



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

VOTE 5

ANNUAL PERFORMANCE PLAN

2024-2025





Hon. Ms. Mbalenhle Cleopatra Frazer
KwaZulu-Natal Legislature MEC: Education KwaZulu-Natal
Provincial Government



Mr GN. Ngcobo
Head of Department: Education KwaZulu-Natal



ANNUAL PERFORMANCE PLAN 2024-2025

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EXECUTIVE AUTHORITY STATEMENT



The Department's strategic plans are aligned with the priorities of government at both the national and provincial levels. These include amongst others, improving the skills of numeracy and literacy across all grades, as well as rolling out a coding and robotics curriculum to more schools so that our learners are exposed to the necessary technical and digital skills needed to take advantage of opportunities that come with the Fourth Industrial Revolution.

Fiscal pressures as well as societal instabilities remain a challenge in advancing our education priorities in the province. Over recent times schools in the province and the country as a whole have been plagued by opportunistic crime and violence. The Department has collaborated closely with a multitude of stakeholders in our programmes to ensure that schools provide a safe and conducive environment for teaching and learning. Several non-profit organisations have also partnered with the Department to execute regular province-wide safety campaigns.

These campaigns aim to raise awareness about the social issues impacting education, engage communities in taking ownership of their schools, and offer learners appropriate alternatives to violence and substance abuse.

As a Province we are committed to the holistic development of the child. Over the years a lot of emphasis was placed on the academic development of the child at the expense of sports, arts and culture. This has denied many a learner with skills in sports, arts and culture the opportunity to excel in these fields and to create a sustainable future in these fields.

As the MEC for Education, I am committed to ensuring that our schools provide opportunities for all our learners to participate in sports and extracurricular activities. Through sports, arts and culture, our learners can develop valuable life skills such as discipline and ubuntu, which will serve them well in all aspects of their lives.

Last year we also signed a Memorandum of Agreement with the KwaZulu-Natal Department of Sport, Arts and Culture to revive school sport and arts programmes throughout the province with the aim of getting more of our learners to showcase their talents.

We also seek to reignite the flame of passion for History as a subject of choice among our learners, while fostering social cohesion and promoting our national identity. Decolonisation of the curriculum and strengthening of the documentation of our African history will be vigorously pursued in line with national policy.

We have also come to realise that we need to reinvent our curriculum offerings to learners if we wish for them to compete in the global economy. The expansion of STEM subjects is one of our priorities.

In line with this we recognise that coding and robotics are essential skills in the era of the Fourth Industrial Revolution. Therefore, we will continue to roll out the implementation of these programmes in schools across our province. This is also in line with our mission as the KwaZulu-Natal Department of Education, which is to equip our learners with the necessary skills and knowledge to thrive in the ever-evolving digital landscape.

We want to see all our schools embracing technology and cultivating critical thinking, problem-solving, as well as creativity with the aim of empowering our learners to become active contributors to our nation's future and progress.

While our main focus remains on teaching and learning, we are mindful of our collective responsibility of combatting unemployment and poverty. The KwaZulu-Natal Department of Education has embarked on a transformative programme called Operation Siyanakekela which is designed to create much-needed job opportunities and foster economic empowerment for vulnerable groups within our province.

The Operation Siyanakekela Programme focuses on the repair and maintenance of identified schools across our 12 districts. This massive undertaking is intended to not only improve the learning environment for our learners but also reinforce our commitment to uplift our communities and foster inclusive growth. By undertaking these vital projects, the Department seeks to create employment opportunities to help thousands of our people fight the scourge poverty while simultaneously developing emerging contractors from vulnerable groups such as the Youth, Women, People living with Disabilities, Military veterans, and the LGBTQIA+ community.

Going forward, our strategic focus over the medium to long term period remains centred on improving access to quality education and ensuring that our learners are equipped with the knowledge and skills they need to succeed in the era of Fourth Industrial Revolution.

We will continue to prioritise initiatives that promote equity and inclusivity in education as well as invest in technology and infrastructure to support digital literacy.

We will persist in our commitment to investing in infrastructure development to ensure that our schools provide safe and conducive learning environments that are well-equipped to support quality education.

We will prioritise the development of our human resources, which includes recruiting and training a qualified workforce, as well as providing ongoing professional development opportunities.



Hon. Ms Mbalenhle Cleopatra Frazer MPL

MEC for Education

25/03/2024

Date:

ACCOUNTING OFFICER STATEMENT



KwaZulu-Natal Department of Education has over the years matured in the way we manage programmes and resources within our unique environment. Despite major adversities we are able to provide quality education and achieve the desired results both within the classroom and beyond.

This we are able to do with a dedicated cohort of employees, parents, teacher unions and other stakeholders.

The Department is committed to good corporate governance and accountability. Records management and evidenced-based reporting have presented problems over the years. To counter challenges related to the completeness, accuracy and availability of files, records and submissions we will strive to embrace the technologies of the changing world. We will pursue the acquisition of electronic systems to accommodate leave management, e-submissions, and an integrated documentation and HR records management system amongst others.

Quality Grade 12 learner attainment will remain a priority for the Department. The rollout of specialised Grade 12 intervention programmes such as the revised provincial academic plan and the training and development of educators to enhance the delivery of quality education will continue. Poorly managed and underperforming schools will be guided by an Integrated District Improvement Plan as well as Top Management accountability sessions with principals of affected schools, to ensure that all neighbouring schools operate at comparable levels and are equally attractive to learners and their parents. Together, with the support of school governing bodies (SGBs), parental involvement will be improved and strengthened through the introduction of more focused communication regarding assessments and progress reports during the academic year.

The provisioning of Early Childhood Development (ECD) services and related policies and frameworks will be fast-tracked, taking into consideration curriculum development, resource provisioning and educator training and development. We will also provide learners in the phase with the required support to ensure that they benefit maximally during this early stage of learning.

The Department will pay special attention to Special and inclusive education programmes. We will ensure that Public Special Schools meet a minimum benchmark of infrastructure standards and strengthen resourcing.

We acknowledge that school infrastructure does play a significant role on the provision of quality teaching and learning. The eradication of inappropriate school infrastructure remains one of our main priorities. The development and implementation of an integrated infrastructure utilisation plan to manage overcrowding and promote optimal school utilisation will be the core focus over the next few years. The Department will reprioritise funding and work with implementing agencies to accelerate the delivery of planned infrastructure projects, major maintenance, and the rehabilitation of existing schools.

As a Department we will continue contributing to job creation initiatives such as the Internship and Expanded Public Works Programmes. We will also ensure that women, children and people with disabilities enjoy the due respect that they deserve by ensuring that they are integrated into all our programmes. The Department will continue with its social cohesion and diversity programmes, as well as pro-poor interventions, in all public schools across the province.

We will continue to implement Broad-Based Black Economic Empowerment (B-BBEE) projects (skills development, preferential procurement, supplier development, enterprise development and socio-economic development) that is based on the criteria as informed by the B-BBEE Act and Codes of Good Practice. The Department will continue to procure in line with the revised Preferential Procurement Regulations.

Mr. G.N. Ngcobo

Head of Department: Education

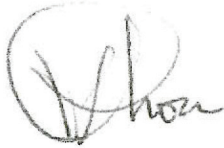
25/03/2024

Date:

OFFICIAL SIGN-OFF

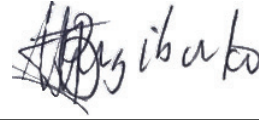
It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Education under the guidance of Honorable MEC for Education, Hon. Ms Mbalenhle Cleopatra Frazer 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 [name of the institution] will endeavor to achieve over the period 2024/2025.



Signature: _____

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Signature: _____

Mr. M.J. Mazibuko: Deputy Director- General: Branch Curriculum



Signature: _____

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



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Mr. L. Rambarran: Chief Financial Officer



Signature: _____

Mr. G.N. Ngcobo: Accounting Officer

Approved by:



Signature: _____

Hon. Ms Mbalenhle Cleopatra Frazer, MPL: Executive Authority

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GLOSSARY OF PLANNING TERMS

ACE	Advanced Certificate in Education			
AET	Adult Basic Education and Training		PAJA	Promotion of Administrative Justice Act
ASER	Age Specific Enrolment		PEDs	Provincial Education Departments
AFS	Annual Financial Statement		PFMA	Public Finance Management Act
BREPRCO	Budget Review Expenditure Performance and Risk Committee		PGDP	Provincial Growth Development Plan
CAPS	Curriculum Assessment Policy Statement		PGDS	Provincial Growth Development Strategy
CASS	Continuous Assessment		PPP	Public-Private Partnership
CPF	Community Policing Forum		PSA	Public Service Act
DBE	Department of Basic Education		RCL	Representative Council of Learners
DDM	District development Model		SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
DTC	Departmental Training Committee		SIAS	Screening, Identification, Assessment and Support (SIAS) Strategy
ECD	Early Childhood Development		SASA	South African Schools Act
EMIS	Education Management Information System		SASAMS	South African School Administration and Management System
EPWP	Expanded Public Works Programme		SBAs	School Based Assessments
EFA	Education for All		SDGs	Sustainable Development Goals
ETDP	Education, Training and Development Practices		SDIP	Service Delivery Improvement Plan
GET	General Education and Training		SDP	School Development Plan
GETC	General Education and Training Certificate		SGB	School Governing Body
HEDCOM	Heads of Education Departments' Committee		SITA	State Information Technology Agency
ICT	Information and Communication Technology		SOI	Standardized Output Indicator
IQMS	Integrated Quality Management System		Stats-SA	Statistics South Africa
LSEN	Learners with Special Education Needs		SMT	School Management Team
LTSM	Learning and Teaching Support Materials		WSE	Whole-School Evaluation
LURITS	Learner 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			
NECT	National Education Collaboration Trust			
NEPA	National Education Policy Act			
NQF	National Qualifications Framework			
NSC	National Senior Certificate			
NSNP	National School Nutrition Programme			
NSOI	Non-Standardized Output Indicator			
OSS	Operation Sukuma Sakhe			

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 brought 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, discipline, 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

1) MEC FOR EDUCATION: KWAZULU-NATAL AND OTHERS vs PILLAY 2008 (2) BCLR 99 CONSTITUTIONAL COURT

This case raises the vital questions about the nature of discrimination under the provisions of the Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 2000 as well as the extent of protection afforded to cultural and religious rights in the Public school setting.

The court decided on the place of religious and cultural expression in Public school as reflected in the Code of Conduct for Learners in those schools.

The Constitution Court found that the Code of Conduct for Learner for Durban Girl High School was discriminatory because it prohibited a learner from wearing a nose stud which was an expression of her religion.

Implications for the Department: *The Code of Conduct must take into consideration religious tolerance at public schools and should not discriminate unfairly against learner on the basis of religion.*

2) 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 emphasised throughout its four concurring judgements 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.

Implications for the Department: *The principals of this case must be taken into consideration in the recruitment and filling of posts within the Department.*

3) 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 schools defence was based on Section 16 of the South African Schools Act No. 84 of 1996 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.

Implications for the Department:

The Department must ensure that public schools do not promote one religion to the exclusion of others.

4) OAKFORD PRIORY INVESTMENTS (Pty) Ltd vs MEMBER OF THE EXECUTIVE COUNCIL FOR THE PROVINCE OF KWAZULU-NATAL: CASE NUMBER 7535/2014 – UNREPORTED JUDGMENT DELIVERED ON 24 AUGUST 2018

The Oakford Primary and Sacred Heart Secondary Schools were public schools situate on the private property belonging to the Dominican Association. On or about 2009 the property was sold to a private owner, Oakford Priory Investments Pty Ltd. Immediately thereafter ongoing legal battles ensued between the Department and the owner. The acrimonious dispute resulted from the amount of rentals paid, access to the schools, services that were provided to the schools and finally the attempted eviction of the learners from the hostel. The MEC thereafter expropriated the schools in terms of Section 58 of the SASA. Section 58(5) of the SASA provides that the expropriation takes immediately upon publication of the notice even though compensation has not been finally determined or paid.

The owner thereafter issued summons against the Department for the sum of R 62 127 000-00 (Sixty- Two Million One Hundred and Twenty Thousand Rand). The Department defended the matter. This amount was reduced during the trial. The Department's valuers

were of the view that the expropriated property was valued at R 4 437 500-00 (Four Million Four Hundred and Thirty-Seven Thousand Five Hundred Rand). There was disagreement about the most appropriate valuation methodology. After a lengthy trial the judge found in favour of the Department and ordered that the Department pay an amount of R 4 437 500-00 (Four Million Four Hundred and Thirty-Seven Thousand Five Hundred Rand) together with interest from date of expropriation with each party to pay its own costs. The Plaintiff applied for Leave to Appeal. The Application for Leave to Appeal was dismissed and the Plaintiff was ordered to pay the Department's legal costs.

Implications for the Department: *The MEC is empowered in terms of Section 58 of the SASA to expropriate land or a real right in or over land, if it is in the public interest to do so, for any purpose relating to school education in the province. The compensation paid to the owners of the expropriated land need not be on a market related basis and the various valuation methodologies can be explored.*

5) D MOODLEY VS KENMONT (CCT281/18) [2019] ZACC 37; 2020(1) BLCR 74 (CC)

On or about 2010, the Kenmont School and the SGB excluded a learner from attending school. The parent of the learner brought an urgent application for an order that the School Governing Body's decision not to re-admit the learner be reviewed and set aside and that he be immediately admitted to or be re-instated at the school. The Department did not agree with the actions of the school and SGB and filed a Notice to Abide and thereafter an affidavit at the Courts request. The matter was argued in the High Court and the order was granted in favour of the Applicant (parent).

The SGB then filed an Appeal with the Supreme Court of Appeal (SCA). The Department abided the decision of the Durban High Court. The SCA dismissed the Appeal and the SGB was ordered to pay parents legal costs.

The school and the SGB then sought to hold the Department liable to pay the costs emanating from the cost order and brought an application to the High Court seeking an order that the Department be held liable. The Department opposed such application. The Department disagreed that Section 60(1) applied to cost order granted against the school and SGB. It was also argued that the school and SGB acted contrary to the advices of the Department and in such instances it was argued that the school and SGB should be held liable.

When the school failed to make payment, a warrant of Execution was obtained against the school and as a result thereof the school bus and the money the schools bank account was attached. The school sought to set aside the attachment order and relied on Section 58(4) which prohibited the attachment of the assets of the school. The parent brought a counter application to hold the schools and SGB liable for the cost, alternatively the MEC and also sought to hold the declare section 58(4) unconstitutional. The High Court granted the order as prayed for by the parent.

The parent then approached the Constitutional Court (CC) for confirmation of the declaration of the invalidity of Section 58A (4). The CC held as follows:

- (i) Section 58(4) is meant to protect the constitutional right to basic education. It averts the obvious harm the school will suffer if assets were attached.
- (ii) The cost orders obtained by the parents are competent and the SGB has the statutory mandate to settle it.
- (iii) With regard to Section 60 was held not to be before the court.
- (iv) The school claimed it did not have funds to pay, it was argued on behalf of the MEC and HOD that the school had litigated on a large scale and had not disclosed how it had got its funds. The court noted that the School and SGB had engaged two (2) counsels which does not come cheap. The court did not accept the school's claim of having lack of funds.

The CC also held that the High Court's declaration of 58A (4) as being invalid was not confirmed.

The school was ordered to pay the taxed costs including interest. The members of the SGB must individually or collectively take all steps to ensure that payment is made.

Implication for the Department: *Schools and School Governing Bodies would be held liable for costs and their actions in court more especially if they disregard the advices of the MEC and HOD. They cannot rely on Section 60 of the SASA in this instance.*

6) KOMAPE VS MINISTER OF BASIC EDUCATION (754/2018) AND 1051/2018[2019] ZASCA 192

This case is about a five (5) year old learner Michael Komape who died when he fell into a dilapidated PIT toilet at his school in Limpopo. He drowned in human waste. The dilapidated structure on top of the pit latrine could not hold the weight of his body causing him to fall. Michael's parents and siblings all rushed to the scene of the incident and witnessed Michael in that condition. His parents and other member of his family claimed for damages from the Minister of Education arising from his death. The Polokwane High Court refused to award the family damages for emotional shock and grief but upheld the claim for future medical expenses for Michael's two younger siblings. The judge ordered the Limpopo Department of Education to eradicate unsafe and unhygienic toilets at rural schools and provide the court with a report explaining how it intends to do so by the end of July. The matter was taken on Appeal to the Supreme Court (SCA). The SCA overturned the Polokwane's High Court refusal to award the family damages in recognition of their emotional shock and grief. The award relating to how the Education Department intended eradicating the unsafe and unhygienic toilets at rural schools continued to be monitored.

The State in this case admitted that it had a duty to eradicate the pit latrine toilets. The duty is based on the obligation to protect the dignity of learners and the state had to fulfil their constitutional right to basic education.

Implication for the Department: *The Department must ensure that it eradicates unsafe and unhygienic toilets in rural schools. There is an onus on the Department to ensure that it provides a safe school environment bearing in mind that it would expose itself to liability in terms of Section 60 of the SASA should an injury to a learner occur during a school activity.*

7) JOHANNES MOKO VS ACTING PRINCIPAL OF MALUSI SECONDARY SCHOOL AND OTHERS CCT 297/20[2020] ZACC 30

Mr Moko was a grade twelve learner who went to his school in Limpopo to write his to write his grade 12 Business Studies paper 2 matric examination. He was prevented from going into the school by the Acting principal as he had failed to attend extra lessons. Moko was requested to fetch his parents or guardian to discuss the lessons he had missed. He could not return to school without them. Moko could not find his guardians and returned to school without them. The principal did not allow him entry into the examination room. Moko was informed that he would only be allowed to write the supplementary examination. Moko applied for an order that he be allowed to write the examination that he missed. The matter was struck off the roll for lack of urgency. Moko applied for leave to approach the constitutional court directly on an urgent basis. The question for determination was whether the conduct of the first respondent, in refusing the applicant access to the Business Studies Paper 2 examination violated his right to basic education under section 29(1)(a) and to further education in section 29(1)(b). The following two questions needed to be answered: Do matric examinations fall within the purview of "basic education", the right to which is protected under section 29(1)(a) and if yes, does the first respondent have an obligation to give effect to or refrain from interfering with that right?

The Constitutional court granted the Applicant Leave to appeal and the conduct of the first respondent, which resulted in the applicant's inability to sit for the Business Studies Paper 2 examination on 25 November 2020, is declared to be a violation of the applicant's right to education in section 29(1) of the Constitution. The Applicant was granted the opportunity to write the missed examination by 15 January 2021.

Implications for the Department: *The right to basic education is protected by Section 29(1)(b) of the Constitution of the RSA. The officials of the Department must be cautious in their actions when it comes to denying learners this right. Officials will need to exercise caution and seek guidance before a decision is taken which could have the effect of infringing this right.*

8) SENZO CHILIZA VS MINISTER OF EDUCATION (13735/2014[2022] ZAKZDHC

The Plaintiff claimed for damages from the Department in respect of an incident relating to injury to a learner when a guillotine fell on his leg whilst in class. It is alleged that the educator requested that he and other learners move the guillotine and whilst moving it, the guillotine fell on his foot. As a result thereof his toes on his right foot had to be amputated and he was unable to complete his schooling.

At trial the Department was to be liable. The matter was postponed for experts to be consulted so that quantum could be decided. The Plaintiff obtained extensive expert reports.

With regard to the amount of quantum to be determined, the Plaintiff's experts' evidence was presented and this was unchallenged by the state. The Court relied on and accepted the Plaintiff's experts' evidence and granted judgment to the Plaintiff in the amount of R 4 074 771-84.

Impact for the Department: Schools must ensure that learners are not exposed to any harmful acts during a school activity. There is a significant number of litigation matters facing the Department involving damages claims for learners injured during a school activity. In order to curb the litigation matters, steps need to be taken to ensure that educators exercise a duty of care towards learners and the Department must ensure the school environment is safe.

9) CENTRE FOR CHILD LAW/SGB OF PHAKAMISA HIGH SCHOOL VS MINISTER OF BASIC EDUCATION [2019] ZAECGHC 126; [2020] 1 All SA 711(ECG)

This case related to undocumented learners being turned away from public schools and denied admission.

The right to education in section 29(1) of the Constitution extends to everyone including undocumented learners which also includes on South African children. A child cannot be denied access to education as a result of not having the necessary documents. This is a violation of the Child's right to education, equality, human dignity and is not in the best interest of the child. Section 15 and 21 of the National Admission Policy for Ordinary Public Schools was declared unconstitutional and unlawful. The court found that the Eastern Cape Provincial Education Department's circular was unlawful and unconstitutional.

The court directed the Department of Education "to admit all children not in possession of an official birth certificate into public schools" and that "where a learner cannot provide a birth certificate, the Principal of the relevant school is directed to accept alternative proof of identity, such as an affidavit or sworn statement deposed to by the parent, care-giver or guardian of the learner wherein the learner is fully identified."

Implications for the Department: The Department must ensure that undocumented learners are admitted. Pending the amendment of the National Admission Policy, the Department must issue its own guidelines to prevent similar lawsuits. Provision must be made to fund the undocumented learners.

10) CS & ONE OTHER VS KEITH NOLAN SWANEPOEL/ MEC FOR EDUCATION WESTERN CAPE: CASE NO:19027/13

CS and AHS sued the MEC for Education, Western Cape for damages arising out of a sexual assault by Swanepoel on AHS, a twelve-year-old minor. The incident occurred on school premises and in a staff toilet.

It transpired that Swanepoel had a criminal offence for indecent assault which he did not disclose on all the prescribed Department forms he was requested to complete. He also denied having a criminal offence when he applied for employment and completed the Z83 form.

The Court found in favour of the Plaintiff against Swanepoel and the MEC jointly and severally. It also and found *inter alia* that educators who are in charge of schools have a duty to take care of children that have been entrusted to them in loco parentis. The Department was under a legal duty to vet Swanepoel before accepting him as it's employee.

The Court also found that the internal disciplinary hearing where Swanepoel was found not guilty was a complete travesty and what occurred was a shocking failure of Justice. The outcome of which was totally disregarded for the purposes of this matter.

Implications for the Department: Departments must vet officials against the National Register of Sex Offenders, the National Child Protection Register and other compulsory checks before employing officials. It cannot rely on the vetting by SACE.

Failure to do so would expose the Department to risk and the Department would be liable for exorbitant claims.

The internal disciplinary hearings must be well conducted to avoid scathing remarks such as those made by the Judge in this case. The Department cannot rely on the fact that the official was found not guilty in a disciplinary hearing to avoid liability in damages claim.

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) 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.

(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.).
- Working 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.
- Working 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.
- Dealing 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.
- Eliminating 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 strengthening of curriculum support services for 0-4 year olds in ECD Centres.
 - 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.
 - Working with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety.
 - Completing an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced.
 - Increasing the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs.
 - Strengthening 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.*

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.

The Department will:

- 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.
- Introduce summary writing assessments in Grades 7, 8, 9, 10, 11 and 12.
- Strengthen systems in planning and supervision.
- Review PLC's to create a platform for engagement on curriculum related matters.
- Strengthen the capacity of district offices.
- Strengthen school management and promote functional schools.
- Train Heads of Departments, School Principals, Circuit Managers and all other relevant District Officials 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.
- Focus on reading with understanding across all Grades, improvement of classroom teaching, learner attainment and performance across the system.
- Introduce quarterly standardized comprehension assessment instruments with results analyzed to inform the system.
- Train teachers on assessment practices related to reading with understanding.
- Adapt the "Reading Promotion Programmes" to "Promotion of Reading with Meaning".
- Promote reading for meaning for 10-year-olds 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.
- Ensure that there will be more focus schools in operation in the province.
- Ensure that 1 705 schools are fitted with digital learning boards and resources.
- Maintain five thousand eight hundred and ninety-seven (5 897) schools regularly in line with the school maintenance plan.
- Introduce an automated ICT system to support infrastructure planning, budgeting and implementation.
- 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.
	<ul style="list-style-type: none"> Percentage of learners achieve Bachelor Passes in NSC. 	33%	60%	<ul style="list-style-type: none"> Improving foundational skills of Numeracy and Literacy, especially Reading which should be underpinned by a Reading Revolution. 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). Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data. 	<ul style="list-style-type: none"> Outcome 4: Youth leaving the schooling system more prepared to contribute to prosperous and equitable South Africa 	<ul style="list-style-type: none"> Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university. Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.
Youth better prepared for further learning and world of work	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%			
	<ul style="list-style-type: none"> Percentage of learners enrolled in S. A. Sign Language 	New	1%		<ul style="list-style-type: none"> Equal opportunities, inclusion and redress 	<ul style="list-style-type: none"> Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
	Percentage of public schools benefiting from the schools' social security programmes	New	100%	<ul style="list-style-type: none"> 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. Increase the Safety Net through pro-poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs. 	<ul style="list-style-type: none"> Equal opportunities, inclusion and redress 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of public schools offering isiZulu home language 	New	5 881			<ul style="list-style-type: none"> 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.

OUTCOME	OUTCOME INDICATORS	BASELINE	5 YEAR TARGET	NATIONAL PRIORITY	MTSF OUTCOME	ACTION PLAN GOAL
<ul style="list-style-type: none"> A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world 	<ul style="list-style-type: none"> Percentage of educators with qualifications in the subject they are currently teaching. 	New	100%	<ul style="list-style-type: none"> Promote quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such as General Education Certificate before the grade 12 exit qualification. 	<ul style="list-style-type: none"> Outcome 1- Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers. 	<ul style="list-style-type: none"> Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
	<ul style="list-style-type: none"> Percentage of educators who perform above 70% in competency to teach the subject they are teaching. 	New	100%			
	<ul style="list-style-type: none"> Number of public schools reporting effective curriculum coverage. 	New	5 881			
<ul style="list-style-type: none"> Improved reading for meaning, numeracy and digital skills 	<ul style="list-style-type: none"> Percentage of 10-year-olds able to read for meaning 	New	100%	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Percentage of public schools refurbished and/or renovated in rural and township areas 	New	50%			
<ul style="list-style-type: none"> Collaborative and responsive infrastructure planning and implementation 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced. 	<ul style="list-style-type: none"> Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Number of public schools with pit latrines. 	New	0			
	<ul style="list-style-type: none"> Number of public schools with infrastructure that match the current digital skills requirements in teaching and learning 	New	2 000			
	<ul style="list-style-type: none"> Outcome 5: Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT 					

5. UPDATED SITUATIONAL ANALYSIS

5.1. Introduction and Background

The year 2023 is regarded as significant of the 6th democratic administration as it heralds the last year of the MTSF period which requires us to assess the gains which this administration has made in terms of what we committed to the citizenry. KwaZulu-Natal Department of Education (KZNDOE) has an obligation to have a plan that responds to the present and future socio-economic demands in the province. The plan considers national and provincial planning with legislative frameworks such as the National Development Plan and Basic Education Sector Plan. Our strategic focus is the realization of “skilled and competent learners prepared for socio-economic emancipation”.

KwaZulu-Natal Department of Education has twelve (12) education districts made up of 5 789 public ordinary schools and seventy-five (76) 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 strengthen the relationships with all stakeholders to ensure that teaching and learning takes place without any hindrances. The Department also values stakeholder engagements in all aspects pertaining to basic education in the province. Rather than operating in silos, we embrace an integrated approach with other departments, non-governmental organisations, non-profit organisations, teacher bodies, governing body associations and the business sector.

Stakeholder involvement focusing primarily on improving learning outcomes.

Currently there are several organisations partnering with the Department of Education in our pursuit of the improvement of learning outcomes. Two such organisations are VVOB and National Education Collaboration Trust (NECT).

VVOB

VVOB Education for Development is cooperating as a partner with KZNDOE for the implementation of the following two key programmes:

- Early Grade Reading Instruction (EGRI) in isiZulu in Foundation Phase (Grades R – 3).
- Learning through Play referred to as Funda Udlale Nathi (F.U.N.) (Grades RR and R).

The focus is on the professional development of Foundation Phase teachers, ECD Practitioners and School Leaders through blended learning and supported by Professional Learning Communities (PLCs). The purpose of the EGRI Programme is to strengthen the knowledge, skills and attitudes to teach learners how to read in home language (isiZulu) and are able to do so in a supportive school environment. The goal of F.U.N. is to strengthen the capacity of ECD Teachers and Practitioners as well as School Leaders to apply the pedagogies of learning through play.

National Education Collaboration Trust (NECT)

National Education Collaboration Trust (NECT) develops and advises on change methodologies which improve learning and contribute to sustainable improvement in the public education system. It works with KZNDOE and the Department of Basic Education (DBE) to design, test and implement change programmes aimed at improving learner outcomes. NECT provides support to school management teams through district-based support teams, promoting positive system changes. These changes relate to the curriculum management processes, practices and relationships that lead to incremental improvement in curriculum coverage.

The support provided by PILO comprises of materials and strategies which can be adapted to a range of teaching contexts, utilizing unique and evidence based professional and developmental practices for collaborative engagement by officials. The PILO programme is based on the principle of “What I do matters”. Through daily routines and practices, with learners at the centre, the programme improves the management of what is taught and what is learnt. Table 2 provides an analysis of these stakeholders.

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
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
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	<ul style="list-style-type: none"> Participation in all oversight programmes (Operation Sukhuma Sakhe, Safe School Programme, and School.) 	<ul style="list-style-type: none"> Unfunded mandates. Unrealistic expectations and promises. 	<ul style="list-style-type: none"> Political commitment and enthusiasm. The inception of the Hybrid School Library poses opportunities for improvement in reading initiatives. The closure/merger of micro non-viable schools will help improve the academic performance of learners attached to these schools. 	<ul style="list-style-type: none"> Threat posed by public protests to school infrastructure. Political interference which impacts operations and functionality of the department.
Economic	<ul style="list-style-type: none"> Experienced staff to manage finances and implement frugal expenditure. New structures are being put in place to ensure improved service delivery 	<ul style="list-style-type: none"> Inadequate budget for key programmes No effective financial management automated system. 	<ul style="list-style-type: none"> Public-private partnerships Sponsorships from Business and Industries Natural Resources 	<ul style="list-style-type: none"> Economic Recession Unemployment Fraud and corruption
Social	<ul style="list-style-type: none"> Effective implementation of schools' social security programmes Strong special needs programme 	<ul style="list-style-type: none"> Inadequate budget Inadequate infrastructure and other resources to accommodate learners with special needs. Undocumented Learners 	<ul style="list-style-type: none"> Curriculum, Transformation, Three Streams Model, Safe School Programme, National School Safety Programme. Involvement of Department of Social Development, Home Affairs and other Departments. 	<ul style="list-style-type: none"> High illiteracy rate, social ills and crime Reduced learners engagement Vandalism of property Increased dropout rate Demographics, rurality. In migration and out migration. Cross border migration
Technological		<ul style="list-style-type: none"> Paper bound system administrators. Desktop PCs and printers in the office of officials are obsolete and not functional. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Lack of connectivity for schools Ageing hardware and software Shortage of specialists in STEM subjects
Environmental	<ul style="list-style-type: none"> Integrated School Health Policy 	<ul style="list-style-type: none"> Lack of skills in to implement Green Technology Ageing Infrastructure. Lack of water and sanitation facilities due to damage infrastructure. 	<ul style="list-style-type: none"> Boreholes Green technology Abundant sunlight for solar energy The Oceans Economy Support from Department of Health. 	<ul style="list-style-type: none"> Climate change: Storms Wildfires Drought Floods
Legal	<ul style="list-style-type: none"> Acts, Legislation, Policies, norms and standards, Memorandums of Understanding Agreements are in place such as DOE, DSAC DOH AND KZNDPW. 	<ul style="list-style-type: none"> Under resourced legal department. Inadequate contract management. Poor SCM processes Lack of consequence management Fraud and corruption 	<ul style="list-style-type: none"> Use of external legal resource for representation. 	<ul style="list-style-type: none"> 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**

Education systems are shaped by a range of political complexities. Political stability forms a basis of governments to deliver education reforms for improved quality. It is important to acknowledge the connections between education and influencing factors in the country such as politics particularly in a province such as KwaZulu- Natal which has a history of political related violence.

- **Social Environment**

According to a Quarterly Employment Statistics (QES, Q1:2023) survey report released by Statistics South Africa (Stats SA) in the first quarter of 2023, there is a decline in total employment by 21 000 jobs compared to the previous quarter bringing the level of employment to almost 10 million. The survey showed that 97 000 jobs were lost between March 2022 and March 2023 (STATSA: 2023). This decrease was observed across various sectors, while some experienced job gains.

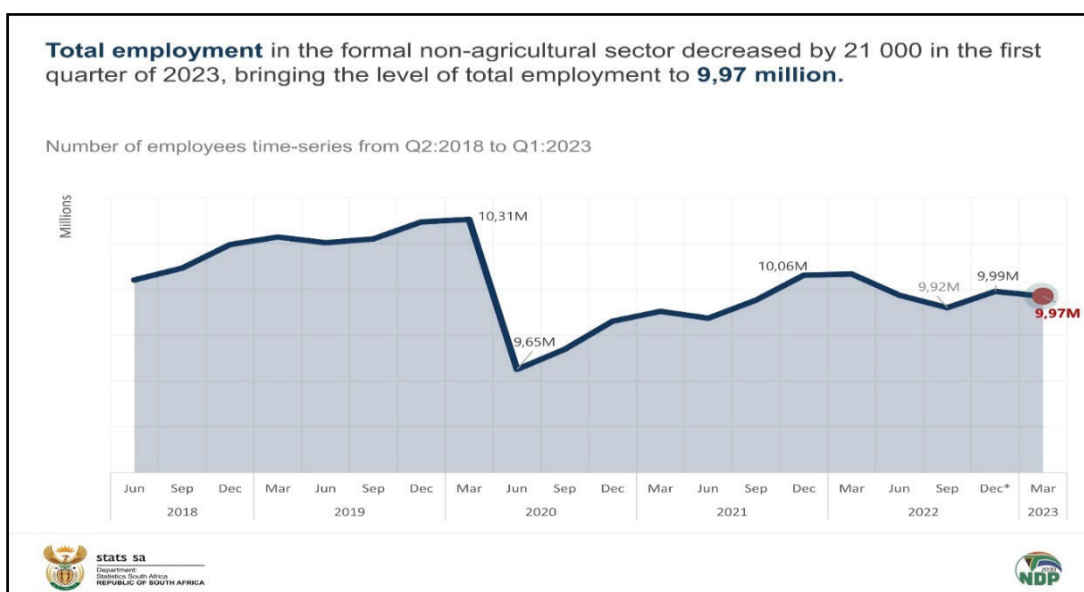


Figure 1: Number of employees time- series from Q2 of 2018 to Q1 of 2023 (Source: STATSA Quarterly Employment Statistics (QES, Q1:2023))

Related	Last	Previous	Unit	Reference
Unemployment Rate	32.60	32.90	percent	Jun 2023
Unemployed Persons	7921.37	7933.00	Thousand	Jun 2023
Employed Persons	16346.19	16192.28		Jun 2023
Labor Force Participation Rate	59.60	59.40	percent	Jun 2023
Wages	25304.00	26002.00	ZAR/Month	Mar 2023
Wages in Manufacturing	22257.00	22525.00	ZAR/Month	Mar 2023
Population	59.89	59.39	Million	Dec 2022
Youth Unemployment Rate	60.70	62.10	percent	Jun 2023
Employment Rate	40.10	39.88	percent	Jun 2023

Figure 2: Employment (Source: STATSA Quarterly Employment Statistics (QES, Q1:2023))

Youth Unemployment Rate in South Africa decreased to 60.70% in the second quarter of 2023 from 62.10% in the first quarter of 2023 (Statistics South Africa,2023).

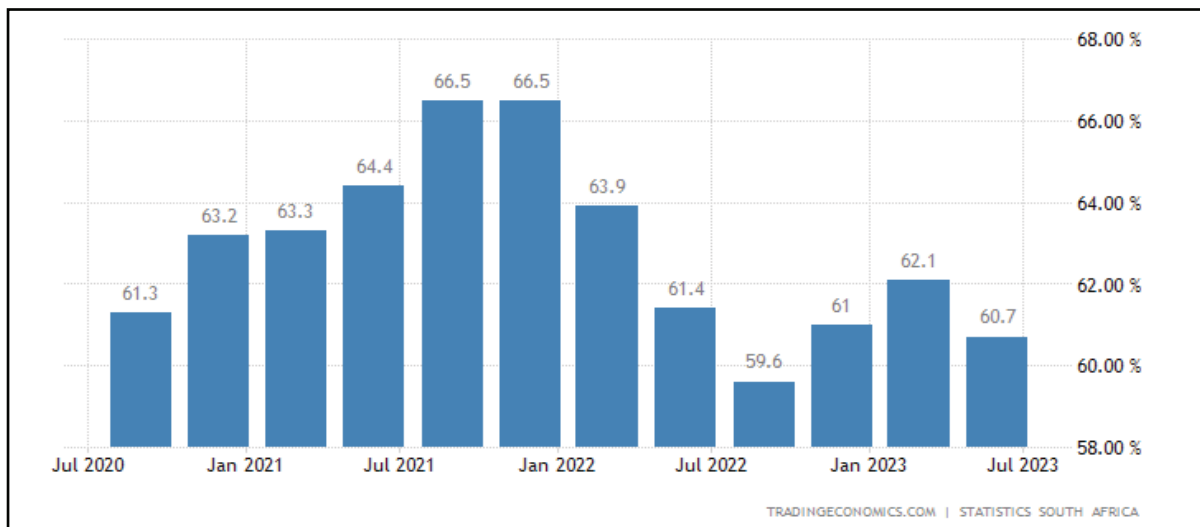


Figure 3: Unemployment rate in South Africa in the second quarter of 2023. (Source: Quarterly Labour Force Survey (QLFS) Q2:2023)

Table 5: Quarterly Labour Force Survey Quarter and Quarter 2 of 2022 (Source: Quarterly Labour Force Survey Quarter and Quarter 2 of 2022)

Province	Apr-Jun 2021	Jan-Mar 2022	Apr-Jun 2022	Qtr-to-qtr change	Year-on-year change	Qtr-to-qtr change	Year-on-year change
	Thousand				Per cent		
South Africa	14 942	14 914	15 562	648	620	4,3	4,2
Western Cape	2 256	2 298	2 344	46	87	2,0	3,9
Eastern Cape	1 235	1 293	1 343	50	108	3,9	8,8
Northern Cape	256	321	318	-3	62	-1,0	24,1
Free State	723	781	807	26	84	3,3	11,6
KwaZulu-Natal	2 421	2 371	2 481	110	60	4,7	2,5
North West	979	917	924	7	-55	0,8	-5,6
Gauteng	4 648	4 586	4 787	201	138	4,4	3,0
Mpumalanga	1 166	1 082	1 167	85	1	7,8	0,1
Limpopo	1 257	1 265	1 391	126	134	9,9	10,7

- **Economic Environment**

South Africa's government revised its budget deficit forecast to 4% of the GDP in the 2023/24 fiscal year - the lowest in four years, from a previous estimate of 4.1% in October, on higher tax collection due to rising precious mineral prices.

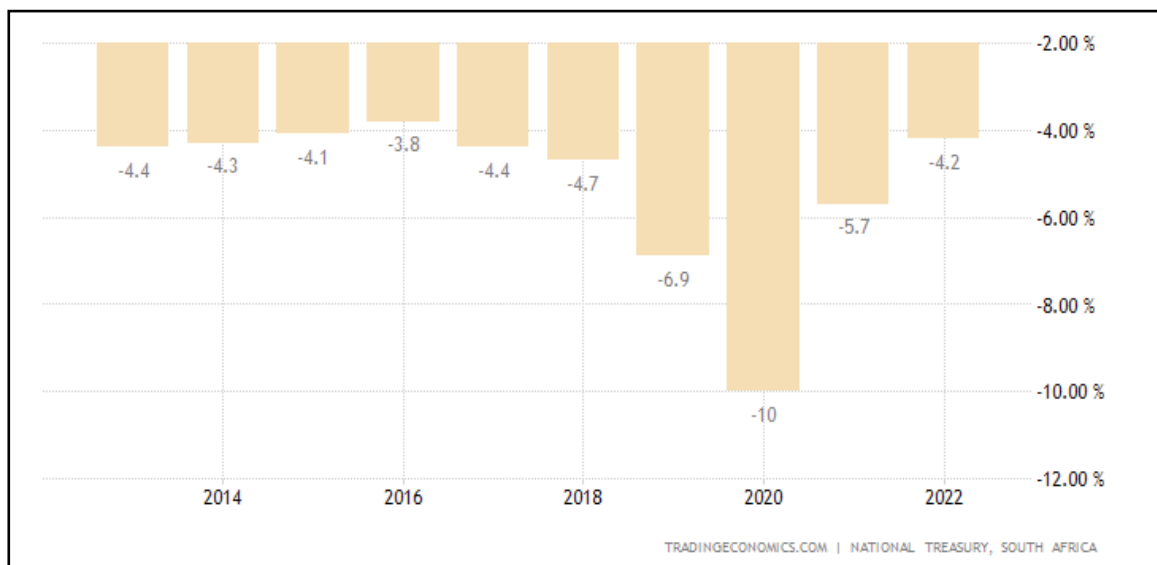


Figure 4: GDP in the 2023/24 fiscal year. (Source: World economic Forum (WEF) report of May 2023)

According to the World economic Forum (WEF) report of May 2023 cost-of-living pressures are particularly acute in some developing economies where domestic price dynamics are exacerbated by currency depreciation. KwaZulu Natal like the rest of the country is greatly affected by the global conditions such as conflict between Russia and Ukraine. According to a STASA Economic wrap-up report for June 2023, South Africa narrowly averted recession. Eight of the ten industries grew in the first quarter, with manufacturing and finance, real estate & business services driving much of the momentum. On the downside, agriculture decreased sharply. The electricity, gas & water industry continued to struggle with its fourth consecutive quarter of decline. The demand side of the economy registered a rise in exports, backed up by increased investment and positive government and household spending. Despite the positive GDP reading, the level of economic activity is still 0,7% down from the recent peak reached in the third quarter of 2022. These economic instabilities are impacting on education sector service delivery.

- **Technological Environment**

According to the Emerging Technologies in South Africa, A Landscape Analysis Report, disruptive technologies including advanced robotics, artificial intelligence, big data analytics, cloud computing, the Internet of Things (IoT), smart sensors, augmented reality (AR) and virtual reality (VR), and 3D printing have begun to transform global manufacturing including South Africa. South Africa has one of the largest information and communications technology (ICT) markets in Africa. The figure below shows the distribution of emerging technologies in South Africa by sector.

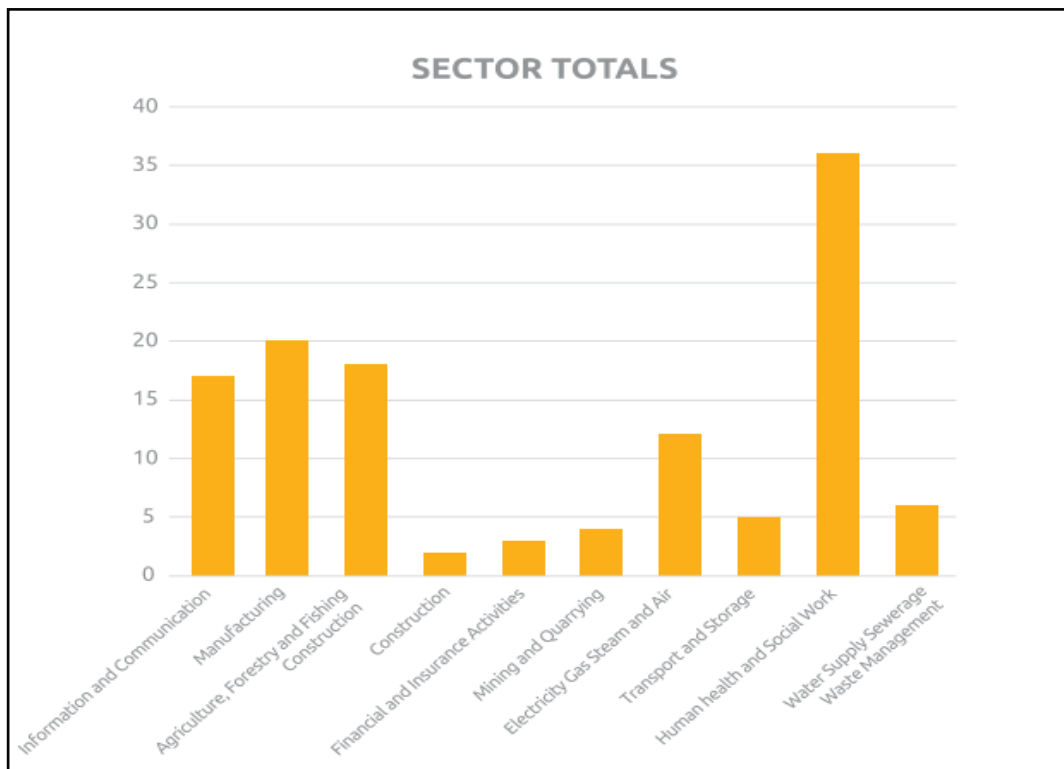


Figure 5: Distribution of emerging technologies by sector. (Source : Emerging Technologies in South Africa report , June 2022)

- **Environment**

One of the biggest challenges of this generation is climate change which has a direct impact on education. The impacts of climate change on education arise from the effects of extreme weather events, such as heavy rains accompanied by flash floods, strong winds and hailstorms with short and long-term consequences. The extreme weather conditions continue to cause distraction in school infrastructure and leaves devastating footprints. Over the past two years South Africans have had to experience one of the most devastating effects of climate change in the history of South Africa and KwaZulu-Natal was not spared from these effects.

The devastating floods in KwaZulu-Natal and other parts of the country are the beginning of South Africa feeling the effects of climate change. The figure below shows projected changes in the annual average number of extreme rainfall days throughout the province over the period 2021-2050 under the RCP 8.5 scenario. Increases in the number of rainfall days are likely to result in an increase in intense storms, and flooding events across the province which are bound to disrupt schooling.

- **Legal Environment**

Information systems continue to penetrate the daily lives of individuals throughout South Africa. There is also an increasing use of technological devices 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. There has been an increase in legal cases against the Department for corporal punishment and sexual offences.

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

The triple challenges of poverty, inequality, and unemployment continue to rise in South Africa due to the unfavourable economic climate. The persistently low rate of economic growth, and in particular the 'triple challenges' of poverty, unemployment and inequality, have their roots in the apartheid period, when the economy was deliberately structured as non-inclusive. The challenges are exacerbated by the slow recovery from the pandemic, rising food and energy prices, and high levels of public debt.

Unemployment rate

South Africa’s official unemployment rate increased slightly in the first quarter. There was a decline in the ‘not economically active’ population as individuals entered the ranks of both the unemployed and employed. The number of unemployed increased by an estimated 179 000 individuals, while the number of employed climbed by 258 000. Finance, community & social services, and agriculture registered the largest employment gains while job losses were recorded in private households, trade, mining, construction and manufacturing. At 32,9%, South Africa’s official unemployment rate remains one of the highest in the world.

The percentage of individuals aged 5–18 years who did not attend any educational institutions between 2019 and 2021 is compared in Figure 4.2. The figure highlights the negative effect of COVID-19 on particularly young children by showing that a much higher percentage of children aged five and six years old were not attending educational institutions in 2020 and 2021 than in 2019, before COVID-19 started. Amongst five-year-olds the percentage of children who did not attend any education institutions increased from 10,9% in 2019 to 37,7% in 2020, before declining to 19,4% in 2021. It is clear that the young age groups were worst affected by the closure of nursery schools and pre-school centres during this time.

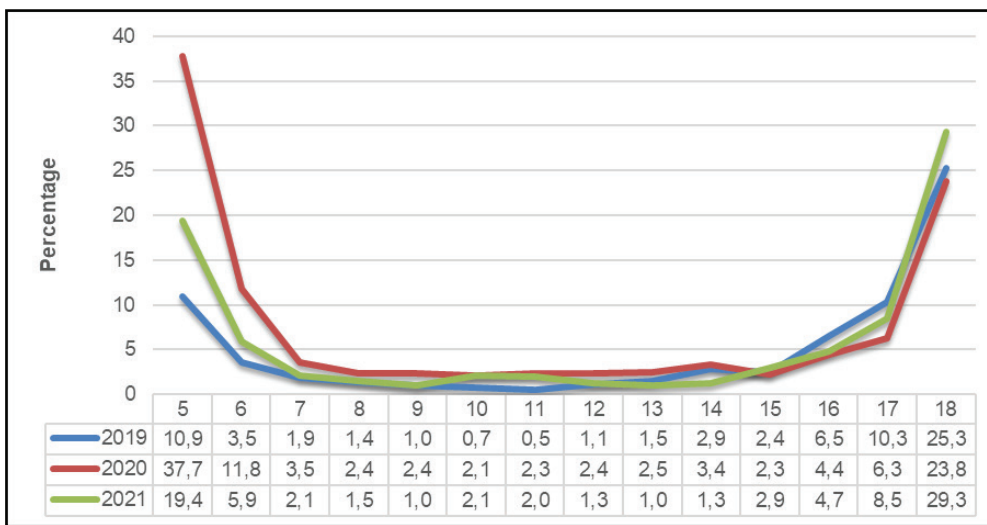


Figure 6: Percentage of individuals aged 5 to 18 years who did not attend educational institutions, 2019–2021. (Source: General Household Survey, 2021)

The percentage of individuals aged 5–24 years that attended educational institutions by single ages as presented in the Figure 7 below shows very high school attendance in the age group 7–14 years, after which the attendance of educational facilities drops sharply. By the age of 24 years, approximately 10% of individuals were still attending an educational facility. The figure below also shows a noticeable representation of learners who were older than the ideal graduation age in primary and secondary schools.

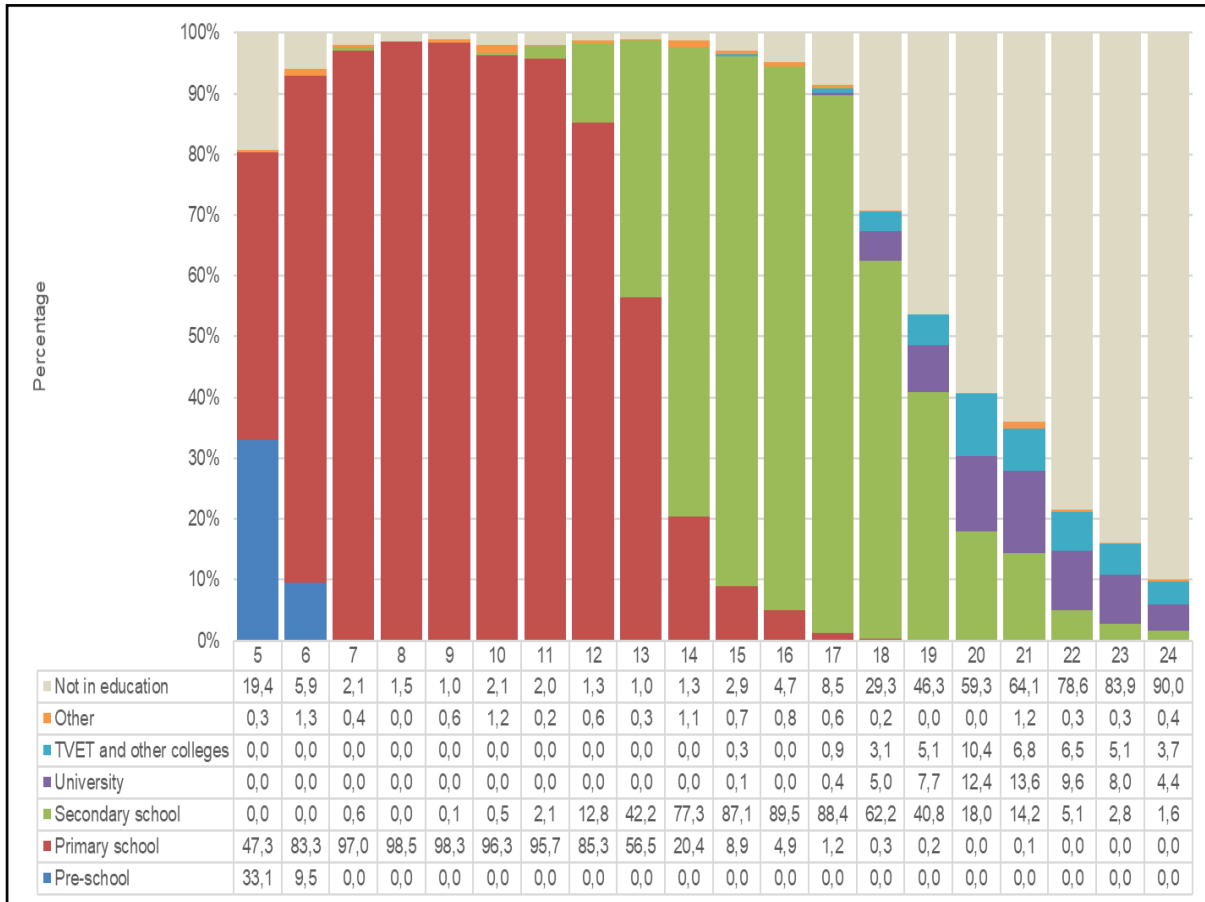


Figure 7: Type of educational institution attended by individuals aged 5-24 years, 2021. (Source: General Household Survey, 2021)

Northern rural provinces experienced the largest declines in reading with coastal provinces experiencing the smallest declines. Four provinces experienced declines of more than a full year of learning between 2016 and 2021. Given that 40 points amounts to one year of learning, this was as follows: Northwest (-2,4yrs), Free State (-1,6yrs), Mpumalanga (-1,2yrs) and Limpopo (-1yr). The three coastal provinces (WC, KZN and EC) experienced the smallest declines with WC showing the smallest decline (-0,4yrs).

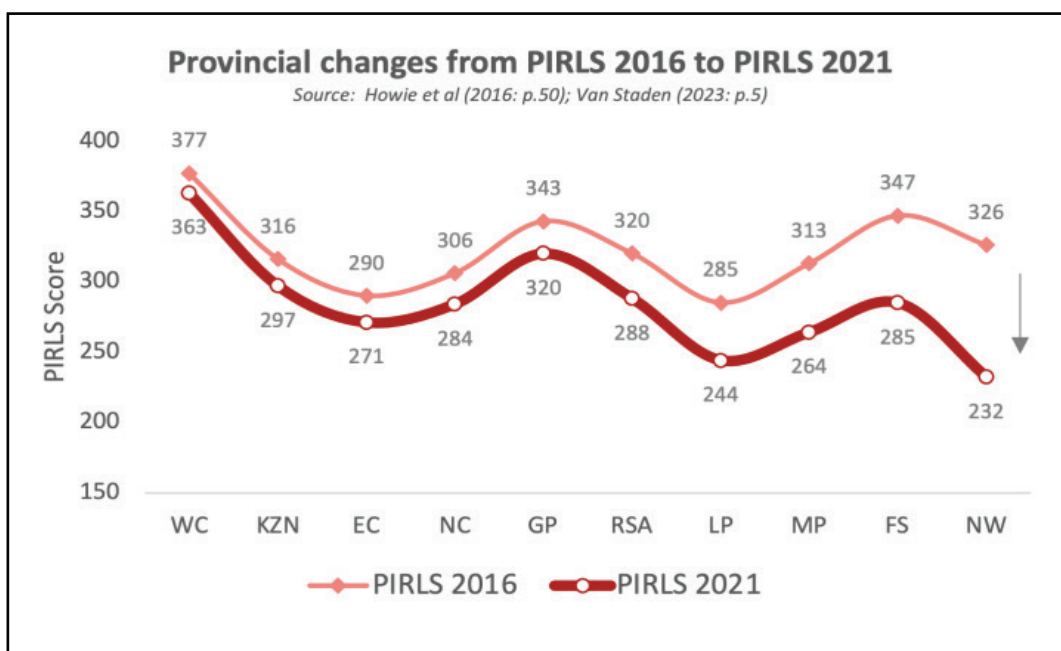


Figure 8: Provincial changes from PIRLS 2016 to PIRLS 2021 per province. (Source: PIRLS, Overview of Key Findings, 2021)

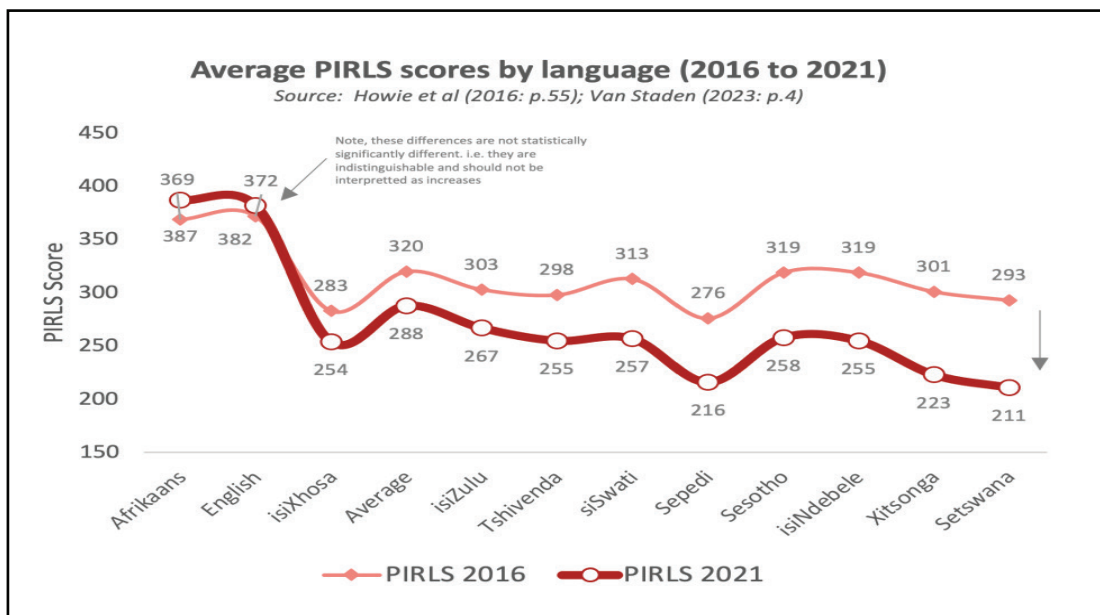


Figure 9: Average PIRLS scores by language (2016 to 2021). (Source: PIRLS, Overview of Key Findings, 2021)

General Household Survey (GHS) Functional literacy

According to the General Household Survey, Literacy rates can be used as a key social indicator of development. Although a simple definition of literacy is the ability to read and write in at least one language, the simplicity of this measure is complicated by the need to know what is read and written, and for what purpose and also how well it is done. Because it is so difficult to measure literacy, the GHS has historically measured adult literacy rates based on an individual’s functional literacy, e.g. whether they have completed at least Grade 7. This measure is closely related to educational attainment as described above, and it is presented in Figure 10. The Figure below shows the percentage of individuals aged 20 years and older with no formal education or highest level of education less than Grade 7 (functional illiteracy) by sex and age group, 2002 and 2021.

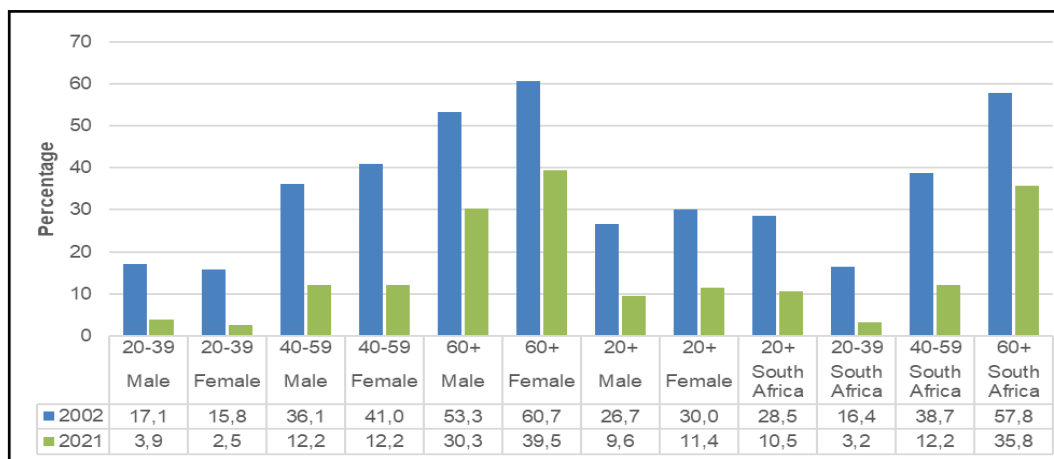


Figure 10: Percentage of individuals aged 20 years and older with no formal education or highest level of education less than Grade 7 (functional illiteracy) by sex and age group, 2002 and 2021. (Source: General Household Survey, 2021)

Educational attainment of persons aged 20 years and older.

Figure 10 above shows that the percentage of individuals aged 20 years and older who have attained at least Grade 12 has been increasing consistently since 2002, expanding from 30,5% in 2002 to 50,5% in 2021. Over this period, the percentage of individuals with some post-school education increased from 9,2% to 14,6%. The percentage of individuals without any schooling decreased from 11,4% in 2002 to 3,2% in 2021.

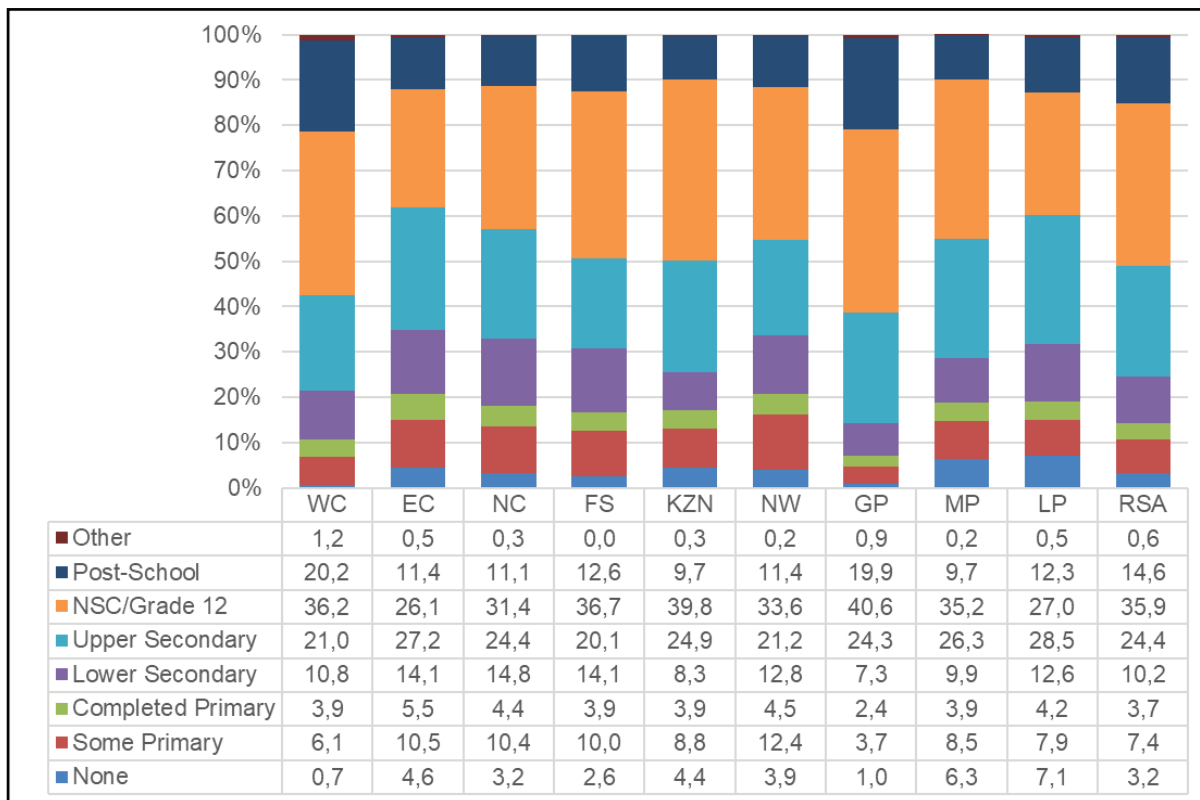


Figure 11: Percentage distribution of educational attainment for individuals aged 20 years and older. (Source: General Household Survey, 2021)

Figure 11 above, shows individuals without any formal education were most common in Limpopo (7,1%) and Mpumalanga (6,3%), and least common in Western Cape (0,7%) and Gauteng (1,0%). The figure shows that 21,3% of people aged 20 years or older have attained some academic qualifications that are equivalent to or less than Grade 9. Grade 9 is the final year of the senior phase and learners are allowed to leave school on its completion or when they turn 15 years old, whichever comes first. Individuals with lower secondary qualifications or less were most common in Eastern Cape (30,1%) and Northern Cape (29,6%).

The Department of Basic Education has taken over the responsibility of Early Childhood Development (ECD) since 1st April 2022 from Department of Social Development. This meant that the department needs to develop systems which will cater for the 0 to 4-year-olds as part of the National Integrated Plan. According to the General Household, it is very difficult to measure the direct contribution of the state towards ECD activities since a household-based survey, such as the GHS, is not designed to accurately identify the suppliers of ECD services.

Table 6: Percentage of children aged 0–4 years using different child care arrangements by province, 2021 (Source: General Household Survey, 2021)

Care arrangements for children aged 0–4 years	Province (Per cent)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	RSA
Grade R, Pre-school, nursery school, crèche, education centre	39,8	25,4	16,4	39,6	18,8	18,6	38,1	23,7	27,7	28,5
Day mother	8,4	1,7	7,1	8,3	6,8	0,0	6,5	2,5	8,0	5,6
At home with parent or guardian	44,0	67,0	66,3	43,3	58,7	73,2	51,8	64,5	55,5	57,3
At home with another adult	5,4	4,4	7,8	8,2	15,3	6,2	2,7	6,9	8,2	7,3
At home with someone younger than 18 years	0,4	0,0	0,3	0,0	0,0	0,0	0,1	0,0	0,0	0,1
At somebody else's dwelling	2,0	1,5	1,0	0,7	0,3	2,0	0,7	2,4	0,3	1,1
Other	0,0	0,0	1,2	0,0	0,1	0,0	0,2	0,0	0,3	0,1
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

School Safety

There has been an increase in criminal activities at schools such as armed robberies and break-ins. Teenage pregnancy is also of major concern in certain areas. To counter crime at schools, the Department has strengthened governance and management while improving safety and security for both learners and educators.

4th Industrial Revolution

The Department is committed to continue piloting the introduction of Coding and Robotics at foundation phase as part of aligning with the demands of the 4th Industrial Revolution. The subject is 75% practical and teaching the subject requires that schools have at least one fully resourced Coding and Robotics laboratory.

Infrastructure

A need to eradicate pit latrines and inappropriate structures continues to be a priority for the department. The electrification of all schools to enhance safety remains high priority.

School Enrolments

There were approximately 15 million learners at school in 2021. The largest percentage of these learners attended schools in KwaZulu-Natal (21,5%) and Gauteng (21,3%). Although only 5,6% of learners attended private schools, there were large variations between provinces. While 12,5% of learners in Gauteng attended private schools, only 2,4% of learners in Northwest and Eastern Cape attended such institutions.

Learner Transport

The overall demand for learner transport in KZN currently stands at about 231 731 learners. The budget allocated by Treasury dictates that, of that figure, the Department can legally transport only 57 728 learners. This means that, since the Department is transporting 74 731 learners in 2023. Over and above that, there are over 157 000 learners who remain on the waiting list because of the unavailability of funds to include them in this service.

5.3.3. RELATED CHALLENGES

Macro-economic realities

Personal income tax has become more important as a source of government revenue in recent years. The 2023 net revenue collected represents a year-on-year increase of 7.9% over the net 2022 amount of R1563.8bn. The net amount of R1687 billion must be seen against the 2021/22 outcome of R1. 568 trillion, representing a year-on-year R123 billion increase. The Eighty20 Credit Stress Report 2023 Q2 finds for South Africa that across most areas defaults and overdue balances continued to escalate, and further interest rate hikes will cause even greater impact in an already high default environment. With lower interest rates anticipated over 2024., and lower inflation rates on average, this should support nominal and real expenditure, and so economic growth, with household consumption expenditure (HCE) accounting for two thirds of GDP.

South Africa has the highest youth unemployment rate in the world due to slow economic growth and the large number of young people — the potential demographic dividend —not having the skills required to find or create their own jobs. This situation is in critical need of intervention.

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

The population of South Africa was estimated to be 60,6 million by the end of June 2022. Between 2002 and 2022 South Africa experienced a positive population growth year-on-year. A positive growth rate indicates that the population is increasing, despite the devastating impact of COVID-19 globally and within South Africa’s borders. The population increase brings with it the added pressures of accommodating more learners at schools and providing additional resources to schools amid an ever-shrinking budget and limited buying power.

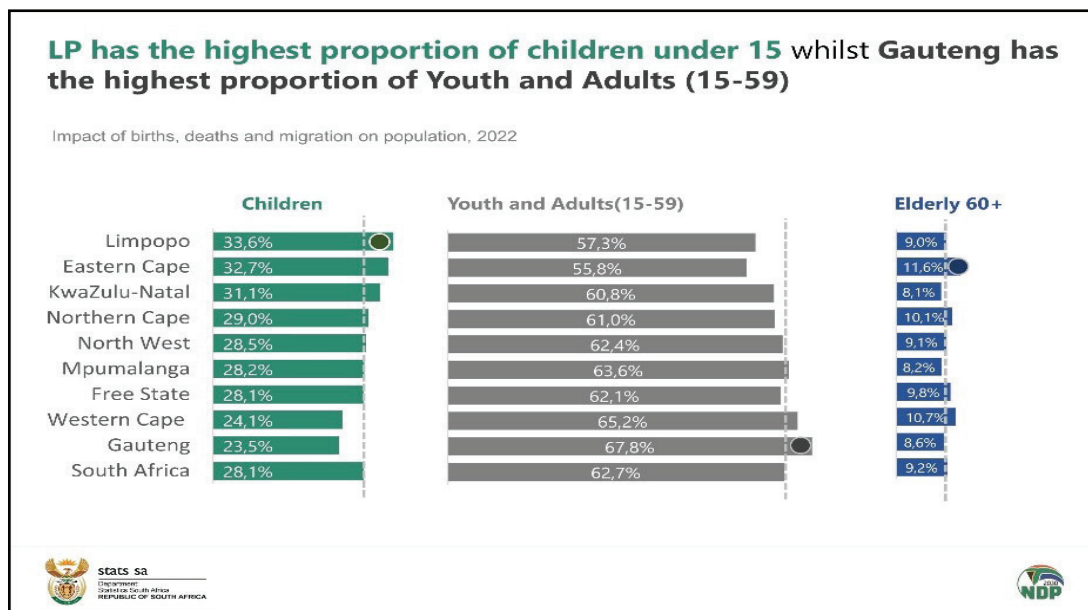


Figure 12: Impact of birth , death and migration on population ,2022 (Source: STATSA,2022).

5.3.5. TREND ANALYSIS BASED ON ANNUAL REPORTS

Below is the trend analysis for the output performance indicators for 2019/20, 2020/2021, 2021/2022 and 2022/2023 financial years respectively.

Table 7: Trend analysis for the output performance indicators for 2019/2020- 2022/2023

Year	Total Indicators	Achieved	Not Achieved	Achieved (Percentage)	Not Achieved (Percentage)
2019/20	67	36	31	53,73%	46,27%
2020/21	56	31	25	55,36 %	44,64%
2021/22	36	18	18	50%	50%
2022/23	36	22	14	61,11%	38,89%

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

In 2021 it was found that 81% of Grade 4 learners cannot read for meaning in any language, up from 78% in 2016. This means that only 19% of South African Grade 4 children could read for meaning in any language in 2021 (all 11 languages were assessed). Due to PIRLS being a nationally representative sample, of the 1,127,877 Grade 4 learners in 2021, 914,000 could not read for meaning in any language. SA's PIRLS score dropped from 320 (2016) to 288 (2021), approximately 0,8 years of learning.

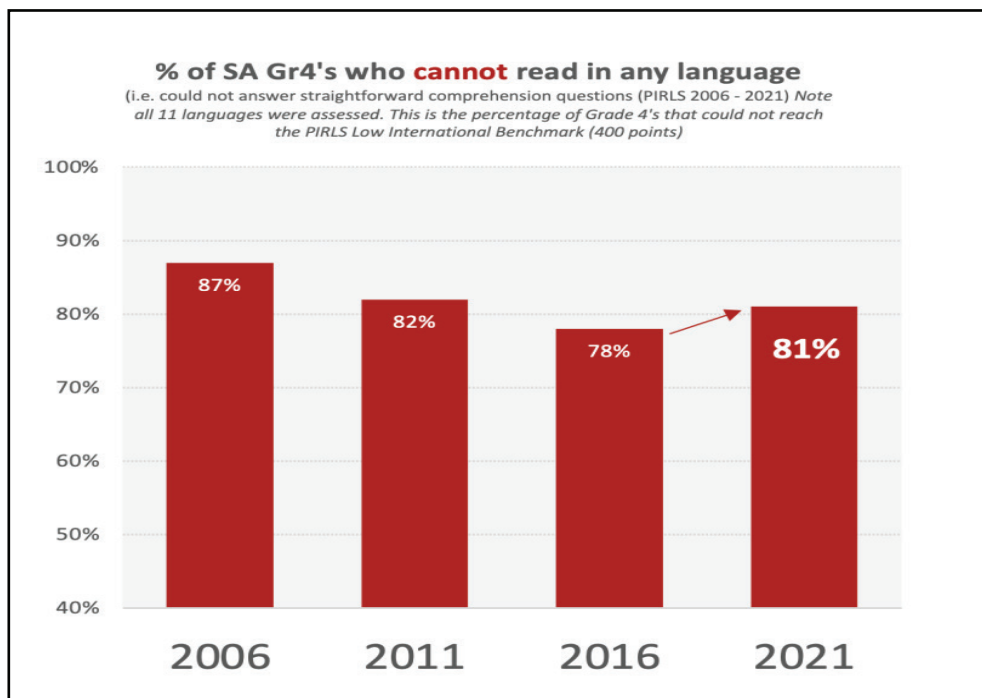


Figure 13: Percentage of SA grade 4's who cannot read in any language. (Source: PIRLS, Overview of Key Findings, 2021)

5.3.7. EVALUATIONS

Monitoring & Evaluation demands

Ever-increasing pressure on the government to be fiscally responsible for prudent macro management and efficient delivery of services increase the demand for 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. 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. The department has adopted the national evaluation policy framework 2019 to guide the development and implementation of the departmental evaluation. The Department has an approved Departmental Evaluation Plan with the aim of institutionalizing and formalizing the processes of assessing the effectiveness of the department's policies programmes and systems. It is the intention of the Department to ensure that there is full compliance with the evaluation frameworks, however, due to financial constraints, the Department could not fully implement the Evaluation Plan. The evaluation of Early Childhood Development (ECD) Grade R was commissioned in the financial year 2023/24.

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

The coalition governments in municipalities have been one of the contributing factors affecting the implementation of the APP. The disagreements over key policy issues between parties impede service delivery. The impediment may further cause social unrest to what the public view as delayed or non-service delivery.

5.3.9. RESEARCH FINDINGS RELATING TO WOMEN, YOUTH AND PEOPLE WITH DISABILITIES THAT WILL INFORM THE INSTITUTION’S STRATEGY.

A United Nations report on the impact of COVID-19 on the rights of persons with disabilities in South Africa found that Globally, children with disabilities, especially in developing countries, experience numerous challenges in accessing and remaining in education. The Department of Education has an inclusive education policy that states that children with disabilities have the right to attend their local neighbourhood schools with support. According to a Statista report in 2023, South Africa had an overall gender gap index score of 0.79, placing it 20th out of 146 countries. During the period under review, gender disparity diminished slightly. The index measures the discrepancy between genders in four different areas: economic participation and opportunity, educational attainment, health and survival, and political empowerment.

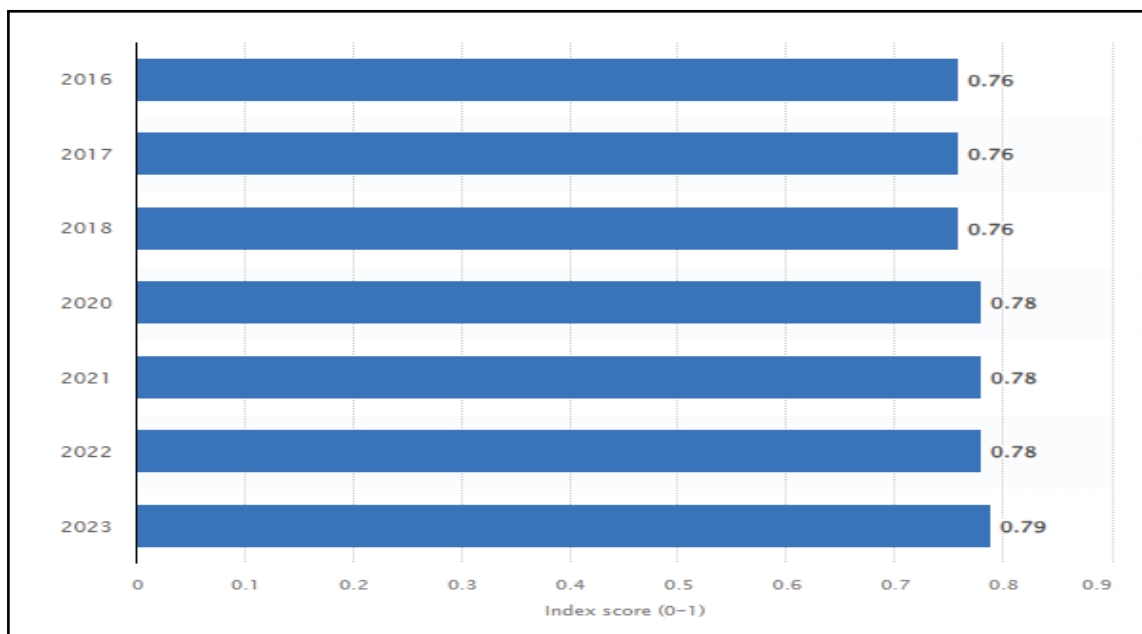


Figure 14: Gender gap index in South Africa 2016-2023. (Source: <https://www.statista.com/> report, 2023)

5.3.10. SONA 2023

Table 8: Showing the SONA pronouncement and interventions by KZN department of Education

SONA PRONOUNCEMENTS WITH IMPLICATIONS FOR KZNDOE	KZN INTERVENTIONS
Youth Employment <ul style="list-style-type: none"> • Employment of young people as a result of the expansion of the Employment Tax Incentive 	KZNDOE has intern, graduate and EPWP programmes.
Early Childhood Development (ECD) <ul style="list-style-type: none"> • Number of children receiving ECD subsidy. • Streamlining requirements for ECD centres to access support and enable thousands more to receive subsidies from government. 	ECD is implemented under Programme 5 of the Department. The following output performance indicators are included in the operational plan of the Department in response to SONA pronouncements on ECD: <ul style="list-style-type: none"> • Number of children (0–4-year-olds) receiving ECD subsidy. • Number of subsidised ECD centres (for 0–4-year-olds) receiving support from the Department.

SONA PRONOUNCEMENTS WITH IMPLICATIONS FOR KZNDOE	KZN INTERVENTIONS
Safety at Schools <ul style="list-style-type: none"> Mechanisms to ensure that schools are safe to allow effective learning and teaching. 	School safety is a priority of school governance and management. The following indicators are monitored in the operational plan of the Department: <ul style="list-style-type: none"> Number of schools where School Safety Committees (SSC) have been established. Number of schools which are successfully linked with local Police stations. Number of schools with adequate fencing.
Matric Outcomes <ul style="list-style-type: none"> Improving matric results particularly in poorer schools 	Programme 7 of the Department deals with Examinations and related interventions. The Implementation of the Provincial Academic Improvement Plan is aimed at improving matric results particularly in all schools
School Infrastructure <ul style="list-style-type: none"> Number of toilets built in schools 	The KZN Department of Education is implementing water and sanitation infrastructure projects under Programme 6 with measurable performance indicators and targets which will continue in the financial year 2023/24. Below are the output performance indicators in response to SONA pronouncements: <ul style="list-style-type: none"> Number of public schools supplied with sanitation facilities. Number of schools where pit latrines have been eradicated. (This output indicator is tracked through an Operational plan)

5.3.11. SOPA 2023

Table 9: pronouncement and interventions by KZN department of Education

SOPA PRONOUNCEMENTS WITH IMPLICATIONS FOR KZN DOE	KZN INTERVENTIONS
Improving the quality of education and preparing learners for the future world of work and industries where no one is left behind.	The Department is implementing the three-streams model
The Coding and Robotics Curriculum will be rolled out in more schools	Coding and robotics curriculum is being implemented in selected primary and secondary schools in the province.
The Department will provide clean water and sanitation as part of programmes towards “zero schools with pit latrines and bucket systems”.	The Department’s Infrastructure programme makes provision for clean water and sanitation.
The Department will build 12 new schools in 2023 which includes a Maritime School of Excellence and an ICT focus school in Amajuba	The building of new schools falls under Programme 6 of the Department of Education.
The province aims to convert non-viable schools for other educational purposes	The conversion of non-viable schools for other educational purposes falls under the transformation of the schooling system in KZN.
In partnership with the Department of Transport and the Department of Public Works, KZNDOE will audit bridges required by learners to access schools during the rainy season	The Department, in partnership with the Department of Transport and the Department of Public Works will audit bridges required by learners to access schools during the rainy season.

5.3.12. PROVINCIAL ECONOMIC RECOVERY PLAN

As part of the social compact for economic recovery the plan has 14 sectors. Department of Education in KwaZulu-Natal continues to respond to 2 of the 14 sectors, viz.: the Fourth Industrial Revolution (4IR), ICT and Innovation and Infrastructure Development. This is through ICT rollout programmes such as tablets, smartboard and infrastructure programme under programme six. The provincial economic recovery plan sets out a plan for the province’s economy in response to various challenges.

Radical economic Transformation

Radical economic transformation means that we should move beyond mere inclusion and should speak of direct and majority participation of the whole of our people.

The Department is committed to contribute to radical economic transformation through Youth Employment by focussing on:

support for entrepreneurs and small businesses; sectors that can compete globally and create jobs; education and training that prepares a workforce for employment opportunities; and innovative ways to connect job seekers with employers, and entrepreneurs with capital and tools.

5.4. INTERNAL ENVIRONMENT ANALYSIS: HEAD OFFICE ORGANOGRAM

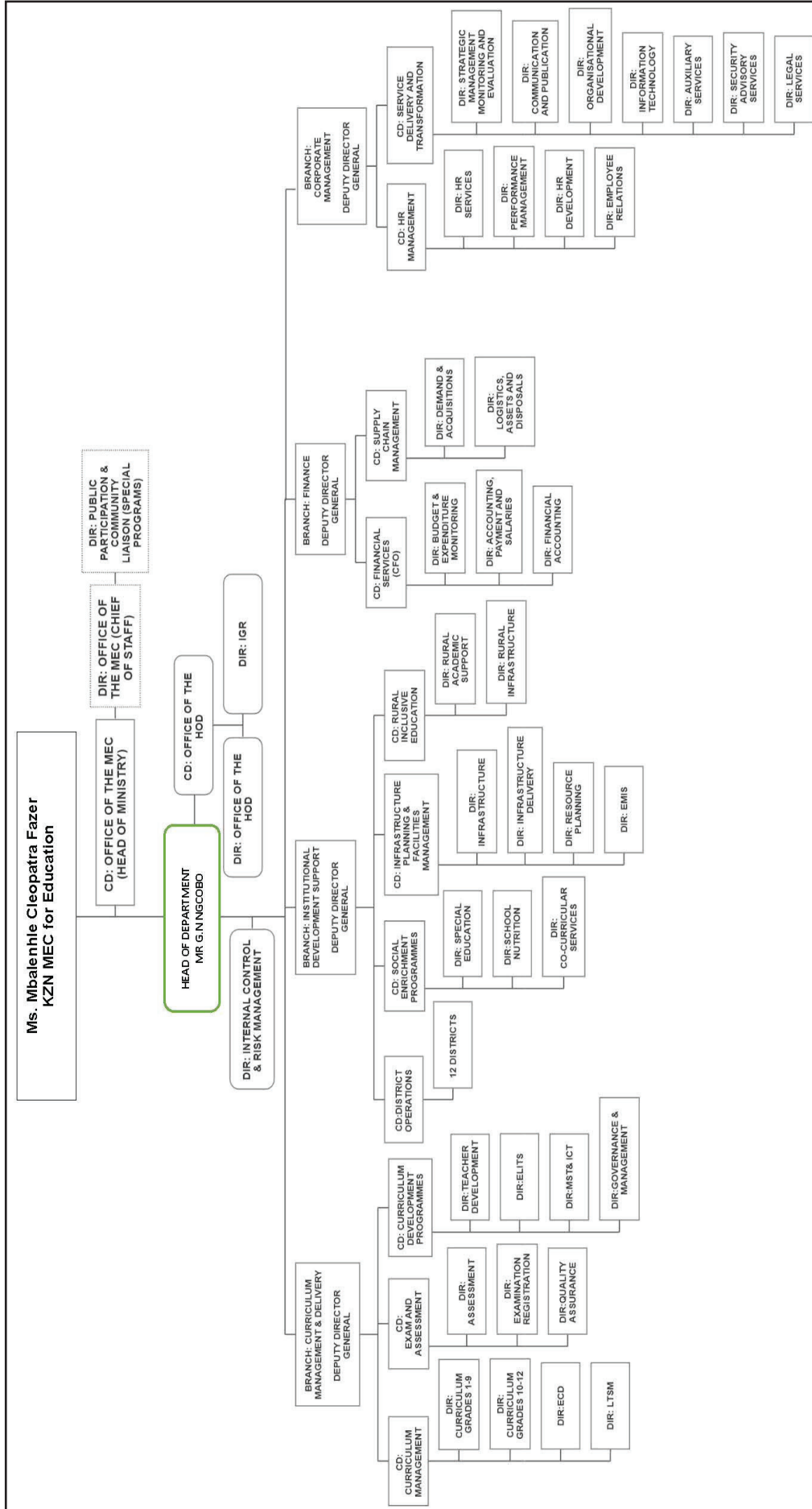


Figure 15: Head Office Organogram.

5.4.1. HUMAN RESOURCES LANDSCAPE

During 2023/24 financial year, the Department has retained its educator staff establishment to 90 057 posts which still places the Department at a teacher- pupil ratio of 1: 30. This situation could not be improved mainly due to financial constraints which has been worsened by huge budget cuts which have been affected over the MTEF period.

The KwaZulu-Natal Department of Education has 87 667 school-based educators, 991 office-based educators and 188 therapists 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 11 551 employees who are employed in terms of the Public Service Act to provide support services. 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 recently sent a request to the Office of the Premier requesting to advertise and fill Public Service and Office based Educator posts. These posts were listed as per Department's priority order which include 8 SMS posts, 137 Office based Educator posts and 118 Public Service.

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 0.52% 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 Department developed an Employment Equity Plan for the stipulated 5-year period ranging from period 1 April 2019 to 31 March 2024. 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 people with disabilities, the Department has fallen short of the prescribed targets. Whilst the workforce comprises of approximately 70% of women, only 39% 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.

Table 10: Showing Employment Equity

POST CLASS DESCRIPTION	FEMALE				MALE				TOTAL FILLED POSTS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
School Based Educators	55232	518	5651	1658	22435	153	1653	367	87667
Office Based Educators	478	6	14	7	437	3	45	1	991
Education Therapists	62	6	71	37	10	2	0	0	188

The Department has however, in compliance with the cost cutting measures, obtained approval from the Premier of the Province for 9 SMS members and 6 Public service post. 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.

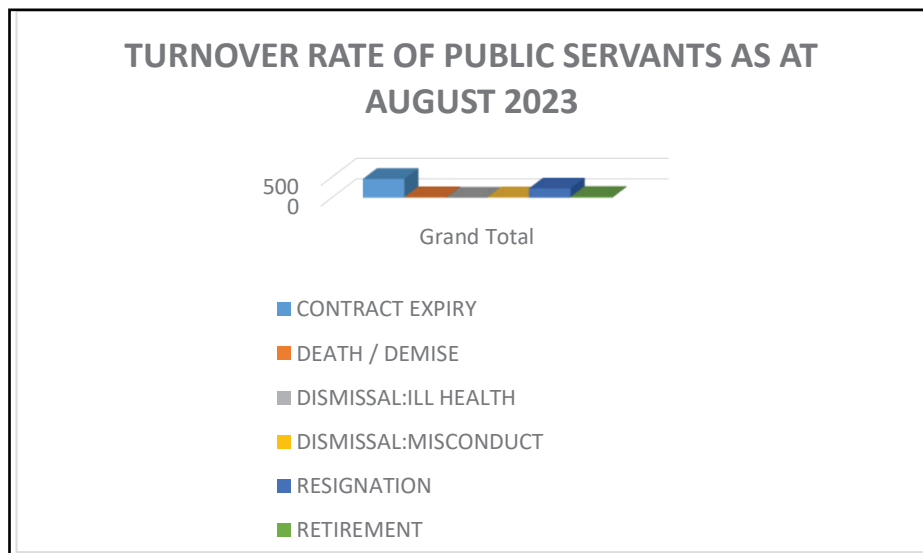


Figure 16: Public servants turnover rate as at August 2023

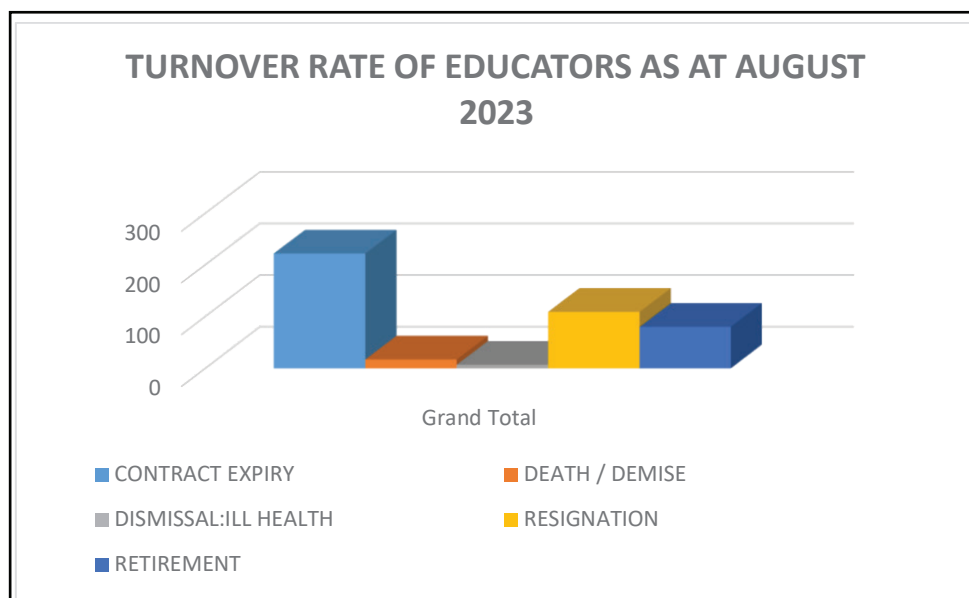


Figure 17: Educators staff turnover rate as at August 2023

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.

Employee Health and Wellness (EHW)

Employee Health and Wellness (EHW) seeks to provide an integrated, needs driven participative and holistic approach to all employees. The integrated approach to employee’s health, safety and wellness, recognizes the importance of individual health, safety and wellness in relation to organizational wellness of the department. The programme’s strategic focus is the implementation of the four EHW Pillars namely HIV, TB and STIs Management, Health and Productivity Management, Health, Risk and Quality Management and Wellness Management. It is envisioned that the programmes will develop and maintain healthy, dedicated, productive and responsive employees who can add value within the department.

Skills Audit

The KZN Department of Education has, since 2020, participated in two skills audit exercises: one was internally managed and sponsored and was implemented by Iliitha Management Consultants. The other one is sponsored by the Office of the Premier and is implemented by Moses Kotane Institute in all the 14 provincial departments.

❖ Ilitha Management Consultants skills audit

The skills audit by Ilitha Management Consultants covered all employees stationed at head office, all employees based at district offices and sampled the employees employed in terms of the Public Service Act of 1994. This skills audit excluded all school-based teachers as there was not enough funds to implement the skills audit for all employees at once. The skills audit by Ilitha Management Consultants has been completed and findings have been released and shared with members of Senior Management and District Management Teams.

❖ Moses Kotane Institute skills audit

This exercise, because it covers all 14 provincial departments, is implemented occupational category by occupational category. They first audited members of Senior Management. This was followed by the audit of skills for middle managers and the third cohort comprised of junior managers. The exercise by Moses Kotane is now preparing to audit the skills of all personnel below junior management level. All professionals, in terms of the management plan, will be audited last in 2024.

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 70% of women, only 39% of SMS posts were occupied by women. While this is a significant improvement from 31% over the last year, 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 11: Employment Equity as at 31 August 2023

SALARY LEVEL	FEMALE				MALE				TOTAL FILLED POSTS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE	
1	4	0	1	0	2	0	0	1	8
2	1588	10	20	2	1002	5	32	4	2663
3	795	6	56	3	2856	10	33	5	3764
4	234	11	11	23	144	3	34	3	463
5	2340	26	149	85	789	0	52	1	3442
6	95	12	132	23	44	3	69	1	379
7	141	0	3	2	57	0	5	0	208
8	165	4	25	9	78	0	19	2	302
9	65	1	4	1	37	0	3	0	111
10	10	0	1	2	13	0	0	1	27
11	34	0	1	2	31	0	3	0	71
12	16	0	3	1	24	0	7	1	52
13	15	0	1	0	25	0	3	0	44
14	7	0	0	0	5	0	0	0	12
15	1	0	0	0	2	0	1	0	4
16	0	0	0	0	1	0	0	0	1
GRAND TOTAL	5510	70	407	153	5110	21	261	19	11551

Table 12: Vacancy Rate = 22% as at 31 January 2023

SALARY LEVEL	TOTAL NUMBER OF POSTS	FILLED	VACANT
16	1	1	0
15	4	4	0
14	14	12	2
13	54	44	10
TOTAL	73	61	12

Table 13: People With Disabilities

Gender	Total Number Of Educators
Male	13
Female	26
Total	39
%	0.04%

5.4.2. FINANCIAL RESOURCES

The budget cut currently being implemented is exerting pressure on the department. The trends shows that the departmental budget is being steadily reduced over the MTEF which places significant pressure over the functioning of the department. The department has looked at areas where funding can be reduced such as deployment of surplus teachers to posts that become vacant, management of PILIR, early retirement, collection of departmental debts, timeous terminations, ICT strategy to reduce travel and subsistence costs, limitation of overtime, closure of non-viable schools, centralisation of property payment contractual obligations amongst others. However, there are very limited savings emanating from these activities that could be reprioritised towards the pressure area, which is Compensation of Employees, in order to maintain the PPN. The department will continue to reprioritise financial resources through plans to deliver on the education mandate. Although additional funds were provided by National Treasury over the 2022/23 MTEF, this will not reduce the pressures against Compensation of employees in the 2024/25 financial year.

OVERVIEW OF THE EDUCATION SYSTEM IN KWAZULU NATAL PROVINCE

In 2023 the Kwa-Zulu Natal Department of Education comprises of 12 districts, 41 CMC's, 203 Circuits and 6 145 functioning schools.

Table 14: Kwazulu-Natal Education by districts, CMCs and Schools.

Districts	12
CMC	41
Circuits	203
Schools	6 145

There are 6 145 established public and registered independent schools that are expected to submit the 10th Day Statistical Data via SA-SAMS. Of these, 5 789 are public ordinary schools, 266 independent ordinary schools, 76 public special schools, 4 independent special schools and 10 Pre-primary schools.

The figure of 5 789 for public ordinary schools comprised the following:

- 3 826 primary schools
- 1 603 secondary schools
- 360 combined schools

Table 15: Breakdown of schools by sector and level in KwaZulu Natal.

OWNERSHIP	Combined	Primary Schools	Secondary Schools	TOTAL	Special Schools	Pre Primary Schools
Public	360	3 826	1 603	5 789	76	3
Independent	109	107	50	266	4	7
TOTAL	469	3 933	1 653	6 055	80	10

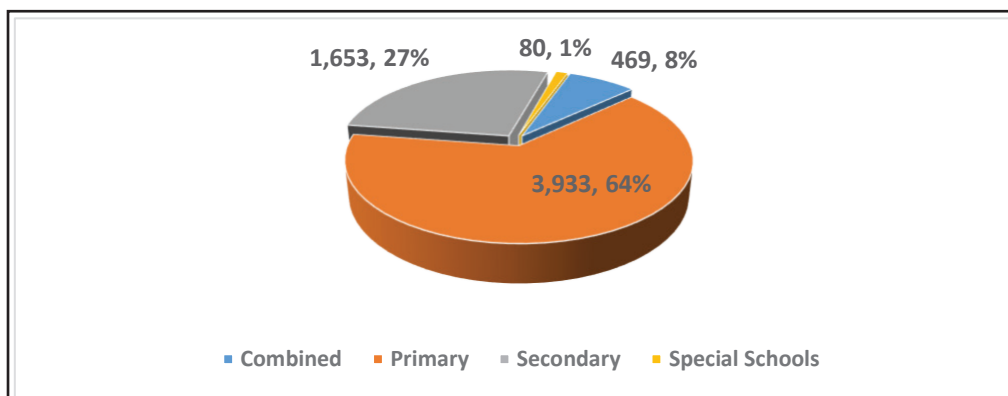


Figure 18: Percentage distribution of schools in Kwa-Zulu Natal in 2023.

Figure 18 and Table 15 above - shows that of the 6145 schools functioning in all sectors in 2023, 3 933 (64%) are primary schools, 1 653 (27%) are secondary schools and 469 (8%) are combined schools. Of the other sectors 80 (1%) schools are special schools. Please note that the 64% primary schools indicated in the graph include schools in the foundation and intermediate phases.

Table 16: Number of schools by district by sector and level.

DISTRICT	Public Ordinary	Independent Ordinary		Public LSEN	Independent LSEN	Public pre-primary	Independent pre-primary
		Subsidy	No Subsidy				
Amajuba	222	4	4	7	1	2	
Harry Gwala	415	6	9	3			
ILembe	412	1	6	2			1
King Cetshwayo	646	10	13	7	1		
Pinetown	492	16	25	12			
UGu	452	13	3	3			1
UMgungundlovu	487	21	33	9			
UMkhanyakude	535	8	0	3			
Umlazi	458	20	33	19	1		2
UMzinyathi	491	4	6	4			
UThukela	440	9	4	2	1	1	1
Zululand	739	15	3	5			2
KZN Province	5789	127	139	76	4	3	7

Table 17: Subsidised independent schools by category in KwaZulu Natal.

DISTRICT	COMBINED	PRIMARY	SECONDARY	LSEN	TOTAL
Amajuba	3	1			4
Harry Gwala	2	4			6
ILembe	1				1
King Cetshwayo	3	6		1	10
Pinetown	7	6	3		16
UGu	8	3	2		13
UMgungundlovu	8	10	3		22
UMkhanyakude	6	2			8
Umlazi	7	8	3		18

UMzinyathi	1	3			4
UThukela	4	4	1		9
Zululand	4	9	2		15
Total	54	56	14	1	126

Table 17 shows that, in 2023, there are 126 independent schools that are subsidised by the KZN Education Department.

Table 18: Full Service public ordinary schools in Kwa-Zulu Natal in 2023.

Full Service Schools	
Combined	12
Primary	84
Secondary	5
TOTAL	101

Table 19: Full service schools in the province.

DISTRICT	COMBINED	PRIMARY	SECONDARY	TOTAL
Amajuba	1	3	1	5
Harry Gwala	4	3	1	8
Ilembe	0	7	0	7
King Cetshwayo	1	11	0	12
Pinetown	1	7	0	8
Ugu	1	8	0	9
Umgungundlovu	0	10	0	10
Umkhanyakude	0	9	1	10
Umlazi	0	6	0	6
Umzinyathi	3	5	2	10
Uthukela	1	4	0	5
Zululand	0	11	0	11
Total	12	84	5	101

Table above shows that, in 2023, there are only 101 Full-service schools in the province. King Cetshwayo district (with 12 schools) has the largest number of Full-service schools, while Amajuba and uThukela districts (with 5 schools each) has the smallest number of Full service schools.

Table 20: Public Ordinary schools with Grade 1 and without Grade R per district.

District	Number of schools with Gr1 but no Gr-R
Amajuba	5
Harry Gwala	8
Ilembe	7
King Cetshwayo	2
Pinetown	7
Ugu	3
Umgungundlovu	11
Umlazi	19
Umzinyathi	8
Uthukela	2
Zululand	8
KZN Province	80

Table above shows the number of public ordinary schools with Grade 1 and without Grade R. Provincially there are 80 schools that have grade 1 but no grade R class. Umlazi (with 19 schools) and uMgungundlovu (with 11 schools) districts have the highest number of schools that do not yet have a grade R class.

5.4.3. ENROLMENT

The statistics show that there are 2 867 457 learners in ordinary schools (public and independent) and the learner figures are inclusive of all learners, Grade R to Grade 12, and include learners with Special Educational Needs in Mainstream Schools.

4.2.2 There are 93,047 educators in ordinary schools (public and independent) in KwaZulu-Natal - this do not include part-time and substitute educators.

Table 21: Number of learners, educators, and schools in the ordinary independent sector, by districts, in 2023.

DISTRICT	Learners ¹	Educators ²	Schools	Submitted
Amajuba	1452	68	8	5
Harry Gwala	2813	151	15	15
ILembe	2141	91	7	3
King Cetshwayo	5776	345	23	23
Pinetown	13742	1080	41	35
UGu	3993	233	16	16
UMgungundlovu	7422	420	54	30
UMkhanyakude	2660	141	8	8
Umlazi	13751	793	53	50
UMzinyathi	2109	142	10	10
UThukela	2238	138	13	13
Zululand	4907	151	18	18
KZN Province	63004	3753	266	226

Table 21 shows 63 004 learners in the province excluding special schools and pre-primary schools. 3 753 educators are fulltime state and SGB paid excluding the special schools and pre-primary school educators in an independent sector.

Table 22: Count of learners (Grade 1- 12 only) and educators in the public ordinary schools, by districts, in 2023.

DISTRICT	GR1 TO GR12 LEARNERS	EDUCATORS
AMAJUBA	131660	4315
HARRY GWALA	132122	4351
ILEMBE	168339	5284
KING CETSHWAYO	265628	8928
PINETOWN	340532	10900
UGU	194152	6326
UMGUNGUNDLOVU	220540	7528
UMKHANYAKUDE	228305	7213
UMLAZI	336018	11455
UMZINYATHI	174018	5642
UTHUKELA	193965	6313
ZULULAND	256034	8938
KZN PROVINCE	2 641 313	87 193

Table 23: Number of learners, educators and schools, and learner educator ratio (LER), learner school ratio (LSR) and educator-school ratio (ESR) in the public ordinary school sector, by district, in 2023.

Province	Learners ¹		Educators ²		Schools		Submitted		Indicators		
	Number	As % Provincial Total	Number	As % Provincial Total	Number	As % Provincial Total	Number	As % Provincial Total	LER	LSR	ESR
Amajuba	139439	4.98%	4542	5.09%	222	3.83%	222	3.83%	30.8	629.5	20.5
Harry Gwala	140508	5.01%	4558	5.10%	415	7.17%	414	7.17%	30.8	338.7	11.0
Ilembe	179096	6.38%	5409	6.06%	412	7.12%	412	7.12%	33.1	434.9	13.1
King Cetshwayo	282633	10.08%	9184	10.29%	646	11.16%	646	11.16%	30.8	437.8	14.2
Pinetown	361529	12.88%	11174	12.51%	492	8.50%	492	8.50%	32.4	735.0	22.7
Ugu	206397	7.36%	6473	7.25%	452	7.81%	452	7.81%	31.9	456.8	14.3
Umgungundlovu	233538	8.33%	7804	8.74%	487	8.41%	487	8.41%	30.0	480.0	16.0
Umkhanyakude	243439	8.68%	7347	8.23%	535	9.24%	535	9.24%	33.1	455.1	13.7
Umlazi	354245	12.64%	11568	12.95%	458	7.91%	459	7.91%	30.7	774.8	25.2
Umzinyathi	184794	6.59%	5832	6.53%	491	8.48%	491	8.48%	31.7	376.4	11.9
Uthukela	206560	7.37%	6360	7.12%	440	7.60%	440	7.60%	32.5	470.1	14.5
Zululand	272275	9.70%	9043	10.13%	739	12.77%	739	12.77%	30.1	368.5	12.2
KZN Province	2804453	100.00%	89294	100.00%	5789	100.00%	5789	100.00%	31.5	496.5	15.8

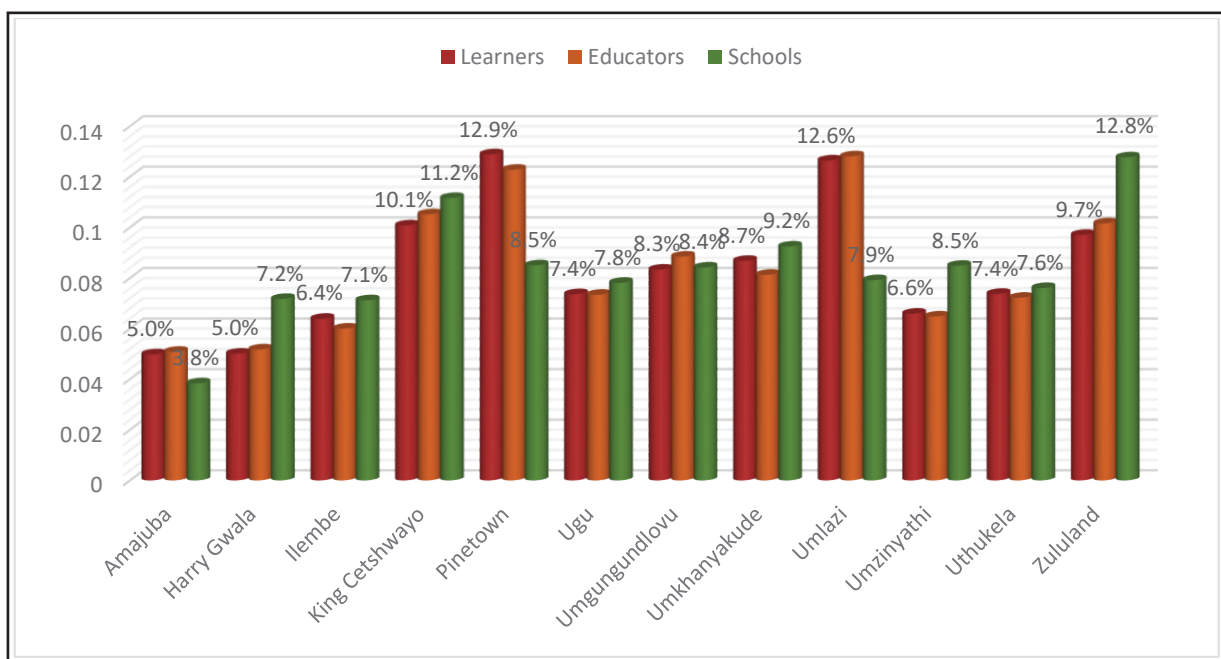


Figure 19: Percentage distribution of learners, educators and schools in the public ordinary school sector, by district, in 2023

The mainly rural districts tend to have proportionally more schools with fewer learners than the more urbanised districts, which tend to have proportionally fewer schools with more learners, an indication of higher population density. Figure 2 shows that, in 2023, Zululand district, one of the most rural districts, has 12.8% of the provincial total of public ordinary schools serving 9.7% of provincial learners while Umlazi, the most urbanised district, has 7.9% of the provincial schools serving 12.6% of the learners in the province.

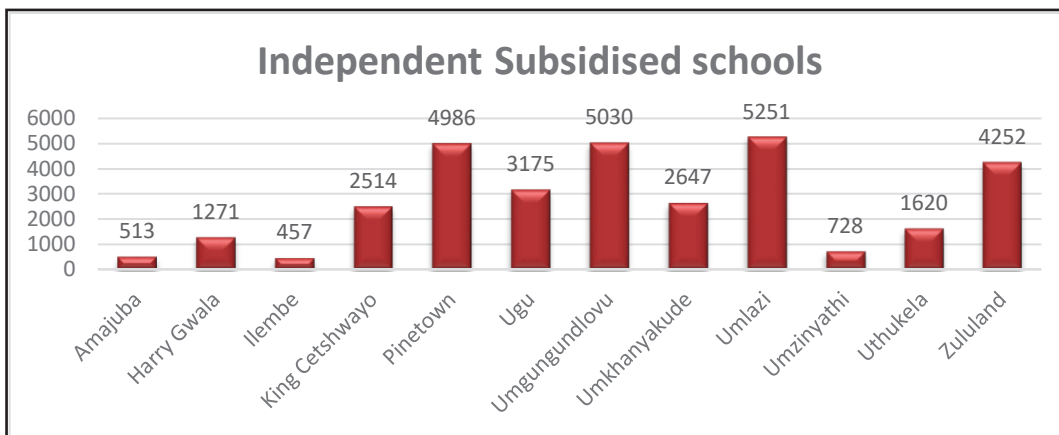


Figure 20: Enrolment distribution of learners in the ordinary independent sector, by districts and grade that are subsidised by the Kwa-Zulu Natal Department of education in 2023.

The mainly urban districts tend to have more independent subsidised schools (see table 2), with more learners than rural districts. Figure 3 shows that, in 2023, Umlazi district, one of the more urban districts, has 5 251 total numbers of learners that are subsidised while Ilembe district, the rural district has the least schools as well as subsidised learners.

Table 24: Enrolment ranking by districts.

District	Ranking
Pinetown	1
Umlazi	2
King Cetshwayo	3
Zululand	4
Umkhanyakude	5
Umgungundlovu	6
Uthukela	7
Ugu	8
Umzinyathi	9
Ilembe	10
Harry Gwala	11
Amajuba	12

In 2023, the provincial average educator school ratio in ordinary schools in Kwa-Zulu Natal is 15.8:1, ranging from 11:1 in Harry Gwala District to 25.2:1 in Umlazi district.

Learners by grade and Gender

Table 25: Number of learners in public ordinary schools, by district, gender, and grade, in 2023.

District	Gender	Grade R	Foundation Phase				Intermediate Phase				Senior Phase				FET Phase			
			Grade 1	Grade 2	Grade 3	Total	Grade 4	Grade 5	Grade 6	Total	Grade 7	Grade 8	Grade 9	Total	Grade 10	Grade 11	Grade 12	Total
Amajuba	Female	3776	4945	4951	5339	15235	5294	5046	5108	15448	5053	5538	5533	16124	6786	6233	5238	18257
	Male	4003	5390	5317	5800	16507	5875	5438	5397	16710	5398	6275	5499	17172	7001	5341	3865	16207
Harry Gwala	Female	4122	4875	5002	5287	15164	5216	5195	5483	15894	5488	5226	5357	16071	6355	6302	4401	17058
	Male	4264	5210	5405	5632	16248	5830	5922	5651	17403	5965	6282	5798	17403	7395	5637	3207	16239
Ilembe	Female	5289	6148	6433	6996	19627	6735	6555	6941	20231	6801	7042	7119	20962	7885	7971	5856	21742
	Male	5468	6785	6923	7219	20932	7298	7088	7272	21658	7154	8641	7527	23322	8659	7113	4178	19950
King Cetshwayo	Female	8455	9511	9924	10540	29975	10267	100558	10195	30520	9998	10802	10830	31630	12516	14166	11591	38273
	Male	8540	10380	10626	11305	32311	11331	10763	10790	32884	10767	12971	11938	35676	13365	12386	8608	34359
Pinetown	Female	10522	13026	13507	14452	40985	14052	13843	14104	41999	14439	14433	14034	42906	16261	14763	10489	41513
	Male	10475	14088	14423	14827	43338	14857	14378	14606	43841	15045	16987	14617	46649	17761	13486	8054	39301
Ugu	Female	6085	6985	7200	7765	21950	7930	7562	7855	23347	7884	8082	8409	24375	9884	8421	6167	24472
	Male	6160	7460	7933	8367	23760	8545	8175	8175	24895	8609	10327	8965	27901	10560	7956	4936	23452
Umgungundlovu	Female	6567	8175	8162	9152	25489	8942	8961	8854	26767	8802	9398	9442	27642	10588	10042	7707	28337
	Male	6431	8849	9044	9413	27306	9573	9201	9221	27995	9256	10868	10023	30147	11477	9133	6247	26857
Umkhanyakude	Female	7418	8166	8367	9011	25544	8830	8606	8632	26068	8642	8617	8921	86180	10420	13372	9343	33135
	Male	7716	9145	9186	9738	28069	9800	9458	9267	28525	9579	10657	9744	29980	12206	12020	6578	30804
Umlazi	Female	9055	12644	13145	13809	39598	14337	13950	14110	42397	14215	15323	14957	44495	15571	14432	11758	41761
	Male	9162	13209	13271	14411	40891	14645	14374	14168	43187	14629	16493	14926	46048	15810	12870	8961	37641
Umzinyathi	Female	5399	6423	6382	6769	19574	6594	6728	6748	20070	6651	7277	7397	21325	8825	8944	6872	24541
	Male	5377	6966	6981	7241	21188	7543	7221	6948	21712	7361	8619	7678	23758	9830	7325	4595	21750
Uthukela	Female	6254	7130	7236	7869	22235	7521	7503	7501	22525	7604	8068	8049	23721	9493	9383	7146	26022
	Male	6341	8221	7837	8184	24242	8044	7960	7986	23990	8321	9287	8692	26300	11407	8364	5159	24930
Zululand	Female	8012	9163	9358	9804	28325	9618	9668	9927	29213	9980	10267	10500	30747	12403	13307	10606	36316
	Male	8229	9978	9884	10528	30390	10750	10481	10459	31690	11017	12382	11339	34738	14011	12501	8103	34615
KZN Province	Female	80974	97191	99717	106793	303701	105336	103675	105468	314479	105557	110073	110548	326178	126987	127336	97174	351497
	Male	82166	105681	106836	112665	325182	114091	110459	109940	334490	113101	129889	116746	359736	139482	114132	72491	326105
	TOTAL	163140	202872	206553	219458	628883	219427	214134	215408	648969	218658	239962	227294	685914	266469	241468	169665	677602

Table 25 indicates that most learners in KwaZulu-Natal are females, however, there is a noticeable decrease in a number of male learners in the last two Grades (Grade 11 & Grade 12) furthermore, there is another noticeable decrease in a number of female learners in Grade 12. There are 163 140 Grade R learners in the province.

Table 25 indicates that:

- 792 023 learners are enrolled in the foundation phase, 648 969 in the intermediate phase, 685 914 in the senior phase and 677 602 in the FET and 169 665 learners are enrolled in Grade 12.
- Noticeably, there is an increase in enrolment between the foundation and intermediate phase, while there is a drop between the senior phase and the FET phase.
- 163 140 learners are enrolled in Grade R in 2023.

Figure 21 below shows the distribution of learners by gender and grade in the province, in 2023. The mainly male learners tend to be dominating in almost 84% all grades the province of KwaZulu-Natal. Only grade 10 and 12 where female learners are more enrolled than male learners.

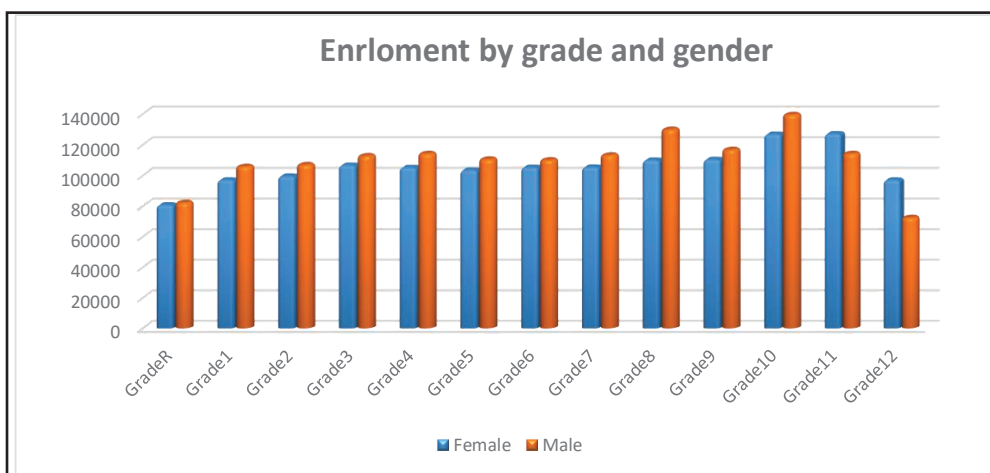


Figure 21: Distribution of learners by grade in KwaZulu Natal, in 2023

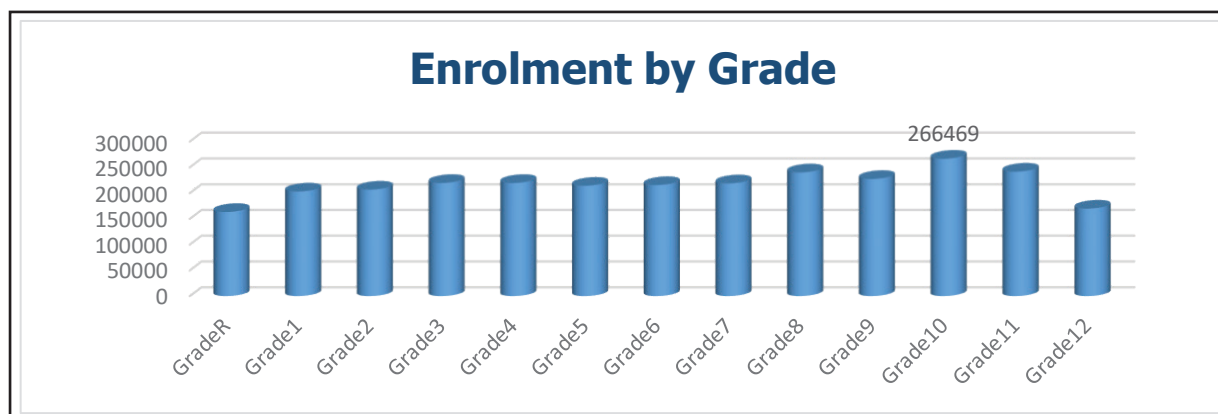


Figure 22: Enrolment by grade.

Undocumented learners in KwaZulu Natal Province.

Table 26: Undocumented learners by grade, by district in 2023.

DISTRICT	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Amajuba	312	499	413	382	358	321	277	275	359	365	602	386	207
Harry Gwala	822	1003	983	838	824	837	776	741	832	853	1146	977	513
Ilembe	948	1443	1335	1147	1160	1211	1152	1144	1371	1183	1489	1434	333
King Cetshwayo	589	778	796	666	595	513	513	455	514	462	485	368	236
Pinetown	1624	2652	2395	2092	1946	1914	1797	1834	1330	1363	1790	1339	806
Ugu	370	516	421	388	373	451	422	397	538	597	674	556	199
Umgungundlovu	1216	1776	1604	1438	1237	1194	1117	978	1131	1125	1270	1042	559
Umkhanyakude	1104	1472	1520	1450	1411	1258	1266	1165	1040	1058	1350	1293	644
Umlazi	1316	2251	2177	1975	1880	1988	1950	1771	1453	1405	1551	1427	626
Umzinyathi	596	724	843	722	603	523	494	483	565	710	784	684	391
Uthukela	565	895	884	715	709	635	608	642	640	647	796	525	282
Zululand	1 349	1835	1710	1492	1716	1684	1639	1617	1363	1461	2161	2373	1112
TOTAL	10811	15844	15081	13305	12812	12529	12011	11502	11136	11229	14098	12404	4908

Table 27: Undocumented learners by citizenship, by district in 2023. (Inclusive of all school categories.)

DISTRICT	Asylum Seeker	Immigrant	SA Citizen	TOTAL
Amajuba	22	838	3 949	4 809
Harry Gwala	8	194	11 030	11 232
Ilembe	86	544	14 752	15 382
King Cetshwayo	49	505	6 447	7 001
Pinetown	386	2 679	19 872	22 937
Ugu	22	343	5 562	5 927
Umgungundlovu	234	1 549	13 996	15 779
Umkhanyakude	16	199	15 836	16 051
Umlazi	1 321	6 354	14 303	21 978
Umzinyathi	5	227	7 931	8 163
Uthukela	28	605	7 955	8 588
Zululand	23	399	21 135	21 557
KZN TOTAL	2 200	14 436	142 768	147 404

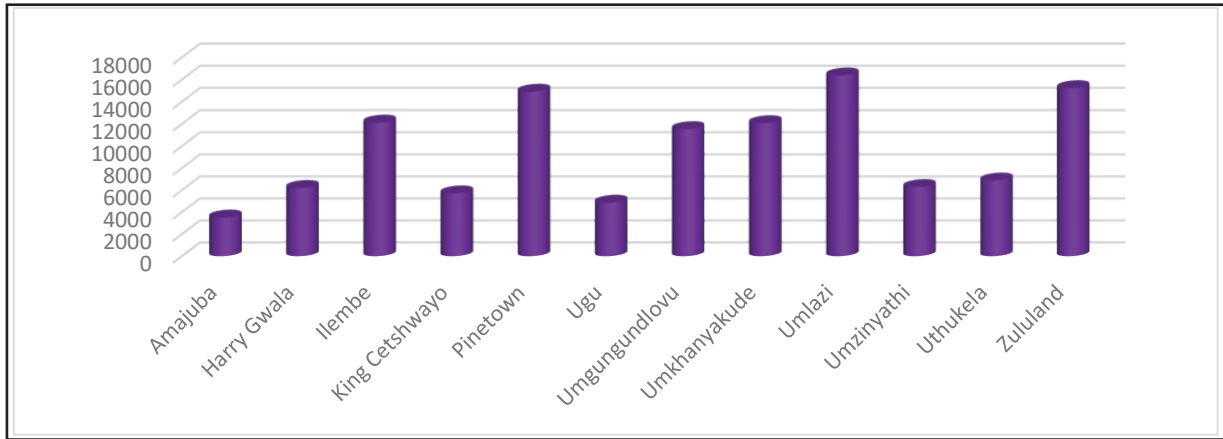


Figure 23: Distribution of learners without ID by district.

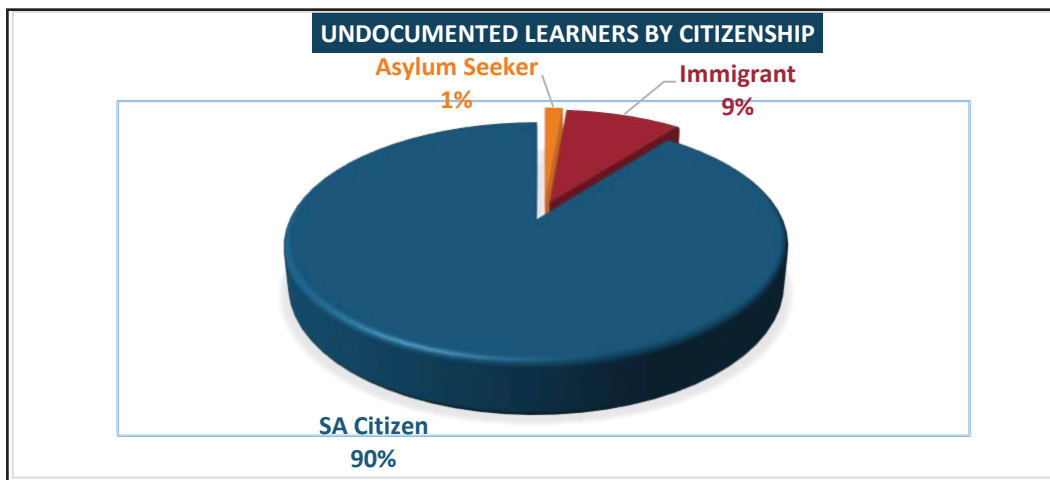


Figure 24: Distribution of undocumented learners by citizenship (Inclusive all school categories)

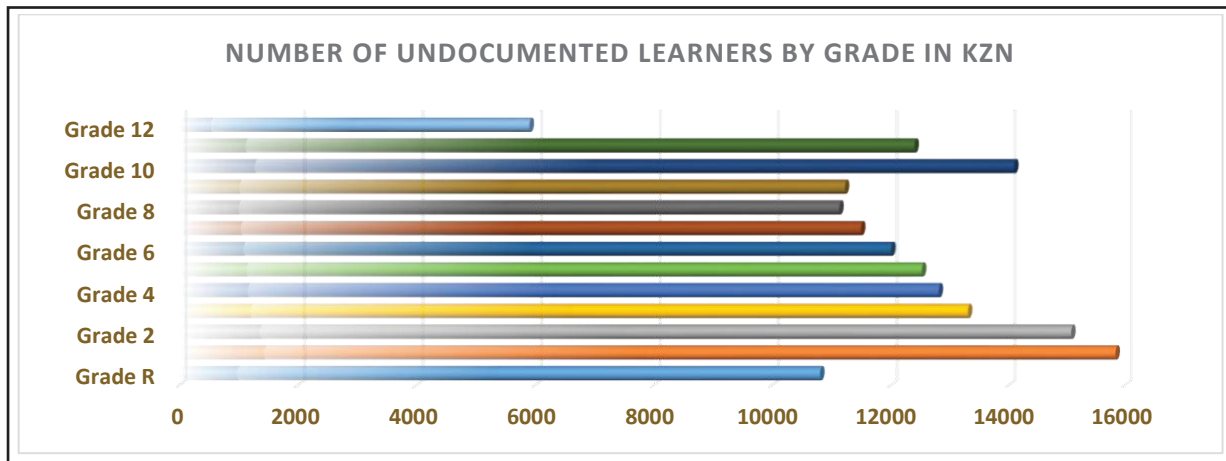


Figure 25: Count of undocumented learners by grade, in 2023.

5.4.4. 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, 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 2023

The class of 2023 was the most adversely affected in terms of learning disruptions to the schooling programme ranging from Covid-19 in 2020 to the recent spate of floods. These events meant that the department needed to double its effort to achieve the desired results. The enhanced 2023 Provincial Academic Improvement Plan paid rich dividends as reflected in the outstanding results attained in the NSC Examinations. The 2023 cohort of learners achieved 86.4% pass rate which placed the province second nationally.

The table below shows the National Senior Certificate results by gender in 2023 per district and the upward trend is an indication of the monumental efforts put into the schooling programmes.

Table 28: National Senior Certificate Results by gender in 2023 per district.

DISTRICT	Gender	2022			2023		
		Total Wrote	Total Achieved	Achieved%	Total Wrote	Total Achieved	Achieved%
AMAJUBA	Female	4981	4255	85,4	4816	4148	86,1
	Male	3695	3165	85,7	3567	3145	88,2
HARRY GWALA	Female	4471	3683	82,4	4041	3517	87,0
	Male	3448	2849	82,6	2996	2609	87,1
ILEMBE	Female	5281	4442	84,1	4888	4343	88,9
	Male	3815	3189	83,6	3507	3093	88,2
KING CETSHWAYO	Female	10816	8913	82,4	10787	9032	83,7
	Male	8033	6496	80,9	8140	6753	83,0
PINETOWN	Female	10887	8889	81,6	10007	8570	85,6
	Male	8816	6976	79,1	7790	6661	85,5
UGU	Female	5640	4947	87,7	5841	5229	89,5
	Male	4513	3906	86,5	4792	4288	89,5
UMGUNGUNDLOVU	Female	7522	6356	84,5	7113	6062	85,2
	Male	5932	4962	83,6	5795	4918	84,9
UMKHANYAKUDE	Female	8859	7683	86,7	8492	7629	89,8
	Male	6483	5563	85,8	6195	5589	90,2
UMLAZI	Female	11795	9940	84,3	11457	9970	87,0
	Male	9330	7555	81,0	8745	7418	84,8
UMZINYATHI	Female	6016	4806	79,9	6039	5202	86,1
	Male	4383	3495	79,7	4192	3657	87,2
UTHUKELA	Female	6696	5395	80,6	6633	5548	83,6
	Male	5195	4114	79,2	4938	4047	82,0
ZULULAND	Female	9841	8255	83,9	9618	8369	87,0
	Male	7860	6554	83,4	7522	6569	87,3
PROVINCE	Female	92805	77564	83,6	89732	77619	86,5
	Male	71503	58824	82,3	68179	58747	86,2

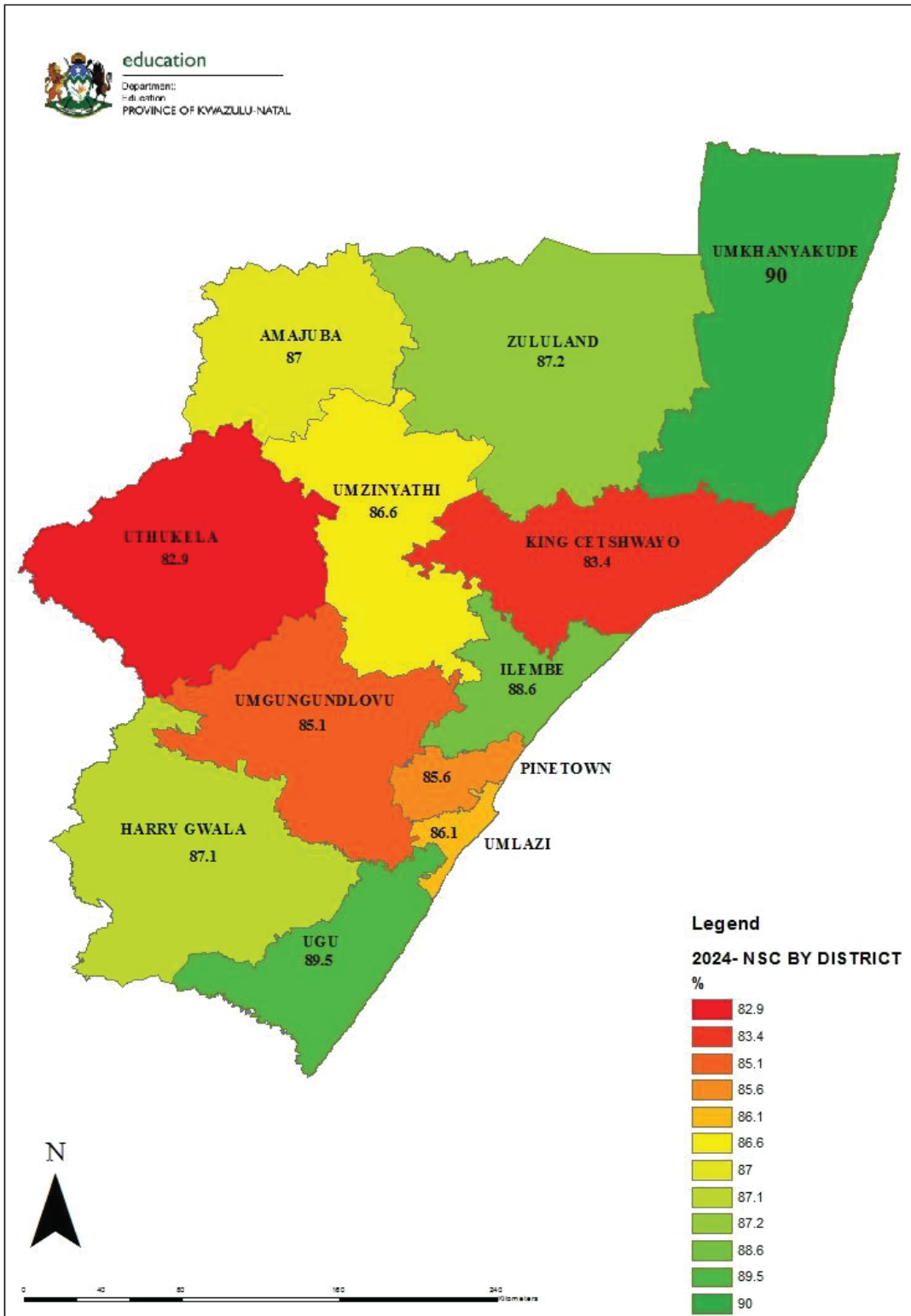


Figure 26: Provincial Overall Performance for 2023 per district.

The thematic maps above show the performance per district, red being minimum and green being the maximum percentage achieved.

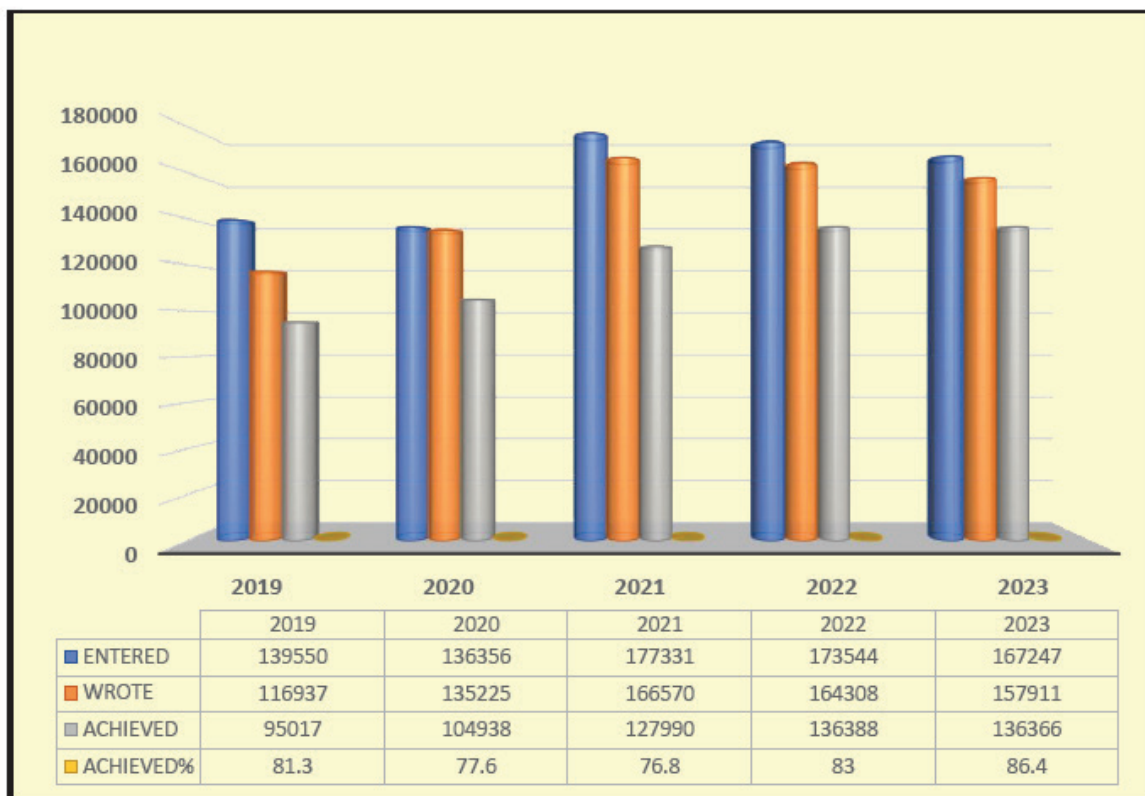


Figure 27: Comparison of overall performance 2019 – 2023

The figure above shows the trends in NSC pass rate since 2019 to 2023 with an increase of 3.4% from 2022 pass rate.

Table 29: Performance In Different Categories.

District Name	Total Wrote	BACHELOR		DIPLOMA		H-CERT		NSC	
		Achieved	Achieved %	Achieved	Achieved %	Achieved	Achieved %	Achieved	Achieved %
AMAJUBA	8383	3759	44,8	2395	28,6	1139	13,6	0	0,0
HARRY GWALA	7037	3242	46,1	1969	28,0	915	13,0	0	0,0
ILEMBE	8395	3760	44,8	2566	30,6	1107	13,2	3	0,0
KING CETSHWAYO	18927	8251	43,6	5018	26,5	2516	13,3	0	0,0
PINETOWN	17797	8301	46,6	4825	27,1	2101	11,8	4	0,0
UGU	10633	5243	49,3	3006	28,3	1268	11,9	0	0,0
UMGUNGUNDOLOVU	12908	6047	46,8	3384	26,2	1547	12,0	2	0,0
UMKHANYAKUDE	14687	6790	46,2	4438	30,2	1987	13,5	3	0,0
UMLAZI	20202	9636	47,7	5327	26,4	2413	11,9	4	0,0
UMZINYATHI	10231	4455	43,5	2884	28,2	1520	14,9	0	0,0
UTHUKELA	11571	4702	40,6	3206	27,7	1682	14,5	5	0,0
ZULULAND	17140	7913	46,2	4751	27,7	2240	13,1	34	0,2
PROVINCE	157911	72099	45,7	43769	27,7	20435	12,9	55	0,0

Bachelor passes in the 2023.

KwaZulu-Natal had 72,099 candidates obtaining bachelor passes. The number of candidates attained Diplomas in KZN is 43 769, while the number of candidates who passed with Higher Certificates is 20 435 as shown in the table 29 above.

Figure 30 below shows the percentages in Bachelor passes per district. Amajuba obtained 42.8% of Bachelor passes in 2022 and 44.8 in 2023. Harry Gwala 46.1 in 2023 compared to 38.9% of Bachelor passes in 2022. Ilembe improved from 41.1% of Bachelor passes in 2022 to 44.8 in 2023. King Cetshwayo improved from 42.0% of Bachelor passes in 2022 to 43.6 in 2023. Pinetown improved from 41.1% of Bachelor passes in 2022 to 46.6 in 2023. UGU improved from 48.6% of Bachelor passes in 2022 to 49.3 in 2023. uMgungundlovu improved from 44.9% of Bachelor passes in 2022 to 46.8 in 2023. uMkhanyakude improved from 43.9% of Bachelor passes in 2022 to 46.2 in 2023.

Umlazi improved from 45.1% of Bachelor passes in 2022 to 47.7 in 2023. UMzinyathi improved from 37.9% of Bachelor passes in 2022 to 43.5 in 2023. UThukela improved from 37.4% of Bachelor passes in 2022 to 40.6 in 2023. Zululand improved from 43.2% of Bachelor passes in 2022 to 46.2 in 2023.

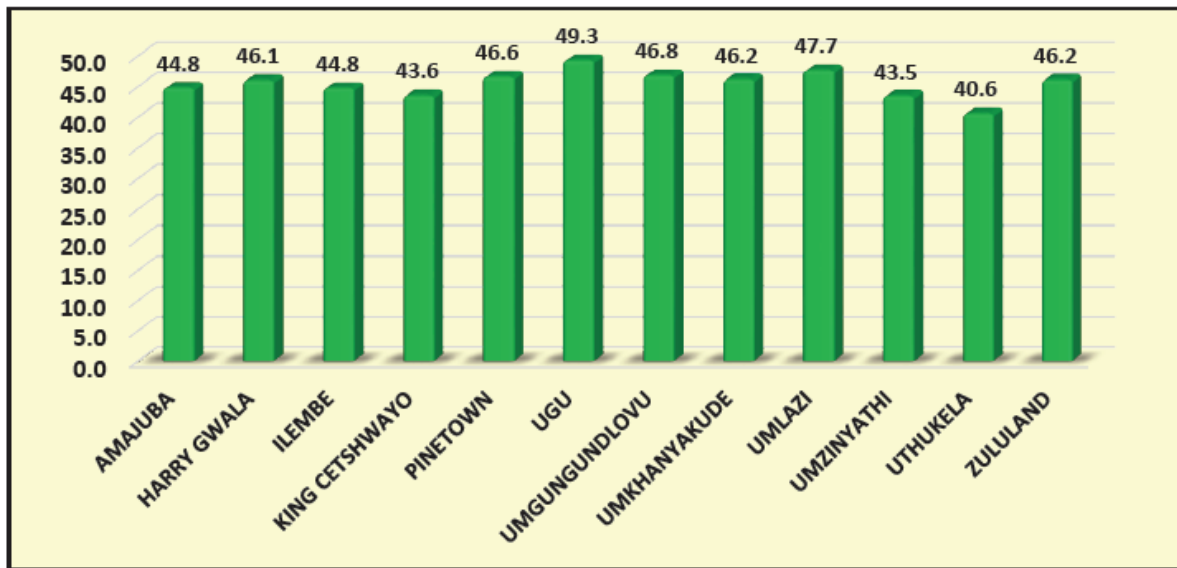


Figure 30: Bachelor passes per district.

Performance of Special Schools

The province continued its effort to improve education for learners with learning barriers. The majority of these learners are in special schools. In 2022 six special schools obtained 100%, two obtained between 70% and 91% respectively. In 2023 five (5) special schools obtained 100% as shown in table 30 below.

Table 30: Special School Enrolment: 2022 – 2023.

District Name	Centre No	Centre Name	2022			2023		
			Total Wrote	Total Achieved	%Achieved	Total Wrote	Total Achieved	%Achieved
KING CETSHWAYO	5113347	VULEKA SCHOOL FOR THE DEAF	10	7	70,0	9	9	100,0
PINETOWN	5412446	AM MOOLLA SPES NOVA	5	5	100,0	4	4	100,0
PINETOWN	5412106	FULTON SCHOOL FOR THE DEAF	6	6	100,0	5	4	80,0
PINETOWN	5412234	KWATHINTWA SCHOOL FOR THE DEAF	8	8	100,0	3	3	100,0
PINETOWN	5412527	VN NAIK SCHOOL FOR THE DEAF	16	16	100,0	14	14	100,0
UGU	5312256	ST MARTIN DE PORRES COMPREHENSIVE	7	7	100,0	6	5	83,3
UMGUNGUNDLOVU	5311302	ARTHUR BLAXALL	20	15	75,0	18	13	72,2
UMLAZI	5411414	MASON LINCOLN SPECIAL	12	12	100,0	6	6	100,0
UMLAZI	5411124	OPEN AIR	12	11	91,7	16	15	93,8
UMLAZI	5411146	CAMELOT COLLEGE	10	8	80,0			
PROVINCE			106	28	90,3	81	73	90,1

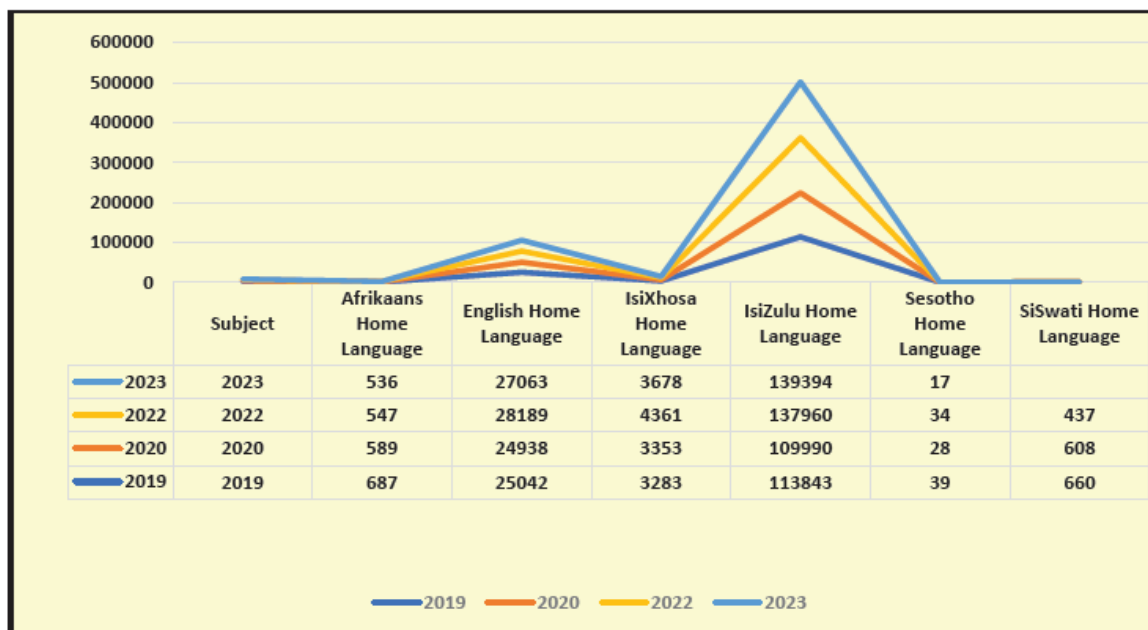


Figure 34: Performance In Home Language.

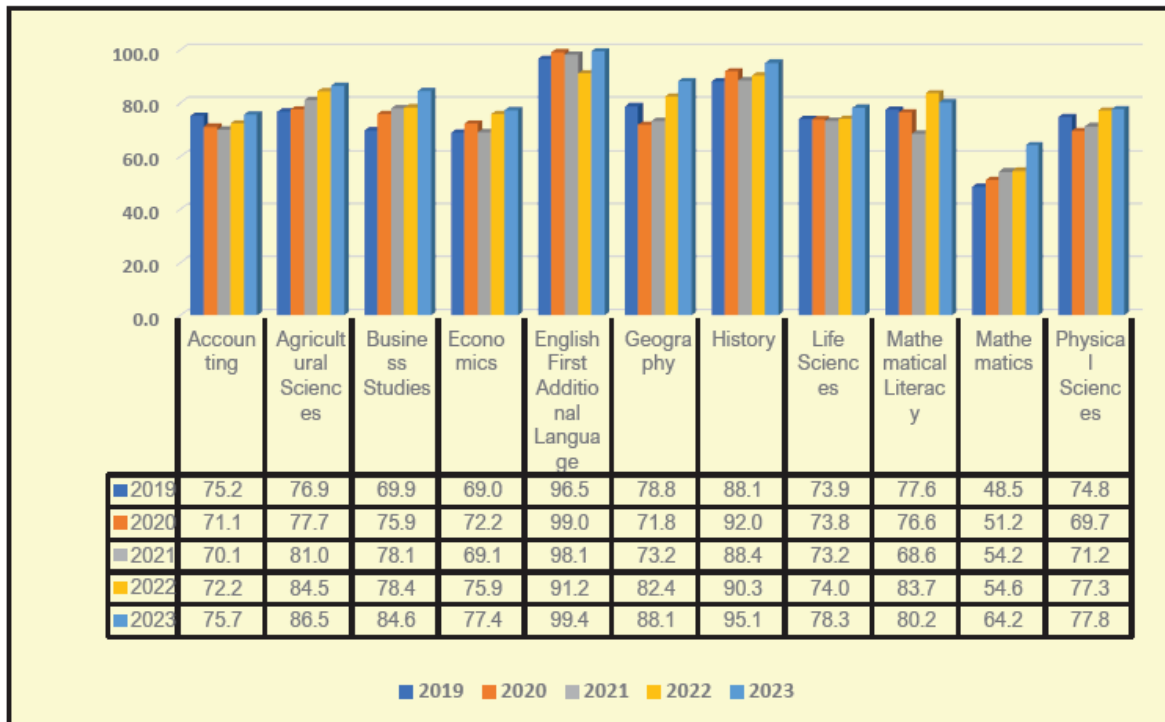


Figure 35: Gateway Subjects Performance.

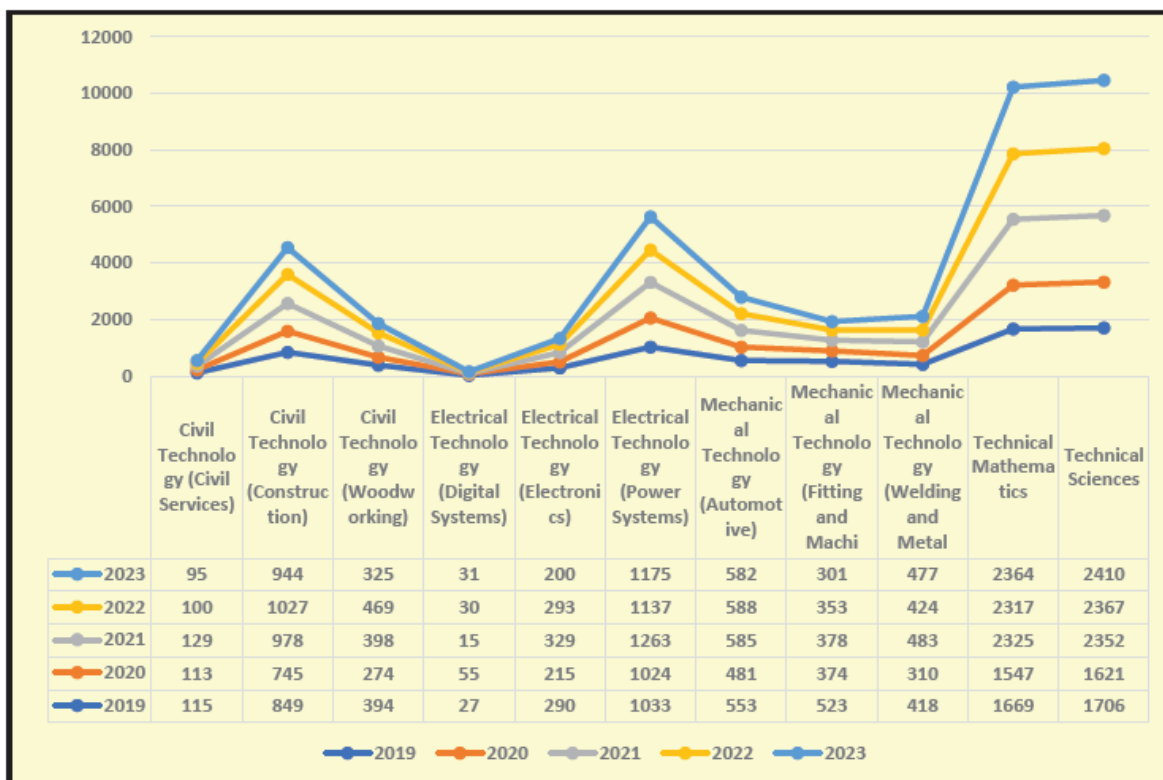


Figure 36: Technical Subjects Performance.

Table 31: Special schools enrolment: 2022 – 2023

District Name	Centre No	Centre Name	2022		2023	
			Total Entered	Total Wrote	Total Entered	Total Wrote
KING CETSHWAYO	5113347	VULEKA SCHOOL FOR THE DEAF	10	10	9	9
PINETOWN	5412446	AM MOOLLA SPES NOVA	5	5	4	4
PINETOWN	5412106	FULTON SCHOOL FOR THE DEAF	6	6	5	5
PINETOWN	5412234	KWATHINTWA SCHOOL FOR THE DEAF	8	8	3	3
PINETOWN	5412527	VN NAIK SCHOOL FOR THE DEAF	16	16	14	14
UGU	5312256	ST MARTIN DE PORRES COMPREHENSIVE	7	7	6	6
UMGUNGUNDLOVU	5311302	ARTHUR BLAXALL	24	20	19	18
UMLAZI	5411414	MASON LINCOLN SPECIAL	12	12	7	6
UMLAZI	5411124	OPEN AIR	12	12	16	16
UMLAZI	5411146	CAMELOT COLLEGE	10	10		
PROVINCE			110	106	83	81

5.4.5. ICT CAPACITY AND OTHER FACTORS

According to the KZN PGDS 2021 addressing ICT inequalities between the 'haves' and 'haves not' is critical in the 4IR age to ensure the benefits of technology are available to the populace. The Department embarked on the modernisation and transformation of teaching and learning spaces by using both the Conditional Grant and Equitable Share allocation through the supply of ICT Resources to schools and ensuring that schools are connected to the Internet. Seventy-five (75) schools in the province have received a full ICT School-based solution.

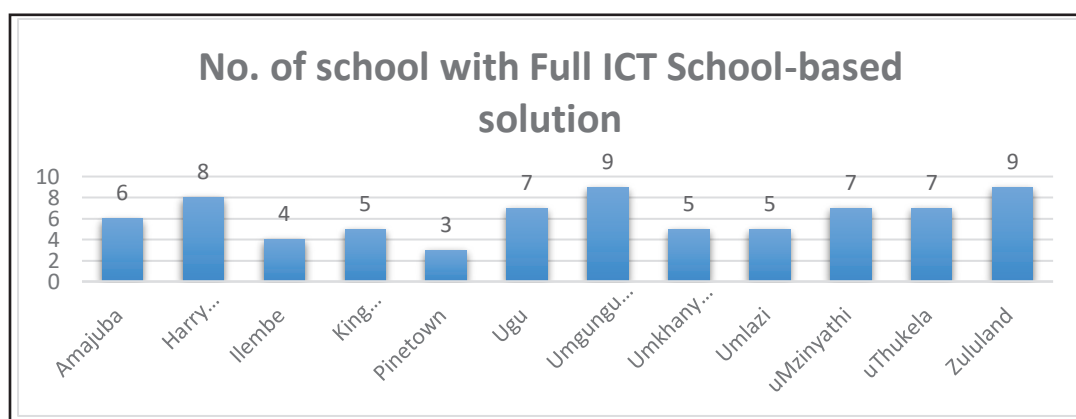


Figure 37: School with Full ICT School-based solution.

5.4.6. CODING AND ROBOTICS

One of the main areas that need attention according to the PGDS is Learning and acquisition of new knowledge in areas like coding and robotics which need to be accelerated in order for the country to continue to be a player in knowledge development and advancement in the science and technology spaces. 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. Since the beginning of the 2022 financial year, 244 Grade 9 piloting teachers were orientated from 26 June -1 July 2022. One hundred and eight (108) Officials attended the Capacity building and Dry Run for District Training Teams on 10-15 July 2022 and more than 2 824 Grade R-3 and Grade 7 teachers orientated in preparation for introduction of the new subject in 2023. The draft curriculum is not yet made policy as uMalusi is still doing the review. Sixteen (16) piloting schools within Foundation phase received Robotics kits and other resources procured through MST & ICT Grant funding. There are 13 schools to be resourced in the 2023/2024 financial year. Twenty (25) officials were trained on Computer Hardware and Robotics by CHPC in Cape Town through the project of Department of Science and Innovation (January and May 2023), Twenty-four (24) Subject advisors from Piloting Districts were trained on Mediation Of Coding and Robotics Resources on 18-19 July 2023. No training of educators was conducted in the year 2023 due to limited budget.

Future Training Plans

- Mediation of resources training of PMT and procurement of resources through the ETDPSETA funding as the budget of R 1 651 700 has been approved to procure resources for Subject Advisors for retraining.
- Re-training of 25 Officials on Computer Hardware and Robotics.
- Content training by HEIs for Grade R-3 and Grade 7 teachers.
- Resources training by VVOB-LEGO.
- Orientation for approximately 6500 Grade 4-6 and Grade 8 teachers next year (2024) for implementation to scale in 2024.

Table 33: Shows the number and types of schools piloting Coding and Robotics in 2023

	Number of schools piloting	Breakdown of Types of Schools piloting: e.g.: ELSEN -10 Schools, etc.
Grades R-3	33	Multigrade- 4: Full Service- 8: Special- 4: Mainstream- 17
Grade 7	112	Multigrade- 26: Full Service-13: Special- 2: Mainstream- 71
Grade 4-6	33	Multigrade- 4: Full Service- 8: Special- 4: Mainstream- 17
Grade 8	115	Multigrade- 1: Full Service- 2: Mainstream- 112
Grade 9	115	Multigrade- 1: Full Service- 2: Mainstream- 112

Table 34: Showing emerging Partnerships.

District	Organization
Amajuba	Arcellor Mittal Science center
King Cetshwayo	ORTSA & South 32, Full Lego League, Unizulu Science Centre, CASME, South 32
Pinetown	UKZN School of education (Edgewood Campus)
Umkhanyakude	Christoph Meyer Science Center

Challenges

- Network and internet connectivity challenges.
- Computer Literacy levels of educators
- Some educators do not have their own laptops or access to internet, therefore they cannot continue to work outside of the workshop
- Piloting schools haven't been resourced as yet.
- Capacity of DBE Moodle Platform is low.
- Cost cutting measures.
- DBE hasn't communicated officially on the intention to introduce the new subject in Foundation Phase and Grade 7 next year (2024)

Possible solutions to mitigate challenges.

- The province should invest in its own Moodle Server
- DBE should engage the Department of Communications regarding areas with no/poor network coverage.
- DBE should engage the Department of Communications regarding areas with no/poor network coverage.

5.4.7. TREND ANALYSIS

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

Table 35: Number of schools by year by sector and level.

Year	Public PP's	Independent PP's	Total PP's	Public Ordinary	Independent LSEN	Grand Total
2019	3	5	8	5 824	4	6156
2020	3	5	8	5 819	4	6 161
2021	3	5	8	5 805	4	6 149
2022	3	6	9	5 798	4	6 152
2023	3	7	10	5789	4	6 145

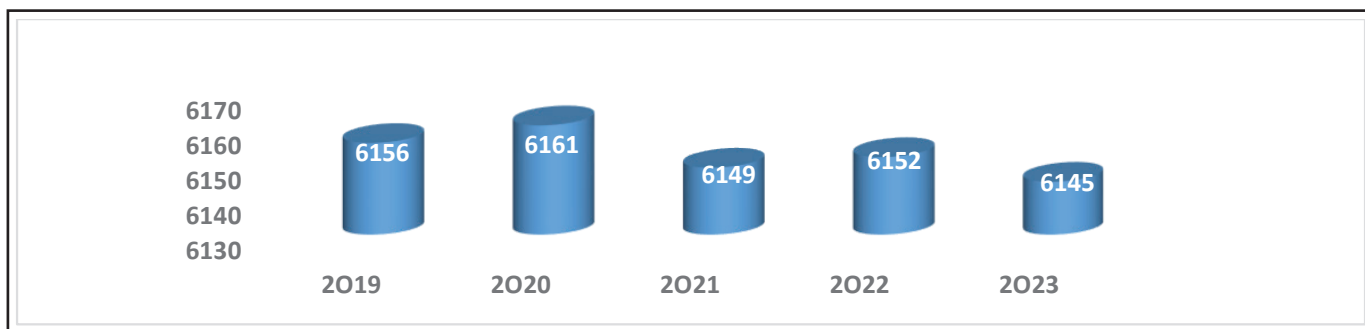


Figure 38: Comparison of the number of schools by year 2019, 2020, 2021 and 2022 and 2023.

Table 36: Number of Learner from 2019 to 2023

DISTRICT	All Learners					Grade R Learners only				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Amajuba	144 560	144 786	140 249	141624	140891	8 613	8 630	7 597	7372	7779
Harry Gwala	148 457	148 520	143 770	146257	143321	10 328	9 733	8 722	8323	8386
Ilembe	180 574	181 272	178 882	179849	181237	12 307	11 957	10 413	10354	10757
King Cetshwayo	290 974	290 104	281 169	287211	288409	18 391	18 656	16 038	15841	17005
Pinetown	375 757	378 001	364 963	378236	375271	24 307	23 089	20 617	19977	20997
Ugu	212 674	213 751	207 436	210276	210390	13 798	13 856	12 163	11782	12245
Umgungundlovu	245 156	242 299	237 633	242125	240960	14 845	14 172	12 573	12293	12998
Umkhathanyakude	244 961	245 980	242 903	244884	246099	16 666	16 182	14 210	14251	15134
Umlazi	369 001	373 362	355 939	366715	367996	20 759	20 287	17 417	17466	18227
Umzinyathi	186 603	185 037	183 991	185910	186903	12 186	11 707	10 483	10599	10776
Uthukela	212 618	211 957	208 705	210440	208798	13 731	13 524	12 329	12014	12595
Zululand	284 192	283 847	276 083	280167	277182	18 655	17 941	16 007	15538	16241
KZN Province	2 895527	2 898916	2 821723	2873694	2867457	184586	179734	158569	155810	163140

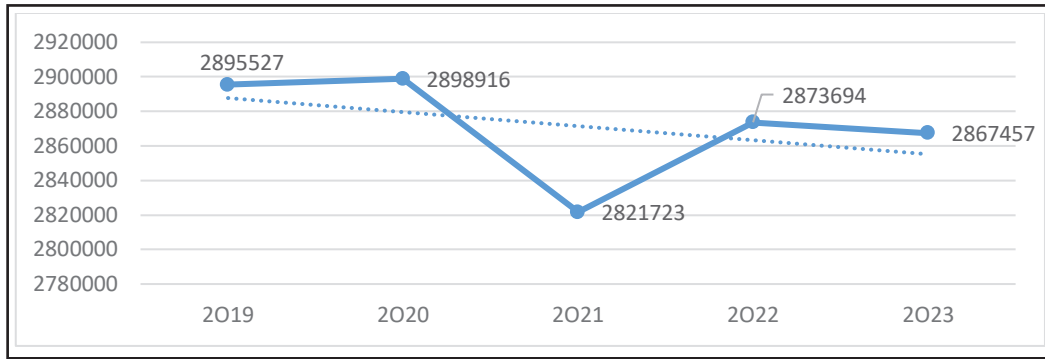


Figure 39: The four-year trend of learner enrolment in KZN Province.

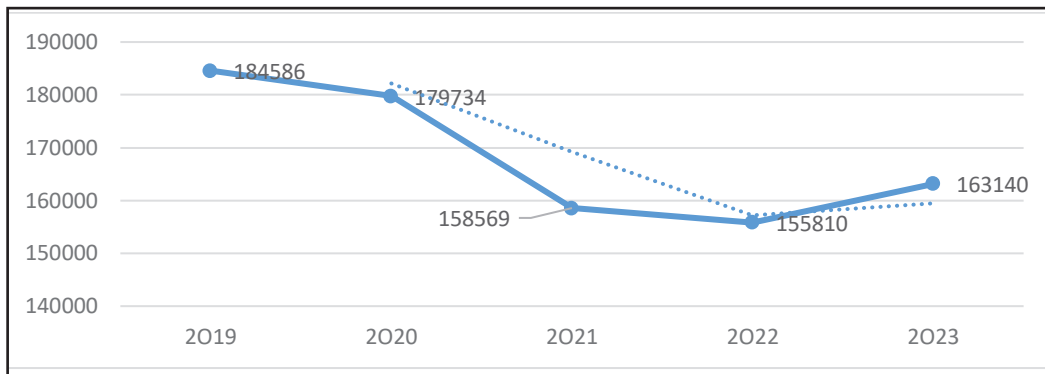


Figure 40: The five-year trend of grade R enrolment in KwaZulu Natal.

As can be seen in Tables 34 and figures 31 and 32 above, between 2022 and 2023, learner numbers show a net decrease of 0.14 % (2 873 694 to 2 867 457). The grade R numbers increased between 2022 and 2023 by 4.5% (155 810 to 163140)

5.4.8. AUDIT OUTCOMES

The Department has received unqualified audits for the past five 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. The province developed an audit turnaround strategy as mitigation measures to the Auditor-General’s material findings.

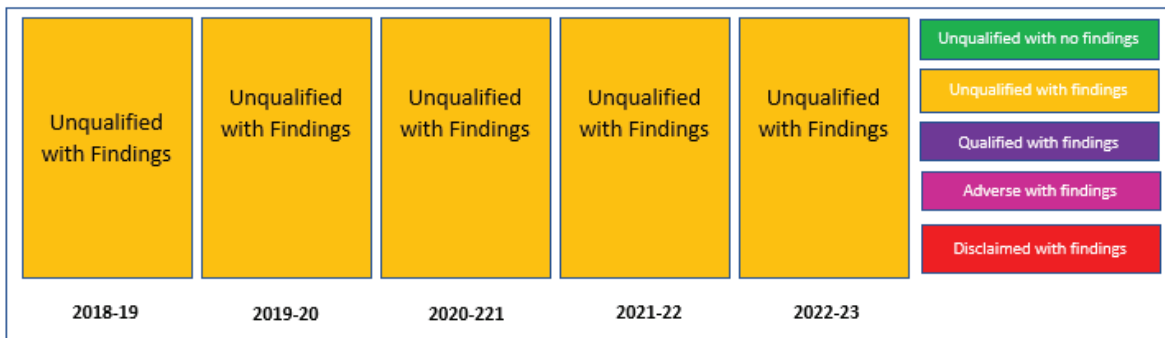


Figure 41: Trends in audit outcomes from 2018-19 to 2022-2023.

Audit Turnaround Strategy

Table 37: Audit Turnaround Strategy.

FINDING/ AUDIT ISSUES	ROOT CAUSE	INTERVENTION	DESIRED OUTCOME	TIME FRAME	RESPONSIBILITY
MTSF indicators not included in the annual performance plan	A directive has not been given by DBE on the standardisation of MTSF Indicators in relation to TIDs	To communicate with DBE via HEDCOM SUB -COM for Planning on issues raised by AG pertaining to the indicators. DBE was requested by provinces to issue a directive by the DG on the inclusion or the condonation of the MTSF Indicators in the APP.	Provision of Technical Indicator Descriptors for MTSF Indicators by DBE	31 March 2024	SMME
The method of calculation for achieving the planned NSNP indicator was not clearly defined.	Management did not ensure that the output indicator meets the "SMART" criteria as defined in the Framework for Managing Programme Performance Information (FMPPi).	To avert the adverse audit finding for the National School Nutrition Programme (NSNP), the Technical Indicator Description (TID) for NSNP will be reviewed to clearly indicate the method of calculation for achieving the planned NSNP output indicator.	Engage with AG, DPME and DBE on the method of calculation for achieving the planned indicator and finalize the method of calculation. Review TID to clearly indicate the method of calculation.	31 March 2024	NSNP
Some Infrastructure Projects reported on in the third quarter were not reported on in the annual performance report.	Validation and verification was conducted at the end of the financial year.	The Department has introduced verification of all completed projects and recorded achievements by senior Infrastructure Officials. The verification entails visiting all schools, checking for alignment between scope of work and work executed on site and the qualify there of.	Availability of accurate, validated and verified performance information on ongoing basis.	31 March 2024	Infrastructure Directorate
Water infrastructure provided at some schools did not work as intended (i.e., did not provide the school with access to water).	Municipalities did not provide schools with access to water	Engage Municipalities on ensuring continuous supply of water.	Continuous supply of water to schools	31 March 2024	Infrastructure
Projects relating to completed electricity repairs and maintenance in schools were reported as achievements under the SOI 602 instead of being reported under SOI 605) which deals with maintenance	Misalignment of completed work against scope of work	The Department has introduced verification of all completed projects and recorded achievements by senior Infrastructure Officials. The verification entails visiting all schools, checking for alignment between scope of works and work executed on site and the qualify there of.	A clear distinction of scope of work for each indicator.	31 March 2024	Infrastructure

5.4.9. NO FEE SCHOOLS

For the past period of more than a decade 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 period a number of fee-paying schools have benefitted from poverty re-assessment of geographic areas where these schools are located, resulting to 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 outcomes of most schools in the province wanting to be no-fee regardless of their geographic area conditions. 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 province is currently at 80% of learners benefiting from no-fee policy exceeding the Nationally declared percentage for the province by about 14.5%. Due to the fact that the province has already surpassed the target percentage for no-fee learners as set-out through the Minister's declaration, it is envisaged that in the next five years we will be at 80% of learners benefiting from no-fee policy.

5.4.10. 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. 74 731 learners from 420 schools are currently benefiting from the dedicated learner transport programme. Learner transport programme is spread across all 12 Education Districts in KwaZulu-Natal, with particular focus in rural areas where there is no formal public transport service. The main challenge facing the programme relates to the ever-increasing need for learner transport which is not matched by the budget allocated to the programme. This leads to thousands of qualifying learners not benefiting from the programme.

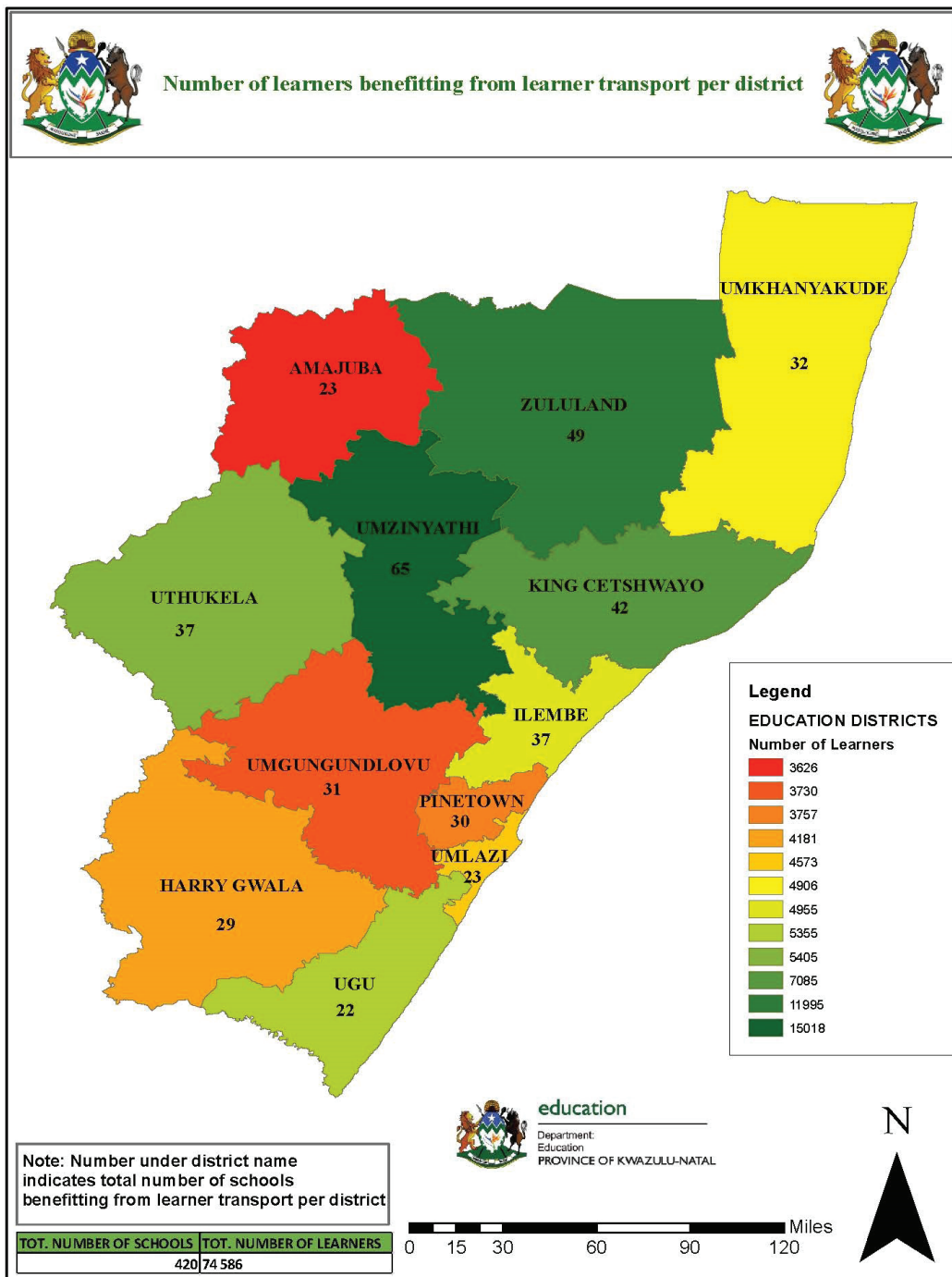


Figure 42: Map showing schools benefiting learner transport.

5.4.11. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

The Department's strategic focus is to provide nutritious meals to benefitting learners in quintile 1 – 3 public schools, identified special schools and targeted quintile 4 – 5 public schools in order to mitigate learner absenteeism, improve concentration which will lead to enhanced learner attainment with a view to contribute in nurturing youth which is better prepared for further learning and world of work. The programme caters for 2 480 134 learners in 5436 public primary, combined and secondary schools including 61 identified special schools throughout the province with 1765 SMMEs contracted to supply and deliver food items including cooking fuel to schools. As part of enhancing work opportunities for the poor communities, the programme has employed a total of 14 885 Volunteer Food Handlers who were unemployed parents of learners to prepare meals for the learners in schools for 24-month (two financial years) contract that commenced on 12 April 2023 until 31 March 2025. Volunteer Food Handlers are paid a monthly stipend of R1712 after UIF deduction. In addition, there are also 1246 primarily youth that have been employed in selected participating through EPWP Social Sector Incentive Grant as Chief Food Handlers to provide administrative support to schools in the implementation of the nutrition programme.

The programme encourages schools to prioritise women in the recruitment of Volunteer Food Handlers who prepare food for learners and to this end there are approximately 14 720 women employed as Volunteer Food Handlers out of the total of 14 868 employed Volunteer Food Handlers. The programme priorities youth in its Chief Food Handler initiative where 1 246 youth are recruited and employed as Chief Food Handlers.

5.4.12. LTSM PROVISION

The Department is contributing towards producing skilled and competent learners for socio-emancipation through the provision of quality learning and teaching support material (LTSM). The provision of LTSM through 12 district offices with 5787 schools as beneficiaries. The department is faced with compliance challenges in respect of Section 21(1)(c) schools which undertake school-based purchasing through the invitation of quotations. The school-based purchasing sector lacks good governance and management in supplying accurate data/documents when requested to do so. As a result, the Department has been unable to meet the desired performance output over past years. Mechanisms to address this challenge include constant training and the use of effective monitoring tools. The provision of LTSM is funded by the National Norms and Standards for School-Funding Policy (NNSSF) which has ensured that the Directorate was successful in providing LTSM to all public ordinary schools. In terms of the NNSSF Policy, schools' LTSM allocations are based on quintile-based per-learner allocations which are standardised across all grades. The allocations make no provision for the fact that more textbooks are required at higher grades and that such textbook are costlier than those for primary grades. Hence, primary schools have a healthy supply of textbooks whilst secondary schools have significant shortages. The timeous provision of LTSM for use on day one of the schooling year has seen improvement from 86% in 2020/2021 to 88% in 2021/2022 and 94% in 2022/2023. The strategy going forward will be to strengthen reporting on school-based procurement to ensure that the output is raised.

6.2.13. PROVINCIAL ACADEMIC IMPROVEMENT PLAN

The Department partnered with numerous stakeholders in rolling out our Academic Improvement Plan which sought to improve the overall matric pass rate as well as the performance in gateway subjects such as Physical Sciences, Life Sciences, Agricultural Sciences, Mathematics as well as other technical subjects.

The Department will continue with the implementation of the Academic Improvement Strategy on the following pillars:

- Basic Functionality
- Teacher Development and Provisioning
- Leadership, Management and Governance
- Curriculum Assessment and Delivery
- Learner Achievement and Support
- Stakeholders Management and Relationships.

5.4.14. TEACHER DEVELOPMENT

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. Through the Female Principal Support Programme (FPSP) support programme, 615 Female Principals were empowered through attendance of the FPSP/SWIM launch in 2022. 517 Women leaders were capacitated on Conflict Management through the Women- In- and- Into Management (WIIM) developmental programme. The following stakeholders contribute to the programme/directorate's ability to achieve its planned outcomes which include VVOB, PILO, Vodacom, Unisa, HEIs and Teacher Unions

5.4.15. EARLY CHILDHOOD DEVELOPMENT (ECD)

To improve access to ECD services, since Migration of the ECD function from Department of Social Development to Education, the programme currently caters for 160 888 children accessing registered ECD programmes in 3769 Centre based ECD programmes registered and 17 Non-Centre based. 95 468 children are subsidized through Equitable share and 46 475 children are subsidized through ECD Conditional grant. Through DBE a data management system is being developed in collaboration with the EMIS Directorate. Service Level Agreements have been mediated to Districts by Legal Services. Finalised SLAs have been distributed so that the renewals can take place.

The following ECD activities were registered by the Department:

- **Jamborees and Registration:**
 - 38 Jamborees conducted to date.
 - 339 Registration packs submitted to Districts.
 - 307 Assessments visits conducted to date.
 - 80 Registration applications processed.
 - 48 Certificates issued to date 21 New and 27 Renewals

GRADE R CURRICULUM TRAINING

Seventy-six (76) Newly appointed practitioners were trained on CAPS orientation and 632 Grade R teachers/practitioners were trained on CAPS Emergent Literacy. Seven hundred (700) Grade R teachers/practitioners trained CAPS Emergent Numeracy (MathsUP). 263 DHs were supported on Grade R Curriculum Management. This brings a total number of practitioners trained to 1321.

CHALLENGES AND MITIGATIONS

Shortage of human resource together with the Tools of trade continue to strain the available human resources. In order to mitigate these challenges vacant posts need to be filled and additional ones created dependent on availability of a budget in order to ease the pressure. And ultimately improve ECD service delivery.

5.4.16. THREE STREAM MODEL

The Department has also implemented a curriculum with skills and competencies for a changing world in many more public schools by adequate provisioning for and implementation of the Three Streams Model (Academic, Technical Vocational and Technical Occupational). The Department has engaged the Department of Higher Education and Training (DHET) on developing programmes that will assist the Department in implementing the three streams model and a programme that will help FET educators who are artisans to fit into the mainstream schools.

FOCUS SCHOOLS

The Department established Focus Schools that specialise in gateway subjects such as Mathematics, Science and Technology. In this regard, the department continues to ensure that two of the already established schools, Mandla Mthethwa School of Excellence in Ndumo under Umkhanyakude District and Anton Lembede Mathematics, Science & Technology Academy in La Mercy under the Pinetown District continue to be fully resourced. Another great step taken in 2022 was the approval by the MEC of the purchasing of a school previously owned by an independent body named Curro. The intention is to open this as a third Focus School in KwaZulu-Natal under Amajuba District. This is a step towards having at least one Focus School per district as part of our response to the vision encapsulated in the NDP vision 2030, which enjoined us to ensure that by 2030 South Africans have access to education and training of the highest quality.

5.4.17. PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

Phase I, II and III of the Presidential Youth Initiative were implemented from December 2020 until 31 March 2021, 1 November 2021 to 31 March 2022 and 1 April 2022 to 31 August 2022 respectively. Youth between the ages 18 to 35 were appointed. The job opportunities for each of these phases were 73 566, 64 117 and 62 229 and this allowed for the same incumbents to be appointed for more than 1 phase. In addition to providing much needed employment to the youth, this programme was conceived to provide support to schools in order to ensure continuity of teaching and learning. An amount of R1 483 932 has now been allocated for Phase IV of PYEI with 58 500 job opportunities. This budget will be made available from 1 April 2023. The savings from Phase III will be utilised for the early commencement of Phase IV i.e. 1 March 2023. This will be for a new cohort of youth and therefore youth who participated in any or all of the previous phases will not be eligible to be appointed for Phase IV. The stipend payable is R4081.44.

The Department is currently in Phase 4 of the PYEI-BEEI and the breakdown of the 58393 Assistants for this phase is contained in the slide below. Their contract is from 1 March 2023 to 30 September 2023.

EA Gender	Total	Percentage	PWD
Male	10389	23%	1
Female	32368	77%	6
Granda Total	45757	100%	
GSA Gender	Total	Percentage	PWD
Male	5385	43%	0
Female	7265	57%	2
Granda Total	12650	100%	

5.4.18. 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 continues its contribution to poverty alleviation. The department will continue implementing the EPWP programme under programme 6 for infrastructure projects.

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

Fifty-three (53) Schools which were 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. To date 1 085 of 1 323 pit latrines have been eradicated in schools across the province excluding the VIP.

5.4.19. 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 contract for the central procurement of LTSM specifies that delivery of LTSM must be outsourced in terms of the BBBEE Act; must promote SMME's and local business and must strengthen the goals of the KwaZulu-Natal Growth and Development Strategy. More than 30% of the LTSM budget is earmarked for transfers to schools for purchases from local SMME's. 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.

5.4.20. FRAUD AND CORRUPTION

The Department will continue in 2024/25 financial year with its effort to prevent fraud and corruption within the department. The Fraud Prevention Plan provides guidelines in preventing, detecting and reporting fraudulent activities within the Department. The Fraud Prevention Plan includes a Fraud Policy and Response Plan and a Whistle Blowing Policy. The Department also has a Fraud Prevention Improvement Plan developed as a result of a review by Provincial Treasury. Progress on the implementation of Fraud Prevention Improvement Plan is reported quarterly to the CARC.

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

The Department will continue rolling out programmes that emanate from the Provincial Youth Strategy to strengthen its school related interventions. This includes the anti-drug campaign, teenage pregnancy, anti-bullying campaigns, second chance programme and Young Falcons. NSNP encourages schools to prioritise women in the recruitment of Volunteer Food Handlers who prepare food for learners and to this end there are approximately 14 720 women employed as Volunteer Food Handlers out of the total of 14 868 employed Volunteer Food Handlers. The programme prioritises youth in its Chief Food Handler initiative where 1 246 youth are recruited and employed as Chief Food Handlers.

Inclusivity: People with disabilities

The Department of education in KwaZulu-Natal built and improved many of the 76 special schools in the province. Special Schools in rural areas struggle to get connectivity with networks thus compromising the education of learners and thus newly built or transformed schools must consider the location, environmental and geographical factors including accessibility, to ensure sustainability of the institutions. The Department continues to implement the Inclusive Education System in all our schools. There are about 170 therapists employed in Special Schools to support 20 775 learners with disabilities. The department employs Employment of 350 support staff in special schools. 76 Special Schools, 102 Full-Service Schools and 24 Inclusive Schools. Supporting 20 775 learners with disabilities in Special Schools, 14 265 learners with barriers in Full-Service Schools and 733 learners with profound intellectual disabilities in are Centres. In an attempt to strengthen the gender mainstreaming institutionalization the department in the process of developing a Gender Mainstreaming Framework.

5.4.22. UNANTICIPATED EVENTS

The KZNDOE continues to be on high alert and stand ready to assist schools should unexpected events take place such as COVID-19, July 2021 social unrest and Climate change related disasters (April 2022 Flooding in Kwazulu-Natal). The province had attended to most if not all areas that were affected and the effects of the aftermath are still visible throughout the province. The interventions aimed at ensuring the protection of teaching and learning within a safe and conducive environment will continue beyond 2023/24 financial year in all districts.

5.4.23. SPATIAL INTEGRATION

The Provincial Growth and Development Strategy (PGDS) highlights 5 key Priorities for the Province. Priority No 5 is Spatial Integration. Priority No 5 has six (6) elements and the Department of Education responds to the Transformation Element. TRANSFORMATION involves deliberate changes through aligned investment to maximize the potential of an area in a way that improves the spatial form, accessibility, use, control and management of space to enable equity and inclusion. As the Spatial direction of the province moves towards Spatial Integration, the Department's responsibility is ensuring equitable access and functionality for communities to public ordinary schools and now also Early Childhood Centres (ECD's) as it has immigrated from Social Development to the Education Sector.

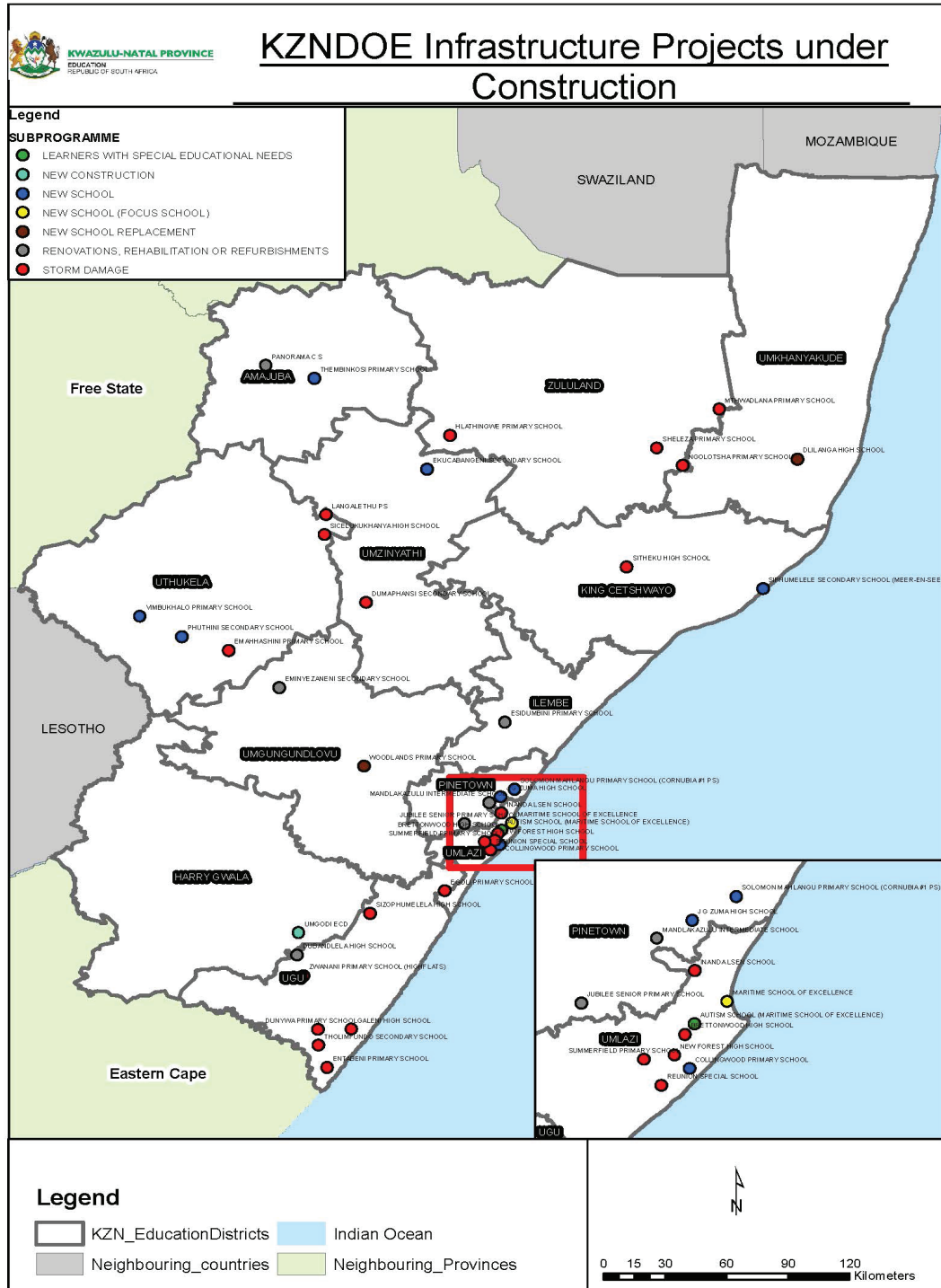


Figure 43: Infrastructure project under construction.

5.4.24. SCHOOLS FOR RATIONALIZATION AND REALIGNMENT PROCESS (SRRP)

SRRP is targeting micro non-viable schools with learner enrolment figures of less than 135 primary schools and learner enrolment figures of less than 200 secondary schools. Nine hundred and sixtyseven (967) newly identified Schools for Rationalization and Realignment process (SRRP) is planned to be implemented between 2023-2028. Two hundred and forty-eight (248) schools were closed since 2012. Seventy-nine (79) out of 248 Section 14 schools and 136 public ordinary schools were gazetted and 33 out of 248 will be repurposed by the Department. In the 2023/24 Financial Year 252 schools are earmarked for the school rationalization and re-alignment process (SRRP). Two hundred and ten (210) out of 252 stakeholder consultations are in progress, 33 out of 252 districts recommended schools retainment, 15 out of 252 have already closed. The decommissioning and gazette processes are scheduled to ensue.

5.4.25. MEDIUM TERM STRATEGIC FRAMEWORK

In order to ensure that national sector priorities are prioritized and vision 2030 is realized, the department is implementing the Medium-Term Strategic Framework 2019 -2024 (MTSF) through the operational Plan. The list of all interventions are reflected on Annexure K

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	Annual Targets						
			Audited/Actual Performance			Estimated performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Sound corporate governance and accountability	Public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to 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.	5 957	5 877	5 865	5 873	5860	5860	5860
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	5 540	5 540	5 873	5860	5860	5860
Sound corporate governance and accountability	Education expenditure going towards non-personnel items.	SOI 103: Percentage of expenditure going towards non-personnel items.	8.54%	9.89%	9.91%	11.42%	11,72%	11,74%	11,74%
Sound corporate governance and accountability	Women in Senior Management Service	NSOI 1.1: Percentage of women in Senior Management Service.	31%	33%	35%	50%	50%	50%	50%
Sound corporate governance and accountability	Women school principals.	NSOI 1.2: Percentage of women school principals.	41%	40%	40%	50%	50%	50%	50%
Sound corporate governance and accountability	Payments with requisite supportive documents made within 30 days	NSOI 1.3: Percentage of payments with requisite supportive documents made within 30 days	-	-	-	New Indicator	100%	100%	100%

6.1.2. Output indicators: annual and quarterly targets.

Output Indicator	Annual Target 2024/24	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.	5860	5860	5860	5860	5860
SOI 102: Number of public schools that can be contacted electronically (e-mail).	5860	5860	5860	5860	5860
SOI 103: Percentage of expenditure going towards non-personnel items	11,72%	-	-	-	11,72%
NSOI 1.1: Percentage of women in Senior Management Service.	50%	-	-	-	50%
NSOI 1.2: Percentage of women school principals.	50%	-	-	-	50%
NSOI 1.3: Percentage of payments with requisite supportive documents made within 30 days	100%	100%	100%	100%	100%

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 EMIS. Tables 5.11 and 5.12 reflect payments and budgeted estimates relating to this programme for the period 2020/21 to 2026/27.

Programme 1 shows a decrease in the 2023/24 Adjusted Appropriation which relates to internal reprioritisation that was undertaken from enforced cost-cutting to offset pressures arising from reductions to the EIG in Programme 6. The growth in 2024/25 relates to reprioritisation that was undertaken to cater for the pressures against *Compensation of employees*, and the outer year growth is in line with inflation. As mentioned, this programme was not impacted on by the 2024/25 MTEF budget cuts.

The sub-programme: Office of the MEC reflects a steady trend over the MTEF and this 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 sub-programme: Corporate Services fluctuates over the period due to competing pressures within the Vote. The high growth in 2023/24 relates to reprioritisation undertaken from Programmes 2 and 6, to provide for the shortfall in the budget for building leases along with the purchase of tools of trade, such as laptops and desktops and upgrades to servers, in line with ICT modernisation projects for improving data management and reporting in schools. There was reprioritisation undertaken within the programme over the 2024/25 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 and security services for administrative buildings and district offices.

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 2024/25 MTEF allocations reflect steady growth and include provision for 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. The high growth in 2024/25 relates to the alignment of the budget with the DPSA directive issued in 2015 that 1 per cent of the salaries and wages budget be allocated to training. The growth over the MTEF reflects inflationary increases.

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 growth over the MTEF reflects inflationary increases.

Compensation of employees reflects a generally steady increase over the seven-year period. However, pressures against this category result in the continued unaffordability of 340 critical of filled vacant posts, such as senior management posts, office-based educators and public service posts (Human Resource and Finance). The 2024/25 MTEF fully caters for the carry-through of the 2023 wage agreement.

Note that additional funding was allocated in the 2012/13 MTEF for improving infrastructure support. This funding was specifically and exclusively appropriated and the department has filled administrative support staff posts who assist the Works Inspectors. As previously mentioned, amounts of R16.070 million, R16.790 million and R17.562 million remain ring-fenced for this purpose over the 2024/25 MTEF. These posts are under the sub-programme: Education Management.

Goods and services fluctuates over the seven-year period due to competing pressures within the Vote. The significant increase in 2023/24 is attributed to reprioritisation of R205 million to this programme to provide for operating leases for buildings, property payments for district offices and IT costs for upgrades to the ICT infrastructure. The MTEF includes costs for property payments for domestic accounts including cleaning and security services, payment for the incapacity leave management agent and SAQA for verification of educator qualifications, advertising departmental activities, external audit costs, radio broadcasting services, travel and subsistence for monitoring school and district functionality, telephone costs for district offices, etc. The department moved funds to this category over the MTEF, largely for property payments and this is reviewed year-on-year.

Transfers and subsidies to: Provinces and municipalities relates to motor vehicle licences.

Transfers and subsidies to: Households caters for staff exit costs.

Buildings and other fixed structures in 2023/24 related to the provision for the renovation and rehabilitation of administrative buildings. This included projects such as the repurposing of the Dokkies building into a Teacher Training Academy in order to institutionalise teacher development and training, to be facilitated by the Corporate Services sub-programme and, hence, allocated in this programme for effective internal reporting. However, due to budget constraints, this project was not implemented and this explains the reduction in the 2023/24 Adjusted Appropriation. No funds are allocated against this project over the 2024/25 MTEF, as the department has put the Teacher Training Academy project on hold for the foreseeable future and this will be reviewed in-year, if necessary, and when funds become available.

Machinery and equipment fluctuates over the period, ascribed to the replacement of redundant vehicles and other tools of trade such as computers and office furniture. The budget over the MTEF provides for the procurement of tools of trade, largely the replacement of obsolete IT equipment such as laptops and desktops to improve the ability to hold virtual meetings, in order to reduce travel costs.

Software and other intangible assets is not budgeted for over the 2024/25 MTEF. It is noted that, during the 2022/23 Adjustments Estimate, the budget for Microsoft licences was reclassified to *Goods and services* in line with SCOA and this reclassification persists over the MTEF.

Payments for financial assets relates to the decision to write off staff debts that could not be recovered, and this was done based on legal advice, as previously discussed.

6.1.4. PROGRAMME RESOURCE CONSIDERATIONS

Table 5.11 : Summary of payments and estimates by sub-programme: Administration

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2024/25	2025/26	2026/27
1. Office of the MEC	18 645	19 145	23 104	27 521	23 521	27 118	24 729	26 003	27 199
2. Corporate Services	1 163 259	1 173 112	1 241 499	1 389 962	1 335 551	1 345 874	1 419 503	1 338 317	1 399 880
3. Education Management	736 371	771 315	775 908	802 358	797 667	791 543	827 330	873 295	913 467
4. Human Resource Development	362	1 023	8 563	14 491	12 971	2 868	19 366	19 656	20 560
5. Education Management Information System (EMIS)	31 435	34 341	38 973	47 944	41 028	37 742	50 693	53 381	55 837
Total	1 950 072	1 998 936	2 088 047	2 282 276	2 210 738	2 205 145	2 341 621	2 310 652	2 416 943

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

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

Table 5.12 : Summary of payments and estimates by economic classification: Administration

	Audited Outcome			Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
R thousand							
Current payments	1 881 609	1 961 451	1 996 667	2 134 573	2 291 258	2 254 283	2 357 982
Compensation of employees	1 257 223	1 320 060	1 361 956	1 385 381	1 442 014	1 518 491	1 588 342
Goods and services	624 337	641 222	634 656	749 112	849 244	735 792	769 640
Interest and rent on land	49	169	55	80	-	-	-
Transfers and subsidies to:	27 417	25 145	28 256	25 573	37 090	38 752	40 534
Provinces and municipalities	4 647	4 028	1 838	4 095	6 089	6 362	6 655
Departmental agencies and accounts	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-
Non-profit institutions	-	-	-	-	-	-	-
Households	22 770	21 117	26 418	21 478	31 001	32 390	33 879
Payments for capital assets	31 863	12 340	63 090	44 957	13 273	17 617	18 427
Buildings and other fixed structures	58	461	25	1 112	-	-	-
Machinery and equipment	27 545	11 879	63 065	43 845	13 273	17 617	18 427
Heritage assets	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-
Software and other intangible assets	4 260	-	-	-	-	-	-
Payments for financial assets	9 183	-	34	42	-	-	-
Total	1 950 072	1 998 936	2 088 047	2 205 145	2 341 621	2 310 652	2 416 943

6.1.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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 budget to meet deliverables (planned targets)	<p>Establish a budget committee that will meet on a monthly basis to discuss budget issues.</p> <p>Improvement on systems for the monitoring of budget and expenditure</p>

6.1.6. Infrastructure Projects

No	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated	Current Year
							Cost	Expenditure
2	Dokkies Office	Renovations, Rehabilitation Or Refurbishments	Refurbishment And Rehabilitation	Stage 3: Design Development	1-Jul-22	28-Feb-25	R160 000 000	R2 932 000
3	Head Office	New School	New /Replacement Infrastructure Assets	Stage 2: Concept/ Feasibility	1-Jul-22	28-Feb-25	R12 000 000	R -
4	Pinetown	New Office	New /Replacement Infrastructure Assets	Stage 2: Concept/ Feasibility	1-Jul-22	28-Feb-25	R25 000 000	R -
5	Truro House Office	Upgrades And Additions	Upgrades And Additions	Stage 3: Design Development	1-Jul-22	28-Feb-25	R12 333 000	R346 000

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)

(i) ANALYSIS BY SUB-PROGRAMME

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

(ii) Public Primary Schools

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

(iii) Public Secondary Schools

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

(iv) Human Resource Development

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

(v) In-school Sport and Culture

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

(vi) 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	Annual Targets						
			Audited/Actual Performance		Estimated performance	MTEF Period			
			2020/21	2021/22		2022/23	2024/25	2025/26	2026/27
Youth better prepared for further learning and world of work.	Schools provided with multi-media resources	SOI 201: Number of schools provided with multi-media resources.	73	120	204	120	120	120	
	Learners in no fee public ordinary schools in line with the National Norms and Standards for School Funding	SOI 202: Number of learners in no fee public ordinary schools in line with the National Norms and Standards for School Funding	2 025 939	2 121 248	2 118 615	2 113 105	2 113 105	2 113 105	
Youth better prepared for further learning and world of work.	Learners in schools that are funded at a minimum level.	SOI 203: Percentage of learners in schools that are funded at a minimum level.	100%	100%	0%	100%	100%	100%	
	Foundation phase teachers trained in reading methodology	SOI 204: Number of foundation phase teachers trained in reading methodology	-	-	New Indicator	3 840	4010	4180	
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.	Foundation phase teachers trained in numeracy content and methodology	SOI 205: Number of foundation phase teachers trained in numeracy content and methodology.	-	-	New Indicator	3 840	4010	4 180	
	Teachers trained in mathematics content and methodology	SOI 206: Number of teachers trained in mathematics content and methodology.	-	-	New Indicator	7 680	7 850	8 020	
Youth better prepared for further learning and world of work.	Teachers trained in language content and methodology	SOI 207: Number of teachers trained in language content and methodology.	-	-	New Indicator	14 850	15 020	15 190	
	Learners benefitting from school nutrition programme.	NSOI 2.1: Percentage of learners benefitting from school nutrition programme.	81.5%	82%	83%	83%	83%	84%	
Youth better prepared for further learning and world of work.	Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.	NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.	4 537	88%	94%	100%	100%	100%	
	Schools provided with dedicated learner transport.	NSOI 2.3: Number of schools provided with dedicated learner transport.	-	-	New Indicator	402	420	420	
Youth better prepared for further learning and world of work.	Learner Support Agents (LSAs) appointed to implement care and support interventions for learners	NSOI 2.4: Number of Learner Support Agents (LSAs) appointed to implement care and support interventions for learners	-	-	New Indicator	750	750	750	

6.2.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target 2024/25	Q1	Q2	Q3	Q4
SOI 201: Number of schools provided with multi-media resources.	120	-	-	-	120
SOI 202: Number of learners in no fee public ordinary schools in line with the National Norms and Standards for School Funding.	2 113 105	-	-	-	2 113 105
SOI 203: Percentage of learners in schools that are funded at a minimum level.	100%	-	-	-	-100%
SOI 204: Number of foundation phase teachers trained in reading methodology	4010	-	-	-	4010
SOI 205: Number of foundation phase teachers trained in numeracy content and methodology	4010	-	-	-	4010
SOI 206: Number of teachers trained in mathematics content and methodology	7 850	-	-	-	7 850
SOI 207: Number of teachers trained in language content and methodology	15 020	-	-	-	15 020
NSOI 2.1: Percentage of learners benefitting from school nutrition programme	83%	83%	83%	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 schools provided with dedicated learner transport.	420	-	-	-	420
NSOI 2.4: Number of Learner Support Agents (LSAs) appointed to implement care and support interventions for learners.	750	750	-	-	-

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

This programme houses the core function of the department, and its aim is the provision of public ordinary schools from Grades 1 to 12, in accordance with the SASA.

This programme has six sub-programmes, which have the following objectives:

- To provide specific public primary ordinary schools with resources for the Grade 1 to 7 levels.
- To provide specific public secondary ordinary schools with resources for the Grade 8 to 12 levels.
- To provide departmental services for the professional and other development of educators and non-educators in public ordinary schools.
- Human resource development for educators and non-educators.
- To provide additional and departmentally managed sporting and cultural activities in public ordinary schools.
- To provide for various national projects funded through conditional grants, namely the NSNP grant, MST grant, Social Sector EPWP Incentive Grant for Provinces, and EPWP Integrated Grant for Provinces.

As explained, Programme 2's budget was reduced by R2.024 billion in 2024/25, R2.003 billion in 2025/26 and R2.144 billion in 2026/27 due to the 2024/25 MTEF fiscal consolidation reductions made by National Treasury and downward revisions to the equitable share following the annual data updates of the equitable share formula. These cuts were effected entirely against this programme against Compensation of employees in the Public Primary Level sub-programme.

The MTEF allocations include additional funding of R4.087 billion, R4.237 billion and R4.410 billion over the MTEF, with funding from National Treasury allocated to Compensation of employees for the carry-through costs of the 2023 wage agreement, and the full amount was allocated to this programme.

The budget further includes a budget reduction of R8.957 million, R9.165 million and R9.364 million over the MTEF in respect of the 2023 wage agreement as these funds were allocated to the grants that budget for salaries.

It is noted that Programme 2's budget decreases by R17.576 million in 2024/25 and increases by R8.108 million in 2025/26 as a result of reprioritisation undertaken, as explained.

Tables 5.14 and 5.15 reflect payments and budgeted estimates for the period 2020/21 to 2026/27. 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.

This programme comprises the largest share at 82.9 per cent of the department's allocation in 2024/25. Spending pressures in respect of Compensation of employees are expected to remain over the 2024/25 MTEF attributed to the carry-through of the budget cuts which were implemented in the 2021/22 budget process, with these cuts implemented entirely against this programme's Compensation of employees budget. The cuts were compounded by a decision taken by the department to keep PPN in line with needs instead of reducing it to align to the reduced budget, but this decision may need to be reviewed if the department is to remain within their allocated budget. This programme was thus affected by the baseline budget cuts, with R11.741 billion being the amount cut in 2024/25 when the budget cuts were made in the 2021/22 budget process. Also, the equitable share was reduced by amounts of R2.027 billion in 2024/25, R2.003 billion in 2025/26 and R2.144 billion in 2026/27, with carry-through, due to fiscal consolidation reduction by National Treasury and downward revisions to the equitable share following the annual data updates of the equitable share formula. The cuts were offset to an extent by additional funds of R1.551 billion allocated by National Treasury in the 2022/23 MTEF and a further R1.159 billion allocated in the 2023/24 MTEF, with carry-through, and R4.087 billion in the 2024/25 MTEF, with carry-through. The budget reflects minimal growth of 1.5 per cent in 2024/25 (as based on the 2023/24 Revised Estimate). As previously explained, despite the additional funding allocated, the continuous budget cuts have resulted in the unaffordability of approximately 12 197, 12 147 and 12 355 filled and vacant administrative and educator posts under this programme over the MTEF. The department will continue to implement the turnaround strategy to manage personnel numbers including deploying surplus educators to vacant posts, leave management and continue with the rationalisation of non-viable schools.

The Public Primary Level sub-programme shows negative growth of 0.9 per cent in 2024/25 (as based on the 2023/24 Revised Estimate), and positive growth of 3.6 per cent in 2025/26 and 4.3 per cent in 2026/27. The Public Secondary Level sub-programme shows growth of 4.8 per cent in 2024/25, 4.9 per cent in 2025/26 and 4.6 per cent in 2026/27, respectively, in line with additional funds from National Treasury. The growth in 2024/25 is as a result of additional funding towards Compensation of employees. The outer years reflect inflationary adjustments and include the additional funding allocated by National Treasury. 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, while being mindful of the budget allocation. 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, the low budget growth over the MTEF will continue to place strain on these sub-programmes.

- *Goods and services* shows a substantial increase in 2024/25 to accommodate the ICT roll-out, school furniture top-ups, expansion of focus schools which is the upgrading of old schools into focus schools, and funds allocated from *Transfers and subsidies to: Non-profit institutions* towards assisting with domestic accounts for public ordinary schools. The 2024/25 MTEF includes funding for tools of trade such as batons, uniforms, etc. for the school security programme. The processes for the procurement of textbooks and stationery commenced in 2023 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 R57.540 million in 2024/25, R60.118 million in 2025/26 and R62.883 million in 2026/27, 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 property payments for public ordinary schools, Section 14 schools building leases for schools which are on privately owned property, the purchase of inventory equipment to be distributed to the Agricultural High Schools, Maritime High Schools and Technical High Schools in line with the three-academic stream model, as well as printing costs for LTSM such as teaching and learning trackers, posters and books for the Jika-Imfundo programme to improve learning outcomes in respect of the Early Reading Improvement project for the Intermediate Phase Grade 1 to 3 including e-learning LTSM, such as white boards, interactive workbooks, mini-wireless servers, tablets and laptops, etc.
- 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 show a decrease in 2024/25 due to funds being reprioritised to other pressure areas as a result of there being insufficient funding to increase the per learner allocation towards meeting the national benchmark. The 2024/25 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. As mentioned, although the number of learners being subsidised shows a decrease, the department cannot increase the per learner allocation, as the costs for the increase in the per learner allocation have a carry-through effect and, with the continual budget cuts, this will not be affordable over the MTEF. The allocation for transfers includes 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.*

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. This may be necessary also in 2024/25, but this decision will be taken in-year, depending on the budget pressures.

The School Sport, Culture and Media Services sub-programme shows low growth in 2024/25 of 1.5 per cent, and negative growth of 22.9 per cent in 2025/26 due to funding being reprioritised on a year-on-year basis to assist with the roll-out of sporting and cultural activities. The outer year reflects inflationary growth. The department budgeted to undertake various activities over the 2024/25 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 department indicated that the reprioritisation undertaken in this MTEF for the two outer years will be reviewed in the next budget process, in line with the availability of the budget.

The NSNP grant reflects consistent 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 2024/25 MTEF is largely to accommodate inflationary costs and includes additional funding allocated against this grant, as previously explained under Section 7.4.

The EPWP Integrated Grant for Provinces is aimed at utilising community members, where appropriate, thus assisting with job creation and poverty alleviation, as explained under Section 7.4.

The Social Sector EPWP Incentive Grant for Provinces is utilised for the appointment of chief food handlers in schools, thus assisting in job creation and poverty alleviation, as previously explained under Section 7.4.

The MST grant's 2024/25 MTEF allocation grows steadily and will be utilised to assist schools focussing on MST, etc. as previously explained under Section 7.4.

Compensation of employees reflects growth of 1.5 per cent in 2024/25, 4.4 per cent in 2025/26 and 4.5 per cent in 2026/27, as a result of additional funding provided by National Treasury for the carry-through costs of the 2023 wage agreement. In spite of this additional funding, there is limited growth attributed to the carry-through costs of the implementation of the budget cuts from previous budget processes, with the largest cuts being effected against this category and programme. The department is likely to continue to have

challenges in affording payment of remoteness allowances, temporary and substitute educators, cleaners in schools, volunteer safety officers, and the 1.5 per cent pay progression, among others. The department will continue to implement the turnaround strategy to manage personnel numbers, including deploying surplus educators to vacant posts, monitoring leave management and continuing with the rationalisation of non-viable schools.

Goods and services reflects growth of 8.7 per cent in the 2024/25 MTEF from the 2023/24 Main Appropriation to accommodate the ICT roll-out, school furniture top-ups, expansion of focus schools through upgrading old schools into focus schools, and funds allocated from *Transfers and subsidies to: Non-profit institutions* towards assisting with domestic accounts for public ordinary schools, as mentioned above. The negative growth of 2.3 per cent in 2025/26 is due to funding being reprioritised on a year-on-year basis. The category provides mainly for conditional grant related activities, as well as the Sanitary Dignity project, Jika-Imfundo programme printing and publication, the Early Reading Improvement project, and MST and ICT roll-out. The MTEF provides for the purchase of inventory: LTSM for schools, training of circuit managers, SMTs and educators on good governance, curriculum and ethics, school feeding through the NSNP grant, management fees for the purchase, warehousing and distribution of LTSM, property payments for payment of overdue domestic accounts for some section 21 schools, MST toolkits such as laboratory apparatus and consumables, Mathematics and technical subjects consumables, supporting learners attending Technical Mathematics and Technical Science camps, as well as training of educators in MST content and methodologies, etc. The outer year shows inflationary growth.

Transfers and subsidies to: Non-profit institutions mainly reflects payments in respect of norms and standards to all public ordinary schools. The significant spending in 2020/21 relates to funds from the PYEI Fund, as discussed under Section 7.7. The largest share of the MTEF provides for transfers to section 21 schools for norms and standards to provide for inventory: LTSM and non-LTSM, as well as operational costs such as domestic accounts, audit costs, minor infrastructure repairs etc.

Transfers and subsidies to: Households relates to staff exit costs.

Machinery and equipment provides for the procurement of tools of trade, such as office furniture and equipment, as well as replacement vehicles for monitoring school feeding in respect of the NSNP grant.

6.1.4. PROGRAMME RESOURCE CONSIDERATIONS

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

Table 5.14 : Summary of payments and estimates by sub-programme: Public Ordinary School Education

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2024/25	2025/26	2026/27
1. Public Primary Level	27 014 532	26 306 125	26 942 715	25 908 902	27 451 441	28 151 426	27 894 433	28 907 278	30 127 422
2. Public Secondary Level	18 852 299	18 948 689	19 796 600	19 809 570	20 667 304	20 737 370	21 731 135	22 790 910	23 841 592
3. Human Resource Development	74 120	65 920	179 101	231 056	221 056	182 043	255 900	259 739	271 687
4. School Sport, Culture and Media Services	14 788	15 915	36 741	52 183	52 183	52 183	52 963	40 791	42 667
5. Conditional grants	1 659 384	2 029 871	1 988 438	2 192 733	2 323 579	2 331 307	2 282 844	2 372 744	2 481 099
<i>National School Nutrition Programme (NSNP) grant</i>	1 573 575	1 931 362	1 865 496	2 088 759	2 229 954	2 229 954	2 187 840	2 298 299	2 403 245
<i>EPWP Integrated Grant for Provinces</i>	2 182	2 110	2 193	1 985	1 985	1 985	2 045	-	-
<i>Social Sector EPWP Incentive Grant for Provinces</i>	22 975	28 543	30 505	31 796	29 517	29 517	20 971	-	-
<i>Maths, Science and Technology (MST) grant</i>	60 652	67 856	70 244	70 193	62 123	69 851	71 988	74 445	77 854
Total	47 615 123	47 366 520	48 923 595	48 194 444	50 715 563	51 454 329	52 217 275	54 371 462	56 764 467

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

Table 5.15 : Summary of payments and estimates by economic classification: Public Ordinary School Education

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2024/25	2025/26	2026/27
Current payments	44 879 900	45 715 777	47 370 962	46 426 771	49 236 173	49 910 285	50 490 682	52 418 304	54 721 463
Compensation of employees	41 380 380	42 694 204	44 060 142	42 702 484	44 994 828	45 735 151	46 439 401	48 466 451	50 572 580
Goods and services	3 499 488	3 021 568	3 304 171	3 724 287	4 241 345	4 175 117	4 051 281	3 951 853	4 148 883
Interest and rent on land	32	5	6 649	-	-	17	-	-	-
Transfers and subsidies to:	2 731 770	1 649 513	1 550 951	1 765 297	1 479 390	1 544 044	1 726 593	1 953 158	2 043 004
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	2 533 165	1 455 137	1 367 098	1 671 018	1 376 461	1 376 461	1 565 888	1 850 223	1 935 334
Households	198 605	194 376	183 853	94 279	102 929	167 583	160 705	102 935	107 670
Payments for capital assets	3 453	1 230	1 682	2 376	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	3 453	1 230	1 682	2 376	-	-	-	-	-
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-
Total	47 615 123	47 366 520	48 923 595	48 194 444	50 715 563	51 454 329	52 217 275	54 371 462	56 764 467

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)	73	9 644	9 978	955
Quintile 2	43	14 199	14 863	955
Quintile 3	19	9 715	10 143	955
Quintile 4	30	8 188	15 497	522
Quintile 5 (least poor)	20	2 062	11 373	179
Total	185	43 807	61 854	
Section 21 Schools				
Quintile 1 (Poorest)	1 361	291 989	304 845	955
Quintile 2	1 074	333 129	348 419	955
Quintile 3	792	422 606	442 385	955
Quintile 4	221	77 404	145 538	522
Quintile 5 (least poor)	180	21 901	118 561	179
Total	3 628	1 147 030	1 359 748	
Total Primary	3 813	1 190 837	1 421 602	
2.2. Public Combined Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	5	1 161	1 216	955
Quintile 2	7	2 144	2 245	955
Quintile 3	2	548	574	955
Quintile 4	1	905	1 733	522
Quintile 5	0	0	0	179
Total	15	4 758	5 768	
Section 21 Schools				
Quintile 1 (Poorest)	156	54 486	57 031	955
Quintile 2	128	50 187	52 550	955
Quintile 3	54	31 222	32 693	955
Quintile 4	23	10 476	19 682	522
Quintile 5 (least poor)	10	1 543	8 618	179
Total	371	147 913	170 574	
Total Combined	386	152 671	176 342	
2.3 Public Secondary Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	23	4 902	5 133	955
Quintile 2	23	11 109	11 621	955
Quintile 3	24	17 888	18 731	955
Quintile 4	10	4 252	8 145	522
Quintile 5 (least poor)	16	2 543	14 209	179
Total	96	40 694	57 839	
Section 21 Schools				
Quintile 1 (Poorest)	445	191 052	200 004	955
Quintile 2	465	251 874	263 728	955
Quintile 3	389	327 117	342 531	955
Quintile 4	119	63 190	118 185	522
Quintile 5 (least poor)	83	14 797	78 681	179
Total	1 501	848 030	1 003 129	
Total Secondary	1 597	888 725	1 060 968	
Total for Non Section 21 schools	296	89 260	125 461	

Total for Section 21 schools	5 500	2 142 973	2 533 451	
Total for Quintile 1	2 063	553 234	578 207	955
Total for Quintile 2	1 740	662 642	693 426	955
Total for Quintile 3	1 280	809 096	847 057	955
Total for Quintile 4	404	164 414	308 780	522
Total for Quintile 5	309	42 846	231 442	179
Grand total	5 796	2 232 233	2 658 912	

6.2.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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. 	Failure to achieve desired learning outcomes	<p>Monitor implementation of the subject improvement plans and curriculum coverage in schools.</p> <p>Conduct Just-in-Time content, methodology and assessment workshops for High enrolment subjects, Technical Mathematics and Technical Sciences in Term 1, Term 2 and Term 3 targeting teachers in T75 schools for the year.</p> <p>Conduct workshop on Cognitive levels to improve School Based Assessment.</p> <p>Develop subject improvement plans for all subjects</p>
	Low output of Maths, Science, and Technology Learners	<p>Conduct roadshows to encourage learners to take careers related to Maths and science education.</p> <p>Implementation of e-learning strategy to 54 schools</p>
<ul style="list-style-type: none"> • Improved reading for meaning, numeracy and digital skills. • Collaborative and responsive infrastructure planning and implementation. 	Non-viable schools due to low enrollment figures and poor infrastructure - section 14 schools	<p>Districts to conduct information verification process.</p> <p>MEC to approve the closure, merger or the re-alignment of the small and non-viable schools.</p> <p>The Provincial Department of Education to gazette all small and non-viable Schools identified in the SRRP processes.</p> <p>Implementation seven (7) SRRP Processes (steps) of as the Guidelines of School Rationalization and Re-alignment of Public Schools (TSS)</p>
	High dropout rate as a result of various factors including social ills: - Substance abuse - teenage pregnancy - Malnutrition - Inadequate security	<p>Conduct My Life My Future interventions aimed at prevention of learner pregnancy and substance abuse reaching 12000 learners.</p> <p>The department will be filling critical vacant posts including subject advisors' posts</p> <p>Conduct psycho-social support programmes aimed at addressing social ills such as child abuse, human trafficking, and bullying. Targeting 32000 Learners.</p>
	Recruitment of suitable candidates to serve in school governing bodies	<p>Conduct credible SGB elections.</p> <p>The department will conduct intensive capacity building workshops and specialised school governance training</p>

6.2.6. Infrastructure Projects

No	Project name	Programme	Description	Outputs	Start date	Completion date	Total estimated Cost	Current Year Expenditure
1	Meadowsweet combined school	Upgrades and additions	Upgrades and additions	Stage 5:works	14 November 2022	14 November 2024	R99 921 124	R16 986 026
2	Myekeni secondary school	Upgrades and additions	Upgrades and additions	Stage 5:works	23 November 2022	30 October 2024	R66 694 361	R12 119 981
3	Khanyisa high school	Upgrades and additions	Upgrades and additions	Stage 5:works	01 April 2017	01 March 2026	R5 596 800	R364 949
4	Mconjwana high school	Upgrades and additions	Upgrades and additions	Stage 5:works	10 October 2016	30 April 2026	R96 737 478	R6 875 944
5	Merlewood intermediate school	Upgrades and additions	Upgrades and additions	Stage 5:works	01 July 2014	02 July 2026	R16 270 092	R3 197 082
6	Siyakhanyisa primary school	Upgrades and additions	Upgrades and additions	Stage 5:works	01 June 2020	30 October 2024	R86 076 008	R6 508 071
7	Menzi high school	Upgrades and additions	Upgrades and additions	Stage 5:works	20 June 2022	30 October 2024	R67 694 609	R53 439 000
8	Sphumelele primary school	Upgrades and additions	Upgrades and additions	Stage 5:works	07 July 2020	31 March 2026	R34 922 000	R29 524 780
9	Cliffdale secondary school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	18 January 2016	31 March 2026	R95 133 668	R5 166 688
10	Collingwood primary school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	15 July 2022	31 March 2026	R112 305 589	R28 325 562
11	Dilanga high school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	28 June 2017	30 October 2024	R77 635 000	R5 439 338
12	Inkosi umkhuphukile high school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	09 April 2020	30 October 2024	R81 846 624	R5 621 195
13	Maritime school of excellence	New school (focus school)	New /replacement infrastructure assets	Stage 5:works	10 March 2020	22 April 2025	R357 447 404	R126 511 155
14	Mzokhanyayo junior secondary school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	11 September 2020	30 October 2024	R47 677 000	R744 000
15	Thembinkosi primary school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	15 February 2022	31 March 2026	R64 131 050	R7 422 554
16	Vimbukhalo primary school	New/ replacement school	New /replacement infrastructure assets	Stage 5:works	27 August 2020	30 October 2024	R85 479 494	R11 520 351

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	Annual Targets						
			Audited/Actual Performance		Estimated performance	MTEF Period			
			2020/21	2021/22		2022/23	2024/25	2025/26	2026/27
Youth better prepared for further learning and world of work.	Registered independent schools receive subsidies	SOI 301: Percentage of registered independent schools receiving subsidies.	-	-	-	2023/24	2024/25	2025/26	2026/27
	Learners in independent schools receive subsidies	SOI 302: Number of learners subsidised at registered independent schools.	-	-	-	New Indicator	38%	38%	38%
	Funded independent schools visited for monitoring purposes.	NSOI 3.1: Number of funded independent schools visited for monitoring purposes.	128	114	126	127	121	121	121

6.3.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
SOI 301: Percentage of registered independent schools receiving subsidies.	38%	-	-	-	38%
SOI 302: Number of learners subsidised at registered independent schools.	29 624	-	-	-	29 624
NSOI 3.1: Number of funded independent schools visited for monitoring purposes.	121	-	-	-	121

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.

Tables 5.17 and 5.18 reflect the summary of payments and estimates relating to this programme. Independent schools provide education and training to learners in the same way as public schools do but are not governed by the same legislation as public schools.

The programme reflects minimal growth in 2024/25 due to budget pressures and reprioritisation undertaken from this programme, with the outer years showing inflationary growth. 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. The reduction from the 2023/24 Main to the Adjusted Appropriation was in respect of non-gazetted schools that were not compliant with departmental requirements during the transfer period, and thus did not receive their transfer payments. As mentioned, there are currently 119 schools and 29 468 learners benefitting from subsidies in this programme. This programme was not impacted on by the 2024/25 MTEF budget cuts.

6.2.4. PROGRAMME RESOURCE CONSIDERATIONS

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

Table 5.17 : Summary of payments and estimates by sub-programme: Independent School Subsidies

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27
1. Primary Level	69 912	57 214	55 262	59 980	54 037	54 037	53 913	56 367	58 960
2. Secondary Level	41 075	34 614	36 567	35 819	31 246	31 246	31 587	33 033	34 553
Total	110 987	91 828	91 829	95 799	85 283	85 283	85 500	89 400	93 513

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

Table 5.18 : Summary of payments and estimates by economic classification: Independent School Subsidies

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27
Current payments	-	-	-	-	-	-	-	-	-
Compensation of employees	-	-	-	-	-	-	-	-	-
Goods and services	-	-	-	-	-	-	-	-	-
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	110 987	91 828	91 829	95 799	85 283	85 283	85 500	89 400	93 513
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	110 987	91 828	91 829	95 799	85 283	85 283	85 500	89 400	93 513
Households	-	-	-	-	-	-	-	-	-
Payments for capital assets	-	-	-	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-
Total	110 987	91 828	91 829	95 799	85 283	85 283	85 500	89 400	93 513

BT302 (a) Primary					
Subsidy Level	Schools	Total expenditure ('000)	(R)	Learners	Expenditure per learner
60 % (poorest)	16	24 701		5 291	4 886
40%	18	21 002		6 748	3 257
25%	13	8 054		4 140	2 036
15%	11	5 837		5 002	1 221
0% (least poor)	1	0		196	0
TOTAL	59	59 594		21 377	-
BT302 (b) Secondary					
Subsidy Level	Schools	Total expenditure ('000)	(R)	Learners	Expenditure per learner
60 % (poorest)	4	13 218		1 701	7 770
40%	4	10 413		2 010	5 180
25%	4	9 159		2 829	3 238
15%	1	2 570		1 323	1 942
0% (least poor)	0	0		2 130	0
TOTAL	13	35 359		9 993	-
BT302 (c) Combined					
Subsidy Level	Schools	Total expenditure ('000)	(R)	Learners	Expenditure per learner
60 % (poorest)	8	0		0	0
40%	9	0		0	0
25%	7	0		0	0
15%	9	0		0	0
0% (least poor)	23	0		0	0
TOTAL	56	0		0	-
	128	94 953		31 370	-

6.3.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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	<p>The department will strengthen control measures for approving applications of independent schools and approving applications for subsidizing learners.</p> <p>It will further strengthen the monitoring systems for ensuring compliance with policies.</p>

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	Annual Targets						
			Audited/Actual Performance		Estimated performance	MTEF Period			
			2020/21	2021/22		2022/23	2023/24	2024/25	2025/26
Youth better prepared for further learning and world of work.	Leamers enrolled in public special schools.	SOI 401: Number of leamers in public special schools.	20 190	20 545	20 761	20 800	21 400	21 500	21 600
	Therapists/ specialist sta employed in public special schools.	SOI 402: Number of therapists/ specialists sta employed in public special schools	192	194	35 945	212	212	212	212
	Teachers trained on SIAS Policy.	NSOI 4.1: Number of teachers trained on SIAS Policy.	7 000	1 876	5 254	2 500	2 500	2 100	2 200
	Educators employed at public special schools.	NSOI 4.2: Number of educators employed in public special schools.	1 890	1 922	2 052	1916	1916	1916	1916

6.4.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target 2024/25	Q1	Q2	Q3	Q4
SOI 401: Number of learners in public special schools.	21 400	-	-	-	21 400
SOI 402: Number of therapists/specialists staff in public special schools.	212	-	-	-	212
NSOI 4.1: Number of teachers trained on SIAS Policy.	2 500	-	-	-	2 500
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

The purpose of programme 4 is to provide compulsory public education in special schools in accordance with the SASA and White Paper 6 on Inclusive Education. The sub-programmes are aimed at providing:

- Specific public special schools with resources.
- Educators and learners in public special schools with departmentally managed support services.
- Departmental services for the professional and other development of educators and non-educators in public special schools.
- Additional and departmentally managed sporting and cultural activities in public special schools.

This programme administers one grant, namely the LPID grant over the 2024/25 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. This programme was not impacted on by the 2024/25 MTEF budget cuts.

The sub-programme: Schools shows steady growth over the 2024/25 MTEF due to funds being reprioritised from Programme 5 to *Compensation of employees* under this programme. The department indicated that this growth will assist with pressures being experienced with the filling of specialist posts. 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 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 purchase these buses was budgeted for in 2023/24 but was delayed due to the specialised specifications that were required. The department is targeting to purchase six buses in 2024/25 and this will be reviewed in-year in line with affordability.

The Human Resource Development sub-programme fluctuates from 2020/21 to 2022/23 due to enforced savings to offset budget pressures within the Vote in line with the turnaround strategy to manage pressures. The reduction from the Adjusted Appropriation to the Revised Estimate is due to enforced savings to offset pressures against *Compensation of employees*. 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 2024/25 MTEF shows inflationary growth.

The LPID grant is utilised to employ therapists, chief psychologists, as well as deputy chief education specialists. The limited growth over the 2024/25 MTEF is largely to accommodate inflationary costs and advocacy campaigns and monitoring of DSD special care centres and special school centres, as previously mentioned under Section 7.4.

Compensation of employees reflects an upward trend, due to reprioritisation effected in the 2024/25 MTEF budget process. The growth in 2024/25 includes funds reprioritised from Programme 5 to offset pressures and to assist with the filling of vacant specialist posts, as mentioned above.

Goods and services fluctuates over the seven-year period due to competing pressures within the Vote. The 2024/25 MTEF shows inflationary growth. The MTEF provides for the maintenance of buses, procurement of Braille equipment, training, and the LPID grant. Also, the category includes travelling and accommodation by the outreach teams to monitor the DSD special care centres and special school centres for children with profound disabilities, purchase of LTSM toolkits for the development of fine motor skills for learners, as mentioned, as well as training for caregivers, teachers, special care centre managers, principals, parents and officials and development for various specialists.

Transfers and subsidies to: Non-profit institutions reflects inflationary growth over the period. The MTEF allocations relate to transfers to special schools for the purchase of LTSM and non-LTSM.

Transfers and subsidies to: Households relates to staff exit costs.

Machinery and equipment caters for buses for special schools over the 2024/25 MTEF. The department will purchase six buses in 2024/25.

Payments for financial assets relates to the decision to write off staff debts that could not be recovered, and this was done based on legal advice.

6.4.4. PROGRAMME RESOURCE CONSIDERATIONS

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

Table 5.20 : Summary of payments and estimates by sub-programme: Public Special School Education

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2023/24	2024/25	2025/26
1. Schools	1 361 746	1 430 289	1 492 141	1 560 448	1 598 448	1 596 257	1 683 237	1 771 698	1 853 196
2. Human Resource Development	195	16	2 268	7 184	7 184	1 045	8 050	8 531	8 923
3. Conditional grant	33 000	32 576	34 423	34 534	34 534	34 534	36 584	38 201	39 926
<i>LPID grant</i>	33 000	32 576	34 423	34 534	34 534	34 534	36 584	38 201	39 926
Total	1 394 941	1 462 881	1 528 832	1 602 166	1 640 166	1 631 836	1 727 871	1 818 430	1 902 045

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

Table 5.21 : Summary of payments and estimates by economic classification: Public Special School Education

R thousand	Audited			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2023/24	2024/25	2025/26
Current payments	1 197 328	1 287 728	1 376 674	1 430 909	1 483 909	1 477 511	1 548 907	1 631 449	1 706 463
Compensation of employees	1 163 861	1 272 517	1 360 748	1 403 196	1 443 196	1 463 149	1 518 441	1 598 634	1 671 138
Goods and services	33 467	15 211	15 926	27 713	40 713	14 362	30 466	32 815	35 325
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	152 588	143 590	152 031	156 257	156 257	154 325	163 289	170 604	178 452
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	149 310	139 501	148 703	150 523	150 523	150 523	157 297	164 344	171 904
Households	3 278	4 089	3 328	5 734	5 734	3 802	5 992	6 260	6 548
Payments for capital assets	21 504	31 563	127	15 000	-	-	15 675	16 377	17 130
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	21 504	31 563	127	15 000	-	-	15 675	16 377	17 130
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	23 521	-	-	-	-	-	-	-	-
Total	1 394 941	1 462 881	1 528 832	1 602 166	1 640 166	1 631 836	1 727 871	1 818 430	1 902 045

6.4.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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. 	Limited access to schools by learners with learning barriers	<p>Strengthen and support 75 Special and 102 Full-service schools.</p> <p>Provision of 10 buses to 10 special schools</p> <p>Monitor 10 special schools with hostel accommodation to increase learner access.</p> <p>Capacitate 4000 educators on inclusive education programmes (SASL, Braille, SIAS, Autism, Technical Occupation, SID CAPS Gr R-6, LSPID)</p>

6.4.6. Infrastructure Project.

No	Project name	Programme	Description	Outputs	Start date	Completion date	Total estimated Cost	Current Year Expenditure
1	Tongaat Isen	Learners with special educational needs	Upgrades and additions	Stage 5:works	13 July 2020	30 October 2024	R147 905 398	R8 273 318
2	Autism school (maritime school of excellence)	New school (focus school)	New /replacement infrastructure assets	Stage 5:works	11 September 2020	30 October 2024	R41 612 482	R4 961 759
3	Musa Isen school (new)	New/ replacemnet school	New /replacement infrastructure assets	Stage 5:works	26 August 2020	30 March 2024	R296 180 000	R21 529 071
4	Arthur blaxall special school	Storm damage programme	Renovations, rehabilitation or refurbishments	Stage 4:design documentation	01 July 2022	30 October 2024	R6 000 000	R150 202
5	Reunion special school	Storm damage programme	Renovations, rehabilitation or refurbishments	Stage 5:works	08 April 2022	01 July 2026	R4 186 638	R157 831

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	Annual Targets					Estimated performance
			Audited/Actual Performance		MTEF Period			
			2020/21	2021/22	2022/23	2024/25	2025/26	
Improved reading for meaning, numeracy and digital skills.	Public schools offer Grade R.	SOI 501: Number of public schools that offer Grade R.	3 982	3 892	3 982	4 082	4 082	4 082
	Children accessing registered ECD programmes	SOI 502: Number of children accessing registered ECD programmes	-	-	166 246	145 200	144 750	145 700
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.	Grade R practitioners employed in public ordinary schools.	NSOI 5.1: Number of Grade R practitioners employed in public ordinary schools.	5 246	5 256	5 197	5 274	5 294	5 314
	Fully registered ECD Centres	NSOI 5.2: Number of fully registered ECD Centres.	-	-	3 786	2 150	2 150	2 150
Improved reading for meaning, numeracy and digital skills.	Conditionally registered ECD Centres.	NSOI 5.3: Number of conditionally registered ECD Centres.	-	-	-	1 250	1 250	1 250

6.5.2. Output indicators: annual and quarterly targets

Output Indicator	Annual Target 2024/25	Q1	Q2	Q3	Q4
SOI 501: Number of public schools that offer Grade R.	4082	-	-	-	4082
SOI 502: Number of children accessing registered ECD programmes	145 200	-	-	-	145 200
NSOI 5.1: Number of Grade R practitioners employed in public ordinary schools.	5 274	-	-	-	5 274
NSOI 5.2: Number of fully registered ECD Centres.	2150	-	-	-	2150
NSOI 5.3: Number of conditionally registered ECD Centres.	1250	-	-	-	1250

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

The objective of this programme is to provide ECD at the Grade R and earlier levels in accordance with White Paper 5 on ECD. The main services are:

- To provide specific public ordinary schools with resources required for Grade R.
- To support particular community centres at the Grade R level.
- To provide particular sites with resources required for pre-Grade R.
- To provide educators and learners in ECD sites with departmentally managed support services.
- To provide departmental services for the professional and other development of educators and non-educators in ECD sites.

This programme administers one grant, namely the ECD grant over the 2024/25 MTEF.

Tables 5.23 and 5.24 reflect payments and budgeted estimates for the period. The budget for this programme has grown substantially from 2020/21 to 2026/27. This growth reflects the focus of the sector toward universal access to Grade R. As mentioned, this programme was not impacted on by the 2024/25 MTEF budget cuts.

The sub-programme: Grade R in Public Schools shows a limited increasing trend over the seven-year period. 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 made in in previous MTEF periods. This explains the negative growth in 2024/25, as the department cannot afford to convert these practitioners and the funding was reprioritised to pressures against *Compensation of employees*. 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 materials procured, and transfers to schools.

The Grade R in the ECD Centres sub-programme shows growth over the seven-year period due to reprioritisation undertaken to address the shortfalls on *Compensation of employees*. 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. Provision has been made over the 2024/25 MTEF for the training requirements of ECD practitioners, within the sub-programme HRD.

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 is for that purpose. The MTEF budget includes the subsidy provided to NPOs in 3 169 ECD facilities, 63 social workers and seven contract workers operating within the district and circuit offices. The verified data for 2023 shows that the province currently has 1 945 ECD centres funded from the equitable share, with 102 973 children benefitting from these subsidies. The number of ECD practitioners that will be assisted through the NCF curriculum training, monitoring and support visits and cluster meetings is 1 000. 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. This was implemented effectively from April 2022 and historical figures were re-stated under Programme 6 against *Buildings and other fixed structures*.

The Human Resource Development sub-programme's budget is allocated to priorities such as the provision of training with regard to employees that wish to focus on ECD, and thus address the shortage of qualified educators as the department continues with the roll-out of compulsory Grade R. The high growth in 2024/25 relates to the alignment of the budget with the DPSA directive issued in 2015 that 1 per cent of the salaries and wages budget be allocated to training. The outer years shows inflationary growth.

The ECD grant shows a decrease in 2022/23 as a result of budget reductions effected against this grant by National Treasury in the previous budget process, as discussed. The high growth in 2024/25 relates to additional funding provided towards the top-up to the subsidy amount, as previously mentioned under Section 7.4.

In 2024/25, *Compensation of employees* shows negative growth of 2.1 per cent, due to funds being reprioritised to other areas of pressure under Programme 4, because of the unaffordability of the translation of qualifying ECD educators to substantive posts. The outer years reflect growth of 3.1 and 4.6 per cent. The budget caters for the payment of the monthly stipends of ECD practitioners, the annual salary for ECD educators, as well as the 70 officials (social workers and administrative staff) who fall under the ECD grant.

Goods and services fluctuates over the period. The 2024/25 MTEF provides for various training needs and for the procurement of the necessary toolkits for all sub-programmes in this programme, the purchase of furniture such as classroom chairs, tables and combination desks, as well as inventory: LTSM needs for Grade R classes.

Transfers and subsidies to: Non-profit institutions caters for transfers to schools for operational costs and ECD facilities for Pre-Grade R.

Transfers and subsidies to: Households relates to staff exit costs.

Payments for financial assets relates to the decision to write off staff debts that could not be recovered, and this was done based on legal advice.

6.5.4. Programme resource considerations

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

Table 5.23 : Summary of payments and estimates by sub-programme: Early Childhood Development

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27
1. Grade R in Public Schools	1 263 605	1 257 254	1 289 922	1 309 685	1 268 195	1 333 195	1 301 467	1 345 820	1 407 728
2. Grade R in Early Childhood Development Centres	82 235	82 813	79 682	73 162	88 162	88 162	89 245	90 400	94 558
3. Pre-Grade R in Early Childhood Development Centres	355 938	369 420	354 896	417 599	417 605	405 985	439 395	459 317	480 446
4. Human Resource Development	-	257	-	7 757	757	757	10 264	10 418	10 897
5. Conditional grant	192 093	268 038	187 203	196 875	188 526	250 021	248 650	291 225	304 566
<i>Early Childhood Development (ECD) grant</i>	192 093	268 038	187 203	196 875	188 526	250 021	248 650	291 225	304 566
Total	1 893 871	1 977 782	1 911 703	2 005 078	1 963 245	2 078 120	2 089 021	2 197 180	2 298 195

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

Table 5.24 : Summary of payments and estimates by economic classification: Early Childhood Development

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27
Current payments	1 328 248	1 387 776	1 398 418	1 430 018	1 377 669	1 434 572	1 425 614	1 459 383	1 526 512
Compensation of employees	1 173 327	1 252 550	1 275 667	1 278 072	1 234 072	1 299 072	1 271 796	1 311 847	1 372 057
Goods and services	154 921	135 226	122 751	151 946	143 597	135 500	153 818	147 536	154 455
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	518 660	590 006	513 285	575 060	585 576	643 548	663 407	737 797	771 683
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	517 351	588 852	512 196	573 570	584 086	642 058	661 850	736 170	769 981
Households	1 309	1 154	1 089	1 490	1 490	1 490	1 557	1 627	1 702
Payments for capital assets	-	-	-	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	46 963	-	-	-	-	-	-	-	-
Total	1 893 871	1 977 782	1 911 703	2 005 078	1 963 245	2 078 120	2 089 021	2 197 180	2 298 195

6.5.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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. 	<p>Poor coordination of the Early Childhood Development</p>	<p>Capacitate 26 ECD advisors and 3 982 teachers on implementing curriculum and assessments.</p> <p>Monitor and support Curriculum implementation.</p> <p>Re-organize the Organogram to accommodate the structure to manage Grade R and the curriculum for birth to four-year-olds (National Curriculum Framework) at head office and at District level.</p>

6.5.6. Infrastructure Projects

No	Project name	Programme	Description	Outputs	Start date	Completion date	Total estimated		Current
							Cost	Year Expenditure	
1	Luzindela primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 August 2020	30 October 2024	R4 409 347	R227 636	R227 636
2	Straalhoek primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	20 May 2019	30 October 2024	R5 036 401	R398 662	R398 662
3	Gabangemfundo primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	13 April 2023	30 November 2024	R13 570 000	R1 346 285	R1 346 285
4	Phumela primary	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 April 2017	30 October 2024	R4 321 750	R1 845 985	R1 845 985
5	Inkosi jiyane primary	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	23 May 2024	30 October 2024	R2 798 073	R379 747	R379 747
6	Landelani primary	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	23 May 2024	30 October 2024	R3 118 415	R274 008	R274 008
7	Landulwazi primary	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	23 May 2024	30 October 2024	R4 127 827	R207 958	R207 958
8	Lootshoek i primary	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 December 2015	30 October 2024	R4 738 148	R172 132	R172 132
9	Emkhandlwini primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	20 January 2013	31 August 2024	R595 658	R568 499	R568 499
10	Fisokuhle primary	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	22 April 2021	31 August 2024	R3 200 000	R500 000	R500 000
11	Gxalingenwa primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 June 2020	01 August 2024	R4 062 871	R852 723	R852 723
12	Ithubalethu primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 April 2017	02 October 2024	R4 489 162	R4 155 262	R4 155 262

13	Ixopo primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 August 2020	15 September 2024	R2 900 000	R1 203 550
14	Mjila primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	24 September 2016	20 November 2024	R4 184 264	R3 700 467
15	Mpofini primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	24 September 2016	20 September 2024	R8 505 277	R6 583 176
16	Osuthu primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	01 April 2017	02 September 2024	R4 269 894	R3 925 529
17	Oviceni primary school	Early childhood development (grade r)	Upgrades and additions	Stage 5:works	15 November 2012	20 September 2024	R2 575 025	R539 892
18	Umgodi ecd	New construction ecd shift	New /replacement infrastructure assets	Stage 5:works	22 April 2023	10 November 2024	R2 500 000	R500 000
19	Greater kokstad ecd	New construction ecd shift	New /replacement infrastructure assets	Stage 5:works	26 January 2023	30 October 2024	R3 500 000	R700 000

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	Annual Targets					Estimated performance	MTEF Period		
			Audited/Actual Performance						2023/24	2024/25	2025/26
			2020/21	2021/22	2022/23	2023/24	2024/25		2025/26	2024/25	2025/26
Collaborative and responsive infrastructure planning and implementation.	Public ordinary schools provided with water infrastructure.	SOI 601: Number of public schools provided with water infrastructure.	150	170	300	150	150	150	100		
	Public ordinary schools provided with electricity infrastructure.	SOI 602: Number of public schools provided with electricity infrastructure.	109	75	19	20	10	10	10		
	Public ordinary schools supplied with sanitation facilities	SOI 603: Number of public schools supplied with sanitation facilities.	150	200	300	300	150	200	150		
	Schools provided with new or additional boarding facilities	SOI 604: Number of schools provided with new or additional boarding facilities	1	1	0	1	1	2	1		
	Scheduled maintenance projects completed in schools	SOI 605: Number of schools where scheduled maintenance projects were completed.	273	150	100	600	500	600	700		
	Women benefiting from EPWP programmes.	NSOI 6.1: Number of women benefiting from EPWP programmes.	176	150	80	120	120	120	150		
	Youth benefiting from infrastructure projects.	NSOI 6.2: Number of youth benefiting from infrastructure projects.	178	130	50	80	80	80	100		
	Disabled people benefiting from EPWP programmes.	NSOI 6.3: Number of disabled people benefiting from EPWP programmes.	3	4	2	2	2	2	2		
	Infrastructure programmes targeted to empower WYPD.	NSOI 6.4: Number of infrastructure programmes targeted to empower WYPD.	-	-	New Indicator	25	50	75	75		

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.	150	-	-	-	150
SOI 602: Number of public schools provided with electricity infrastructure.	10	-	-	-	10
SOI 603: Number of public schools supplied with sanitation facilities.	150	-	-	-	150
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.	500	-	-	-	500
NSOI 6.1: Number of women benefitting from EPWP programmes.	120	-	-	-	120
NSOI 6.2: Number of youth benefitting from infrastructure projects.	80	-	-	-	80
NSOI 6.3: Number of disabled people benefitting from EPWP programmes.	2	-	-	-	2
NSOI 6.4: Number of infrastructure programmes targeted to empower WYPD.	50	-	-	-	50

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

The aim of this programme is to provide and maintain infrastructure facilities for the administration and schools. It thus reflects the implementation of infrastructure across all affected programmes.

Tables 5.26 and 5.27 reflect the summary of payments and estimates relating to this programme. The allocation fluctuates over the period, due to fluctuations in the EIG allocation.

The grant supplements the existing infrastructure equitable share budgets and functions. The EIG accounts for an average of 89 per cent, while the equitable share accounts for an average of 11 per cent of this programme's budget over the MTEF. As mentioned, this programme was not impacted on by the 2024/25 MTEF budget cuts.

The programme reflects a fluctuating trend over the seven-year period, largely due to the incentive nature of the EIG, as well as additional funding provided from provincial cash resources due to unforeseen circumstances such as the Covid-19 pandemic, storms and unrest related incidents within the province.

The sub-programme: Administration reflects a fluctuating trend from 2020/21 to 2022/23, largely due to the re-direction of the budget to Public Ordinary Schools, to address spending pressures relating to desludging of schools. The 2024/25 MTEF allocations include provision for *Compensation of employees* for officials appointed in terms of the conditional grant framework and maintenance of administrative buildings. There is positive growth against *Compensation of employees* in the outer years to cater for the filling of two posts which are funded from the EIG conditional grant.

The Public Ordinary Schools sub-programme fluctuates over the seven-year period, due to the incentive nature of the EIG. The increase realised in 2023/24 was as a result of the R269.313 million provided for the rehabilitation of the Aprils 2022 flood damaged schools and the incentive allocation of R109 million. The reduced budget allocations in 2024/25 and 2025/26 are attributed to the budget cuts. The department utilises the depicted budget allocations for the implementation of various infrastructure programmes and projects, including new and replacement schools, upgrades and additions, refurbishment and rehabilitation and maintenance and repairs programmes.

The Special Schools sub-programme fluctuates over the seven-year period and relates to the focus on special schools. The 2024/25 MTEF allocations cater for the continued construction of the Musa Special School in Zululand, and the implementation of the Bawelise Special School in Zululand (at tender stage), Zamimpilo Special School in Zululand and Inkosi Mkhuphukile Special School in uMzinyathi, among others. The budget also makes provision for upgrades and additions to various special schools, including the Tongaat Special School in the Pinetown District, Open Gate LSEN School in the uMgungundlovu District and Mason Lincoln Special School in the Umlazi District, among others.

The Grade R sub-programme budget allocation fluctuates over the seven-year period, due to the number of schools under implementation in each respective year. There are currently 39 schools under construction and these will be continued over the MTEF. These include Fahlaza Primary School in uMzinyathi, Cebelihle Primary School in Amajuba, Fisokuhle Primary School in uMzinyathi,

Savela Primary School in Harry Gwala, among others.

Compensation of employees reflects growth in 2024/25 to cater for the filling of posts. As mentioned, there is equitable share funding in Programme 1 which is specifically and exclusively allocated for improving infrastructure support, of R16.070 million, R16.790 million and R17.562 million, respectively, over the 2024/25 MTEF. This is utilised for funding Works Inspector and Administrative Clerks posts in districts. Out of 74 posts under this programme against the EIG, the department has filled 72 posts. The outstanding two posts are those of the Quantity Surveyor and Civil/Structural Engineer which are vacant. A total of 74 posts are budgeted for over the MTEF.

Goods and services fluctuates over the seven-year period. The category includes the maintenance and repairs allocation, such as provision for the hiring of chemical toilets and desludging of pit toilets in public ordinary schools, management agent fees for various implementing agents, as well as professional services for projects that are managed internally. The high amount in 2023/24 relates to the disaster allocation of R269.313 million made for the carry-through costs associated with the repairs and rehabilitation of schools damaged by the April 2022 floods. Going forward, the department would like to limit major rehabilitation costs by ensuring that schools are maintained on a continuous basis. The department completed the maintenance of 297 schools in 2023/24. The department is targeting to maintain 1 500 schools over the 2024/25 MTEF. This includes the maintenance of 45 ECD facilities, in line with the ECD grant allocation.

Buildings and other fixed structures fluctuates over the period, largely due to the incentive nature of the EIG, as well as additional funding received. The growth in 2023/24 included the incentive allocation of R109 million in respect of the EIG. The MTEF provides for the continued implementation and completion of water and sanitation projects, repairs to storm damaged schools and upgrades and additions, as mentioned. The infrastructure section of this chapter provides details of the infrastructure projects to be undertaken, as does the 2024/25 ECE.

Machinery and equipment caters mainly for office furniture and equipment. The spending from 2021/22 to 2023/24 relates to the purchase of office furniture and equipment for employees appointed in terms of the conditional grant framework, as well as air-conditioners for district offices. However, there are no further allocations over the MTEF due to budget constraints.

6.6.4. Programme resource considerations.

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

Table 5.26 : Summary of payments and estimates by sub-programme: Infrastructure Development

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2023/24	2024/25	2025/26
1. Administration	39 517	36 832	40 801	43 469	35 119	49 803	46 621	354 502	304 233
2. Public Ordinary Schools	2 755 818	2 695 908	2 708 462	2 916 344	2 707 211	2 692 527	2 447 744	2 426 454	2 596 866
3. Special Schools	71 384	179	13 386	205 462	205 462	205 462	123 000	142 660	150 680
4. Early Childhood Development of which ECD maintenance grant	24 779	9 271	44 466	40 309	40 309	40 309	70 292	95 740	113 050
	-	-	5 508	-	-	-	-	-	-
Total	2 891 498	2 742 190	2 807 115	3 205 584	2 988 101	2 988 101	2 687 657	3 019 356	3 164 829

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

Table 5.27 : Summary of payments and estimates by economic classification: Infrastructure Development

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23				2023/24	2024/25	2025/26
Current payments	797 928	569 395	584 466	799 007	877 895	877 838	771 747	1 048 221	1 074 731
Compensation of employees	32 884	30 747	32 969	38 469	34 969	34 931	41 621	43 575	43 575
Goods and services	765 044	538 648	551 497	760 538	842 926	842 907	730 126	1 004 646	1 031 156
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	52	-	-	-	-	38	-	-	-
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	52	-	-	-	-	38	-	-	-
Payments for capital assets	2 093 518	2 172 795	2 222 649	2 406 577	2 110 206	2 110 225	1 915 910	1 971 135	2 090 098
Buildings and other fixed structures	2 093 174	2 172 612	2 222 571	2 406 577	2 110 206	2 110 206	1 915 910	1 971 135	2 090 098
Machinery and equipment	344	183	78	-	-	19	-	-	-
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-
Total	2 891 498	2 742 190	2 807 115	3 205 584	2 988 101	2 988 101	2 687 657	3 019 356	3 164 829

6.6.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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. 	<p>Insufficient budget to meet infrastructural needs.</p> <p>Ineffective management of infrastructure projects</p>	<p>The Department through intergovernmental relations will explore and implement other alternative building methods and materials and also exploring alternative funding strategies for infrastructure delivery.</p> <p>Procure and effectively utilization of the Education Facility Management System (EFMS).</p> <p>Appointment of the Project facilitators for all new projects.</p>

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.

(ii) Professional Services

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

(iii) Special Projects

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

(iv) Examination

To provide for departmentally managed examination services.

(v) 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	Annual Targets					Estimated performance	
			Audited/Actual Performance		MTEF Period				
			2020/21	2021/22	2022/23	2023/24	2024/25		2025/26
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.	77.6%	76.8%	83%	88%	89%	90%	91%
	Grade 12 learners passing at Bachelor Pass level	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	37.8%	48%	45%	45%	48%	50%	52%
	Grade 12 learners achieving 60% or more in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.	17%	11.5%	15%	14%	16%	18%	19%
	Grade 12 learners achieving 60% or more in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	20.5%	15%	22%	20%	20%	22%	24%
	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	1 459	1 482	1 510	1 650	1 684	1 694	1 704
	Schools with an NSC pass rate below 60%	NSOI 7.1: Number of schools with an NSC pass rate below 60%	200	275	138	126	76	66	56

6.7.2. Output indicators: annual and quarterly targets.

Output Indicator	Annual Target 2023/24	Q1	Q2	Q3	Q4
SOI 701: Percentage of learners who passed the National Senior Certificate Examination (NSC).	89%	-	-	-	89%
SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	48%	-	-	-	48%
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.	16%	-	-	-	16%
SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	20%	-	-	-	20%
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1 684	-	-	-	1 684
NSOI 7.1: Number of schools with an NSC pass rate below 60%	76	-	-	-	76

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

The purpose of Programme 7 is to provide examination support services to learners in the relevant grades, and ensure quality in the provision of education, through quality assurance. The objectives for this programme are to provide the education institutions as a whole with training and professional support, employee human resource development in accordance with the Skills Development Act, special departmentally managed intervention projects in the education system and to manage examination services.

Tables 5.29 and 5.30 reflect payments and estimates relating to this programme. As mentioned, this programme was not impacted on by the 2024/25 MTEF budget cuts.

The programme shows fluctuations over the seven-year period. The expenditure for this programme is influenced by the number of learners writing matric and common tests in all grades. The reduced growth over the MTEF is due to the PYEI only being allocated up to 2023/24.

The sub-programme: Payments to SETA shows significant growth in 2024/25 when compared to the 2023/24 Main Appropriation, to align HRD to the salaries and wages bill in terms of DBE's instruction. It must be noted, though, that this is usually revisited in-year to find savings for other spending pressures within the department, and this is negotiated with SETA. The outer years reflect inflationary growth. This budget will be reviewed in-year with the relevant stakeholders in line with the pressures facing the department.

The sub-programme: Professional Services shows growth of 5.3 per cent in 2024/25 and 5.3 per cent in 2025/26. The outer year reflects inflationary growth and provide for education centres, curriculum advisory services and visits to schools for support and monitoring in various 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 shows steady growth over the period. 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 sub-programme provides for 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 for officials in marking venues, vehicle hire and security services for the marking venues, and the delivery of exam materials to venues. The noticeable reduction in 2024/25 relates to the end of the PYEI allocation.

The HIV and AIDS (Life-Skills Education) grant sub-programme shows steady growth over the period. The reduction in the 2023/24 Adjusted Appropriation relates to in-year cuts applied to the conditional grant by National Treasury. The 2024/25 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 7.4.

The sub-programme: Special Projects (PYEI) was introduced in 2021/22 and continued until 2023/24. 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 these 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.

Compensation of employees grows steadily over the period. The significant decrease in 2024/25 is attributed to the non-carry-through of the allocation in respect of the PYEI Fund, which is allocated up to 2023/24 only. The MTEF allocations will need to be reviewed

by the department so that it can afford vacant attrition posts, such as subject advisors and office-based educators, which have not been filled for more than five years due to budget constraints. The department indicated that the budget will be utilised for filled grant and equitable share posts in line with the availability of funds. It should be noted that the filling of posts for examination markers is undertaken in-year for the May/June supplementary exams and November/December final exams, and the department will review the budget in-year to ensure that these are adequately provided for.

Goods and services fluctuates over the period. The negative growth in 2024/25 relates to the reduced operational budget and training costs allocated to the PYEI project. The outer years reflect inflationary growth. In addition, the 2024/25 MTEF provides for examination services, travelling to schools for professional or advisory services and advocacy campaigns, education centre running costs including building leases and domestic accounts.

Transfers and subsidies to: Departmental agencies and accounts relates to payments to the ETDP SETA in respect of the skills development levy. The 2024/25 year shows significant growth when compared to the 2023/24 Main Appropriation due to reprioritisation to this category, as explained. The outer years reflect inflationary growth. This budget will be reviewed in-year with the relevant stakeholders in line with the budget pressures facing the department.

Transfers and subsidies to: Households relates to staff exit costs.

Machinery and equipment fluctuates over the seven-year period, mainly due to enforced savings against new office equipment and furniture. The high amount in 2020/21 relates to provision made for the purchase of office furniture and equipment. The reduction over the 2024/25 MTEF is due to limited budget scope to adequately provide for the purchase and replacement of office equipment such as printing and binding machines for examinations. This will be reviewed in-year.

Payments for financial assets relates to the decision to write off staff debts that could not be recovered, and this was done based on legal advice, as previously discussed.

6.7.4. Programme resource considerations

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

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27
1. Payments to SETA	36 396	40 000	55 000	111 650	33 495	33 495	125 820	127 707	133 582
2. Professional Services	712 452	641 982	636 915	624 144	658 932	643 141	657 179	692 265	724 109
3. External Examinations	737 942	867 731	908 868	969 304	1 012 671	1 012 671	990 692	1 013 056	1 059 657
4. Conditional Grants	47 490	61 450	61 176	62 910	59 822	65 824	65 952	68 869	71 977
<i>HIV and AIDS (Life-Skills Education) grant</i>	47 490		61 176	62 910	59 822	65 824	65 952	68 869	71 977
5. Special Projects (Presidential Youth Employment Initiative)	-	1 409 669	1 328 473	1 483 931	1 483 931	1 528 872	-	-	-
Total	1 534 280	3 020 832	2 990 432	3 251 939	6 248 851	3 284 003	1 839 643	1 901 897	1 989 325

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

R thousand	Audited Outcome			Main Appropriation	Adjusted Appropriation	Revised Estimate	Medium-term Estimates		
	2020/21	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27
Current payments	1 424 421	2 770 051	2 922 159	3 135 246	3 210 328	3 244 482	1 708 790	1 768 931	1 850 242
Compensation of employees	1 012 353	2 277 433	2 386 049	2 595 943	2 623 943	2 652 951	1 178 096	1 213 698	1 267 693
Goods and services	412 065	492 615	536 099	539 303	586 385	591 475	530 694	555 233	582 549
Interest and rent on land	3	3	11	-	-	56	-	-	-
Transfers and subsidies to:	45 014	249 804	67 284	116 466	38 311	38 945	130 853	132 966	139 083
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	36 396	40 000	55 000	111 650	33 495	33 495	125 820	127 707	133 582
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	-	201 717	692	-	-	-	-	-	-
Households	8 618	8 087	11 592	4 816	4 816	5 450	5 033	5 259	5 501
Payments for capital assets	2 019	977	989	227	212	576	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	2 019	977	989	227	212	576	-	-	-
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	62 826	-	-	-	-	-	-	-	-
Total	1 534 280	3 020 832	2 990 432	3 251 939	3 248 851	3 284 003	1 839 643	1 901 897	1 989 325

6.7.5. Updated Key Risks

Outcome	Key Risk	Risk Mitigation
<ul style="list-style-type: none"> • 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. 	Inefficient management of examination processes	<p>Ongoing training for Chief Invigilators and Invigilators.</p> <p>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.</p>
<ul style="list-style-type: none"> • 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

No Entities

8. PUBLIC-PRIVATE PARTNERSHIPS (PPPS)

No public-Private Partnership

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 emphasises 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: <i>WSMS</i> is the percentage of Women in Senior Management Service in the Department <i>NWSM</i> is the number of women who hold Director posts and above in the Department <i>TSM</i> 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: 50% 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 in 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: <i>WSP</i> is the percentage of Women holding School Principal positions in the Department <i>NWSP</i> is the number of women who hold School principal positions in the Department <i>TSP</i> 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: 50% 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 in the percentage school principals to 50%
Indicator responsibility	HR Directorate

Indicator title	NSOI 1.3: Percentage of payments with requisite supportive documents made within 30 days
Definition	This relates to the payment of suppliers within thirty days of receipt of invoices. Submit exception reports to Provincial Treasury on a monthly basis which contains an explanation on deviation. Reconcile Departmental Records with Treasury Records
Source of data	Basic accounting system, payment vouchers
Method of Calculation/ Assessment	Express as a percentage count the number of suppliers paid within the thirty day (30) period, divide it by the total number of suppliers who were due to be paid and multiply the total by 100.
Means of verification	Schedule of payments made within 30 days, Consolidated quarterly reports.
Assumptions	Supplier Invoices submitted to the Department timeously
Disaggregation of Beneficiaries (where applicable)	Women = Youth = PWD =
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	All suppliers paid within 30 days of receipt of the invoice with requisite supportive documents.
Indicator responsibility	Directorates:

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: <ul style="list-style-type: none"> 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 resourced 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 no fee public ordinary schools in line with the National Norms and Standards for School Funding.
Definition	Number of learners attending no fee public ordinary schools, learners who are attending schools that may not charge compulsory school fees in terms of the South African Schools Act. The government introduced this 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	<ul style="list-style-type: none"> List of no-fee schools. List of learners enrolled in no-fee schools. SA-SAMS database or any alternative online system
Method of Calculation/ Assessment	Count the total number of learners enrolled in no fee public ordinary schools.
Means of verification	<ul style="list-style-type: none"> Schools Master list SA-SAMS database or any alternative online system
Assumptions	The National Norms and Standards for School Funding 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 learners attending no fee schools
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The target of learners attending no fee schools should be met or exceeded.
Indicator responsibility	Resource Planning Directorate

Indicator title	SOI 203: 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	SOI 204: Number of foundation phase teachers trained in reading methodology.
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of foundation phase teachers trained in the province in areas of reading methodology
Method of Calculation/ Assessment	Count the total number of foundation phase teachers trained in Reading methodology.
Means of verification	List of foundation phase teachers trained in reading methodology or another provincial database of foundation phase teachers trained in reading methodology Certificates or attendance registers of foundation phase teachers trained in the province in areas of reading methodology.
Assumptions	Trained foundation phase educators will improve learner performance in reading at foundation phase level.
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)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation phases to be trained in Reading methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 205: Number of foundation phase teachers trained in numeracy content and methodology.
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of foundation phase teachers trained in the province in areas of numeracy content and methodology
Method of Calculation/ Assessment	Count the total number of foundation phase teachers trained in numeracy content and methodology.
Means of verification	List of foundation teachers trained in numeracy content and methodology or another provincial database of foundation teachers trained in numeracy content and methodology. Certificates or attendance registers of foundation phase teachers trained in numeracy content and methodology
Assumptions	Trained foundation phase educators will improve learner performance in numeracy at foundation phase level.
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)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation phases to be trained numeracy content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 206: Number of teachers trained in mathematics content and methodology.
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of teachers trained in mathematics content and methodology
Method of Calculation/ Assessment	Count the total number of teachers trained in mathematics content and methodology.
Means of verification	List of teachers trained in mathematics content and methodology or another provincial database of teachers trained in mathematics content and methodology. Certificates or attendance registers of teachers trained in mathematics content and methodology.
Assumptions	Trained educators will improve learner performance in mathematics
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)	
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers to be trained mathematics content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 207: Number of teachers trained in language content and methodology.
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of teachers trained in language content and methodology.
Method of Calculation/ Assessment	Count the total number of teachers trained in language content and methodology.

Means of verification	List of teachers trained in language content and methodology or another provincial database of teachers trained in language content and methodology. Certificates or attendance registers of teachers trained in language content and methodology.
Assumptions	Trained educators will improve learner performance in language content and methodology.
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)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers to be trained in language content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (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 in public ordinary schools from Grade R to Grade 12 benefitting from meals (lunches) provided at schools through government's nutrition programme divided by number of all the learners in public ordinary schools (Grade R to Grade 12) in a financial year. This percentage goes up when more learners are covered by the nutrition programme. The maximum possible to be achieved is 100%. It would be expected that the percentage should be higher in those provinces with the greatest poverty levels. To provide access in the public ordinary schooling system including special schools, as per the provisions of the South African Schools' Act.
Source of data	Feeding registers
Method of Calculation/ Assessment	<p>Reviewed: The following formula should be used to compute this PM.: <i>Divide the number of learners in public ordinary schools from Grade R to 12 benefitting from the National School Nutrition Programme (i.e. the Numerator derived from NSNP School Feeding Summary monthly averages) by the total number of learners in all public ordinary schools and in all special schools (i.e. the Denominator obtained from EMIS) multiplied by 100 equals to the percentage of learners benefitting from NSNP. The detailed method of calculation entails the following steps to determine the provincial percentage of learners benefited.</i></p> <p><i>Step 1: Number of learners benefited at the school on each feeding day of the month are recorded on the Feeding Summary Register and added together divided by the number of feeding days per month = School average number of learners benefited for the month.</i></p> <p><i>Step 2: School Averages for each month of the quarter are captured on the district excel reporting template and added together divided by number of months in the quarter = Quarterly Average of Learners benefited per school in a district.</i></p> <p><i>Step 3: Quarterly Averages for all schools in a district are added together = Total number of learners benefited in a district for the quarter.</i></p> <p><i>Step 4: Total number of learners benefited in 12 districts for the quarter are added together = Total number of learners benefited for the quarter in the province.</i></p> <p><i>Step 5: The sum total of the 12 Districts of the number of learners benefited for the quarter (which becomes the Numerator) ÷ the total number of all learners in all Public Ordinary Schools including Special Schools (which becomes the Denominator) X 100 = Percentage of Learners Benefited from NSNP for the quarter in the province.</i></p> <p>IMPORTANT NOTES ON THE DENOMINATOR:</p> <p>Denominator is used for calculation of the % of Learners benefitting from NSNP for each quarter.</p> <p>Denominator is the enrolment data of all public ordinary schools in the province from grade R to 12 including Special Schools and it is obtained from EMIS Directorate. The NSNP Directorate does not have control over its collection, calculation and/or consolidation.</p> <p>The use of Denominator in NSNP is two-fold, namely; one, it is used at planning by NSNP prior to the beginning of a new financial year for approving and allocating the number of learners to benefit from the programme in the new financial year, and two, for calculation of the % of learners benefitting from NSNP in each quarter.</p> <p>NSNP grant is financial year-based beginning from April of the current academic year to March of the following year. Therefore, approved enrolments and allocations for schools are determined and concluded prior to the beginning of the new financial year which is March and will remain so for the rest of the financial year.</p> <p>NSNP performance information is a quarterly measure reporting on the numerator i.e. actual number of learners benefited in a quarter from which the % of learners benefited from the programme is derived or calculated.</p> <p>For reliability, consistency and accuracy in reporting, the performance of NSNP is measured against the same denominator that was obtained at the beginning of the financial year to determine the approved enrolment for NSNP.</p> <p>Ideally, the new EMIS Stat for 2023 would be used as denominator to calculate the percentage of learners benefited in the 4th quarter (Jan-Mar 2023). However, this is subject to it being finalized and approved on time for NSNP reporting purposes. Where the new EMIS Stat is not yet finalized and approved at the time of reporting at the end of the 4th quarter, the denominator used will be the same as for the previous three quarters.</p>

Means of verification	Budget Transfers on BAS, NSNP Approved Database and Allocation Letters to schools.
Assumptions	All eligible learners in public schools and identified special schools 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	Quarterly
Desired performance	To ensure that all learners affected by instances of poverty and hunger benefit from the nutrition programme.
Indicator responsibility	Programme Manager

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	The denominator will be verified against the High-Level Summary Report which shall be produced by the managing agent (for central orders) and from the School-Based Order Value Report produced by the District Offices (for confirmation of placement of school orders). The numerator will be verified by District Offices against copies of Proof of Deliveries which shall be produced by the managing agent (for central orders) and the School-Based Order Value Report produced by the District Offices (for confirmation of sum of invoice values).
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)	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 2.3: Number of schools provided with dedicated learner transport.
Definition	Number of public ordinary schools which are benefiting from the provision of dedicated learner transport.
Source of data	Responsibility Manager for Learner Transport; EMIS Database
Method of Calculation/ Assessment	Quantitative.
Means of verification	List of names of all schools benefiting from the dedicated learner transport provided by the Department

Assumptions	All benefiting schools are eligible
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Calculation type	All Districts
Reporting cycle	Non-Cumulative
Desired performance	Annually
Indicator responsibility	Learner Transport Directorate

Indicator title	NSOI 2.4: Number of Learner Support Agents (LSAs) appointed to implement care and support interventions for learners.
Definition	Provision of three or more of the following awareness programmes addressing psychosocial ills affecting learners:- Child Abuse, Substance Abuse, Learner Pregnancy, Bullying, (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) List of Learner participants w.r.to foundation phase (ii) List of Learner participants with signatures w.r.to the other phases
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)	All learners at both primary and secondary school
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	SOI 301: Percentage of registered independent schools receiving subsidies.
Definition	Number of registered independent schools that are subsidised calculated as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and comply to the conditions of eligibility for subsidy as stipulated in the National Norms and Standards for School Funding.
Source of data	<ul style="list-style-type: none"> List of registered independent schools. List of registered independent schools receiving subsidies. SA-SAMS database or any alternative online system

Method of Calculation/ Assessment	$\frac{\text{total number of registered independent schools that are subsidised}}{\text{total number of registered independent schools}} \times 100$
Means of verification	Schools Master list Budget transfer documents (these documents list number of schools, number of learners and budget allocation). List of all registered independent schools; List of all registered schools receiving subsidies.
Assumptions	All subsidised Independent schools that comply to the conditions of eligibility for subsidy and have received their subsidies.
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)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All qualifying independent schools to be subsidised. Subsidised independent schools must adhere to minimum standards for regulating independent schools.
Indicator responsibility	DMG: Independent Schools (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI:302: Number of learners subsidised at registered independent schools
Definition	Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Source of data	Schools Funding Norms and Standards database
Method of Calculation/ Assessment	Count the total number of learners in independent schools that are subsidised.
Means of verification	Budget transfer documents (these documents list number of schools, number of learners and budget allocation).
Assumptions	All learners in independent subsidised schools are registered and captured on SA-SAMS or any alternative online system
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)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Qualifying learners at independent schools are subsidised
Indicator responsibility	Independent Schools Programme Manager

Indicator title	NSOI 3.1: Number of funded independent schools visited for monitoring purposes.
Definition	<p>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:</p> <p>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.</p> <p>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</p>
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)	<p>Target for Women: N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
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	<p>Number of learners enrolled in public special schools.</p> <p>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.</p>
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the total number of learners enrolled in public special schools.
Means of verification	<p>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).</p> <p>Official list of learners enrolled in public Special Schools.</p>

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/ specialist 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	Learners 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 in 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 502: 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

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 This indicator assists in measuring the quality provision of Grade R programme in public schools. White Paper 5
Source of data	Human Resource Services 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 centres.
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	Certificate declaring fully registered status.
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 conditionally registered ECD Centres.
Definition	This indicator measures the total number of conditionally registered ECD Centres catering for 0–4-year-olds.
Source of data	Provincial data warehouse (EMIS)
Method of Calculation/ Assessment	Count the total number of conditionally registered ECD Centres catering for 0–4-year-olds
Means of verification	Certificate declaring conditionally registered status.
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

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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 Programmes.
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: 80 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: 80 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

Indicator title	NSOI 6.4: Number of infrastructure programmes targeted to empower WYPD.
Definition	Total number of WYPD owned companies benefitting from identified Infrastructure sub-programmes. This indicator assists in measuring the of WYPD owned companies that are beneficiaries to the Infrastructure projects in efforts of creating business opportunities for targeted vulnerable groups which are Women, Youth and Persons with Disabilities.
Source of data	Infrastructure database with schedule of WYPD companies from Infrastructure projects.
Method of Calculation/ Assessment	Count the total number of schools received service from WYPD in the year under review
Means of verification	Award letter / site hand over certificate or Central Supplier Database (CSD) Certificate
Assumptions	WYPD benefitting from infrastructure projects

Disaggregation of Beneficiaries (where applicable)	Target for Women: Target for Youth: Target for People with Disabilities: 2
Spatial Transformation (where applicable)	All targeted districts
Calculation type	Non-cumulative (maximum output)
Reporting cycle	Quarterly
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: <ul style="list-style-type: none"> National Senior Certificate database; and Provincial database reconstructed to mirror national results. Secondary Evidence: <ul style="list-style-type: none"> 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	All schools should be performing above 60% in NSC pass rate.
Indicator responsibility	Curriculum Management and Delivery

ANNEXURES

10 ANNEXURE A: AMENDMENTS TO THE STRATEGIC PLAN

Not applicable as there are not amendments made to the strategic plan.

11. ANNEXURE B: CONDITIONAL GRANTS

There are six conditional grants comprising Education Infrastructure Grant, EPWP Integrated Grant for Provinces, Social Sector EPWP Incentive 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.	R65 952	2024/25
National School Nutrition Programme (NSNP) Grant	To Provide Nutritious Meals to Targeted Learners	Nutritious Meals Served to Learners	R2 187 840	2024/25
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	R29 958	2024/25
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 388 318	2024/25
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	R71 988	2024/25
Learners With Profound Intellectual Disabilities Grant	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 Centres Trainings Outreach Services LTSM Increased Employment Opportunities	R36 564	2024/25
EPWP Integrated Grant for Province	To Provide Job Opportunities	Increased Employment Opportunities	R2 080	2024/25
Early Childhood Development (ECD) Grant	To Provide Early Childhood Education (ECD) At the Grade R And Pre-Grade R	Increased Access to ECD	R248 650	2024/25

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

Institution	Output indicator	Annual targets	Data source
DOE	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.	5860	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
DOE	SOI 102: Number of public schools that can be contacted electronically (e-mail).	5860	Provincial EMIS/ data warehouse/ ICT database
DOE	SOI 103: Percentage of education expenditure going towards non-personnel items.	11,72%	Basic Accounting System (BAS) system
DOE	SOI 201: Number of schools provided with media resources.	120	Primary Evidence: School Library Information Service database Delivery notes kept at schools and district offices of media resources provided.
DOE	SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School policy.	2 103 545	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)
DOE	SOI 203: Percentage of learners in schools that are funded at a minimum level.	100%	School Funding Norms and Standards database.
DOE	SOI 204: Number of foundation phase teachers trained in reading methodology	4010	Certificates or attendance registers of foundation phase teachers trained in the province in areas of reading methodology
DOE	SOI 205: Number of foundation phase teachers trained in numeracy content and methodology	4010	Certificates or attendance registers of foundation phase teachers trained in the province in areas of numeracy content and methodology
DOE	SOI 206: Number of teachers trained in mathematics content and methodology	7 850	Certificates or attendance registers of teachers trained in mathematics content and methodology
DOE	SOI 207: Number of teachers trained in language content and methodology	15 020	Certificates or attendance registers of teachers trained in language content and methodology.
DOE	SOI 301: Percentage of registered independent schools receiving subsidies	38%	<input type="checkbox"/> List of registered independent schools.
			<input type="checkbox"/> List of registered independent schools receiving subsidies.
			<input type="checkbox"/> SA-SAMS database or any alternative online system
DOE	SOI 302: Number of learners subsidised at registered receive subsidies independent schools	29 624	<input type="checkbox"/> Schools Funding Norms and Standards database
DOE	SOI 401: Number of learners in public special schools.	21 000	Provincial data warehouse
DOE	SOI 402: Number of therapists/specialist staff in public special schools.	212	PERSAL database
DOE	SOI 501: Number of public schools that offer Grade R.	3 982	Provincial data warehouse
DOE	SOI 601: Number of public schools provided with water infrastructure.	100	School Infrastructure database
DOE	SOI 602: Number of public schools provided with electricity infrastructure.	15	School Infrastructure database
DOE	SOI 603: Number of public schools supplied with sanitation facilities.	200	School Infrastructure database
DOE	SOI 604: Number of schools provided with new or additional boarding facilities.	1	<input type="checkbox"/> Infrastructure database; and <input type="checkbox"/> Completion certificates of new schools
DOE	SOI 605: Number of schools where scheduled maintenance projects were completed.	700	<input type="checkbox"/> School Infrastructure database; and Completion certificates.
DOE	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) Examination.	89%	National Senior Certificate database
DOE	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.	48%	National Senior Certificate database
DOE	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.	16%	National Senior Certificate database
DOE	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	22%	National Senior Certificate database
DOE	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1 680	Primary Evidence: <input type="checkbox"/> National Senior Certificate database; and <input type="checkbox"/> Provincial database reconstructed to mirror national results. <input type="checkbox"/> Secondary Evidence: NSC results as calculated by DBE in the NSC Report.

13. ANNEXURE D: DISTRICT DEVELOPMENT MODEL (DDM)

Areas Of Intervention	Project Description	Total Project Cost	District Municipality	Location: GPS Coordinates	Project Leader	Social Partners
Learners With Special Educational Needs	New /Replacement Infrastructure Assets	R33 289,986	Umlazi	-29,89315 30,97237	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R13 970,444	Umlazi	-30,616517 30,4505	Doe	None
New School	New /Replacement Infrastructure Assets	R70 138,747	Umlazi	-28,159383 30,24015	Doe	None
New School Replacement	New /Replacement Infrastructure Assets	R67 839,000	Umkhanyakude	-28,685836 30,263622	Doe	None
Renovations, Rehabilitation or Refurbishments	Refurbishment And Rehabilitation	R21 678,000	Ugu	-30,4532 30,0921	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R2 378,000	Umninyathi	-27,47488 32,65732	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R4 868,301	Ugu	-30,638267 29,884383	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R19 180,318	Ugu	-29,3959 30,95	Doe	None
New School	New /Replacement Infrastructure Assets	R 50 772,379	Umninyathi	-28,48561 31,55798	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R10 539,155	Uthukela	-28,936033 31,672917	Doe	None
Renovations, Rehabilitation or Refurbishments	Refurbishment And Rehabilitation	R30 746,000	Umgungundlovu	-28,53334 30,59304	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R10 325,022	Ugu	-28,82072 29,36793	Doe	None
Renovations, Rehabilitation or Refurbishments	Refurbishment And Rehabilitation	R22 671,700	Ilembe	-27,62257 31,39866	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R10 040,717	Ugu	-29,33098 31,00532	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R2 378,000	Zululand	-28,06805 30,644383	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R1 250,000	Umlazi	-28,58425 30,40867	Doe	None
New School	New /Replacement Infrastructure Assets	R67 479,495	Pinetown	-27,349783 30,71605	Doe	None
Renovations, Rehabilitation or Refurbishments	Refurbishment And Rehabilitation	R5 105,972	Pinetown	-28,0134 31,8913	Doe	None

Storm Damage	Refurbishment And Rehabilitation	R15 550,295	Uthukela	-28,847,333 31,9326	Doe	None
Renovations, Rehabilitation or Refurbishments	Refurbishment And Rehabilitation	R35 630,188	Pinetown	-27,35273 31,54311	Doe	None
New School (Focus School)	New /Replacement Infrastructure Assets	R270 600,000	Umlazi	-29,776167 30,9065	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R2 820,607	Zululand	-28,6885 30,4517	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R7 138,211	Umlazi	-27,87989 31,48224	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R2 378,000	Zululand	-28,4327 30,64197	Doe	None
Renovations, Rehabilitation or Refurbishments	Refurbishment And Rehabilitation	R21 142,000	Amajuba	-28,04272 31,63778	Doe	None
New School	New /Replacement Infrastructure Assets	R22 278,400	Uthukela	-29,6063 31,01637	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R6 432,882	Umlazi	-29,708 30,96503	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R2 378,000	Zululand	-28,6636 31,53458	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R6 963,123	Uthukela	-27,3346 31,48952	Doe	None
New School	New /Replacement Infrastructure Assets	R100 379,480	King Cetshwayo	-29,67067 30,93	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R7 087,857	King Cetshwayo	-29,85051 31,01136	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R6 420,284	Ugu	-28,97773 29,69264	Doe	None
New School	New /Replacement Infrastructure Assets	R48 090,486	Pinetown	-29,743167 30,988967	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R9 108,435	Umlazi	-29,347717 30,230933	Doe	None
New School	New /Replacement Infrastructure Assets	R3 500,000	Amajuba	-29,976783 30,8985	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R9 039,776	Ugu	-28,963533 30,63315	Doe	None
New Construction	New /Replacement Infrastructure Assets		Harry Gwala	-28,7216 29,1543	Doe	None
New School	New /Replacement Infrastructure Assets	R3 500,000	Uthukela	-29,644767 30,96755	Doe	None
New School Replacement	New /Replacement Infrastructure Assets	R53 230,074	Umgungundlovu	-29,581317 30,384183	Doe	None
Storm Damage	Refurbishment And Rehabilitation	R7 378,111	Ugu	-30,549 30,384183	Doe	None

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. EThekweni 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	<p>Increase the number of learners benefitting from the "No-Fee" schooling.</p> <p>The Department will pay the schools at a recommended national funding norm Pro-poor resource allocation.</p> <p>To redress the imbalances of the past</p> <p>The Department will provide equitable access to learners by:</p> <ul style="list-style-type: none"> • 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
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	

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
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.	<ul style="list-style-type: none"> ▪ Improve teacher capacity and practices ▪ Increase access to high quality learning materials 	<p>"Strengthen the Provincial Teacher Development Institute (PTDI) and the District Teacher Development Centres (DTDCs) to deliver SACE-endorsed, needs-based professional development programmes"</p> <ul style="list-style-type: none"> ▪ Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards
2.	Undertake regular assessment to check progress.	<ul style="list-style-type: none"> ▪ Establish a world class system of standardised national assessments ▪ Extract key lessons from on-going national assessments 	<ul style="list-style-type: none"> ▪ Conduct Standardised Assessment Tests ▪ Reduce turnaround times from testing to reporting and monitor public acceptance of average scores ▪ Analyse the degree to which data from international assessments is used to plan for in-service teacher development
3.	Improve early childhood development.	<ul style="list-style-type: none"> ▪ Universalise access to Grade R ▪ Improve the quality of early childhood development 	<ul style="list-style-type: none"> ▪ 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 ▪ 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

No	Output	Sub-Outputs	Core Strategies
4.	Ensure a credible outcome focussed planning and accountability system.	<ul style="list-style-type: none"> Strengthen school management and promote functional schools 	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Strengthen the capacity of district offices 	<ul style="list-style-type: none"> 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 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: LEKGOTLA RESOLUTIONS FEBRUARY 2024

SESSION FOUR: SCENE SETTING				
4. Thirty-Year Review of the Performance of Provincial Government and Focal Areas for 2024/25				
Res No.	Key Comments / Resolutions	Responsibility	Cluster / AWG	Timeframe
4.1	The Content of the 30-year Review to be strengthened with inputs through the clusters, with practical examples of how service delivery has been achieved.	All Departments and Entities	All	22 February 2024
4.4	The Focal Areas for 2024/2025 should be used to guide priority interventions which are to be included in cluster plans to be finalised and endorsed by the relevant Clusters.	All Departments and Entities	All	31 March 2024
4.5	Progress on the implementation of the focal areas to be tracked quarterly through Clusters.	All Departments and Entities	All	31 March 2025
SESSION FIVE: SCENE SETTING				
5. Planning for the Next Medium-Term Strategic Framework (MTSF) and Progress with the Current MTSF Review				
Res No.	Key Comments / Resolutions	Responsibility	AWG	Timeframe
5.1	The Department of Performance Monitoring and Evaluation (DPME) has initiated a process to modernize medium-term planning methodology and to develop the draft medium-term plan for the seventh administration.	All Departments	GSCID A	15 February 2024
5.2	Attention must be given to both the content and the process , including ensuring effective buy-in and participation by multiple stakeholders.	All Departments	GSCID A	For noting 15 February 2024
5.3	The process will involve all spheres of govt and external stakeholders and provinces, sectors and clusters have a critical role to play.	All Departments	GSCID A	For noting 15 February 2024
5.4	Planning structures (MTDP-SC, MTDP-RG, NTPF, NSCIP, COP etc.) as well as other forums will play a key role in guiding the project.	All departments	GSCID A	For noting 15 February 2024

SESSION SEVEN: CLUSTER PRESENTATIONS: SPCHD				
7. Five Year Review: Basic Services, measures and steps to improve outcomes in education, health, human settlements, Social Cohesion and support to vulnerable groups				
Res No.	Key Comments / Resolutions	Responsibility	Cluster / AWG	Timeframe
7.1	Strengthen and enhance Early Child Development (ECD) Curriculum delivery for 0–4-year-olds.	DOE	SPCHD & D	1 April 2024 to 31 March 2025
7.2	Increase the number of Early Child Development (ECD) Practitioners trained in a comprehensive approach to programmes and policies for children from birth to 4 years of age.	DOE	SPCHD & D	1 April 2024-31 March 2025
7.3	Improve the provisioning of skilled teachers and equipment for Coding and Robotics	DOE	SPCHD & D	1 April 2024 to 31 March 2025
7.4	Increase the number of Focus Schools throughout the KwaZulu-Natal Province to improve the quality of education in all districts	DOE	SPCHD & D	1 April 2024 to 31 March 2025
7.5	Improve school safety and security in partnership with the various stakeholders including community policing forums and private sector	DOE/JCPS Cluster	SPCHD & D	1 April 2024 to 31 March 2025
7.9	Ensure that there is a strategic thrust to drive social cohesion in the Province and programmes be mainstreamed in all Departments to contribute to this outcome.	DSAC/DOE/JCPS	SPCHD & D/L	1 April 2024 to 31 March 2025
7.13	Identify and drive Provincial health wellness and healthy lifestyle campaigns to reduce the burden of disease and ill health.	DOH/DSAC & DOE	SPCHD & E,D,F	1 April 2024 to 31 March 2025
7.16	Ensure implementation of the plan to reduce Teenage Pregnancy for the Province and campaigns through the various development initiatives e.g. Yolo and others.	OTP/DSD/DOH/DOE	SPCHD & D/E/F	1 April 2024 to 31 March 2025

SESSION NINE: CLUSTER PRESENTATIONS (GSCID)				
9. Five Year Review: Promotion of good and accountable governance, sound intergovernmental relations, fiscal discipline and Human Resource Development				
Res No.	Key Comments / Resolutions	Responsibility	Cluster / AWG	Timeframe
9.25	All Departments must implement resolution of the Executive Council to recall and precautionary transfer officials who are on suspension. In this regard Departments are expected to cooperate to receive officials who are temporarily reassigned on precautionary transfer.	OTP All Departments	GSCID-A	30 September 2024

20 ANNEXURE K: MTSF IMPLEMENTATION PLAN 2024/25

3: Health and Education												
6: Education and skills for a changing world												
5: Education and Skills Development												
National Targets: Extracted from MTSF Implementation Plan (2023-24) Phase 1; (Phase 2 will extract balance of MTSF)												
2024 IMPACT:												
Outcomes	Indicator	Baseline 2019	Target 2024	Interventions	Indicators	Baseline 2019	Targets 2024	POA / Contribution (Intervention)	Source (Indicate whether PGDS, Lekgotla, SOPA, SONA, One-One, COVID-19, MTSF)	Indicators	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 R) 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	Percentage Contracts, SLA, MOU and litigation transferred from KZNDSO to KZNDOE.	N/A	Contracts, SLA, MOU and litigation transferred from KZNDSO 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.	N/A	Number of funding models for ECD delivery developed.
	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	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.	N/A	Number of ECD Education Management system operationalised.
Increased access to development opportunities for children, youth and parents/ guardians	Percentage of screened children with disabilities receiving individualised support	New Indicator	All children between ages of 0-8 years screened for developmental delays and/or disability are receiving individualised support	Introduce measures to ensure early development screening for all children, and clearly defined eligibility criteria to reduce exclusion errors for social assistance support for children with disabilities	Number of children aged 0-8 provided screening and/or support services for developmental delays and/or disability	New Indicator	All children between the ages of 0-8 years are screened for developmental delays and/or disabilities and/or are receiving individualized support.	Provision of School Health Services (Screening and/or support services for developmental delays and/or disability)	MTSF	Number of School readiness assessment system.	N/A	Number of School readiness assessment system.
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	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, coaching of individualised teachers learnt from Early Grade Reading Study for	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 teachers provided with lesson plans for literacy in Grades 1-3 (isiZulu Home and EFAL)	N/A	Number of teachers provided with lesson plans for literacy in Grades 1-3 (isiZulu Home and EFAL) (MTSF/ PGDS)

<p>through the new Systemic Evaluation by 2024</p>	<p>teaching reading and other innovations</p>	<p>National Reading Plan for primary schools implemented</p>	<p>New Indicator</p>	<p>Roll-out of provincial programmes</p>	<p>Provision of lesson plans, graded reading books, individualised training of teachers learnt from Early Grade Reading Study for teaching reading and other innovations</p>	<p>MISF/ PGDS</p>	<p>Number of primary schools implementing National Reading Plan</p>	<p>Number of primary schools implementing National Reading Plan.</p>
	<p>Implement innovative assessment approaches such as the Early Grade Reading Assessment so that teaching is facilitated.</p>	<p>All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3</p>	<p>New Indicator</p>	<p>100% of schools have received the Early Grade Reading Assessment tools</p>	<p>Primary schools receiving Early Grade Reading Assessment (EGRA) tool kits</p>	<p>MISF & (Also lekgota resolution)</p>	<p>Number of primary schools receiving the EGRA Toolkits</p>	<p>Number of primary schools receiving the EGRA Toolkits</p>
	<p>Introduction of Coding and Robotics curriculum for the foundation phase</p>	<p>Coding and Robotics curriculum implemented</p>	<p>New Indicator</p>	<p>Approved Curriculum in place by 2022</p>	<p>Introduction and Piloting of Coding and Robotics curriculum for the foundation, intermediate and senior phase</p>	<p>MISF</p>	<p>Number of schools piloting coding and robotics curriculum at foundation phase</p>	<p>Number of Pilot robotics and coding curriculum developed.</p>
	<p>Invest in the development of reading material in indigenous languages for academic purposes, including workbooks</p>	<p>Availability of reading material for Grade 3 learners in indigenous languages</p>	<p>New Indicator</p>	<p>100% of Grade 3 learners who learn through indigenous languages have graded reading books</p>	<p>Invest in the development of reading material in indigenous languages for academic purposes, including workbooks</p>	<p>MISF</p>	<p>Number of schools monitored on utilisation of reading material for Grade 3 learners in indigenous languages including workbooks.</p>	<p>Number of reading material for Grade 3 learners in indigenous languages including workbooks provided.</p>
	<p>Implement reading programmes to promote reading with meaning amongst 10-year-olds learners</p>	<p>number of reading programmes to promote reading with meaning amongst 10-year-olds learners</p>	<p>New Indicator</p>	<p>Roll-out of provincial programmes</p>	<p>Programme to resuscitate the culture of reading in the form of reading clubs and competitions by DAC and DOE</p>	<p>(KZN intervention) (SOPA, SONA and Lekgota Resolution)</p>	<p>Number of schools participating Reading as foundational skill for teaching and learning, information skills integration initiatives, etc.</p>	<p>Number of schools participating Reading as foundational skill for teaching and learning, information skills integration initiatives, etc.</p>
							<p>Number of Reading Clubs Competitions conducted (one per district)</p>	<p>DSAC</p>
							<p>Number of schools supplied with multi-media resources</p>	<p>KZN reading strategy launched</p>
							<p>Number of teachers capacitated on School Library development, Administration & Management Policies and Guidelines</p>	<p>Number of teachers trained on the utilisation of digital library</p>
							<p>Number of libraries maintenance and relevance programmes initiated in partnership with the national library services.</p>	<p>DSAC</p>

<p>Youths better prepared for further studies and the world of work beyond Grade 9</p>	<p>Learning outcomes in Grades 6 and 9 subjects reflected through the new Systemic Evaluation by 2024</p>	<p>Grade 6 performance in the new Systemic Evaluation: Maths: Literacy: (targets to be determined after first assessment)</p>	<p>Grade 9 performance in the new Systemic Evaluation: Maths and Science (targets to be determined after first assessment)</p>	<p>Professional teacher development provided for teaching, reading and numeracy</p>	<p>% of foundation phase teachers trained on teaching reading and numeracy</p>	<p>New indicator</p>	<p>100% of foundation phase teachers trained in teaching reading & numeracy.</p>	<p>Incrementally introduce African Languages in all schools</p>	<p>Provision of professional teacher development provided for teaching, reading and numeracy</p>	<p>Implementation of the National School Nutrition Programme KZN Intervention (Lekgotla Resolution)</p>	<p>Increase the number of learners benefiting from the 'no-fee' schooling KZN Intervention</p>	<p>100% of foundation phase teachers trained in teaching reading & numeracy.</p>	<p>100% of foundation phase teachers trained in teaching reading & numeracy.</p>	<p>100% of provinces by 2024</p>	<p>2024: 100%</p>	<p>Approved Curriculum in place by 2022</p>	<p>Approved Curriculum in place by 2022</p>	<p>Approved Curriculum in place by 2022</p>
				<p>Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training</p>	<p>Number of districts in which teacher development has been conducted as per district improvement plan</p>	<p>New indicator</p>	<p>2024: all districts</p>	<p>Implement effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology enhanced in-service training</p>	<p>Implement effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology enhanced in-service training</p>	<p>Increase the number of learners benefiting from the learner transport programme KZN Intervention</p>	<p>Number of learners benefiting from the learner transport programme</p>	<p>Number of districts in which teacher development workshops were conducted as per district improvement plan.</p>	<p>Number of assessment policy from Grade 1 - 12 implemented.</p>					
				<p>Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)</p>	<p>New Systemic Evaluation is operational</p>	<p>New indicator</p>	<p>In all provinces by 2024</p>	<p>Implementation of the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)</p>	<p>Implementation of the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)</p>	<p>Percentage of learners provided with access to required Maths and EFAL textbooks in Grade 6 and 9</p>	<p>Percentage of learners provided with Maths and EFAL textbooks in grades 3, 6, 9 and 12.</p>	<p>Percentage of learners provided with Maths and EFAL textbooks in grades 3, 6, 9 and 12.</p>	<p>Percentage of learners provided with Maths and EFAL textbooks in grades 3, 6, 9 and 12.</p>					
				<p>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</p>	<p>Percentage of learners with access to required maths and EFAL textbooks in Grades 6 and 9</p>	<p>Grade 6: 85% (SMS 2017) Grade 9: 85% (SMS 2017)</p>	<p>2024: 100%</p>	<p>Learners provided with access to required Maths and EFAL textbooks in Grade 6 and 9</p>	<p>Learners provided with access to required Maths and EFAL textbooks in Grade 6 and 9</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>					
				<p>Introduction of Coding and Robotics curriculum at intermediate and senior phase</p>	<p>Coding and Robotics curriculum implemented.</p>	<p>New indicator</p>	<p>Approved Curriculum in place by 2022</p>	<p>Introduction of Coding and Robotics curriculum at intermediate and senior phase</p>	<p>Introduction of Coding and Robotics curriculum at intermediate and senior phases</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>	<p>Number of schools piloting coding and robotics curriculum at intermediate and senior phases.</p>					

<p>Number of teachers trained to implement Watersmart Programme within Life Orientation</p>	<p>Number of schools integrating Entrepreneurship in their curriculum</p>	<p>Number of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.</p>	<p>Number of Funza Lushaka bursaries awarded</p>	<p>A better accountability system for district and school management agreed</p>	<p>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.</p>	<p>Percentage of learners who passed National Senior Certificate (NSC) Examination.</p>
<p>Number of teachers trained to implement Watersmart Programme within Life Orientation</p>	<p>Number of schools integrating Entrepreneurship in their curriculum</p>	<p>Number of Funza Lushaka bursary holders placed in schools within six months upon confirmation that the bursar has completed studies.</p>	<p>Number of Funza Lushaka bursaries awarded</p>	<p>A better accountability system for district and school management agreed</p>	<p>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.</p>	<p>Percentage of learners passing at the Bachelor Pass level.</p>
<p>KZN Intervention - Lekgola Resolution, SOPA 2022</p>	<p>KZN Intervention - Lekgola Resolution</p>	<p>MTSF</p>	<p>MTSF</p>	<p>MTSF</p>	<p>MTSF (SOPA Pronouncement) SONA 2023: 8.6</p>	<p>MTSF</p>
<p>Incorporate the Watersmart Safety/Education programme within the Life Orientation Curriculum in Schools</p>	<p>Enhance Entrepreneurship integration into school curriculum</p>	<p>Implementation of the Funza Lushaka bursary programme to ensure that enough young teachers with the right skills join the teaching profession</p>	<p>Teachers recruited through the district based Funza Lushaka Campaign</p>	<p>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</p>	<p>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, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.</p>	<p>Increase the percentage of learners achieving Bachelor Passes in NSC. Youth: 160 000 school going (16 - 24 ages old)</p>
<p>90% by 2024</p>	<p>84% (POA)</p>	<p>Percentage of Funza Lushaka bursary holders placed in schools within 6 months upon completion</p>	<p>12 500 students enrolled by March 2021</p>	<p>A fully functional system is in place by 2024</p>	<p>Coding, robotics and other 4IR subjects in place by 2024</p>	
<p>Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession</p>	<p>Introduce a better accountability system for principals, which should be fair, based on appropriate data, and consider the socio-economic context of schools</p>	<p>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</p>	<p>Agreement not in place</p>	<p>Agreement not in place</p>	<p>Pilot results (not released yet by DBE)</p>	
<p>Average score obtained by Grade 4 learners in PIRLS by 2021</p>	<p>Average score for Grade 6 in the SACMEQ according to the international SACMEQ by 2020</p>	<p>320 average score in PIRLS (2016) KZN average score in PIRLS: 421 as of 2015</p>	<p>365 average score in PIRLS by 2021 KZN target: 500</p>	<p>Average score for SACMEQ by 2020 for: Literacy: 600 Maths: 600 KZN by 2024: Literacy: 540 maths: 560</p>	<p>Youths passing maths at 60% and above: 35 000 KZN number: 10 736 Percentage: 19%</p>	<p>Youths passing physical science at 60% and above: 30 000 KZN number: 15 353 Percentage: 38%</p>
<p>Learning outcomes in Grade 6 Maths and Reading according to the international SACMEQ by 2020</p>	<p>The number of youths obtaining Bachelor-level passes in NSC by 2024</p>	<p>Average score for Grade 6 in the SACMEQ: Maths: 552 (2013) Literacy: 538-2013 KZN Maths: 549 Literacy: 529</p>	<p>Youths passing maths at 60% and above: 28 151 (12%) in 2018 KZN number: 6638 out of 56506 Percentage: 11.75% in 2020</p>	<p>Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa</p>	<p>Youths passing physical science at 60% and above: 30 388 (17.6%) in 2018 KZN number: 65 14 out of 40402</p>	
<p>Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa</p>	<p>Percentage of learners passing at the Bachelor Pass level.</p>	<p>Percentage of Grade 12 learners passing at the Bachelor Pass level.</p>	<p>Percentage of Grade 12 learners passing at the Bachelor Pass level.</p>	<p>Percentage of learners passing at the Bachelor Pass level.</p>	<p>Percentage of learners passing at the Bachelor Pass level.</p>	<p>Percentage of learners who passed National Senior Certificate (NSC) Examination.</p>

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 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	Digitised textbooks provided	Digitised textbooks provided
						New indicator	90% of public schools connected by 2024	Implement and monitor the school safety strategy	(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of public schools that can be contacted electronically (e-mail).	Number of public schools that can be contacted electronically (e-mail).
						New indicator	System will be operational by 2022 in all provinces	Develop Education facility management system at Provincial level	MTSF	Education facility management system is developed at Provincial level	Education facility management system is developed at Provincial level
									(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of schools successfully linked with local Police stations.	Number of schools successfully linked with local Police stations.
									(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of schools monitored for functionality of school safety committees.	Number of schools monitored for functionality of school safety committees.
									(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of school safety awareness campaigns conducted.	Number of school safety awareness campaigns conducted.
									(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of school safety committees trained on National School Safety Framework.	Number of school safety committees trained on National School Safety Framework.
									(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of school safety committees trained on disaster management.	Number of school safety plans trained on disaster management.
									(KZN Intervention - Lekgotla Resolution), SONA 2023	Number of schools searched for drugs and alcohol.	Number of schools searched for drugs and alcohol.
									(KZN Intervention - Lekgotla Resolution)	Number of schools provided with fences.	Number of schools provided with fences.
									MTSF	Number of security guards placed at schools.	Number of security guards placed at schools.
									MTSF	Number of learners with disability provided with skills to access economic opportunities.	Number of learners with disability provided with skills to access economic opportunities.

					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.	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, LEKGOTLA RESOLUTION FEBRUARY 2022 (2.2.1 and 2.2.2)	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.	
				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.	
				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 goes as far as 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.	

21. ANNEXURE L: 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.
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.

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