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>79 new jobs created in Q1.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>214 cumulative jobs retained from Q4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14 new construction jobs created by SPS in Q1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24 cumulative operational jobs created (decent)</td>
</tr>
<tr>
<td>ITHALA</td>
<td></td>
<td></td>
<td>168 jobs created through Property Developments and Maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>988 jobs created through the SMME and Coops fund</td>
</tr>
<tr>
<td>TIKZN</td>
<td></td>
<td></td>
<td>2 770 potential jobs created through the following new projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yiting Africa (Pty) Ltd (50); Viva Call Centers (2000); Call Insight (600); Ladysmith Crushing Stone (20).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>250) jobs created through company expansions as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- First Call Centre Solutions (200) Jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Laser Junction (50) Jobs.</td>
</tr>
</tbody>
</table>
# Public entities job creation

<table>
<thead>
<tr>
<th>Budget Speech Commitments</th>
<th>Initiatives</th>
<th>Progress To Date</th>
</tr>
</thead>
</table>
|                           | **DTP**     | • 116 construction jobs created. Target partially achieved due to delays in the construction processes.  
• 153 Jobs at Samsung as at March 2015, and 85 as at July 2015  
• Recruitment of an economist underway to assist with assessing/calculating DTPC's performance on job creation and other targets. |
|                           | **KZNGF**   | • 100 jobs created  
• 120 million Rand Value of Projects disbursed  
• 6,911 job opportunities (post-investment, pre-commitment, approved ISRs and Investment leads). |
|                           | **EPWP**    | • 711 jobs were created in the first quarter-overflow from the last year alien species contract (Ezemvelo wide life). |
Overview of the Basic Education system
KZNDOE - at a Glance

There are over 6 258 schools in KZN categorized as follows:

1. Public ordinary schools
2. Independent schools
3. Special public schools
4. Independent schools

5. Over 2,8 million Learners in all schools.
6. Above 89,000 teachers in KZN schools.
7. 12 districts smallest Amajuba
8. PPN of 1:30
Overview of Basic Education in South Africa

1. Education is a critical socio-economic right
2. The Bill of Rights entrenches in the Constitution the right to basic education for 7-15 year olds
3. SASA (Act 84) 1996 defines Basic Education as equivalent of the first nine grades (for children aged between 7 and 15)
4. Transforming the systemic legacy of Apartheid and dealing with public concerns
5. Public Concerns: Infrastructure, transport, textbook delivery, quality teaching, inequality in learner performance, quality in learner attainment, dropouts, catch up opportunities for youths, skills training to the success rate in Higher Education
6. Magnitude and Size: 425 167 Educators teaching 12 428 069 million learners in 25 826 public and 1 571 independent schools
7. National Mandates: Developing Norms and Standards, creating the main policy and legislative frameworks for schooling and Monitoring and support
8. Provincial Mandates: Enacting policy and taking funding and administrative decisions.
9. Local Mandates: School Governance
The KZNDOE is set to fulfil the Millennium Development Goals (MDG) for expanding access to education

1. **Steady progress in education** in KZN, with government systematically addressing the shortcomings that have hampered progress in the past.

2. Considerable progress has been made towards reaching **universal coverage** by enrolling almost 98% of learners between the ages of 5 to 15 (compulsory school age) by 2015.

3. There has been an expansion of **Grade R reaching universal access** in the province accessing nearly 240 000 learners.

4. The Department boosted the implementation of the **Literacy and Numeracy Improvement Plan** in 2014/15. Specially designed charts, flash cards and sentence strips were provided to the targeted schools in an effort to **nurture reading**.

5. The Department also supplied schools with LTSM packs of fiction and non-fiction books, picture books, dictionaries, CDs, magazines and newspapers.

6. The Province’s resource provisioning policy ensured that learners in Grades 1 to 6 are exposed to **read at least 40 books per year.**
So much reform: so little change” (Charles M. Payne, 2008)

“The coming decades will see an era of the most radical changes in education since the appearance of national education systems. And the source of these changes will not be in the educational system itself, but rather it will be driven primarily by industries: digital technologies, healthcare and finance” (GEFF 2014)

1. “there is a weak relationship between policy and deep change in schools” (Mehta, 2013)

2. “Fundamentally, the culture and cognitive frames of policy makers seem to be misaligned with the needs of education” (Cohen 2011; Hallett 2010; Payne 2008).

3. Old objectives are no longer adequate: Underpinning the new objectives for the new term towards radical education transformation in South Africa is the ‘iron quadruple’:
   I. Access (Physical, socio-economical, epistemological)
   II. Quality (the new metrics)
   III. efficiency (Supporting intrusive innovation)
   IV. Equity (dealing with contradictions)
Programme for International Students Assessment (PISA)

1. PISA measures 15 year olds/general or cross curriculum competences, reading, maths and science literacy

2. The emphasis implicit in the PISA conception is a human capital theory:
   - Skilled
   - Literate workers with higher cognitive abilities
     - needed to ensure economic competitiveness.

The primacy of this rhetoric entails that alternative visions:

I. humanist
II. democratic
III. environmentally sustainable
   - are little articulated and under-developed.

1. There is some evidence that OECD may be moving in this direction through the planned incorporation of tests of wider skillsets (for example, of collaborative problem-solving), but progress is slow.

2. Researchers such as Pritchett (2013) show that in most developing countries policy design and implementation still focus primarily on inputs rather than outputs.

3. In the U.S., and elsewhere, they have for some time been focused on outputs (albeit limited ones – “college and career ready”), but the structures by which policy is made and handed down to schools in most jurisdictions disregard the fact that they are dealing with complex systems.
No reason to retain current models—a case for change

#StatusQuoMustFall

1. Challenges for education policy makers increase
2. Supporting the expansion of the system
3. Ensuring quality
4. Securing equitable access and opportunities
5. Meeting ever growing expectations
6. But in very difficult times

I. Deepening social problems
II. Doing more with less
Where education is out of tune

1. The race with technology

2. The race with technology: can schools cope?

3. The nature of the skills demand, employability, skills mismatch
Where education is out of tune

The nature of the skills demand:

1. Employability
2. Skills mismatch
3. Supporting the expansion of the system
4. Ensuring quality
5. Securing equitable access and opportunities
6. Meeting ever growing expectations
7. ...but in very difficult times:

I. Deepening social problems
II. Doing more with less
Where education is out of tune

Declining social cohesion:

Is school segregation contributing?
Where education is out of tune

Deepening **socially unequal distribution** of educational opportunities:

1. Can schools compensate for society?
Where education is out of tune

1. Less well functioning democratic systems
2. Are social protection systems paying the price of less functional education systems
3. What kind of values do we need to address humanity’s imminent challenges?
Where education is out of tune

1. But, most importantly, are our education systems really tuned to:
   
   I. Support learning?
   II. Foster social learning?
   III. Creating learning societies?

2. Or are we merely maintaining credentialism, systems of selecting, screening and signalling people?
Innovative learning

1. Widely shared perception of slowness of reform and ‘resistance to innovation’ among policy makers and external stakeholders

2. Many examples of ill-conceived and badly implemented top-down innovation

3. Yet, CERI evidence points at many examples of meaningful change
Roadmap to innovative learning

The 7 principles of learning (ILE):

1. Learners at the centre
2. The social nature of learning
3. Emotions are integral to learning
4. Recognising individual differences
5. Stretching all students
Roadmap to innovative learning

6. Assessment for learning – Building horizontal connections

7. Learning is the key to creating learning societies that can address challenges and to liberating humanity’s problem-solving potential
Ecosystems to create innovative schools

1. Innovative environments and conditions will be necessary for individuals and societies to succeed in:
   
   I. higher
   
   II. better
   
   III. deeper learning

2. How can we create ecosystems to make that happen?
Towards system change

1. We can learn a lot from experimentation and pioneering

2. Too often incapable of transcending the pioneering stage

3. How to move towards
   
   I. Systemic change
   
   II. Transformative change
1. Crucial challenge: implementation or the ‘political economy of reform’

2. It’s not about education having to become more responsive’ to society’s needs

3. It’s about education taking a leadership role in defining humanity’s future
Operation Phakisa
Education improvement trajectory

Operation Phakisa for Education addressed a multitude of challenges that the Department of Education faces in delivering quality education in the province.

1. **Lack of Skilled Teachers**
   - There is a lack of skilled teachers, specifically for subjects such as Maths and Science and especially in rural areas.

2. **Inadequate Learning Material**
   - In the absence of skilled teachers, additional resources are necessary for learners to acquire content and supplementary information.

3. **Widening Digital Divide**
   - South Africa, particularly KwaZulu-Natal has a digital divide that prevents all learners from having access to information which is needed to be a part of the economy of the future.

4. **Shortage of Support Structures**
   - Learners do not have sufficient support structures to assist them after school to continue the learning process.

5. **Poor School Infrastructure**
   - Rural schools, in particular, are poorly equipped and have crumbling infrastructure.
The Future of Education

Evolution of learning

The future of education is bright and there are several trends that South Africa, particularly KwaZulu-Natal can embrace to leapfrog the current challenges.

1. Personalised learning for everyone
2. Self-organised learning environment
3. Cognitive collaboration in the classroom
4. Project-based learning and collaboration
The Future of Education

classroom of the future

The future of education is bright and there are several trends that South Africa, particularly KwaZulu-Natal can embrace to leapfrog the current challenges

1. Virtual laboratories
2. Schoolwork is game-based
3. Three D printing- builder classroom
4. Digital desks and tables
The future of education

The future of education is bright and there are several trends that South Africa, particularly KwaZulu-Natal can embrace to leapfrog the current challenges

THE NEXT GENERATION OF TEACHERS

1. Personalised lessons delivered by teachers
2. Classroom robots to assist learners
3. Face coding-Identify struggling learners in real-time
4. Hybrid learning- combining self learning and instruction

TOMORROWS CURRICULUM

1. Augmented reality spaces
2. New definitions of literacy in line with the digital world
3. ECD coders – Children are introduced to coding
4. Flexibooks – Material created by teachers and students
The Future of Education
The future of education is bright and there are several trends that South Africa, particularly KwaZulu-Natal can embrace to leapfrog the current challenges

<table>
<thead>
<tr>
<th>SCHOOL SYSTEMS</th>
<th>HIGHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools and businesses co-produce programmes</td>
<td>1. Career/choice-based learning</td>
</tr>
<tr>
<td>2. Schools become the connector to communities</td>
<td>2. Alternative paths to upgrade or change skills</td>
</tr>
<tr>
<td>3. Facilitates the next generation of apprenticeships</td>
<td>3. Shift from credits to competences</td>
</tr>
<tr>
<td>4. School systems facilitate adult retraining</td>
<td>4. Skills-based competence assessment</td>
</tr>
</tbody>
</table>
Learners, teachers and schools connected to a reliable network
Sourcing and curating digital content

**Description:** The initiative focused on keeping the content relevant by ensuring regular revisions and updates so that learners and teachers have access to contemporary content.

**Outcomes**

1. A clearinghouse with clear Norms and Standards (regulates sourcing)
2. Additional and alternative content to enable different pedagogies and which caters for multiple intelligences (e.g. gamification). This will ensure usable, contextualised, quality approved content that can support the achievement of learning outcomes.
**Delivery Virtual Learning Solution**

**Description:** This initiative focused on the development of effective delivery mechanisms.

**Outcomes**

1. A Content Management System (CMS) portal (e.g. Cloud) which serves as a content repository and links to external sources of educational content
2. A Learning Management System (LMS) that is populated with curriculum courses, lessons, lesson plans and assessments
3. Broadcast Channels which include Television, Radio and Data casting
Knowledge Management

Description: In order to achieve the maximum impact on learning, pedagogy and systemic efficiencies this initiative is focused on creating an efficient and effective monitoring and evaluation process.

Outcomes

- Automated, real-time and efficient collection of data, regarding:
  1. Content and system uptake & usage data
  2. User feedback: popularity and usefulness ratings
  3. Tracking of learning performance via core content and SBA processes
  4. Pedagogic impact
Description: This initiative focused on the development of an online, mobile software solution that allows two way communication, on demand, between the teacher and the Department at District, Provincial or National level.

Outcomes:

1. Highly competent, confident, content, and motivated workforce that will improve the overall quality education delivery
2. Convenient and efficient problem-solving for teacher concerns in logged series of e-interactions, especially eliminating the necessity for District office visits
3. Happier teacher environment will improve the overall quality education delivery
4. More teaching time in classroom
Establishing a Blended Teacher Professional Development System

Description: This initiative focused on building a blended teacher professional development system that is user friendly and aligned to the ICT learning pathway with a catalogue of quality assured courses that includes development for 1) Leadership and Management, 2) administration, 3) curriculum and 4) ICT integration.

Outcomes

1. Improved quality of teaching and professionalism
2. Improved learner performance on Action Plan to 2019 targets
Strengthening Research and Innovation Capacity for Teacher Education

Description: This initiative provided a platform and processes to enable ongoing and innovative research to inform teaching methodologies and pedagogies, so that teachers become world class in integrating ICTs into their daily professional practices.

Outcomes

• Teachers are competent, confident and knowledgeable and are able to comfortably integrate ICTs to support teaching and learning, using advanced pedagogical techniques.
An Integrated e-Administration Solution

Description: This initiative focused on the development of an online, mobile software solution that allows two way communication about administration issues, on demand, between the teacher and the Department at District, Provincial or National level.

Outcomes
1. Cost savings through:
   I. Drastically reducing the risk of ghost teachers and learners in the system
   II. Adequate provisioning of teachers
2. Eliminate duplicate administrative processes
3. Develop a single (bottom to top) to multi-dimensional information base
4. Targeted strategic interventions as informed by factual data
5. Reduce the impact of over or under reporting of learner numbers
6. Increase financial governance and better risk management
Learning Anywhere, Anytime, Any Pace with Devices

**Description:** Rolling out education-specific design devices to learners, teachers, and administrative staff in every school across all districts.

**Outcomes**
1. Access to equal education for all learners
2. Enabling quality e-Learning and e-Administration across all schools
3. Learners equipped with skills to become active contributors to the economy
4. Increased GDP growth through better educated South African citizens
An ICT Services Support Hub for Education

**Description:** The establishment of a Hub & Spoke driven IT support service for all South African learners, teachers, and administrative staff in every school across all nine provinces.

**Outcomes**
1. Uninterrupted, reliable, and effective e-education
2. Enabling quality e-Learning and e-Administration across all schools
3. Empower teachers to focus on teaching, not the technology
4. Empower learners with uninterrupted learning opportunities
5. Local job creation and economic upliftment
Rapid Broadband Deployment

**Description:** This initiative focused on the prompt provision of broadband to schools and other government sites in districts.

**Outcomes**

1. Access to sufficient internet speeds to meet the teaching and learning needs of schools
2. 1Gbps connections by 2020
3. Reduction of capital expenditure by the Government
4. Technology to be used that has capacity for future expansion
MST Strategy
1. Improved quality of teaching and learning through development, supply and effective utilisation of teachers.
2. Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM).
3. Improving assessment for learning to ensure quality and efficiency in academic achievement
4. Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision
5. Strengthening accountability and improving management at the school, community and district level.
Districts: Improving learning outcomes on scale

In recognition of the key role of districts in assisting schools to interpret and implement policy - support to districts has been intensified across the system;

Primary focus has been on

- Implementing the *Policy on the Organisation, Roles and Responsibilities of Education Districts* which
  - Clarifies the legislative environment of districts including defining roles and responsibilities for all district officials;
  - Provides guidance on a structure to effectively carry out the mandate; and
  - Identifies key delegations to be devolved to districts to facilitate system effectiveness and efficiency;
- Revisiting recruitment and selection criteria so that we have the *right people for the right roles* at district level; and
- Adequately resourcing districts with the minimum tools of trade.
Districts: What has been achieved

There is enhanced focus across the system on learning and teaching, prioritising monitoring of the following:

1. Curriculum coverage;
2. Assessment coverage;
3. Support to schools at risk;
4. Support to learners at risk/progressed learners; and
5. Learner and teacher attendance.
## IMPROVING LEARNER RETENTION AND PERFORMANCE

<table>
<thead>
<tr>
<th><strong>Summary of Achievements</strong></th>
<th><strong>Summary of Challenges</strong></th>
<th><strong>Summary of Recommendations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and implementation of the strengthened NSLA.</td>
<td>Not all provinces <strong>comply</strong> with the requirements of the <strong>9 pillars</strong> of the NSLA.</td>
<td>All provinces need to comply with the requirements of the <strong>strengthened 9 pillars</strong> of the NSLA.</td>
</tr>
<tr>
<td>ANA and NSC Diagnostic Reports and Remedial plans.</td>
<td>Not all provinces <strong>fully utilise</strong> the ANA and NSC Diagnostic Reports and Remedial plans as well as <strong>follow up</strong>.</td>
<td>The ANA and NSC Diagnostic Reports and Remedial plans must be <strong>mediated up to classroom level</strong>.</td>
</tr>
<tr>
<td>Regulations on the National Curriculum Statement for grade R - 12.</td>
<td>The regulations are <strong>differently understood</strong> and implemented throughout the sector.</td>
<td>The regulations must be <strong>implemented appropriately</strong> throughout the sector.</td>
</tr>
<tr>
<td>Draft Framework for Learner Support : Guidelines for Enrichment programmes</td>
<td><strong>Absence</strong> of a framework to guide learner enrichment programmes</td>
<td><strong>Finalisation</strong> of the Framework for Learner Support : Guidelines for Enrichment programmes</td>
</tr>
<tr>
<td>Subject Profiles for GET and FET.</td>
<td>There has been very little or no movement to <strong>implement</strong> the subject profile reports.</td>
<td>Reports on Subject profiles must be <strong>implemented up to classroom level</strong>.</td>
</tr>
<tr>
<td>Draft Framework for Remediation and Support.</td>
<td>The sector doesn't seem to have a <strong>dedicated focus</strong> of remedial and support programmes for learners who experience <strong>barriers to learning</strong>.</td>
<td>PED and DBE officials must <strong>focus</strong> on <strong>remedial and support programmes</strong> for learners experiencing barriers to learning from grade R - 12.</td>
</tr>
<tr>
<td>Provincial NSLA Oversight visits by DBE officials.</td>
<td>The legislative requirements of section 3 and 8 of NEPA do not seem to be commonly understood in the sector.</td>
<td>NEPA must be <strong>complied</strong> with throughout the sector.</td>
</tr>
<tr>
<td>Minister’s quarter meetings with <strong>district directors</strong></td>
<td>District Directors meetings have revealed <strong>perpetual disparities</strong> in development and performance of districts because of the <strong>absence of certain fundamentals</strong> in some.</td>
<td>DBE and PEDs must ensure that <strong>fundamentals are in place for all districts</strong>.</td>
</tr>
</tbody>
</table>
### EARLY CHILDHOOD DEVELOPMENT

#### Summary Of Achievements

- **Access** to Grade R for 5 year olds has reached **85.3%**.
- **6480** ECD practitioners have reached NQF Level 4, 2015 have reached Level 5, and 50 Level 6.
- The **NCF** has been finalised and distributed to **3080** ECD centres.
- The **National Training Team** and 9 Provincial Training Teams have been established.
- **282** ECD practitioners and **549** officials have been trained on the NCF.
- **22 670** ECD centres are registered with DSD reaching approximately **1.3 million children**.

#### Summary Of Challenges

- Although access to Grade R has increased, the quality remains poor.
- Approximately **4955** ECD practitioners do not have an **NQF level 4 ECD qualification**.
- **18 590** centres have not received copies of the **NCF**
- All practitioners at the centres are not trained.

#### Summary Of Recommendations

- DBE and PEDs must **prioritise the improvement of Grade R**, including increasing the Grade R per learner allocation.
- All ECD practitioners should have reached **NQF level 6 by 2019**.
- All ECD centres should have received copies of the **NCF by 2016**.
- **All ECD practitioners** must have been trained on the NCF between 2016 and 2019.
- **All ECD centres should have been registered by the Department of Social Development by 2019**.
- The policy and legislation needs to be **reviewed** to make grade R compulsory.
- The policy and legislation should have been reviewed to make **Grade R compulsory by 2019**.
## INCLUSIVE EDUCATION

### Summary of Achievements

1. Comprehensive progress report on implementation of **White Paper 6** provided annually.
2. The **CAPS for SASL** has been approved and is being **incrementally** implemented.
3. The **SIAS policy** has been approved and is being implemented.
4. Framework and Guidelines for **Curriculum Differentiation** have been developed for implementation.
5. A policy framework to support learners with **severe and profound disability** have been developed.
6. Draft **Norms and Standards** for Funding an **Inclusive Education** System have been developed.
7. **Skills and Vocational** programmes with 26 subjects for the GET qualification have been developed, including programmes for learners with **severe intellectual disability.**

### Summary of Challenges

- Not all provinces give the **required attention and support** to learners with special Education needs and the expansion of inclusive education.
- Not all teachers are **qualified and competent** to implement CAPS for SASL.
- The SIAS policy is not being **uniformly implemented** across the sector.
- Not all teachers and subject advisors have been trained on **Curriculum Differentiation.**
- Not all **role players** cooperate to implement the framework to support learners with severe and profound disabilities.
- Finalisation of Norms and Standards for Funding an Inclusive Education System requires **inter-sectoral collaboration.**
- Getting the **Quality Assurance Bodies** to cooperate.

### Summary of Recommendations

- PEDs must address all the **identified weaknesses** and improve standard of reporting through the NSLA.
- All teachers who teach **CAPS for SASL** must be qualified and competent to teach it by 2017.
- **SIAS** must be uniformly implemented **across the sector**
- All teachers and subject advisors must be **trained** in Curriculum Differentiation by 2019.
- All role players must **work together** to implement the framework to support learners with severe and profound disabilities and ensure access to education.
- Norms and Standards for Funding an Inclusive Education must be **finalised by the end of 2015.**
- Getting the cooperation of the Quality Assurance Bodies in finalising the GET qualification.
<table>
<thead>
<tr>
<th>Summary of Achievements</th>
<th>Summary of Challenges</th>
<th>Summary of Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 18 new libraries have been erected and 1031 libraries identified for refurbishing.</td>
<td>Availability of qualified school library assistants and school librarian.</td>
<td>Implementation of the learnership programme.</td>
</tr>
<tr>
<td>2. 35 fully stocked trolley libraries for multi-grade schools.</td>
<td>Reading Campaign activities limited to Mandela Day and International Literacy Day</td>
<td>Communication strategy for Reading Campaign needs to be strengthened and supported by MECs and key stakeholders in provinces.</td>
</tr>
<tr>
<td>3. Early Grade Reading Assessment (EGRA) is being implemented in 1000 schools.</td>
<td>Limited roll-out of the Book Flood Campaign.</td>
<td>Book Flood must target Provincial Legislature, Local Government Councils, Private Sector and Government Departments.</td>
</tr>
<tr>
<td>4. Ministerial Khari Gude and Reading Road shows completed in 8 provinces.</td>
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<tr>
<td>5. Reading Roundtable and Ministerial Library Breakfast meetings held.</td>
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<tr>
<td>6. Draft Reading Norms have been developed.</td>
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<tr>
<td>7. Resuscitation of reading promotion activities (Drop All and Read, Reading Clubs)</td>
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Limited capacity for the provisioning of 1000 libraries per annum.

Strengthen the establishment of reading clubs nationally.

Follow-up with DAC on the allocation for school libraries.
<table>
<thead>
<tr>
<th>Summary Of Achievements</th>
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<th>Summary Of Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of <strong>MST Directorate</strong></td>
<td>Not all PEDs have <strong>dedicated well-resourced MST units</strong> to coordinate and support MST activities</td>
<td>PEDs to establish and resource MST units for coordination and support of MST activities</td>
</tr>
<tr>
<td>Hosted <strong>3 MST Roundtable Discussions</strong></td>
<td><strong>Lack of or slow implementation</strong> of recommendations of the Roundtables by the sector</td>
<td>DBE/PEDs should <strong>accelerate implementations</strong>, at all levels, of the recommendations of the Roundtables discussions.</td>
</tr>
</tbody>
</table>
| Developed **MST Subject Profile**                            | Lack of or slow implementation of the targets and activities towards improving **participation and performance in MST.** | • PEDs must **accelerate implementation** of targets and activities  
• PEDs must **report progress** through various structures in the sector as well as NSLA |
| Reconfigured Dinaledi and Technical High School **conditional grants** into a single MST Conditional Grant. | **Poor financial performance** by PEDs owing to planning and procurement processes     | **Central procurement** which should lead to transversal tenders to be used by PEDs to obviate under-performance |
| **Reintroduced Mathematics** in schools that opted not to offer the subject | Not all schools that were not offering the subject implemented the contents of **Circular S13 of 2014**, which directed that schools which were not offering mathematics should incrementally reintroduce the subject from 2015 | • DBE and PDE officials must **identify schools** and ensure Mathematics is reintroduced as per circular S13 of 2014  
• Provide **budget** for teacher training, itinerant teacher support and learner supplementary material |
<p>| Introduced the <strong>1+4 Model</strong> to improve Mathematics performance in Senior Phase | Not all provinces are on board with implementation of the principles of 1+4 and various provinces at <strong>different levels of implementation</strong> | PEDs lacking behind must <strong>catch up</strong> and ensure that the principles of 1+4 Model are implemented |</p>
<table>
<thead>
<tr>
<th>Summary of achievements</th>
<th>Summary of Challenges</th>
<th>Summary of Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully developed and implemented a <strong>Sector Plan to procure and deliver LTSM</strong></td>
<td>Not all provinces <strong>align</strong> their provincial plans and keep to the <strong>milestones and timeframes</strong> of the Sector Plan</td>
<td>All provinces must align their provincial plans and keep to the milestones and timeframes of the <strong>Sector Plan</strong></td>
</tr>
<tr>
<td>LTSM coverage has increased from <strong>45% to over 95% in the Sector</strong></td>
<td><strong>Low retention and retrieval rate</strong> across grades and subjects will affect universal coverage</td>
<td><strong>DBE must finalize the policy</strong> that will ensure the introduction of incentives for high retrieval rates which should be implemented by provinces</td>
</tr>
<tr>
<td><strong>Core textbooks</strong> have been developed in the area of <strong>Maths, Science and Technology</strong> by DBE, Shuttleworth, Sasol Inzalo Foundations as well as demonstrated the capacity of the state through the development of workbooks over the years</td>
<td>Not all schools use the <strong>state developed material</strong> as their core material</td>
<td>Provinces must ensure that the <strong>core textbooks</strong> and workbooks are <strong>utilised</strong> by all learners in schools</td>
</tr>
<tr>
<td><strong>Electronic monitoring system</strong> has been identified and is in the process of being developed</td>
<td><strong>There is no uniform</strong> electronic system in the sector to monitor procurement, delivery, retention and redistribution as well as utilisation.</td>
<td><strong>Procurement, delivery, retention and redistribution</strong> as well as utilisation in the sector must be done through the identified electronic monitoring system for the sector</td>
</tr>
<tr>
<td><strong>Development of National Catalogues</strong> for Grades R – 12 for implementation of CAPS</td>
<td>The life span of the catalogue is short and provinces do not always procure LTSM from these catalogues</td>
<td>The lifespan of the catalogues must be <strong>increased</strong> and provinces must procure from these catalogues</td>
</tr>
</tbody>
</table>
## STRENGTHENING THE KRG CAMPAIGN

### Summary of Achievements

<table>
<thead>
<tr>
<th>1. Nationally</th>
<th>3 849 930 adults benefited from the campaign since 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. An average</td>
<td>40 000 volunteers benefitted from Job creation per annum</td>
</tr>
<tr>
<td>3. Strategic</td>
<td>partnership with EPWP which yielded R213m in financial</td>
</tr>
<tr>
<td>partnership</td>
<td>support from 2011 to 2014, R65m in 2015/16 &amp; R217m from</td>
</tr>
<tr>
<td></td>
<td>2016 - 2018</td>
</tr>
<tr>
<td>4. Ministerial</td>
<td>roadshows in 8 provinces rekindled interest in the</td>
</tr>
<tr>
<td>roadshows in</td>
<td>campaign</td>
</tr>
<tr>
<td>5. Developed</td>
<td>draft concept paper on the 2nd Chance for the NSC</td>
</tr>
</tbody>
</table>

### Summary of Challenges

<table>
<thead>
<tr>
<th>Restricted reach – campaign did not reach all people and places where required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historically campaign employed public servants (employed)</td>
</tr>
<tr>
<td>Lack of monitoring and support</td>
</tr>
<tr>
<td>Weak internal controls</td>
</tr>
<tr>
<td>Poor success and retention rate of matriculants</td>
</tr>
</tbody>
</table>

### Summary of Recommendations

| Work with offices in different spheres of Government and broader civil society  |
| hold professional coordinators and implementation of the National Strategy for Monitoring |
| Implementing the Financial Management Improvement Plan                          |
| Working with provinces to develop and implement a Business plan to support learners that qualified to write supplementary exams or failed NSC. |
## Teacher knowledge testing system

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed the uploading of Aptis to 60 Teacher Centres</td>
<td>• To improve the capacity of teacher centres and districts to administer the tests;</td>
</tr>
<tr>
<td>2. Preparations underway for the full roll-out of the Aptis to these centres</td>
<td>• No provincial budgets targeted for teacher testing;</td>
</tr>
<tr>
<td>3. 700 teachers assessed thus far since November 2014.</td>
<td>• Bandwidths provided by Vodacom very low; hence Connectivity of centres is a huge challenge; and</td>
</tr>
<tr>
<td>4. A pilot report of the Aptis has been developed.</td>
<td>• To ensure that each teacher centre has an e-learning specialist.</td>
</tr>
<tr>
<td>5. Development of Terms of Reference for the appointment of Service providers for the roll-out of both EFAL and Mathematics for 20 000 teachers from all grades completed.</td>
<td></td>
</tr>
<tr>
<td>6. Training of eLearning specialists on the administration of APTIS and other assessments is in progress.</td>
<td></td>
</tr>
<tr>
<td>7. Preparation for the pilot of Maths items with the Pearson Group to 270 Grade 8 teachers in 9 Teacher Centres finalised.</td>
<td></td>
</tr>
</tbody>
</table>
## Strengthening Provincial Institutes and District Centres

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draft Norms and Standards for teacher centres were approved by HEDCOM and CEM, and will be published for public comments.</td>
<td>1. Most of the centres do not have good infrastructure and lack training spaces, especially school or district offices based;</td>
</tr>
<tr>
<td>2. The Department has updated the audit of Teacher Centres. Due to the NC expansion, the sector has 147 Teacher Centres currently.</td>
<td>2. Staffing continues to be a challenge in most of the centres. A common trend on staffing amongst existing centres is to have a Centre Manager x1; Clerk, and General Assistants (GAs);</td>
</tr>
<tr>
<td>3. The Department is collaborating with Vodacom and they are currently strengthening 20 centres by providing ICTs and connectivity after the completion of 61 centres.</td>
<td>3. Subject Advisors (SA) are not based in the centres; hence Teacher Centres have no human resources that drive teacher development.</td>
</tr>
<tr>
<td>4. Furthermore, the DBE and UNISA have concluded an MOU. UNISA will be strengthening 34 centres in the financial year.</td>
<td></td>
</tr>
</tbody>
</table>
1. A Collective Agreement on the **Quality Management System (QMS)** for school-based educators was **agreed to by all trade unions**, at the Education Labour Relations Council (ELRC) in November 2014.

2. Subsequently, **the DBE and Combined Trade Unions - Autonomous Teachers’ Unions (CTU - ATU) have signed** the Collective Agreement on the QMS.

3. The QMS will improve performance management in our schools by strengthening the accountability of Principals and SMTs. The QMS process requires all principals and SMTs to develop **work plans** with clear targets and deliverables for their respective schools.

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>CHALLENGES</th>
<th>CEM DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SADTU has as yet not signed the Collective Agreement on the QMS</td>
<td>a) that the QMS work plan agreement for Principals be implemented from January 2016; and b) that advocacy and training on work plans for principals and the QMS instrument be rolled out as from August 2015.</td>
<td></td>
</tr>
</tbody>
</table>
## Competency Assessment for Principals

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>CHALLENGES</th>
<th>CEM DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draft guidelines on new measures for the appointment of principals which include a component on competency assessment has been developed and tabled at CEM.</td>
<td>1. Even though there are assessment programmes available in Gauteng and the Western Cape, none of the provinces uses it as an appointment criteria.</td>
<td>• All Provinces to implement competence assessments for Principals from January 2016.</td>
</tr>
<tr>
<td>2. A draft framework containing areas for assessing principals’ competency has been completed.</td>
<td>2. The Western Cape makes it optional for SGBs to consider assessment outcomes to appoint principals.</td>
<td></td>
</tr>
<tr>
<td>3. The Western Cape has a functional competency assessment programme running in the Premier’s Office.</td>
<td>3. Gauteng only assessed over 80% of principals and deputy principals once and not for appointment purposes.</td>
<td></td>
</tr>
<tr>
<td>4. Gauteng has developed a competency assessment programme and have taken principals and deputy principals through the programme.</td>
<td>4. Competency assessments are linked to new measures for the appointment of principals. They need to be approved in the system as a package.</td>
<td></td>
</tr>
</tbody>
</table>

- All Provinces to implement competence assessments for Principals from January 2016.
## Competency Assessment for Office-Based Educators

<table>
<thead>
<tr>
<th>PROGRESS</th>
<th>CHALLENGES</th>
<th>CEM DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 33% of the provinces including Gauteng, Western Cape and Mpumalanga have extended the use of Competency based assessments for recruitment and selection to include senior office based educators:</td>
<td>• To date none of the provinces have generally used these assessments for recruiting and appointing subject advisors.</td>
<td>• All provinces to implement competency assessment for office-based educators from 2016.</td>
</tr>
<tr>
<td>• These provinces and in particular the Western Cape have indicated that they have plans to introduce its usage for other office based educators.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Eastern Cape and Free State however have not generally used competency assessment for appointments for both office based educators as well as the District Directors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# MST Teacher Development Interventions

## PROGRESS

1. The DBE partnered with Sasol Inzalo Foundation where 512 Grade 4 – 9 Mathematics, Natural Science and Technology subject advisors were trained.

2. The DBE printed and distributed over 52 000 copies of Mathematics, Science and Technology workbooks through the HoD programme which created a huge demand by teachers perception.

3. In seven provinces 10 530 MST HoDs and Lead Teachers participated in the training.

4. Materials are to be formally evaluated through the users and then made available to the learners.

5. Lesson Plans, Pre-and Post-tests, Teaching Plans are developed by the DBE and sent to provinces before the term starts.

## CHALLENGES

- KZN is expected to catch up with the HoDs programme.
- Need to receive progress report from WC.
DBE ACTION PLAN GOAL 16:
Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.
Progress with ICT and Teacher Development  September 2015

66 Teacher Centres with ICT Resources
Another 15 in pipeline and active DIGITAL CLASSROOM portal with VODACOM

Mobile Apps for Teachers
2 new Ukufunda Apps (UNICEF & REACH)
2ENABLE App with CAPS-aligned content

Teacher Centres as Microsoft IT Academies
Plan to drive skills development for youth and teachers with MICROSOFT

Driving Active Teacher Use of Technologies
Plan to reach 60,000 active teacher users of technologies (MSFT, VODACOM, UNICEF)

196 Maths Teachers Assessed
Grade 8 Maths teachers assessed in initial pilot (PEARSON & UNICEF); 393 teachers took Aptis

ACCESS TO ICT RESOURCES FOR TEACHERS

250 Teachers To be Trained in Exam Preparation
At 5 Teacher Centres in September (UNICEF & ACTUARIAL SOCIETY OF SA)

50 National Core Team Training
SACE-Accredited training in September in partnership with MICROSOFT & UNICEF

University Accredited Course for ICT Champions
A post-graduate course with UJ 4 ICT leaders with UNICEF, MSFT, & VODACOM

Research on Teacher Views on ITCs
A qualitative study involving 260 teachers in partnership with UNICEF

Update on Guidelines for ICT & Teacher Development
Draft Guidelines by November in partnership with UNICEF

OPTIMAL USE

BUILDING COMPETENCIES

RESEARCH

ASSESSMENT

GUIDELINES
<table>
<thead>
<tr>
<th><strong>Progress</strong></th>
<th><strong>Challenges</strong></th>
<th><strong>Decision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful meetings were held in all PEDs between 3 and 31 August 2015.</td>
<td></td>
<td>HEDCOM to approve:</td>
</tr>
<tr>
<td>2. All PEDs resolved to prioritise the project</td>
<td>The availability of provincial qualification and utilisation profiles, that is, the match between what teachers are teaching and what they are qualified to teach</td>
<td>The final deadline for the capturing and correction of all teacher profiles is 30 November 2015.</td>
</tr>
<tr>
<td>3. All PEDs except WCED committed to ensure the capturing and correction of the identified eleven (11) fields on PERSAL. WCED will capture 10/11 fields due to capacity constraints.</td>
<td></td>
<td>All PEDs develop a strategy and implementation plan to address the mismatch between what teachers are teaching and what they are qualified to teach by 31 March 2016.</td>
</tr>
<tr>
<td>4. Next exceptions Report will be drawn by the DBE as at 30 September 2015.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Northern Cape, Limpopo and Gauteng PEDs deadline: 30 September 2015, remaining PEDs: 30 November 2015.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Data on PERSAL will be quality assured by the relevant Provincial and District line managers and signed off by the HoD as per the provincial deadline.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PLACEMENT OF FUNZA LUSHAKA GRADUATES

<table>
<thead>
<tr>
<th>Progress</th>
<th>Challenges</th>
<th>Decision</th>
</tr>
</thead>
</table>
| • A consolidated Funza Lushaka Action Plan has been developed which outlines all activities and timeframes regarding placement of graduates. | • Graduates placement blockages such as employment of temporary and unqualified educators.  
• Slow graduates absorption rate in the EC and KZN due to peculiar HR matters. | HEDCOM approves that processes be put in place by PEDs to deal with all placement blockages namely: |
| • Provincial vacancies arising from promotional posts and attrition in provinces were profiled and PEDs directed to fill such vacancies with Funza Lushaka graduates. |                                                                            | 1. Replacement of unqualified unprotected educators with qualified graduates as part professionalising the sector  
2. Early profiling of retirees as well as promotional posts and earmarking of such posts for placement of Funza Lushaka graduates  
3. PEDs to profile posts to ensure effective matching of Funza Lushaka graduates | |
<p>| • Provincial visits conducted to ascertain bottlenecks and collect best practices to enhance the placement of Funza Lushaka graduates. |                                                                            | HECOM approves that all PEDs must issue provisional placement letters to all prospective Funza Lushaka graduates by 30 December 2015. |
| • Placement reporting standards have been developed to standardise reporting and ensure accountability on placement of Funza Lushaka graduates. Progress updates have since been provided to Senior Management on a weekly basis. |                                                                            |                                                                         |
| • A total of 4166 (89%) graduates have been reported as placed by PEDs thereby meeting and exceeding the APP target of 85% within six months of graduation. |                                                                            |                                                                         |
| • Planning processes for 2016 have begun. 2016 placement data has already been distributed to PEDS for planning purposes |                                                                            |                                                                         |</p>
<table>
<thead>
<tr>
<th>Provincial Education Department</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>Total schools Delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>34</td>
<td>62</td>
<td>33</td>
<td>13</td>
<td>5</td>
<td>32</td>
<td>179</td>
</tr>
<tr>
<td>Free State</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Gauteng</td>
<td>10</td>
<td>10</td>
<td>14</td>
<td>21</td>
<td>12</td>
<td>24</td>
<td>91</td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td>6</td>
<td>19</td>
<td>10</td>
<td>2</td>
<td>17</td>
<td>12</td>
<td>66</td>
</tr>
<tr>
<td>Limpopo</td>
<td>34</td>
<td>4</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>79</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>19</td>
<td>46</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>North West</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Western Cape</td>
<td>6</td>
<td>9</td>
<td>19</td>
<td>5</td>
<td>4</td>
<td>14</td>
<td>57</td>
</tr>
<tr>
<td>Total number delivered</td>
<td>111</td>
<td>111</td>
<td>103</td>
<td>72</td>
<td>66</td>
<td>121</td>
<td>584</td>
</tr>
</tbody>
</table>
## Schools build programme 5 Year Targets (2014 – 2019 MTSF) (Excluding ASIDI)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>18</td>
<td>20</td>
<td>27</td>
<td>33</td>
<td>37</td>
<td>135</td>
</tr>
<tr>
<td>Free State</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Gauteng</td>
<td>9</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>21</td>
<td>64</td>
</tr>
<tr>
<td>Limpopo</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>78</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>18</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>4</td>
<td>68</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>North West</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Western Cape</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>16</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>105</strong></td>
<td><strong>106</strong></td>
<td><strong>118</strong></td>
<td><strong>119</strong></td>
<td><strong>544</strong></td>
</tr>
</tbody>
</table>

Total of 544 New and Replacement Schools have been targeted for the 2014/15 – 2018/19 MTSF period
Infrastructure Plans for the future

1. Schools without water, sanitation and electricity addressed by end of March 2016.

2. All inappropriate schools as per the ASIDI Masterlist addressed by March 2017.

3. Solicit additional funding from National Treasury to address the ASIDI budgetary shortfall.

4. Solicit additional funding from National Treasury to address all pit toilets, partial inappropriate structures, provide footbridges, address maintenance and beautification of schools.

5. Address infrastructure challenges in Fresh Start schools and ensure all schools are provided with requisite furniture.
Annual National Assessments

Current Critical Issues

There are increasing calls for ANA results to be used for promotion of learners, partly to validate the reliability of school-based assessment but also to optimise the returns from the investment that the Department makes in the assessment.

These **multiple purposes** have implications for the **design, frequency & time** when the assessment should be administered during a school year.
Care & Support: Intersecting vulnerabilities resulting in exclusion

- Low enrolment
- High drop out
- Poor performance

Factors:
- Violence
- Gender stereotypes
- Customary practices
- Child labour
- Rural home
- Natural disasters
- War
- Hunger
- Insufficient schools
- Low quality teaching
- Lack of enabling school environment
- Low literate parents
- HIV & AIDS
- No identity documents
- Absent parents
- Grief and trauma
- Disability
- Poverty
- Insufficient schools
- Low quality teaching
- Lack of enabling school environment
- Low literate parents
- HIV & AIDS
- No identity documents
- Absent parents
- Grief and trauma
- Disability
- Poverty
Interventions

1. **ISHP** – minimum package of services, importance of handwashing, building corporate partnerships to strengthen referral system and improve the delivery of services

2. **Deworming** – high prevalence of worms, compete for nutrients in the body, drugs donated by WHO, teachers to administer, implementation linked to HPV, communications campaign to be initiated

3. **NSNP** – constant improvement of quality of meals; building efficiency, improving implementation and procurement model

4. **HIV/AIDS and TB** – Behaviour change programmes, revised draft policy published for public comment, youth friendly SRH services, universal sex education programme, TB screening in high risk communities, teenage pregnancy policy drafted

5. **Psycho-social support** – strategy finalised, pilot in Waterberg district with NECT completed, costed plan for implementation in eight districts.
Interventions

1. Developed Draft DBE National Policy on HIV, STIs and TB;
2. Recently published for public comment;
3. Scripted lesson plans on sexuality education (Gr 7-9).
   Show-cased at Pre-conference meeting during SA AIDS Conference in Durban.
4. Teenage pregnancy policy: Drafted and presented to HEDCOM.
5. Expanding appointment and placement of Learner Support Agents in schools
Interventions

1. Keeping **girls** in schools, focus to include boys, address drop outs

2. Prioritising and raising the status of Life Orientation (quality evidence-informed texts; improved teacher training – creating dialogical spaces)

3. Teacher development must have focus on building **social cohesion, values, respect for diversity and human rights** – compulsory for all teachers

4. Ministerial Committee to ensure all texts utilised in schools are free from bias, discrimination and prejudice. Address omission as means to exclude.

5. Promote our **common history, national symbols**, dialogue, democracy education

6. Care and Support for Learning and Teaching (whole school intervention) to include focus on rights
Progress and Updates

1. The National School Safety Framework was approved
2. Mass Media Campaign to combat bullying in schools for roll out within the next month.
3. Strategy and Guidelines on the Prevention and Management of Alcohol and Drug use amongst Learners in Schools have been printed and distributed to all provinces.
4. Consultation with South African Institute for Drug Free Sport regarding the prevention and management of the use of prohibited substances or methods intended to enhance
5. A Charter on Harmful Religious Practices has been developed in consultation with relevant Religious formations.
6. 550th scholar patrol team established.
School Sport

1. The DBE and SRSA held engagements regarding the partnership in the delivery of the School Sport Programme with MILO and Cricket South Africa.

2. Teachers will be capacitated by the provisioning of accredited courses in Coaching, Refereeing/Umpiring, League and Sport Management/Administration.

3. 6722 Learners and 436 Educators took part in the National SASCE Championships in June 2015.

4. The Spelling Bee, now in its second year, targets Grade 4-6, this is informed by the weak performance in ANA results.

5. Training by Nal’ibali on how to establish and maintain Reading Clubs was given to 344 participants made up of reading coaches, library services officials and language subject advisors.
Communication

Issues in the media that need to be addressed:

1. Closure of Schools (North West)
2. Special Needs Schools (Limpopo)
3. Shortage of Teachers (Eastern Cape)
4. School Safety (Western Cape)
5. Learner Transportation (KwaZulu-Natal)
6. Racism in Schools (Free State)
7. Shortage of LTSM (Limpopo)
8. Universal Delivery of ICT (Gauteng)
9. Sanitation in Schools (Gauteng)
10. Late Admissions (Gauteng)
11. School furniture (Mpumalanga)
12. Learner Pregnancy (Mpumalanga)
13. Lack of profiling and non-communication (Northern Cape)
Communication Environment

Issues that are simmering in the media that need to be addressed:

1. Monitoring Progressed Learners
2. Schools not offering Mathematics
3. School Infrastructure
4. LTSM
5. Shortage of Teachers
6. Qualifications of Teachers
7. Unresolved issues relating to the Senior Certificate Examination Investigations in KwaZulu-Natal
8. Unresolved issues relating to the National Senior Certificate Examination Investigations in KwaZulu-Natal and Eastern Cape
9. Preparations for the 2015 NSC Examinations
10. Preparations for the 2016 School Year
1. Improve and coordination of planning across the sector
2. Greater focus on monitoring implementation of mandates and priorities
3. Improve on quality and efficiency across the sector
4. Professional development of teachers is central to success in the education space
5. Strengthen districts in terms of their capacity to support schools
6. Addressing key blockages in the system which militate against the learning and teaching environment
7. Collaboration with the private sector through the NECT
Weak prospects of economic growth
Today, we must prevent that new mediocre – low growth for a long time - from becoming the ‘new reality

Christine Lagarde  
Managing Director, IMF

New Normal  

New Mediocre  

Active and interventionist State and Partnerships
Gauteng remains the largest economy in the country contributing approximately 35% towards the national Gross Domestic Product.

Provincial GDP contribution to South Africa, 2015:Q1

- Gauteng: 34.7%
- Western Cape: 15.8%
- Eastern Cape: 7.2%
- Northern Cape: 7.2%
- Free State: 5.3%
- North West: 2.2%
- Limpopo: 7.6%
Business Confidence Index remains below 50 points mark, signaling future weakness.

A value of 50 is indicative of neutrality, 100 indicates extreme confidence and 0 indicates extreme lack of confidence.
Without any meaningful and targeted intervention in the economy, the prospects for growth are weak.
The Rand amongst the worst preforming currency this year, though volatility is reducing.
Radical transformation of education
# The Ten Point Plan

Strategic areas of focus

1. **Early Childhood Development**
2. **Curriculum and Assessment**
3. **Teacher Provisioning, Development and support**
4. **Leadership and Management**
5. **Infrastructure Development and Maintenance**
6. **Planning and Resourcing**
7. **Information and Communication Technology**
8. **Social Cohesion and Integration of Schools**
9. **School Functionality and Community Involvement**
10. **Transformation of the schooling system**

1. **Leadership**
2. **Deep education expertise**
3. **Change management expertise**
4. **High impact systemic interventions**
Radical Educational Transformation

1. Provide opportunity to build capacity amongst system leaders to **reconceptualise learning**
2. Decentralize and devolve *shared vision and goals* to schools and avoid micro-management of the **Total Strategy**
3. Create a different dialogue with the workforce/professional educators, separate and distinct from that around industrial relations
4. Create spaces for *facilitated* dialogues
5. Bringing in activist learners, parents and other stakeholder groups
6. An accessible, evidenced, powerful **case for change** (appropriate to the context)
7. New alliances with teachers and their unions or otherwise
8. Create a different learning system

**Elements for successful leadership**:

1. **Consciousness** (that case for change)
2. **Capacity** (knowledge and skills)
3. **Co-creation** (embracing participation in designing the new system) and
4. **Courage** (fundamental to the mission and may be exactly what is lacking in too many contexts).
Transformation of schools as complex sub-systems

1. New ideas, concepts, and paradigms
2. Coalitions for change
3. Development and diffusion of technology
4. New skills and/or new professions
5. Agencies playing a role in the development new laws and regulations
6. New market metrics or measurement tools; and
7. New power relationships
Improving the quality of access to the innovative system
Access to education

1. International drive for universal primary education: Education for All initiative

2. Consortium for Research on Educational Access, Transitions and Equity (CREATE, 2008) reported that almost all 7-13 are enrolled in schools in South Africa with 2% of learners never entering the schooling system, with 89% completing Grade 7.

3. World Bank Demographic and Health Surveys (DHS) indicated that South Africa has the highest proportion of 13 year olds attending school.

4. Gross Enrolment Ratio increased from 81% in 2002 to 87% in 2007

5. Access to education in South Africa is high in comparison to other developing countries

6. Higher participation rates may mask various internal inefficiencies and low quality of teaching and learning.
Internal efficiency in the schooling system

1. Policy on repetition support the principle of progression within age cohorts (Specialised support for Gifted, Average, Slow and Disabled learners through differentiation)

2. Learners are allowed to complete a 12 year schooling cycle in a maximum of 16 years (Private tuition for the needy/poor)

3. Incremental improvements in enrolments amongst 8-18 year olds include the expansion of the NSNP and the no fee schools

4. Declining late entries must be seen as improved efficiency in the system (Reducing over aged learners)

5. Intensify educational participation through the expanded Grade R Programme

6. Less grade repetition and less late entry into school

7. 21% of learners has repeated a grade in the Foundation Phase, 52% repeated by the time they were in the FET phase
Schooling 2030
Prioritised Goals in the Sector Plan

27 goals, 39 indicators of national and provincial progress

Goals 1 to 13: Outcomes
- Quality Grade R
- ANA results
- Grade 12 exam results
- TIMSS and SACMEQ
- Compulsory schooling
- Grade repetition and retention
- Synergy with FET colleges

Goals 14 to 27: Interventions, the ‘how’
- Teacher supply
- Teacher utilisation (incl. post provisioning)
- Teacher development and job satisfaction
- Curriculum coverage
- Educational books, materials and equipment
- School management, funding and governance
- Physical infrastructure
- Learner well-being, inclusive education, community linkages
- District functionality

Five goals with an especially strong “action focus”.

2 innovation priorities:
- Annual National Assessments
- E-Education
<table>
<thead>
<tr>
<th>Impact Indicator</th>
<th>Baseline</th>
<th>Current</th>
<th>2019 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of learners in grades 3 achieving at the required level in the annual</td>
<td>Literacy: 40% (2013); Numeracy: 50% (2013);</td>
<td>Literacy: 71% Numeracy: 70%</td>
<td>Literacy: 75% Numeracy: 75%</td>
</tr>
<tr>
<td>national assessments in literacy and numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of grade 6 learners achieving at the required level in the annual</td>
<td>Home Language (HL): 68% (2013) Home Language</td>
<td>Home Language (HL):76,5%</td>
<td></td>
</tr>
<tr>
<td>national assessments in first additional language and home language and</td>
<td>Home Language (HL): 70%</td>
<td>FAL (First Additional Language): 41% (2013)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of grade 9 learners achieving at the required level in the annual</td>
<td>HL: 37% (2013) Home Language (HL): 37% (2013)</td>
<td>HL: 48% Maths: 10,7%</td>
<td></td>
</tr>
<tr>
<td>national assessments in Home and first</td>
<td>FAL: 17% (2013) Maths: 2% (2013)</td>
<td>FAL: 75% Maths: 75%</td>
<td></td>
</tr>
<tr>
<td>additional language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Grade 12 learners passing at bachelor level</td>
<td>30.6%</td>
<td>25,7% (35 724)</td>
<td>34%</td>
</tr>
<tr>
<td>Number and percentage of Grade 12 achieving 40% or more in Mathematics</td>
<td>22.6%</td>
<td>24,3% (17 407)</td>
<td>50%</td>
</tr>
<tr>
<td>Number and percentage of Grade 12 achieving 40% or more in Physical Science</td>
<td>22.6% % (2012)</td>
<td>31,18% (14 075)</td>
<td>50%</td>
</tr>
<tr>
<td>Average score obtained by Grade 6 learners in language in the SACMEQ assessment</td>
<td>495 language (2007)</td>
<td>Language: 486</td>
<td></td>
</tr>
<tr>
<td>Average score obtained by Grade 8 learners in mathematics in the Trends in</td>
<td>352 (2011)</td>
<td>Lang: 550</td>
<td>401</td>
</tr>
<tr>
<td>International Mathematics and Science Study (TIMSS)</td>
<td></td>
<td>Math: 550</td>
<td></td>
</tr>
<tr>
<td>Percentage of 7 to 15 year olds attending education institutions.</td>
<td>98.9% (2012)</td>
<td>65%</td>
<td>100%</td>
</tr>
<tr>
<td>The percentage of children who turned 9 in the previous year and who are</td>
<td>58% (2012)</td>
<td>55%</td>
<td>75%</td>
</tr>
<tr>
<td>currently enrolled in Grade 4 (or a higher grade).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of children who turned 12 in the previous year and who are</td>
<td>41% (2012)</td>
<td>69,7%</td>
<td></td>
</tr>
<tr>
<td>currently enrolled in Grade 7 (or a higher grade).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of youths who obtained a National Senior Certificate from a</td>
<td>50% (2014)</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of youths who obtained any FET / Technical Vocational</td>
<td>65% (2014)</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Education and Training (TVET) qualification</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sector priorities
ensure an appropriate threshold of school functionality-focus

1. District management development strategy

2. Establish adequate capability in districts to effectively support schools

3. Marshal private sector and NGO support
ensure all teachers have required capability, commitment and practice

1. Academic content
2. Commitment and professional practice
3. This despite significant investment in teacher development
4. Labour peace and stability
ensure effective implementation of the curriculum

1. Determining implications for the CAPS implementation, ensuring reduction of teacher administrative burden, balance systems for the supply and retention of textbooks with the provincial e-learning and technology strategic direction

2. Focus on setting higher standards on numeracy and literacy in early grades

3. Refine improvement strategy in Mathematics, science and languages in senior grades

4. Holistic education for the whole child – a functional citizen of the post-modern world
To ensure effective implementation of the curriculum:

1. Policy on the organisation, roles and responsibilities of education districts
2. 1+4 Teacher training model to improve performance in the Senior Phase
3. State of Readiness for the implementation of CAPS in Technical High Schools
4. Operation Phakisa-E Education
5. Provision of LTSM-
6. Report on Reading promotion and Library and Information Services (RLIS)- "Getting the nation to Read"
ensure effective implementation of the curriculum

7. Incremental Introduction of Indigenous African Languages (IIAL)
8. Prevention and Management of Learner Pregnancy
9. Design of web-based SASAMS
10. Subject Committees
11. Report on Curriculum differentiation
12. South African Sign Languages implementation
ensure effective implementation of the curriculum

1. Supply workbooks and other resources that compensate for challenges in teacher capability and school/system functionality

2. Improved capability at district level to support curriculum implementation

3. e-Learning strategy
Comprehensive ICT and E-Learning programme

1. Number of kilometres of backbone Fibre Optic cables rolled out
2. Number of Points of Presence (POPS)
3. Number of established Municipal Access Networks
4. Number of Schools Connected
ensure bureaucracies have capability to support innovative schools and accountability

1. Targeting district structures that serve areas catering for high concentrations of poor learners

2. Reconfiguration of district structures and support systems to ensure direct support, accountability and undertaking required interventions
achieve universal and quality grade ECD

1. Universal access for 4 year olds
2. Serious concerns around the quality of Gr. R in many schools – poorly paid and under-qualified practitioners in some schools, excessive number of learners per class in others.
3. One intervention currently under way is increase in number of teachers with at least level 4 (Gr. 12) training.
4. Increase coverage of children in subsidised ECD sites and improve practitioner training
5. Loss of qualified educators absorbed by DHET through function shift from Basic Education
<table>
<thead>
<tr>
<th>1. Improve the quality of teaching and learning</th>
<th>1.1. Improve teacher capacity and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. 2. Increase access to high quality learning materials</td>
</tr>
<tr>
<td>2. Undertake regular assessment to track progress</td>
<td>2. 1. Establish a world class system of standardised national assessments</td>
</tr>
<tr>
<td></td>
<td>2. 2. Extract key lessons from ongoing participation in international assessments</td>
</tr>
<tr>
<td>3. Improve early childhood development (0-9 years of age)</td>
<td>3. 1. Universalise access to Grade RR</td>
</tr>
<tr>
<td></td>
<td>3.2. Improve the quality of early childhood development</td>
</tr>
<tr>
<td>4. Ensure a credible, outcomes-focussed planning and accountability system</td>
<td>4. 1. Strengthen school management and promote functional schools</td>
</tr>
<tr>
<td></td>
<td>4.2. Strengthen the capacity of districts</td>
</tr>
</tbody>
</table>
Intervention programmes
The April 2015 Education Summit

The Education Summit was necessitated by a need to provide all stakeholders with space to add value on the overarching strategic and performance plans up to 2019.

Commissions engaged and resolved on the following areas:

- Early Childhood Development
- Learner Attainment
- Information Communication Technology
- Service Delivery
- Skills and Teacher Development.
Operation Bounce Back (OBB)

Reason for Intervention Programme:

Decline in learner attainment in the 2014 National Senior Certificate examinations.

Slow improvement in Annual National Assessment outcomes.

Group-coping during 2014 NSC examinations.

Action Taken:

Funding of Districts’ turnaround strategies for specific academic interventions and District Engagements by Head Office

Appointment of Subject Advisors and Lead Educators

Ambassadorship programmes: Mathematics and Science; Accounting (Risk and Rewards); and Agricultural Sciences (Isulabalimi)

Head Office and District roll out of monitored winter classes,
School Infrastructure

Challenges:

Historical Infrastructure backlogs.
Budget reduction in 2014/2015.
Lack of in-house Engineering capacity to manage and monitor projects.

Action Taken:

HRM Circular 22 of 2015 advertised 9 Engineering posts to strengthen our capacity on projects management. Interviews underway.
<table>
<thead>
<tr>
<th>Ensure the delivery of professional management and relevant teacher development programmes</th>
<th>All School Management teams (SMTs) of under-performing schools (0-39%) have been trained in curriculum management, leadership and school management. The last cohort of 600 Principals is currently undergoing a Principals’ Management Development Programme (PMDP).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the delivery of professional management and relevant teacher development programmes</td>
<td>Target setting of 3000 newly qualified teacher production per annum from HEIs in KZN in 2015. Gradual increase of B.Ed students in appropriate teaching specializations, phases and language of instruction. Collaboration with DHET has resulted in the following outputs in teacher education:</td>
</tr>
<tr>
<td>I. Durban University of Technology 212</td>
<td></td>
</tr>
<tr>
<td>II. University of KwaZulu-Natal 739</td>
<td></td>
</tr>
<tr>
<td>III. University of South Africa 3 500</td>
<td></td>
</tr>
<tr>
<td>IV. University of Zululand 1 460</td>
<td></td>
</tr>
<tr>
<td>V. TOTAL 5 911</td>
<td></td>
</tr>
<tr>
<td>VI. TOTAL (excluding UNISA) 2 411</td>
<td></td>
</tr>
<tr>
<td>Grade 8 to 10 maths educators received training in content and pedagogy training</td>
<td></td>
</tr>
<tr>
<td>Grade 10 to 12 science educators received training in content and pedagogy.</td>
<td></td>
</tr>
</tbody>
</table>
Efficient data collection to track learner progress and enhance retention

4 870 public schools use SA SAMS to provide data to the national learner tracking system. Learner Unit Record Information and Tracking System (LURITS) is a system that tracks learner progress from one grade to another.

1 629 schools have been connected for administrative purposes. This will assist in monitoring learner enrolment and progress. 3 096 schools can be contacted electronically (email)

The Department has completed 249 specialist facilities such as laboratories, workshops, media centres and computer rooms in the 2014/15 financial year.

In the 2014/15 financial year 290 schools were provided with water through the Water and Sanitation programme.

The Department completed the solar electrification of 28 schools in 2014.

The Department completed toilets at 283 schools in the 2014/15 financial year, through the Water and Sanitation programme.

The Department is rapidly moving towards the equitable provision of ECD opportunities. The Department has increased the number of schools that offer Grade R from 3891 in 2012/13 to 3 940 in 2014/15. This is largely responsible for the number of learners enrolled in Grade R in public schools increasing from 200 205 in 2012 to 200 367 in 2014. DSD, DOE & DoH are implementing the integrated ECD plan (which includes the Buffalo City resolutions) and has partnered with ILIFA Labantwana [NGO] to implement the ECD massification program. DAC is implementing toy libraries in all public libraries with a view to making libraries attractive establishments to young children. Coupled with this is “gaming at your library” which also seeks to attract young people to libraries through gaming and once there they then get to be introduced to various library services.
Enhance Technical and Vocational Education

32 new Technical High Schools (new or conversion of existing schools) have been established, and the educators are receiving training in technical & vocational education. 93 workshops were refurbished. 228 teachers were trained in the 4 subjects (Mechanical Technology, Electrical Technology, Civil Technology and Engineering, Graphics and Design). A further 18 schools have been identified by the province to be expanded into fully fledged technical high schools. These schools are predominantly in rural areas of the province. Funding for this expansion programme is located within the KZN DoE Budget.

Agricultural Schools

In the whole Province there are 4 Agricultural High Schools. A total of 55 schools offer only one agricultural subject, Agricultural Science. Five (5) schools offer at least two agricultural subjects. A further 8 high schools are being transformed into agricultural schools, one from each from the following Districts: Amajuba; Ilembe; Uthukela; Ugu; Umkhanyakude; Umzinyathi; Uthungulu; and Sisonke. The Department in partnership with the Mayor of Umshwathi Municipality initiated the pilot of an Agri-Village within Umshwathi Municipality. The project will be established in a 14 hectare site identified within Umshwathi Municipality. This Agri-village will have a school with a fully-fledged boarding facility and a small farm with all the necessary plant and livestock facilities required to learn, teach and practice academic agricultural science as well as agricultural production.

Maritime Schools

In enhancing the curriculum landscape of the schooling system in the province, the Department is transforming to cater for maritime subjects. In this regard, the Department developed a plan to convert the Acton Road Establishment into a Maritime School of Excellence in 2014. The Department will also look at schools with a potential to introduce the maritime curriculum without much infrastructure and human resource capital outlay for initiation of curriculum implementation in the 2015 academic year.

Aviation Initiative

In 2014 the Department has embarked on a fact finding study on aviation studies in collaboration with other Departments and other state owned enterprises. The aim is to establish a core of trainers and ultimately provide a curriculum aligned to NCS and/or NC (V) on aviation studies. The Department is initially interested in aspects such as air traffic control, cabin crew, grounds crew, aviation operations and administration with a view to venture slowly into aviation engineering, aviation maintenance, aviation fitting, aviation quality control and other specialised fields of aviation.
<table>
<thead>
<tr>
<th>Intervention</th>
<th>The Department has been successful in phenomenally increasing the number of learners benefitting from Learner Transport to 34 814 and this figure has far exceeded the set target of 26 319.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of Learner Transport Services to Grade R -12 learners from rural and underdeveloped areas</td>
<td>The Department has achieved milestones in its implementation of Inclusive Education. To date 101 schools have been converted into full service schools, with 26 Special Schools serving as Resource Centres. The establishment of Institution Level Support Teams (ILSTs) has been successful in 1500 schools accounting for 25% of the total number of schools. There are District Based Support Teams in all districts. Two new special schools have been established in areas where they have been non-existent; this brings the number of registered special schools to 72. Twenty-eight (28) support centres have been constructed for the provision of psycho-social and psycho-educational programmes in full-service schools. The nature of support that the learners with special needs require account for the planned low learner: educator ratio of 1:10</td>
</tr>
</tbody>
</table>

| Ensuring the provision of inclusive schools for children with special needs |  |
Poverty Alleviation Strategies
Purpose

- To present the Poverty Alleviation Strategies using EPWP
- To update the EPC on the progress made

Background

- The KwaZulu-Natal Department of Education is one of the Public Bodies in the Province who receives Expanded Public Works Programme Integrated Infrastructure Grant to create work opportunities through labor intensive methods. The Programme started in 2012/13 financial year and is continuing on an annual basis.
- A Business plan for 2015/16 financial year was approved in April and submitted to National Department of Public Works.
- In 2015/16 financial year an amount of R2,655,000.00 was confirmed as the allocation for EPWP Integrated Infrastructure Grant.

2015 / 2016 Targets

<table>
<thead>
<tr>
<th>District</th>
<th>No. of benefiting Schools</th>
<th>Targets</th>
<th>Work opportunities</th>
<th>Female</th>
<th>Male</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umzinyathi</td>
<td>16</td>
<td></td>
<td>57</td>
<td>17</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>Umkhangakude</td>
<td>20</td>
<td></td>
<td>80</td>
<td>20</td>
<td>60</td>
<td>23</td>
</tr>
<tr>
<td>Zululand</td>
<td>30</td>
<td></td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Pinetown</td>
<td>1</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Umgungundlovu</td>
<td>38</td>
<td></td>
<td>76</td>
<td>67</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Othukela</td>
<td>30</td>
<td></td>
<td>60</td>
<td>42</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Learner Teacher Support Material (LTSM)
Learner Teacher Support Material (LTSM)

1. The department has budget constraints that hamper the attainment of one-learner-one textbook-per-subject

2. KZN DoE is currently at 63% coverage in most schools

3. The KZN DoE aligned its 2016 LTSM Procurement Management Plan to the DBE Sector Plan for LTSM to ensure that all schools receive the 2016 LTSM before the end of 2015

4. All 5912 public ordinary schools will have LTSM on the first day of the 2016 school year

5. The breakdown of public ordinary schools is: 2757 schools with Function C and 3155 schools without Function C
Provision of ICT resources and other resources
1. Due to the rural nature of the province, broadband connectivity to public schools (peri-urban and rural) remains a challenge.

2. Resolve to engage the Universal Services and Access Agency of South Africa (USAASA) to have all public schools in the province connected to broadband.

3. At the end of the 2014/2015 financial year, 207 public schools were provided with connectivity. This brought the number of public schools with connectivity to just over 1800.

4. Potentially, about 1900 schools could be connected to optic fibre networks that are owned by the PRASA, municipalities and other private entities.

5. USAASA and Intersite to leverage on this infrastructure.
1. All public schools in KZN have, at least, one computer (desktop or laptop) for administration; and over 1500 public schools have over 25 computers (desktops or laptops) that are used for teaching and learning in any subject.

2. A number of connectivity projects for schools are being run simultaneously, during the course of 2015/16 the following projects are active:

   I. Telkom 2010 legacy project
   II. ICASA connectivity project
   III. PRASA connectivity project
   IV. ICT & MST school lab project

3. In this financial year (2015/16) Vodacom has connected 18 schools; MTN, Neotel and Cell-C are still to commence connecting schools allocated to them by ICASA.
Learner Transport
Learner Transport

1. Inadequate funding for learner transport
2. Many qualifying schools are still not benefitting
3. Memorandum of Understanding between DOE and DOT under review
4. There is an new initiative between the DOT and DOE to assist those learners that cross water streams/rivers without access bridges to attend school
5. Possible procurement of water ferries in the pipeline
<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>NUMBER OF SCHOOLS</th>
<th>NUMBER OF LEARNERS BENEFITING 2015/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zululand</td>
<td>16</td>
<td>3270</td>
</tr>
<tr>
<td>Uthukela</td>
<td>17</td>
<td>2814</td>
</tr>
<tr>
<td>Umzinyathi</td>
<td>24</td>
<td>2288</td>
</tr>
<tr>
<td>AMAJUBA</td>
<td>20</td>
<td>2622</td>
</tr>
<tr>
<td>SISONKE</td>
<td>32</td>
<td>2274</td>
</tr>
<tr>
<td>ILEMBE</td>
<td>25</td>
<td>2907</td>
</tr>
<tr>
<td>PINETOWN</td>
<td>12</td>
<td>1617</td>
</tr>
<tr>
<td>UGU</td>
<td>27</td>
<td>3344</td>
</tr>
<tr>
<td>UMLAZI</td>
<td>18</td>
<td>4099</td>
</tr>
<tr>
<td>UTHUNGULU</td>
<td>20</td>
<td>4210</td>
</tr>
<tr>
<td>UMKHANYAKUDE</td>
<td>20</td>
<td>3844</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250 SCHOOLS</td>
<td>36684 LEARNERS</td>
</tr>
</tbody>
</table>
## LEARNERS IN NEED OF SUBSIDISED DEDICATED LEARNER TRANSPORT 2015/2016

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>NUMBER OF SCHOOLS</th>
<th>NUMBER OF LEARNERS IN NEED OF TRANSPORT 2015/16 FINANCIAL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZULULAND</td>
<td>34</td>
<td>4016</td>
</tr>
<tr>
<td>UTHUKELA</td>
<td>31</td>
<td>3576</td>
</tr>
<tr>
<td>UMZINYATHI</td>
<td>42</td>
<td>4560</td>
</tr>
<tr>
<td>UMGUNGUNDLOVU</td>
<td>47</td>
<td>1908</td>
</tr>
<tr>
<td>AMAJUBA</td>
<td>20</td>
<td>1550</td>
</tr>
<tr>
<td>SISONKE</td>
<td>56</td>
<td>4756</td>
</tr>
<tr>
<td>ILEMBE</td>
<td>62</td>
<td>3850</td>
</tr>
<tr>
<td>PINETOWN</td>
<td>12</td>
<td>300</td>
</tr>
<tr>
<td>UGU</td>
<td>29</td>
<td>1640</td>
</tr>
<tr>
<td>UMLAZI</td>
<td>02</td>
<td>353</td>
</tr>
<tr>
<td>UTHUNGULU</td>
<td>23</td>
<td>5557</td>
</tr>
<tr>
<td>UMKHANYAKUDE</td>
<td>20</td>
<td>4120</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>337 SCHOOLS</strong></td>
<td><strong>36 186 LEARNERS</strong></td>
</tr>
</tbody>
</table>
# THE FOUR YEAR TARGETS FOR THE PROVISION OF LEARNER TRANSPORT

<table>
<thead>
<tr>
<th>CURRENT YEAR</th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
<th>YEAR FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 684 Learners</td>
<td>46 020</td>
<td>57 242</td>
<td>68 456</td>
<td>80 000</td>
</tr>
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</table>
National School Nutrition Programme
National School Nutrition Programme (NSNP)

1. The ruling by KZN Tribunal under Provincial Treasury recommended cancellation of the bid award and review SCM process

2. The Department finally resolved to cancel the 2014/17 NSNP Bid in June 2015

3. Meanwhile, the contracted service providers for October to March 2015 were further re-appointed for six months (April to September 2015) to ensure uninterrupted learner feeding

4. Electronic payment system will alleviate the problem of late payments
In January 2015, the Honourable MEC for Education in KZN in her keynote address during the release of NSC results for the class of 2014, she emphasized the following key issues to be addressed by the KZNDoE as we try to bounce back as a Province:

- Devising district and schools’ specific intervention strategies;

- Requiring each underperforming school and district to develop a quality improvement strategy the implementation of which will monitored by the Department;

- Developing subject improvement plans with subject advisors;

- Undertaking provincial interventions through regular visits to underperforming schools and districts and provide support on matters of teaching methodology, effective learning and assessment strategies;

- Supply of material to support CAPS;

- Implementing teaching, management and governance support programmes at all schools;

- Improving schools’ functionality and learner performance by amongst others

- Streamlining institutions to address inefficiencies and inequalities;

- Developing human resource and organisational capacity and enhance skills by amongst others-developing skills of the Department’s workforce at all levels;

- Ensuring good governance, management and an efficient administration by amongst others

- Implementing administrative management systems and accounting procedures in order to ensure maximum support to curriculum delivery

The template attached in the briefing pack shows some of the activities that aim towards enhancing regular support to districts and schools.
PERFORMANCE IN MATHEMATICS

A study by the Centre for Development and Enterprise (CDE) questioned standards for Maths teaching in RSA, confirming what we know and are already addressing.

The Study found that as few as 7% of schools were responsible for 50% of all Maths passes in RSA.

When tested only 26% Maths Teachers passed grade 12 Mathematics; 15% Maths Teachers could not answer 50% of the Grade 12 Maths paper and 58% failed it.

In KZN (2015) Examinations of the 171 820 candidates, 89,109 (52%) will write pure Mathematics. The national average is around 32%. We have no intention to discourage learners from choosing Mathematics.

The province developed a Mathematics Series Booklet as a response to ANA findings. The booklet serves as an intervention to reduce the number of mathematical errors which were identified in problematic concepts.

Subject advisors were capacitated on the use of Mathematics booklets and were thus able to support educators during workshops on the use of these booklets in order to reduce mathematical errors as identified in previous ANA learners’ responses.
Examination Readiness

The Department of Education is ready for the administration of 2015 National Senior Certificate Examinations.

All processes from the registration of learners and examination centres to the release of results on 06 January 2016 have been planned for.

The department has put systems in place to curb the recurrence of 2014 irregularities.

Further details to be provided in the Examination readiness report.
Conclusion

**STRATEGIC**

1. Case for change
2. Viable extant alternatives
3. Vision

**OPERATIONAL**

I. Workforce strategy
II. Stakeholder engagement
III. Leadership capacity
IV. Technology strategy
V. New metrics