KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ANNUAL
PERFORMANCE
PLAN 2022-2023

KWAZULU-NATAL
DEPARTMENT OF EDUCATION

His Excellence Mr Cyril Ramaphosa
The President of the Republic of South Africa

KWAZULU-NATAL DEPARTMENT OF EDUCATION

GROWING KWAZULU-NATAL TOGETHER

Hon. Mrs Angie Motshekga

Minister for Department of Basic Education

KWAZULU-NATAL
DEPARTMENT OF EDUCATION

Hon. Mr Sihle Zikalala, MPL
Premier of the Province of KwaZulu-Natal

KWAZULU-NATAL
DEPARTMENT OF EDUCATION

Hon. Mr Kwazikwenkosi Innocent Mshengu, MPL
KwaZulu-Natal Legislature MEC: Education
KwaZulu-Natal Provincial Government

KWAZULU-NATAL
DEPARTMENT OF EDUCATION

Mr. G.N. Ngcobo

Head of Department: Education
KwaZulu-Natal Provincial Government

MASISUKUME SAKHE

ANNUAL
PERFORMANCE
PLAN 2022-2023

GROWING KWAZULU-NATAL TOGETHER

MR. K.I. MSHENGU, MPL
MEC FOR EDUCATION

As we enter the mid-term period of the MTSF timeline, we reflect on the journey the Department has traversed in terms of the planned outcomes. While we have made great inroads in many areas, there still remains a lot to be done in others. Good corporate governance and accountability certainly needs beefing up. We need to eradicate non-compliance and inefficiencies that manifest themselves throughout the system. Consequence management needs to gain traction to the extent that the system rids itself of the scourge of fraud and corruption. Over recent years there has been an increase in legal claims against the Department. This is partly due to the lack of accountability. We will be tightening our grip around good governance, policy implementation and compliance thereof. We will do our best to reverse the trend of soaring legal claims made against the Department. We must ensure that all our resources are directed at the optimal benefit of our learners. Good corporate governance must lead to optimal service delivery throughout the system.

The Department needs to develop efficient, effective and integrated systems to manage all areas of governance. We need to reduce and eliminate in service and out of service debts which plague us. Financial and Non-Financial Information will be closely monitored. The Performance Management System for all employees will be strictly implemented and managed. Performance Information will be closely monitored ensuring that it is the product of evidence-based reporting. Both Standardised Output Indicators and Non-Standardised Output Indicators for all programmes will be institutionalised and underpinned by strong ethics and values. Whereas we admit to the deficiencies within our system, one should not lose sight of the many successes which we have achieved in the sphere of teaching and learning.

As part of the drive to make our schools innovative hubs for quality teaching and learning, the past year saw the department piloting two e-learning solutions in selected schools in the province. These are Microsoft Office 365 and the Gamma Solution. The former works with connectivity whilst the latter works offline and was piloted in 100 schools in the districts of uThukela and uMzinyathi.

The Department is now in a better position to determine what will work for us. As such, we have decided to roll out integrated e-Education to 54 selected schools in the 2021/22 financial year. The key features of these schools will be the following:

- Access to digital content and cloud based learning aids and applications;

- Access to internet services targeting 10MB upload and download capabilities in all classrooms;

- Replacement of all chalkboards with interactive smart whiteboards;

- Media/Computer centres;

- Fully-equipped smart classroom for virtual teaching;

- Digital Libraries;

- Science Laboratories;

- Resourcing all educators with laptops; and

- Training all educators on the use of ICT in their lesson plans and delivery.

The Department has implemented the Provincial Academic Improvement Plan to improve the quality of passes in matric to offer our youth a better chance to prosper at higher education institutions and the world of work. There is also a concerted effort to promote STEM subjects, Coding and Robotics, Three Streams Model ((Academic, Technical Vocational and Technical Occupational), and Focus Schools.

All children should have equal education irrespective of where they were born, their gender and family income. The Department's primary focus is prioritising rural and township schools where resources are lacking the most. We remain committed to modernizing the methods of teaching, learning and governance at all our schools. All new schools to be built and those to be renovated will have to comply with these features of our New Generation Schools. Facilitating ease of governance in our schools is crucial in turning our schools into innovative hubs. Principals, as managers of schools, should spend greatest part of their time within the school premises. For this to happen, principals need to be properly resourced to manage schools effectively. We have since launched a programme of One Principal One laptop with an aim of ensuring that principals are able to work online and reduce travelling time for submission of reports and attending workshop/meetings that can be done online. This will further make it easy for principals to effectively use the HR App in the process of appointing educators thereby reducing the time it takes to fill a post.

The availability of budget will determine the pace of the rolling out of this massive project of modernizing ways of teaching, learning and governance. Whatever it takes, we are determined to succeed for failure is not an option.

As a nation we recognize that not all our young people are academically-inclined; there are some who are technical in orientation as well as those who are suited for vocational/occupational skills. In response to this, we have embraced the three-stream model where the focus is on Academic, Technical-Vocational and Occupational Streams. The Occupational stream is relatively new, and is to be piloted for the first time in the mainstream schools as from this year, 2021. The focus for the Occupational Stream is on low-intensity occupational skills which individuals can master to start small-scale businesses and to assist them to earn a living straight from school. The Academic, on the other hand, is intended for those who wish to pursue academic and professional qualifications, mostly in traditional universities. The Technical-Vocational stream is explored in the technical schools, mostly aimed at pursuing technically-oriented qualifications in TVET colleges and Universities of Technology.

The Department's conceptualization of new generation schools includes well trained educators who are also steeped in the culture of lifelong learning. We are conscious of the fact that for teachers to perform, they also need to be supported. Since the latter part of 2021, we have resolved that teacher development will be at the centre of our school transformation agenda...

The Skills Development Plan is being reviewed to ensure that the 1% skills levy should be utilized fully and wholly for skills development of the workforce. The Department is reviewing and refining priority areas of development. In 2020/21 the focus areas of development have been reduced to 18 areas so that we are able to measure the impact of teacher development programmes.

We are also working hard to institutionalize Professional Learning Committees across the province. These committees will see educators meeting to share experiences and best practices in terms of curriculum delivery and management. They will also provide platforms for the interfacing of primary and secondary school educators in relation to the type of learners that primary schools feed into secondary schools.

Over the remaining MTEF we will strive to fulfil our purpose of upholding the system where our learners are provided with the skills they need to succeed in a world dominated by competition and the scourge of pandemics, and helping them grow the confidence to practice those skills.

....
Mr. K.I. Mshengu, MPL
MEC for Education
Date: 28/03/2022

ACCOUNTING OFFICER STATEMENT

MR. G.N. NGCOBO
HEAD OF DEPARTMENT: EDUCATION

The core function of the Department of education is teaching and learning. In 2021 this function was carried out in spite of all challenges that our system is facing as the COVID-19 pandemic is holding us to ransom. In the 2021 academic year the Department of Education resisted the pandemic pandemonium in many ways. Whilst the challenges faced by the Department of Education in 2021cannot be ignored, the year was successful from a point of view of curriculum delivery and its concomitant assessments activities.

The Department of Education supported Early Childhood Development (ECD) through the provision of guidance for teaching and learning, teacher support in mathematics teaching, teacher support in language teaching and life skills teaching and classwork support material. In the General Education and Training (GET) band, interventions included diagnosis of challenges facing primary school teaching, teacher orientation, management of curriculum delivery, support on assessment practices, learning and teaching support material, curriculum related workshops, relating School Based Assessment (SBA) to curriculum coverage, Early Grade Reading Assessment and subject choices. In the Further Education and Training (FET) band, interventions were in the form of orientation workshops, curriculum related engagements with subject advisors, management of learning losses and recovery, subject improvement plans, school support visits, subject specific interventions, content and methodology workshops, mathematics clinics and district engagements by the MEC for Education.

The purpose of the interventions was to improve the attainment of learning outcomes. An analysis of the final examination results from Grades 1 to 12 show that Grade 3 has the highest performance (93.6%) followed by Grade 5 and Grade 4 with 92.8% and 92% respectively. Grade 1 obtained 91.74%. Grade 6 and Grade 2 obtained 91.1% and 90, 5% respectively. Results were somewhat different in Grade 7 where the

pass percentage was below 89.8%. The results show that in the senior phase the pass rates begin to get lower. The senior phase shows the pass rates of 80%+. In Grade 7 the pass percentage is 89.8%. In Grade 8 the pass percentage is 89.6%. In grade 9 the pass rate is 89.2%. In the FET phase the pass percentages are even lower. In Grade 10 the pass rate is 87.8% and in Grade 11 it is 81.7%. In Grade 12 the pass percentage is 76.8% as shown in the graph below.

The mandate of the Department extends to issues of access to education by building schools, providing Learner and Teaching Support Material (LTSM), providing learner transport where possible also providing nutritious meals for learners. All these are factors which are indirectly linked to the provision of access to education.

Over recent years the Department has stepped up efforts to promote inclusivity in our schools. Despite our commitment to cater for learners with special needs, there are severe constraints within the system for teachers to provide individual learner attention for learners to acquire knowledge and skills to progress through the system. Learners with special education needs are still marginalized within the Education System. This is evident in the lack of facilities and equipment to support special needs education at schools.

The need to increase inclusive education facilities for disabled learners remains a key priority. In response, the Department has instructed districts to identify non-viable schools for conversion to special schools, especially in districts where there is inadequate provisioning and where learners have to travel long distances to attend existing schools. Mvundlana Primary School in King Cetshwayo District is presently being converted to a special school. It is hoped that 10 additional schools will be converted during the next financial year.

Whilst we have made headway in improving access to learning, we acknowledge the continuing challenges, especially in respect of: equity and redress; the drop-out rates; the levels of literacy and numeracy; the performance of our learners in the subjects of maths and science; teacher support and development; and learner behaviour and parental involvement in the education system.

Our plans for the MTEF have been severely hindered by the tough economic times within which we operate. Budget cuts over the MTEF mean that the available budget does not sufficiently cater for both filled and vacant personnel numbers currently on the system. This is mainly due to the budget cuts attributed to fiscal consolidation and the budget reductions implemented as a result of the public service wage freeze against compensation of employees. The impact of the budget cuts of R6.3 billion will severely be felt by learners in the classroom. Due to these budget cuts, it is now a reality that we will have classrooms that will be left without educators; schools will not be sufficiently supported by districts offices; and head office will not be able to effectively support the entire system.

The pace of building new schools, renovations and additions will be severely impaired. Whilst the Department has introduced stringent cost cutting measures which include cutting off unnecessary and un-approved travelling of staff members; limiting approved travelling kilometres to 1 750; capping KZN cars petrol cards to R3000 a month; cutting back on legal costs, proper management of staff leave and exit packages; and consolidation of small and non-viable schools, it is anticipated that these measures will not fully mitigate against the impact of budget cuts.

Our key priorities going forward will be to:

Increase MST participation and success rate, increase the number of focus schools of Aviation, Maritime, ICT, MST, Arts etc. as well as converting more of the existing schools into Technical High Schools and School of Skills coupled with the introduction of General Education Certificate;

Implementing a Coding and Robotics curriculum;

Training educators on inclusion;

Operationalising an ECD Education Management Information System;

Implementing a better accountability system for district and school management;

Increasing the number of schools with access to ICT devices including tablets; and

Implementing programmes to enhance performance in second chance NSC examinations.

....
Mr. G.N. Ngcobo
Head of Department: Education
Date: 22/03/2022

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

• Was developed by the management of the Department of Education under the guidance of Honorable MEC for Education, Mr. K.I. Mshengu, MPL

• Takes into account all relevant policies, legislation and other mandates for which the KwaZulu-Natal Department of Education is responsible

• Accurately reflects the outcomes and outputs which the KwaZulu-Natal Department of Education will endeavor to achieve over the period 2022/2023.
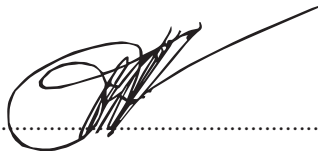
Signature: ....

Ms. W. Hadebe: Acting Deputy Director- General: Branch IDS

Signature: ....

Dr. M.J.B. Mthembu: Deputy Director- General: Branch Curriculum

Signature: ....

Adv. B.M. Masuku: Deputy Director- General: Branch Corporate

Signature: ....

Mr. L. Rambarran: Chief Financial Officer

Signature: ....

Mr. G.N. Ngcobo: Accounting Officer

Approved by:

Signature: ....

Mr. K.I. Mshengu, MPL: Executive Authority

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GLOSSARY OF PLANNING TERMS

ACE	Advanced Certificate in Education
AET	Adult Basic Education and Training
ASER	Age Specific Enrolment
AFS	Annual Financial Statement
BREPRCO	Budget Review Expenditure Performance and Risk Committee
CAPS	Curriculum Assessment Policy Statement
CASS	Continuous Assessment
CPF	Community Policing Forum
DBE	Department of Basic Education
DTC	Departmental Training Committee
ECD	Early Childhood Development
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
EFA	Education for All
ETDP	Education, Training and Development Practices
GET	General Education and Training
GETC	General Education and Training Certificate
HEDCOM	Heads of Education Departments' Committee
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
LSEN	Learners with Special Education Needs
LTSM	Learning and Teaching Support Materials
LURITS	Leaner Unit Record Information and Tracking System
MDGs	Millennium Development Goals
MEC	Member of the Executive Council
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Framework
MST	Mathematics, Science and Technology
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NSOI	Non-Standardized Output Indicator
PAJA	Promotion of Administrative Justice Act
PEDs	Provincial Education Departments
PFMA	Public Finance Management Act
PGDP	Provincial Growth Development Plan

PGDS	Provincial Growth Development Strategy
PPP	Public-Private Partnership
PSA	Public Service Act
RCL	Representative Council of Learners
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
SIAS	Screening, Identification, Assessment and Support (SIAS) Strategy
SASA	South African Schools Act
SASAMS	South African School Administration and Management System
SBAs	School Based Assessments
SDGs	Sustainable Development Goals
SDIP	Service Delivery Improvement Plan
SDP	School Development Plan
SGB	School Governing Body
SITA	State Information Technology Agency
SOI	Standardized Output Indicator
Stats-SA	Statistics South Africa
SMT	School Management Team
WSE	Whole-School Evaluation

PART A

OUR MANDATE

PART A: OUR MANDATE

1. Updates to the relevant legislative and policy mandates

CONSTITUTIONAL MANDATE

- **CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA ACT NO.: 108 OF 1996**

  In terms of the Constitution, education other than higher education is a concurrent function shared by the national and provincial spheres of government. The MEC has overall responsibility for providing basic education and progressively providing further education and training. In the execution of his mandate, the Executive Authority operates within the framework of the Constitution and a number of other legislative prescripts and policies in the public service in general and the education sector specifically.

  The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

- **LEGISLATIVE MANDATES:**

  Since 1994, a number of policies and legislation have been implemented which creates a framework for transformation in education and training. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System, February 1995. This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.

  The Department is informed by key legislation and policies and summary of the key legislation is reflected hereunder. The development in case law also provides direction to the Department on how to apply legislation and policy and dictates amendments thereto.

- **NATIONAL EDUCATION POLICY ACT NO. 27 OF 1996**

  The National Education Policy Act (NEPA) provides a framework for intergovernmental relations with regard to the provision of education. It establishes the roles of the Minister of Education in relation to those of the MECs of Education in provinces. NEPA promotes a spirit of cooperative governance. It was designed to inscribe into law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education, as well as to formalize the relations between national and provincial authorities. NEPA laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that will collaborate in the development of a new education system. As such, it provides for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment and language, as well as for quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.

- **THE SOUTH AFRICAN SCHOOLS ACT (ACT NO. 84 OF 1996)**

  The South African Schools Act (SASA) provides access, quality and democratic governance in the schooling system. SASA provides a framework for all learners to exercise their right of access to quality education without discrimination, and provides for compulsory education for children aged 7 to 15 (or 6 to 14). It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, via school governing bodies, is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritized redress and target poverty with regard to the allocation of funds for the public schooling system.

  SASA has been amended by the Education Laws Amendment Act No. 24 of 2005, so as to authorize the declaration of schools in poverty-stricken areas as "no fee schools" and by the Education Laws Amendment Act No. 31 of 2007 to provide among others for the functions and responsibilities of school principals, and matters pertaining to the control of substance abuse and other matters related thereto.

Significant amendments were made to SASA by the Basic Education Laws Amendment Act 2011(BELA). BELA bought about changes to *inter alia* to the definition section of the Act, provided for the non-discrimination in respect of official languages, the responsibility of the Principal in assisting the governing body with the management of school funds, the obligation on the Departments to ensure that provision is made for the training and development of governing bodies and the prerequisite for the governing bodies obtaining the consent of the MEC before entering into agreements relating to the immovable property of the school.

A further amendment is contemplated in the form of the Basic Education Laws Amendment Bill, 2014. Should the Act be promulgated during the period concerned then the Department would actively sensitize officials on the amendments.

SASA serves as an enabling act for the publication of various Provincial Notices which includes but not limited to the following notices:

Composition and Election of Governing Bodies of Public Schools for Learners with Special Education Needs No. 118 published in Provincial Gazette No. 1895

Notice relating to the Election of Members of Governing Bodies for Public Ordinary Schools No. 119 published in Provincial Gazette No.1895.

Code of Conduct for Members of School Governing Bodies of Public Schools No. 1 of 2018 published in the Provincial Gazette No. 1914.

- **EMPLOYMENT OF EDUCATORS ACT NO. 76 OF 1998**

The Employment of Educators Act provides for the employment of educators. The Act provides for the determination of salaries and other conditions of service for educators and also provides for educators' professional, moral and ethical responsibilities. The act is subject to the Labour Relations Act, collective agreements concluded by the Education Relations Council and the Personnel Administrative Measures (PAM).

- **GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, (ACT 58 OF 2001)**

The General and Further Education and Training Quality Assurance (GENFETQA) Act provides for the establishment of uMalusi, which is charged with a provision of quality assurance in general and further education and training, the issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well as conducting of the actual assessment.

- **SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO. 31 OF 2000**

The South African Council for Educators Act provides for the governance of the professional teaching corps under a single professional council. The SACE Act further aims to enhance the status of the teaching profession, and to promote the development of educators and their professional conduct. It makes provision for a Legal Affairs and Ethics Department which has to ensure that educators do not breach the Code of Professional Ethics for educators; protect the dignity of the profession and revised the Code of Educators on a continuous basis.

- **ACT PUBLIC FINANCE MANAGEMENT NO. 1 OF 1999 AS AMENDED (PFMA)**

PFMA regulates financial management in the national government, provincial governments and departments within those governments. It further ensures that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; and provides the responsibilities of persons entrusted with financial management in those governments.

- **THE ANNUAL DIVISION OF REVENUE ACT**

These Acts provide for the equitable division of revenue raised nationally amongst the national, provincial and local spheres of government; for the reporting requirements for allocations pursuant to such division; for the withholding and delaying of payments; and for the liability for costs incurred in litigation in violation of the principles of co-operative governance and international relations.

- **PUBLIC SERVICE ACT, 1947 AS AMENDED (PROCLAMATION 103 OF 1994) (PSA)**

PSA provides for the organisation and administration of the public service of the Republic, as well as the regulation of the regulation of conditions of employment, terms of office, disciple, retirement and discharge of members of the public service.

- **PROMOTION OF ADMINISTRATIVE JUSTICE ACT, 2000 (ACT 3 OF 2000)**

The Promotion of Administrative Justice Act (PAJA), 2000 (Act 3 of 2000) is legislation that emanated from Section 33 of the Constitution. PAJA Applies to administrative acts performed by the State administration that has an effect on the members of the public. It seeks to protect the public from unlawful, unreasonable and procedurally unfair administrative decisions. It ensures that people who are affected by administrative actions are aware of the reason a decision is taken, given an opportunity to provide representations why the decision should not be taken and the right to have to have the administrator consider the representations. In terms of PAJA the public must be informed of the right to review. PAJA seeks to promote the principles of openness, transparency and accountability.

During the period concerned PAJA awareness will be actively promoted to ensure that it is applied especially in the area of Admissions, Withdrawal of functions of governing bodies, Dissolution of governing bodies, Closure of schools and in certain areas of misconduct.

- **PROMOTION OF ACCESS TO INFORMATION ACT, 2000 (Act No. 2 of 2000) (PAIA)**

Promotion of Access to Information (PAIA) is legislation that emanated from section 32 of the Constitution.

It provides that every person has a right of access to a record or information held by the state or information held by the state or another person that is required for the exercise or protection of any rights. It seeks to promote a culture of transparency and accountability in the public sector. A compulsory Section 32 report is completed annually and forwarded to the Human Rights commission.

PAIA requests will be attended to in accordance with the Act.

- **PROTECTION OF PERSONAL INFORMATION ACT, 2013 (Act No. 4 OF 2013)(POPIA)**

POPIA applies to the processing of personal information which is entered into a record by a responsible party who is domiciled in South Africa or makes use of makes use of automated or non-automated means in South Africa.

The purpose of POPI is to-

- Give effect to the constitutional right of privacy by safeguarding Private information;

- Balance the right of privacy against other rights;

- Regulate the manner in which private information must be processed;

- Provide persons with rights and remedies if POPI is contravened;

- Establish an information regulator to ensure that the rights protected by POPI are respected and those rights are protected and enforced.

POLICY MANDATES:

- **THE EDUCATION WHITE PAPER 5 ON EARLY CHILDHOOD DEVELOPMENT (2000)**

White Paper 5 provides for the expansion and full participation of 5-year-olds in pre-primary school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4-year-olds and 6 to 9-year-olds.

- **EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)**

  White Paper 6 describes the intent of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, via targeted support structures and mechanisms, which will improve the retention of learners in the education system, particularly those learners who are prone to dropping out.

- **EDUCATION WHITE PAPER 7 ON e-LEARNING**

  The Education White Paper 7 on e-Learning provides a framework for the roll out of information and Communication Technology (ICT) infrastructure in schools as well as curriculum delivery through ICTs.

- **NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)**

  The National Curriculum Statements embody the vision for general education to move away from rote-learning model, to a learner-centered outcomes-based approach. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well learning pathways. Its assessment, qualifications, competency and skills-based framework as to promote the integration of knowledge and skills through encourage the development of curriculum models that are aligned to the NQF in theory and practice. The NCS was declared policy in November 2003 to roll out curriculum transformation to schools in the Further Education and Training Band (Grades 10-12). The first year of implementation was 2006 in Grade 10, with Grades 11 implemented in 2007 and the first Grade 12 NCS results released at the end of 2008 academic year.

2. Updates to institutional policies and strategies

Other than the legislation and policies pertaining to its core function, the Department is obliged to comply with all the legislation and policies in the public service. In addition to the National Education Legislation Mandates and Education White Papers (EWP) 1-7, the following mandates have been included:

- Public Service Act No 104 of 1994 ;

- Labour Relations Act No 66 of 1995;

- Basic Conditions of Employment Act No. 75 of 1997;

- Skills Development Act No.97 of 1998;

- National Qualifications Framework Act 67 of 2008

- Employment Equity Act No 55 of 1998;

- Public Finance Management Act No 1of 1999;

- Preferential Procurement Framework Act No 5 of 2000;

- Treasury Regulations;

- Children Act 38 of 2005;

- Promotion of Administrative Justice Act No 3 of 2000;

- Promotion of Access to Information Act No 2 of 2000;

- Protection of Personal Information Act No 4 of 2013;

- Protected Disclosures Act No 4 of 2000;

- Occupational Health and Safety Act No. 85 of 1993;

- Language in Education Policy, 1997

- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000

- National Policy on Whole School Evaluation (July 2001)

- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)

- National Policy on Religion and Education, 2003

- Policy Document on Adult Basic Education and Training (12 December 2003)

- National Education Information Policy (Government Notice 1950 of 2004)

- National policy regarding Further Education and Training Programmes: Approval of the

- amendment to the programme and promotion requirements for the National Senior Certificate: A Qualification at Level 4

- Intergovernmental Relations Framework Act No. 13 of 2005

- Addendum to FET Policy document, National curriculum Statement on National Framework

- regulating learner with Special Needs (11 December 2006)

- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and

- Educators in Further Education and Training Institutions, 1998 on the National Qualification

- Framework (NQF) [Gazette 29851 of April 2007].

- National Policy on the conduct, administration and management of assessment for the National

- Certificate (vocational), 2007

- National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)

- National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)

- Regulation pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008)

- National Planning on an Equitable Provision of an Enabling School Physical Teaching and

- Learning Environment (21 November 2008)

- Construction Industry Development Board (Act 38 of 2000)

3. Updates to relevant court rulings

GOVERNING BODY JUMA MUSJID PRIMARY SCHOOL AND OTHERS vs. MEC FOR EDUCATION KWAZULU-NATAL AND OTHER 2011 (8) BCLR (761) CONSTITUTIONAL COURT

This is an application for leave to appeal against a decision of the KwaZulu-Natal High Court. The order of the High Court authorized the eviction, of a Public school conducted on private property. This dispute was between the Juma Musjid Trust which owned the property, the MEC for Education, KwaZulu-Natal as well as the School Governing Body. The case dealt with the right to education in terms of section 29 of the Constitution and the Constitutional obligation of the state to respect, promote, protect and fulfil that right.

KWAZULU-NATAL JOINT LIAISON COMMITTEE vs. MEC FOR EDUCATION, KWAZULU-NATAL 2013 (4) SA 262 CONSTITUTIONAL COURT

This case involves the enforcement of payment by the state of subsidy to Independent schools. The court found that once the Department has made an undertaking to pay subsidy to Independent schools; it is bound to honour that undertaking and is not entitled to reduce, retroactively, subsidies regardless of budgetary adjustments. While affordability was considered as a major issue, the court found that the set dates are of great significance and create a legal obligation to honour those dates. It was further found that responsibility and rationality demand that the Government prepare its budget to meet payment deadlines and it cannot reach back and diminish accrued rights in order to manage its own shortfalls.

a. **HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;**

b. **HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. WELKOM HIGH SCHOOL AND ANOTHER;**

c. **EDUCATION AND ANOTHER vs. HO RSKOOL ERMELO AND ANOTHER (2009) ZACC 32; 2010 (2) SA 415 (CC); 2010 (3) BCLR 177 (CC);**

d. **MEC FOR EDUCATION vs. GAUTENG PROVINCE AND OTHERS vs. GOVERNING BODY OF RIVONIA PRIMARY SCHOOL AND OTHER (CCT 135/12) (2013) ZACC 34.**

- The abovementioned cases dealt with the powers of Schools Governing Bodies to determine and adopt Policies in to a number of issues (e.g. Admission policy, Code of Conduct, etc.). Even though the SGB's have been given that power, such power is not unfettered. The Head of Department cannot interfere by simply setting aside a policy developed by the school developed by the School Governing Body. When the Head of Department or the MEC wants to intervene, he or she must act reasonably and in a procedurally fair manner and must be empowered or authorized by the relevant legislation.

- The Welkom High School and Harmony High School dealt with the Code of Conduct for Leaners. It provided that learners who fell pregnant could not proceed with attending school until they had given birth. They could be admitted back to school a few months after giving birth. This policy was adopted by the Governing Body after it had gone through a consultative process within the school community. This policy was glaringly discriminatory and could not stand the constitutional scrutiny. The Head of Department attempted to intervene by setting aside this policy but the court ordered that as much as the policies were discriminatory, the Head of Department must act rationally and in a fair and procedural manner to set aside the policy development by the Governing Body.

- Hoërskool Ermelo and Rivonia Primary school cases dealt with the admission of Learners to Public school, powers and obligations of the School governing Bodies and the Head of Department in relation to admission to Public school. **BEAUVELLON SECONDARY SCHOOL AND ITS GOVERNING BODY AND 16 OTHER SCHOOL vs. THE MEC OF WESTERN CAPE DEPARTMENT OF EDUCATION – CASE NO 865/13 – SUPREME COURT OF APPEAL OF SOUTH AFRICA**

This case dealt with the closure of public schools in terms of section 33 of the South African Schools Act, 1996. It was argued on appeal that the decision to close the schools was not an administrative decision that is reviewable under the Promotion of Administrative Justice Act, 2000 (PAJA) but an executive decision that is not reviewable under PAJA The Court decided that when the MEC is performing functions in terms of Section 33, such functions is reviewable under the provisions of the Promotion of Administrative Justice Act 2000.

The court also held that the reason for the closure was sufficient and that the new reasons that emerged during the consultative process was sufficient. Further it was held that there was nothing under Section 33(2) that required that the union that represented the interest of the educators be consulted before closure.

SOUTH AFRICAN POLICE SERVICE VS SOLIDARITY O.B.O BARNARD – 2014(10) BC 1195 CC

The constitutional court in this case held that an applicant's merit cannot be disregarded in pursuit of Employment Equity especially where service delivery is paramount.

The court emphasized throughout its four concurring judgments that targets should not be pursued so rigidly that they amount to quotas and although the appointment of a candidate from a designated group should be preferred deviations are permitted where for example a candidate from a non-designated group has special skills or where operational requirements require it.

The court also observed that the decision maker should be able to explain how he or she balanced the concerns of both representivity and service delivery with regard to the specific facts of each case.

SOLIDARITEIT HELPENDE HANDE NPC AND DANEL VENTER VS MINISTER OF BASIC EDUCATION / DIRECTOR GENERAL – Case number 58189/2015. JUDGMENT DELIVERED ON 8 NOVEMBER 2017

This case relates to the Department's bursary scheme requiring applicants to specialize in indigenous African languages and to teach in rural areas. The applicants contended that this criteria constituted unfair discrimination against white students on the basis of race in violation of Section 9 of the Constitution.

The court ruled that the "Applicants have failed to establish that the selection criteria for the bursary scheme as a measure by the Department to respond to specific challenges unfairly discriminates against white students". The Department however proved that the selection criteria was based on legitimate government policy to promote indigenous African Languages in the schooling system.

ORGANISASIE VIR GODSDDIENSTE-ONDERRIG EN DEMOKRASIE VS LAERSKOOL RANDHART AND 8 OTHERS- 29847/2014 (2017) ZAGP 160

The Gauteng High Court ruled in favour of the Organisasie in the matter concerning religion in public schools. The High court found that public schools as state institutions cannot promote a single religion to the exclusion of others. The school's defence was based on Section 16 of the South African Schools Act which allows schools to determine a school's character or ethos according to the school community. The court held that there was nothing in the Constitution which gave public schools and SGB's the right to adopt an ethos from one religion to the exclusion of others.

The Court held that public schools may not adopt one religion to the exclusion of all others.

MOODLEY V KENMONT SCHOOL AND OTHERS. CASE NUMBER: CCT281/18 ... 14 MAY 2019. JUDGMENT DATE: 9 OCTOBER 2019

In this case the Constitutional Court ruled Section 58A (4) of SASA was meant to protect the right to basic education and was therefore "understandable". However, the court maintained that Section 58A (4) did not outlaw the granting of orders summoning money, including costs orders against public schools.

Public schools cannot be empowered to sue and be sued but be immune from adverse costs orders.

In addition, deciding to sue or oppose litigation is an exercise of the governance function vested in a school governing body and that governance function is confirmed by statute.

The school was ordered to pay the costs of the litigant.

PLANNED POLICY INITIATIVES

National Development Plan

Chapter 9 of the NDP which deals with the sections on early childhood development (ECD) and basic education are of direct relevance to the basic education sector.

The section on early childhood development stresses the need to deal with the very basics of early childhood development. In South Africa, high numbers of children suffer from physical stunting as a result of poor nutrition in the early years – one in five children are affected according to the NDP. The ten government departments, one national and nine provincial, dealing with basic education are expected to take on a larger responsibility in the area of ECD, insofar as these departments would begin managing the public funding of ECD centres. These departments are also expected to take forward the NDP goal of universal coverage for all children in the year prior to Grade R. ECD centres are expected to provide not just education, but a range of support, including nutrition.

The section on basic education has 11 sub-sections.

1. The role of stakeholders in basic education.

   The NDP reiterates the ideal of collaboration, support and accountability between stakeholders as expressed in existing education policies. Specific systems to facilitate accountability to parents are envisaged:

   Providing meaningful information to parents on their children's performance can enable them to hold schools accountable. Performance tends to improve when parents are actively involved and take an interest in the affairs of the school.

2. School infrastructure.

   The NDP stresses the importance of applying minimum standards, and envisages all schools having libraries, laboratories, computer centres and broadband.

3. Curriculum, incentives, inclusivity and language issues.

   The plan emphasises curriculum stability, and reiterates existing policy positions that emphasise the need for mother tongue instruction in the initial years of school, in order to establish a solid reading and language scaffolding for the child. Better career guidance, starting at the primary level, is also emphasised.

4. Sports, art and culture.

   The role of both sports and physical education are affirmed, in a context where health problems such as child obesity are on the rise. Arts and culture should be used to promote an understanding of history.

5. (5) Long-term goals for basic education.

   The top long-term developmental priority in the NDP is to increase the percentage of learners reaching adequate achievement levels with respect to their language and mathematical (or numeracy) competencies. Monitoring of this should occur via national assessment programmes, as well as participation in international programmes. This aligns with global monitoring priorities agreed on in conjunction with the Sustainable Development Goals. Moreover, at a higher level of achievement, it is expected that a much larger percentage of Grade 12 learners would be ready for mathematically- and scientifically-oriented programmes at university.

6. Retain more learners.

   Here the aim falls on getting more youths to complete twelve years of education, either at school in some alternative institution, such a TVET college. This has implications for coordination between the DBE and the Department of Higher Education and Training (DHET).

7. Proposals to improve human capacity.

   This is a substantial sub-section. Increasing the quantity of teachers over the longer term, in order to reduce the number of unacceptably large classes, is emphasised. Improving the quality of teaching should also be pursued through various strategies. Effective in-service training is needed, teachers need better access to the latest technologies that assist teaching, career paths should be better at rewarding good teachers, and teachers in schools whose results improve should be rewarded through incentives directed to the school as a whole. The critical importance of relations between the employer and teacher unions is acknowledged. In line with lessons from other countries, union leaders should be given access to training that will assist them in fulfilling their role as leaders in the profession and in the broader national development process. Finally, the NDP calls for the departments to assume a more pro-active role in determining where young teachers end up teaching, in the interests of getting more good teachers with relevant qualifications into historically disadvantaged schools.

8. Proposals for improving school management.

   In order to strengthen management by existing school principals, both support and accountability are emphasised. The capacity of districts to support schools is important. Moreover, work needs to proceed on the design of performance contracts for school principals. Principals who repeatedly fail to reach reasonable targets should be replaced. The South African Schools Act approach of increasingly placing mechanisms for school improvement under the control of principals – they need powers if they are to be held accountable – is affirmed in the NDP. With regard to the appointment of new school principals, the NDP proposes the use of competency assessments, and underlines the importance of removing undue union influence in the appointment process, partly by strengthening the relevant oversight functions in districts.

9. Proposals for results oriented mutual accountability.

   The NDP envisages a strengthening of two-way accountability between districts and schools: districts need to provide support and services which schools find useful, and schools need to account to districts for the quality of the schooling offered to the community. Moreover, two-way accountability between parents and the school are needed: schools need to report in better ways to parents on how well children learn, and parents need to demonstrate that they provide support in the home. Crucially, these lines of accountability depend on 'reliable measures' of learning outcomes at schools which everyone can use to gauge progress. The NDP acknowledges how difficult accountability reforms can be:

   Accountability measures are likely to be met with resistance because they change the balance of power. At first, they will add to the workload of teachers and principals and put new obligations on parents. Once systems and routines are established, the workload will lessen and the system will deliver benefits for everyone.
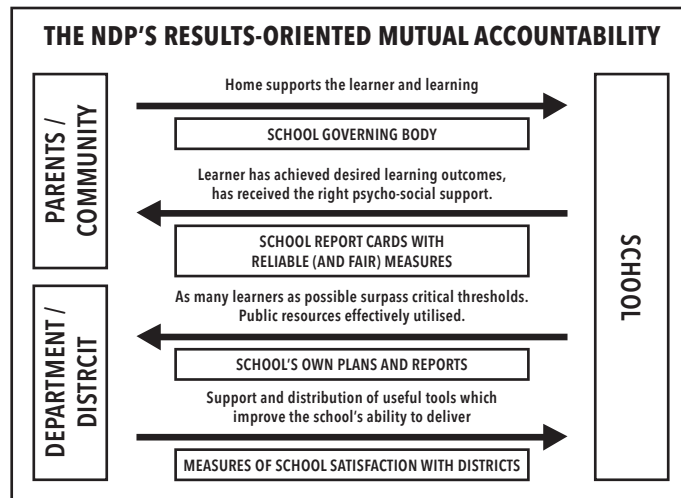
Figure 1:NDP's result-oriented accountability

10. Proposals to improve school infrastructure.

How poor infrastructure, including a lack of access to information and communication technologies (ICTs), exacerbate disadvantage in poorer parts of the country is emphasised in the NDP. In solving these problems, better coordination between various organisations, more data-driven planning, for instance in relation to future enrolment patterns, and a lowering of costs, are needed. Why costs are so high should be better understood.

11. The education pact.

The NDP recognises that social buy-in for school improvement is crucial, but can also be difficult to achieve. It envisages ongoing efforts, led by the DBE, and guided by an education pact, that promotes a common understanding among stakeholders and recognises and supports the work of all parties.

NATIONAL PRIORITIES

In identifying policy initiatives, the Department will focus on what has been identified by DBE as priorities within broad sector plan. These are:

• Improving foundational skills of Numeracy and Literacy, especially Reading which should be underpinned by a Reading Revolution.

• Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools (Three Stream Model (Academic, Technical Vocational and Technical Occupational), Fourth Industrial Revolution (ICT rollout, prioritising, multi-grade, rural and farm schools; schools for Learners with special educational needs and no fee schools; coding and robotics; digitisation of textbooks and workbooks) Entrepreneurship, Focus Schools, and etc.).

• Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world.

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• Deal decisively with quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such General Education Certificate before the grade 12 exit qualification.

• Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data.

• Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4 year olds from Social Development to Basic Education.

- Decolonization of Basic Education through the teaching and promotion of African Languages, South African and African History to all learners up to grade 12, and national symbols.

- Work with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety.

- Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced.

- Increase the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs.

- Strengthen partnership with all stakeholders, private sector, and promote integrated governance, intergovernmental relations, and labour peace.

PART B

OUR STRATEGIC FOCUS

4. OUR STRATEGIC FOCUS

4.1. VISION

To be an innovative hub for quality teaching and learning that produces learners developed to exploit opportunities for lifelong success.

4.2. MISSION STATEMENT

To facilitate quality teaching and learning in a conducive classroom environment every day.

4.3. VALUES

The Department of Education in KwaZulu-Natal is inspired by the life, achievements and teachings of President Oliver Reginald Kaizana Tambo. The essence of his life, achievements and teachings is unity, an understanding that no person is an island and no person can achieve alone, that we must at all times remain part of a collective and articulate the wishes and concerns of a collective. It is for these teachings that the Department seeks to nurture and inculcate values that bind the Education family and create an ethos of respect, discipline and hard work at all levels. Therefore, the Department of Education in KwaZulu-Natal adheres to the following values:

i. **Teamwork**

- Striving to be together with one's team at all times and promote 'Team Education',
- Striving to bring everyone together to support, embrace and excel in whatever we do,
- Being part of a collective in everything we do and learning to support one another than to let one another down,
- Establishing and maintaining shared goals,
- Working together towards improving service delivery.
- Focusing the Department on improving cooperation through shared common goals.

ii. **Altruism**

- Displaying unselfish concern for the welfare of others.
- Doing work for a greater course without the expectation of reward.
- Selflessness and dedication to the national course in the delivery of service and putting people first

iii. **Empathy**

- Discharging our duties with kindness and generosity.
- Being mindful of the circumstances of others, their needs, special requirements.
- Sharing another's concerns, emotions and feelings.
- Doing the right thing the first time around
- Vicarious identification with other employees' concerns, emotions and feelings through demonstrations of compassion, consideration and care.

iv. **Professionalism**

- Producing the highest standard of work and demonstrating the highest standard of conduct in our professions.
- Being at the most acceptable behaviour all the times under all conditions.
- Showing emotional maturity.
- Respect for self and others;
- Uplifting the Department to higher performance with high degree of commitment and responsibility.

v. **Integrity**

- Consistency of actions and conduct with the highest ethical and moral conduct.

- Abiding by the unwritten rules and doing the right thing even when no one is watching.

- Displaying honesty, intolerance to fraud, corruption, nepotism and maladministration

- Straightforward communication, saying what needs to be said without withholding information.

- Treating all (employees, stakeholder and others) in a manner that is fair and just

- The backbone to efficiency and upholding responsibility in a corrupt free environment

vi. **Openness and Transparency**

- Taking conscious steps to share information that is relevant to a particular level uniformly.

- Treating all (employees, stakeholders and others) in a manner that is fair and just.

vii. **Excellence**

- Maintaining high standards of performance and professionalism by aiming for quality and avoiding mediocrity in everything we do.

- Performing above minimum requirements the first time around without delays and avoiding repeats.

viii. **Ubuntu**

- Ubuntu refers to respect, patience, tolerance, humility and caring; all of which should be embedded within every employee in performing everyday duties.

- Being open and available to others,

- Affirming others without feeling threatened

- Belonging to a greater whole

- Recognising that we are all bound together in ways that are invisible to the eye;

- Recognising that we achieve our individual selves by sharing ourselves with others, and caring for those around us.

IMPACT
Skilled and competent learners prepared for socio-economic emancipation

OUTCOME 1
Sound corporate governance and accountability

OUTCOME 2
Youth better prepared for further learning and world of work

OUTCOME 3
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world

OUTCOME 4
Improved reading for meaning, teacher level and digital skills

OUTCOME 5
Collaborative and responsive infrastructure planning and implementation

Figure 2:Strategic Mapping of Provincial Priorities

4.4. IMPACT

Skilled and competent learners prepared for socio-economic emancipation

4.5. OUTCOMES AND RELATED INTERVENTIONS

Sound corporate governance and accountability

The Department will:

- Strive towards the attainment of clean audits;

- Set policies, controls and procedures for good corporate governance and accountability;

- Arrange effective compliance oversight;

- Conduct due diligence;

- Provide information and training on good corporate governance and accountability;

- Monitor and audit behaviour;

- Deal decisively with fraud and corruption;

- Use law to deal with violations;

- Ensure that all appointments are done in strict compliance with relevant acts and policies;

- Improve Supply Chain Management processes;

- Institutionalise risk management at all levels of the system;

- Establish an ethics committee and gender equity structures;

- Develop an effective financial management automated system;

- Implement procedures to promote organisational effectiveness and efficiency; and

- Ensure that all its services offer maximum utilitarian value.

Youth better prepared for further learning and world of work

The Department will

- Improve the level of language and mathematics in all schools;

- Increase the number and quality of passes in the National Senior Certificate;

- Increase the quality of education provision in our poorer communities;

- Provide more social and economic opportunities for our youth;

- Increase access to niche subjects such as STEM subjects for historically disadvantaged learners;

- Gradually introduce Coding and Robotics in schools;

- Implement a curriculum with skills and competencies for a changing world in all public schools by adequate provisioning for and implementation of the Three Streams Model ((Academic, Technical Vocational and Technical Occupational).

- Implement programmes to ensure safe school environment for teachers and Learners

- Implement National school Safety Framework in all schools

- Increase the number of public schools benefiting from social security programme.

- Ensure that all learners irrespective of the special needs will have access to quality education by promoting inclusivity in schools

- Increase the number of learners participating in Departmental extra-curricular activities, sports, social and cultural activities.

- Increase the number of learners participating in Departmental extra-curricular activities, sports, social and cultural activities.

- Strengthen partnership with all stakeholders as well as the private sector, and promote integrated governance, intergovernmental relations, and labour peace.

A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world

- Develop competent teachers who are qualified and skilled to teach existing and new technological subjects.

- Train teachers in the concept of differentiated teaching and learning.

- The Department will introduce summary writing assessments in Grades 7, 8, 9, 10, 11 and 12.

- Systems in planning and supervision will be strengthened.

- PLC's will be revived to create a platform for engagement on curriculum related matters.

- The Department will strengthen the capacity of district offices.

- The Department will strengthen school management and promote functional schools.

- Heads of Departments, School Principals, Circuit Managers and all other relevant District Officials will be trained on leadership, management as well as quality monitoring and support of curriculum implementation.

Improved reading for meaning, numeracy and digital skills

The Department will:

- Provide 100% access to Grade R

- Strengthen curriculum implementation in Grade R.

- Gradually provide fully funded posts for Grade R.

- Ensure that all primary schools have specialized Grade R facilities.

- Provide digital equipment and trained teachers in Grade R classes.

- Ensure that all public schools have Grade R classes

- Plan for the migration of 0-4 year olds to the formal schooling system.

- Provide access to e-content at no cost to teachers and learners i.e. E-books, on-line library.

- The Department will focus on reading with understanding across all Grades, improvement of classroom teaching, learner attainment and performance across the system

- The Department will also introduce quarterly standardized comprehension assessment instruments with results analyzed to inform the system.

- Teachers will be trained on assessment practices related to reading with understanding.

- The "Reading Promotion Programmes" will be adapted to "Promotion of Reading with Meaning".

- Reading for meaning for 10-year olds will be promoted in both English and isiZulu.

Collaborative and responsive infrastructure planning and implementation

- The Department will strive to provide al 5 881 schools with adequate sanitation, electricity and water.

- By 2024 the Department will ensure that there will be more focus schools in operation in the Province

- By 2024 the Department will ensure that 1 705 schools are fitted with digital learning boards and resources.

- Five thousand eight hundred and ninety seven (5 897) schools will be regularly maintained in line with the school maintenance plan.

- An automated ICT system will be introduced to support infrastructure planning, budgeting and implementation.

- The Department will introduce a functional Education Facilities Management System (EFMS).

4.6. STRATEGIC MAPPING OF PROVINCIAL PRIORITIES

In identifying policy initiatives, the Department will focus on what has been identified by DBE as priorities within broad sector plan. These are:

Table 1: Strategic mapping of provincial priorities

OUTCOME	OUTCOME INDICATORS	BASELINE	5 YEAR TARGET	NATIONAL PRIORITY	MTSF OUTCOME	ACTION PLAN GOAL
Sound corporate governance and accountability	Clean Audit Outcome	Unqualified audit opinion	Clean Audit	Work towards results oriented mutual accountability.	Improved leadership, governance and accountability	Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
Youth better prepared for further learning and world of work	• Percentage of learners achieving Bachelor Passes in NSC.	33%	60%	• Improving foundational skills of Numeracy and Literacy, especially Reading which should be underpinned by a Reading Revolution.	• Outcome 4: Youth leaving the schooling system more prepared to contribute to prosperous and equitable South Africa	• Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
	• Percentage of Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.	New	30%	• Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world. • Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools (Three Stream Model (Academic, Technical Vocational and Technical Occupational).		• Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.
	• Percentage of learners enrolled in S. A. Sign Language	New	1%		• Equal opportunities, inclusion and redress	• Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
				• Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data.		

OUTCOME	OUTCOME INDICATORS	BASELINE	5 YEAR TARGET	NATIONAL PRIORITY	MTSF OUTCOME	ACTION PLAN GOAL
	• Percentage of public schools benefitting from the schools' social security programmes	New	100%	• Decolonization of Basic Education through the teaching and promotion of African Languages, South African and African History to all learners up to grade 12, and national symbols.	• Equal opportunities, inclusion and redress	• Goal 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
	• Number of public schools offering isiZulu home language	New	5 881	• Work with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety. • Increase the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs.		• Goal 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world	• Percentage of educators with qualifications in the subject they are currently teaching.	New	100%	• Promote quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such General Education Certificate before the grade 12 exit qualification.	• Outcome 1-Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.	• Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
	• Percentage of educators who perform above 70% in competency to teach the subject they are teaching.	New	100%			
	• Number of public schools reporting effective curriculum coverage.	New	5 881			• Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

OUTCOME	OUTCOME INDICATORS	BASELINE	5 YEAR TARGET	NATIONAL PRIORITY	MTSF OUTCOME	ACTION PLAN GOAL
Improved reading for meaning, numeracy and digital skills	• Percentage of 10 year olds able to read for meaning	New	100%	• Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4 year olds from Social Development to Basic Education.	• Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning	• Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
Collaborative and responsive infrastructure planning and implementation	• Percentage of public schools refurbished and/or renovated in rural and township areas	New	50%	• Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced.	• Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach	• Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.
	• Number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities.	New	2 000			
	• Number of public schools with pit latrines.	New	0			
	• Number of public schools with infrastructure that match the current digital skills requirements in teaching and learning	New	2 000		• Outcome 5: Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	• Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education

5. UPDATED SITUATIONAL ANALYSIS

5.1. Introduction and Background

The quality of basic education particularly teaching and learning has become a priority in government and the KwaZulu-Natal Department of Education has an obligation to have a plan that responds to the present and future socio-economic demands of the province. This plan takes its cue from the national development plan which is executed through the medium term strategic framework as well as provincial priorities. The plan takes into account national and provincial planning with legislative frameworks such as the National Development Plan and Basic Education Sector Plan. The strategic focus is the realization of "skilled and competent learners prepared for socio-economic emancipation".

According to the SNAP survey the KwaZulu-Natal Department of Education has 6 150 Functional Schools in the Province. 5 806 are Public Ordinary Schools, 265 Independent Ordinary Schools and 75 Dedicated Public Special schools and 4 Independent Special schools, Primary Schools make up 63.8% of all schools in KwaZulu-Natal. 26.8% of schools are Secondary Schools and 8.1% are combined schools. Only 1.3% of schools are Special Schools (LSEN).

Breakdown of Schools in KwaZulu-Natal in 2021
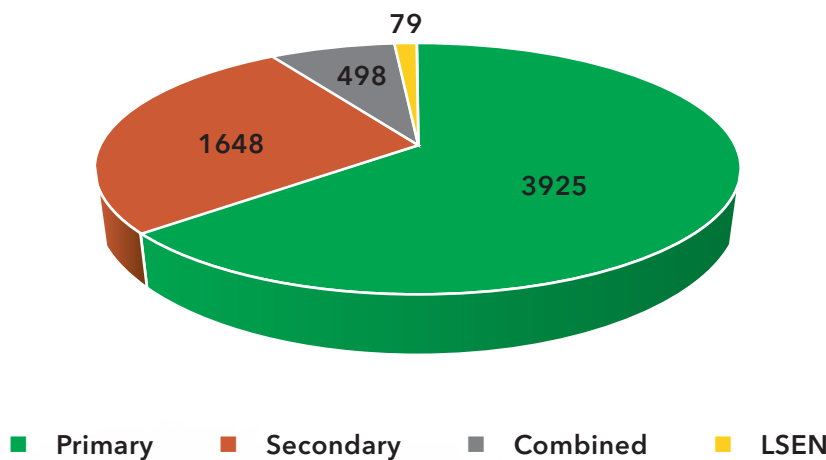
Figure 3: Breakdown of schools in KwaZulu-Natal in 2021

KwaZulu-Natal Department of Education (KZNDOE) has twelve (12) education districts made up of 5 806 public ordinary schools and seventy-five (75) public special schools. The Department's operational districts are well aligned with local government municipalities. The department's programmes are spread across all 12 educational districts in KwaZulu-Natal, with particular focus on rural areas.

5.2. Stakeholder engagement

The Department continues to work closely with all stakeholders to ensure that teaching and learning takes place without any hindrances. The Department of Health is one of the many stakeholders which assisted the Department during the outbreak of the Covid-19 pandemic. The protection of children and educational facilities is particularly important. KZNDOE has taken necessary precautions to prevent the potential spread of COVID-19 in the school setting.

Stakeholders are important in implementing assessment policies and systems to monitor the success of learners, administer an effective and efficient examination and assessment services. Co-operation is received from the Minister of Police for availability of police personnel and SAPS's leadership support when necessary and Local Municipalities provide support with regard to infrastructure and basic services such as electricity and water. The South African Police Services (SAPS) assist in distribution and security of examination material, whilst the SA Defence Force provides assistance with distribution to inaccessible areas due to inclement weather. Unforeseen circumstance such as service delivery protests, labour unrest and inclement weather

causes disruptions of the examinations. Contingency plans are developed to have the SA Defence Force on standby. Examinations are prioritised in terms of budgetary allocations which enhances the prospects of delivering a credible examination. In view of the magnitude of examination related function, job creation is enhanced e.g. University Students and contract employees are used for invigilation and other temporary tasks.

The Department of Transport in KZN as well as Provincial Treasury are crucial key stakeholders which contribute to Learner transport programme's ability to achieve its planned outcomes. In 2019/20 the Department started a sub-directorate for Stakeholder Engagement which deals with internal and external stakeholders and also focuses on establishing good rapport with potential partners to assist in the better implementation of the programme within the province. The plan to go all out and commence relations was halted by the pandemic in the 2020/21 financial year and it has been initiated this financial year with the International Nelson Mandela Day Celebrations.

Table 2: Stakeholder Analysis

Stakeholders	Internal or External	Purpose	Role/ Interest
Parents	Internal	Improved learning and teaching outcomes	Parents offer support to the school and their children
School Governing Bodies	Internal	Improved school management, governance and functionality	Decide on an admissions policy for the school. Decide on the language policy of the school. Decide on what religious practices will be followed at the school. Adopt a code of conduct for learners which sets out disciplinary procedures.
School Governing Body Associations	Internal	Improved educational delivery	Offers services to school governing bodies so that they can better contribute to quality teaching and learning in schools.
Sport Councils, Confederations, Statutory bodies	External	Integrated delivery of sport programs. Increased number of learners involved in sport	Encourage a love of sport through leading exciting activities and competitions and develop ideas that will improve physical education at schools
Arts and Culture: Councils, e.g. PACOFS, Theatres, etc.	External	Increased learner participation in Arts and Culture	To leverage energy, partnerships and resources to develop, support, promote and advance the arts.
Library Associations, e.g. LIASA	External	Improved reading. Increased access to library services by learners and educators.	Promotes the development of South Africa through access to information and contributes to the literacy of the country
Higher Education Institutions	External	Pre- and in-service training of Educators	Provides training to educators and research expertise to the education sector.
Sector Education Training Authorities (SETA)	Internal	Delivery of Capacity Building programs for employees	Managing and creating unit-based skills programmes for educators to improve teaching and learning
SACE (South African Council of Educators)	Internal	Professionalization of education	To register fit to practice educators & lecturers, promote their continuing professional development, and maintain the profession's professional teaching and ethical standards.
Subject specific organisations, e.g. Maths Association	Internal	Professionalization of the subject. Improved learning and teaching in the subject.	Support and promote confidence and enjoyment in specific subjects by interacting with teachers and those with an interest

Stakeholders	Internal or External	Purpose	Role/ Interest
Professional Organisations, e.g. Physic Therapists, Psychologists.	Internal	Professionalization of the subject. Improved learning and teaching in the subject. Looking after the interests of their members.	Supports unequivocally the provision of unitary health service and encourages all progress made in the integration of health care services
Organisations, structures and statutory bodies for the Disabled	External	Increased access to education by learners with disabilities. Increased employment of people with disabilities in education. Improved governance of institutions for the disabled.	Provide norms and standards of services and service delivery to persons with disabilities by having joint strategies and inclusive positions on cross-cutting issues affecting persons with disabilities and advocating and lobbying on issues affecting persons with disabilities
Associations and interest groups focussing on HIV/ Aids	External	Increasingly addressing the societal issues regarding HIV/Aids.	Creating an enabling environment for participation and ownership to ensure learners are agents of their own development.
Organised labour	Internal	Inputs into Policy Monitor service delivery	Advocates for quality education and investment in education as a public good. This work performs a vital role in framing the narrative about public education and can help shift popular thinking about investment in the resources required to address the problems identified in this report.
Chapter 9 Institutions: Auditor General, Human Rights Commission, Gender Commission and Public Service Commission	External	Oversight. Specialised support.	Promote and protect those rights within the Bill of Rights which fall within their particular area thus ensuring impartiality, dignity and effectiveness.
EXCO, Legislature, Portfolio Committees, Audit committee	External	Political Direction Oversight	To consider Bills, deal with departmental budget votes, oversee the work of the department they are responsible for, and enquire and make recommendations about any aspect of the department, including its structure, functioning and policy.
Other Government Departments, e.g. Social Development, Health, SAPS, etc.	External	Integrated and improved service delivery Delivery on the National Development Plan Improved learner outcomes.	Integrated planning, support, resource distribution and offer expertise in certain circumstances
Community Based Organisations, including Faith Based Organisations	External	Involvement in the Quality of Learning and Teaching Structures and Campaigns. Improved learner outcomes.	Influence teaching and learning by keeping learners grounded and helping the learners to be focused with purpose
Non-Governmental Organisations	External	Sharing best practices. Shared service delivery.	Supportive role of the system: Intermittent

Stakeholders	Internal or External	Purpose	Role/ Interest
International Governments' Development arms, e.g. **VVOB**	External	Providing technical support and development opportunities for learners and educators	Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.
Umalusi	Internal	Ensuring credible Assessments and Examinations	Develop an education framework and manage the standard of qualifications for general and further education and training by developing and managing the sub-framework of qualifications for general and further education and training and for the attendant quality assurance.
Municipalities	External	Providing services to our schools and educational facilities. Integrated planning.	Ensure participation

Table 3: National School Nutrition Programme Partners

NO.	PARTNER	FOCUS AREA	LOCATION	STATUS
1	Tiger Brands	Breakfast	5 districts	Active
2	Milk Association	World School Milk Day	1 District annual event	Active
3	Loudster Foundation	Nutrition Week	1 District annual event	
4	Game stores	Mobile kitchens	12 Districts	Not active
5	Unilever Hygiene	Hand wash and oral hygiene	12 Districts	Active
6	Unilever Nutrition	Workshop on breakfast	Selected schools	Active
7	Kellogs Foundation	Breakfast	Selected schools	Active

PESTEL AND SWOT ANALYSIS

Table 4: PESTEL and SWOT analysis

	Strengths	Weaknesses	Opportunities	Threats
Political	• Political support from oversight structures • Political commitment and enthusiasm. • Participation in all oversight programmes (Operation Sukhuma Sakhe, Safe School Programme, and School.)	• Unfunded mandates. • Unrealistic expectations and promises.	• High political and support from oversight structures. • Political commitment and enthusiasm.	• Political gatekeeping • Political instabilities • Political interference which impacts operations and functionality of the department. • Change in political leadership which impacts on administration progress.

	Strengths	Weaknesses	Opportunities	Threats
Economic	• Experienced staff to manage finances and implement frugal expenditure.	• Inadequate budget for key programmes • No effective financial management automated system.	• Public-private partnerships • Sponsorships from Business and Industries • Natural Resources	• Economic Recession • Unemployment • Fraud and corruption
Social	• Effective implementation of schools' social security programmes • Strong special needs programme	• Inadequate budget • Inadequate infrastructure and other resources to accommodate learners with special needs. • Undocumented Learners	• Curriculum, Transformation, Three Streams Model, Safe School Programme, National School Safety Programme. • Involvement of Department of Social Development, Home Affairs and other Departments.	• High illiteracy rate, social ills and crime • Reduced leaners engagement • Vandalism of property • Increased dropout rate • Demographics, rurality. • In migration and out migration. • Cross border migration
Technological		• Paper bound system administrators	• Modernizing the methods of teaching, learning and governance through ICT • Technological advancement for Academic improvement • Upskilling in new technologies for classroom teaching and learning. • Digital resources for learners to attend televised lectures in their residence • Growing need to educate specialists	• Lack of connectivity for schools • Ageing hardware and software • Shortage of specialists in STEM subjects
Environmental	• Integrated School Health Policy • COVID-19 policies on control and prevention	• Lack of skills in to implement Green Technology • Ageing Infrastructure. • Lack of water and sanitation facilities.	• Boreholes • Green technology • Abundant sunlight for solar energy • Vast Agricultural Land • The Oceans Economy • Support from Department of Health.	• COVID-19 • Climate change • Storms • Wild fires • Drought

	Strengths	Weaknesses	Opportunities	Threats
Legal	• Acts, Legislation, Policies, norms and standards, Memorandums of Understanding Agreements are in place.	• Under resourced legal department. • Inadequate contract management. • Poor SCM processes • Lack of consequence management • Fraud and corruption	• Use of external legal resource for representation.	• Unfavourable court judgments/rulings. • Land ownership (especially for construction, radiation, risk based on cell towers on school premises. • Lack of resources to implement court, judgments/awards with financial implications.

5.3. EXTERNAL ENVIRONMENT ANALYSIS

5.3.1. FACTORS AFFECTING THE INSTITUTION'S PERFORMANCE RELATING TO THE POLICY AND REGULATORY ENVIRONMENT.

- **Political environment**

While reviving the economy is the main challenge, political stability forms a basis for economic revival. The main challenge ahead for the government is to revive the economy after the massive adverse impact of the pandemic on South Africa. Job losses have sharply increased to 31.5% unemployment rate in 2021, and household incomes deteriorated, hitting a country that already recorded high levels of inequality, unemployment and poverty before the coronavirus outbreak. Popular dissatisfaction about the lack of social housing, employment opportunities and infrastructure shortages was also high even before the pandemic. This was also worsened by the social unrest particularly in KwaZulu-Natal and Gauteng. Learners in KwaZulu-Natal like the rest of South African schools have lost nearly a year of learning time. Political instabilities have aggravated the situation in schools and classrooms. In KwaZulu-Natal political violence in education has a unique legacy. There is also an increase in service delivery protests which have shifted to violent protest which are very destructive in nature as they cause great amount of damage to school infrastructure as they create no-go areas.

- **Social Environment**

Being out of school not only leads to learning loss but mental distress, exposure to violence and abuse, missed school-based meals and reduced development of social skills. In the longer term, the skills needed to transition into working lives will be affected. The disruption of the education system due to the pandemic and later social unrest in the province of KwaZulu-Natal brought unique challenges which requires swift responses. These challenges include school infrastructure vandalism, school dropout, and decline in passes. KwaZulu-Natal being one of the worst performing provinces in terms of unemployment and job losses, having shed more than 33 000 jobs quarter on quarter during the first quarter of 2021. The budget cut on the education budget will put further strain in to the provincial education system. According to Quarterly Labour Force Survey 2021 there were increases in both unemployed and discouraged work seekers in quarter 2 of 2021.
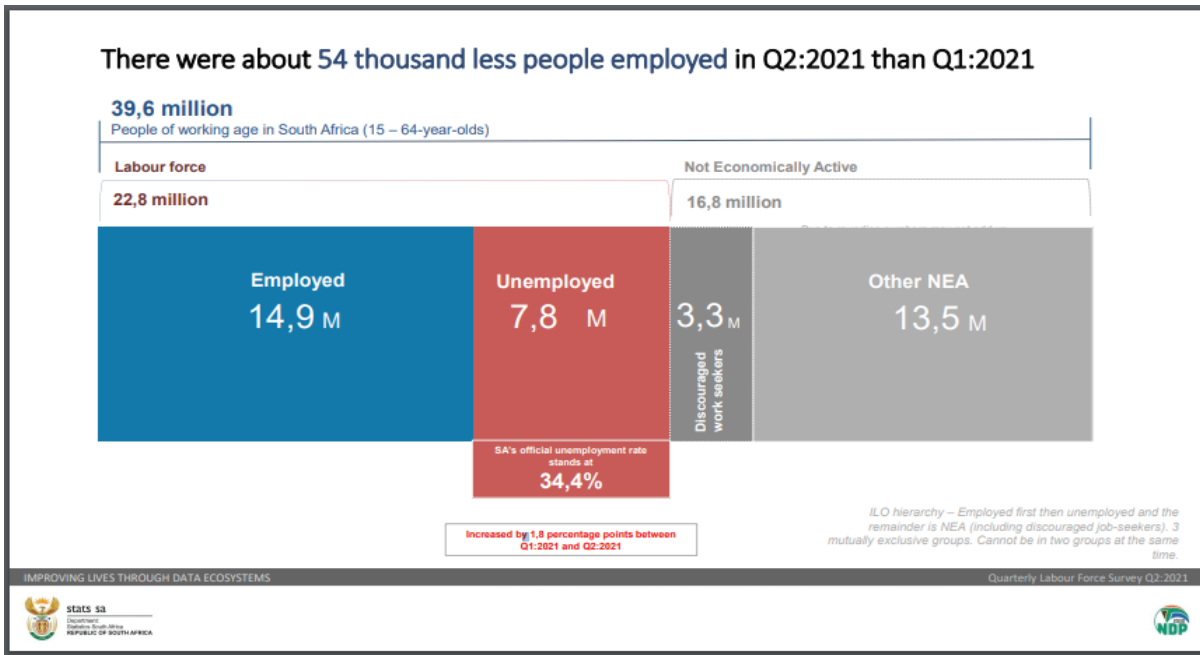
Figure 4: Quarterly Labour Force Survey 2021

- **Economic Environment**

South Africa's economic outlook has been under pressure from, amongst other factors, continued lockdown restrictions and the continued risks of electricity load-shedding and social unrest. South Africa's economy is predicted to have sustained longer-term damage if domestic and international investors view the unrest as a sign that the country is not a safe destination for their capital. South Africa's economy was already in recession, and the recent instability have caused the economy to contract even further in to recession. The most affected by this will be South Africa's poor, many of whom will not be able to buy food at competitive prices at the township shopping centres that have been closed or burned. Key services provided by provinces such as employment of teachers will be affected greatly. The call for budget cuts leaves the KZN Department of Education unable to fulfil its policy mandate such as filling vacant teacher posts, with structural renovations halted and limited support now being offered by district offices.

- **Technological Environment**

The emergence of new digital technologies and websites have accelerated new forms of human interaction through online forums; therefore, transforming education is paramount as it provides for the establishment of educational institutions and curriculum geared towards realization of technologically skilled teachers and learners. The need for such transformation has been more visible in 2020 going through to 2021 as Covid-19 pushed for alternative ways of teaching and learning outside of the classroom environment. The lack of new technological infrastructure in teaching and learning in order to meet the ever rising demand for the 4th industrial revolution is a conundrum. Online communication comes in different types and platforms which allows for easy access and flexibility.

- **Environmental**

Chapter 2 of our Constitution enshrines the 'Bill of Rights', which is referred to as "a cornerstone of democracy in South Africa", and Section 24 outlines the environmental right. South Africa is a country that is rich in mineral resources. KwaZulu-Natal is no exception. The world is increasingly witnessing a frequent occurrence of extreme and unusual climate events such as heavy rain storms and draught. These unpredictable weather climate and weather conditions are impacting on the educational environment as it is one of the causes of damage to school infrastructure. South Africa's coastline and ocean ecosystem are important as they directly and indirectly impact on human livelihoods, food security and agriculture, trade and industry. Furthermore,

teaching and learning does not only take place in classrooms that benefit fully from the positive environmental factors. Poor spatial planning often denies equal opportunities for access to good quality education in the province.

- **Legal Environment**

Information systems continue to penetrate the daily lives of individuals throughout the South Africa. There is also an increasing use of technological devises such as social media platforms. Social media platforms have increased the risk of legal matters in education and appreciation of the associated legal environment becomes a necessity.

5.3.2. DEMAND FOR SERVICES AND OTHER FACTORS INFLUENCING THE DEVELOPMENT OF THE APP.

Currently KZNDoE provides 95% access to Grade R in public ordinary schools. While we have surpassed the Grade R access targets, the Grade R landscape in the province is characterized by ineffective curriculum implementation, severe backlogs in the provision of Grade R infrastructure and a lack of digital equipment and trained teachers. Only 1 300 out of the 6 498 posts are fully funded.

As part of the National Integrated Plan for ECD the Department has a responsibility to cater for children from birth to four years in registered ECD centres. The Department is currently preparing for the function shift of 0-4 year olds from the Department of Social Development to the Department of Education. In order to prepare for this function shift that takes place on 1 April 2022, the Department is amongst others busy carrying out an audit of the number of crèches we have in the province and the number of children that are accommodated at these institutions.

Over recent years the Department has stepped up efforts to promote inclusivity in our schools. Despite our commitment to cater for learners with special needs, there are severe constraints within the system for teachers to provide individual learner attention for learners to acquire knowledge and skills to progress through the system. Learners with special education needs are still marginalized within the Education System. This is evident in the lack of facilities and equipment to support special needs education at schools.

Whilst we have made headway in improving access to learning, we acknowledge the continuing challenges, especially in respect of equity and redress; the drop-out rates; the levels of literacy and numeracy; the performance of our learners in the subjects of mathematics and science; teacher support and development; and learner behaviour as well as parental involvement in the education system.

The KZN Department of Education (KZNDoE) has identified that infrastructure is one of the critical barriers to high quality education within the Province. There is an urgent need to eradicate pit latrines and inappropriate structures. The electrification of all schools and safety in schools remains high on the agenda.

According to General Household Survey 2019, there were approximately 14, 6 million learners at school in 2019. Participation in education institutions was virtually universal (96, 6%) by the age of 15 years (the last compulsory school age). Approximately two-thirds (64, 3%) of learners were still in school by the age of 18 which usually represents the age at which learners exit grade 12. A notable percentage of learners, however, remained in primary and secondary schools long after they should have exited those institutions. Almost one-quarter (24, 3%) of twenty-year olds were, for instance, still attending secondary school. While the percentage of learners who have achieved Grade 12 has been increasing, the survey shows that the percentage of individuals who attended post-school education has remained relatively low for youth aged 19 to 22 years of age. The percentage of students attending universities, technical and vocational colleges remain very similar throughout the reference period. The percentage of learners that attended no-fee schools increased from 21, 4% in 2007 to 66, and 2% by 2019. More than one-fifth (21,6%) of learners who have dropped out of school before the age of 18 years, however, put forward a lack of money ('no money for fees') as the main reason. Other reasons included poor academic performance (22, 6%), family commitments (8, 6%) and a feeling that education is useless (8, 0%).

PROBLEMS EXPERIENCED IN PUBLIC SCHOOL	PROVINCE (PER CENT)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
LACK OF BOOKS	1,7	7,4	5,1	9,6	4,7	5,4	2,5	8,4	3,8	4,9
CLASSES TOO LARGE	7,7	6,0	3,2	2,5	4,3	6,2	5,1	2,8	1,1	4,5
FEES TOO HIGH	4,2	1,7	2,6	2,2	2,5	3,5	4,4	2,9	0,0	2,7
FACILITIES BAD	2,5	2,2	3,1	7,5	3,4	4,4	1,8	3,2	0,1	2,7
LACK OF TEACHERS	1,3	5,5	2,8	1,4	1,2	2,1	1,4	1,2	0,4	1,8
TEACHERS ABSENTEEISM	0,8	1,0	1,5	1,1	0,7	1,2	1,5	0,5	0,1	0,9
POOR QUALITY OF TEACHING	1,2	1,3	1,1	1,8	1,3	0,6	1,8	1,4	0,5	1,2
TEACHERS STRIKING	0,1	0,2	0,3	0,4	0,4	0,1	0,5	0,7	0,0	0,3

Table 5:Problems experienced by learners at the public schools they were enrolled at during the 2019 school year.

The table above presents some problems experienced by learners at the public schools they were enrolled at during the 2019 school year. Nationally, classes that were considered too large (4, 5%), a lack of books (4, 9%), and high fees (2, 7%) were singled out as the most important problems. These were followed by lack of teachers (1, 8%) and poor quality of teaching (1, 2%). Learners in Western Cape (7, 7%), North West (6, 2%), and Gauteng (5, 1%) were most concerned about large class sizes. Furthermore, learners in Western Cape (4, 2%) and Gauteng (4, 4%) were most likely to complain about high fees. Learners in Eastern Cape (7, 4%) were most likely to complain about a lack of books.

While 13, 6% of learners in Gauteng and 8, 2% of learners in Western Cape attended private schools, only 3, 5% of learners in KwaZulu-Natal and 3, 8% in Eastern Cape attended such institutions. Large variations were also observed in terms of transport used to travel to school. Almost two-thirds (65, 9%) of learners walked to school while 13, 9% used private vehicles. Another 5, 2% travelled to school by taxi or minibus taxi. The time it took the learners to get to school also formed part of the survey. This information revealed that more than eighty per cent of learners (85, 8%) needed 30 minutes or less to get to school. In addition, it seemed that most learners (84, 1%) preferred to attend the nearest institution of its kind to their place of residence.

5.3.3. RELATED CHALLENGES

Macro-economic realities

The implementation of our country's priorities has been hampered by the low performance of the economy. The social development policy landscape and education have not escaped these chilly winds. It is now clear that the continued trajectory has forced all of us "to measure our cloth seven times before we can cut it once".

In practice this means that the Department wishes must be aligned to the discus reality. The total budget pool from which all departments are drawing has shrunk. The reality of the matter is that personal income tax has become more important as a source of government revenue in recent years. It contributed over a third of the R1, 22 trillion in taxes collected by national government in the 2017/18 fiscal year. The second biggest source of tax was value added tax (VAT), followed by company income tax.

Economic instability, the inflation rate as well as tax hikes have all had a profound effect on education in the province. Budgetary constraints have impeded the implementation of strategic projects. The educational divide in the schooling system between rural and urban schools is great. The rural areas in KZN are riddled with poverty, hunger and unemployment.

National Treasury indicated there would be no funding for the inflationary wage adjustments, including housing allowances and medical aid increases. The inflationary wage adjustments must be borne within the Departments' baseline budget. This budget does not cater for new posts.

Given the intersection between stubborn unemployment and low economic performance, the reality facing the department and other government departments that rely on the fiscus is to either succumb to the

chilly winds of a shrinking economy or reprioritize programmes and review expenditure patterns without sacrificing the developmental objectives of the system. Therefore, this challenge poses a need to engage with social partners regarding for an example the impact on salary adjustments, benefits and reprioritization of programmes.

In this context what is the reality facing the Department which needs to be understood?

a. The National benchmark for Compensation of Employees is set at 80 per cent of the total budget and the department currently exceeds this at 85 per cent of the budget. This situation is exacerbated when the conditional grant funding is removed and increases the percentage to 91 which results in an operational budget of 8.9 per cent remaining for the provision of services to schools.

b. The result of this is that almost all categories of schools are underfunded. Buildings and other fixed fixtures are affected as well in light of pressures with other budget categories. In fact, the education infrastructure grant funds 84.1 per cent of the infrastructure budget.

c. Furthermore, the Machinery and Equipment budget for the MTEF is below 1 per cent which results in massive service delivery implications and once again the bulk of the funding here is against the conditional grants.

d. In recent times the Department has been faced with several litigations that have escalated the Contingency Liabilities of the Department. These are mainly based on claims from parents for cases such as the administration of corporal punishment and claims from service providers as well as those related to SASA Section 14 Schools. Awards arising out of these cases place even greater pressure on the shrinking education budget thus impacting negatively on service delivery priorities.

Despite these severe challenges, KZN is strategically positioned in respect of an international harbour and airport. Decline in labour-intensive industries such as clothing is contrasted by expansion in IT and skill-sets development industries. As a result, the labour market becomes ruthless to those without relevant skill-sets and aptitude such as semi-skilled and unskilled. The province is rich in agricultural resources e.g. sugarcane, tropical fruit, forestry etc. The mining industry is also of benefit, especially coal. This will have an impact at least on two strategic fronts i.e firstly this will add value to the economic activity of the province and its resultant effect will be the continued contribution towards the country's GDP. Secondly, these strategic advantages augurs well for education to partner with all these sectors that shape curriculum choices and ultimate employment for learners. For example, currently the province has introduced mechanized subjects to equip learners with scarce skills for the diversification of the economy, as part of the country's overarching curriculum changes.

Despite the serious challenges brought about by the COVID-19 pandemic, the Department is committed to the provision of decent sanitation in compliance with the Norms and Standards for Schools. The province however, still sees the existence of improper water and sanitation facilities such as pit latrines as a challenge.

Budget pressures were exacerbated by the effects of the Covid-19 pandemic. This included pressures on the personnel budget. A turnaround strategy was developed to manage the personnel budget where various areas that had shown spending pressures were addressed, such as payment of overtime, leave management, reduction of surplus educators, assessment of employees who are at a retirement age and are due to exit the system, and management of the PPN in schools where there are excess educators based on school enrolment.

5.3.4. DEMOGRAPHICS USED TO INFORM PLANNING FOR THE MEDIUM-TERM PERIOD.

South Africa's mid-year population in 2021 is estimated to have increased to 60, 1 million according to the report released by Statistics South Africa. This is up by 1.01% from the year 2020. The second largest population after Gauteng with approximately 11.5 million people has been recorded in KwaZulu-Natal. The report indicates that approximately 51, 1% (approximately 30, 5 million) of the population is female. According to the report about 28, 6% of the population is aged younger than 15 years and approximately 9, 1% (5, 4 million) is 60 years or older. Of those younger than 15 years of age, the majority reside in KwaZulu-Natal (21, 8%) and Gauteng (21, 4%). Of the elderly (those aged 60 years and older), the highest percentage 24, 1% (1, 31 million) reside in Gauteng. The proportion of elderly persons aged 60 and has grown from 7, 6% in 2002 to 9.1% in 2020. The population distribution of KZN by age and gender in 2020 reflects that an estimated 32.2 per cent of the population are children between 00 and 14 years of age, and about 35.2

percent is youth between the ages of 15 to 34 who are economically active. Collectively, children and youth account for an estimated 67.4 percent of the total provincial population. The total dependent population is estimated at 4 340 459, while the economically active population is estimated at 7 191 173. The 67.4 percent of children and youth combined therefore means education becomes central in order to provide a foundation for development on which a country's economic and social well-being depends. More than 50% of the population is youth which should be in the education system hence bringing access to education through different means of transportation becomes paramount. The recent statistics in learner transportation reveal the familiar annual phenomenon of the ever increasing need for learner transport, where the number of beneficiaries increased from 62 383 in 2020 to 67 163 in 2021.

Figure 5: Population per Province
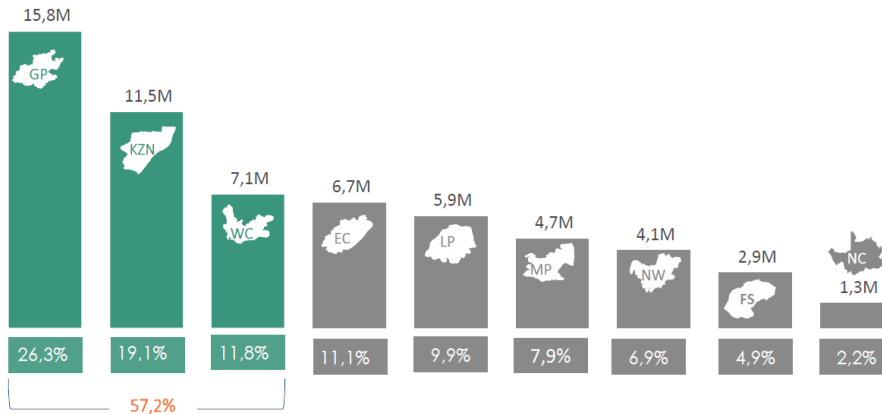
5.3.5. TREND ANALYSIS BASED ON ANNUAL REPORTS

Below is the trend analysis for the output performance indicators for 2019/20 and 2020/2021 financial year respectively

Table 6:Trend analysis for the output performance indicators for 2019/20

2019/20				
Total Indicators	Achieved	Not Achieved	Achieved (Percentage)	Not Achieved (Percentage)
67	36	31	53,73%	46,27%

Table 7:Trend analysis for the output performance indicators for 2020/2021

2020/21				
Total Indicators	Achieved	Not Achieved	Achieved (Percentage)	Not Achieved (Percentage)
56	31	25	55,36 %	44,64%

5.3.6. FINDINGS FROM INTERNAL OR EXTERNAL RESEARCH USED TO INFORM THE INSTITUTION'S STRATEGY.

Educators are a basic part of the educational system as they play an important and decisive role in the quality of education and how well learners perform. Various researchers have studied the effectiveness of educators and their contribution to producing high-quality education. In those studies, researchers focus on educator-learner interaction as an important aspect of a good education and academic achievement. Such researchers, viewed social and academic interaction between educators and learners as a crucial determinant of academic success. Budget cuts of R6.3 billion had impacted on the department's service delivery such as building new schools, renovations and additions. This situation has been aggravated by Covid-19 pandemic.

EVALUATIONS

Monitoring & Evaluation demands

Ever-increasing pressure on the government to be fiscally responsible, for prudent macro management and efficient delivery of services increase a demand for an M&E multi-fold. Unfortunately, there is very limited capacity to meet the emerging demand in terms of quantity, timeliness and quality. In addition, there is always scope for innovation and improvement of procedures and the underlying processes. Against this standpoint, the challenge is to develop an M&E system that is:

• Valid and reliable;

• Capable of revealing longitudinal trends and dynamics; and

• An internal tool for learning and improvement premised on ethos of collectively and that no individuals have a final and definitive answer to all challenges.

The department's contemporary M&E framework builds on the foundation laid down in the previous evaluation frameworks such as the Government Wide Monitoring and Evaluation (GWM&E) System and statutes such as Chapter 3(41) (1) (c) of the Constitution of the Republic of South Africa Act 108 of 1996 as amended and the National Public Education Act 76 of 1996 Section 8(1) (3) and (4) as amended. This framework presents significant opportunities for good governance, performance and accountability. However, the realisation of good intentions espoused in this framework necessitates that a responsive and/or corresponding organising – structure to support this framework – be put in place so as to fully comprehend what is going on in district and school levels. As such, assessments, schools' performance and accountability are to be embedded both in the patterns and hagiographic everydayness of the school life so as to improve quality and effectiveness of investment in education throughout the province.

5.3.7. POLITICAL ENVIRONMENT WHICH MAY AFFECT IMPLEMENTATION OF THE APP.

While reviving the economy is the main challenge, political stability forms a basis for economic revival. The main challenge ahead for the government is to revive the economy after the massive adverse impact of the pandemic on South Africa. Job losses have sharply increased to 31.5% unemployment rate in 2021, and household incomes deteriorated, hitting a country that already recorded high levels of inequality, unemployment and poverty before the coronavirus outbreak. Popular dissatisfaction about the lack of social housing, employment opportunities and infrastructure shortages was also high even before the pandemic. This was also worsened by the social unrest particularly in KwaZulu-Natal and Gauteng. Learners in KwaZulu-Natal like the rest of South African schools have lost nearly a year of learning time. Political instabilities have aggravated the situation in schools and classrooms. In KwaZulu-Natal political violence in education has a unique legacy. There is also an increase in service delivery protests which have shifted to violent protest which are very destructive in nature as they cause great amount of damage to school infrastructure as they create no-go areas. This affected school functionality particularly curriculum delivery and ultimately impacting negatively on Grade 12 learners' performance.

5.3.8. Research findings relating to Women, Youth and People with Disabilities that will inform the institution's strategy

Gender-based violence (GBV) is a profound and widespread problem in South Africa, impacting on almost every aspect of life. GBV (which disproportionately affects women and girls) is systemic, and deeply entrenched in institutions, cultures and traditions in South Africa.

Although accurate statistics are difficult to obtain for many reasons (including the fact that most incidents of (Gender Based Violence) GBV are not reported, it is evident South Africa has particularly high rates of GBV, including Violence against women and girls (VAWG) and violence against LGBTQI people.

Moolman, B. Human Sciences Research Council (HRSC) (2016) contends that overall 36.1% women have experienced GBV while 40.5% men have perpetrated GBV in their lifetime in KwaZulu-Natal Province. The most common form of violence is intimate partner violence. Intimate partner violence and rape are hugely underreported both to police and to health care facilities. Only one in five women (3.9%) who were physical abused by intimate partners in their lifetime sought medical attention after injuries. An even lower proportion of women reported the incidents to the police. Only one in ten (2.0%) of physically abused women have reported to police. One in every seven (0.7%) women that were raped by non-partners in their lifetime reported to the police. A lesser proportion of women sought medical attention. One in eight women (0.6%) sought medical attention after non-partner rape.

Research by K. RAMCHUNDER entitled: Learners' experiences of gender-based violence at schools in Durban found that there was a high incidence of gender-based violence in the schools. This took the form of demeaning gendered comments, unfounded sexual rumours, sexualized gestures and jokes, sexual harassment, bullying and corporal punishment. Some school spaces, peer pressure, media and dominant discourses of gender were found to be some factors contributing to gender-based violence in this school. The findings indicate that boys are the group most culpable of continuing the cycle of gender based violence by perpetrating acts of aggression on others learners. Boys drew on dominant discourses of gender in this context, which generally accord power to masculinities, at the expense of femininities. The resultant inequitable gendered power relations played a vital role in the perpetuation of the cycle of gender-based violence in the school. The study also finds that school teachers too were implicated in acts of gender- based violence, which mainly took the form of assaulting learners, both male and female. In addition, teachers display a general acceptance of gender-based violence incidents as normal children's behaviour, and take no remedial actions to stop such abuses.

To counter some of the gender-related challenges at schools the National Department of Basic) Education has recently published a policy on the prevention and management of learner pregnancy in schools.

5.4. INTERNAL ENVIRONMENT ANALYSIS: Head Office Organogram

Mr. Kwazi Mshengu
KZN MEC For Education

CD: OFFICE OF THE MEC (HEAD OF MINISTRY)

DIR: OFFICE OF THE MEC (CHIEF OF STAFF)

DIR: PUBLIC PARTICIPATION & COMMUNITY LIAISON (SPECIAL PROGRAMS)

HEAD OF DEPARTMENT MR G. N. NGCOBO

CD: OFFICE OF THE HOD

DIR: OFFICE OF THE HOD

DIR: IGR

DIR: INTERNAL CONTROL & RISK MANAGEMENT

BRANCH: CORPORATE MANAGEMENT DEPUTY DIRECTOR GENERAL

CD: SERVICE DELIVERY AND TRANSFORMATION
- DIR: STRATEGIC MANAGEMENT MONITORING AND EVALUATION
- DIR: COMMUNICATION AND PUBLICATION
- DIR: ORGANISATIONAL DEVELOPMENT
- DIR: INFORMATION TECHNOLOGY
- DIR: AUXILIARY SERVICES
- DIR: SECURITY ADVISORY SERVICES
- DIR: LEGAL SERVICES

CD: HR MANAGEMENT
- DIR: HR SERVICES
- DIR: PERFORMANCE MANAGEMENT
- DIR: HR DEVELOPMENT
- DIR: EMPLOYEE RELATIONS

BRANCH: FINANCE DEPUTY DIRECTOR GENERAL

CD: SUPPLY CHAIN MANAGEMENT
- DIR: DEMAN & ACQUISITIONS
- DIR: LOGISTICS, ASSETS AND DISPOSALS

CD: FINANCIAL SERVICES (CFO)
- DIR: BUDGET & EXPENDITURE MONITORING
- DIR: ACCOUNTING, PAYMENT AND SALARIES
- DIR: FINANCIAL ACCOUNTING

BRANCH: INSTITUTIONAL DEVELOPMENT SUPPORT DEPUTY DIRECTOR GENERAL

CD: RURAL INCLUSIVE EDUCATION
- DIR: RURAL ACADEMIC SUPPORT
- DIR: RURAL INFRASTRUCTURE

CD: INFRASTRUCTURE PLANNING & FACILITIES MANAGEMENT
- DIR: INFRASTRUCTURE
- DIR: INFRASTRUCTURE DELIVERY
- DIR: RESOURCE PLANNING
- DIR: EMIS

CD: SOCIAL ENRICHMENT PROGRAMMES
- DIR: SPECIAL EDUCATION
- DIR: SCHOOL NUTRITION
- DIR: CO-CURRICULAR SERVICES

CD: DISTRICT OPERATIONS
- 12 DISTRICTS

BRANCH: CURRICULUM MANAGEMENT & DELIVERY DEPUTY DIRECTOR GENERAL

CD: CURRICULUM DEVELOPMENT PROGRAMMES
- DIR: TEACHER DEVELOPMENT
- DIR: ELITS
- DIR: MST & ICT
- DIR: GOVERNANCE & MANAGEMENT

CD: EXAM AND ASSESSMENT
- DIR: ASSESSMENT
- DIR: EXAMINATION REGISTRATION
- DIR: QUALITY ASSURANCE

CD: CURRICULUM MANAGEMENT
- DIR: CURRICULUM GRADES 1-9
- DIR: CURRICULUM GRADES 10-12
- DIR: ECD
- DIR: LTSM

5.4.1. HUMAN RESOURCES LANDSCAPE

The KwaZulu-Natal Department of Education has 85 184 educators employed in terms of the Employment of Educators Act who provide the core function towards ensuring a literate and skilled society through education. The Department also has employees who are employed in terms of the Public Service Act to provide support services.

Table 8: Employment Equity

POST CLASS DESCRIPTION	FEMALE				MALE				TOTAL FILLED POSTS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
SCHOOL BASED EDUCATORS	53564	521	5603	1713	21440	158	1802	383	85184
OFFICE BASED EDUCATORS	525	7	16	12	490	3	55	1	1109
EDUCATION THERAPISTS	57	5	81	43	9	0	3	3	201

While there is sufficient supply of qualified educators in most of the fields, there is a difficulty in recruiting qualified educators for scarce skills such as Mathematics and Science. There is also a general lack of interest by skilled professionals e.g. Professional Nurses to seek employment within the education sector. Representations have been made to National Department of Basic Education for the awarding of Funza Lushaka bursaries for this Province to target persons studying towards qualifications in the scarce subjects including Mathematics and Science as well as all other identified fields where the supply may not be sufficient.

The moratorium on the filling of public service posts has also resulted in a high vacancy rate in support personnel. Highly skilled and experienced employees were lost through attrition and the posts could not be filled. Succession planning was therefore compromised. The Department has however, in compliance with the cost cutting measures, obtained approval from the Premier of the Province for 18 SMS and 105 public service posts to be filled recently. In addition, volunteers were recruited to address the gap of security and cleaning functions at schools and paid a stipend. Many of the other permanent public service posts at offices and schools remain vacant.

A blanket approval exists for the filling of school based educator posts which are considered essential as they fulfil the core function of the Department and no classroom can be left without a teacher. All vacant posts are therefore filled as soon as they become vacant. Promotion posts are filled in an acting capacity until the formal processes are finalized. The HR App is being utilised for qualified unemployed teachers to register thereby enabling this Department to have a pool of potential educators for the filling of vacancies.

The **attrition rate** is 2.8% and this shows that there is stability with most employees remaining in service until retirement.HR Planning is undertaken to ensure that there is a sufficient pool of suitable candidates to fill the vacancies which arise. The number of employees per type of termination is illustrated below:
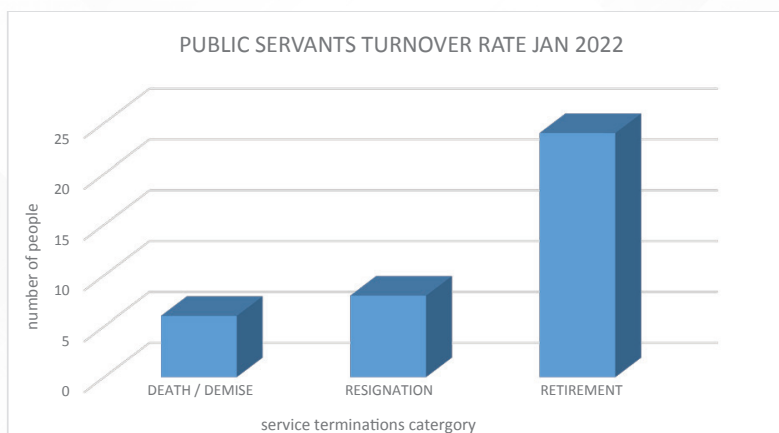
Figure 6:Public servants turnover rate as at January 2022
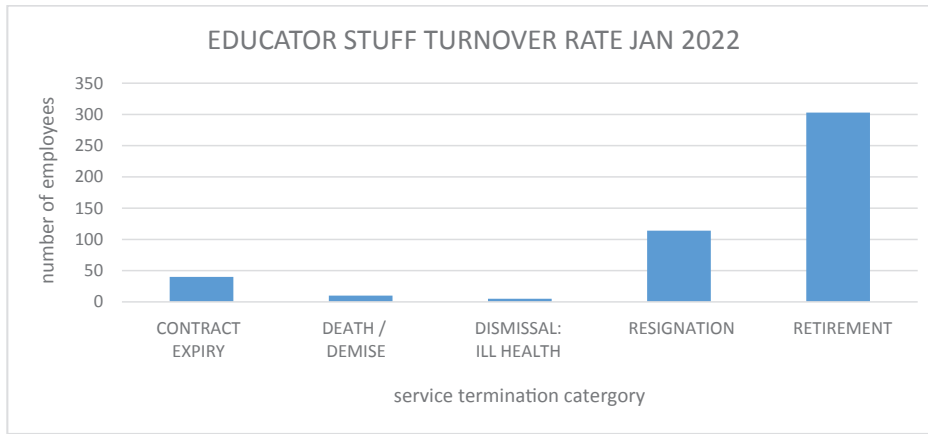
Figure 7: Educator staff turnover rate as at January 2022

It is evident that while there is a relatively young workforce, there is a need to plan for the exit of employees over the age of 50 who have a right to retire.

EMPLOYMENT EQUITY.

The Employment Equity Plan for the stipulated 5-year period ranging from period 1 April 2019 to 31 March 2024 was developed. This enabled the Department to focus on the recruitment and development of the under-represented demographics. While emphasis must be placed on the attainment of employment equity of at least 50% in terms of females in SMS posts as well as the achievement of at least 2% of the workforce comprising of persons with disabilities, this Department has fallen short of the prescribed targets. Whilst the workforce comprises of approximately 69% of women, only 38%% of SMS posts were occupied by women. More efforts will have to be made towards succession planning and developing women. In the filling of posts, there is also a need for compliance with the Employment Equity Act and the demographics of the Department must be borne in mind for this purpose. While the numbers fluctuate over time, the table below depicts the general workforce of the Department:

Table 9: Employment Equity as at 31 January 2022

SALARY LEVEL	FEMALE				MALE				TOTAL FILLED POSTS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
1	6	0	1	0	2	0	0	1	10
2	1724	12	23	3	1087	5	36	6	2896
3	862	8	62	6	3023	9	34	4	4008
4	240	11	12	27	150	4	39	4	487
5	2489	28	165	97	837	0	58	2	3676
6	112	15	182	30	54	4	83	1	481
7	141	1	5	3	62	0	6	1	219
8	112	3	24	10	71	0	28	1	249
9	64	1	3	2	34	0	3	0	107
10	11	0	1	3	15	0	3	1	34
11	35	0	1	1	27	0	5	0	69
12	16	0	3	1	24	0	7	1	52

SALARY LEVEL	FEMALE				MALE				TOTAL FILLED POSTS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
13	11	0	1	0	28	0	2	0	42
14	7	0	0	0	7	0	0	0	14
15	1	0	0	0	2	0	1	0	4
16	0	0	0	0	0	0	0	0	0
GRAND TOTAL	5831	79	483	183	5423	22	305	22	12348

Table 10:Vacancy Rate =22% as at 31 January 2022

SALARY LEVEL	TOTAL NUMBER OF POSTS	FILLED	VACANT
16	1	0	1
15	4	4	0
14	14	14	0
13	54	42	12
TOTAL	73	60	13

Table 11:People With Disabilities

GENDER	TOTAL NUMBER OF EDUCATORS
MALE	13
FEMALE	24
TOTAL	37
%	1.04%

5.4.2. FINANCIAL RESOURCES

The budget cut currently being implemented is exerting pressure on the department and the executive will continue to reprioritise financial resources through plans to deliver on the education mandate.

5.4.3. ICT CAPACITY AND OTHER FACTORS

Information Communication and Technology (ICT) and the 4th Industrial Revolution (4IR)

In light of the department's interest in keeping abreast of the rapid development of ICTs and its continuous efforts to integrate technology into education, the department studies the existing ICT tools annually to determine their effectiveness. With the world changing very fast in the field of Information Communication and Technology (ICT) and the Fourth Industrial Revolution (4IR) taking centre stage, we have seen the importance of also catching up with the speed at which the advancements in these two areas are moving. It is for this reason that the department is serious about making strong investments in technology and internet connectivity to lay a solid foundation for a future that is underpinned by innovation and is digitally inclusive. The department has worked hard to build an integrated ICT package that will enable us to continuously modernize methods of teaching and learning. The department will continue its effort to provide devices to school principals in the province.

The COVID-19 pandemic has brought to the fore the weakness of ICT infrastructure in many schools and gaps with regard to digital content for learners and educators. South Africa is behind many similar countries in this

regard. This gap must be closed. Learners, particularly those at the secondary level facing important national examinations, should become more accustomed to using online resources. If teachers are accustomed to using these resources, it becomes easier for this to be realised among learners. Technology innovation is important, whether or not we are faced with a health crisis.

5.4.4. CODING AND ROBOTICS

The department is committed to pilot the introduction of Coding and Robotics at foundation phase as part of aligning with the demands of the 4th Industrial Revolution. To this end, we would like to report that 60 primary schools, 55 multi-grade schools and 08 special and full-service schools in Grade 7 have been identified to pilot the teaching of these subjects. The training of subject advisors and teachers was undertaken in February 2020.

Coding and Robotics was an unfunded programme in the 2021/2022 financial year therefore piloting schools have not been resourced as yet. The subject is 75% practical and teaching the subject requires that schools have at least one fully resourced Coding and Robotics laboratory. Teaching has been compromised by learners being taught theory only in most piloting schools. Schools do not have reliable internet to access online programmes such as SCRATCH and PYTHON and open resources recommended in lesson plans as is required for the new subject. The project was welcomed by all stakeholders, including communities and teacher Unions; however, the absence of resources has affected the enthusiasm of parents, learners and teachers.

5.4.5. TREND ANALYSIS

Despite the adverse economic climate and the severe human resources challenges, the Department has over the past strategic cycle been able to make strides in improving service delivery, management and governance.

Table 12: Number of Schools by Sector and Level from 2017 to 2021

Year	Public Ordinary	Independent Ordinary	Total Ordinary	Public LSEN	Independent LSEN	Grand Total
2017	5 844	249	6 093	74	4	6 171
2018	5 844	253	6 097	74	4	6 175
2019	5 824	254	6 078	74	4	6 156
2020	5 819	263	6 082	75	4	6 161
2021	5 806	265	6 071	75	4	6 150
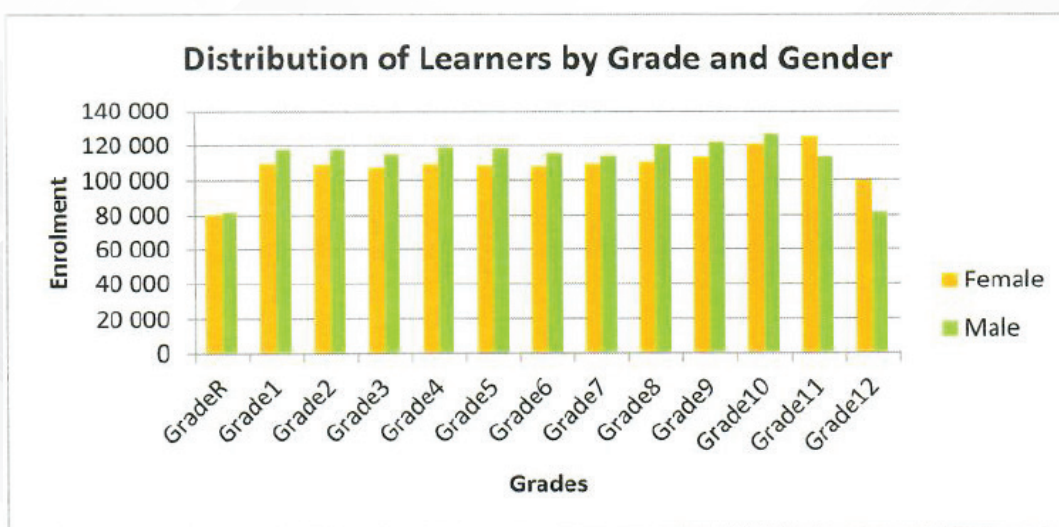
Figure 8:Distribution of learners based on gender from Grade R to 12

5.4.6. ACADEMIC ACHIEVEMENTS

To improve learning outcomes in all grades the Department implemented various interventions. One such intervention is the Provincial Academic Improvement Plan which is yielding positive spin-offs in all grades, especially Grade 12, with the National Senior Certificate results have been steadily increasing over the past few years. The Progress in International Reading Literacy Study (PIRLS) found that South Africa ranked last out of 50 countries in a test that assessed reading comprehension of grade 4 learners. The key findings of the PIRLS indicate that 78% of South African grade 4 learners do not reach the international benchmarks and therefore do not have basic reading skills by the end of the grade 4 school year, in contrast to only 4% of learners internationally. More than 80% of learners who were tested in an African language could not read for meaning. About 84% of boys could not read for meaning compared to 72% of girls. The main recommendations of PIRLS speak to strengthening of the teaching of reading by training teachers to improve their pedagogical content knowledge in the Foundation Phase (FP) and African languages. In addition to increasing the time that learners spend on reading in the Foundation and Intermediate phases (IP), good reading habits and extra-mural reading must be promoted. Resources such as school libraries and classroom libraries must be available. Interventions must be designed for high-risk populations including boys and learners living in remote rural areas and townships. The Provincial Academic Improvement Strategy has a focus area which addresses the promotion of reading with meaning. The Provincial Strategy gives a clear framework to guide initiatives to improve reading. The framework directs the province in the implementation of the plan at all levels. The department will continue its commitment towards achieving nothing less than 80% in the National Senior Certificate (NSC) results.

National Senior Certificate Results in 2021

The National Senior Certificate (NSC) performance in KwaZulu-Natal is one of the most critical indicators of systems improvement. The Province of KwaZulu-Natal provided not only the largest number of candidates but also the biggest number of successful candidates in the 2021 National Senior Certificate Examinations. Of the 166 570 candidates who sat for the NSC, 127 990 (76%) achieved. The pass rate dropped by 0.8% in comparison to the 2020 pass rate. This drop was mainly due to the Covid-19 disruptions to schooling.

Table 13:Overall Pass Rates by District and Year

DISTRICT	NUMBER WROTE			PASSED			PASS %		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
AMAJUBA	6260	7156	9147	5332	5763	7291	85,2	80,5	79,7%
HARRY GWALA	5306	6024	7229	4104	4515	5497	77,3	75	76,0%
ILEMBE	6147	7145	9429	4972	5495	7135	80,9	76,9	75,7%
KING CETSHWAYO	13713	15240	18914	10876	11396	14637	79,3	74,8	77,4%
PINETOWN	13789	16957	19548	11444	12857	14626	83	75,8	74,8%
UGU	7334	8617	10811	6330	7041	8696	86,3	81,7	80,4%
UMGUNGUNDLOVU	9436	10652	13874	7816	8555	10613	82,8	80,3	76,5%
UMKHANYAKUDE	12053	13433	16598	9711	10828	12500	80,6	80,6	75,3%
UMLAZI	17391	18353	21235	14359	14855	16987	82,6	80,9	80,0%
UMZINYATHI	6553	7956	10212	5071	5779	7320	77,4	72,6	71,7%
UTHUKELA	7349	9763	12113	5821	7172	9033	79,2	73,5	74,6%
ZULULAND	11606	13929	17460	9181	10682	13655	79,1	76,7	78,2%
PROVINCE	116937	135225	166570	95017	104938	127990	81,3	77,6	76,8%

The number of bachelor passes increased in 2021. The province improved the percentage of bachelor passes from 33.2% in 2020 to 37.1% in 2021. This represents an increase of 3.9%.

In 2020 the province obtained 36 5214 diploma passes and in 2021 the number increased to 42 128. The increase is 6 914. In 2021 the number of Higher Certificate passes reduced in favour of higher passes.

Performance in gateway subjects also improved in 2021. Mathematics improved from 51.2% in 2020 to 54.2% in 2021 while Physical Science improved from 69.7% in 2020 to 71.2% in 2021). Agricultural Sciences improved by 3.3%, Business Studies improved by 2.2% and Geography improved by 1.4%; however, Life Sciences declined by 0.6%, Accounting declined by 1.0%, Economics declined by 3.1%, History declined by 3.6% and Mathematical Literacy declined by 8.0%.

The province was also able to improve the overall number of distinctions from 49 999 to 61 887.

Performance of special schools

The province has worked had to improve education of learners with learning barriers. The majority of these learners are in special schools. In 2021 six special schools obtained 100%, two obtained between 95% and 96% respectively, one obtained 87.5% and another obtained 74.1%.

Performance by gender

In 2021 girl learners obtained an overall pass percentage of 77.1% whilst the boy learners obtained 76.1%.

Table 14: Performance by gender

DISTRICT	FEMALE PASS	MALE PASS %	TOTAL PASS %
AMAJUBA	79,40%	80,10%	79,70%
HARRY GWALA	76,10%	75,90%	76,00%
ILEMBE	77,30%	73,70%	75,70%
KING CETSHWAYO	77,90%	76,70%	77,40%
PINETOWN	76,30%	73,10%	74,80%
UGU	80,40%	80,50%	80,40%
UMGUNGUNDLOVU	77,50%	75,30%	76,50%
UMKHANYAKUDE	74,70%	76,10%	75,30%
UMLAZI	81,50%	78,20%	80,00%
UMZINYATHI	70,90%	72,70%	71,70%
UTHEKELA	74,70%	74,40%	74,60%
ZULULAND	78,70%	77,60%	78,20%
PROVINCIAL AVERAGE	77,12%	76,19%	76,69%

5.4.7. AUDIT OUTCOMES

The Department has received unqualified audits for the past 5 years. The Department is striving towards obtaining clean audits in the future. The Provincial deliverable target is to achieve 90% unqualified audit outcomes in Provincial Departments by 2024. In order to achieve this The MEC for Education has institutionalised Provincial Operation Clean Audit Committee (POCAC) for the KZN Department of Education in line with a Cabinet resolution. The purpose of this Committee is to assist the Department in obtaining a clean audit. The main task of POCAC is to prepare an Audit Improvement Plan with an aim of addressing audit findings and follow-up with responsible action owners on the status of the implementation of the action plans in an efficient and effective manner. POCAC reports on a monthly basis to the MEC and HOD on progress.

TRENDS IN AUDIT OUTCOMES (AUDIT OPINIONS)   TYPES OF AUDIT OUTCOMES

2020-21	2019-20	2018-19
Unqualified with findings	Unqualified with findings	Unqualified with findings

Unqualified with no findings
Unqualified with findings
Qualified with findings
Adverse with findings
Disclaimed with findings
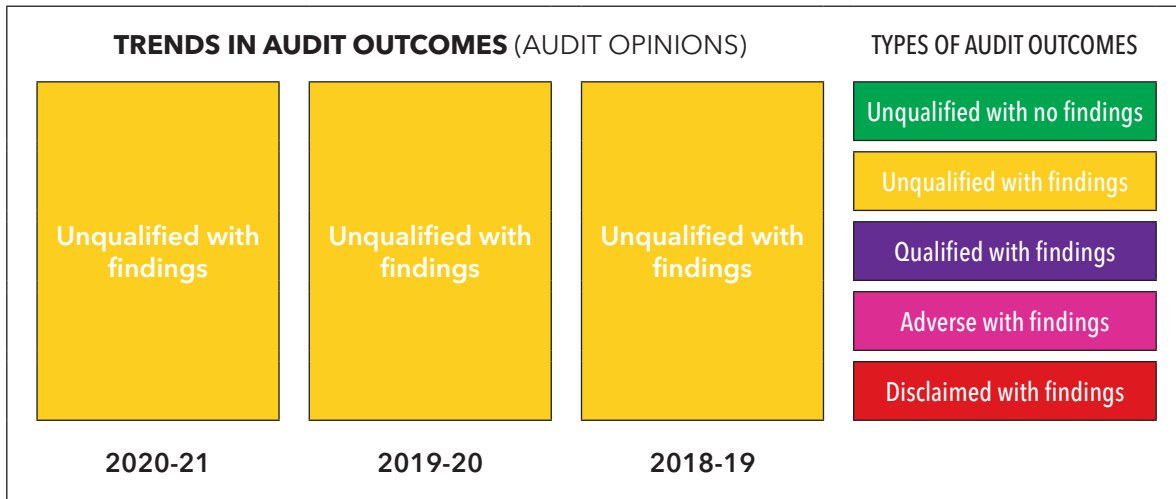
Figure 9:Trends in audit outcomes

5.4.8. NO FEE SCHOOLS

The KZN Department of Education provides equitable access to learning through the implementation of the pro-poor funding policy. The department allocation is the major source of funding for most KZN public ordinary schools.

Schools are ranked into five quintiles (quintiles 1-5) in line with poverty of the areas in which they are situated. The higher the area poverty, the lower the quintile. Quintiles 1-3 are declared no-fee schools and quintiles 4 and 5 are fee-paying. Quintiles 1-3 are all given the same per learner allocation of R955 with quintile 4 funded at R522 per learner and quintile 5 at R179 per learner.

The no-fee learners are currently 80% of the total population of learners in the KZN public ordinary schools, whereas according to the National target minimum percentage they should be at 65.5%. Therefore, the National minimum percentage for KZN no-fee learners has been exceeded by 14.5%. According to the National Target poverty distribution table the province must have learners benefiting from no-fee policy at 65.6% of the population of learners in the Resource Targeting List (RTL).

The drastic increase in the unemployment rate in the country and the province, the "fees must fall" at institutions of higher learning and the adverse effect it presents throughout the education sector, the feeding scheme for no-fee schools, as well as the Covid-19 pandemic and its resultant impact have caused enormous challenges in the achievement of outputs related to No Fees schools.

For the past 10 years as KwaZulu-Natal Department of Education, we have been responsive to the plight and poverty challenges experienced by our school communities and schools. Through contestation adjustments over the past years a number of fee paying schools have benefitted from poverty re-assessment of geographic areas where these schools are located, resulting in them becoming no-fee. Whilst this policy compliance practice has assisted a lot of schools and communities' as well poor households thereby widening our reach to the poor, it has had unintended consequences as the majority of schools in the province want to be no-fee schools regardless of their geographic area conditions.

NO FEE POLICY : SCHOOLS WITH LEARNERS BENEFITING FROM NO FEE POLICY

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

UMKHANYAKUDE

531

192 AMAJUBA

716 ZULULAND

478

UMZINYATHI

415 UTHUKELA

602 KING CETSHWAYO

ILEMBE

395

402 UMGUNGUNDLOVU

PINETOWN

320

UMLAZI

206

414 HARRY GWALA

424 UGU

Legend

No_Fee_202

	192 - 206
	320 - 424
	478 - 602
	716

Infrastructure Planning
Town Planning Sub-directorate
Date 2022/02/21

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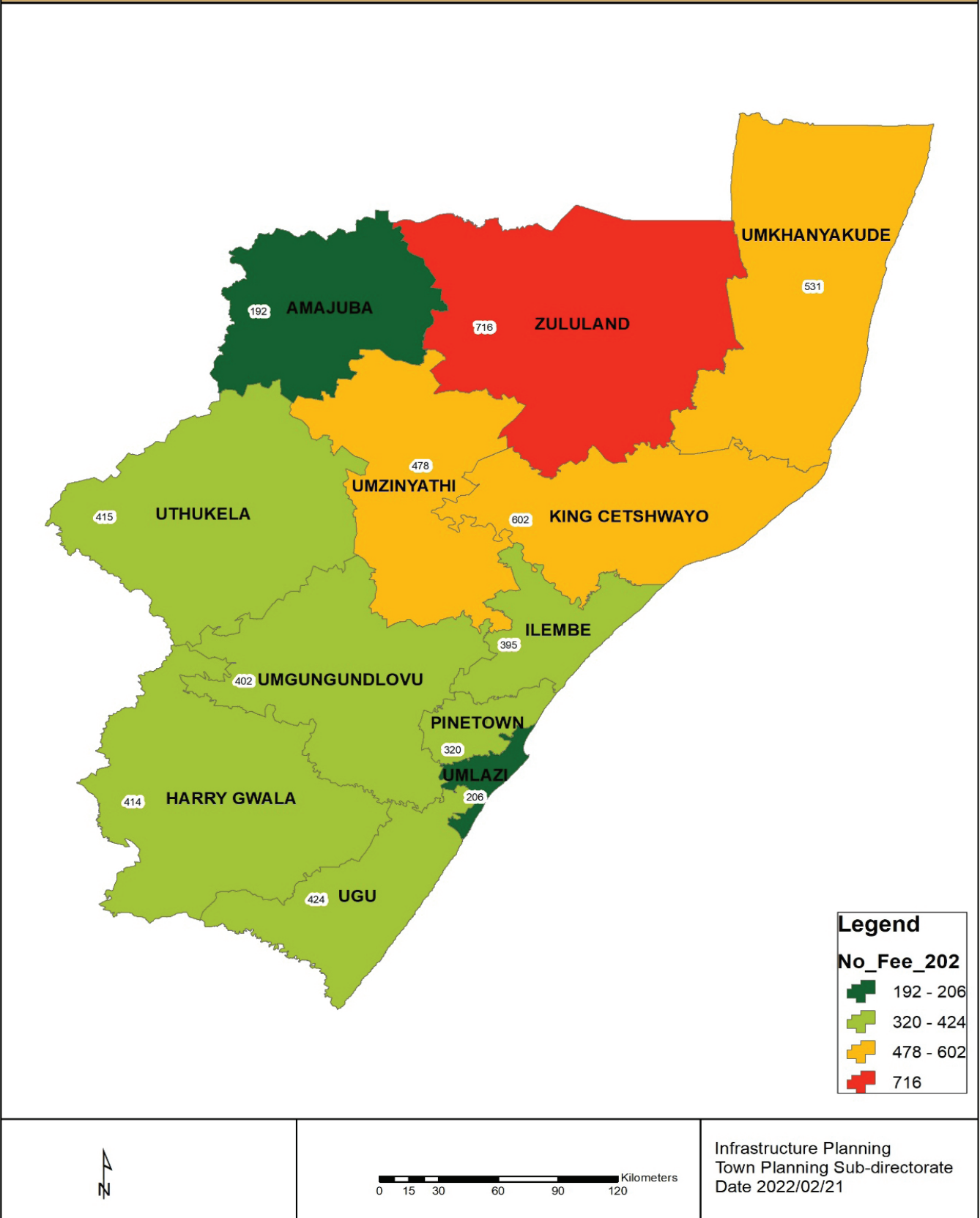
Figure 10:Map showing schools benefiting from No Fee Policy

5.4.9. LEARNER TRANSPORT

In KZN a learner who travels a minimum distance of three (3) kilometres to the nearest appropriate school qualifies for dedicated learner transport. The policy also states clearly that if, as a result of budgetary constraints, the Department cannot provide learner transport to all qualifying learners, it must prioritize schools which should receive learner transport. The Department does experience serious budgetary constraints when it comes to the implementation of the learner transport programme in the province.

The total number of learners benefiting from learner transport in KwaZulu-Natal in 2021 is 67 163, which includes learners who constitute overloads. If you juxtapose the number of vehicles operating the programme (595 buses, 220 taxis and 19 midi buses + 75 bus double trips and 28 taxi double trips) with the number of learners benefiting, this means that the Department officially transports 57 490 learners, with an additional 9 673 learners constituting unavoidable overloads which are beyond the Department's control.

Due to budgetary constraints, the Department cannot provide learner transport to all qualifying learners in the province. This means that the province has over 117 000 learners who qualify for learner transport but due to budgetary constraints, there are those learners who are currently not accessing this service and therefore remain on the waiting list.

In terms of the budget, the Department received R456 887 000 in the current financial year for the learner transport programme, with which it is transporting the 67 163 learners mentioned above. For the Department to be able to transport all the known learners who qualify for learner transport in KZN which include the 117 000 on the waiting list, over and above the current budget of R456 887 000, the Department would require an additional budget of R950 million, which takes the overall budget required for learner transport in KZN to R1.4 billion.

LEARNER TRANSPORT: SCHOOLS WITH LEARNERS BENEFITING FROM LEARNER TRANSPORT
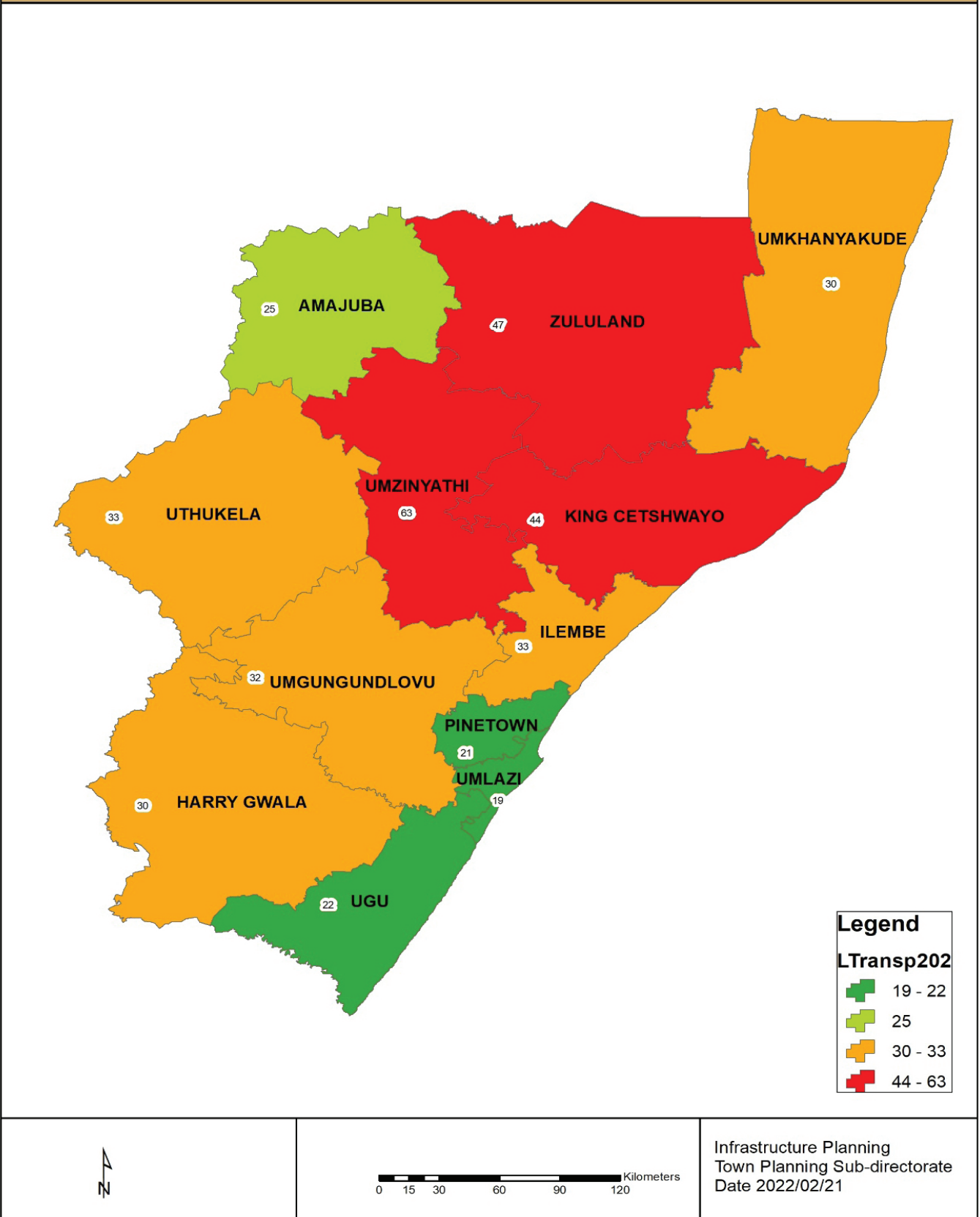
Figure 11:Map showing schools benefiting from learner transport

5.4.10. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

In 2021/22 the programme is implemented under strict restrictions imposed by the COVID-19 pandemic and the stringent requirements of the Settlement Agreement which add to the normal administration heavy standardized monitoring and reporting requirements of the programme for internal, external and oversight quarterly reporting. The NSNP programme provides nutritious meals to 2 485 191 learners in 5 455 schools throughout the province. This accounts for 83% of learners that benefit from the programme in public primary, combined, secondary and special schools in the province. As part of promoting economic participation of small businesses and co-operatives, the programme has contracted a total of 2 055 service providers comprising 1 985 SMMEs and 70 Co-operatives to supply and deliver food items to participating schools. The NSNP programme also contributed to the improvement of livelihoods of poor communities through the creation of work opportunities for 14 940 Volunteer food handlers who are recruited from unemployed parents of learners to prepare meals for benefitting learners and are paid a monthly stipend of R1 566.00 from the NSNP Conditional Grant. All volunteer food handlers are appointed through persal and paid directly by the Department into their banking accounts and their two-year contract period can also be revised to not more than three years to ensure sustainability, skills transference and continuity. In 2020/21 the programme further achieved an increase in work opportunities by employing 1 527 Chief Food Handlers through the EPWP Incentive Grant. These chief food handlers were recruited from unemployed youth - primarily women, to provide administrative support to 29% of schools that were selected to participate in the NSNP EPWP Project and were receiving a monthly stipend of R1 397.00. However, constraints imposed by the COVID-19 pandemic forced the abandoning of this project to support the payment of 1466 COVID-19 screeners in schools for the 2021/22 financial year.

NO FEE POLICY : SCHOOLS WITH LEARNERS BENEFITING FROM NO FEE POLICY

Legend

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- 192 - 206
- 320 - 424
- 478 - 602
- 716

Infrastructure Planning
Town Planning Sub-directorate
Date 2022/02/21
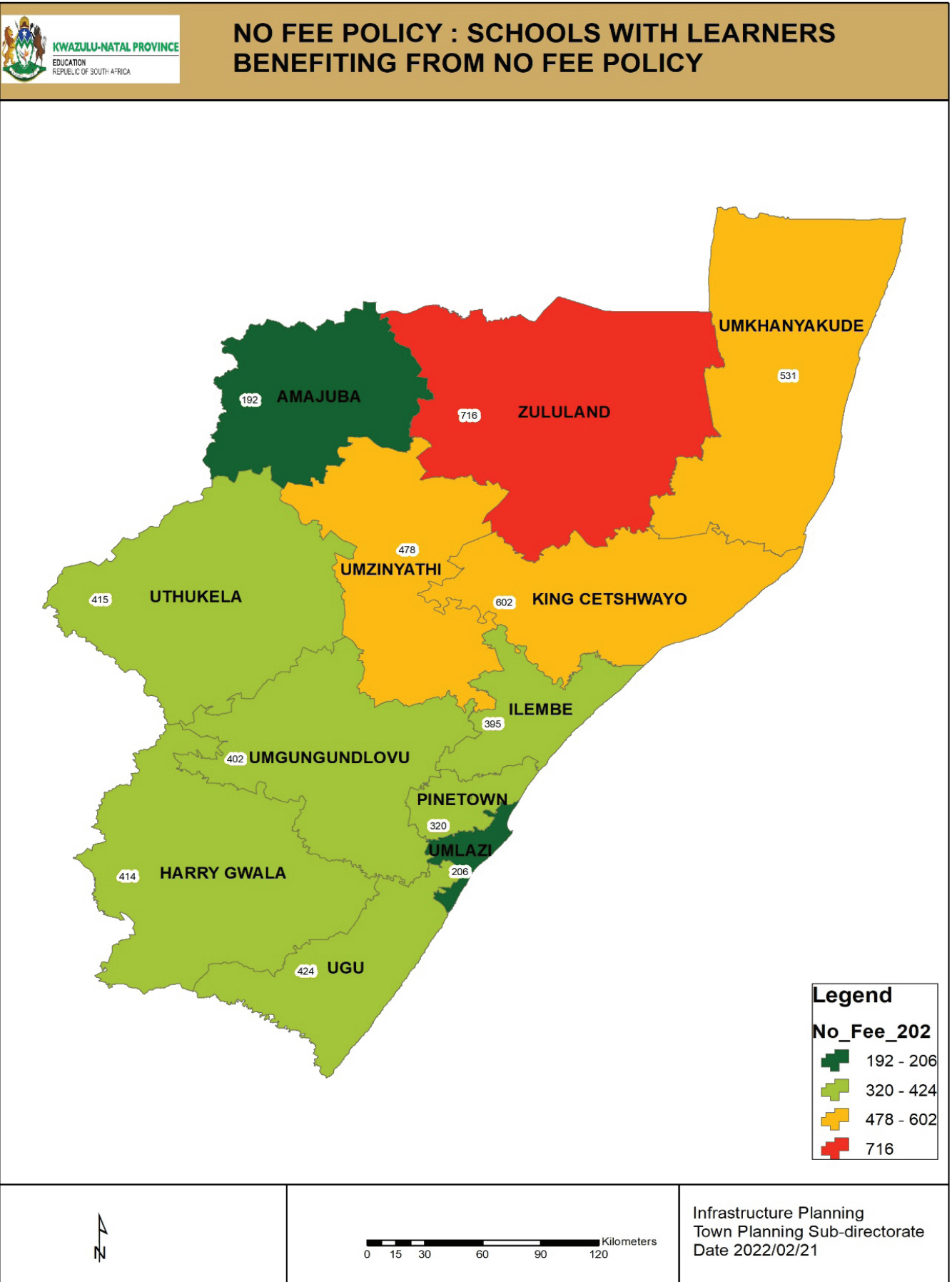
Figure 12:Map showing schools with national school nutrition programme (NSNP)

5.4.11. LTSM Provision

The provision of LTSM is a constitutional obligation which seeks to provide learner access to quality education. LTSM which is consumable in nature, such as stationery, is replenished on an annual basis. Annual orders are informed by projected learner enrolments for the ensuing academic year in consultation with schools and district offices.

With regard to textbooks, adequate supply is progressive in nature as each annual purchase serves to increase learner coverage. To accelerate textbook coverage at schools, the Department has ensured that each school is furnished with an updated textbook inventory at the end of each financial year. These inventory records serve as the basis for determining shortages accurately and prioritising the use of funds efficiently.

6.2.12. PROVINCIAL ACADEMIC IMPROVEMENT PLAN

In order to reduce training costs and redirect funds to high pressure areas, the department introduced the Provincial Academic Improvement programme which provides in-house training and offers support to learners during the holiday periods. The Provincial Academic Improvement Plan informed the drawing up of the District and Schools' Academic Performance Improvement Plans. The District Academic Improvement Plans are funded to the value of R80 million to hold supplementary tuition across all twelve districts.

Multi-disciplinary team visits were conducted in all Districts to support all underperforming schools, including serial underperforming schools which are secondary schools that have been achieving 65% and below for three years in succession. Some districts have also held stakeholder indabas with a view to solicit support from all stakeholders with an interest in education. All districts have forged partnerships with non-governmental organisations, non-profit organizations and the business sector and there are programmes aimed at supporting underperforming schools which are funded by these stakeholders.

The department will continue with the implementation of the Academic Improvement Strategy which focuses on the following areas:

• Total school management systems functionality and productivity.

• Effective teaching and learning supported by provision of critical resources.

• Focus on early childhood development.

• Creation of a supportive and open environment for inclusive pedagogy.

• Track and analysis of learner performance & improvement interventions.

• High impact district and school monitoring and support.

• Arresting performance decline in the NSC examination and maintaining good performance as per 2018 results.

• Linking teacher development to curriculum management & delivery.

• Cultivation and promotion of a culture of reading with meaning.

• Compliance, accountability and consequence management.

• Stakeholder management consultation and engagement.

• Bringing the fourth industrial revolution (4th IR) into curriculum management, leadership and delivery.

5.4.13. TEACHER DEVELOPMENT

The key mandate of the Provincial Teacher Development Institute (PTDI) is to be a physical site for the co-ordination and delivery of national and provincial priority professional teacher development programmes. Similarly, District Teacher Development Centres (DTDCs) are delivery sites located in districts where teachers can receive needs-based training and access open resource materials for teaching, download curriculum and assessment policy statements and lesson plans. KZNDoE earmarked former Durban College of Education (ex-Dokkies) for the purpose of serving as a PTDI and the Teacher Development Directorate was relocated from Pietermaritzburg to Dokkies to help expedite co-ordination of teacher development programmes through the

PTDI. There are 39 District Teacher Development Centres spread in all 12 districts throughout the province and each of these centres is led by a centre manager who reports directly to the District Chief Education Specialist: Teacher Development.

5.4.14. EARLY CHILDHOOD DEVELOPMENT (ECD)

The Department is committed to strengthening Early Childhood Development (ECD). Consistent with this, we have sought to ensure that we train ECD practitioners from ECD centres that cater for Pre- Grade R and so far we have trained 1 737 practitioners towards an NQF Level 4 qualification. There are already 1 300 substantive Grade R posts utilized. 2 769 Grade R practitioners are fully qualified yet they still receive a stipend. 202 Practitioners are studying towards a degree / diploma in teaching Grade R. New Grade R substantive posts need to be created to assimilate fully qualified Grade R practitioners. The 1179 substantive Grade R posts approved in 2017/18 have not been created due to the reported financial challenges.

Preparation for universal coverage

To prepare for universal coverage the following are enabling factors:

• Availability of teachers;

• Availability of LTSM;

• Availability of appropriate Norms and Standards; and

• Availability of proper infrastructure for Grade R

Introduction of Pre-Grade R

To achieve the two years of compulsory formal schooling prior to grade 1, children aged 3-4years will be catered for by the Department of Basic Education through a function shift from Department of Social Development to the Department of Education on 01 April 2022. This function shift will happen gradually, and a complete audit of ECD Centres will be done to provide the necessary data. Pre-Grade R will be compulsory in 2024.

Implications of the ECD Function shift

The president announced the introduction of a second year of compulsory early learning before school and the transfer of responsibility for ECD from DSD to DBE. A task team was established at National to deal with the transfer of responsibility and seamless transition from DSD to DBE. There is a provincial Inter-Sectoral Committee on ECD that deals with pre-Grade R issues. The transfer will have financial implications regarding human resources, infrastructure and practitioner training. Currently practitioners in ECD centres receive orientation workshops on the National Curriculum Framework (NCF) curriculum for birth to 4 years. The 1 737 ECD practitioners are currently being trained towards a NQF L4 ECD qualification. As from March 2022, there will be compulsory Grade R. This will require provision of appropriately qualified teachers, Grade R classrooms, and provision of norms and standards equivalent to that of Grade 1 per capita rate. Due to financial constrains over the past MTEF, the Department will not be able to provide this at 100% at once. This will be achieved incrementally over a 5 year period.

5.4.15. RADICAL ECONOMIC TRANSFORMATION (RET), EMPOWERMENT AND ENTREPRENEURSHIP

Operation Vula: In line with radical economic transformation directed at addressing the racially inspired economic disparities of the pre-1994 regime, the department aims at improving its contribution to the transformation agenda through procurement systems that support emerging black enterprises. The national school nutrition programme contributes to poverty alleviation. 300 Women cooperatives have been established to provide meals to schools and there are approximately 10 113 women food handlers earning fixed stipends of R900 at a ratio 1:200 learners.

Our learners continue to make the province proud in entering and winning at international stages in science, mathematics and entrepreneurship competitions adding to the opportunity for us to produce our own business people employing other young people.

5.4.16. Eradication of Pit Latrines in Schools across KwaZulu-Natal Province

53 Schools originally identified to require this intervention no longer need the intervention because they were either closed or non-viable. Non-viable Schools were provided with mobile toilets as an interim measure while the evolution of their enrolment is being closely monitored. This therefore leaves 1 324 Schools (1 377 less 53 Schools) on the Programme.

5.4.17. BROAD-BASED BLACK ECONOMIC EMPOWERMENT (B-BBEE) COMPLIANCE

In line with the empowerment and economic transformation agenda through compliance with the BBBEE Act, the Department through various employment and procurement processes addresses the legacy of apartheid and promotes the economic participation of Black People in the South African economy. The department will continue to prioritise the implementation of Broad-based Black Economic Empowerment (BBBEE). BBBEE is an integration programme launched by the South African government to reconcile South Africans and address the inequalities of apartheid.

5.4.18. VULNERABLE GROUPS: WOMEN, YOUTH AND PEOPLE WITH DISABILITIES INTERVENTIONS

Empowering women, youth and people with disabilities cuts across all policy priorities and programmes of the Department. In conceptualizing interventions for the youth, youth-targeted interventions are needed to enable all young South Africans to actively participate and engage in socio-cultural, economic and political life of the society. Some of the contributing factors amongst others include:

- High drop-out rates and low transition from school to work;

- Low skills levels and skills mismatch; and

- Endemic and structural youth unemployment as well as low entrepreneurial spirit.

School-related gender-based violence (SRGBV) is a phenomenon that affects millions of children, families and communities in South Africa and the province of KwaZulu-Natal is no exception to this scourge. In an attempt to uphold the constitutional right of children to be protected against any form of violence particularly in the teaching and learning environment, the Department will continue rolling out programmes that emanate from the Provincial Youth Strategy to strengthen its school related interventions. This include the anti-drug campaign, teenage pregnancy, anti-bullying campaigns, second chance programme and Young Falcons.

People with disabilities

In our quest to ensure that all learners with special needs are also taken care of in our crusade to change the face of education in KwaZulu-Natal, we have dedicated much of our energies and resources to improving many of our special schools. This is evidenced by the fact that in the last couple of years we have been able to build and improve many of the 74 special schools we have in the Province. In 2021 we provided 10 x 60-seater buses - adapted for disabled and modified for COVID-19 compliance. 500 Additional learners will benefit from this provision. The department had taken special steps to ensure the safety of learners with special needs. All 74 special schools in KZN have cleaners appointed. Cleaning and sanitizing as per the Covid-19 regulations have been done. Special measures have been implemented to ensure social distancing in these schools.

Special concessions have been made for those LSEN learners that cannot attend schools. Learners with comorbidities are provided with relevant support at home. In addition, educators have WhatsApp or email groups to communicate with parents and learners. Parents also fetch home-learning resource support packs or workbooks every 2 to 4 weeks. Work submitted by learners is marked and follow up meetings with parents are held either telephonically or via WhatsApp. Some schools provide data to teachers and therapists as well as to parents for communication. Social workers, school nurses and therapists are on telephonic standby for support and queries. Home visits are undertaken if learners need physical and occupational therapy. District Transversal Teams provide home based therapeutic support to LSPID.

Inclusivity

The NDP envisages an education system that will build an "inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities". KZNDOE aligns itself with the social justice principles of access, redress, equity, efficiency, quality and inclusivity. Our policy obligations include the establishment of effective management, policy, planning and monitoring capacity to guide and support the development of an inclusive education and training system. This includes ensuring that learning difficulties are not only perceived as residing within a learner, but also within various aspects of the system.

Key programmes and projects planned for the next two years are:

• Provision of learner transport for Special Schools;

• Roll out of Coding and Robotics (4IR) in Special Schools;

• Provision of isiZulu textbooks in braille;

• Provision of assistive devices to learners with Severe to Profound Intellectual Disabilities in Special Care Centres;

• **Women:** Provision of sanitary towels to indigent girls who attend quintile 1, 2 and 3 schools, special schools and farm schools to ensure that they attend school without interrupted learning as a result of menstruation. This programme has a budget of R52 789 000 for the 2022/23 financial year; and

• **Youth:** According to the Mid-year population estimates 2021 there is a significant youth bulge aged 25-39 throughout the country. The department is aiming at employing of 750 out of school youth as Learner Support Agents to reduce social ills in schools whilst also providing job opportunities for the youth.

During the year 2021/2022 government, through the Presidential Youth Employment Initiative implemented by the Department of Education created short term employment opportunities to 64 117 youth between ages 18 to 35 years. These youths have been employed by the Department and placed as Teacher Assistants and General Assistants in schools for a period of 5 months starting November 2021 to March 2022. They are paid a monthly stipend of R 3 817, 44. This is in addition to the 73 566 youth employed during the previous financial year in the same project.

The possibility of government implementing the BEEI as an annual programme moving forward, to address the gaps identified through the department's participation in International Benchmark Assessment Studies as far as support to teachers is concerned, is presently being explored by the Department and National Treasury. This is however subject to the availability of funds. During the period of 2021/2022 a total of 16 365 youths were also employed by the Department and deployed in schools as screeners, cleaners and security volunteers and are paid a monthly stipend in line with the determination on the EPWP.

The Department has established a forum for gender-based violence. This forum, amongst others conducts workshops and awareness campaigns with all districts and schools. The Department also has a deliberate strategy to involve women, youth and people with disabilities in its infrastructure and other programmes as indicated in the table below:

Table 15:Projects for women, youth and people with disabilities in its infrastructure and other programmes.

PROJECT	OUTPUT
No. of schools where asbestos has been eradicated	33
Women: Number of women benefitting from all EPWP programmes	150
Youth: Number of Youth benefitting from all infrastructure programmes	130
People with disabilities: Number of disabled people benefitting from all EPWP programmes	4
No. of storm programme implemented	46.
Women: Number of women benefitting from all EPWP programmes	150.
Youth: Number of Youth benefitting from all infrastructure programmes	130.
People with disabilities: Number of disabled people benefitting from all EPWP programmes	4.

PROJECT	OUTPUT
Number of pit latrines eradicated	160
Women: Number of women benefitting from all EPWP programmes	150
Youth: Number of Youth benefitting from all infrastructure programmes	130
People with disabilities: Number of disabled people benefitting from all EPWP programmes	4
No. of schools provided with water facilities	1660
Women: Number of women benefitting from all EPWP programmes	150
Youth: Number of Youth benefitting from all infrastructure programmes	130
People with disabilities: Number of disabled people benefitting from all EPWP programmes	4
No. of schools provided with sanitation facilities	500
Women: Number of women benefitting from all EPWP programmes	150
Youth: Number of Youth benefitting from all infrastructure programmes	130
People with disabilities: Number of disabled people benefitting from all EPWP programmes	4

5.4.19. COVID–19 STRATEGY AND CHALLENGES

The years 2020 and 2021 were different from the previous years as they came with a number of complications caused by COVID-19. One of these complications was that teaching time had been lost whilst grade 12 learners were expected to write a full examination. The other complication was that schools were "stopping and starting" as a result of new infections; therefore, curriculum coverage was not very easy for the matric class of 2021 because of COVID-19 challenges.

In spite of the continued challenges that came with a "wave-after-wave" of COVID-19, the KZNDOE continued to protect teaching and learning time, monitor school functionality, support education delivery, provide scholar transport, roll out the school nutrition programme, build schools and implement policies as expected by the government. As a result, all schools in 2021 were able cover the curriculum and to participate in quarterly formative assessments and to write the final examinations.

COVID-19 is unlikely to disappear quickly and beyond that there is a high likelihood that we could be struck by another pandemic. In future, the basic education system should be better prepared for this risk. Good nutrition and hygiene are the backbone of effective learning, especially for younger learners. The NSNP needs to be better prepared to ensure that food continues to be available to learners from poor households, even during school closures. Understanding pandemics and basic hygiene should feature more strongly in the Life Orientation curriculum. There need to be emergency plans that school managers are familiar with and that can be put into effect at relatively short notice. School infrastructure needs to support hygiene. An uninterrupted supply of water, which has not been a reality for all schools, needs to be prioritised. There has been no change since 30 September 2021 and last case reported was on 21 September 2021. Below is the status of reported Covid-19 infections and fatalities.

Table 16:Covid-19 Infections and Fatalities

	INFECTIONS	FATALITIES
Teachers:	4 436	263
Learners:	7 240	05
Others	813	52
Total:	12 489	320

CHALLENGES AND MITIGATION MEASURES

CHALLENGES	MITIGATION
Possible" Fifth Wave.	Involvement of DoH for guidance and support. Adherence to COVID-19 protocols. Vaccination of learners whom are 12 to 17 years old

COVID-19 INTERVENTIONS

Table 17: COVID-19 Interventions

Budget Programme	Intervention	Geographic location (Province/ District/ local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
6	Number of identified schools provided with water supply.	All Districts	N/A	N/A	R53 000 000	R10 533 048	1500	Youth better prepared for further learning and world of work
6	Number of water tanks delivered and installed in identified schools.	All Districts	N/A	N/A			1500	
6	Number of water tanks filled with water in all identified schools with insufficient water supply	All Districts	N/A	N/A			1500	
6	Number of portable water containers delivered to identified schools.	All Districts	N/A	N/A			1500	
6	Number of identified schools provided with mobile classrooms.	All Districts	N/A	N/A	R154 881 000	R191 960 113	1200	
6	Number of mobile toilets provided to identified schools.	All Districts	N/A	N/A	R50 000 000	R80 168 703	500	
6	Number of damaged schools repaired.	All Districts	N/A	N/A	R50 250 000	R53 911 499	467	

The Department of Health provides on-site support, guidance, screening and testing close contacts. As at 28 July 2021 we had 119 460 employees vaccinated which translates to 94% of the allocated 127 200 J & J doses allocated to the Department. This figure does not include the 60 years and above and 50 years and above employees who registered on their own for vaccination. COVID-19 vaccination is not mandatory so there will be employees that will not vaccinate due to their own circumstances and reasons. KZNDoE also continues with cleaning and decontaminating affected schools as we as provision of necessary PPE.

5.4.20. VANDALISED, LOOTED & BURNT SCHOOLS DURING THE JULY 2021 UNREST

The Unrest experienced in Gauteng and KwaZulu-Natal Provinces in July 2021 saw the vandalization, looting and burning of Schools. All the twelve (12) Districts of the KwaZulu-Natal Province experienced vandalization,

looting and or burning of Schools. The recorded number of Schools affected currently is 144. Other Schools are still being inspected and assessed. This may therefore result in this number increasing.

Previously reported statistics

Figure below shows the distribution of the initially reported number of Schools as affected by the vandalised, looted and burnt schools. The initial number reported was 137 Schools.

NO. OF INSTITUTIONS VANDALISED, LOOTED AND BURNT SCHOOLS PER DISTRICT

UTHUKELA, 8 — AMAJUBA, 3 — HARRY GWALA, 1 — ILEMBE, 4
UMZINYATHI, 6 — KING CETSHWAYO, 12
UMLAZI, 30
PINETOWN, 33
UMKHANYAKUDE, 1
UMGUNGUNDLOVU, 6 — UGU, 27
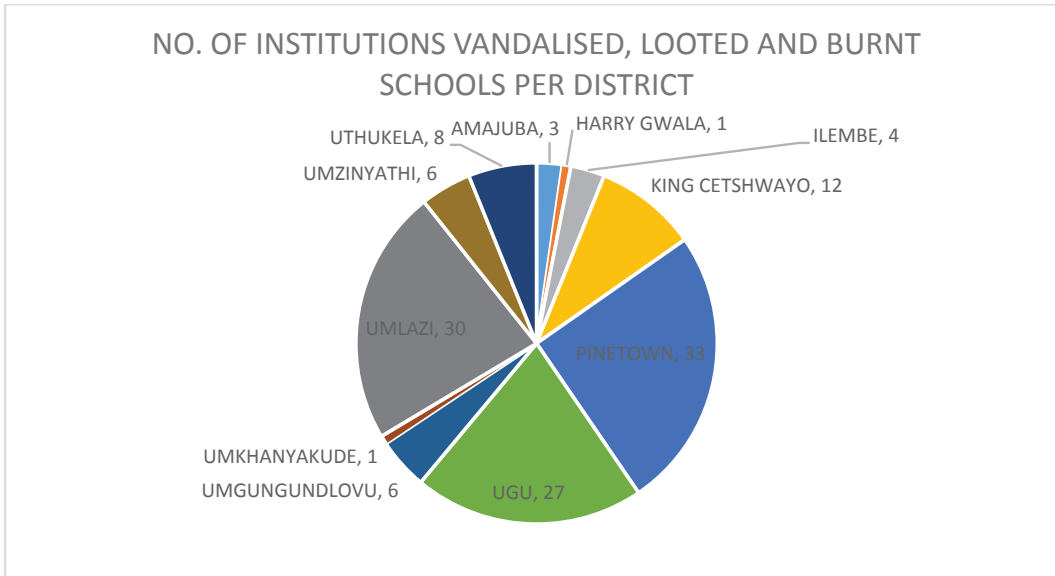
Figure 13:Number of Schools vandalised, looted and burnt

Following the report of the 137 schools, the Department deployed its Works Inspectors to assess and determine the extent and estimated repair costs of the damage to schools. This exercise saw some schools being removed as the previously reported damages were not attributed to the vandalism, looting and burning of schools during the July 2021 unrest. Consequently, other schools were reported and were added to the list.

The figure below shows the distribution of the number of schools previously reported and the current information as assessed by the Works Inspectors.

NO. OF INSTITUTIONS (BEFORE)   NO. OF INSTITUTIONS (CURRENT)
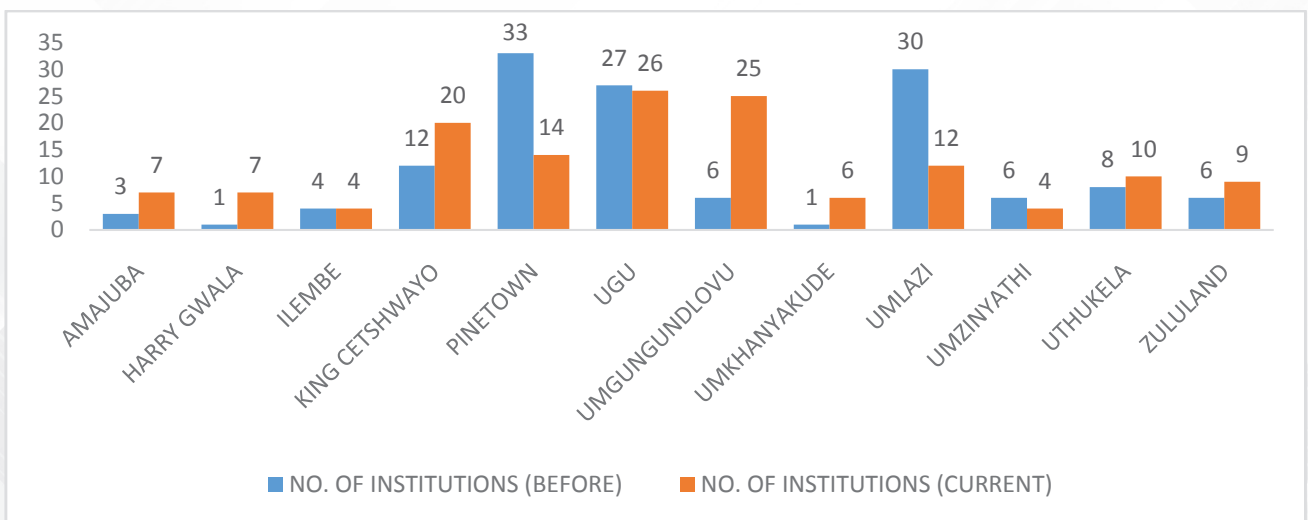
Figure 14:Number of schools previously reported and the current information as assessed by the works Inspectors.

Table 18: Number of schools previously reported and the current information as assessed by the Works Inspectors

ITEM	DISTRICT	NO. OF INSTITUTIONS	ESTIMATED BUDGET REQUIRED
1	AMAJUBA	7	1 248 508,95
2	HARRY GWALA	7	7 325 000,00
3	ILEMBE	4	37 407 200,00
4	KING CETSHWAYO	20	2 437 000,00
5	PINETOWN	14	18 940 000,00
6	UGU	26	2 442 000,00
7	UMGUNGUNDLOVU	25	38 615 000,00
8	UMKHANYAKUDE	6	572 400,00
9	UMLAZI	12	2 212 475,00
10	UMZINYATHI	4	37 150,00
11	UTHUKELA	10	615 245,75
12	ZULULAND	9	1 558 970,00
REQUIRED BUDGET		**144**	**113 410 949,70**

It could be derived from the Table above that the estimated budget of R113.4 million is required to remedy the damages done to schools during the July 2021 unrest.

Though the highest number of projects affected are in Ugu District, the indicated required budget shows that the nature of the damages was minimal. UMgungundlovu, ILembe and Pinetown had schools damaged and one Circuit Office was burnt. These schools are namely;

Radha Roopsingh Primary School in ILembe, Sikhululiwe High School in UMgungundlovu and Siphosethu Primary School in Pinetown.

The Circuit Office of the Ixopo CMC was burnt. These therefore account for the estimated high budget required in the UMgungundlovu, ILembe, Pinetown and Harry Gwala Districts respectively.

PROCUREMENT APPROACH

The table below gives an indication on the proposed procurement approach for the rehabilitation works on the damaged school infrastructure.

Table 19: Proposed procurement approach for the rehabilitation works on damaged School infrastructure.

ITEM	DISTRICT	ESTIMATED VALUE LESS THAN R500 000 (<R500 000)		ESTIMATED VALUE MORE THAN R500 000 (>R500 000)	
		NO. OF INSTITUTIONS	ESTIMATED BUDGET REQUIRED	NO. OF INSTITUTIONS	ESTIMATED BUDGET REQUIRED
1	AMAJUBA	7	1 248 508,95	-	-
2	HARRYGWALA	4	25 000,00	3	7 300 000,00
3	ILEMBE	3	247 200,00	1	37 160 000,00
4	KINGCETSHWAYO	19	1 837 000,00	1	600 000,00
5	PINETOWN	9	1 630 000,00	5	17 310 000,00
6	UGU	25	1 942 000,00	1	500 000,00
7	UMGUNGUNDLOVU	24	1 455 000,00	1	37 160 000,00

ITEM	DISTRICT	ESTIMATED VALUE LESS THAN R500 000 (<R500 000)		ESTIMATED VALUE MORE THAN R500 000 (>R500 000)	
		NO. OF INSTITUTIONS	ESTIMATED BUDGET REQUIRED	NO. OF INSTITUTIONS	ESTIMATED BUDGET REQUIRED
8	UMKHANYAKUDE	6	572 400,00	-	-
9	UMLAZI	12	2 212 475,00	-	-
10	UMZINYATHI	4	37 150,00	-	-
11	UTHUKELA	10	615 245,75	-	-
12	ZULUALND	7	130 970,00	2	1 428 000,00
REQUIRED BUDGET		130	11 952 949,70	14	101 458 000,00

- **ANALYSIS:**

There are 130 Schools where the estimated rehabilitation cost is below the R500 000 threshold. It is proposed that this be implemented by the Districts. The procurement will be done through quotations and would be quicker and ensure that schools are ready to receive learners when schools re-open.

There are 14 Schools where the estimated rehabilitation costs exceed the R500 000 threshold. These will be allocated to and implemented by implementing agents.

- The three (3) burnt schools will be provided with mobile classrooms while capital works projects for the rehabilitation and refurbishment are being implemented.

CHALLENGES / RISKS

- Insufficient budget for the implementation of the rehabilitation and refurbishment works to schools. The infrastructure budget for the 2021/22 financial year is committed and was restricted to projects on construction stage only.

- Capacity of implementing agents. There has been dwindling human resource capacity in implementing agents for the implementation of the Departmental infrastructure projects.

5.4.21. STORM DAMAGE

The list of storm damaged schools is ever increasing due to the adverse effects of climate change. The Department has put in place systems to record and document schools that are affected by storms as soon as such storm damages are incurred. There are however challenges with regard to the provision of funding to implement these projects. This is attributed to the backlog in the number of storm damaged schools that have to be rehabilitated.

The estimated cost to attend to damages will be two-fold where the Department will have to bear the cost of actual repairs to damages as well as the cost to supply mobiles as temporal relief. As at the January 2022, there were 288 mobiles required as indicated in the table below. The estimated cost to supply mobiles will be R72 million. There may be additional costs associated to the supply of mobiles like ground levelling, opening of temporal roads, retaining walls and extra mobile supports.

The overall estimated cost to repair 186 affected schools in all districts is R238 million.

Table 20:Number of schools requiring mobiles per district

DISTRICT	NUMBER OF SCHOOLS AFFECTED	NUMBER OF MOBILS REQUIRED	PROPOSED SERVICE PROVIDER
AMAJUBA	13	6	IDT
HARRY GWALA	15	13	IDT
ILEMBE	7	11	IDT
KING CETSHWAYO	60	106	DOE
PINETOWN	7	10	DOE
UGU	2	2	DOE
UMGUNGUNDLOVU	46	60	IDT
UMKHANYAKUDE	5	4	DOE
UMLAZI	2	4	IDT
UMZINYATHI	11	19	DOE
UTHUKELA	5	18	IDT
ZULULAND	16	35	IDT
TOTAL	189	288	

PART C

MEASURING OUR PERFORMANCE

6. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

6.1. Programme 1: Administration

Purpose:

The purpose of Programme 1: Administration is to provide for the overall management of the education system in accordance with the National Education Policy Act., the Public Finance Management Act, and other policies. Programme 1 includes publicly funded goods and services, in particular teachers, non-teachers and office items, utilized for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilized in the provincial head office and its subsidiary district and circuit offices.

Sub-Programme

This programme has six sub-programmes analyzed as follows:

i.   **Office of the MEC**

To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook.

ii. **Corporate Services**

To provide management services which are not education specific for the education system.

iii. **Education Management**

To provide education management services for the education system

iv. **Human Resource Development**

To provide human resource development for office-based staff

v.   **Education Management Information System (EMIS)**

To provide education management information in accordance with the National Education Information Policy

vi. **Conditional Grants**

To provide for projects under programme 1 specified by the Department of Basic Education and funded by conditional grants.

6.1.1. Outcomes, Outputs, Performance Indicators and Target

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Estimated performance	Annual Targets MTEF Period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Sound corporate governance and accountability	Public schools using the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.	5 862	5 881	5 957	5 957	5 882	5 882	5 882
Sound corporate governance and accountability	Public schools contacted electronically (e-mail)	SOI 102: Number of public schools that can be contacted electronically (e-mail).	5 340	5 340	5 340	5 540	5 640	5 840	5840
Sound corporate governance and accountability	Expenditure going towards non-personnel items	SOI 103: Percentage of expenditure going towards non-personnel items.	9.6%	9.14%	8,54%	10.79%	11.52%	11.92%	11.92%
Sound corporate governance and accountability	To promote employment equity	NSOI 1.1: Percentage of women in Senior Management Service.	38%	45%	31%	50%	50%	50%	50%
Sound corporate governance and accountability	To promote employment equity	NSOI 1.2: Percentage of women school principals.	42%	43%	41%	40%	40%	40%	40%

6.1.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.	5 882	5 882	5 882	5 882	5 882
SOI 102: Number of public schools that can be contacted electronically (e-mail).	5 540	5 540	5 540	5 540	5 540
SOI 103: Percentage of expenditure going towards non-personnel items.	11.52%	-	-	-	11.52%
NSOI 1.1: Percentage of women in Senior Management Service.	50%	-	-	-	50%
NSOI 1.2: Percentage of women school principals.	40%	-	-	-	40%

6.1.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

Programme 1 has five sub-programmes that are responsible for the functioning of the Office of the MEC for Education, overall management of the education system, education management services for the education system, human resource development for office-based staff and the EMIS.

The sub-programme: Office of the MEC reflects a steady trend over the seven-year period. The steady growth over the 2022/23 MTEF provides for various activities including communication through radio and television for broadcasting departmental programmes, such as reports from unannounced school functionality monitoring visits, MEC's district champion of OSS/DDM responsibilities, as well as community engagements. The nominal growth in 2022/23 is largely due to reprioritisation that was undertaken to offset pressures in Programme 2. The two outer years reflect steady inflationary growth.

The sub-programme: Corporate Services fluctuates from 2018/19 to 2021/22, due to competing pressures within the Vote. The high growth in 2022/23 relates to reprioritisation undertaken from Programmes 2 and 6, to provide for the purchase of tools of trade such as 200 laptops and desktops in line with ICT modernisation projects for improving data management and reporting in schools. The budget includes the provision for renovation and rehabilitation of administrative buildings to be in line with safety standards, such as offices and boardrooms in the Dokkies Teacher Development Centre, Howard Avenue administration offices, etc. There was reprioritisation undertaken within the programme over the 2022/23 MTEF against Goods and services towards fleet services, property payments including maintenance of office buildings, cleaning and security services in districts and head office, and operating leases for buildings in various districts which are high pressure areas. In addition, the MTEF provides for domestic accounts for district offices, as well as the replacement and purchase of tools of trade.

The sub-programme: Education Management is inclusive of all costs related to education planning, implementation of curriculum related interventions and programmes and general support to all schools in the province through the district and circuit offices. The programme is also responsible for professional and subject advisory services and provision of curriculum related resources to improve learner outcomes in subjects such as Mathematics and Science. The 2022/23 MTEF allocations reflect low growth of 1.3 per cent in 2022/23 and strong growth of 4.5 per cent in the outer years due to reprioritisation that was undertaken to offset pressures in Programme 2. This low growth will result in the unaffordability of filled and vacant critical public service posts which is a decision taken by the department to ensure educator posts are prioritised. The MTEF includes costs relating to property payments for circuit and district offices, travel costs for district monitoring and communication costs, such as telephone and faxes, as well as training and guidance of educators in respect of curriculum changes.

The Human Resource Development sub-programme provides for the training of administration support personnel on good governance and other policy developments, learnerships to school leavers and graduates, as well as bursaries for employees. The high growth in 2022/23 relates to reprioritisation that

was undertaken to align the budget back to one per cent of the salaries and wages bill in line with the DPSA directive and the incorporation of bursaries into this sub-programme.

The EMIS sub-programme provides for the roll-out of the SA-SAMS together with LURITS to enable the department to have up-to-date learner data. The programme has a strong EMIS focus to assist schools in the completion of the Annual School Survey which informs the indicative budget allocations to schools based on learner numbers. The significant increase in 2022/23, mainly against Machinery and equipment, is to cater for the roll-out of the modernisation of information systems and support to ICT infrastructure. In this regard, the department has successfully upgraded data-line speeds in December 2021, from 2Mb to 10Mb thus improving business communication and business productivity across the department. This has also seen circuit and district offices directly benefitting from this initiative. Furthermore, the department is embarking on a project to introduce administrative software solutions in schools, districts and head office. This process is labelled as the "modernisation of information systems" and funds were reprioritised from Programmes 2 and 6 to provide for establishment costs for the project. Two software systems are planned to be introduced in 2022/23, namely e-submission and e-leave management systems. The e-submission system will be used to process all official documents through the departmental line functions to ensure system efficiency. The main focus will be documents related to Human Resources and the submission of SA-SAMS databases. A daily incident register will also be part of the e-submission system, whose aim is to be alerted on important occurrences within each school on a daily basis, as explained.

6.1.4. PROGRAMME RESOURCE CONSIDERATIONS

Summary of payments and estimates by sub-programme: Programme 1: Administration

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
1. Office Of The Mec	12 484	21 732	18 645	22 175	22 175	18 488	22 593	23 521	24 579
2. Corporate Services	1 052 062	1 170 645	1 163 259	1 076 998	1 146 860	1 130 155	1 258 276	1 156 462	1 208 503
3. Education Management	650 303	726 256	736 371	724 644	810 756	755 801	733 865	766 858	801 366
4. Human Resource Development	4 246	20 501	362	10 038	4 264	1 450	14 277	14 491	15 143
5. Education Mgt Information System (Emis)	30 750	29 790	31 435	46 495	46 495	35 411	262 606	49 744	51 981
Total payments and estimates	1 749 845	1 968 924	1 950 072	1 880 350	2 030 550	1 941 305	2 291 617	2 011 076	2 101 572

Summary of payments and estimates by economic classification: Programme 1: Administration

R thousand	Outcome 2018/19	Outcome 2019/20	Outcome 2020/21	Main appropriation 2021/22	Adjusted appropriation 2021/22	Revised estimate 2021/22	Medium-term estimates 2022/23	Medium-term estimates 2023/24	Medium-term estimates 2024/25
Current payments	1 718 342	1 888 094	1 881 609	1 806 260	1 964 460	1 881 927	1 992 703	1 936 004	2 023 154
Compensation of employees	1 163 226	1 249 841	1 257 223	1 253 798	1 293 798	1 293 798	1 270 465	1 328 058	1 387 819
Goods and services	552 780	631 518	624 337	552 462	670 662	587 977	722 238	607 946	635 335
Interest and rent on land	2 336	6 735	49	0	0	152	0	0	0
Transfers and subsidies to:	27 366	64 797	27 417	37 688	29 688	29 008	40 217	41 955	43 810
Provinces and municipalities	2 081	1 820	4 647	5 163	5 163	5 163	5 581	5 827	6 089
Departmental agencies and accounts	0	0	0	0	0	0	0	0	0
Higher education institutions	0	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0	0
Non-profit institutions	0	0	0	0	0	0	0	0	0
Households	25 285	62 977	22 770	32 525	24 525	23 845	34 636	36 128	37 721
Payments for capital assets	4 137	16 033	31 863	36 402	36 402	30 370	258 697	33 117	34 608
Buildings and other fixed structures	0	33	58	0	164	461	11 550	0	0
Machinery and equipment	2 979	10 747	27 545	31 402	31 238	26 431	241 347	26 817	28 024
Heritage Assets	0	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0	0
Software and other intangible assets	1 158	5 253	4 260	5 000	5 000	3 478	5 800	6 300	6 584
Payments for financial assets	0	0	9 183	0	0	0	0	0	0
Total economic classification	1 749 845	1 968 924	1 950 072	1 880 350	2 030 550	1 941 305	2 291 617	2 011 076	2 101 572

6.1.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Sound corporate governance and accountability	Inadequate budget to meet deliverables (planned targets	Economic use of resources, minimising wastage.
		Monitor compliance with cost cutting measures circular e.g., avoid unnecessary expenditure. Monitor compliance with cost cutting measures circular and institute consequence management for non-compliance
• Good corporate governance and accountability.	Lack of adequate capacity to provide leadership and strong management of personnel.	The department will implement an Integrated System to enhance communication for integration of functions thus improving management and service delivery.
• Youth better prepared for further learning and world of work.		Fair and equitable recruitment processes will be implemented to ensure deserving and suitably qualified candidates are deployed in critical management positions. Compulsory core competency testing will be conducted to ascertain that the required minimum levels are met.
• A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.		The Department will develop an information management system that will establish workflow ensuring responsibility and accountability at all levels and all spheres of management to improve performance in schools.
		The department will improve recruitment of suitable qualified personnel at management level by identifying skilled workforce to be deployed in critical managerial positions.
• Improved reading for meaning, numeracy and digital skills.		The department will strengthen the integrity of recruitment and placement processes by ensuring the correct capturing, safekeeping and processing of all applications as well as provision of constant feedback to applicants
• Collaborative and responsive infrastructure planning and implementation.	Integrity of the workflow of documentation	The department will adopt a system to be utilized in capturing of leave records to ensure integrity of leave information on a PERSAL system to mitigate against irregular expenditure
	Lack of accountability of line managers on managing personnel	All performance agreements will contain specific targets and outputs. The performance agreements should indicate clear roles, responsibilities and core management criteria regarding personnel management.

6.1.6. Infrastructure Project

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
1.	247 Burger Street (Head Office)	REFURBISHMENT AND REHABILITATION	Replacement Of Floor Finishing , Replacement Of Ceiling Pannels, Alterations Of Internal Walls And Painting Of Internal Walls	Construction 76% - 99%	20-Mar-20	15-Sep-21	R6 800 000	R4 574 007,00	R0
2.	Bowden House Generator	UPGRADES AND ADDITIONS	Generator	Design	17-Jun-20	25-Nov-22	R2 500 000	R0	R0
3.	ELITS –15 SCOTT ST	RENOVATIONS, REHABILITATION OR REFURBISHMENTS	REPAIRS AND RENOVATIONS	PROJECT INITIATION	01-Apr-22	25-Dec-22	R4 724 000	R0	R0
4.	PROVINCIAL OFFICES - MPUMALANGA - BUTHELEZI ROAD	RENOVATIONS, REHABILITATION OR REFURBISHMENTS	REPLACEMENT OF BURST CAST IRON WATER SUPPLY PIPES	PROJECT INITIATION	01-Apr-22	15-Jan-22	R4 884 000	R0	R0

6.2. Programme 2: Public Ordinary Schools

Programme Purpose

To provide public ordinary education from Grade 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. (E-learning is also included)

ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes, analysed as follows:

i.   **Public Primary Schools**

To provide specific public primary ordinary schools (including inclusive education) with resources required for the Grade 1 to 7 level.

ii.   **Public Secondary Schools**

To provide specific public secondary ordinary schools (including inclusive education) with resources required for the Grade 8 to 12 levels.

iii. **Human Resource Development**

To provide departmental services for the development of educators and non-educators in public ordinary schools (Including inclusive education).

iv.   **In-school Sport and Culture**

To provide additional and departmentally managed sporting, cultural and reading activities in public ordinary Schools (including inclusive education).

v.   **Conditional Grant**

To provide for projects (including inclusive education) under programme 2 specified by the Department of Basic Education and funded by conditional grants.

6.2.1. Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Estimated performance	Annual Targets MTEF Period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Youth better prepared for further learning and world of work	Schools provided with media resources.	**SOI 201:** Number of schools provided with multi-media resources.	185	73	120	120	120	120	120
Youth better prepared for further learning and world of work	Learners in public ordinary schools benefiting from the "No Fee Schools" policy.	**SOI 202:** Number of learners in public ordinary schools benefiting from the No Fee School policy.	1 974 320	2 025 939	2 025 939	2 122 680	2 121 053	2 121 053	2 121 053
Sound corporate governance and accountability	Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	**SOI 203:** Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	New	4.6%	26,43%	10%	5%	5%	5%
Youth better prepared for further learning and world of work	Learners are funded at a minimum level.	**SOI 204:** Percentage of learners in schools that are funded at a minimum level.	New	100%	100%	100%	100%	100%	100%
Youth better prepared for further learning and world of work	To provide access in the public ordinary schooling system	**NSOI 2.1:** Percentage of learners benefitting from school nutrition programme.	94%	81.5%	82%	83%	83%	83%	83%
Youth better prepared for further learning and world of work	To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools	**NSOI 2.2:** Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.	New	New	4 537	100%	100%	100%	100%

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Annual Targets			MTEF Period	
			2018/19	2019/20	2020/21	Estimated performance 2021/22	2022/23	2023/24	2023/24	2024/25
Youth better prepared for further learning and world of work	To measure the number of learners accessing the dedicated learner transport provided by department	**NSOI 2.3:** Number of learners benefiting from learner transport.	58 816	58 908	59 000	60 000	61 000	62 000	62 000	63 000
Youth better prepared for further learning and world of work	To provide support and guidance to learners in mainstream schools	**NSOI 2.4:** Number of learners benefiting from Psycho-social support programmes	New	New	New	30 000	32 000	34 200	34 200	37 620

6.2.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 201: Number of schools provided with multi-media resources.	120	-	-	-	120
SOI 202: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy.	2 121 053	2 121 053	2 121 053	2 121 053	2 121 053
SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	5%	-	-	-	5%
SOI 204: Percentage of learners in schools that are funded at a minimum level.	100%	-	-	100%	-
NSOI 2.1: Percentage of learners benefitting from school nutrition programme.	83%	-	-	83%	-
NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.	100%	-	-	-	100%
NSOI 2.3: Number of learners benefiting from learner transport.	61 000	61 000	-	-	-
NSOI 2.4: Number of learners benefiting from Psycho-social support programmes	32 000	15 000	28 000	30 000	32 000

6.2.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

This programme includes the budget for educators, i.e. salaries and professional development needs. The largest portion of the budget under this programme is allocated to the sub-programme: Public Primary and Public Secondary Level, in proportion to the number of institutions in the sub-programme, as well as the number of learners attending these schools. The specific conditional grants are reflected as sub-programmes.

This programme comprises the largest share, on average, of at least 83.2 per cent of the department's allocation. Spending pressures in respect of

Compensation of employees are expected to remain over the 2022/23 MTEF attributed to carry-through of the budget cuts which were implemented in the previous budget process, with these cuts implemented entirely against this programme's Compensation of employees. This programme was thus affected by the baseline budget cut of R8.888 billion in 2022/23, with carry-through. The cuts were offset to an extent by additional funds of R1.832 billion allocated by National Treasury in 2022/23 with carry-through to offset pressures in the Vote resulting in budget growth of 3.8 per cent in 2022/23. This was allocated to a large extent against the sub-programme: Public Primary Level (R1.087 billion) and the balance to Public Secondary Level sub-programme (R724.896 million), as explained. Also as explained, the department will undertake an in-depth analysis of the impact of the budget cuts made over the 2021/22 MTEF, the funds allocated by National Treasury over the 2022/23 MTEF to offset these budget cuts, the placement of surplus educators, the retirement of educators to be replaced by more junior educators who are paid at a lower rank, the efficiencies to be gained from the e-submission system, and so forth. Once this analysis has been finalised, it will be clearer to determine the number of posts that may remain unfunded over the MTEF.

The Public Primary Level sub-programme shows strong growth of 4.4 per cent in 2022/23 and 4.5 per cent in 2024/25 in line with additional funds from National Treasury. The negative growth of 0.1 per cent in 2023/24 relates to the lower additional amount provided in that year. The Public Secondary Level sub-programme shows low growth of 2.8 per cent from the 2021/22 Main Appropriation to 2022/23 and negative growth of 0.1 per cent in 2023/24, respectively and this relates to the effects of the carry-through implementation of the budget cuts. The MTEF allocations provide for the following:

- The department will continue to strive to ensure that the implementation of the PPN responds adequately and effectively to the teaching needs of every school. The approval process for the appointment of temporary educator posts was centralised under the Office of the Head of Department since January 2018 to minimise the risk of over-staffing, and to ensure that the PPN is maintained in schools. However, since there is low budget growth over the MTEF, this will continue to place further strain on these sub-programmes.

- Goods and services shows a substantial increase in 2020/21 due to additional funding provided to respond to Covid-19 for the procurement of PPE, provision of water to schools and fumigation. The 2022/23 MTEF includes funding for tools of trade for the school security programme. The processes for the procurement of textbooks and stationery commenced in 2021 to ensure that schools received their learner materials before the commencement of the new school year. These include, among others, kits for learners who are enrolled in Mathematics and Science, as well as consumables for practical work. In addition, the budget provides for the management agent fees for central procurement, warehousing and distribution of inventory: LTSM to schools. The baseline includes amounts of R52.789 million in 2022/23, R55.116 million in 2023/24 and R57.540 million in 2024/25, for the Sanitary Dignity project. The department will continue to participate in the national transversal contract to purchase the sanitary towels. Also, the budget provides for assistance with domestic accounts for S14 schools building leases for schools which are on privately owned property, the purchase of inventory equipment to be distributed to the agricultural schools, maritime schools and technical schools in line with the three-stream model, as well as printing costs for LTSM such as teaching and learning trackers, posters and books for Jika Imfundo programme to improve learning outcomes in respect of Early Reading for Intermediate Phase Grade 1 to 3 including e-learning LTSM, such as white boards, interactive workbooks, mini-wireless servers, tablets and laptops, etc. It should be noted that the allocated funding for the procurement of PPE, Primary School/Early Reading Improvement project and the school security project also fall under these sub-programmes.

- These two sub-programmes cater for Transfers and subsidies to: Non-profit institutions to provide schools with LTSM and other non-LTSM materials, including minor maintenance for schools. The transfers showed substantial increases in 2020/21 due to funds received for the PYEI Fund. As mentioned, the 2022/23 MTEF per learner allocation could not be increased because of the baseline budget cuts in the previous MTEF periods. The department took a decision to cap the per learner subsidy within the available budget. The allocation for transfers include compensation for full time equivalent learners who attend fee-paying schools, but come from a disadvantaged background.

- Transfers and subsidies to: Households provide for staff exit costs.

- Software and other intangible assets relates to the purchase of Microsoft software licences for primary and secondary schools as part of e-learning.

The Human Resource Development sub-programme largely provides for the Skills Development Act in respect of the training of Circuit Managers, SMTs and educators on good governance, curriculum and ethics and intervention programmes. It should be noted that this sub-programme was previously affected by enforced savings to offset pressures with the Vote. The low growth in 2022/23 and 2023/24 relates to the reprioritisation of funds to Programme 1 to provide for training of staff centrally.

The School Sport, Culture and Media Services sub-programme shows a decrease in 2020/21 and the 2021/22 Revised Estimate ascribed to the suspension of sporting and cultural activities due to the Covid-19 restrictions and precautions which were implemented to avoid contact sports to reduce the spread of the virus. The department has budgeted to undertake various activities over the 2022/23 MTEF to ensure that the department delivers on its social cohesion goal through the promotion of sport, arts and culture. This includes travelling costs, purchases of sports kits and personnel costs. The department indicated that co-curricular programmes will be intensified in schools through programmes like youth development, which teaches learners to be responsible, responsive and creative through role-playing to improve learning the English language and Mathematical problem-solving.

The NSNP grant reflects strong growth over the seven-year period, in order to allow for inclusion of quintiles 4 – 5 schools as dictated by the conditions of the grant. The growth over the 2022/23 MTEF is largely to accommodate inflationary costs as previously explained under Section 8.4.

The EPWP Integrated Grant for Provinces is aimed at utilising community members to work on projects, where appropriate, thus assisting with job creation and poverty alleviation, as previously mentioned under Section 8.4.

The Social Sector EPWP Incentive Grant for Provinces is utilised for the appointment of screeners in schools, thus assisting in job creation and poverty alleviation as previously mentioned under Section 8.4.

The MST grant's 2022/23 MTEF allocation grows steadily and will be utilised to assist schools focussing on MST, etc. as previously mentioned under Section 8.4.

6.1.4. PROGRAMME RESOURCE CONSIDERATIONS

Summary of payments and estimates by sub-programme: Programme 2: Public Ordinary School Education

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
1. Public Primary Level	23 886 721	25 446 639	27 014 532	24 326 434	26 750 790	26 635 368	25 407 765	25 383 460	26 524 975
2. Public Secondary Level	16 568 784	18 070 237	18 852 299	17 661 581	17 724 969	19 353 693	18 151 049	18 139 570	18 955 357
3. Human Resource Development	78 152	104 256	74 120	225 699	115 699	65 264	227 682	231 056	241 453
4. School Sport, Culture And Media Services	25 362	28 688	14 788	34 039	19 164	16 575	35 618	37 183	38 857
5. National School Nutrition Programme Grant	1 647 325	1 628 447	1 573 575	1 831 602	1 985 276	1 985 276	1 952 312	1 967 842	2 056 217
6. Epwp Integrated Grant For Provinces	2 025	2 028	2 182	2 110	2 110	2 110	2 193	0	0
7. Social Sector Epwp Incentive Grant For Provinces Grant	31 473	30 441	22 975	28 543	28 543	28 543	30 508	0	0
8. Maths, Science And Technology Grant	67 015	67 200	60 652	67 855	67 855	67 855	70 241	70 193	73 457
Total payments and estimates	**42 306 857**	**45 377 936**	**47 615 123**	**44 177 863**	**46 694 406**	**48 154 684**	**45 877 368**	**45 829 304**	**47 890 316**

Summary of payments and estimates by economic classification: Programme 2: Public Ordinary School Education

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
Current payments	**40 815 413**	**43 817 786**	**44 879 900**	**42 362 858**	**45 147 291**	**46 529 473**	**44 105 484**	**43 843 960**	**45 815 860**
Compensation of employees	38 004 541	40 827 616	41 380 380	39 315 259	41 882 662	43 383 917	40 825 310	40 474 468	42 281 737
Goods and services	2 810 870	2 990 162	3 499 488	3 047 599	3 264 629	3 145 555	3 280 174	3 369 492	3 534 123
Interest and rent on land	2	8	32	0	0	1	0	0	0
Transfers and subsidies to:	**1 490 552**	**1 543 468**	**2 731 770**	**1 809 958**	**1 541 746**	**1 619 842**	**1 766 837**	**1 980 297**	**2 069 409**
Provinces and municipalities	70	0	0	0	0	0	0	0	0
Departmental agencies and accounts	0	0	0	0	0	0	0	0	0
Higher education institutions	0	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0	0
Non-profit institutions	1 313 958	1 353 777	2 533 165	1 723 789	1 455 577	1 455 577	1 676 531	1 886 018	1 970 888
Households	176 524	189 691	198 605	86 169	86 169	164 265	90 306	94 279	98 521
Payments for capital assets	**892**	**16 682**	**3 453**	**5 047**	**5 369**	**5 369**	**5 047**	**5 047**	**5 047**
Buildings and other fixed structures	0	0	0	0	0	0	0	0	0
Machinery and equipment	866	3 911	3 453	5 047	5 369	5 369	5 047	5 047	5 047
Heritage Assets	0	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0	0
Software and other intangible assets	26	12 771	0	0	0	0	0	0	0
Payments for financial assets	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total economic classification	**42 306 857**	**45 377 936**	**47 615 123**	**44 177 863**	**46 694 406**	**48 154 684**	**45 877 368**	**45 829 304**	**47 890 316**

Public Ordinary School – Resourcing to be effected via the school funding norms

Poverty Quintiles	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner (R)
2.1. Public Primary Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	66	8 962	9 247	955
Quintile 2	44	14 603	15 286	955
Quintile 3	20	10 105	10 555	955
Quintile 4	28	7 662	14 486	522
Quintile 5 (least poor)	21	2 111	11 699	179
Total	**179**	**43 443**	**61 273**	
Section 21 Schools				
Quintile 1 (Poorest)	1 338	291 492	304 361	955
Quintile 2	1 066	331 712	346 941	955
Quintile 3	815	431 946	452 109	955
Quintile 4	210	73 992	139 116	522
Quintile 5 (least poor)	188	22 580	122 319	179
Total	**3 617**	**1 151 723**	**1 364 846**	
Total Primary	**3 796**	**1 195 166**	**1 426 119**	
2.2. Public Combined Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	5	1 205	1 262	955
Quintile 2	5	1 416	1 483	955
Quintile 3	2	613	642	955
Quintile 4	0	0	0	522
Quintile 5	1	303	1 690	179
Total	**13**	**3 537**	**5 077**	
Section 21 Schools				
Quintile 1 (Poorest)	166	57 068	59 699	955
Quintile 2	138	54 786	57 368	955
Quintile 3	63	35 666	37 347	955
Quintile 4	26	11 907	22 216	522
Quintile 5 (least poor)	10	1 529	8 542	179
Total	**403**	**160 957**	**185 172**	
Total Combined	**416**	**164 494**	**190 249**	

2.3 Public Secondary Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	22	4 487	4 698	955
Quintile 2	22	10 441	10 924	955
Quintile 3	23	15 318	16 027	955
Quintile 4	9	3 809	7 297	522
Quintile 5 (least poor)	16	2 419	13 447	179
Total	**92**	**36 474**	**52 393**	
Section 21 Schools				
Quintile 1 (Poorest)	446	188 104	196 914	955
Quintile 2	461	244 226	255 704	955
Quintile 3	393	325 164	340 486	955
Quintile 4	111	58 550	109 354	522
Quintile 5 (least poor)	92	16 064	85 836	179
Total	**1 503**	**832 109**	**988 294**	
Total Secondary	1 595	868 582	1 040 687	
Total for Non Section 21 schools	284	83 453	118 743	
Total for Section 21 schools	5 523	2 144 788	2 538 312	
Total for Quintile 1	2 043	551 318	576 181	955
Total for Quintile 2	1 736	657 185	687 706	955
Total for Quintile 3	1 316	818 813	857 166	955
Total for Quintile 4	384	155 920	292 469	522
Total for Quintile 5	328	45 006	243 533	179
Grand total	**5 807**	**2 228 242**	**2 657 055**	

6.2.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
• **Good corporate governance and accountability.** • **Youth better prepared for further learning and world of work.** • **A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.** • **Improved reading for meaning, numeracy and digital skills.** • **Collaborative and responsive infrastructure planning and implementation.**	Inadequate acquisition of foundational skills by learners.	The department will roll out maths and science improvement programme through establishing institutions which will serve as maths and science centres. The department has developed and will implement the Academic Improvement Plan which forms part of the Service Delivery Improvement Plan
	Deployment and retention of suitably qualified educators for gateway subjects in rural schools	The department will explore the provision of teacher cottages in rural schools to ensure the retention of teachers with qualifications in gateway subjects
	Lack of relevant content knowledge by educators for specific content subjects including maths and science.	The department will implement interactive white boards system to ensure common well planned lessons are taught in schools. The department will use education centres as satellite maths and science centres
	Insufficient educator support by subject advisors (curriculum implementation)	The Department will also work in collaboration with other organizations to ensure that the education centres are supported in assisting teachers and schools to improve their results.
	High dropout rate as a result of various factors including social ills: • Substance abuse • teenage pregnancy • Malnutrition • Inadequate security	The department will strengthen School Based Assessments (SBA) by introducing Provincial Common Tests to set acceptable standards for learning. The Department will strengthen moderation practices with a view to strengthening School Based Assessment. The department will be filling critical vacant posts including subject advisors' posts The department will work with other departments through intergovernmental relations in addressing the challenges of social ills
	Recruitment of suitable candidates to serve in school governing bodies	Conduct credible SGB elections. The department will conduct intensive capacity building workshops and specialised school governance training

6.2.6. Infrastructure Project

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
1	Mgai Primary School	Upgrades And Additions	1 x administration block, 1 x team teaching centre and 4 x classrooms, 1 x New multipurpose centre, 1 x computer room and 1 x media centre with stores, 2 x Grade R classrooms, 8 x girls, 6 x boys and 6 x teachers Ablution, Renovation of 2 x classroom blocks, Demolitions to existing buildings and all associated external works including Assembly area, parking, netball court, storm water management, electrical work.	Construction 26% - 50%	30-Jan-20	20-May-22	R54 611 755,31	R19 977 443.16	R1,423,000.00
2	Maritime School Of Excellence : Acton Road	Upgrades And Additions	Demolish existing prefabricated structures & asbestos structures: upgrade existing: 2 x boys & girls toilets, 14 classrooms ,1 hall, 1x courtyard & parking .1x admin, guard house,3 multi-purpose, ,kitchen, bathrooms, combo court, external work and fencing	Construction 1% - 25%	01-Nov-20	03-Feb-22	R300 708 255,26	R4 961 759.05	R11 056 500.00

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
3	Ekucabangeni Secondary School	Upgrades And Additions	Construction of 32 standard classrooms, 6 multi-purpose classrooms, 1 media centre, 1 computer room, 1 team teaching, admin block	Construction 26% - 50%	17-Nov-19	09-Jun-22	R63 803 451,05	R19 853 556,07	R1,146,000.00
4	Collingwood Primary School	New Schools	Removal and replacement of roof structures. Repairs and Renovations to the Entire School	Construction 1% - 25%	29-Oct-19	05-Jun-22	R87 284 013,09	R4 230 787,75	R0
5	Inkosi Mgwazeni High School	Upgrades And Additions	Repairs and renovation of existing. Construction of 5 x classrooms , 1xcomputer Room , 1xlibrary/ Media Centre, 1xscience lab , 1xadmin Block , New Fencing ,,Ablutions 3MF1D, 8G,6G,8B,4B and External Works .	Construction 26% - 50%	22-Aug-19	18-Apr-22	R29 620 758,15	15 136 646,15	R0
6	Cornubia Primary School	New School	12 Classrooms,2 Multipurpose, 1 Media Centre,3 Grade R , 1 Admin and Support Spaces, 1 guard house, ablutions, sports field, combo court, fencing and parking bays	Construction 76% - 99%	16-Sep-19	31-May-22	R60 113 107,05	8 183 236,62	R2 356 043

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
7	J G Zuma High School	New School	40 CLSSRMS, 6 M/ PURPOSE LAB SR, 1 M/CEN, 4 COMP RM, 17 OFFICES, 6 STRE,1 STRONG,1 KIT,12 G/AB, 10 B/AB,6 TEACH AB, 2 D/AB,	Construction 1% - 25%	16-Oct-20	04-Jan-24	R84 349 368,47	6 436 931,29	R989,132
8	Mbhekwa High School	Upgrades And Additions	Repairs and renovation of existing. Construction of 12 x classrooms , Computer Room , Library/ Media Centre, Science lab, Admin Block , Team Teaching , New Fencing , SNP Kitchen , Ablutions and External Works .	Construction 51% - 75%	10-Dec-18	08-Jun-19	R40 473 726,81	R15 506 195	R2,567,105
9	Fundokuhle Secondary School	Upgrades And Additions	15 Classrooms, 3 Multipurpose, 1 Media Centre, 1 Lab, 1 Computer room, 1 team teaching, 1 Kitchen, 1 Admin and Support Spaces, 1 guard house, ablutions, sports field, combo court, fencing and parking bays	Construction 1% - 25%	09-Jul-18	22-May-22	R67 114 682,61	R16 362 799,70	R9,160,245
10	Phumanyova High School	Upgrades And Additions	10 Classrooms, Admin Block,1 Media Centre, 1 Computer Room, 1 SNP, 1 Guard House, 1 Team Teaching, Ablutions, 2 Science Labs, Storeroom, Parking and Electricity	Construction 50% -75%	16-May-19	16-Aug-22	R60 945 333,29	R47 547 092	R2,433,314

6.3. Programme 3: Independent Schools

Programme Purpose

The purpose of Programme 3 is to support independent schools in accordance with the South African Schools Act as enshrined in the Norms and Standards for School Funding Regulations.

ANALYSIS BY SUB-PROGRAMME

This programme has two sub-programmes, analyzed as follows:

i.   **Primary Phase**

        To support independent schools offering Grades 1 to 7

ii.   **Secondary Phase**

        To support independent schools offering Grades 8 to 12

6.3.1. Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Estimated performance	Annual Targets MTEF Period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Youth better prepared for further learning and world of work	To ensure that quality education occurs in subsidized independent schools.	**NSOI 3.1:** Number of funded independent schools visited for monitoring purposes.	127	128	128	130	128	128	128

6.3.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
NSOI 3.1: Number of funded independent schools visited for monitoring purposes.	128	37	35	23	33

6.3.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

The purpose of this programme is to support independent schools, in accordance with the SASA. One of the main aims of this programme is to ensure timeous and orderly registration of independent schools in terms of the SASA, as well as other legislative frameworks. These schools are evaluated and monitored by the department, and their capacity is developed to ensure the effective functioning of these schools and their governing bodies. For quality purposes, independent schools are registered with the Association for Independent Schools, and have an Independent Examination Board.

Overall, there is no growth over the first two years of the MTEF with only the outer year growing by inflation. The subsidies to independent schools are based on learner numbers as verified at the beginning of each school year and thereafter on a quarterly basis throughout the year. The allocation per school is based on the available budget provided to the programme, learner numbers and the number of schools that qualify. As mentioned, there are currently 131 schools and 32 153 learners benefitting from subsidies in this programme

6.2.4. PROGRAMME RESOURCE CONSIDERATIONS

Summary of payments and estimates by sub-programme: Programme 3: Independent School Subsidies

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
1. Primary Level	52 957	57 151	69 912	59 980	59 980	59 980	59 980	59 980	62 679
2. Secondary Level	30 064	28 123	41 075	35 819	35 819	35 819	35 819	35 819	37 431
Total payments and estimates	**83 021**	**85 274**	**110 987**	**95 799**	**95 799**	**95 799**	**95 799**	**95 799**	**100 110**

Summary of payments and estimates by economic classification: Programme 3: Independent School Subsidies

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
Current payments	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Compensation of employees	0	0	0	0	0	0	0	0	0
Goods and services	0	0	0	0	0	0	0	0	0
Interest and rent on land	0	0	0	0	0	0	0	0	0
Transfers and subsidies to:	**83 021**	**85 274**	**110 987**	**95 799**	**95 799**	**95 799**	**95 799**	**95 799**	**100 110**
Provinces and municipalities	0	0	0	0	0	0	0	0	0
Departmental agencies and accounts	0	0	0	0	0	0	0	0	0
Higher education institutions	0	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0	0
Non-profit institutions	83 021	85 274	110 987	95 799	95 799	95 799	95 799	95 799	100 110
Households	0	0	0	0	0	0	0	0	0
Payments for capital assets	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Buildings and other fixed structures	0	0	0	0	0	0	0	0	0
Machinery and equipment	0	0	0	0	0	0	0	0	0
Heritage Assets	0	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0	0
Software and other intangible assets	0	0	0	0	0	0	0	0	0
Payments for financial assets	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total economic classification	**83 021**	**85 274**	**110 987**	**95 799**	**95 799**	**95 799**	**95 799**	**95 799**	**100 110**

BT302(a) Primary				
Subsidy Level	Schools	Total expenditure (R '000)	Learners	Expenditure per learner
60 % (poorest)	29	28 443	7 147	3 980
40%	42	22 159	8 352	2 653
25%	26	6 273	3 783	1 658
15%	18	3 104	3 120	995
0% (least poor)	0	0	0	0
TOTAL	115	59 980	22 402	-

BT302 (b) Secondary				
Subsidy Level	Schools	Total expenditure (R '000)	Learners	Expenditure per learner
60 % (poorest)	11	10 979	1 722	6 376
40%	30	17 232	4 054	4 251
25%	14	3 180	1 197	2 657
15%	15	4 428	2 778	1 594
0% (least poor)	0	0	0	0
TOTAL	70	35 819	9 751	-

6.3.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
• Good corporate governance and accountability. • Youth better prepared for further learning and world of work. • A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world. • Improved reading for meaning, numeracy and digital skills. • Collaborative and responsive infrastructure planning and implementation.	Re-registration of dysfunctional independent schools	The department will strengthen control measures for approving applications of independent schools and approving applications for subsidizing learners. It will further strengthen the monitoring systems for ensuring compliance with policies.

6.4. Programme 4: Public Special Schools Education

Programme Purpose

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education. Including E-learning and inclusive education.

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analyzed as follows:

i. **Schools**

To provide specific public special schools with resources (including E-learning and inclusive education)

ii. **Human Resource Development**

To provide departmental services for the development of educators and non - educators in public special schools

(Including inclusive education).

iii. **Conditional Grants**

To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education).

6.4.1. Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Estimated performance	Annual Targets / MTEF Period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Youth better prepared for further learning and world of work	Learners enrolled in public special schools.	SOI 401: Number of learners in public special schools.	20 180	19 790	20 190	20 590	20 590	21 190	21590
Youth better prepared for further learning and world of work	Therapists/specialist staff employed in public special schools.	SOI 402: Number of therapists/specialist staff in public special schools.	182	193	192	192	212	212	212
Youth better prepared for further learning and world of work	To screen, identify, assess, and support learners with barriers to learning for placement and concession.	NSOI 4.1: Number of teachers trained on SIAS Policy.	NEW	2 682	7 000	4 000	4 000	4 000	4000
Youth better prepared for further learning and world of work	To measure number of educators employed at public special schools.	NSOI 4.2: Number of educators employed in public special schools.	1 697	1 912	1 890	1 967	1916	1916	1916

6.4.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 401: Number of learners in public special schools.	20 590	21 190	-	-	-
SOI 402: Number of therapists/specialist staff in public special schools.	192	-	-	-	192
NSOI 4.1: Number of teachers trained on SIAS Policy.	4 000	-	-	-	4 000
NSOI 4.2: Number of educators employed in public special schools.	1916	-	-	1916	-

6.4.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

This programme administers one grant, namely the LPID grant over the 2022/23 MTEF. Tables 5.20 and 5.21 reflect payments and budgeted estimates for the period under review. The programme reflects healthy growth over the seven-year period, indicative of the focus on granting access to education for learners with special needs.

The sub-programme: Schools shows an upward trend over the period 2018/19 to 2021/22. There is nominal growth over the 2022/23 MTEF due to carry-through of the budget cuts made in the previous budget process, with the additional funding allocated by National Treasury in the 2022/23 MTEF budget process not being allocated to this programme. Also, reprioritisation was undertaken from this programme towards pressures in Programme 2. The department indicated that this low growth will result in pressures and unaffordability of filling specialist posts but, as mentioned, the department is yet to finalise an analysis in this regard to determine how many posts remain unaffordable. Over the MTEF, the Goods and services budget provides for the maintenance of buses in special schools, purchase of Braille LTSM and the provision of training in this sector. The transfers to special schools provide for operational costs, including the purchase of inventory: LTSM and non-LTSM materials. The Machinery and equipment budget provides for the purchase of 12 specialised buses for special schools. The department indicated that a policy with regard to the transportation of learners from special schools through the learner transport function was finalised in July 2021, and the department has thus provided for the purchase of adapted buses, to cater for learners with disabilities in line with the policy requirements.

The Human Resource Development sub-programme fluctuates from 2018/19 to 2021/22 due to enforced savings to offset budget pressures within the Vote in line with the turnaround strategy to manage pressures. The budget provides for the training of Education Specialists in special schools in areas such as Screening Identification Assessment and Support. This training will assist educators to identify and assist learners with disabilities. The negative growth in 2022/23 relates to the reprioritisation that was undertaken towards Programme 1, as mentioned.The LPID grant is utilised to employ Therapists, Chief Psychologists, as well as Deputy Chief Education Specialists. The growth over the 2022/23 MTEF is largely to accommodate inflationary costs and advocacy campaigns and monitoring of DSD centres, as previously mentioned under Section 8.4.

6.4.4. PROGRAMME RESOURCE CONSIDERATIONS

Summary of payments and estimates by sub-programme: Programme 4: Public Special School Education

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates	
	2018/19	2019/20	2020/21	2021/22	2021/22		2022/23	2023/24
1. Schools	1 171 385	1 278 889	1 361 746	1 360 207	1 436 450	1 435 956	1 379 235	1 434 448
2. Human Resource Development	1 232	1 132	195	7 463	1 220	21	7 078	7 184
3. Osd For Therapists Conditional Grant	0	0	0	0	0	0	0	0
4. Learners With Profound Intellectual Disabilities Grant	22 992	42 237	33 000	32 576	32 576	32 576	33 564	34 534
Total payments and estimates	**1 195 609**	**1 322 258**	**1 394 941**	**1 400 246**	**1 470 246**	**1 468 553**	**1 419 877**	**1 476 166**

Summary of payments and estimates by economic classification: Programme 4: Public Special School Education

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates	
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24
Current payments	**1 050 817**	**1 165 218**	**1 197 328**	**1 232 741**	**1 288 497**	**1 286 804**	**1 248 999**	**1 304 909**
Compensation of employees	1 039 169	1 134 338	1 163 861	1 203 812	1 270 812	1 270 812	1 221 863	1 277 190
Goods and services	11 648	30 880	33 467	28 929	17 685	15 992	27 136	27 719
Interest and rent on land	0	0	0	0	0	0	0	0
Transfers and subsidies to:	**141 612**	**145 211**	**152 588**	**152 505**	**150 749**	**150 749**	**155 878**	**156 257**
Provinces and municipalities	0	0	0	0	0	0	0	0
Departmental agencies and accounts	0	0	0	0	0	0	0	0
Higher education institutions	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0
Non-profit institutions	137 844	139 085	149 310	147 265	145 509	145 509	150 386	150 523
Households	3 768	6 126	3 278	5 240	5 240	5 240	5 492	5 734
Payments for capital assets	**3 180**	**11 829**	**21 504**	**15 000**	**31 000**	**31 000**	**15 000**	**15 000**
Buildings and other fixed structures	0	0	0	0	0	0	0	0
Machinery and equipment	3 180	11 829	21 504	15 000	31 000	31 000	15 000	15 000
Heritage Assets	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0
Software and other intangible assets	0	0	0	0	0	0	0	0
Payments for financial assets	**0**	**0**	**23 521**	**0**	**0**	**0**	**0**	**0**
Total economic classification	**1 195 609**	**1 322 258**	**1 394 941**	**1 400 246**	**1 470 246**	**1 468 553**	**1 419 877**	**1 476 166**

6.4.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
• **Good corporate governance and accountability.** • **Youth better prepared for further learning and world of work.** • **A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.** • **Improved reading for meaning, numeracy and digital skills.** • **Collaborative and responsive infrastructure planning and implementation.**	Inadequate non-educator professional staff in rural special schools	The department will redeploy excess non-educator professional staff from urban to rural schools and ensure proper accommodation is provided.

6.4.6. Infrastructure Project.

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
1.	Open Gate Special School	Learners With Special Educational Needs	1 x computer room, 2x therapy rooms, 1 x storeroom, 1 x cookery room, 1 wood work room, 1x multipurpose, 1x hostel dome for 20 girls and 20 boys	Construction 51% - 75%	17-Jul-17	25-Oct-22	R60 427 106,78	R39,205,465 5	R0

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
2	Ywca	Learners With Special Educational Needs	20x standard classrooms with storerooms,3 x Multipurpose classrooms with storerooms,1 x Workshop with storeroom,3 x therapy suite attached to classrooms,1 x Media center with storeroom,1x Computer room with storeroom,1 x Activity room, 1 x Administration block,4 x offices outside admin, 4 x Small storerooms outside admin,1 x Large storeroom outside admin,1 x Garden stores and changerooms,1 x Garage for Bus and Vehicle storage,1 x Guardhouse,1 x Tuck-shop, 6x teachers toilets,5 x Girls toilets,3 x Boys toilet.1 x BOYs Hostel with 25 beds,1 x GIRLS Hostel with 25 bedspaces1 x Kitchen with Cooking Area, Prep Area Storage, Scullery, Refuse areas, and Dining hall with 300 seating's, Paving from gate to admin block and towards the new building ,general renovation to existing buildings.	Construction 51% - 75%	03-Oct-19	14-Oct-22	R126 164 629,02	R9 690 702	1,327,522

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
3	Inanda Special School	Learners With Special Educational Needs	20 Classrooms, 3m/ Purpose, 1 M/Cen, 1 Comp Rm, 1 Activity Rm, 2 Therapy Suite, 1 Admin, Kitchen, Dining Hall, Laundry, 120 Student Accommodation, Toilets, 2 Staff Quarters, Guard House	Construction 76% - 99%	25-May-17	13-Feb-22	R217 723 249,3	R202 258 051,74	R0
4	Tongaat Special School	Learners With Special Educational Needs	2 Hostels (200 Rooms), 15 Classrooms, 3 M/ Purpose, 4 Hod Offices, 22 Store Rooms, 2 Therapy Rooms, Workshops, Teachers Accommodation, Admin Block, Media Centre, Computer Room, Toilets, Tuck-shop, Matrons Flat, Medical Facilities Laundry, Dining Hall, Teachers Accommodation, Guard House, Heat Pump Rooms, Pump Station, Retaining Wall And Fencing	Construction 26% - 50%	13-Jul-20	12-Nov-23	R147 905 398,27	R13 367 408	R14,600,177

6.5. Programme 5: Early Childhood Development

Programme Purpose

To provide Early Childhood Education (ECD) at the Grade R and pre-grade R in accordance with White Paper 5 (E-learning is also included)

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

i. **Grade R in Public Schools**

   To provide specific public ordinary schools with resources required for Grade R.

ii. **Pre-Grade R Training**

   To provide training and payment of stipends of Pre-Grade R practitioners/ educators

iii. **Grade R in Grade R in early childhood development centres**

   To support Grade R, at early childhood development centres.

iv. **Human Resource Development**

   To provide departmental services for the development of practitioners/ educators and non-educators in grade R

6.5.1. Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Annual Targets		MTEF Period		
							Estimated performance			
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Improved reading for meaning, numeracy and digital skills.	Public schools offer Grade R.	**SOI 501:** Number of public schools that offer Grade R.	3 941	3 982	3 892	3902	3982	3982	3982
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world	Measure the quality provision of grade R programmes in public schools.	**NSOI 5.1:** Number of Grade R practitioners employed in public ordinary schools.	5 229	5 246	5 256	5 266	5 207	5 217	5 227
Improved reading for meaning, numeracy and digital skills.	Fully registered ECD Centres	**NSOI 5.2 :** Number of fully registered ECD Centres	-	-	-	New Indicator	3 380	3 380	3 380
Improved reading for meaning, numeracy and digital skills.	Children accessing registered ECD programmes	**NSOI 5.3:** Number of children accessing registered ECD programmes	-	-	-	New Indicator	145 200	145 200	145 200

6.5.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 501: Number of public schools that offer Grade R.	3982	-	-	-	3902
NSOI 5.1: Number of Grade R practitioners employed in public ordinary schools.	5 207	-	-	-	5 230
NSOI 5.2 : Number of fully registered ECD Centres	3 380	-	-	-	3 380
NSOI 5.3: Number of children accessing registered ECD programmes	145 200	-	-	-	145 200

6.5.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

This programme was impacted on by the previously mentioned equitable share budget cuts in the baseline with carry-through. However, part of the additional funds from National Treasury to offset pressures in the department were allocated in this programme against Compensation of employees, as mentioned.

The sub-programme: Grade R in Public Schools shows steady growth from 2018/19 to 2020/21 largely due to the various wage adjustments and the implementation of the progressively increasing payments to ECD practitioners. The negative growth of 2.6 per cent in 2022/23 relates to reprioritisation that was undertaken to Programme 2 to offset pressures in respect of the budget cut made in the previous budget process. The department indicated that the MTEF does not provide for the implementation of salary upgrades of qualified ECD practitioners to Grade R educator posts due to budget pressures in the Vote as a result of carry-through pressures related to the budget cuts. The MTEF allocations cater for filled posts for the ECD educators and qualified ECD practitioners, the purchase of LTSM via the management agent to ensure consistency in the material procured, and transfers to schools.

The Grade R in the ECD Centres sub-programme fluctuates over the seven-year period. The policy (White Paper 5 on ECD) allows for a maximum of 15 per cent of the budget to be allocated toward Grade R in community-based centres, and the department is within this threshold. The allocation for these centres includes provision for the stipends payable to the ECD practitioners. In 2020/21, there were 3 982 schools with Grade R classes and 27 subsidised community-based sites servicing 185 048 learners. Provision has been made over the 2022/23 MTEF for the training requirements of ECD practitioners, as well as the supply of the required equipment and materials.

The department's responsibility with regard to the Pre-Grade R sub-programme, is to offer training (skills training to ECD management staff, and other personnel such as care-givers and support staff working in the crèches) and, as such, the budget that is provided in this regard is for that purpose. The budget includes the function shift of ECD from DSD to DOE. In this regard, the MTEF budget includes the figures for the subsidy provided to NPOs in 3 169 ECD facilities. It should be noted that the historic figures were restated for comparative purposes. The officials that will be transferring to DOE consists of 63 Social Workers and seven contract workers. These officials will be placed in the 12 district and circuit offices. At head office, the Finance section will be receiving two Administration Officers, one Deputy Director and two Assistant Directors. The data received shows that the province currently has 3 169 funded ECD centres. There are 146 206 children benefitting from the subsidies. The number of ECD practitioners that will be assisted through NCF curriculum training, monitoring and support visits and cluster meetings is 5 509. The allocations over the 2022/23 MTEF are in line with the objectives of this sub-programme in terms of purchasing toolkits (teachers' guides, lesson plans, etc.) for training. It should be noted that the equitable share portion for construction of ECD centres is included in Programme 6 due to an internal decision taken for effective management and reporting of the infrastructure activities. The Human Resource Development sub-programme's budget is allocated to priorities such as encouraging the uptake of bursaries with regard to employees that wish to focus on ECD, and thus address the shortage of qualified educators in this area in preparation for compulsory Grade R in 2022. The low growth over the 2022/23 MTEF relates to reprioritisation that was undertaken to Programme 1, as mentioned.

The ECD grant shows steady growth from 2018/19 to 2020/21. The 2022/23 MTEF shows inflationary growth. The grant allocation was split for effective reporting within the department. It should be noted that the subsidy portion for transfers to ECD centres and Compensation of employees remains in this programme, while the maintenance allocation was included in Programme 6 due to an internal decision taken for effective management and reporting of the infrastructure activities.

6.5.4. Programme resource considerations

Summary of payments and estimates by sub-programme: Programme 5: Early Childhood Development

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
1. Grade R In Public Schools	1 000 254	1 217 108	1 263 605	1 283 655	1 202 242	1 202 242	1 250 694	1 309 685	1 368 622
2. Grade R In Early Childhood Development Centres	164 297	84 275	82 235	94 186	84 186	83 324	74 835	79 162	82 724
3. Pre-Grade R In Early Childhood Development Centres	309 880	336 393	346 011	66 315	41 168	40 517	422 769	437 599	457 290
4. Human Resource Development	0	0	0	7 742	742	117	7 642	7 757	8 106
5. Early Childhood Development Grant	96 222	102 873	189 880	0	0	0	174 191	181 585	189 760
Total payments and estimates	**1 570 653**	**1 740 649**	**1 881 731**	**1 451 898**	**1 328 338**	**1 326 200**	**1 930 131**	**2 015 788**	**2 106 502**

Summary of payments and estimates by economic classification: Programme 5: Early Childhood Development

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
Current payments	**1 167 883**	**1 331 176**	**1 326 035**	**1 417 568**	**1 299 692**	**1 297 554**	**1 381 229**	**1 440 253**	**1 505 086**
Compensation of employees	1 065 812	1 169 475	1 173 327	1 270 000	1 180 000	1 180 000	1 245 142	1 304 072	1 362 777
Goods and services	102 071	161 701	152 708	147 568	119 692	117 554	136 087	136 181	142 309
Interest and rent on land	0	0	0	0	0	0	0	0	0
Transfers and subsidies to:	**402 770**	**409 473**	**508 733**	**34 330**	**28 646**	**28 646**	**548 476**	**575 060**	**600 920**
Provinces and municipalities	0	0	0	0	0	0	0	0	0
Departmental agencies and accounts	0	0	0	0	0	0	0	0	0
Higher education institutions	0	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0	0
Non-profit institutions	402 293	408 575	507 424	32 968	27 284	27 284	547 049	573 570	599 363
Households	477	898	1 309	1 362	1 362	1 362	1 427	1 490	1 557
Payments for capital assets	**0**	**0**	**0**	**0**	**0**	**0**	**426**	**475**	**496**
Buildings and other fixed structures	0	0	0	0	0	0	0	0	0
Machinery and equipment	0	0	0	0	0	0	426	475	496
Heritage Assets	0	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0	0
Software and other intangible assets	0	0	0	0	0	0	0	0	0
Payments for financial assets	**0**	**0**	**46 963**	**0**	**0**	**0**	**0**	**0**	**0**
Total economic classification	**1 570 653**	**1 740 649**	**1 881 731**	**1 451 898**	**1 328 338**	**1 326 200**	**1 930 131**	**2 015 788**	**2 106 502**

6.5.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
• Good corporate governance and accountability. • Youth better prepared for further learning and world of work. • A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world. • Improved reading for meaning, numeracy and digital skills. • Collaborative and responsive infrastructure planning and implementation.	Unqualified practitioners teaching 0-4 year olds in independent subsidised community centres	The department will train and monitor the deployment of qualified practitioners receiving stipends to community centres

6.5.6. Infrastructure Project

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Costs	Total Project Expenditure to end of Previous financial year	Current year expenditure
1	Gxalingenwa Primary School	ECD	2 ECD classroom, 4 Toilets, 01 Jungle gym	Construction 1% - 25%	30-Jul-20	30-Mar-22	R4 062 871,40	R309 621,14	R50,887
2	Ixopo Villages Primary School	ECD	2 ECD classroom, 4 Toilets, 01 Jungle gym	Construction 51% - 75%	17-Jul-20	7-Mar-22	R4 791 835,96	R592 425,32	R2,287,378
3	Mkhazeni Primary School	ECD	1 x 75m² Unit, ECD Toilets, play equipment and fencing	Construction 1% - 25%	31-Jul-20	31-Mar-22	R2 505 277,41	R533 364,69	R50,887
4	Nomandla Primary School	ECD	1 ECD classroom, 4 Toilets, 01 Jungle gym	Construction 1% - 25%	23-Jul-20	23-Mar-22	R2 814 172,07	R214 424,02	R1,251,524
5	Samaria Primary School	ECD	2 ECD classroom, 4 Toilets, 01 Jungle gym	Construction 26% - 50%	29-Jun-20	17-Feb-22	R4 393 183,34	R342 571,40	R48,192
6	Phumela Primary School	ECD	1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence	Construction 1% - 25%	17-Jun-20	17-Feb-22	R4 321 750,48	R226 575,69	R177,628

6.6. Programme 6: Infrastructure Development

Programme Purpose

To provide and maintain school infrastructure facilities through infrastructure programmes in support of teaching and learning at schools. The aim is to ensure that the school infrastructure is in compliance to the ***Regulations Relating to the Minimum Norms and Standards for Public School Infrastructure.***

In order to provide the desired level of service, and in accordance with the Department's current policy on the application of the infrastructure budget, the infrastructure budget (Programme 6) supports the following programmes and sub-programmes (as categorised by National Treasury) as indicated below:

6.6.1. Outcomes, Outputs, Performance Indicators and Target

Outcome	Outputs	Output Indicators	Audited/Actual Performance			Estimated performance	Annual Targets	MTEF Period	
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Collaborative and responsive infrastructure planning and implementation	Public ordinary schools provided with water infrastructure.	**SOI 601:** Number of public schools provided with water infrastructure.	158	150	170	300	200	200	150
	Public ordinary schools provided with electricity infrastructure.	**SOI 602:** Number of public schools provided with electricity infrastructure.	50	109	75	30	20	20	20
	Public ordinary schools supplied with sanitation facilities	**SOI 603:** Number of public schools supplied with sanitation facilities.	157	150	200	300	200	200	100
	Schools provided with new or additional boarding facilities.	**SOI 604:** Number of schools provided with new or additional boarding facilities.	2	1	1	1	1	1	0
	Scheduled maintenance projects completed in schools	**SOI 605:** Number of schools where scheduled maintenance projects were completed.	330	273	150	100	150	150	200
	To create job opportunities for women, youth and disabled persons.	**NSOI 6.1:** Number of women benefitting from EPWP programmes.	204	176	150	80	80	100	100
	Youth benefitting from infrastructure projects.	**NSOI 6.2:** Number of youth benefitting from infrastructure projects.	146	178	130	50	50	60	60
	Disabled people benefitting from EPWP programmes.	**NSOI 6.3:** Number of disabled people benefitting from EPWP programmes.	2	3	4	2	2	2	2

6.6.2. Output Indicators: Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 601: Number of public schools provided with water infrastructure.	200	-	-	-	200
SOI 602: Number of public schools provided with electricity infrastructure.	20	-	-	-	20
SOI 603: Number of public schools supplied with sanitation facilities.	200	-	-	-	200
SOI 604: Number of schools provided with new or additional boarding facilities.	1	-	-	-	1
SOI 605: Number of schools where scheduled maintenance projects were completed.	150	-	-	-	150
NSOI 6.1: Number of women benefitting from EPWP programmes.	80	-	-	-	80
NSOI 6.2: Number of youth benefitting from infrastructure projects.	50	-	-	-	50
NSOI 6.3: Number of disabled people benefitting from EPWP programmes.	2	-	-	-	2

6.6.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

The sub-programme: Administration reflects a fluctuating trend from 2018/19 to 2024/25, largely due to the re-direction of the budget to Public Ordinary Schools, to address spending pressures caused by the high demand for the rehabilitation of schools. The 2022/23 MTEF allocations include provision for Compensation of employees for officials appointed through DORA. The high 2023/24 amount relates to the low baseline in 2022/23 due to reprioritisation that was undertaken to Programme 1 for the ICT infrastructure modernisation project. There is positive growth against Compensation of employees in 2022/23, and this is attributed to an additional allocation made by National Treasury for the once-off non-pensionable cash gratuity with this addition allocated against the EIG. However, this negative growth will not affect the affordability of vacant posts as the department will reprioritise funds in-year.

The Public Ordinary Schools sub-programme fluctuates over the seven-year period, due to the following:

- The upward trend from 2018/19 to 2020/21 relates to additional funding provided for the improvement of water and sanitation in schools, as well as the incentive portion provided for the EIG. The high amount in the 2021/22 Adjusted Appropriation relates to additional funds from provincial cash resources allocated for repairs to 144 schools damaged during the July 2021 unrest, as well as water and sanitation projects in various schools including 496 projects on site and 404 borehole projects on site. In addition, various storms destroyed the roofs of some schools, and in some instances windows and doors required replacement as this affected teaching and learning. Therefore, the department had to provide mobile classrooms to these schools until the storm damage repairs were finalised.

- As mentioned, the incentive allocation of R105.043 million in 2022/23 and an inflationary increase of R100.245 million in 2024/25 was allocated against this sub-programme. In 2020/21, there were 575 schools where new ablution facilities were under construction and these will be carried over to the 2022/23 MTEF. The ablution facility projects are currently implemented through various implementing agents, including Development Bank of South Africa with 352 schools, DOPW with 165 schools, Independent Development Trust with 165 schools, eThekwini Metro with eight schools and 26 projects implemented within other infrastructure programmes. Currently there are 441 projects at construction stage and 108 projects at design development stage.

- Also, additional amounts of R144.783 million and R325.762 million in 2022/23 and 2023/24, respectively were allocated for disasters that occurred during 2019 and 2020 where there were floods and storms. These funds will be utilised towards the rehabilitation and refurbishment of 189 schools which were affected in the province, as previously explained. The additional funds were allocated entirely in this sub-programme.

The Special Schools sub-programme fluctuates from 2018/19 to 2020/21 and relates to the focus on special schools. The 2022/23 MTEF allocations include the completion of schools like Tongaat Special School (65 per cent complete) in the Pinetown District and YWCA Special School (55 per cent complete) in the Amajuba District. The other prioritised projects include completing the designs for the Musa and Bawelile Special Schools in the Zululand District where community pressure for the commencement of these rehabilitation projects is high due to the current condition of these schools. It should be noted that Bawelile Special School is operating in rented buildings in the interim, but these facilities are not compliant with the basic norms and standards for special schools.

The sub-programme: Early Childhood Development fluctuates from 2018/19 to 2020/21 relating to the reprioritisation undertaken in 2019/20 from this sub-programme to offset pressures against the Public Ordinary Schools sub-programme, whereby the department was expected to address over-crowding in schools and to provide mobile classrooms where schools were affected by storm damage. The department completed the upgrade of 20 ECD schools in 2021/22. These projects provide for Grade R classrooms and facilities in schools in various districts, such as Ixopo Intermediate school, Vusindaba Primary School, Phumela Primary School in the Harry Gwala District, Ithubalethu Primary School in the uMzinyathi District, among others. Also, the allocation includes the funds from the ECD function shift which relates to the maintenance of 45 ECD facilities in various districts.

6.6.4. Programme resource considerations

Summary of payments and estimates by sub-programme: Programme 6: Infrastructure Development

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
1. Administration	59 633	43 234	39 517	93 693	94 215	96 696	83 300	102 743	105 635
2. Public Ordinary Schools	2 150 093	2 682 072	2 755 818	2 203 301	2 366 779	2 364 298	2 222 986	2 452 324	2 564 306
3. Special Schools	132 180	33 720	71 384	196 803	196 803	196 803	196 803	205 462	214 708
4. Early Childhood Development	66 671	16 609	26 992	29 176	29 176	29 176	51 873	40 777	42 591
Total payments and estimates	2 408 577	2 775 635	2 893 711	2 522 973	2 686 973	2 686 973	2 554 962	2 801 306	2 927 240

Summary of payments and estimates by economic classification: Programme 6: Infrastructure Development

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
Current payments	**658 611**	**686 150**	**800 141**	**565 730**	**607 511**	**607 511**	**395 606**	**646 252**	**673 581**
Compensation of employees	28 653	32 809	32 884	33 798	31 724	31 724	33 285	38 469	38 469
Goods and services	629 958	653 341	767 257	531 932	575 787	575 787	362 321	607 783	635 112
Interest and rent on land	0	0	0	0	0	0	0	0	0
Transfers and subsidies to:	**0**	**44**	**52**	**0**	**0**	**0**	**0**	**0**	**0**
Provinces and municipalities	0	0	0	0	0	0	0	0	0
Departmental agencies and accounts	0	0	0	0	0	0	0	0	0
Higher education institutions	0	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0	0
Non-profit institutions	0	0	0	0	0	0	0	0	0
Households	0	44	52	0	0	0	0	0	0
Payments for capital assets	**1 749 966**	**2 089 441**	**2 093 518**	**1 957 243**	**2 079 462**	**2 079 462**	**2 159 356**	**2 155 054**	**2 253 659**
Buildings and other fixed structures	1 749 647	2 085 716	2 093 174	1 957 243	2 079 295	2 079 295	2 159 356	2 155 054	2 253 659
Machinery and equipment	0	3 725	344	0	167	167	0	0	0
Heritage Assets	0	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0	0
Software and other intangible assets	319	0	0	0	0	0	0	0	0
Payments for financial assets	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total economic classification	**2 408 577**	**2 775 635**	**2 893 711**	**2 522 973**	**2 686 973**	**2 686 973**	**2 554 962**	**2 801 306**	**2 927 240**

6.6.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
• Good corporate governance and accountability.	Insufficient budget to meet infrastructural needs	The Department through intergovernmental relations will explore and implement other alternative building methods and materials and also exploring alternative funding strategies for infrastructure delivery.
• Youth better prepared for further learning and world of work.	Population migration to urban areas	
• A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.		
• Improved reading for meaning, numeracy and digital skills.		
• Collaborative and responsive infrastructure planning and implementation.		

6.7. Programme 7: Examination and Education Related Services

Programme Purpose

To provide the education institutions as a whole with examination and education related services.

ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes analysed as follows:

i.   **Payments to SETA**

To provide human resource development for employees in accordance with the Skills Development Act.

i.   **Professional Services**

To provide educators and learners in schools with departmentally managed support services.

ii.   **Special Projects**

To provide for special departmentally managed intervention projects in the education system as a whole.

iii. **Examination**

To provide for departmentally managed examination services.

iv.   **Conditional Grants**

To provide for projects specified by the department that is applicable to more than one programme and funded with conditional grants

6.7.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Audited/Actual Performance | | | Annual Targets | MTEF Period | | | |
			2018/19	2019/20	2020/21	Estimated performance 2021/22	2022/23	2023/24	2024/25
Youth better prepared for further learning and world of work.	Learners passing National Senior Certificate Examination (NSC)	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC). Examination.	76.2%	81.3%	77.6%	82.5%	85%	88%	90
	Grade 12 learners passing at Bachelor Pass level	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	33.2%	37.8%	37.8%	40%	45%	48%	51
	Grade 12 learners achieving 60% or more in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.	17.6%	16.5%	17%	13%	15%	17%	20
	Grade 12 learners achieving 60% or more in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	29.3%	32.7%	20.5%	19%	22%	25%	30
	Secondary schools achieving a National Senior Certificate (NSC) pass rate of 60% and above	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1 350	1 523	1459	1480	1 510	1540	1600
	To attain the highest possible educational outcomes amongst learners in public ordinary schools	NSOI 7.1: Number of schools with an NSC pass rate below 60%	415	239	200	186	156	126	86

6.7.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 701: Percentage of learners who passed the National Senior Certificate Examination (NSC).	85%	-	-	-	85%
SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	45%	-	-	-	45%
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.	15%	-	-	-	15%
SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	22%	-	-	-	22%
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1 510	-	-	-	1 510
NSOI 7.1: Number of schools with an NSC pass rate below 60%	156	-	-	-	156

6.7.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

The programme shows below inflationary growth at 1.1 per cent in 2022/23 when compared with the 2021/22 Revised Estimate, with the outer years growing below inflation at 2.4 per cent and declining significantly in 2024/25, respectively. This low growth in 2022/23 is attributed to the once-off additional allocation in respect of the PYEI fund which is allocated in 2022/23 and 2023/24, only at this stage. Also there was reprioritisation that was undertaken from this programme mainly against Compensation of employees to offset pressures in Programme 2. This will largely affect the filling of posts which will remain at the current level over the MTEF.

The sub-programme: Payments to SETA shows negative growth of 0.6 per cent from the 2021/22 Main Appropriation to 2022/23, but significant growth from the 2021/22 Revised Estimate. This relates to reprioritisation that was undertaken to offset pressures within the programme and provide for operational costs against the sub-programme: Professional Services. As previously mentioned, the budget was reduced to zero in 2018/19 due to the implementation of the turnaround strategy to manage Compensation of employees pressures and address other inefficiencies within the Vote. There is nominal growth in 2023/24 and inflationary growth in the outer year. This budget will be reviewed in-year with relevant stakeholders in line with the pressures facing the department. It should be noted that there was an increase in the training and development budget in various programmes as reprioritisation was undertaken to align the various HRD budgets to ensure that the department complies with the requirement to budget one per cent of the salaries and wages bill towards training in line with the skills development levy requirements.

The sub-programme: Professional Services shows an upward trend from 2018/19 to 2020/21. The high 2021/22 Revised Estimate relates to the pressures against Transfers and subsidies to: Households for staffexit costs which are difficult to budget for. There is low growth of 2 per cent in 2022/23 due to reprioritisation that was undertaken to offset pressures in Programme 2. The outer years show healthy growth and provide for curriculum advisory services and visits to schools for support and monitoring in areas such as enhancement of curriculum delivery, teaching and learning support for Grades 1 – 9 and Grades 10 – 12, travel and subsistence for school functionality monitoring, etc.

The sub-programme: External Examinations fluctuates over the period, indicative of the varying number of learners admitted for matric exams, as well as the expansion in the range of courses offered to learners. This sub-programme provides for the marking arrangements for the NSC examinations, including the payments for markers, the marking centres, as well as security arrangements, accommodation and catering linked thereto. The steady trend over the 2022/23 MTEF relates to provision for the increasing printing costs for continuous assessments and NSC examinations. Furthermore, the allocations provide for operating payments attributed to a high volume of printing for the June and September supplementary exams, answer books and memos for NSC, printing of memos for Adult Education and Training (AET), printing of Grades 10 and 11 common tests, mark sheets, travel and subsistence costs for monitoring of examinations, as well as catering, purchase of PPE for officials in marking venues, vehicle hire and security services for the marking venues,

and the delivery of exam materials to venues. The HIV and AIDS (Life-Skills Education) grant sub-programme fluctuates from 2018/19 to the 2021/22 Adjusted Appropriation due to approved roll-overs and budget reductions applied to the grant due to the effects of the Covid-19 pandemic. The 2022/23 MTEF reflects inflationary growth in the outer year and makes provision for activities relating to this grant aligned to the grant framework, including the payment of stipends to Learner Support Agents to undertake on site peer education and care support programmes in schools on a day-to-day basis, advocacy campaigns, among others as mentioned under Section 8.4.

The sub-programme: Special Projects (Presidential Youth Employment Initiative) shows growth from the 2021/22 Adjusted Appropriation in line with the additional funds that were allocated for the PYEI Fund projects. Through this allocation, SGBs appointed education assistants responsible for various duties such as reading assistants, classroom assistants, handymen, etc. depending on the need of the school. This amount was specifically and exclusively allocated to appoint and train 64 117 assistants. The training and skills development incorporated skill courses on resilience and maturity, IT skills, as well as financial skills where educator assistants administered books for the schools. These funds are allocated in the two years of the MTEF with R1.480 billion in 2022/23 and R1.484 billion in 2023/24. The department indicated that the number of targeted educator assistants will remain as in 2021/22 until a final decision is reached by the sector on any new developments.

6.7.4. Programme resource considerations

Summary of payments and estimates by sub-programme: Programme 7: Examination and Education Related Services

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
1. Payments To Seta	0	17 085	36 396	110 718	40 000	40 000	110 000	111 650	116 674
2. Professional Services	649 363	652 701	712 452	649 067	649 067	651 625	661 811	691 644	722 768
3. External Examinations	758 234	822 044	737 942	833 676	833 676	834 234	850 949	889 304	929 322
4. Conditional Grants	54 357	72 570	47 490	61 450	61 450	61 450	61 095	62 910	65 678
5. Special Projects	0	0	0	0	1 542 680	1 542 680	0	0	0
Total payments and estimates	**1 461 954**	**1 564 400**	**1 534 280**	**1 654 911**	**3 126 873**	**3 129 989**	**1 683 855**	**1 755 508**	**1 834 442**

Summary of payments and estimates by economic classification: Programme 7: Examination and Education Related Services

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2018/19	2019/20	2020/21	2021/22	2021/22	2021/22	2022/23	2023/24	2024/25
Current payments	**1 455 139**	**1 542 703**	**1 424 421**	**1 538 439**	**2 879 921**	**2 879 795**	**1 569 039**	**1 638 830**	**1 712 513**
Compensation of employees	991 913	1 027 109	1 012 353	1 069 204	2 318 402	2 318 402	1 084 060	1 135 260	1 184 498
Goods and services	463 226	515 592	412 065	469 235	561 519	561 393	484 979	503 570	528 015
Interest and rent on land	0	2	3	0	0	0	0	0	0
Transfers and subsidies to:	**6 684**	**20 973**	**45 014**	**115 120**	**245 500**	**248 616**	**114 613**	**116 466**	**121 707**
Provinces and municipalities	0	0	0	0	0	0	0	0	0
Departmental agencies and accounts	0	17 085	36 396	110 718	40 000	40 000	110 000	111 650	116 674
Higher education institutions	0	0	0	0	0	0	0	0	0
Foreign governments and international organisations	0	0	0	0	0	0	0	0	0
Public corporations and private enterprises	0	0	0	0	0	0	0	0	0
Non-profit institutions	0	0	0	0	201 098	201 098	0	0	0
Households	6 684	3 888	8 618	4 402	4 402	7 518	4 613	4 816	5 033
Payments for capital assets	**131**	**724**	**2 019**	**1 352**	**1 452**	**1 578**	**203**	**212**	**222**
Buildings and other fixed structures	0	87	0	0	0	0	0	0	0
Machinery and equipment	131	637	2 019	1 352	1 452	1 578	203	212	222
Heritage Assets	0	0	0	0	0	0	0	0	0
Specialised military assets	0	0	0	0	0	0	0	0	0
Biological assets	0	0	0	0	0	0	0	0	0
Land and sub-soil assets	0	0	0	0	0	0	0	0	0
Software and other intangible assets	0	0	0	0	0	0	0	0	0
Payments for financial assets	**0**	**0**	**62 826**	**0**	**0**	**0**	**0**	**0**	**0**
Total economic classification	**1 461 954**	**1 564 400**	**1 534 280**	**1 654 911**	**3 126 873**	**3 129 989**	**1 683 855**	**1 755 508**	**1 834 442**

6.7.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
• Good corporate governance and accountability. • Youth better prepared for further learning and world of work. • A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.	Credible and integrity of examination processes	The department will deploy permanent examination monitors from high levels of management in all examination centres to monitor from the beginning to the conclusion of the papers.
• Improved reading for meaning, numeracy and digital skills. • Collaborative and responsive infrastructure planning and implementation.	Inadequate skills on the implementation of policies with regards to compliance issues	Train educator and non-educator corps in relevant skills.

7. PUBLIC ENTITIES

The Department does not have entities

8. PUBLIC-PRIVATE PARTNERSHIPS (PPPS)

Department does not have any PPPs

PART D

TECHNICAL INDICATOR
DESCRIPTIONS (TIDS)

9.1. PROGRAMME 1: Administration

Indicator title	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data
Definition	This performance measure tracks the number of public schools that use SA-SAMS or any alternative electronic management system to provide data Public Schools refers to ordinary and special schools. It excludes independent schools.
Source of data	Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution
Method of Calculation/ Assessment	Count the total number of public schools that use SA-SAMS and/or any alternative electronic solution to submit data. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS number, district and name of schools).
Assumptions	If schools use an electronic school administration and management system, including SA-SAMS, this will help improve school management. SA-SAMS will provide data on systems to assist senior management in decision making.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	For all schools to be actively using electronic administration and management systems, this will help bridge the digital divide between urban and rural areas.
Calculation type	Non-cumulative (maximum output)
Reporting cycle	Quarterly
Desired performance	All public schools must be able to collect and submit data electronically using SA-SAMS or any electronic school management and electronic system. On or above target.
Indicator responsibility	EMIS Directorate (Province may insert the more relevant Responsible Manager)

Indicator title	SOI 102: Number of public schools that can be contacted electronically (e-mail)
Definition	Number of public schools that can be contacted electronically, particularly through emails or any other verifiable means e.g. Human Resource Management Systems (HRMS). Public Schools: Refers to ordinary and special schools. It excludes independent schools.
Source of data	Provincial EMIS/ data warehouse/ ICT database
Method of Calculation/ Assessment	Count the total number of public schools that can be contacted electronically.
Means of verification	Master-list of schools (EMIS number, name of school and email address e.g. HRMS user access reports).
Assumptions	PED created email address for each school (principal) makes a school contactable. E-mails in schools will improve communication between educators and management at school, district and National Office

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	If schools are contactable electronically this will allow better support to schools in deep rural areas.
Calculation type	Non-cumulative (maximum output)
Reporting cycle	Quarterly
Desired performance	All public schools to be contactable through emails or by any other verifiable means. On or above target.
Indicator responsibility	EMIS Directorate / IT Directorate (Province may insert the more relevant Responsible Manager)

Indicator title	**SOI 103: Percentage of expenditure going towards non-personnel items**
Definition	This indicator measures the total education expenditure on non-personnel items expressed as a percentage of total budget allocation in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools excluding conditional grants). This indicator looks at the total expenditure, inclusive of capital expenditure, transfers and subsidies.
Source of data	Basic Accounting System (BAS) system
Method of Calculation/ Assessment	Numerator: total education expenditure on non-personnel items Denominator: total expenditure in a financial year in education Multiply by 100.
Means of verification	Annual Financial Reports
Assumptions	Improved expenditure on non-personnel items will result in qualitative improvements. Sufficient funding is available to facilitate the increase in spending on non-personnel items.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	More funds prioritised for qualitative improvements in under resourced areas e.g. deep rural areas.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or above target i.e. more funds spent on non-personnel items than anticipated.
Indicator responsibility	Responsible Manager (Finance Section) (Province may insert the more relevant Responsible Manager)

Indicator title	**NSOI 1.1. Percentage of women in Senior Management Service**
Definition	This measure attempts to check the redress in terms of employment equity according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service, that emphases the need for suitable qualified women to be appointed in senior management positions. Therefore, for the purposes of trying to control measurability of this measure was confined to percentage of office based women in senior management positions. The demographic profile of all Provincial Education Departments will differ according to race. Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. School principals are excluded from this PM. To bring about effective management at all levels. Employment Equity Act
Source of data	PERSAL

Method of Calculation/ Assessment	The following formula should be used to compute this PM. $$WSMS = \frac{NWSM}{TSM} *100$$ Where: $WSMS$ is the percentage of Women in Senior Management Service in the Department NWSM is the number of women who hold Director posts and above in the Department TSM is the total number of all employees in senior management positions in the Department
Means of verification	Approved PERSAL Database
Assumptions	All women in senior management are eligible and employment is according to prescript.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The increase the percentage of office-based women in Senior Management Services to 50%
Indicator responsibility	HR Directorate

Indicator title	**NSOI 1.2. Percentage of women school principals**
Definition	This is the percentage of women in principal positions and is an equity indicator. Although employment equity covers a number of areas, women in principal positions are very important in highlighting progress towards employment equity in the Department. To bring about effective management at all levels. Employment Equity Act
Source of data	PERSAL
Method of Calculation/ Assessment	The following formula should be used to compute this PM. $$WSP = \frac{NWSP}{TSP} *100$$ Where: WSP is the percentage of Women holding School Principal positions in the Department NWSP is the number of women who hold School principal positions in the Department TSP is the total number of all school principals in the Provincial Education Department
Means of verification	PERSAL Database
Assumptions	All women in senior management are eligible and employment is according to prescript.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	The increase the percentage school principals to 50%
Indicator responsibility	HR Directorate

9.2. Programme 2: Public Ordinary School Education

Indicator title	SOI 201: Number of schools provided with multi-media resources
Definition	Learners need access to a wider range of materials such as books other than textbooks, and newspapers, materials which would typically be found in a library, or multimedia centres, or classrooms. This includes both hardware and software both print and non-print.
Source of data	Primary Evidence: • School Library Information Service database • Delivery notes kept at schools and district offices of media resources provided.
Method of Calculation/ Assessment	Count the total number of schools that received the multi-media resources
Means of verification	List of schools provided with media resources including proof of deliveries (PODs) or other means of proof as defined at a provincial level
Assumptions	Schools have the capacity to utilise the multi-media resources Schools provided with multi-media resources allows for diverse teaching and learning experiences
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provide multi-media resources to those schools that have limited access to libraries and other education amenities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All schools to be provided with multi-media resources. On or above target.
Indicator responsibility	Curriculum Branch (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School Policy
Definition	Number of learners attending public ordinary schools who are not paying any school fees in terms of the No Fee School Policy. The government introduced the No Fee School Policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Source of data	• List of no-fee schools as per the resource target list. • List of learners enrolled in no-fee schools as per the resource target list
Method of Calculation/ Assessment	Count the total number of learners registered in no-fee paying schools, as well as those exempted from paying fees in fee-paying schools in line with the No Fee School Policy.
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Assumptions	No- fee school policy benefits learners from under-resourced communities Increase poor learners' access to education opportunities and improve their chances of accessing post schooling opportunities.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All schools in quintiles 1-3 as well as those exempted in other quintiles 4 and 5
Calculation type	Non-cumulative

Reporting cycle	Annual
Desired performance	All eligible learners to benefit from the No Fee School Policy. Target met or exceeded.
Indicator responsibility	Resource Planning Directorate

Indicator title	**SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.**
Definition	Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. "Placed" is defined as: securing appointment at a school in a permanent/temporary capacity. Note: based on the allocated provincial list, PEDs should report in the academic year (percentage of 2021 graduates placed by the end of June 2022)
Source of data	Human Resource Directorate – PERSAL
Method of Calculation/ Assessment	Numerator: total number of Funza Lushaka bursary graduates placed in schools (as per allocated provincial list) Denominator: total number of qualified Funza Lushaka bursary graduates (as per allocated provincial list) Multiply by 100
Means of verification	PERSAL; and Database of Funza Lushaka bursary holders
Assumptions	Students who have received a Funza Lushaka Bursary are to be employed to meet the bursary conditions.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Ensure the equitable distribution of qualified educators in schools.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools.
Indicator responsibility	Directorate: Human Resource Management or Administration

Indicator title	**SOI 204: Percentage of learners in schools that are funded at a minimum level.**
Definition	This indicator measures the total number of learners funded at the published adequacy level expressed as a percentage of the total number of learners in public ordinary schools.
Source of data	School Funding Norms and Standards database.
Method of Calculation/ Assessment	Numerator: total number of learners enrolled at public ordinary schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in public ordinary schools Multiply by 100.
Means of verification	Budget transfer documents (these documents list number of schools, number of learners and budget allocation per learner).
Assumptions	All learners are funded in line with the National Norms and Standards for School Funding as Amended.

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Distribution of the funding norms are per quintile (Pro-Poor Distribution.)
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All qualifying learners to be funded according to the minimum standards for public school funding.
Indicator responsibility	Office of the Chief Financial Officer (CFO). (Provinces may insert the more relevant Responsible Manager)

Indicator title	**NSOI 2.1. Percentage of learners benefitting from school nutrition programme**
Definition	This is the number of learners benefitting from meals (lunches) provided at schools, through government's nutrition programme, divided by all the learners enrolled in public ordinary schools in a year. This percentage goes up when more learners are covered by the nutrition programme. The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels. To provide access in the public ordinary schooling system. South African Schools' Act
Source of data	Provincial Programme Manager
Method of Calculation/ Assessment	The following formula should be used to compute this PM. Divide the number of learners benefitting from school nutrition programme by the total number of learners in public ordinary schools.
Means of verification	Budget Transfers on BAS, Allocation Letters
Assumptions	All learner eligible are benefiting
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To ensure that all learners affected by instances of poverty and hunger benefit from the nutrition programme.
Indicator responsibility	Office of the Head of Department

Indicator title	**NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.**
Definition	This is the percentage rand value of core Learning and Teaching Support Material (LTSM) delivered against the rand value of orders placed for public ordinary schools. Core LTSM refers to textbooks and stationery; which are considered as the basic enablers of effective teaching and learning.
Source of data	Quotations and invoices in respect of school-based purchasing / Orders and proofs of deliveries in respect of central procurement through the LTSM managing agent.
Method of Calculation/ Assessment	The total rand value of Core LTSM ordered shall serve as the denominator and the total rand value delivered per invoices and proofs of deliveries shall serve as the numerator, multiplied by 100 and expressed as a percentage.
Means of verification	School Requisition form or Delivery notes

Assumptions	Principals shall carry out their LTSM responsibilities and shall be supported by Circuit Managers. District Offices shall provide the necessary reports on order and delivery data. Cash flow constraints shall not impede transfers of LTSM funds
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools have the targeted deliveries of LTSM on the first day of school.
Indicator responsibility	LTSM Directorate

Indicator title	**NSOI 2.4: Number of learners benefitting from learner transport**
Definition	Number of learners attending public schools who are benefitting from the provision of dedicated learner transport. To measure the number of learners accessing the dedicated learner transport provided by the department. Constitution and SASA
Source of data	Responsibility Manager for Learner Transport ; EMIS database
Method of Calculation/ Assessment	Record all learners that are benefitting from learner transport provided by the department
Means of verification	Schedule of list of names of all learners benefitting from learner transport provided by the department
Assumptions	The leaners being transported are eligible learners
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All eligible learners benefitting from learner transport provided by the department
Indicator responsibility	Leaner Transport directorate

Indicator title	**NSOI 2.5: Number of learners benefiting from Psycho-social support programmes**
Definition	Provision of three or more of the following awareness programmes addressing psychosocial ills affecting learners :-Child Abuse, Substance Abuse, Learner Pregnancy, Bullying, Human Trafficking, COVID-19 (Stress & Anxiety) and Cyber Safety
Source of data	School and District Office (SNES Section)
Method of Calculation/ Assessment	A simple arithmetic count of learners participating in the Psycho-social Support Programme
Means of verification	School endorsed (signature of SMT member and school stamp) of: (i) daily Learner Attendance Register of the participating grade/s or (ii) a List of Learner participants

Assumptions	Informed learners would avoid risky behaviours and situations Informed learners would make life choices that do not impact negatively on their ability to attend and stay in school, and achieve scholastically.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Learners across 12 educational districts
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Target for year to be met or exceeded
Indicator responsibility	Institutional Development Support Branch

9.3. Programme 3: Independent School Subsidies

Indicator title	**NSOI 3.1: Number of funded independent schools visited for monitoring purposes**
Definition	This is the number of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met. Further specifications: This is the number of independent schools that, received at least one monitoring visit in a year from the Provincial Education Department. The monitoring visits that are of interest in this PM are specifically described in the National Norms and Standards for School Funding for independent schools. All independent schools that request funding from the Department should be subjected to a management checklist which will determine whether the school is able to manage public funding responsibly. After the initial approval has been granted, the Department also has the responsibility to carry out unannounced inspections to ensure that the school's practices are up to date in terms of the checklist. The checklist should include items relating to the school's capacity to handle and account for public funds, the capacity to meet ongoing contractual obligations to suppliers of goods and services and the ability to make financial decisions that are educationally sound. The monitoring visits that this PM intends to track are therefore related to specifically checking enrolment figures against subsidy claims and ensuring that quality education is being delivered. If public funds are used to subsidize these independent schools, the Department has a responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to the Department when a subsidy is approved, but is something that the Department should monitor on an ongoing basis. To ensure that quality education occurs in subsidized independent schools. South African Schools' Act
Source of data	Provincial Programme Manager
Method of Calculation/ Assessment	The following formula should be used to compute this PM. A simple arithmetic count of subsidised independent schools.
Means of verification	Budget Transfers on BAS
Assumptions	Funds allocated are used appropriately
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A

Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	100% subsidized independent schools monitored.
Indicator responsibility	Institutional Development Support

9.4. Programme 4: Public Special School Education

Indicator title	SOI 401: Number of learners in public special schools
Definition	Number of learners enrolled in public special schools.
	Special school: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis.
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the total number of learners enrolled in public special schools.
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy).
	Official list of learners enrolled in public Special Schools
Assumptions	Learners with disabilities are enrolled in special schools and are receiving quality education
	LSEN learners are properly assessed in order to identify their needs
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A
	Target for Youth: N/A
	Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Improvement of access to education for persons with disabilities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners with physical, intellectual, sensory disabilities attend public special schools.
Indicator responsibility	Inclusive Education Programme Manager

Indicator title	SOI 402: Number of therapists/ specialist staff in public special schools
Definition	This indicator measures the total number of professional non-educator/ specialist staff employed in public special schools. Professional non-educator/ special staff are personnel who are classified as paramedics, social workers, therapists, nurses, but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act, these should all be included in the total.
Source of data	PERSAL database
Method of Calculation/ Assessment	Count the total number of professional non-educator/ specialist staff employed in public special schools.
Means of verification	PERSAL database
Assumptions	Leaners with disabilities having access to staff with specialist training in special schools

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A
	Target for Youth: N/A
	Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Improvement of access to education for persons with disabilities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public special schools to have the requisite number of school-based professional staff
Indicator responsibility	Human Resource and Management Directorate/ Corporate Services – HR Administration (Provinces may insert the more relevant Responsible Manager)

Indicator title	**NSOI 4.1: Number of teachers trained on SIAS Policy**
Definition	This indicator measures the total number of teachers trained on SIAS Policy. To measure number of Teachers trained on SIAS Policy at public schools. White Paper 6
Source of data	PERSAL database
	List of educators trained on SIAS policy
Method of Calculation/ Assessment	Count the total number of educators trained on SIAS policy at public schools.
Means of verification	Attendance registers
Assumptions	Schools are implementing SIAS Policy
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A
	Target for Youth: N/A
	Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public special schools to have the requisite number of educators
	All Public schools to have competence number of educators
Indicator responsibility	Responsibility Manager for Special Schools

Indicator title	**NSOI 4.2: Number of educators employed at public special schools**
Definition	This indicator measures the total number of educators employed at public special schools. To measure number of educators employed at public special schools. White Paper 6
Source of data	PERSAL database
Method of Calculation/ Assessment	Count the total number of educators employed at public special schools.
Means of verification	Responsibility Manager for Special Schools and PERSAL database
Assumptions	Qualifier educators are employed

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public special schools to have the requisite number of educators
Indicator responsibility	Responsibility Manager for Special Schools; Human Resource and Management Department / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit)

9.5. Programme 5: Early Childhood Development

Indicator title	**SOI 501: Number of public schools that offer Grade R**
Definition	This indicator measures the total number of public schools (ordinary and special) that offer Grade R.
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the total number of public schools (ordinary and special) that offer Grade R
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the province. Approved allocation letter from
Assumptions	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	There is a need to build new Grade R classrooms in Districts to expand coverage in existing public schools
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools (ordinary and special) with Grade 1 to offer Grade R. Target for year to be met or exceeded.
Indicator responsibility	EMIS Directorate

Indicator title	**NSOI 5.1. Number of Grade R practitioners employed in public ordinary schools.**
Definition	Total number of Grade R practitioners that are employed in public ordinary schools. Grade R practitioners are defined as formally and non-formally trained individuals providing an educational service in Grade R and are currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994). The definition of a practitioner is not correctly presented here. Practitioners are not covered by the Employment of Educators' Act, hence their being under abnormal appointments in PERSAL. This indicator assists in measuring the quality provision of Grade R programme in public schools. White Paper 5
Source of data	Human Resource and Management database/ ECD Programme Manager
Method of Calculation/ Assessment	Record the total number of ECD practitioners employed by the Department of Education for teaching Grade R.
Means of verification	List of Grade R practitioners

Assumptions	All Grade R practitioners are qualified
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All District
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Grade R classes in public schools to have Grade R practitioner
Indicator responsibility	Human Resource and Management Department / Corporate Services

Indicator title	**NSOI 5.2 : Number of fully registered ECD Centres**
Definition	This indicator measures the total number of fully registered ECD Centres catering for 0-4 year olds which complies with all norms and standards for the year. This includes funded and unfunded ECD centers.
Source of data	Provincial data warehouse (EMIS)
Method of Calculation/ Assessment	Count the total number of fully registered ECD Centres catering for 0-4 year olds
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the province.
Assumptions	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	There is a need to have fully registered ECD centres in all Districts.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All ECD centres to be fully registered.
Indicator responsibility	ECD Programme Manager

Indicator Title	**NSOI 5.3: Number of children accessing registered ECD programmes**
Short definition	Total number of children (0-4 year olds) accessing registered ECD programmes
Purpose/importance	To measure the expansion and provision of registered ECD programmes to 0-4 year old children in fully registered ECD Centres
Source/collection of data	Provincial data warehouse (EMIS)
Means of verification	Signed-off declaration by Responsibility Manager for ECD indicating the number of children accessing registered ECD programmes. EMIS Database for 0-4 year olds at fully registered ECD Centres
Method of calculation	Count the total number of children (0-4 year olds) accessing registered ECD programmes at fully registered ECD Centres

Assumptions	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	There is a need to have fully registered ECD centres offering registered programmes in all Districts.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All 0-4 year old children at fully registered ECD Centres should be accessing registered ECD programmes
Indicator responsibility	ECD Programme Manager

9.6. Programme 6: Infrastructure Development

Indicator title	**SOI 601: Number of public schools provided with water infrastructure**
Definition	This indicator measures the total number of public ordinary schools provided with water infrastructure. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of existing public schools that were provided with water infrastructure in the year under review.
Means of verification	Completion certificates and/ or practical completion certificates and/ or, work completion certificates and/ or invoices and/ or letter from School principal /SGB confirming the availability of water.
Assumptions	All public ordinary schools will have access to water in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provisioning of basic services for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to water infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to improvements to existing buildings and not new stock.
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	**SOI 602: Number of public schools provided with electricity infrastructure**
Definition	This indicator measures the total number of public ordinary schools provided with electricity infrastructure. This measure applies to existing schools where a new source of reticulation is provided and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.

Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of existing public schools that were provided with electricity supply in the year under review.
Means of verification	Completion certificate and/ or practical completion certificates and/ or works completion certificates and/ or letter from School principal /SGB confirming the availability of electricity.
Assumptions	All public ordinary schools will have access to electricity in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provisioning of basic services for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to electricity infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	**SOI 603: Number of public schools supplied with sanitation facilities**
Definition	This indicator measures the total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: Septic Flush, Municipal Flush, VIP, and Chemical.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of public ordinary schools provided with sanitation facilities in the year under review.
Means of verification	Completion certificate and/ or practical completion certificates and/ or works completion certificates and/ or letter from School principal /SGB confirming the availability of sanitation facilities
Assumptions	All public ordinary schools will have access to sanitation in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provisioning of basic services and restoration of dignity for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to sanitation facilities. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	**SOI 604: Number of schools provided with new or additional boarding facilities**
Definition	This indicator measures the number of boarding facilities built in public ordinary schools.
Source of data	• Infrastructure database; and • Completion certificates of new or additional boarding facilities
Method of Calculation/Assessment	Count the total number of additional boarding facilities built in public schools
Means of verification	Completion certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates etc.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All children to have access to education, regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	**SOI 605: Number of schools where scheduled maintenance projects were completed**
Definition	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the schools' property and buildings and grounds occupied by the schools, including boarding facilities. (Scheduled maintenance refers to planned maintenance but excludes emergencies)
Source of data	• School Infrastructure database; and • Completion certificates.
Method of Calculation/Assessment	Count the total number of schools with scheduled maintenance completed
Means of verification	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates etc.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	NSOI 6.1: Number of women benefitting from EPWP programmes
Definition	Total number of women benefitting from the expanded public works programme. This indicator assists in measuring how many women are beneficiaries of the expanded public works programme Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source of data	Infrastructure database with schedule of all women benefitting from EPWP programmes.
Method of Calculation/ Assessment	Count the number of women benefitting from EPWP Programs.
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all women benefitting from EPWP programmes.
Assumptions	All women benefitting from EPWP programmes are eligible
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate.

Indicator title	NSOI 6.2: Number of youth benefitting from infrastructure projects
Definition	Total number of youth benefitting from infrastructure projects This indicator assists in measuring how many youth are beneficiaries of infrastructure projects. Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source of data	Infrastructure database with schedule of all youth benefitting from infrastructure projects
Method of Calculation/ Assessment	Count the number of youth benefitting from infrastructure projects.
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all youth benefitting from infrastructure projects.
Assumptions	Youth benefitting from infrastructure projects
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate Annual Performance Plan 2018/19 VOTE 5 169

Indicator title	NSOI 6.3: Number of disabled people benefitting from EPWP programmes
Definition	Total number of disabled people benefitting from the expanded public works programme. This indicator assists in measuring how many disabled people are beneficiaries of the expanded public works programme Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source of data	Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
Method of Calculation/ Assessment	Count the number of disabled people benefitting from EPWP Programmes
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
Assumptions	EPWP employment framework is complied with
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All district where programmes are being implemented
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate

9.7. Programme 7: Examination and Education Related Services

Indicator title	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination
Definition	This indicator measures the total number of learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the NSC Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual

Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorates

Indicator title	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level
Definition	Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enables NSC matriculants to enrol for degree courses in universities.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC. Denominator: total number of Grade 12 learners who wrote NSC examinations

Multiply by 100. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | List of National Senior Certificate learners |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A

Target for Youth: N/A

Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | NSC examinations are written in designated examination centres across districts.

Centres are accessible to learners with disabilities. |
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics
Definition	Number of Grade 12 learners passing Mathematics with 60% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (NSC) examinations.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of Grade 12 learners who passed Mathematics in the NSC with 60% and above

Denominator: total number of learners who wrote Mathematics in the NSC examinations

Multiply by 100

The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | List of National Senior Certificate learners |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A

Target for Youth: N/A

Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | NSC examinations are written in designated examination centres across districts.

Centres are accessible to learners with disabilities. |
| Calculation type | Non-cumulative |

Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Mathematics with 60% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	**SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences**
Definition	Number of Grade 12 learners passing Physical Sciences with 60% or more in the National Senior Certificate (NSC) examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of Grade 12 learners who passed Physical Sciences in the NSC with 60% and above. Denominator: total number of learners who wrote Physical Science in the NSC examinations Multiply by 100. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Physical Sciences at 60% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	**SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above**
Definition	This indicator measures the total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC).
Source of data	Primary Evidence: • National Senior Certificate database; and • Provincial database reconstructed to mirror national results. Secondary Evidence: • NSC results as calculated by DBE in the NSC Report.
Method of Calculation/ Assessment	Count the total number of schools with a pass rate of 60% and above in the NSC examinations. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	National Senior Certificate database
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A
	Target for Youth: N/A
	Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts.
	Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public ordinary schools to perform at 60% and above in the NSC
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (Province may insert the more relevant Responsible Manager)

Indicator title	**NSOI 7.1: Number of schools with an NSC pass rate below 60%**
Definition	This is the total number of schools who pass in National Senior Certificate below 60% in a year. This indicator intends to track how many schools in the National Senior Certificate Examination as expressed in terms of the expected number of schools who should perform above the provincial planned target, do not make the expected standard. To attain the highest possible educational outcomes amongst learners in public ordinary schools. South African Schools' Act
Source of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]
Method of Calculation/ Assessment	The following formula applies to the calculation of this indicator: A simple count from the NSC statistics of the number of schools obtaining a pass below 60%.
Means of verification	Provincial Examinations NSC Database
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A
	Target for Youth: N/A
	Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	0
Indicator responsibility	Curriculum Management and Delivery

ANNEXURES

10. ANNEXURE A: AMENDMENTS TO THE STRATEGIC PLAN

The Revised Strategic Plan 2019/20-2024/25 will be re-tabled in 2022/2023 financial year

11. ANNEXURE B: CONDITIONAL GRANTS

There are six conditional grants comprising Education Infrastructure Grant, EPWP Integrated Grant for Provinces, National School Nutrition Programme (NSNP) Grant, HIV and AIDS Grant, Math's, Science and Technology Grant and Learners with Profound Intellectual Disabilities Conditional Grant.

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
HIV and AIDS GRANT	Its main Purpose is to support South Africa's HIV prevention strategy by empowering learners and care and support.	Empowering Learners to healthy decision making (especially in reducing HIV Aids, social ills) and Sensitizing communities in their role towards supporting learners to achieve according to their full potential.	R61 183 000	2022/23
NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) GRANT	To provide nutritious meals to targeted learners	Nutritious meals served to learners	R1 952 777 000	2022/23
SOCIAL SECTOR EPWP INCENTIVE GRANT FOR PROVINCES	To incentivize provincial sector departments identified in 2015 Log frames to increase job creation by focusing on the strengthening and expansion of social service programmes that have employment potential.	Number of Chief Food Handlers employed and receiving stipend	R30 508 000	2022/23

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
EDUCATION INFRASTRUCTURE GRANT	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation To enhance capacity to deliver infrastructure in education To address damage to infrastructure caused by natural disaster To address achievement of the targets set out in the minimum norms and standards for school infrastructure	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided Number of existing schools' infrastructure upgraded and rehabilitated Number of new and existing schools maintained Number of work opportunities created Number of new special schools provided and existing special and full service schools upgraded and maintained	R2 387 952 000	2022/23
MATHS, SCIENCE AND TECHNOLOGY GRANT	To strengthen the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Sciences and Technology (MST) subjects, improving the success rates in these subjects and improving teachers' capabilities. Further, the grant provides support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statements (CAPS) for the improvement of MST teaching and learning at selected public schools. The grant will also fund specialised training of educators / subject advisors in technological, pedagogical and content knowledge (TPACK).	Information, Communication and Technology (ICT) subject specific resources Workshop Equipment and Machinery Laboratories and workshop equipment, apparatus and consumables Learner Support Teacher Support	R70 244 000	2022/23
LEARNERS WITH SEVERE TO PROFOUND INTELLECTUAL DISABILITY	To provide the necessary support, resources and equipment to identified Special Schools and Care Centers for the provision of education to Children with profound Intellectual Disabilities	Human resource specific to Inclusive Education Database of selected special schools and care centers Trainings Outreach services LTSM	R34 423 000	

12. ANNEXURE C: CONSOLIDATED STANDARDIZED OUTPUTS INDICATOR INDICATORS (SOI)

Institution	Output indicator	Annual targets	Data source
KZNDOE	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.	5 882	Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution
KZNDOE	SOI 102: Number of public schools that can be contacted electronically (e-mail).	5 640	Provincial EMIS/ data warehouse/ ICT database
KZNDOE	SOI 103: Percentage of expenditure going towards non-personnel items.	11.52%	Basic Accounting System (BAS) system
KZNDOE	SOI 201: Number of schools provided with multi-media resources.	120	Primary Evidence: School Library Information Service database Delivery notes kept at schools and district offices of media resources provided.
KZNDOE	SOI 202: Number of learners in public ordinary schools benefitting from the No Fee School policy.	2 122 053	List of no-fee schools as per the resource target list. List of learners enrolled in no-fee schools as per the resource target list (proposed)
KZNDOE	SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	5%	Human Resource Directorate – PERSAL
KZNDOE	SOI 204: Percentage of learners in schools that are funded at a minimum level.	100%	School Funding Norms and Standards database.
KZNDOE	SOI 401: Number of learners in public special schools.	20 590	Provincial data warehouse
KZNDOE	SOI 402: Number of therapists/specialist staff in public special schools.	212	PERSAL database
KZNDOE	SOI 501: Number of public schools that offer Grade R.	3982	Provincial data warehouse
KZNDOE	SOI 601: Number of public schools provided with water infrastructure.	200	School Infrastructure database
KZNDOE	SOI 602: Number of public schools provided with electricity infrastructure.	20	School Infrastructure database
KZNDOE	SOI 603: Number of public schools supplied with sanitation facilities.	200	School Infrastructure database
KZNDOE	SOI 604: Number of schools provided with new or additional boarding facilities.	1	• Infrastructure database; and • Completion certificates of new schools
KZNDOE	SOI 605: Number of schools where scheduled maintenance projects were completed.	150	• School Infrastructure database; and • Completion certificates.

Institution	Output indicator	Annual targets	Data source
KZNDOE	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC). Examination.	85%	National Senior Certificate database
KZNDOE	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	45%	National Senior Certificate database
KZNDOE	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.	15%	National Senior Certificate database
KZNDOE	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	22%	National Senior Certificate database
KZNDOE	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1 510	Primary Evidence: • National Senior Certificate database; and • Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.

13. ANNEXURE D: DISTRICT DEVELOPMENT MODEL (DDM)

Areas of intervention	Project description	Medium Term (3 years - MTEF) Budget allocation	District Municipality	Location: GPS coordinates	Project leader	Social partners
Mgai PS Upgrades And Additions	1 x administration block, 1 x team teaching centre and 4 x classrooms, 1 x New multipurpose centre, 1 x computer room and 1 x media centre with stores, 2 x Grade R classrooms, 8 x girls, 6 x boys and 6 x teachers Ablution, Renovation of 2 x classroom blocks, Demolitions to existing buildings and all associated external works including Assembly area, parking, netball court, storm water management, electrical work.		UGu District Municipality	-30.38396, 30.475805	DOE	
MARITIME SCHOOL OF EXCELLENCE : ACTON ROAD Upgrades And Additions	Demolish existing prefabricated structures & asbestos structures: upgrade existing: 2 x boys & girls toilets, 14 clssrms ,1 hall, 1x courtyard & parking . 1x admin, guard house,3 multipurpose, ,kitchen, bathrooms, combo court, external work and fencing		eThekwini Metro	-29.903902, 31.00970	DOE	
Ekucabangeni S Upgrades And Additions	Construction of 32 standard classrooms, 6 multi-purpose classrooms, 1 media centre, 1 computer room, 1 team teaching, admin block		uMzinyathi District Municipality	-28.211054, 30.6607597	DOE	
Xoloxolo PS Upgrades And Additions	UPGRADES AND ADDITIONS: COMPLETION CONTRACT OF 027291		Harry Gwala District	-30.545295, 29.4387236	DOE	
Collingwood Primary School Upgrades And Additions	Removal and replacement of roof structures. Repairs and Renovations to the Entire School		eThekwini Metropolitan	-29.94460, 30.978750	DOE	
Open Gate Special School Learners With Special Educational Needs	1xcomputer room,2x therapy rooms,1xstoreroom,1xcookery room,1wood work room,1x multipurpose,1x hostel dome for 20 girls and 20 boys		uMgungundlovu District Municipality	-29.736358, 30.7637750	DOE	

		Medium Term (3 years - MTEF)				
Areas of intervention	Project description	Budget allocation	District Municipality	Location: GPS coordinates	Project leader	Social partners
Ywca	20x standard classrooms with storerooms,3 x Multipurpose classrooms with storerooms, 1 x Workshop with storeroom,3 x therapy suite attached to classrooms, 1 x Media center with storeroom, 1 x Computer room with storeroom, 1 x Activity room, 1 x Administration block, 4 x offices outside admin, 4 x Small storerooms outside admin, 1 x Large storeroom outside admin, 1 x Garden stores and changerooms, 1 x Garage for Bus and Vehicle storage, 1 x Guardhouse, 1 x Tuck-shop, 6x teachers toilets, 5 x Girls toilets, 3 x Boys toilet.1 x BOYs Hostel with 25 beds, 1 x GIRLS Hostel with 25 bedspaces1 x Kitchen with Cooking Area, Prep Area Storage, Scullery, Refuse areas, and Dining hall with 300 seating's, Paving from gate to admin block and towards the new building, general renovation to existing buildings.				DOE	
Ithubalethu Early Childhood Development (ECD	1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence		Umzinyathi District Municipality	-28.574808, 30.2480373	DOE	
Osuthu Ps Early Childhood Development (ECD	1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence		Ilembe District Municipality	-28.794795, 30.4301726	DOE	
Phumela Early Childhood Development (ECD	1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence		uMzinyathi District Municipality	-28.709259, 30.5056194	DOE	
Emkhandlwini Early Childhood Development (ECD	1ECD , 1 Classroom, 1 toilet, 1 Jungle Gym and fencing		King Cetshwayo District Municipality	-28.519574, 31.6960274	DOE	
Oviceni Early Childhood Development (ECD	1ECD , 1 Classroom, 1 toilet, 1 Jungle Gym and fencing		Zululand District Municipality	-28.5173592, 31.6065857	DOE	

14. ANNEXURE E: OUTPUTS FROM IMPLEMENTING AGENTS

The Department implements all its infrastructure plans through Implementing Agents and the outputs are as reflected in the outputs table under programme six (6). The following are contracted implementing agents

1. Department of Public Works (DPW)

2. Development Bank of Southern Africa (DBSA)

3. Independent Development Trust (IDT)

4. COEGA development Corporation (CDC)

5. EThekwini Municipality (EWS)

15. ANNEXURE F: SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The Sustainable Development Goals are universal and apply to all countries, whereas the MDGs were intended for action in developing countries only. A core feature of the SDGs has been the means of implementation – the mobilisation of financial resources – as well as capacity-building and the transfer of environmentally sound technologies. Here below, are the 17 sustainable development goals.

SUSTAINABLE DEVELOPMENT GOAL AND INDICATORS		
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning		
Indicator	International Indicators and Targets for Goal 4	Provincial Intervention
1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes	Increase the number of learners benefitting from the "No-Fee" schooling The Department will pay the schools at a recommended national funding norm Pro-poor resource allocation To redress the imbalances of the past The Department will provide equitable access to learners by: • Maintaining the no-fee schools at 75% • Attend to contestations on quintile ranking of schools.
2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Increase the number of learners enrolled in ECD centres
3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Increase the number of girl learners participating in maths, science, technical and vocational subjects
4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Ensure that the vocational and technical elements of the Transformation of the Schooling System are implemented

SUSTAINABLE DEVELOPMENT GOAL AND INDICATORS

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

Indicator	International Indicators and Targets for Goal 4	Provincial Intervention
5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Implement "My Life My Future Campaign" in all districts
6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	
7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Establish a Youth Department that will implement structured youth development programmes.
8	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	Implement the infrastructure plan to comply with the norms and standards for school infrastructure
9	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	Provide bursaries to deserving students who pursue a teaching qualification in prioritised subjects
10	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states	Provide the adequate number of teachers for all learning areas All learners to be provided with adequately qualified educators for all subjects

16. ANNEXURE G: DELIVERY / PERFORMANCE AGREEMENT

As in the Strategic Plan, the Delivery Agreement is a negotiable charter which reflect the communication of the key partners involved in the direct delivery process of working together to undertake activities effectively and on time to produce the mutually agreed upon outputs which in turn will contribute to achieving outcome 1, improved quality of basic education. The Delivery Agreement is a priority of the Department of basic Education which provides detail to the outputs, targets, indicators and key activities to achieve outcome 1, identifies required inputs and clarifies the roles and responsibilities of the various delivery partners. It spells out who will do what, by when and with what resource. The areas of focus include outputs with corresponding sub-outputs from the Delivery Agreement as detailed below.

No	Output	Sub-Outputs	Core Strategies
1.	**Improve the quality of teaching and learning**	• Improve teacher capacity and practices	"Strengthen the Provincial Teacher Development Institute (PTDI) and the District Teacher Development Centres (DTDCs) to deliver SACE-endorsed, needs-based professional development programmes"
		• Increase access to high quality learning materials	• Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards
2.	**Undertake regular assessment to check progress**	• Establish a world class system of standardised national assessments	• Conduct Standardised Assessment Tests
			• Reduce turnaround times from testing to reporting and monitor public acceptance of average scores
		• Extract key lessons from on-going national assessments	• Analyse the degree to which data from international assessments is used to plan for in-service teacher development
3.	**Improve early childhood development**	• Universalise access to Grade R	• Grade R becomes a fully-fledged official class of the Foundation Phase.
			• Create substantive posts for Grade R teachers. Grade R practitioners to be fully employed by the Department just like all other teachers. Qualified Grade R teachers to be paid a salary with full benefits
			• Adjust the Norms and Standards for the Grade R class to be aligned to those of Grades 1 – 3
		• Improve the quality of early childhood development	• Consolidate quality of Grade R and ECD,
			• Eliminate overcrowding in Grade R classes by increasing classroom space. Appropriate Grade R classes to be gradually built.
			• Provide workbooks to all children
4.	**Ensure a credible outcome focussed planning and accountability system**	• Strengthen school management and promote functional schools	• Nurture respected principals with trusted leadership
			• Develop a school valued by community,
			• Employ good time management
			• Address all aspects of teacher accountability
			• Use WSE and attend to oversized classrooms.
		• Strengthen the capacity of district offices	• Implement district policy
			• use e-Education
			• expand support to special needs education
			• produce and evaluate Standardised Assessment Tests district report and enhance delivery of services valued by schools

17. ANNEXURE H: THE SECTOR PLAN – ACTION PLAN TO 2020/24: TOWARDS REALISATION OF VISION 2030

This plan has 27 goals. Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments. Goals 14 to 27 deal with how the outputs are to be achieved. Five priority goals are indicated by three stars (★★★). These priority goals reflect the priorities established through the 2010 Delivery Agreement, a negotiated charter signed by, amongst others, the Minister of Basic Education and the President.

The Department implements a national plan, Schooling 2030, aimed at enhancing the quality of education in schools with the support of Head offices and districts in provinces. It forms a consolidation of existing public commitments and should not be viewed as a layer on top of existing priorities but as a plan which flags priorities and key measurable areas of performance for all levels including schools.

Goal 1	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
Goal 2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
Goal 3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
Goal 4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
Goal 5	Increase the number of Grade 12 learners who pass mathematics.
Goal 6	Increase the number of Grade 12 learners who pass physical science.
Goal 7	Improve the average performance of Grade 6 learners in languages.
Goal 8	Improve the average performance of Grade 6 learners in mathematics.
Goal 9	Improve the average performance of Grade 8 learners in mathematics.
Goal 10	Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
Goal 11 ★★★	Improve the access of children to quality Early Childhood Development (ECD) below Grade 1. Supply fully qualified Grade R teachers and classrooms for ECD
Goal 12	Improve the grade promotion of learners through Grades 1 to 9.
Goal 13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

Goals 14 to 27 deal with the things we must do to achieve our 13 output goals. It is observed that Goal 24 is not included and a considered view that Goal 24 used during the previous strategic applies.

Goal 14	Attract a new group of young, motivated, and appropriately trained teachers to the teaching profession every year.
Goal 15	Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Goal 16 ★★★	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
Goal 19 ★★★	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
Goal 20	Increase access amongst learners to a wide range of media, including computers, which enrich their education.
Goal 21 ★★★	Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
Goal 22	Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
Goal 23	Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
Goal 25	Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
Goal 24	Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
Goal 26	Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
Goal 27 ★★★	Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

18. ANNEXURE I: INTERDEPARTMENTAL LINKAGES

The Intergovernmental Relations Framework Act provides a basis for strong linkage to be formed in partnership with other state departments within the province for the main reason of integrating service delivery plans and implementation thereof. These enable the department to have focus in accomplishing strategic objectives set out in the strategic plan.

Linkages are maintained with the following Departments:

The Office of the Premier

Regular discussions are held with the Office of the Premier on services and programmes offered by the department. The Office of the Premier is responsible for setting out provincial priorities to be followed by the Department and monitored through quarterly reports against the Provincial Programme of Action of the Social Cluster. Premier's launched a war on poverty campaign which has a flagship programme which deals largely with the issue of health namely, HIV and AIDS, TB and Nutrition.

Department of Treasury

The linkage with this Department is crucial to ensure that the all Departmental plans for the MTEF period are compliant, expenditure is monitored and evaluated, and performance is monitored and evaluated. Provincial and National Treasury play a regulatory and oversight role in the Department's Performance and Budget Plans.

Department of Art, Culture, Sports & Recreation

This linkage is focused on the extent to which we deliver a service to certain target groups, combating crime through Sport and Cultural programmes and providing sporting facilities at selected schools. The Department participates in the Mass Participation Programmes organised by the Department of Sports and Culture.

Department of Human Settlements and Public Works

Our relationship with this Department is crucial for the delivery of infrastructure development projects throughout the province. Since 2005, Department of Public Works has been the Implementing Agent for the Department of Education. This relationship is structured within a Service Level Agreement (SLA). Joint planning takes place in relation to the identification of human settlements for the communities so that educational infrastructure and resources are provided.

Department of Health

This linkage is focused on the extent to which we deliver a service to certain target groups, alleviating poverty through capital projects and job creation throughout the province. Skills development programmes at FET Colleges are targeting poverty alleviation directly. Learners with behavioural problems are referred to and attended to by both the Departments. These Departments are relevant in addressing the issue of HIV/AIDS and the provision of structured immunizations to learners in all schools with a special focus in Community sites with Grade R.

Department of Transport, Community Safety and Liaison

A Service Level Agreement will be entered into between the Department of Education and Department of Transport, Community Safety and Liaison around the provision of scholar transport. This ensures compliance of our scholar transport service providers to road safety prescripts. Department of Transport has been engaged to facilitate access to some of our rural schools.

The officials of the Department have a legal obligation to participate in Community Policing and in other progressive Community formations to ensure that there is collaboration in the provision of safety and security in schools.

Department of Cooperative Governance and Traditional Affairs

These Departments have a legal obligation to provide water to our schools. A Service Level Agreement will be developed to structure the partnership within flagship programmes. The Department is involved in IDP processes especially around the provision of infrastructure, water, sanitation, school governance and sporting facilities for education institutions in all District Municipalities.

Department of Minerals and Energy (National Competence)

This Department has legal obligation to electrify our schools. A Service Level Agreement will be developed to structure this partnership.

Department of Labour (National Competence)

The linkages with the FET Colleges are crucial for the delivery of learnerships, skills programmes and the job creation which guarantees that our learners will be marketable in the corporate world or become entrepreneurs.

Department of Agriculture and Rural Development

The linkage with this Department is crucial for the structuring, development and maintenance of food gardens in schools and providing support to our Agricultural schools. There are joint programmes run with the financial support of international donors namely; the Flemish Government in projects aimed at ensuring food security. There are initiatives for gross domestic production for agricultural products to feed the nation and export perishables through airfreight. Rural development and agrarian reform focus the Department on diversification of curriculum in urban areas and specialization and concentration on agriculture in particular schools hence recapitalization of agricultural schools to take advantage of the agribusiness initiatives.

Department of Economic Development (National Competence)

This Department is an important link in advising the FET Colleges of the key training economic needs for economic development which will in turn have an umbilical relationship to social development; for instance a small project of a Tourism Academy linked to a Public Entity which is linked directly to the Tourism sector of the Department of Economic Development.

Department of Home Affairs (National Competence)

The linkage with this Department assist the Department of Education with the issuing of permits to expatriate educators to narrow the gap in the shortages of Mathematics, Physical Science and Technology educators in the province. We run joint programmes with Home Affairs in Voter Education, Registration of Voters, ID campaigns and provide facilities for IEC for elections.

Department of Cooperative Governance and Traditional Affairs

To ensure improved and integrated planning, the relationship with Local Government structures at all levels is an area where improvement is most needed. Most of the integrated planning between Local Government and Department of Education needs to take place with regards to the planning of infrastructure developments and the integration of plans into Integrated Development Plans (IDPs) of the various municipalities.

District Municipalities

Municipalities are legally mandated to provide certain basic services within their areas of jurisdiction, including sanitation, piped water and electricity, refuse removal and others. A SLA will be developed to structure this partnership.

Department of Higher Education (National Competence)

CHE together with UMALUSI meet regularly to agree on standards on the National Senior Certificate in terms of the point systems, coordinate the entry of learners into higher institutions and designate new programmes of higher institutions.

19. ANNEXURE J: MTSF IMPLEMENTATION PLAN 2022/23

MTSF Priority:	**3. Health and Education**
MTSF Area of Emphasis:	**6. Education and skills for a changing world**
Provincial Priority :	**5. Education and Skills Development**
National Targets : Extracted from MTSF Implementation Plan (2022/23) Phase 1; (Phase 2 will extract balance of MTSF)	
2024 IMPACT:	1. Access to Pre-schooling expanded to 95% and quality improved 2. More children in foundation phase acquire levels of literacy and numeracy required for meaningful lifelong learning by 2024 3. Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024 4. More learners obtain a National Senior Certificate (NSC) with Excellent mark in critically important subjects by 2024 5. Learners and teachers feel respected and learning improves by 2024

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
Improved school readiness of children	Proportion of 6 year olds (Grade RR) enrolled in educational institutions by 2024	96,00%	99%	Migrate the responsibility for pre-schooling to the Department of Basic Education	Amendment of legislation to regulate the new ECD land scape	New Indicator	Presidential and provincial Proclamations gazetted by 2022 and migration concluded by 2024	Migrate the responsibility for pre-schooling to the DBE - provincial implementation of migration	MTSF	Contracts, SLA, MOU and litigations transferred from KZNDSD to KZNDOE.	New Indicator	N/A	Contracts, SLA, MOU and litigations transferred from KZNDSD to KZNDOE.
	Proportion of 5 year olds (Grade RR) enrolled in educational institutions by 2024	88,00%	95%	Develop and operationalise school readiness assessment system	Develop and operationalise an ECD planning and funding registration and information system	New Indicator	Approved funding model by 2023	Develop and operationalise an ECD planning, funding, registration and information system	MTSF	Number of funding models for ECD delivery developed. awaiting rollout at national level	New Indicator	N/A	Number of funding models for ECD delivery developed.
					Operationalise an ECD Education Management Information system	New Indicator	ECD Education Management Information System operational by 2024	Develop and operationalise school readiness assessment system	MTSF	Number of ECD Education Management system operationalised. awaiting rollout at national level	New Indicator	N/A	Number of ECD Education Management system operationalised.
	Proportion of Grade R learners that are school ready by 2024	New Indicator	15% increase of the baseline that will be established in 2022	Develop and operationalise school readiness assessment system	school readiness assessment system	New indicator	System operational by 2022/2023	Develop and operationalise school readiness assessment system	MTSF	Number of School readiness assessment system. awaiting rollout at national level	New Indicator	N/A	Number of School readiness assessment system.
								School Health Services	MTSF	School Grade R learners screened	New target	N/A	N/A

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	MTEF APP Indicator - Provide most relevant indicator and ref	MTEF OPS Plan Indicator - Provide most relevant indicator and ref
										School Grade 1 learners screened	66777	N/A	N/A
										School Grade 4 learners screened	47284	N/A	N/A
										School Grade 8 learners screened	33967	N/A	N/A
										School Grade 10 learners screened	14836	N/A	N/A
										HPV Vaccine Dose 1	11401	N/A	N/A
										HPV Vaccine Dose 2	100744	N/A	N/A
10 year old learners enrolled in publicly funded schools reading with meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	new indicator	Grade 3 performance in the new Systemic Evaluation: Reading (targets to be determined after first assessment)	Rolling out the best practices such as lesson plans, graded reading books, individualised coaching of teachers learnt from Early Grade Reading Study for teaching reading and other innovations	Lesson plans for home language literacy in Grades 1-3 have been developed in all languages	New Indicator	All languages have Grade 1-3 home language literacy lesson plans	Provision of lesson plans, graded reading books, individualised training of teachers learnt from Early Grade Reading Study for teaching reading and other innovations	MTSF/ PGDS	Number of Lesson plans for home language literacy in Grades 1-3 have been developed in all languages.	New Indicator		Number of Lesson plans for home language literacy in Grades 1-3 have been developed in all languages

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
					National Reading Plan for primary schools implemented	New Indicator	Roll-out of provincial programmes	Provision of lesson plans, graded reading books, individualised training of teachers learnt from Early Grade Reading Study for teaching reading and other innovations	MTSF/ PGDS	Number of National Reading Plan for primary schools implemented.	New Indicator	-	Number of National Reading Plan for primary schools implemented.
				Implement innovative assessment approaches such as the Early Grade Reading Assessment so that teaching is facilitated	All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3	New Indicator	100% of schools have received the Early Grade Reading Assessment tools	Primary schools receiving Early Grade Reading Assessment (EGRA) tool kits	MTSF & (Also Lekgotla resolution)	Number of primary schools receiving the EGRA Toolkits	New Indicator	-	Number of primary schools receiving the EGRA Toolkits.
				Introduction of Coding and Robotics curriculum for the foundation phase	Coding and Robotics curriculum implemented	New Indicator	Approved Curriculum in place by 2022	Introduction of Coding and Robotics curriculum for the foundation phase	MTSF	Number of Pilot robotics and coding curriculum developed.	New Indicator	-	Number of Pilot robotics and coding curriculum developed.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
				Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	Availability of reading material for Grade 3 learners in indigenous languages	New Indicator	100% of Grade 3 learners who learn through indigenous languages have graded reading books	Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	MTSF	Number of reading material for Grade 3 learners in indigenous languages including workbooks provided. awaiting rollout at national level	New Indicator	-	Number of reading material for Grade 3 learners in indigenous languages including workbooks provided.
				Implement reading programmes to promote reading with meaning amongst 10 year olds learners	number of reading programmes to promote reading with meaning amongst 10 year olds learners	New Indicator	Roll-out of provincial programmes	Programme to resuscitate the culture of reading in the form of reading clubs and competitions by DAC and DOE	(KZN Intervention) (SOPA, SONA and Lekgotla Resolution)	Number of reading clubs established.	New	-	Number of reading clubs established.
										Number of Reading Clubs Competitions conducted (one per district)		-	DAC
										KZN reading strategy launched		-	KZN reading strategy launched
										Number of libraries maintenance and relevance programmes initiated in partnership with the national library services		-	4 programme implemented
								Incrementally introduce African Languages in all schools	KZN Intervention	Number of public schools offering isiZulu home language.	3253 schools	-	Number of public schools offering isiZulu home language.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24) APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
				Professional teacher development provided for teaching, reading and numeracy	% of foundation phase teachers trained on teaching reading and numeracy	New indicator	100% of foundation phase teachers trained in teaching reading & numeracy	Provision of professional teacher development provided for teaching, reading and numeracy	MTSF	Percentage of foundation phase teachers trained on teaching reading and numeracy.	New Indicator	-	Percentage of foundation phase teachers trained on teaching and numeracy.
								Implementation of the National School Nutrition Programme **KZN Intervention (Lekgotla Resolution)**	LEKGOTLA RESOLUTION FEBRUARY 2020	Number of learners provided with nutritious meals during schooling days.	2 264 420 learners	Percentage of learners benefitting from school nutrition pro-gramme.	Number of learners provided with nutritious meals during schooling days.
								Increase the number of learners benefitting from the "no-fee" schooling **KZN Intervention**	PGDP	Number of learners benefitting from the "no-fee" school policy	1 974 656 learners	Number of learners in public ordinary schools benefiting from the No Fee School policy.	Number of learners in public ordinary schools benefiting from the "No Fee" School policy.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24) — APP Indicator - Provide most relevant indicator and ref	Medium Term Expenditure Framework (MTEF 2021-24) — OPS Plan Indicator - Provide most relevant indicator and ref
Youths better prepared for further studies and the world of work beyond Grade 9	Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024	New Indicator	Grade 6 performance in the new Systemic Evaluation: Maths: Literacy: (targets to be determined after first assessment)	Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training	Number of districts in which teacher development has been conducted as per district improvement plan	New indicator	2024: all districts	Implement effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology enhanced in-service training	MTSF	Number of districts in which teacher development workshops were conducted as per district improvement plan.	5.7%	-	Number of districts in which teacher development workshops has been conducted as per district improvement plan.
				Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	New Systemic Evaluation is operational	New indicator	In all provinces by 2024	Implementation the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	MTSF	Number of assessment policy from Grade 1 - 12 implemented.	200	-	

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
			Grade 9 performance in the new Systemic Evaluation: Maths and Science (targets to be determined after first assessment)	Build on past successes in improving learner access to textbooks and workbooks with a view to ensuring that no learners are without the books they need	Percentage of learners with access to required maths and EFAL textbooks in Grades 6 and 9	Grade 6: 85% (SMS 2017) Grade 9: 85% (SMS 2017)	2024: 100%	Learners provided with access to required Maths and EFAL textbooks in Grade 6 and 9	MTSF	Percentage of learners provided with Mathematics and EFAL textbooks in grades 3, 6, 9 and 12.	New	-	Percentage of learners provided with Mathematics and EFAL textbooks in grades 3, 6, 9 and 12.
				Introduction of Coding and Robotics curriculum at intermediate and senior phase	Coding and Robotics curriculum implemented	New indicator	Approved Curriculum in place by 2022	Introduction of Coding and Robotics curriculum at intermediate and senior phases	MTSF	Number of Coding and Robotics curriculum implemented at intermediate and senior phases.	New Indicator	-	Number of Coding and Robotics curriculum implemented at intermediate and senior phases.
								Incorporate the Watersmart Safety Education programme within the Life Orientation Curriculum in Schools	KZN Intervention - Lekgotla Resolution	Number of integrated water safety strategy implemented.	New Indicator	-	Number of integrated water safety strategy implemented.
								Enhance Entrepreneurship integration into school curriculum	KZN Intervention - Lekgotla Resolution	Number of schools teaching the entrepreneurship curriculum.	New Indicator	-	Number of schools teaching the entrepreneurship curriculum.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
	Average score obtained by Grade 4 learners in PIRLS by 2021	320 average score in PIRLS (2016) **KZN average score in PIRLS: 421 as of 2015**	355 average score in PIRLS by 2021 **KZN target: 500**	Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession	Percentage of Funza Lushaka bursary holders placed in schools within 6 months upon completion	84% (POA)	90% by 2024	Implementation of the Funza Lushaka bursary programme to ensure that enough young teachers with the right skills join the teaching profession	MTSF	Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies.	5.7%	Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies.	Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies.
	Average score obtained by Grade 5 learners in TIMSS by 2023	376 average score in TIMSS (2015) KZN average score in Grade 5 TIMMS: Maths: 374 Science: 324	426 average score in TIMSS score by 2023 KZN target: 400		number of students enrolled for the initial teacher education approved by DBE for Funza Lushaka bursary programme **This indicator is not in the revised MTSF**		12 500 students enrolled by March 2021	Teachers recruited through the District based Funza Lushaka Campaign	MTSF	Number of Funza Lushaka bursaries awarded	200	-	Number of Funza Lushaka bursaries awarded

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
	Learning outcomes in Grade 6 Maths and Reading according to the international SACMEQ by 2020	Average score for Grade 6 in the SACMEQ: Maths: 552 (2013)Literacy: 538 -2013, **KZN Maths: 549 Literacy: 529**	Average score for SACMEQ by 2020 for: Literacy: 600 Maths: 600 **KZN by 2024: Literacy: 540 maths: 560**	Introduce a better accountability system for principals, which should be fair, based on appropriate data, and consider the socio-economic context of schools	A better accountability system for district and school management agreed	Agreement not in place	A fully functional system is in place by 2024	Implement a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools	MTSF	A better accountability system for district and school management agreed	New Indicator	-	A better accountability system for district and school management agreed
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining Bachelor-level passes in NSC by 2024	Youths passing maths at 60% and above: 28 151 (12%) in 2018 **KZN number: 6638 out of 56506 Percentage: 11,75% in 2020**	Youths passing maths at 60% and above: 35 000 **KZN number: 10736 Percentage: 19%**	Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering	Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)	Pilot results (not released yet by DBE)	Coding, robotics and other 4IR subjects in place by 2024	Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering - Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design,	MTSF (SOPA Pronouncement)	Percentage of Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.	new	-	Percentage of Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
		Youths passing physical science at 60% and above: 30 368 (17.6%) in 2018 **KZN number: 6514 out of 40402 Percentage: 16,12%**	Youths passing physical science at 60% and above: 35 000 **KZN number: 15 353 Percentage: 38%**					Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.					
								Increase the percentage of learners achieving Bachelor Passes in NSC. **Youth: 160 000 school going (16 - 24 ages old)**	MTSF	Percentage of Grade 12 learners passing at the Bachelor Pass level	33%	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	Percentage of learners who passed National Senior Certificate (NSC) Examination.
								Improve NSC Pass Percentage to 80% and above	(One on One Meeting Resolution)	Number of schools with National Senior Certificate (NSC) pass rate of 80% and above	70.7%	NSOI 7.1: Number of schools with an NSC pass rate below 60%.	Percentage of Grade 12 learners passing at the Bachelor Pass level.

Note: The two rightmost columns fall under the header "Medium Term Expenditure Framework (MTEF 2021-24)".

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24) APP Indicator - Provide most relevant indicator and ref	Medium Term Expenditure Framework (MTEF 2021-24) OPS Plan Indicator - Provide most relevant indicator and ref
				Programmes for improvement of teacher subject knowledge and teaching skills	Number of teachers trained in maths and language content and methodology	New	All teachers qualifying for training trained by 2024	Teacher development programmes implemented	MTSF	Number of educators trained in Literacy/ Language content and methodology.	21 171.	-	Number of educators trained in Literacy/ Language content and methodology.
										Number of educators trained in Numeracy/ Mathematics content and methodology	8942	-	Number of educators trained in Numeracy/ Mathematics content and methodology.
										Percentage of educators meeting required content knowledge levels after support.	50%	-	Percentage of educators meeting required content knowledge levels after support.
				Better opportunities for second-chance NSC (improved) pass	Programmes implemented to enhance performance in second chance NSC pass	New indicator	All programmes fully functional	Increase the number of learners achieving subject passes towards a matric qualification in second chance programme	MTSF	Number of learners achieving subject passes towards a matric qualification in second chance programme.	New	N/A	Number of learners achieving subject passes towards a matric qualification in second chance programme.
				Ramp-up the introduction of the Three-Streams Curriculum Model	% of Schools of Skills implementing technical-occupational curriculum	Three Stream model pilot completed in 2020	100% of Schools by 2024	Implementation of the Three-Streams Curriculum Model	MTSF & (Also Lekgotla 2020 Resolution)	Number of Schools of Skills implementing the pilot programme on technical occupational curriculum.	New Indicator	-	Number of Schools of Skills implementing the pilot programme on technical occupational curriculum.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
					Number of ordinary schools implementing technical-occupational curriculum	New indicator	1 007 schools by 2024		MTSF & (Also Lekgotla 2020 Resolution)	Number of public ordinary schools implementing the pilot programme on technical occupational curriculum.	New	-	Number of public ordinary schools implementing the pilot programme on technical occupational curriculum.
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Increase the number of schools which reach minimum physical infrastructure norms and standards	New indicator	95%	Proportion of schools identified through the eradication of asbestos programme	number of schools identified through the eradication of asbestos programme meeting minimum infrastructure norms	provincial pro-gramme	provincial programme	Eradication of Asbestos in 908 schools by March 2024	MTSF	Number of schools where asbestos has been eradicated	New	-	Number of schools where asbestos has been eradicated.
				Proportion of schools identified through the storm damage programm	number of schools identified through the storm damage programme meeting minimum infrastructure norms	provincial pro-gramme	provincial programme	Storm damage programme implemented in 1126 schools by March 2024	MTSF	Number of storm damaged programmes implemented	New	-	Number of Storm damage programmes implemented

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One, One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
				Eradication of inappropriate sanitation facilities through the Sanitation Appropriate for Education SAFE Initiative	Number of schools that are provided with appropriate sanitation facilities through Sanitation Appropriate for Education Initiative	schools (Sanitation Appropriate for Schools (SAFE) report, 2018)	schools to have reached practical construction completion by 31 March 2022	Eradication of pit latrines in 1377 schools by March 2023	SOPA 2020	Number of schools where pit latrines have been eradicated.	218	-	Number of schools with pit latrines.
				proportion of schools identified through the SAFE project provided with appropriate sanitation facilities	number of schools identified through the SAFE project having sanitation meeting minimum infrastructure norms	provincial programme	provincial programme	provision of water facilities to schools	MTSF	Number of public schools provided with water infrastructure.	300	SOI 601: Number of public schools provided with water infrastructure.	Number of public schools provided with water infrastructure.
								provision of sanitation facilities to schools	MTSF	Number of schools provided with sanitation facilities.	150	SOI 603: Number of public schools supplied with sanitation facilities.	Number of public schools supplied with sanitation facilities.
								Provide 3 474 schools with water supply via the construction and maintenance of boreholes by 2024	MTSF	Number of schools provided with water supply via the construction and maintenance of boreholes.	New	-	Number of schools provided with water supply via the construction and maintenance of boreholes.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	64% of schools have some con-nectivity (POA Q4: 2018/19)	90% to be connected for teaching and learning	Leverage ICT related programmes to support learning	Number of special and multi-grade schools with access to electronic devices (including tablets)	DBE survey on electronic devices	Target to be determined after the survey (Survey to be conducted in 2021/22)	Provision of ICT related programmes to support learning	MTSF	Number of special and multi-grade schools with access to electronic devices (including tablets).	New Indicator	-	Number of special and multi-grade schools with access to electronic devices (including tablets).
					Schools with access to ICT devices	Access at different levels across provinces	All provinces meet their targets for ICT devices including tablets		MTSF	Number ICT devices provided to schools to support teaching and learning.	DBE survey on electronic devices New: KZN baseline to be provided after con-clusion of survey – Results not released by DBE	-	Number ICT devices provided to schools to support teaching and learning.
					Digitised text book	All high enrol-ment subject textbooks and work-books digitised	Digitalise all state-owned textbooks		MTSF	Digitised textbooks provided	New	-	Digitised textbooks provided

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
								Implement and monitor the school safety strategy	(KZN Intervention - Lekgotla Resolution)	Number of school safety committees (SSC) established.	new	-	Number of school safety committees (SSC) established.
									(KZN Intervention - Lekgotla Resolution)	Number of schools successfully linked with local Police stations.	843	-	Number of schools successfully linked with local Police stations.
									(KZN Intervention - Lekgotla Resolution)	Number of schools monitored for functionality of school safety committees.	New	-	Number of schools monitored of functionality of school safety committees.
									(KZN Intervention - Lekgotla Resolution)	Number of school safety awareness campaigns conducted.	New	-	Number of school safety awareness campaigns conducted.
									(KZN Intervention - Lekgotla Resolution)	Number of school safety committees trained on National School Safety Framework.	513	-	Number of school safety committees trained on National School Safety Framework.
									(KZN Intervention - Lekgotla Resolution)	Number of school safety committees trained on disaster management.	1200	-	Number of school safety plans trained on disaster management.
									(KZN Intervention - Lekgotla Resolution)	Number of schools searched for drugs and alcohol.	1200	-	Number schools searched for drugs and alcohol.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
									(KZN Intervention - Lekgotla Resolution)	Number of schools provided with fences.	30	-	Number of schools provided with fences.
									MTSF	Number of security guards placed at schools.	365	-	Number of security guards placed at schools.
Improved educational and health outcomes and skills development for all women, girls, youth and persons with disabilities	Educational status by age, gender and disability	N/A	50% improvement of educational status	Mainstream gender, youth and disability issues in programs on access to universal education, life skills, skills development and training an in different field of study, including STEM	Level of mainstreaming in targeted programmes	New indicator	100% compliance	Provide skills & create economic opportunities for learners with disabilities	MTSF	Number of learners with disability provided with skills to access economic opportunities.	400 learners	-	Number of learners with disability provided with skills to access economic opportunities.
				Enrol children with disabilities in appropriate formal education programmes	Number of learners with disabilities enrolled in formal education programmes.	New indicator	All learners with disabilities	Increase enrolment of children with disabilities in appropriate formal education programmes	MTSF	Number of learners with disabilities enrolled in formal education programmes.	30690	-	Number of learners with disabilities enrolled in formal education programmes.
								Provision of buses to various schools with special needs learners	MTSF	Number of buses provided to special schools.	15 buses	-	Number of School busses provided to special schools.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
								Learners enrolled in SA Sign Language	MTSF	Percentage of learners enrolled in S.A Sign Language.	0.06% (1796 out of 2844 764) learners enrolled in SA Sign Language	-	Percentage of learners enrolled in S. A. Sign Language.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
Menstrual health and hygiene management for all women and girls achieved	Level of compliance with Sanitary Dignity Framework	0% of indigent girls and women in schools (quintile 1, 2 and 3; farm schools and special schools) and TVET colleges and public universities receiving free sanitary towels from the Sanitary dignity programme	100% by 2024	Provide sanitary towels to indigent girls and women in schools (quintile 1, 2 and 3; farm schools and special schools) and TVET colleges and public universities	Percentage of indigent women and girls in quintile 1, 2 and 3; farm schools and special schools; TVET colleges and public universities receiving free sanitary towels	0% of indigent girls and women in schools (quintile 1, 2 and 3; farm schools and special schools) and TVET colleges and public universities receiving free sanitary towels from the Sanitary dignity programme	100% by 2024	Provide sanitary towels to indigent girls in schools (quintile 1, 2 and 3; farm schools and special schools as well as some girls in quintile 4 and 5) (Also one-on-one meeting resolution)	MTSF	Number of girls provided with sanitary towels.	956 000	-	Number of girls provided with sanitary towels.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
Promoting active citizenry and leadership	Active Citizenship Index	79,00%	85% by 2024	Promote participation in community-based governance processes (Active citizenship bodies)	% of SGB's trained on school policies and code of conduct (CO)	35200%	80% Training of SGB members trained on school policies and code of conduct to reflect on the following: democratic values Inclusive Approach social justice	Capacitation of SGB members on school policies and code of conduct training	MTSF	Number of SGB members trained on the code of conduct.	2000	-	Number of SGB members trained on the code of conduct.
					Survey and monitor the development and implementation of mandatory policies and codes of conduct of SGBs for racial integration	New Indicator	1000 schools surveyed and monitored annually	Promote participation in community-based governance processes (Active citizenship bodies)	MTSF	Number of schools surveyed and monitored annually.	New Indicator	-	Number of schools surveyed and monitored annually.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
Fostering constitutional values	% of population aware of the constitution and its values	51,00%	90% of population aware of the constitution by 2024	Promote the Constitution and its values in schools, awareness campaigns (print & electronic media), public engagements and dialogues	Distribute an annual circular statement to all 9 provinces to inculcate the culture of recital of the Preamble of the Constitution at all school assemblies	New indicator	1 circular issued annually	Promote Constitution and its values in schools, awareness campaigns (print & electronic media), public engagements and dialogues	MTSF	Number of circulars issued to districts on the recital of the preamble (constitution) at all schools gathering.	New Indicator	-	Number of circulars issued to districts on the recital of the preamble (constitution) at all schools gathering.
Equal opportunities, inclusion and redress	Inequality Adjusted Human Development Index	0.629 (National) 0.701 (2018 - KZN)	10% improvement	Promote the study of history in schools	Number of Programmes that promote history, culture and national heritage	New indicator	2 Programme annually	Promote the study of history in schools	MTSF	Number of programmes that promote history, culture and national heritage	New indicator		
	Gender Inequality Index	0.389 (National) (KZN?)	10% improvement		Revise History Curriculum and Assessment Policy Statement for Grades 10-12	New indicator	History Curriculum and Assessment Policy Statement revised for Grades 10-12 by 2023		MTSF	Number of revised History Curriculum and Assessment Policy Statement for Grades 10-12.	259 schools	-	Number of revised History Curriculum and Assessment Policy Statement for Grades 10-12.
	Gender Pay Gap	28% (National) (KZN)	50% decline in the gender pay										

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
Increased access to quality ECD services and support	Access to ECD universalised for 4-year-olds and below	Children's Act of 2007	90% of all 4-year olds accessing ECD by 2024	Provide quality ECD services to children (0-4)	Quality assurance system in place	Chil-dren's Act of 2007	Quality Assurance system approval by 2024	Massification of the Early Childhood Development Programme through: 1. practitioners trained in National Curriculum Framework 0 - 4 years 2. Practitioners trained in NQF L4 ECD qualification 3. expension of ECD services and improvement of centre-based services 4. increase in the number of children accessing ECD services especially in farming communities (Also Lekgotla 2020 Resolution)	MTSF (Also Lekgotla 2020 Resolution)	Number of practitioners trained in National Curriculum Framework 0 - 4 years	800	-	Number of practitioners trained in National Curriculum Framework 0 - 4 years.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
					Number of children accessing ECD services	248 759 900%	2.98 million children accessing ECD services by 2024			Number of practitioners trained in NQF L4 ECD qualification.	1737	-	Number of practitioners trained in NQF L4 ECD qualification.
										Number of non-center based ECD programmes registered.	2913	-	Number of non-center based ECD programmes registered.
										Number of children accessing registered ECD programmes.	124 565	-	Number of children accessing registered ECD programmes.
										Number of children subsidized through equitable share.	80 849	-	Number of children subsidized through equitable share.
										Number of Children subsidized through ECD Conditional Grant.	25 792	-	Number of Children subsidized through ECD Conditional Grant.
										Number of children with disabilities accessing registered ECD Centres	145	-	DSD
										Number of fully registered ECD Centres	1490	-	DSD

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
										Number of conditionally registered ECD Centres	1849	-	DSD
										Number of registered partial care facilities	New	-	DSD
										Number of children accessing registered partial care facilities	New	-	DSD
										Number of ECD centers assessed for the maintenance component of conditional grant	New	-	DSD
										Number of centres upgraded from the maintenance component of the conditional grant	New	-	DSD
										Number of low cost ECD centres constructed	New	-	DSD
				Develop and operationalise school readiness assessment system	School readiness assessment system	New indicator	School Readiness Tool Assessment system operational by 2021	Grade R Teacher/ practitioner trained and supported on content and methodology	MTSF	Number of teachers/ practitioners trained in pre - Literacy content and methodology.	1648 teachers/ practitioner trained	-	Number of teachers/ practitioners trained in pre - Literacy content and methodology.

Medium Term Expenditure Framework (MTEF 2021-24) spans the last two columns.

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Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24) APP Indicator - Provide most relevant indicator and ref	Medium Term Expenditure Framework (MTEF 2021-24) OPS Plan Indicator - Provide most relevant indicator and ref
								Grade R Teacher/ practitioner trained and supported on content and methodology	MTSF	Number of teachers/ practitioners trained in pre - Numeracy content and methodology.	1648 teachers/ practitioner trained	-	Number of teachers/ practitioners trained in pre - Numeracy content and methodology.
								Capacitate Foundation Phase Department Heads on Grade R Curriculum content and methodology	SOPA 2020	Number of Foundation Phase Department Heads (FP DHs) capacitated on Grade R Curriculum and methodology.	996 teachers/ practitioner trained	-	Number of Foundation Phase Department Heads (FP DHs) capacitated on Grade R Curriculum and methodology.
								Departments to strengthen their internal control units	LEKGOTLA RESOLUTION FEBRUARY 2020	Percentage vacancy rate.		-	Percentage vacancy rate.
								Reduce drop-out rates of learners in the system	LEKGOTLA RESOLUTION FEBRUARY 2020	Number of Learners supported by Learner Support Agents (LSA) in programmes intended to reduce school dropout rates.		-	Number of Learners supported by Learner Support Agents (LSA) in programmes intended to reduce school dropout rates.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24) — APP Indicator - Provide most relevant indicator and ref	Medium Term Expenditure Framework (MTEF 2021-24) — OPS Plan Indicator - Provide most relevant indicator and ref
								ICT systems to be developed to link all schools, circuit offices, regional and district offices with the Head Office. This will improve the management of leave taken by employees, day-to-day matters of the department, employment of educators as well as resignations will be captured timeously.	ONE ON ONE	Number of ICT frameworks implemented.		-	Number of ICT frameworks implemented.
										Number of ICT projects rolled out.			Number of ICT projects rolled out.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
								A proposal to deal with non-viable schools is being finalised. In this proposal, a suggestion is made to combine these schools and provide transport, it even go as far providing or building accommodation facilities	ONE ON ONE	Number of schools closed.		-	Number of schools closed.
								The department to intensify its school functionality programme to ensure that teachers are at school and proper teaching is taking place	ONE ON ONE	Number of schools visited at least twice a year by district officials for monitoring and support purposes.		-	Number of schools visited at least twice a year by district officials for monitoring and support purposes.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	Medium Term Expenditure Framework (MTEF 2021-24)	
												APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
								The La Mercy School of Excellence is at 80% completion, and it will be viewed as the Institution as compared to it being the school (Also SOPA and Lekgotla 2020 Resolution)	ONE ON ONE	Percentage progress on completion of the La Mercy Mathematics, Science and Technology Academy.		-	
								Recover the curriculum and ensure the safety of educators and learners	COVID-19	Number of Monitoring reports in relation to readiness of schools to re-open and operate.		-	Number of Monitoring reports in relation to readiness of schools to re-open and operate.
									COVID-19	Number of school supplied with PPEs.		-	Number of school supplied with PPEs.
									COVID-19	Number of identified schools provided with mobile classrooms which were vandalised.		-	Number of identified schools provided with mobile classrooms which were vandalised.
									COVID-19	Number of schools damaged during lockdown repaired.		-	Number of schools damaged during lockdown repaired.
									COVID-19	Number of schools disinfected.		-	Number of schools disinfected.

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	National Targets	KZN Contribution (Intervention)	Source (Indicate whether Lekgotla, SOPA, SONA, One-One, COVID-19, Unrest, etc.)	Indicators	Baseline	APP Indicator - Provide most relevant indicator and ref	OPS Plan Indicator - Provide most relevant indicator and ref
								Repairing of damages in schools which were vandalised/looted/burnt during the civil unrest	RESPONSE TO CIVIL UNREST	Number of schools repaired damaged due unrest.		-	Number of schools repaired damaged due unrest.

20. ANNEXURE K: GLOSSARY OF PLANNING TERMS

The definitions attached to particular terms in this document are provided below.

Name:	Definition
Standardized Output Indicator (SOI) and Non Standardized Output Indicator (NSOI)	Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic.
Performance Target [PT]	A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.
The baseline	The base line refers to the current level of performance that the institution aims to improve. The initial step in setting performance targets is to identify the baseline, which in most instances is the level of performance recorded in the year prior to the planning period.
Performance targets	It is a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period.
Programme Performance Measure	Is a nationally determined indicator with specific numerical that tracks progress towards the achievement of a sector priority?
Performance standards	Express the minimum acceptable level of performance, or the level of performance that is generally expected.
Cost or Price indicators	Important in determining the economy and efficiency of service delivery.
Distribution indicators	Relate to the distribution of capacity to deliver services and are critical to assessing equity across geographical areas, urban rural divides or demographic categories. Such information could be presented using geographic information systems
Quantity indicators	Relate to the number of inputs, activities or outputs. Quantity indicators should generally be time bound; e.g. the number of inputs available at a specific point in time, or the number of outputs produced over a specific time period.
Quality indicators	Reflect the quality of that which is being measured against predetermined standards. Such standards should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standards could include legislated standards and industry codes.
Dates and time frame indicators	Reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround times, time frames for service delivery and timeliness of service delivery.
Adequacy indicators	Reflect the quantity of input or output relative to the need or demand. They respond to the question: "Is enough being done to address the problem?"
Accessibility indicators	Reflect the extent to which the intended beneficiaries are able to access services or outputs. Such indicators could include distances to service points, traveling time, waiting time, affordability, language, accommodation of the physically challenged.
Economy indicators	Explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical.
Efficiency indicators	Explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input: Output ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets.
Effectiveness indicators	Explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals.

Name:	Definition
Equity indicators	Explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on.
Activities	The processes or actions that use a range of inputs to produce an output and ultimately an outcome.
Inputs	The resources that contribute to the production and delivery of an output.
Outputs	The goods and services produced by an institution for delivery.
Outcomes	The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs.
Performance Indicator	Identify specific numerical that tracks progress towards the achievement of a goal.
Baselines	The current performance levels that the institution aims to improve when setting performance targets

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