



**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Department: Education KwaZulu-Natal



ANNUAL PERFORMANCE PLAN 2012/2013 - Vote 5

# ANNUAL PERFORMANCE PLAN 2012/2013

*Dedicated to Service and Performance  
Beyond the Call of Duty*

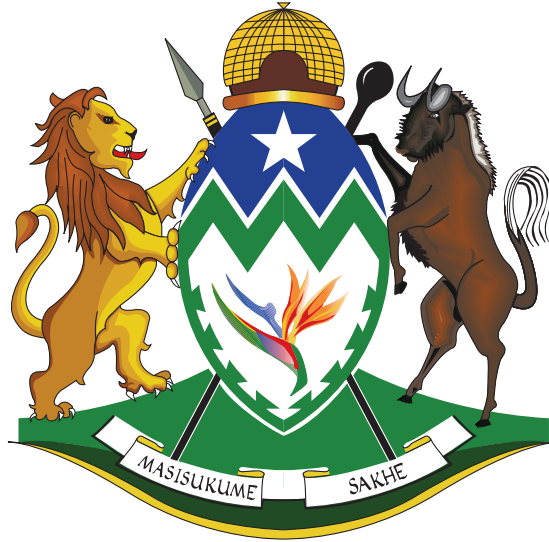
*Ukuzibophezela Nokuzinikela Ekusebenzeni  
Ngokuzikhandla Nangokwedlulele*



**education**  
Department:  
Education  
PROVINCE OF KWAZULU-NATAL

## ANNUAL PERFORMANCE PLAN 2012/2013

DEDICATED TO SERVICE AND PERFORMANCE BEYOND THE CALL OF DUTY  
UKUZIBOPHEZELA NOKUZINIKELA EKUSEBENZENI NGOKUZIKHANDLA NANGOKWEDLULELE.



## KwaZulu-Natal Department of Education

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## 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 the Honourable MEC for Education, Mr. E.S. Mchunu.
- Was prepared in line with the current Strategic Plan of the KwaZulu-Natal Department of Education.
- Accurately reflects the performance targets which the KwaZulu-Natal Department of Education will endeavour to achieve given the resources made available in the budget for the 2012/13 budget year.



**Senior General Manager : Corporate Services**  
**Dr. S.Z. Mbokazi**

Signature: \_\_\_\_\_

Handwritten signature of Dr. S.Z. Mbokazi in black ink, written over a horizontal line.

**Head of Department**  
**Accounting Officer**  
**Dr. S.N.P. Sishi**

Signature \_\_\_\_\_

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**Approved by:**

**The Honourable**  
**Mr E.S. Mchunu, MPL**

Signature: \_\_\_\_\_

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**MEC for Education**  
**KwaZulu-Natal**  
**Executive Authority**



## kzn education

Department:  
Education  
KWAZULU-NATAL



I have pleasure in presenting the Annual Performance Plan 2012/13 of the KwaZulu-Natal Department of Education to the Speaker of KwaZulu-Natal Legislature: The Honourable Neliswa P. Nkonyeni, MPL.

Mr E.S. Mchunu  
MEC for Education

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KwaZulu-Natal



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## APPENDIX E: ACRONYMS AND GLOSSARY OF TERMS

ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education
AFS	Annual Financial Statement
ASGI-SA	Accelerated and Shared Growth Initiative
BREPRCO	Budget Review Expenditure Performance and Risk Committee
CASS	Continuous Assessment
CEM	Council of Education Ministers
CEMIS	Central Education Management Information System
CEO	Chief Executive Officer
CTLI	Cape Teaching and Learning Institute
CHE	Committee on Higher Education
CPF	Community Policing Forum
CLC	Community Learning Centre
DBE	Department of Basic Education
DoE	National Department of Education
DTC	Departmental Training Committee
ECD	Early Childhood Development
EE	Employment Equity
EFA	Education for All
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
ETDP	Education, Training and Development Practices
EWP	Employee Wellness Programme
FET	Further Education and Training
FETC	Further Education and Training Certificate
FETMIS	Further Education and Training Management Information System
FTE	Full-time Equivalent
GET	General Education and Training
GETC	General Education and Training Certificate
HDI	Historically Disadvantaged Individual
HEDCOM	Heads of Education Departments' Committee
HRD	Human Resource Development
HSRC	Human Sciences Research Council
ICT	Information and Communication Technology
IDP	Integrated Development Programme
IP	Infrastructure Plan
IQMS	Integrated Quality Management System
KZN	KwaZulu-Natal
KZNDoe	KwaZulu-Natal Department of Education
LSEN	Learners with Special Education Needs

LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MDG	Millennium Development Goals
MEC	Member of the Executive Council
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Management
NCS	National Curriculum Statements
NDR	National Democratic Revolution
NEIMS	National Education Infrastructure Management System
NEPA	National education Policy Act
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NSSF	Norms and Standards for School Funding
PAJA	Promotion of Administrative Justice Act
PED	Provincial Department of Education
PFMA	Public Finance Management Act
PPP	Public-Private Partnership
PSA	Public Service Act
QIDS-UP	Quality Improvement, Development, Support and Upliftment Programme
RCL	Representative Council of Learners
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
RPL	Recognition for Prior Learning
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SASAMS	South African School Administration and Management System
SCM	Supply Chain Management
SDIP	Service Delivery Improvement Plan
SDP	School Development Plan
SGB	School Governing Body
SETA	Sector Education and Training Authority
SITA	State Information Technology Agency
SMS	Senior Management Service
StatsSA	Statistics South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNLD	United Nations Literacy Decade
WHO	World Health Organisation

## APPENDIX F: GLOSSARY OF PLANNING TERMS

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

<b>Programme Performance Measure [PPM]</b>	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.
<b>Performance Target [PT]</b>	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.
<b>Strategic Goal [SG]</b>	Strategic goals are goals that determine the overall medium to long-term direction of the pre-tertiary education system. They reside at the top of the hierarchy of planning elements.
<b>Strategic Objective [SO]</b>	Strategic objectives are one level below the strategic goals. Their focus is more specific than that of the strategic goals. Most strategic objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.
<b>The baseline</b>	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.
<b>Performance targets</b>	It is a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period.
<b>Programme Performance Measure</b>	Is a nationally determined indicator with specific numerical that tracks progress towards the achievement of a sector priority.
<b>Performance standards</b>	Express the minimum acceptable level of performance, or the level of performance that is generally expected.
<b>Cost or Price indicators</b>	Important in determining the economy and efficiency of service delivery.
<b>Distribution indicators</b>	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
<b>Quantity indicators</b>	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.
<b>Quality indicators</b>	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.
<b>Dates and time frame indicators</b>	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.
<b>Adequacy indicators</b>	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?".
<b>Accessibility indicators</b>	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.
<b>Economy indicators</b>	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.
<b>Efficiency indicators</b>	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.
<b>Effectiveness indicators</b>	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.
<b>Equity indicators</b>	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.
<b>Activities</b>	The processes or actions that use a range of inputs to produce an output and ultimately an outcome.
<b>Inputs</b>	The resources that contribute to the production and delivery of an output.
<b>Outputs</b>	The goods and services produced by an institution for delivery.
<b>Outcomes</b>	The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs.
<b>Performance Indicator</b>	Identify specific numerical that tracks progress towards the achievement of a goal.
<b>Baselines</b>	The current performance levels that the institution aims to improve when setting performance targets

## PART A : GENERAL INFORMATION

# 1. Vision

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



# 2. Mission

**To provide equitable access to quality education  
for the people of KwaZulu-Natal**

# 3. Values

The KwaZulu-Natal Department of Education adheres to the following values:

**(i) Honesty**

Displaying honesty in service, as well as intolerance to fraud, corruption, nepotism and maladministration.

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**(ii) Caring**

Discharging our duties with kindness and generosity, and being mindful of the circumstances of other people, their needs and special requirements

---

**(iii) Empathy**

Sharing one another's emotions and feelings.

---

**(iv) Professionalism**

Demonstrating the highest standard of our profession and exceptional conduct of our professionals.

---

**(v) Integrity**

Integrity is ensuring consistency of actions and conduct with the highest ethical and moral conduct.

---

**(vi) Fairness**

Treating all people in a manner that is fair and just.

---

**(vii) Excellence**

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do.

---

**(viii) Teamwork**

Establishing and maintaining shared goals, and working together towards improving service delivery.

## 4 : STRATEGIC GOALS AND OBJECTIVES

The strategic goals are instruments focusing the Department in achieving the vision using the mission as a vehicle. The articulation of the goals contribute to a concerted effort in ensuring that goals achieve the vision which in turn achieves the Provincial, National and International mandates of education sector. The strategic goals of the Department are:

<b>STRATEGIC GOAL 1</b>	<b>BROADEN ACCESS TO EDUCATION AND PROVIDE RESOURCES</b>
Strategic Objective 1.1	To increase access to education in public ordinary schools.
Strategic Objective 1.2	To provide infrastructure, financial, human and technological resources.
Strategic Objective 1.3	To implement teaching, management and governance support programmes at all schools.
Strategic Objective 1.4	To provide a diverse curricula and skills oriented programmes across the system.

<b>STRATEGIC GOAL 2</b>	<b>IMPROVE SCHOOLS' FUNCTIONALITY AND EDUCATIONAL OUTCOMES AT ALL LEVELS</b>
Strategic Objective 2.1	To implement quality assurance measures, assessment policies and systems to monitor success of learners.
Strategic Objective 2.2	To develop and enhance the professional quality and academic performance of managers and teachers in all institutions.
Strategic Objective 2.3	To administer an effective and efficient examination and assessment services.

<b>STRATEGIC GOAL 3</b>	<b>DEVELOP HUMAN RESOURCE AND ORGANISATIONAL CAPACITY AND ENHANCE SKILLS</b>
Strategic Objective 3.1	To develop the skills of the Department's workforce at all levels.
Strategic Objective 3.2	To ensure equitable distribution of human resource in the Department.

<b>STRATEGIC GOAL 4</b>	<b>DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT</b>
Strategic Objective 4.1	To implement an integrated programme in dealing with the impact of Communicable diseases, HIV/AIDS in the workplace and in all institutions.
Strategic Objective 4.2	To provide support to mitigate the challenges of unemployment, and Child-headed Households.



<b>STRATEGIC GOAL 5</b>	<b>ENSURE GOOD CORPORATE GOVERNANCE, MANAGEMENT AND AN EFFICIENT ADMINISTRATION</b>
Strategic Objective 5.1	To implement administrative management systems and accounting procedures in ensuring maximum support to curriculum delivery.
Strategic Objective 5.2	To implement Batho Pele in all institutions.
Strategic Objective 5.3	To decisively deal with issues of fraud, corruption and maladministration.
Strategic Objective 5.4	To implement the Education Management system to improve information management.

<b>STRATEGIC GOAL 6</b>	<b>PROMOTE NATIONAL IDENTITY AND SOCIAL COHESION</b>
Strategic Objective 6.1	To promote youth development, arts, culture and sports in all institutions.
Strategic Objective 6.2	To preserve heritage through utilisation of national symbols in encouraging unity and patriotism amongst the people of KZN.
Strategic Objective 6.3	To develop strong partnerships with all education stakeholders.
Strategic Objective 6.4	To implement nation building programmes and projects.

## 5 : FOREWORD BY MEMBER OF THE EXECUTIVE COUNCIL (MEC)



Honourable E.S. Mchunu, MPL  
MEC: Education

The Department of Education has pleasure in presenting the Annual Performance Plan (APP) 2012/13 to the people of KwaZulu-Natal. The APP draws from the strategic goals and objectives of the Department as outlined in the Strategic Plan 2010-11/2014-15. Since government departments are allocated funding based on programmes, care is taken to ensure that all priorities of the day are expressed within these programmes.

Challenges facing the education system are endemic ranging from the availability of adequate learning spaces, water, sanitation and electricity provisioning; improving personnel management capabilities in all layers of the organisation; installing sound financial management systems; normalising teacher supply and demand, and improving learner-teacher classroom efficiencies. In addition to other medium and long-term term interventions, the department has identified the following leverage points to address these challenges:

- The provision of functional laboratories, libraries as well as classroom resources.
- Exploring the utilisation of the Public Private Partnerships for the construction of schools, laboratories, office accommodation and rural teacher accommodation.
- Management training programmes for School Management Teams, Ward, Circuit, District and Head Office personnel.
- Implementation of a turnaround strategy to reverse the negative Audit Report and implement measures to mitigate against fraud and corruption.
- In collaboration with the Department of Higher Education and Training, explore the possibilities of increasing teacher cohorts.
- Supply of adequate and appropriate LTSM, thorough lesson planning, sustained learner- teacher class attendance and sustained teacher-learner contact time.

The Annual Performance Plan provides for measurable targets with respect to what the Department aims to deliver with the budget allocation it has. It further allows for comparisons to prior years and to look forward through the Medium Term Expenditure Framework. It will also allow the Department to conduct in-year assessments on what has been achieved and learn from challenges as we go along. This Annual Performance Plan is implemented in conjunction with the Operational Plan which reflects the operations of the various components within the department.

This Annual Performance Plan provides a detailed account on how the department commits to expand the proposed budget of approximately R34,7 billion to deliver quality education for the people of KwaZulu-Natal. This Annual Performance Plan must be seen as another indication of our dedication to service and performance beyond the call of duty.

A handwritten signature in black ink, appearing to read 'E.S. Mchunu', written over a horizontal line.

Honourable E.S. Mchunu, MPL  
MEC: Education  
KwaZulu Natal Provincial Government  
Republic of South Africa

## 6 : OVERVIEW BY THE HEAD OF DEPARTMENT



Dr SNP Sishi  
Head of Department

The year 2011 has seen great gains made by the KwaZulu-Natal Department of Education (KZNDOE) especially in planning and service delivery. It is pleasing that we have maintained stability, improved speed in the delivery of services and redirected the organisations focus to classroom practices

continues to be a major concern of the department. In instances where organisations are experiencing economic downturn the focus tends to be reducing personnel as an easy and obvious way to save on costs in hard times. Currently seventy six percent (76%) of the education budget is directed towards personnel expenditure. Bearing in mind, the government goal of creating decent jobs, the department has opted not to take the downsizing route. Instead the department has focussed on cost saving measures that includes improving asset utilisation and improving on human resource capacity utilisation and other measures.

The Medium Term Strategic Framework (2009-2014) outlines key government priorities in this electoral cycle, viz., education, economic growth and job creation, health, rural development and fighting crime. To realise these priorities targets and objectives government has adopted an outcomes based approach to service delivery. As such, the new thinking in the Department is solely focused on teaching and learning. The department has done this by developing a Programme of Action 2012/13 which encapsulates verifiable statements of performance to manage performance in the education system.

The patterns of education achievement over the past three years suggest that education in the province is stabilising and within the minimum pass rate targets set in the Annual Performance Plan. Whilst this has been reached, the focus will be now on ensuring that at strategic access points of the Education system, the quality of passes is increased. Measures to improve quality passes will require, among other things, an increased momentum of school visits in order to provide oversight responsibilities.

The Department will continue to hold all of its employees, particularly Districts accountable for their performance through their performance agreements which will set out clear deliverables linked to improving learning outcomes. In line with this, key delegations will be devolved to districts, after the assessments of the appropriateness of skills and competencies, to ensure District effectiveness.

One major imperative of education from the Medium Term Strategic Framework (MTSF) is to contribute towards catalysing economic growth and job creation. The department is therefore entrusted with the responsibility of ensuring the skills formation that responds to the challenges of economic growth and job creation. In essence the economic work of the education sector is to oversee the formation of high level skills. The introduction of Annual National Assessment in grade 3, 6 and 9 introduces sign posts for the department to monitor performance in mathematics, writing and reading skills of learners.

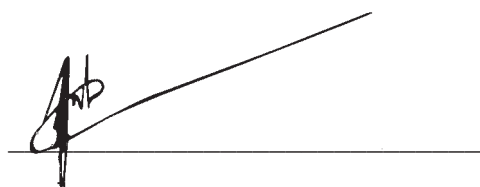
The Provincial Literacy and Numeracy Strategy remains the key driver towards improved performance and the province is making gradual but tangible inroads into eradication of these

performance and the province is making gradual but tangible inroads into eradication of these problems. In 2012 much emphasis will be placed on the teaching of reading and numeracy skills and the improvement of educational outcomes especially at GET level. A national system for workbooks procurement and provision is being fast-tracked. Through the LTSM provisioning the Department anticipates ensuring that we progressively achieve the goal of a textbook for every learner for every subject in every grade.

Importantly, the Department has ensured that more learners take Mathematics compared to previous years. In this regard, the department will ensure that it improves learner access and attainment in gateway subjects, viz., mathematics, physical science, life sciences and agricultural sciences. To further ensure support in this area, the Department will run dedicated Mathematics and Science teacher programmes to support improvement in these subjects. It is important that these increases are maintained and quality education is made accessible to the majority of young people.

In response to skills challenges experienced in the Province, the Department will contribute through its nine FET Colleges, with seventy-four delivery sites spread around the Province. These Colleges offer a wide range of programmes in order to respond fully to the needs of the communities, commerce, industry and macro-economic development profiles in KwaZulu-Natal. To this end, more linkages and partnerships are being pursued between FET colleges and industries, business, the Department of Labour and SETAs.

Initiatives aimed at improving access begin from the early years of childhood with the provision of Early Childhood Development (ECD). There has been a significant increase in the enrolment of learners in Grade R. The Department is on track to meet the 2015 Millennium Development Goals.



Dr SNP Sishi

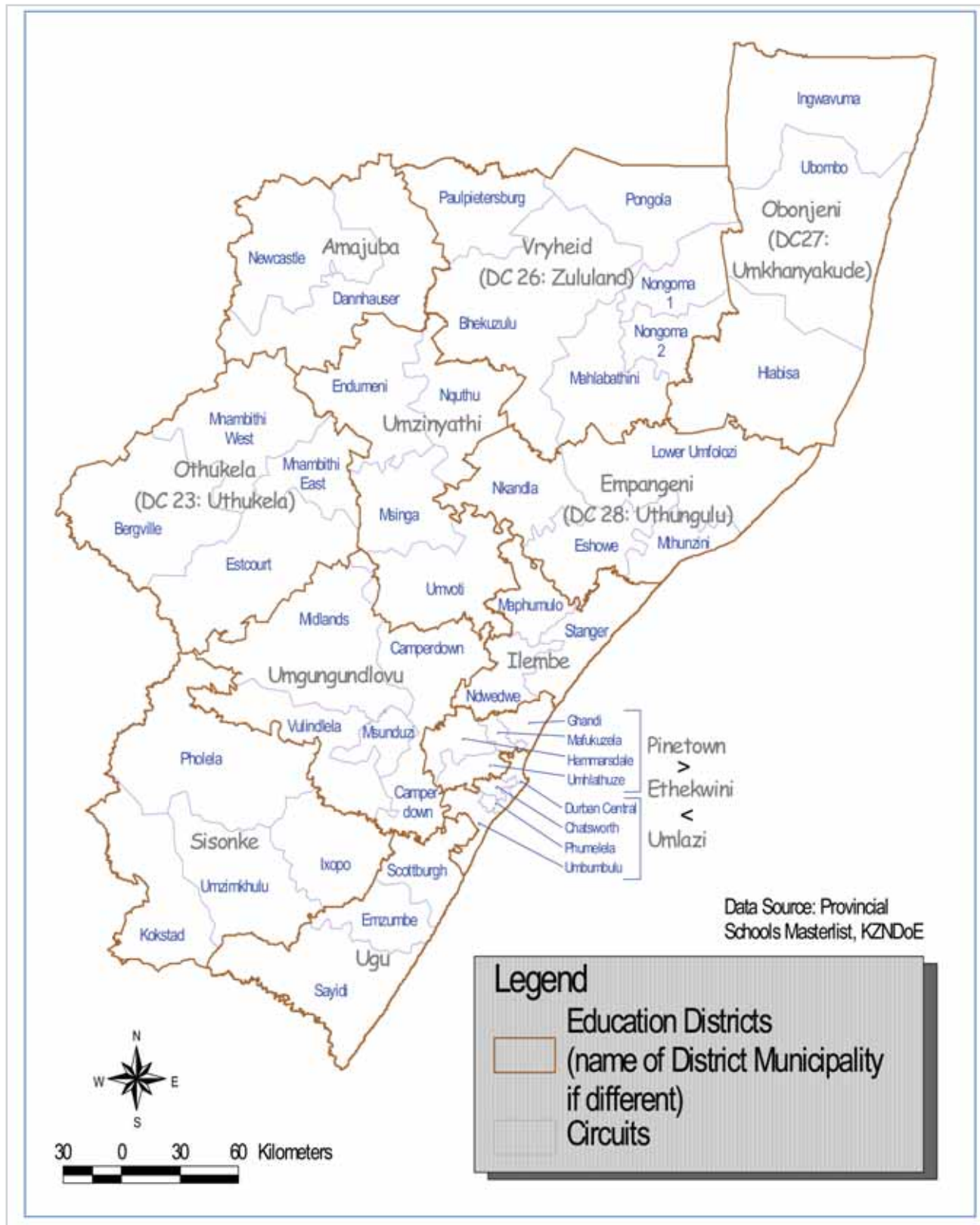
Superintendent-General

Head of Department: Education

KwaZulu-Natal, RSA



## 7 : GEOGRAPHICAL DISTRIBUTION OF DISTRICTS AND CIRCUITS



## 8 : ABOUT THIS DOCUMENT

The Annual Performance Plan is a subset of the five-year strategic plan and of the KZNDoe strategic focus for implementation in the current financial year. The Annual Performance Plan of the KwaZulu-Natal Department of Education explains the plans for education delivery in the coming three years, with a special focus on what will happen during the financial year starting in April 2012 and ending in March of 2013. It also provides information about the current situation in education as a basis of preparing informed plans.

The Annual Performance Plan adheres to Treasury Regulations as set out in the National Treasury guidelines. The Treasury regulations include; Treasury Regulation (TR) 5.2.1, amended in Feb 2007, stipulating that both a Strategic Plan (SP) and an Annual Performance Plan (APP) need to be compiled and that the SP should at least cover 3 years in terms of TR 5.2.3. TR 5.2.2 stipulates that Parliament or the relevant legislature should receive these plans at least ten (10) days prior to the discussion of the department's vote budget vote.

TR 5.2.3 (b), (c), (d) and (h) furthermore require, inter alia, the inclusion in SPs of specific constitutional and other legislative, functional and policy mandates that indicate the output deliverables for which the institution is responsible, policy developments and legislative changes that influence programme spending plans over the MTEF period, the measurable objectives, expected outcomes, programme outputs, indicators (measures) and targets of the institution's programmes, and details of the SDIP. Also see Public Service Regulation 2001, Part III, B.1(a). In terms of Section 27(4) of the Public Finance Management Act (PFMA), 1999, as amended, the Accounting Officer (AO) for each department must submit to Parliament or the Provincial Legislature concerned, as may be appropriate, via the relevant treasury her/his department's annual budget, which (inter alia) contains estimates of current expenditure, capital expenditure, and measurable objectives. A department's human resource plan & organisational structure should be within the available MTEF budget [Public Service Regulation 2001, Part III, B.2(a) & D.1(c)] and support the implementation of SPs.

Section 3(4) of the National Education Policy Act (NEPA), 1996, (Act No 27 of 1996), as amended, reads that the "Minister shall determine national policy for planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation and well-being of the education system", amongst other things. If read within the context of this document it can be interpreted that the DoE has legal space for the coordination of planning in the Sector, despite concurrent constitutional policy competencies. Since the Department of Basic Education and National Treasury share concurrent powers on planning, monitoring and evaluation, the two Departments have agreed that the non-financial performance should be captured in a set of "education sector" templates.

The education sector Annual Performance Plan template is aligned to the programme funding. As such, the Nationally-defined Budget Tables (BT) are numbered according to the relevant programme. For each programme, the strategic objective is stated, followed by the budget tables, the annual programme performance indicators which are then broken down into quarterly performance targets. This data informs national planning, monitoring and evaluation, and it provides benchmarks. Specific information is reported on quarterly.

performance targets. This data informs national planning, monitoring and evaluation, and it provides benchmarks. Specific information is reported on quarterly.

The main cost-drivers in the education system are learners and educators. These drivers in turn necessitate that adequate infrastructure and ancillary requirements are provided. As such, in each programme the educator and non-educator numbers as well as enrolment numbers are listed.

In Part A the statistics are for the sector as a whole and then they are disaggregated for each subset i.e. Head Office (includes districts), all schools (Primary, Secondary, Independent, Special Education), FET Colleges, Adult Education, Early Childhood Education, as well as Auxiliary Services.

Part B provides for the strategic overview and Part C provides for details with respect to programmes and sub-programmes. Part D gives an indication of the linkages between this Annual Performance Plans and other government plans. Part E is an annexure to the document as a whole.

## 9 : DEPARTMENT'S CONTRIBUTION TO NATIONAL OUTCOMES

The Government has identified 12 outcomes to be achieved by 2014/15. The Province has a responsibility of making a significant contribution towards achieving these outcomes. The outcomes have a series of outputs that need to be achieved each year. The ones that pertain to education are Quality Basic Education and Skilled and Capable Workforce to support an inclusive growth path would be spelled out in detail in the performance milestones under each strategic objective.

- OUTCOME 1 : QUALITY BASIC EDUCATION**
- OUTCOME 2 : A LONG AND HEALTHY LIFE FOR ALL SOUTH AFRICANS**
- OUTCOME 3 : ALL PEOPLE IN SOUTH AFRICA ARE AND FEEL SAFE**
- OUTCOME 4 : DECENT EMPLOYMENT THROUGH INCLUSIVE ECONOMIC GROWTH**
- OUTCOME 5 : SKILLED AND CAPABLE WORKFORCE TO SUPPORT AN INCLUSIVE GROWTH PATH**
- OUTCOME 6 : AN EFFICIENT, COMPETITIVE AND RESPONSIVE INFRASTRUCTURE NETWORK**
- OUTCOME 7 : VIBRANT, EQUITABLE, SUSTAINABLE, RURAL COMMUNITIES CONTRIBUTING TOWARDS SECURITY FOR ALL**
- OUTCOME 8 : SUSTAINABLE HUMAN SETTLEMENTS AND IMPROVED QUALITY OF HOUSEHOLD LIFE**
- OUTCOME 9 : RESPONSIVE ACCOUNTABLE EFFECTIVE AND EFFICIENT LOCAL GOVERNMENT SYSTEM**
- OUTCOME 10 : PROTECT AND ENHANCE OUR ENVIRONMENTAL ASSETS AND NATURAL RESOURCES**
- OUTCOME 11 : CREATE A BETTER SOUTH AFRICA, A BETTER AFRICA AND A BETTER WORLD**
- OUTCOME 12 : AN EFFICIENT, EFFECTIVE AND DEVELOPMENT ORIENTED PUBLIC SERVICE AND AN EMPOWERED, FAIR AND INCLUSIVE CITIZENSHIP**

## 10:DATA GATHERING METHOD

The data gathering method of the Department is explained in detail in the Standard Operating Procedures (SOPS). The Director: Strategic Management Monitoring and Evaluation (SMME) prepared a management plan in accordance with National DOE Annual Performance Plan guidelines, then informed and submitted same to all Senior General Managers, clearly indicating the process of drafting the Annual Performance Plan. SMME then carbon copied all General Managers and Managers with the same correspondence.

SMME presented the template and the management plan of the APP at BREPRCO and an electronic template was circulated to Senior Management Services.

### ***Obtaining Information and drafting the Annual Performance Plan***

- The Senior General Managers collated all Branch inputs and forward to Strategic Management Monitoring and Evaluation via email.
- SMME compared, analysed and aligned the data with the Strategic Plan.
- SMME effected changes to the document and compiled the draft APP which was the communicated to the system for programme / sub-programme managers approval.
- The 1st Draft APP was presented and discussed at BREPRCO.
- All inputs to be made on the 1st Draft were communicated via the line function from the Responsibility Managers to the General Managers and signed off by Senior General Managers to SMME.
- Strategic Management Monitoring and Evaluation met with the Branch Heads and the General Managers to discuss the performance information and planned targets.
- Strategic Management Monitoring and Evaluation circulated the 1st draft of the Annual Performance Plan via email to the Senior General Manager and General Managers.
- A copy of the approved Draft APP was submitted to Provincial Treasury and DBE (HEDCOM Sub-Committee Planning, Monitoring and Evaluation) for onward submission to the National Treasury.
- Provincial Treasury, National Treasury and DBE provided inputs and queries to be addressed in the APP. SMME then effected changes as per guidance received.
- SMME amended the 1st Draft of the Annual Performance Plan according to inputs received.
- The 2nd Draft was finalised and submitted to BREPRCO / Top Management and Treasury.
- Further inputs were received through SGMs.



- SMME received input through Senior General Managers and effected any comments and alterations.
- Further inputs received were incorporated and the 3rd Draft compiled and the similar procedure was be followed.
- The Final Draft was submitted to Top Management, MEC and Treasury.
- Inputs from the MEC were captured and the Final Draft approval was received.
- The Final Draft was prepared for printing and publication.
- The MEC then presented the APP at Legislature ten (10) days before tabling.
- The Annual Performance Plan was forwarded to the publisher for printing.
- The APP was then tabled on the day of the Budget Speech at Legislature.
- The APP was finally published and distributed.

## PART B : STRATEGIC OVERVIEW

### 1 : SCHOOLING 2025

Schooling 2025 is a national plan 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.

In addressing the national plan the department has launched the Programme of Action 2012 which is aimed at elaborating and simplification of the APP. In this overview, the department presents an aligned schooling 2025 goals to all the initiatives and intervention programmes to the Programme of action.

<p>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.</p>	<p>The department will embark on the following initiatives towards the attainment of these goals:</p> <ul style="list-style-type: none"> <li>▪ Distribute CAPS material to all schools</li> <li>▪ Support schools to implement CAPS in the Foundation Phase</li> <li>▪ Provide parents of Grade 1 learners with a welcome message/document from the KZN Education Department</li> <li>▪ Establish 120 media centres and equip with print and ICT resources</li> <li>▪ Institute effective reading programs to schools</li> <li>▪ Co-ordinate Readers' Cup event at all levels</li> <li>▪ Carry out training on the Reading Promotion strategies in targeted schools</li> <li>▪ Celebrate the International Literacy day and the World Book Day</li> <li>▪ Conduct workshops for 3250 educators in the teaching of literacy and numeracy for Grade 3 educators</li> <li>▪ Monitor distribution of Workbooks to all schools</li> <li>▪ Partnerships with NGO are operating within each district in respect of literacy and numeracy and within the area of social challenges.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>▪ Establish Subject Committees</li> <li>▪ Conduct CAPS Orientation Workshops for Intermediate Phase</li> <li>▪ Develop and implement a program for the improvement of results in language and mathematics</li> <li>▪ Visit schools to check and support CAPS/NCS implementation</li> <li>▪ Conduct workshops for 3250 educators in the teaching of English FAL and Mathematics for Grade 6 educators</li> <li>▪ Partnerships with NGO are operating within each district in respect of Mathematics and Science and within the area of social challenges.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>▪ Distribute Grade 9 work schedules/content frameworks to all schools</li> <li>▪ Conduct workshops for 400 educators in the teaching of English FAL and Mathematics for Grade 9 educators</li> <li>▪ Train Subject Advisors on content and methodology in various Subjects</li> <li>▪ Conduct formative and summative moderation to provide feedback on the quality of assessment per term.</li> </ul>
<p>Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.</p>	<ul style="list-style-type: none"> <li>▪ Manage subject packages during the registration of learners in grade 10 and 11 to ensure that learner packages are in line with available career paths.</li> <li>▪ Manage subject changes in grade 12 during the registration for the external examination.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Training of chief invigilators and invigilators for the conduct of the National Senior Certificate, Senior Certificate and Adult Education and Training examination.</li> <li>▪ Selection of markers for the National Senior Certificate, Senior Certificate and Adult Education and Training examination.</li> <li>▪ Training of Maths educators over week-ends to improve content knowledge</li> <li>▪ Provide Maths training manuals to all Maths educators</li> <li>▪ Provide accredited Maths ACE Programme</li> <li>▪ Set and analyse quarterly common tests for grade 10 and 11 in Mathematics.</li> <li>▪ Train Physical Science educators over week-ends to improve content knowledge</li> <li>▪ Provide Science kits to NSLA schools</li> <li>▪ Provide accredited Physical Sc ACE Programme</li> <li>▪ Set and distribute exemplar grade 6 tasks.</li> <li>▪ The interventions mentioned in goals 1,2 and 3 will improve the performance of learners.</li> <li>▪ Set and distribute exemplar grade 6 tasks.</li> <li>▪ The interventions mentioned in goals 1,2 and 3 will improve the performance of learners.</li> <li>▪ Provide guidance and onsite support on the development of School Academic Improvement Plans as per legislation</li> <li>▪ Monitor the provision of mobile libraries to 1000 (21%) of the rural schools</li> <li>▪ Monitor the appointment of educators qualified to teach gateway subjects: mathematics, physical science and technology.</li> <li>▪ Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams</li> <li>▪ Coordinate maths and science learners focus weeks in careers : (i) Energy, (ii) mineral resources(iii)Aviation (iv) Thuthuka camps</li> </ul>
Goal 5: Increase the number of Grade 12 learners who pass mathematics	<ul style="list-style-type: none"> <li>▪ Set and distribute exemplar grade 6 tasks .</li> </ul>
Goal 6: Increase the number of Grade 12 learners who pass physical science.	<ul style="list-style-type: none"> <li>▪ Enforce learners and teacher attendance and maximum utilization of the contact time for each period and each term.</li> <li>▪ Monitor school attendance and the functionality of schools at the beginning of the first and third terms</li> <li>▪ Enforcement of the National Policy on Learner attendance.</li> <li>▪ SNES to facilitate access to education for learners with barriers to learning</li> </ul>
Goal 7: Improve the average performance in languages of Grade 6 learners.	
Goal 8: Improve the average performance in mathematics of Grade 6 learners.	
Goal 9: Improve the average performance in mathematics of Grade 8 learners.	
Goal 10: Ensure that all children remain effectively enrolled in school up to the year in which they turn 15	

	<ul style="list-style-type: none"> <li>▪ Monitor provision of dedicated learner transport to learners from rural schools and under-served areas</li> </ul>
Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.	<ul style="list-style-type: none"> <li>▪ Monitor access of children to quality early childhood development (ECD)</li> <li>▪ KZNDOE has accommodated 95% of learners in public primary ordinary schools surpassing the 85% target determined nationally.</li> <li>▪ A focus on ECD provides a firm foundation for further learning, and is critical in our attempts to improve overall learning outcomes for all learners.</li> <li>▪ However, the disconcerting factor is that only 20% of learners between the ages of 3 and 5 are in crèches; a responsibility that resides with the Department of Social Development.</li> </ul>
Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school	<ul style="list-style-type: none"> <li>▪ Ensure that structures are in place and are functional e.g. School Management Team (SMTs), Quality Learning and Teaching Campaign, (QLTCs), Subject Committees, Learning area committees, Phase committees, Assessment committees, School Governing Bodies (SGBs), SGB Forums (at all levels), Representatives Council for Learners (RCLs) and Integrated Quality Management System (IQMS) structures.</li> <li>▪ All sub directorates to conduct school visits to do onsite coaching, mentoring, problem solving within the district once a quarter</li> </ul>
Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.	<ul style="list-style-type: none"> <li>▪ Provide access to various skills programmes.</li> <li>▪ Improve the success rate of enrolled students in both NC(V) and Report 191 to 26%</li> <li>▪ Monitor the enrolments and the utilization of funds at FET Colleges</li> </ul>
Goal 14: Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.	<ul style="list-style-type: none"> <li>▪ There are approximately 14000 under and unqualified teachers in the province. These teachers are afforded an opportunity to upgrade their qualifications through learnerships in National Professional Diploma in Education and post-graduate Education Certificates. 232 students from disadvantaged backgrounds have been given bursaries to study at local universities leading to professional teaching qualifications</li> <li>▪ A forum has been established comprising the Department and the 5 universities in the province to increase the teacher output to at least 3000 annually.</li> <li>▪ A conversation has also started with the Department of Higher Education to increase funding in respect of teacher education particularly for the province of KwaZulu-Natal.</li> </ul>

<p>Goal 15: Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided</p>	<ul style="list-style-type: none"> <li>▪ Conduct action research seminars on classroom management &amp; methodology, and hold Teacher Development conferences</li> <li>▪ Facilitate the establishment and utilization of classroom libraries as a minimum standard to increase to a range of media for under-resourced schools</li> <li>▪ Implementation of a provincial policy on school size and carrying capacity based on National Guidelines</li> </ul>
<p>Goal 16: Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.</p>	<ul style="list-style-type: none"> <li>▪ 150 Practitioners on B.ED course at Embury Institute for Teacher Education</li> <li>▪ 100 Practitioners on NPDE course at UKZN</li> <li>▪ 210 Practitioners on NPDE course at UniZulu</li> <li>▪ 1500 Maths educators receive a minimum in depth training of 90 hrs in content and methodology</li> <li>▪ All Math educators receive Maths training manuals</li> <li>▪ 330 educators get registered for Maths ACE programme with UKZN (2nd )</li> <li>▪ 1200 Physical Science educators receive a minimum in depth training in content and methodology</li> <li>▪ 200 educators get registered for Physical Science ACE programme with UKZN</li> </ul>
<p>Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.</p>	<ul style="list-style-type: none"> <li>▪ Submit 100% summative scores of educators .</li> <li>▪ Effect IQMS payments</li> <li>▪ Reduce suspensions and disciplinary cases by 50%</li> <li>▪ Attend to 100% grievances and disputes</li> <li>▪ Provide wellness programmes through sporting and cultural programmes</li> <li>▪ Increase the number of employees accessing HIV/AIDS Counseling and Training Programme</li> </ul>
<p>Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.</p>	<ul style="list-style-type: none"> <li>▪ Organise the "2011 RESULTS FEEDBACK SUMMIT" for all officials who are involved in the support of curriculum delivery in the province of KwaZulu Natal.</li> <li>▪ Set and moderate conduct quarterly common tests assessments for 12 learners (Below 60% Schools) and common examinations in five subjects for the 9 learners in 2012.</li> <li>▪ Develop items for grades 4 to grade 9 learners as examples of the quality assessment standard.</li> <li>▪ Conduct formative and summative moderation to provide feedback on the quality of assessment per term.</li> <li>▪ Set and analyse quarterly common tests for grade 10 and 11.</li> </ul>



<p>Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national</p>	<ul style="list-style-type: none"> <li>▪ Monitor the availability and distribution of textbooks and workbooks and ensure that workbooks are taken home by learners in the Foundation and the Intermediate Phases.</li> <li>▪ Allocate LTSM (including workbooks) per learner, per grade and indication of shortages per learner, per grade.</li> <li>▪ Provide statistics with respect to LTSM procurement in S21 schools with function.</li> <li>▪ Develop a Management Plan for Requisition process of LTSM ( Grades R – 12 )</li> </ul>
<p>Goal 20: Increase access amongst learners to a wide range of media which enrich their education.</p>	<ul style="list-style-type: none"> <li>▪ Support schools in formulating school library policies and setting up school library committee for effective utilisation of resources</li> <li>▪ Support and strengthen mobile library services to promote resource-sharing among poor communities</li> <li>▪ Supply projection technology and allied educational software to 150 schools</li> <li>▪ Set up five e-Learning facilities (with video-conferencing and VoIP) in Sisonke, Umzinyathi, Obonjeni, Vryheid and Empangeni districts to be used for the professional development of teachers</li> <li>▪ Procure and supply MST and HIV/AIDS specific content to rural schools</li> <li>▪ Establish and support a departmental incubator for the development of digital content by teachers</li> <li>▪ Facilitate the establishment of a voluntary association of suppliers of digital content (similar to the British Educational Suppliers Association)</li> </ul>
<p>Goal 21: Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.</p>	<ul style="list-style-type: none"> <li>▪ Ensure regular educator and learner attendance.</li> <li>▪ Ensure proper management of the Assessment Programme.</li> <li>▪ Monitor the implementation of the School Development Plans.</li> <li>▪ Monthly meetings of QLTC structures to evaluate compliance with the non-negotiables.</li> <li>▪ Implement ground duty roster / timetable.</li> <li>▪ Induction Programme for the newly appointed SMTs.</li> <li>▪ Compulsory meetings for SMTs, departments and staff.</li> <li>▪ Monitor implementation of the Provincial School Management checklist</li> </ul>
<p>Goal 22: Improve parent and community participation in the governance of schools</p>	<ul style="list-style-type: none"> <li>▪ Quarterly meetings stakeholders</li> <li>▪ District meetings with District Forums including SGB Associations.</li> <li>▪ Training of SMT &amp; SGB members in the development &amp; implementation of My Life, My Future school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Organise fun runs, walks for officials, educators and SGBs.</li> <li>▪ Mass social school community mobilisation to support and participate in My Life, My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>▪ Develop and publish the Resource Targeting List of all public ordinary schools including Grade R, sorted from poorest to least poor</li> <li>▪ Apply approved procedures to deal with deviations on the funding criteria</li> <li>▪ Apply approved procedures to assess the ranking of schools regarding technical accuracy</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>▪ Monitor and evaluate Integrated Infrastructure Delivery Programme in seventy (70) schools that are in the DBE Rural Education Pilot Programme</li> <li>▪ Monitor the establishment of special schools with boarding facility in rural areas.</li> <li>▪ Form partnerships with other state departments and municipalities on rural schools improvement initiatives including the provision of accommodation for teachers in rural areas</li> <li>▪ Audit availability of computer labs in rural schools and liaise with MST and ICT on provision thereof</li> <li>▪ Establishment of Support Centres (Counseling/Interview Room; Health Room, disability accessible toilet and learning sites; activity/therapy room) for the delivery of learning, health and social Care and Support Programmes Establishment of Career Support Centres</li> <li>▪ Collaborate with Rural Infrastructure support to facilitate the provision of staff accommodation in rural schools</li> <li>▪ Provision of access to networking infrastructure</li> <li>▪ Recapitalize Technical High Schools to increase the number of Technically skilled learners from these schools</li> <li>▪ Provision of 300 Grade R Mobile/brick and mortar classes /alternative structures added and Indoor Outdoor resources supplied to schools with Grade R Classes</li> </ul>
<p>Goal 25: Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.</p>	<ul style="list-style-type: none"> <li>▪ Publish an anthology on learners' stories focusing on HIV/AIDS, substance abuse and teenage pregnancy</li> <li>▪ Procure and supply MST and HIV/AIDS specific content to 500 rural schools</li> </ul>

<ul style="list-style-type: none"> <li>▪ Training of learners as peer educators in implementation of My Life, My Future through, life skills &amp; SRH curricular &amp; co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</li> <li>▪ Provide quintiles 1, 2 and 3 secondary schools with nutritious meals (NSNP).</li> </ul>	
<ul style="list-style-type: none"> <li>▪ At least One additional Special Needs School with boarding facility established per rural district</li> <li>▪ To establish 24 support centres, 5 disabled toilets, 15 therapy and 28 Career Support Centres</li> <li>▪ Establish 26 Special schools as Resource Centres</li> <li>▪ Upgrade 24 mainstream schools to be IE compliant</li> <li>▪ Increase access to education for high level / autism spectrum disorder learners by 40%</li> <li>▪ Provide 47 schools with Assistive Devices and equipment and training on the use and maintenance thereof</li> <li>▪ Provide 72 Special Schools with subsidy funding for running costs, maintenance, hostels, equipment and learner support materials</li> <li>▪ Development and distribution (Printing)of brailled material for visually challenged learners</li> </ul>	<p>Goal 26: Increase the number of ordinary schools that offer specialist services for children with special needs.</p>
<ul style="list-style-type: none"> <li>▪ All sub directorates to conduct school visits to do onsite coaching, mentoring, problem solving within the district once a quarter</li> <li>▪ Circuit managers visit all schools once a quarter</li> <li>▪ Chief Education Specialist (CESs) for Circuit Management to visit 25% of schools at least once a quarter (on site coaching, mentoring and problem solving).</li> <li>▪ District Director to visit two schools per circuit per quarter.</li> </ul>	<p>Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools</p>

## 2 : DELIVERY AGREEMENT

### 2.1. IMPROVE THE QUALITY OF TEACHING AND LEARNING

#### 2.1.1. Improve teacher capacity and practices

The Department introduced a series of weekend subject content specific training workshops for mathematics and science teachers. These workshops aimed at improving the understanding of subject content for the term as well as addressing common areas of difficulty within certain sections. The attendance was good and there have been reports of general improvement in learner attainment by attending teachers.

In 2012/13 a series of In-Service Training Workshops will continue to be offered in order to uplift the level of content understanding and teaching methodology for educators.

The Department will address the demands of the CAPS which place emphasis on curriculum development, lesson and assessment planning, and classroom management strategies. Professional development of teachers in these areas amongst others will be prioritised. The Department will continue with ongoing teacher development and upgrading programmes through bursaries for initial teacher development, where funding is available.

Educators will receive training in content gaps and assessment measures to ensure the successful implementation and support for the NCS in Grades 10 to 12. Further training will be provided in new content knowledge for Mathematics and Science, and additional training in curriculum management.

The on-going upgrading of under-qualified teachers through learnerships in National Professional Development Education (NPDE) and Post Graduate Education Certificate (PGCE) is aimed at improving teacher capacity. These consist of structured learning components which includes practical work experience of a specified nature and duration. These would also lead to a qualification registered by the prescribed South African Qualification Authority.

A large scale training process is underway with a view to ensure that, when changes are implemented in the curriculum, educators are well poised to pass on the knowledge to the learners.

#### 2.1.2. Increase access to high quality learning materials

The Provincial Literacy and Numeracy Strategy remains the key driver towards improved performance and the province is making gradual but tangible inroads into eradication of these problems. In 2012 much emphasis will be placed on the teaching of reading and numeracy skills and the improvement of educational outcomes especially at GET level.

In providing equitable access to high quality learning materials, the Department focuses in the main on the resources provided to school libraries/ media centres by the Department's ELITS directorate. This directorate is used as a springboard to support the achievement of adequate resourcing of high quality learning materials considering that various analyses and reviews

indicate that learner support materials such as textbooks, workbooks, exercise books and stationery have been under-prioritised in schools.

Focusing on the interventions championed by the Delivery Agreement to the insurmountable challenges with regard to access to learning materials; with a view contributing towards the achievement of adequate resourcing of high quality learning materials, the Department will establish media centres and classroom libraries in primary schools and provide mobile box libraries. In addition to the targeted schools, some Education Resource Centres would be strengthened and provided with educational resources to develop and enrich the curriculum for a cluster of 10 or more schools per centre.

The Department will co-ordinate reading promotion through the Readers Cup Competition and the celebration of the World Book Day and International Literacy Day.

Access to high quality electronic reading materials is another way the department intends to extend support to schools.

## **2.2. UNDERTAKE REGULAR ASSESSMENT TO CHECK PROGRESS**

### **2.2.1. Establish a world class system of standardised national assessments**

The Department undertakes assessments on an internal and external basis. This entails formative and summative assessments for both diagnosis and progression. As such, the annual national assessments (ANA) which were previously offered as a diagnosis tool will with effect from 2012/13 be used for both diagnosis and progression.

A collection of assessment worksheets pitched at the level of Annual National Assessment Tasks for mathematics, science and languages for grades 1-6 have been developed for access and use by teachers. This collection is known as the Assessment Resource Bank (ARB). When teachers make use of these materials they will have a better understanding of the requirements of the syllabus. Empowered with such tools, there is a realistic expectation to increase learner attainment in general and ANA results in particular.

The assessment resource bank (ARB), exemplar question papers with educator guides and Foundation phase/Intermediate phase series of mathematics booklets have been developed and distributed to all the primary schools in order to assist educators when planning their school based assessment. The necessary training on these instruments is ongoing.

Systemic Evaluation studies have been conducted in sampled schools. Samples of learners from grade 3 and 6 have participated in these studies. These studies have been conducted in Literacy/Language, Numeracy/ Mathematics and Natural Science in grade 6. The results from systemic evaluation have provided the department with the learning outcomes (LOs) that are still problematic to the learners.

### **2.2.2. Extract key lessons from ongoing participation in international assessments**

The lessons learned from international studies can be divided into three aspects viz. the quality of the education system, the department needs to align its approach to focus on educational outcomes and all other interventions to support the realisation of the predetermined results. These international studies also play a pivotal role in bolstering internal research and in

identifying the possible levers that will help provide a springboard for change. There is a salient call to take recommendations of researches commissioned by the department either on its own or as a consortium as in the case of SACMEQ seriously and as instructive. Going forward, the Department should reflect its focus in providing support to schools taking consideration of recommendations of researches like Schools that Work and others.

#### **Trends in International Mathematics and Science Study (TIMSS)**

TIMSS will be conducted during the period of 15 August to 09 September 2011 in 45 sampled schools in the province. This study will afford South Africa an opportunity to benchmark its learner achievement levels against international standards. Grade 9 learners will participate in the study which involves Mathematics and Science Grade 8 curricula. Exemplar question papers have been provided for the schools to use in preparation for the forthcoming study.

#### **Progress in International Study (PIRLS) Literacy Reading**

PIRLS was scheduled for September and October 2011 in 42 schools sampled in the province. It targeted Grade 5 learners using Grade 4 instruments. It was conducted under the auspices of the University of Pretoria. Exemplar question papers were made available to sampled schools to prepare them for the study. Over and above, exemplar question papers were printed for all the schools to familiarize them with assessment at an international level.

#### **Southern and Eastern Consortium for Monitoring Education Quality (SACMEQ)**

SACMEQ is an international study and will be conducted in 2012 by Human Sciences Research Council (HSRC) in sub-Saharan countries in Grade 6. The study will be assessing the level of attainment in Language, Mathematics and Science in sampled Grade 6 learners.

### **2.3. IMPROVE EARLY CHILDHOOD DEVELOPMENT**

#### **2.3.1. Universalise access to Grade R**

The Department has made great strides in ensuring that Grade R classes are provided in the Province. Whilst the initial stage was about the initial provision, the Department is now scaling up this provision to include nutrition, more teaching and learning materials and better infrastructure depending on the previous Grade 1 enrolments in a school.

A further 20 Grade R classes are scheduled to be established in 2012/13 to take us up to 6110 Grade R Classes in the Province and further commission the building of 300 new Grade R classrooms. The department would also be providing norms and standards funding to all schools in 2012/13.

Bursaries would be provided to ECD practitioners in the province.

#### **2.3.2. Improve the quality of early childhood development**

While the registration of sites catering for children in the 0-4 age group is the responsibility of the Department of Social Development, the National integrated Plan (NIP) encourages major role players (Departments of Social Development, Education and Health) to work in cooperation with each other in the interests of integrated service delivery. Consequently, the Department

of Education provides skills training to ECD management, staff and other personnel such as caregivers and support staff working in the crèches while Health attends to issues of inoculation and healthy living.

To improve teaching and learning as well as management in creches / partial care centres, funding has been set aside for training of 2 000 practitioners at NQF Level 4 in ECD, food preparation training for volunteers employed at crèches and imparting of gardening skills to unemployed youth for promoting food gardens at crèches. KZNDOE will cover the costs of training, provision of resources and payment of stipends to volunteers.

Through the ECD EPWP Funding, 1000 beneficiaries in the 0 – 4 year olds Pre-Grade R sector will be enrolled for learnerships in ECD Level 4; Mentorship; Gardening; Office Administration; Foundation Phase; NPDE and B. Ed programmes. In-service training in curriculum issues is ongoing and CAPS will take the focal point in 2012/13. There will be continuation of the supply of indoor and outdoor resources to Grade R classes. There will also be formalised monitoring and support of the Grade R classes by the ECD personnel at Head Office and District offices.

## **2.4. ENSURING A CREDIBLE OUTCOMES - FOCUSED PLANNING AND ACCOUNTABILITY SYSTEM**

### **2.4.1. Strengthen school management and promote functional schools**

The Department of education has invested a lot of resources in strengthened the administration of schools. The primary objective for the implementation of South African Schools Administration and Management System is to upload information to LURITS. Whilst most public ordinary schools have been trained on the application of SASAMS, it is only 446 schools accounting for 7% that upload information to the national learner tracking system.

The spinoff in the implementation of the SA\_SAMS programme is that some of the schools have been supplied with laptops and printers to enable them produce school reports and timetables. In the recent past, the department embarked on an ongoing project to capacitate principals of schools in leadership in partnership with University of KwaZulu –Natal and other accredited service providers to mitigate the challenge of enduser computer illiteracy. For the 2012/13 financial year, an estimated 261 principals who are expected to finish the two year course.

The Department recognises that the task of ensuring school effectiveness and improvement requires a strengthening of leadership and management in schools. Specific activities will be undertaken by District officials to help improve leadership and management capacities in schools. The activities include organising developmental programmes for School Management Teams (SMTs), organising ongoing Principals Management Development Programme (PMDP), ensuring that management structures and systems are in place in schools, visit to schools by circuit managers and monthly meetings of Quality Learning and Teaching Campaign (QLTC) structures to evaluate compliance with the non-negotiables.

In essence effective schools have good principals. A school without a principal is unlikely to



perform effectively. Informed by this understanding, the department has prioritised the filling of vacant post for schools; long delays in the filling of management posts will be avoided. It is widely acknowledged that a principal is an important facet of effective school management. Informed by this understanding, the department has prioritised the filling of vacant post for principal and school-based educators.

The department seeks to ensure that all schools have a minimum set of policy documents that are essential in running a school. In this regard, the following are some of the critical documents whose availability will be monitored and checked at various points during the school year:

- School Improvement Plan
- Academic Improvement Plan
- School Budget
- School Timetable
- Daily educator attendance register
- Class register and period register
- Annual Financial Statement
- Annual Reports
- IQMS instruments
- Consolidated records of learner marks

The Department is responsible for ensuring that all 5952 public ordinary and 72 special schools have elected school governing bodies. School governing bodies are required to support school principals and other employees in their performance of their duties. In this regard, training will be provided to all school governing bodies. An aspect of this training will include, capacity building for all finance committees.

The Department will also train representative councils of learners in approximately 2953 secondary schools on their roles and responsibilities.

As part of the ensuring safety in the school environment, all school governing bodies are required to strengthen their School Safety and Security Committees and implement School Safety Plans as a subset of the Quality Learning and Reaching Campaign. The Department will provide support to School Governing Bodies in their review and alignment of the codes of conduct for learners to ensure that they comply with fair disciplinary procedures when dealing with learner discipline. The focus on governance issues will make a positive contribution in strengthening management and promoting functional schools.

#### **2.4.2. Strengthen the capacity of district offices**

The Department places emphasis on District officials as they are required to provide expert advice and guidance in terms of coordination, control, monitoring and support to the School Governing Bodies, principals, school management teams, teachers and the Representative Council of Learners (in secondary schools). This means that each school has to be visited monthly by different district officials to ensure their functionality through guidance in terms of coordination, control, monitoring and support. In providing coordination, control, monitoring and support, district officials are expected to offer quality service and hold accountable School

Governing Bodies, principals, school management teams and teachers where teacher performance is unacceptably poor and learner attainment is not improving. The Programme of Action unveiled by the department in January 2012 clearly put the districts of the department at the helm of providing support, co-ordination, control and monitoring in schools.

The above information confirms that education districts play a critical role in ensuring a decentralized provision in quality education as they act as a catchment area from which schools receive support throughout the Province. In this regard, all education Districts have been aligned to the municipal districts in order to ensure inter-connectedness with respect to service delivery through the implementation of Operation Sukuma Sakhe.

The department is working towards ensuring that all 12 districts have the required capacity to fulfill their role in education delivery. The newly implemented organogram will assist in progressively ensuring that Districts have sufficient personnel in order for them to manage the various activities and functions which were previously managed as a shared service in the Service Centres.

With respect to management at the District level, capabilities of officials will be strengthened through continued training and development.

## 3 : UPDATED SITUATIONAL ANALYSIS

### 3.1. PERFORMANCE DELIVERY ENVIRONMENT

The service delivery environment is the situation where prospective clients find themselves in when they seek services, both in terms of tangible factors (e.g., the physical, personnel, equipment, and supplies) and the intangibles (e.g., treatment received from the staff). The stronger the input from each of these functional areas, the better will be the services available to clients. The Services Charter adopted by the department will serve a great deal in setting clear outcomes for employees in the delivery of services.

The Delivery Agreement, Action Plan to 2014 and the Strategic Plan 2010/11 to 2014/15 form the pillars for the delivery environment that the Department seeks to provide in 2012/13 and during this electoral cycle.

While the higher-level strategic goals remain constant, a key question has arisen as to the department's role in mitigating conditions of under-development. All programmes are continually assessed in terms of how effectively they contribute to addressing issues of physical, epistemological and socio-cultural access of the population of this province within the prevailing pressures in population dynamics, employment opportunities, health, poverty and other related socio-economic issues affecting the people of the province.

The main strategy of our KwaZulu-Natal Department of Education is driven by a vision to transform the uneven social and economic situation through education by empowering the citizens with skills, knowledge and values. It is expected from our citizens that once they are well educated and skilled they will be empowered to make a meaningful contribution in our economy and also enhance the developed citizenry in the province.

The distinction between our department and many others who may share our vision is our mission to provide opportunities for all the people of KwaZulu Natal to access quality public education within the population and socio-economic pressures.

#### GLOBAL AWARENESS WITH LOCAL FOCUS

The strategy is not in isolation to the world development agenda, it is rooted in the Millennium Declaration adopted by the United Nations (UN) in 2000.

The millennium declaration commits South Africa as a member of the UN and the international community to the achievement of eight major goals called Millennium Development Goals (MDGs). These goals are: eradication of extreme poverty and hunger; achievement of universal primary education; promotion of gender equality and empowerment of women; reduction in child mortality; improvement of maternal health; combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability; and developing a global partnership for development.

In the same year September 2000, 164 members of United Nations Educational Scientific and Cultural Organisation (UNESCO) met in Dakar, they committed themselves to six Education for All goals, popularly called the EFA goals, which are to be achieved by the year 2015. The six goals are: expanding early childhood care and education provide free and compulsory education for all, promote learning and life skills for young people and adults, increase adult

literacy by 50%, achieve gender parity by 2005, gender equality by 2015, improve the quality of education.

Informed by our own peculiar conditions as a country we have adopted both the MDGs and EFA as our point of reference and integrated them in our specific national programmes. The Medium Term Strategic Framework (MTSF) identifies key strategic objectives as accelerating pace of growth & rate of investment in productive capacity; decisive interventions to advance the involvement of the marginalized in economic activity through expanded job creation & promotion of sustainable livelihoods, maintaining progressive social security net alongside investment in community services & human development; improving capacity & effectiveness of the state, including combating crime & promoting service oriented public administration and building regional & international partnerships for growth & development and fiscal policy that favours expansion in public sector funding.

The dynamic nature of our strategy has meant that for its relevance it s also got to adapt to the provinces Provincial Spatial Economic Development Strategy (PSEDS). The PSEDS emphasis is on economic development and based on four pillars, namely, increasing investment in the province, skills and capacity building, broadening participation in the economy and increasing competitiveness. The KwaZulu-Natal Department Education had to update its strategy in line with the PSEDS, including, to:

- (a) assist in training and skills development of SMMEs and Cooperatives through FET Colleges,
- (b) providing jobs for Cooperatives in infrastructure and school nutrition
- (c) reform supply chain management to support BBBEE,
- (d) ensuring that our schools have access to clean water, access to clean water and decent sanitation facilities.

In the previous MTSF period the Department has on an annual basis announced in parliament its medium term policy priorities. These sector priority initiatives changed annually with the following priorities as a common feature; quality through re-capitalisation through the Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP) for public schools; access and equity with the implementation of no-fee schools and the expansion of Grade R to ensure universal access; curriculum delivery with the implementation of the National Curriculum Statement (NCS) in Grades 8 – 12 and teacher development; monitoring and evaluation by enhancing the Education Management and Information System (EMIS) and improved human resource systems and capacity, systemic evaluation and in-service training and teacher development programmes to enhance the quality of teaching in critical subjects such as mathematics and life orientation; Grade R and overall school management improvement, a mass adult literacy programme, being developed and launched by the DBE to address the challenges of basic literacy both as a human right and a contributor to social cohesion, is another national sector initiative, school building and maintenance; training of ECD practitioners at ECD sites; inclusive education and Special Schools; continuous expansion and improvement in the quality of Grade R; providing learner support materials for grades 10 to 12 to implement the new curriculum statement; expansion of the National School Nutrition Programme. The Department has made good progress in these initiatives as reflected in the performance and expenditure trends for each programme.

The above-mentioned priorities have been identified as core services provided by the Department

and they will forever feature in the Department offering education services. However, to address the current challenges in the education system certain leverage points had to be identified and used as variety attenuators for the system to reach equilibrium. Therefore, for the 2009/10 MTSF i.e. the period to 2013/14 the national sector initiatives have targeted education sector priorities through a national education plan. The implementation phase for the current electoral cycle is the Action Plan to 2014 whose accountability tool is the Delivery Agreement. The areas of focus include outputs with corresponding sub-outputs from the Delivery Agreement. These are:

	<b>Output</b>	<b>Sub-Outputs</b>
1.	<b>Improve the quality of teaching and learning</b>	Improve teacher capacity and practices
		Increase access to high quality learning materials
2.	<b>Undertake regular assessment to check progress</b>	Establish a world class system of standardised national assessments
		Extract key lessons from ongoing national assessments
3.	<b>Improve early childhood development</b>	Universalise access to Grade R
		Improve the quality of early childhood development
4.	<b>Ensure a credible outcomes focussed planning and accountability system</b>	Strengthen school management and promote functional schools
		Strengthen the capacity of district offices

### Challenges facing the Education Sector

The KwaZulu-Natal Department of Education addresses a wide range of challenges that serve as potential obstacles to successfully carrying out its educational mission and statutory mandate. Challenges at school and classroom level bring KZNDoE to the crux of the concerns that affect educators, learners and communities. Large class sizes, high poverty rates, low levels of literacy, weak school-family relationships and high learner numbers walking long distances to schools. The challenges mentioned are experienced in many schools and the impact is what is observed in learner attainment.

### Socio-Economic Challenges

#### Demographic Matters

The population of the KwaZulu-Natal has grown rapidly over the last five years and continues to grow. According to the Community Survey 2007, released by Statistics South Africa (StatsSA) on 31 July 2008, the KwaZulu-Natal is home to about 10 259 230 people, representing 21.2% of South Africa's total population. African black population is 84,9%, Indians 8,5%, Whites 5,1% and Coloureds 1,5%. The KwaZulu-Natal population has grown by 7 % since Community Survey 2001, which is by far the fourth highest growth rate of all the provinces. The population of KwaZulu-Natal is spread throughout with eleven district municipalities, namely; Umkhanyakude, Zululand, Amajuba, Uthukela, Umzinyathi, Uthungulu, Umgungundlovu, Ilembe, Ethekwini, Sisonke and Ugu covering 92000 square kilometres (7% of land in the country). KwaZulu-Natal has the second largest population density with estimated 102 people per square kilometre after

Gauteng estimated at 520 people per square kilometre.

The StatsSA 2009 mid-year population estimates, places KwaZulu-Natal as the second-most populous province after Gauteng, with 21.2% of the country's 50,586,757 million people living in KwaZulu-Natal. It is however important to note that despite being the second most populous province, KZN schools provide access to teaching and learning to more learners than any other province, contributing above or more than 22% of learners, teachers, targets and outputs to the national education system.

### Poverty

50% of the people of KwaZulu-Natal are considered to live in poverty. The following give an indication of living conditions:

- 9% of households live in informal dwellings, and 22% live in traditional dwellings.
- 61.2% of rural households are without electricity; and 57% use wood for cooking food.
- Only 35.2% of households have a tap within their dwelling, and 52.3% have no flushing or chemical toilet.

A 2003 survey (which included over 6000 people in 60 poor communities) conducted by the Community Agency for Social Enquiry (CASE) found the following:

- 55% of unemployed and 32% of employed people said they were unable to afford food.
- 54% of jobless and 43% of employed people could not afford basic services.
- 46% of people could not afford rent or bond payments.
- 68% earn less than R500 (about US\$85) per month whether working, self-employed or unemployed.
- 86% are looking for work.
- 1 in 8 self-employed people said they earned enough to live on.

Research conducted in 2005 by the Development Bank of South Africa revealed that the number of South Africans living in poverty increased from 17 million in 1996 to 21 million in 2003.

At the same time, the average household income rose by 7.6%. Putting these figures together confirms that there is increasingly unequal income distribution in a country that is already ranked amongst the most unequal societies in the world — the poorest half of all South Africans earn 9.7% of the national income, whilst the richest 20% take 65% of all income. Underlying this mass poverty and inequality is the widespread lack of quality basic services, especially in rural parts of the country. The United Nations Development Programme's Report entitled "South Africa Human Development Report" (2003), found that the number of households considered deprived of access to 'good' basic services increased from 5.68 million between the 1996 and 2001 censuses.

In South Africa's main urban centres the "Cities Report" revealed that the increase in the amount of shack dwellings is almost equal to the total number of houses built between 1996 and 2001, and that the number of households without electricity and water (whether unconnected



or disconnected) virtually matches the number of those who receive these services.

The following statistics only reflect an environment with a number of challenges which the organisation should take into cognisance.

Description	Measurement	Description	Measurement
Size	92100km2	Average annual household income	R64,359
Share of the country	7,6%	Adults with no education	12%
Total farm land	6,5 million hacters	Adults with a degree or higher	3,7%
Livestock farming suitability	82%	Proportion population HIV+	18,4%
Arable farming suitability	18%	Women at ante-natal clinics HIV+	36,5%
Share of national population	20,7%	Residents per public sector doctor	5107:1
Population growth rate	12%	Residents per public sector nurse	1050:1
Population in rural areas	54%	Working age population economically active	51,3%

**Sources:**  
 2002/03 Survey; Statistics South Africa: Census 2001: Census in Brief, Mid-year Estimates 2004; General Household Survey July 2003; Labour Force Survey September 2003; Actuarial Society of South Africa; Department of Education; Department of Health; Global Insight Southern Africa; Health Systems Trust; Medical Research Council; National Electricity Regulator; South African Police Service; Community Household Survey 2007.

### Poverty Alleviation

The majority of learners in the province live in impoverished areas where education is not easily accessible. In responding to this challenge the Department has developed a strategy to provide learner transport for learners who travel long distances to schools. The plan is to accommodate learners in the programme from the targeted group in the deep rural, farm areas and under-serviced areas. Plans have been completed with Department of Transport to ensure the target is reached. In an endeavour to optimize access to education 80% of schools will be declared no fee schools and indeed the doors of education will be opened to many more of our people benefiting over a million learners. The challenge is better and accurate identification of deserving schools as at times quintile ranking is contested. The inclusion of quintile 1 Secondary schools in the nutrition programme is a positive step towards the extension in the alleviation of poverty. The challenge is that at the bottom three ranks it is not easy to differentiate poverty; however this is a positive step in chipping away poverty.

### Impact of HIV and AIDS

Whilst the KwaZulu-Natal Department of Education is committed towards increasing access to quality education, the prevalence of HIV/AIDS in the province poses a serious threat towards the attainment of universal access to free and quality education by 2015. The prevalence of the pandemic amongst educators remains an issue for concern, and therefore a rigorous approach is needed to increase educational awareness programmes to prevent the dissemination of the virus that causes the pandemic. There are projections that the number of orphans and child-headed households is likely to increase especially in the Ugu District. Some of the learners are likely to drop out of school in an attempt to fend for them or to provide care for family members. One of the challenges in relation to the HIV/AIDS pandemic is the lack of adequate and reliable data on the magnitude of the phenomenon so as to inform and reinforce the strategic plans of the Department to deal with the pandemic.

It is against this backdrop that the delivery of quality education has to take place and indeed the dedication to service and performance beyond the call of duty will make positive contributions to create a better life for the people in the province.

### **Mitigating strategies to address challenges**

To address the challenges, the Department will continue to provide services which cater for the observed challenges the environment present. To this end, the provision of the National School Nutrition Programme is biased to schools in Quintiles 1, 2 and 3, where most of the poor schools are ranked. This is evidenced by the highest number of beneficiaries being in the poorest Districts, namely Zululand District (725) followed by the Empangeni District (618), with the least schools in the Pinetown District (176) and the Umlazi District (124) respectively. Inadequate infrastructure for catering is proportionately pronounced in urban areas but extremely pronounced in rural areas. In this regard, mobile kitchens have been ordered for delivery in the new financial year and the Department continues to receive them through donors.

The Department continues to offer Co-curricular activities that range from choral music, cultural activities, indigenous games and sporting activities in order to promote national identity and social cohesion. Co-operation with strategic partners will help the programme to achieve its goal, objectives and targets. This will be done by renewing the Memorandum of Understanding with other relevant sister Departments and clearly defining roles and responsibilities for each partner. It is envisaged that resources will be shared among municipalities, ex-model C schools, Department of Sport and Recreation and Arts and Culture.

Budgetary constraints have a negative impact for programme delivery at all levels. It also inhibits the training of teachers in coaching, technical officiating and administration. Teachers need these skills to assist their learners.

Enrichment programmes are interventions that seek to develop the learners holistically through the provision of skills and knowledge to learners and keep them out of harm's way by keeping them purposefully engaged during the time they are out of the classroom.

The current scope of school education is indicated by the following summary data. Nearly 2 569 793 learners were enrolled in 5 952 public ordinary schools, and are taught by approximately 88 373 teachers in 2011/12 (KZNDoE, 2011/12 APP). The provincial learner: educator ratio in public ordinary schools is approximately 29:1. This figure conceals wide differences. For instance, in schools where parents are able to afford high school fees, additional teachers are hired by school governing bodies in order to keep learner educator ratios low. By contrast, schools in poor communities tend to have learner: educator ratios in excess of the national average.

According to the statistics from the KZN DoE's Annual Report 2009/2010, about 91% of the 6-15 year old children had access to education in 2009, with a major increase of 4% to 95% in 2010 and a plan to increase access by 1% to 96% in 2011/12. The gender parity index indicates that equitable access of boys and girls has effectively been achieved.

The South African Constitution (RSA, 1996a) provides for the right of children to receive

education in the language of their choice, where it is reasonably practicable.

The Department of Education's 1997 Language-in-Education Policy (LIEP) reifies this constitutional right and encourages learners to learn more than one language. It also encourages them to use the language that they best understand as the language of learning and teaching.

Language is a vital aspect of access to meaningful education, especially in early learning and in the Foundation Phase. The acquisition of knowledge and the development of cognitive, affective and social skills occur primarily through a linguistic communication process between learner, educator and learning materials. This linguistic communication is a high-level process presupposing abstract, objective and symbolic thought. Therefore, considerable language proficiency is required if learners are to realise their individual potential fully.

The EMIS data provided by school principals in the Annual School Survey 2009, points to a sizeable increase in the correspondence between the home language of learners and the language of teaching and learning; particularly in grades 1 to 3. Learners taught in their home language increased from 66% in 1998 to 73% in 2009.

Education for All calls for governments to provide access to free and compulsory primary education. While SASA provides for compulsory attendance, school education is not free for all children.

In addressing the EFA goal's call for the provision of free and compulsory education, in 2007, the government adopted a policy of 'no fee' schools. The aim of this policy is progressively to give effect to the constitutional imperative of the right to a basic education. It is a policy and budgetary response to the need to make education truly accessible by removing fees as a barrier.

There has been considerable progress in the implementation of this policy initiative. The 'No Fee' coverage in respect of schools is 4 739, accounting for approximately 80% of schools and approximately 1,750,721 learners in quintiles 1 to 3 schools at both primary and secondary levels. Furthermore, funding has been made available for the re-imbursment of fee charging schools who grant exemptions to learners whose parents cannot afford to pay school fees.

According to the Age Requirements for Admission to an Ordinary Public School (DoE, 1998), learners between 14 and 18 years of age are officially regarded as being of appropriate age for the secondary Grades 8-12.

The KwaZulu-Natal Department of Education Annual Report 2009/10 information shows that participation of 16-18 year olds in education institutions increased slightly from 80% in 2009 to 83% in 2010.

The entire percentage calculated is a proportion of learners who have been enrolled in schools. The remainder is likely to have been enrolled in public further education and training colleges, private colleges or higher education institutions. Learner dropout as well as the fact that some learners complete school earlier than the specified age probably account for the estimated 17% of learners who were not attending an education institution in 2010. The KwaZulu-Natal

Department of Education intends to ensure 100% access to education by this age group; hence its plan to increase the population aged 16 to 18 attending education institutions by 10% to 93% in 2011/12.

The gross enrolment rate in secondary schools relates the number of children enrolled in Grades 8 to 12 to the 14 to 18 year old population. This data covers ordinary secondary schools only, and excludes enrolment of students in the same age group who were receiving a Grade 12-equivalent education in FET colleges.

In line with Public Audit Act, PRS IIIB and Section 133 of the Constitution, accountability on the implementation of plans is important. For purposes of consistency, accuracy, completeness and validity, on the advice of auditor-General following the readiness audit, the Department will implement an electronic information management system. The system will improve administrative systems and accounting procedures and provide support to curriculum delivery. The system will link performance indicators, targets and budget. Over and above this, it is hoped that the system will contribute towards the elimination of wasteful, fruitless and irregular expenditure as it forces forward planning with budget and targets disaggregated quarterly. Furthermore, the narrative reports analyzing the organisation's performance is readily accessible for management and oversight so as to enhance the understanding of intended improvement of performance.

These intervention programmes will continue to ensure the provision of quality teaching and learning, good corporate governance, skills for participation in the economy, deal with high unemployment, deal with high prevalence of poverty related diseases and other diseases like HIV and AIDS.

Public schools on private property (Section 14) continue to be a challenge for the Department as the learner enrolment is normally low and the structures are generally inappropriate. Generally, it is in these schools where multi-grade teaching is practiced. This inhibits the Departments of improving the quality of education offering. As such, where appropriate these schools are merged and learners are transferred to bigger schools with boarding facilities.

StatsSA's 2007 General Household Survey (GHS) reveals that KwaZulu-Natal has provided 12% coverage for children aged 0-4. According to the General Household Survey (Statistics South Africa, 2008), the percentage of 5-year olds attending education institutions increased from 40% in 2002 to 63% in 2008. These figures include children in school-based as well as non-school education programmes. This significant growth is undoubtedly the result of government's prioritisation of the Reception year programme.

The development of the human resource begins at a very early age. The Department holds a view that a solid early childhood development programme will provide a strong base for quality education. The investment on ECD programmes is premised on this idea

As provided for in Education White Paper 5 (DoE, 2001), the ECD policy target is that by 2010, all learners who enter Grade 1 should have participated in an accredited Reception year programme by 2010. The Department has prioritised the expansion of Grade R provision in public schools for children aged 5 turning 6.

current legislation does not permit the registration of ECD practitioners as professional teachers, KZNDoE is determined to provide better recognition and remuneration of ECD practitioners.

The Expansion of Inclusive Education programme with its specific focus on establishing Full-Service schools and Special Schools as Resource Centres aims to address additional support needs of learners experiencing medical, physical, social and emotional barriers to learning and development. Central to the provision of this support programme is the principle of integrated service delivery. Consequently taking hands with all partners (within the Department of Education and those outside the department) responsible for child development, care and protection, is critical for the delivery on this programme.

The department has to turn its attention to the hygienic factors of the work environment in order to improve staff morale. It intends paying closer attention to staff issues, labour relations and client focus in the coming years. This will be in line with the department's continued commitment to care and support. To this end the Transformation Committee on Batho Pele and Employee Assistance Programmes will play a pivotal role.

## **3.2. ORGANISATIONAL ENVIRONMENT**

### **SUMMARY OF THE ORGANISATIONAL STRUCTURE**

The organisation and post structure of the Department is based on the new organisational structure and the Strategic Plan, the Annual Performance Plan, the Program of action as well as the Operational Plan reflect the core and support functions to be executed in achieving the strategic objectives of the Department.

In line with above-mentioned strategic documents especially the Program of Action (PoA), the new organisational and post structure have been implemented for the Head Office. The same has been done for the twelve Districts throughout the province.

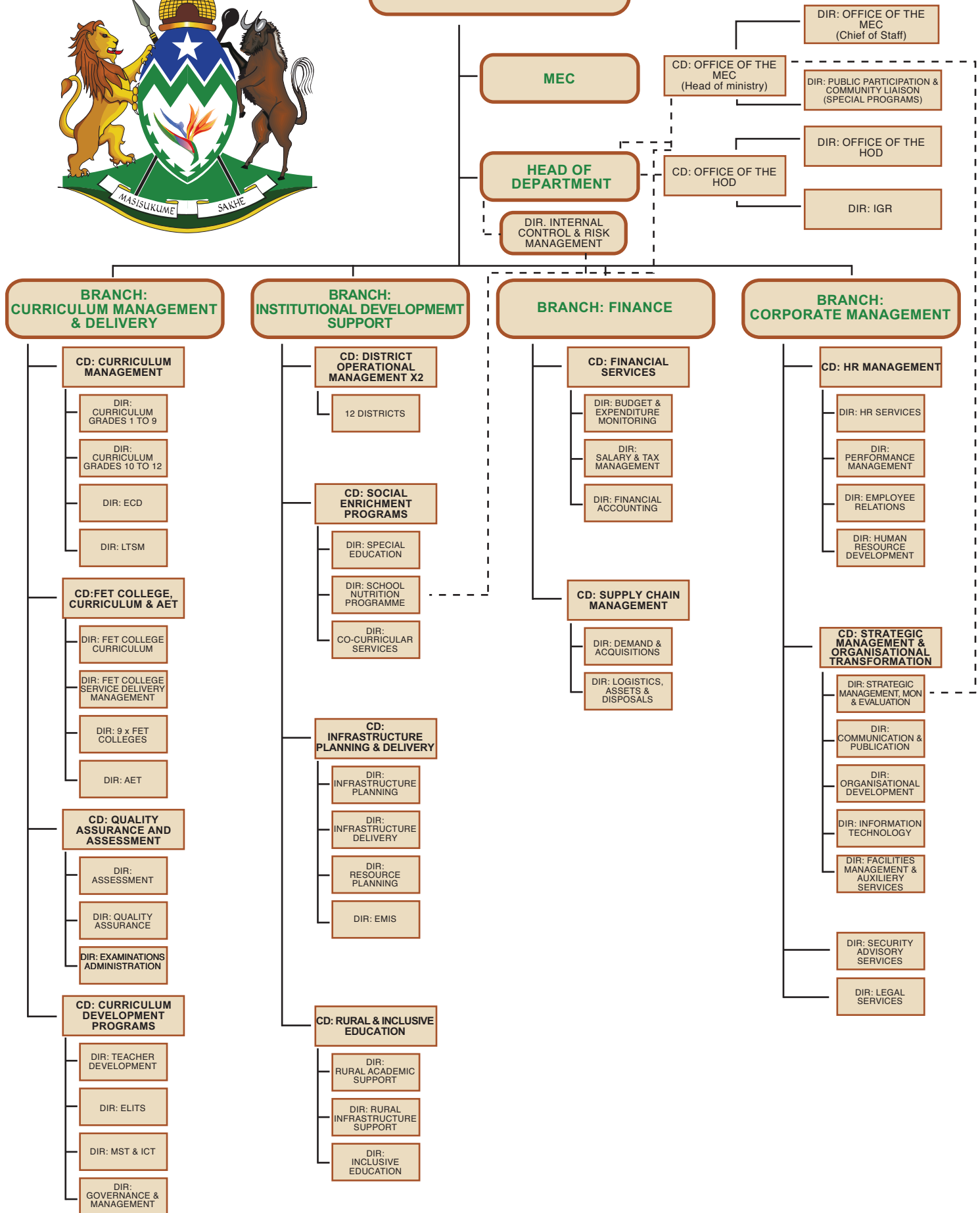
The Department is implementing the new organisational and post structures in response to challenges of duplication of services, congruency, and synergy as well as to enhance delivery of services.

The organogram for the senior management and districts shows the new organisational structure and its functional reporting management lines.

# KWAZULU-NATAL DEPARTMENT OF EDUCATION



## KZN DEPARTMENT OF EDUCATION





The analysis for KwaZulu-Natal Department of Education Personnel Structure for 2012/13 is based on the audited personnel information for 2010/11 reflected in the tables and narratives here under.

#### Employment and Vacancies by Programme at the beginning April 2011

Programme	Number of Posts	Number of Posts Filled	Vacancy Rate	Number of Posts Filled Additional to the Establishment
Prog 1: administration, Permanent	3,886	3,208	17.4	226
Prog 2: public ordinary school, Permanent	108,335	98,155	9.4	2,132
Prog 2: public ordinary school, Temporary	16	16	0	0
Prog 4: public special schools*, Permanent	3,370	2,995	11.1	42
Prog 5: further educ & train*, Permanent	1,364	1,233	9.6	112
Prog 5: further educ & train*, Temporary	2	2	0	0
Prog 6: adult basic educ & train*, Permanent	90	84	6.7	0
Prog 7: early childhood dev*, Permanent	321	262	18.4	1
Prog 8: aux & assoc services*, Permanent	296	270	8.8	49
<b>TOTAL</b>	<b>117,680</b>	<b>106,225</b>	<b>9.7</b>	<b>2,562</b>

#### Employment and Vacancies by Salary Band at the beginning April 2011

Salary Band	Number of Posts	Number of Posts Filled	Number of Vacancies	Vacancy Rate	Number of Posts Filled Additional to the Establishment
Lower skilled (Levels 1-2), Permanent	8,480	7,584	896	10.6	113
Lower skilled (Levels 1-2), Temporary	8	8	0	0	0
Skilled (Levels 3-5), Permanent	15,589	14,485	1,104	7.1	877
Skilled (Levels 3-5), Temporary	10	10	0	0	0
Highly skilled production (Levels 6-8), Permanent	66,408	58,753	7,655	11.5	1,134
Highly skilled supervision (Levels 9-12), Permanent	26,692	24,908	1,784	6.7	115
Senior management (Levels 13-16), Permanent	93	77	16	17.2	0
Contract (Levels 1-2), Permanent	18	18	0	0	12
Contract (Levels 3-5), Permanent	328	328	0	0	282
Contract (Levels 6-8), Permanent	48	48	0	0	26
Contract (Levels 9-12), Permanent	4	4	0	0	1
Contract (Levels 13-16), Permanent	2	2	0	0	2
<b>TOTAL</b>	<b>117,680</b>	<b>106,225</b>	<b>11,455</b>	<b>9.7</b>	<b>2,562</b>

### Personnel Costs by Salary Bar

Salary Bands	Compensation of Employees Cost (R'000)	Percentage of Total Personnel Cost for Department	Average Compensation Cost per Employee (R)	Total Personnel Cost for Department including Goods and Transfers (R'000)	Number of Employees
Lower skilled (Levels 1-2)	593,182	2.61	80,301	23,398,877	(7,592) 7,387
Skilled (Levels 3-5)	1,807,044	7.95	124,572	23,398,877	(14,495) 14,506
Highly skilled production (Levels 6-8)	13,041,731	57.34	221,264	23,398,877	58,942
Highly skilled supervision (Levels 9-12)	6,861,957	30.17	275,448	23,398,877	24,912
Senior management (Levels 13-16)	58,763	0.26	763,162	23,398,877	77
Contract (Levels 1-2)	2,869	0.01	159,413	23,398,877	18
Contract (Levels 3-5)	37,127	0.16	113,192	23,398,877	328
Contract (Levels 6-8)	9,374	0.04	195,285	23,398,877	48
Contract (Levels 9-12)	1,911	0.01	477,748	23,398,877	4
Contract (Levels 13-16)	1,871	0.01	935,406	23,398,877	2
Periodical Remuneration	72,524	0.32	11,690	23,398,877	6,204
Abnormal Appointment	254,586	1.12	20,571	23,398,877	12,376
<b>TOTAL</b>	<b>22,742,939</b>	<b>100.00</b>	<b>182,229</b>	<b>23,398,877</b>	<b>124,804</b>

### FACTORS IN THE ORGANISATION THAT IMPACT ON THE DELIVERY OF SERVICE

A change in the demography of the communities and their patterns of migrations due to shacks relocated to new lost houses, the in-migrations from the shacks to the area with new lost cost houses, burden of disease, pregnancies contributes to fluctuations in enrolments resulting in a change in workload and service needs. This impact on staff numbers, roles, competencies and distribution.

For some schools the above scenario has implications of increased workload without the necessary increase in financial and human resources contributes to a shortage of skilled personnel to deliver the required quality education service. Once Department fails to provide human resource within a reasonable time, the service pressures are exacerbated by the stressful working environment which contributes to sub-optimal performance, high level of absenteeism and low morale.

An analysis of the current supply of the core competencies identified as critical within the Department indicates limited availability of certain professional categories i.e. 1454 teachers, 28 FET Colleges lecturers, 15 senior managers, 6 professional nurses, 116 finance clerks, 284 administration clerks, 24 librarian clerks, 8 psychological therapists, 7963 auxiliary occupations, 320 cleaning staff and 443 security guards among the 11455 vacancies.

Whilst the core competencies identified reflect a total of 117680 post structure, only 90% of the posts are filled accounting for 106255 posts. The remaining 10% amounting to 11455 are vacant.

Whilst there are these vacancies in the budget allocation a different picture emerges. A compensation budget of R22 billion is planned for a total of 124 804 employees. This number is above the personnel structure considered adequate and relevant by 7124 posts. The total number of employees considered abnormal appointments and periodic remunerations is 18580. These employees consume a budget of R327,110 million per annum.

The analysis indicates that there are a few factors to be addressed and those that require rearrangement for the organisation to produce optimal performance. The analysis indicates that it is within budget to have all the posts filled. The Department will begin addressing the filling of posts identified as core in the personnel structure. The filling of these posts will be done by allocating posts to districts. This strategy will also go a long way in the reduction of substitute appointments and appointment of temporary educators.

### **IMBALANCES IN SERVICE STRUCTURES AND STAFF MIX**

There are certain imbalances in the educator staff mix, especially within the schools where there is a shortage of educators specialising in mathematics and science and an oversupply of educators in languages and humanities. These imbalances are more so prevalent in rural areas. The Department is in a process of addressing these imbalances through the rural academic support and rural infrastructure strategies which will provide incentives for educators with mathematics, science and other scarce subjects in order to enhance delivery of quality education in the rural areas.

### **SUMMARY OF PERFORMANCE AGAINST THE PROVINCIAL HUMAN RESOURCE PLAN**

#### **Current staff deployment**

The majority of employees are in schools employed as educators. Educators that are above the staff establishment in a school have been declared in excess and redeployed in terms of the provisions as set out in Departmental Human Resource Regulations.

With the current restructuring, employees at head and district offices are in a process of being redeployed. A policy on the management of placement of staff in these offices has been developed to assist head office and districts with this exercise. The individual placement forms reflecting profiles of employees are being submitted to the placement committee. The committee will match the employee with the most relevant post, using job content as a key considering as well as the placement preference as per application. Where applicants are dissatisfied with their placement within the revised structure they can lodge a written objection.

Where there are employees not accommodated in accordance with the placement criteria, they may apply to be discharged in terms of the measures relating to Employee Initiated Severance Package.

### 3.3. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

The mandates of Schooling 2025 discussed in the Action Plan to 2014 amend the Strategic Plan 2010/11 to 2014/15. The additions of prioritised performance indicators will be included as performance milestones under each strategic objective in the Strategic Plan 2010/11 to 2014/15. These mandates are revisions made to the strategic objectives so that the provincial plan is aligned to the national plan.

Schooling 2025 is aimed at the improvement of the schooling system. It is the integrated plan for which the education sector will be held accountable in the long term. It forms a consolidation of the existing public commitments and as such should not be viewed as another layer on top of the existing priorities but as a document which focuses the Department on core areas of improvement and delivery at all systems of the organisation. It is for this reason that the core focus for KwaZulu-Natal Department of Education will be Schooling 2025 and all priorities will fall under Schooling 2025 implemented through Action Plan to 2014.

The Education Summit held in early 2011 comprising of all stakeholders, came up with resolutions which have an impact on other mandate of the Department. As a result, the implementation of certain mandates will be revised. These mandates include: filling of all vacant posts, teacher training and development, school funding, no-fee school, infrastructure and resources, and structures and systems. A detailed document outlining these mandates is available on the KZN Department of Education website. Some of these mandates will be dealt with under programmes and sub-programmes in section B of the APP.

## 4 : PLANNED INTERVENTIONS AND PROGRAMMES

### 4.1. NATIONAL PRIORITIES 2012/13

Two priorities have been prioritised and funded at a National level, Expansion of no fee schools, Improvement of Infrastructure Support and Universalisation of Grade R.

#### 4.1.1. Expansion 'No fee' schools

The promotion of access to, and participation of historically marginalised groups in education, continues, and the success thereof was evident in the accommodation of all applicants in schools. The department increased the number of "No Fee" schools from 3 513 to 4 739, including farm schools, rendering close to 80 per cent of the schools in KZN as "No Fee" schools. The high increase was brought about by the deeming of Quintile 3 schools as "No Fee" schools, provided they would not be financially adversely affected. With respect to 2012/13, an assessment was done to determine whether any Quintile 4 schools would be worse off by deeming them as 'No Fee' Schools. The result of this assessment has not been finalised. Furthermore, in order to grant access to schools in Quintile 5, which had enrolled learners in the previous year for which a fee exemption had been granted, these will be reimbursed provided they met all the relevant criteria.

No fee schools will be funded at No Fee threshold of R880 per learner in 2012/13 the financial year. The only quintile that is sold short is quintile 1 that would have been funded at R960 had funds permitted. The light at the end of the tunnel is that apart from quintile 1, schools are being funded at the target amount that enables them to function effectively. This spells an increase of R292 million resulting to a budget allocation of R 1.369 billion which will see 1.872 025 learners receiving free education in 2012/13. This implies that almost 70% of KZN learners are exempted from fee paying.

To ensure that the preferential school funding in poorer communities translates into effective interventions and optimal combinations of inputs that assist in combating the historical disadvantage, the KZN PED will, after due consultations with the relevant stakeholders, supply basic equipment to schools using the school allocation. The basic equipment includes inter alia, the white board, Geography maps and Biology charts, overhead projector, classroom laptop etc. 40% of the funds allocated to Learning and Teaching Support Material will be applied towards that end.

#### **4.1.2. Infrastructure Development**

The Department is an active participant in the infrastructure development improvement programme. It aims to institutionalise forward planning and adoption of best practices espoused by the Construction Industry Development Board (CIDB). The department has started the process of realizing Public-Private Partnerships (PPP) to expedite the delivery of infrastructure. In the context of the disjuncture between infrastructure backlogs and the available budget, the realization of the PPP will accelerate the speed with which the Department achieves the outcomes of schooling 2025.

The allocation for infrastructure for the current year amounts to R2.4 billion of which R211 million is for maintenance. The department continued to make recognizable strides in addressing backlogs in the provision of classrooms, toilets, computer rooms, laboratories and media centres at existing schools and the construction of new schools with all the buildings as envisaged in the DBE optimum space norms for public ordinary schools through existing programmes, and newly initiated programmes based on new needs and new policy directives. These facilities have been provided in the context of capacity challenges within the department and the infrastructure industry as a whole which include continuously rising construction costs.

The department explored alternative building materials for infrastructure provisioning by building ECD classrooms at existing schools as a dedicated, focused intervention through Programme 7: Early Childhood Development. All new and existing primary schools that are now constructed and/or upgraded have ECD classrooms built as part of their scope, through Programme 2: Public Ordinary Schools. This provides a challenge with expenditure allocation and reporting of projects as many of the identified projects are addressed in Programme 2, resulting in a perceived under delivery/under expenditure in Programme 7.

Infrastructure maintenance and storm damage budget for schools will be devolved from Head Office to districts. This is in line with the department's aim to improve district functionality and also to ensure that schools receive timely support from districts.

#### **NEW SCHOOLS**

The Department has also continued with the construction of new schools as guided by the UKZN Research. Nine (9) new schools were constructed in 2010/11. The construction of new schools has taken a new dimension with the piloting of model schools, with Indumo Comprehensive High School in the UMkhanyakude District being the first one of this pilot. The department has received a mandate to refocus the provision of schools by making a bold and lasting legacy in the areas where schools are built and institutionilising the collaborative principles of Sukuma Sakhe.

## **ELECTRIFICATION**

The electrification programme continues to be rolled-out by the Department of Energy, through the IDT, while the provision and maintenance of solar electrical systems by the department needs to be reconsidered in light of rampant vandalism of these installations. The projection is that by 2014 all schools in the province will have electricity. Provision and maintenance of solar electrical systems by the department is receiving attention in the light of rampant vandalism of the infrastructure in some communities.

### **4.1.3. Early Childhood Development**

A total budget allocation for 2012/13 of R771 937 million will be distributed to cater for the following:

- 0-4 year olds( pre grade R) R108 854 million

While the registration of sites catering for children in the 0-4 age group is the responsibility of the Department of Social Development, the National Integrated Plan (NIP) encourages major role players (Departments of Social Development, Education and Health) to work in cooperation with each other in the interests of integrated service delivery. Consequently, the Department of Education provides skills training to ECD management, staff and other personnel such as caregivers and support staff working in the crèche's while Health attends to issues of inoculation and healthy living. There shall be training of 2 000 practitioners at NQF Level 4 in ECD, food preparation training for volunteers employed at crèche's and imparting of gardening skills to unemployed youth for promoting food gardens at crèche's. The Department will cover the costs of training, provision of resources and payment of stipends to volunteers.

- An allocation of R 650 253 million is available for the following programmes

The establishment of a provincial system for the provision of the Reception Year (Grade R) for children aged five years before registering for Grade 1 is a mandate from the Department of Basic Education. The KwaZulu-Natal Department of Education has as its main objective to ensure that there is progressive increase in the provisioning of quality Grade R centres in KwaZulu-Natal Public schools with an allocation of R533 972 million and in Partial Care Centres (or Community Based Sites) using an allocation of R116 281 million in 2012/13. Every effort is being made to ensure that primary schools offer Grade R as parents and children opt for Grade R classes in schools rather than community based sites, as was previously the case. School based Grade R Classes are more attractive as they offer a nutrition programme, more teaching and learning material and better infrastructure.

A further 20 Grade R classes are scheduled to be established in 2012/13 to take us up to 6110 Grade R Classes in the Province. It is the intention of the Department to commission the building of 300 new Grade R classrooms and also to use Grade R norms and standards to fund all primary schools offering Grade R in 2012/13. Number of learners to be enrolled in Grade R in public schools is targeted to reach 199 060 for this financial year. Finally, bursaries to the value of around six million rands will be provided to ECD Practitioners in the province.



## 4.2. PLANNED INTERVENTIONS

### 4.2.1. National Workbooks

Workbooks will be distributed to all schools. The use of Workbooks at homes will be done through the implementations of homework policies. The workbook will play a central role in the Turn-Around Strategies and Academic Performance Improvement plan. District officials, Principals of schools and School Management Teams (SMTs) have been directed to monitor the delivery and daily use in class of Literacy and Numeracy workbooks in all schools in Grades 1–6 in conjunction with the CAPS in the Foundation Phase and the Foundation for learning programmes in Grades 4-6.

### 4.2.2. Curriculum and Assessment Policy Statements (CAPS)

Emphasis will be placed on developing pedagogical content-knowledge of educators as a critical ingredient for the systematic improvement of quality of education in the province. The Department will address the demands of the Curriculum and Assessment Policy Statements (CAPS) by conducting workshops for School Management Teams (SMTs) on CAPS management and for educators in the content areas of the curriculum. It is planned that 6000 SMTs and 12000 post level 1 educators will be capacitated.

### 4.2.3. Annual National Assessment (ANA)

The results have clearly indicated the areas that are still problematic to the learners. Currently, the KZN DoE has developed inter-directorate intervention strategies for Literacy/ Language and Numeracy/Mathematics based on ANA findings. The interventions are planned to address Learning Outcomes (LOs) and the concepts that are problematic to the learners e.g. reading, writing and counting.

The 2012/13 financial year, indicates the second year that Annual National Assessment (ANA) will be written. As mentioned in the Situational Analysis, the tools that have been developed to address the shortcomings as identified will ensure that both learners and educators are well prepared for these assessments. The Department will pay particular attention to Grade 9 since this grade was only piloted in 2011 with the first implementation being 2012.

The period at which ANA is administered has been changed from the beginning to the end of the year. Districts have developed common tests based on standardised ANA items. These common tests are provided to all schools to familiarise educators and learners with items at a standardised level. Improvement plans are developed at school, ward, circuit and district levels to address area of underperformance.

### 4.2.4. Teacher development and teacher accountability

In 2012/13 a series of in-service training workshops will be held to uplift the level of understanding and teaching for those educators who were challenged in learning areas; mainly Mathematics and Physical Science. It is anticipated that the impact of these workshops will improve the

levels of educators' understanding of these learning areas and therefore result in positive results achieved by learners. An adequate budget will be earmarked for these initiatives.

Furthermore, 12000 educators will be engaged in Continuing Professional Teacher Development (CPTD) advocacy and teacher signup will be done with SACE for purposes of professional development activities and in order to earn professional development points. The Department will also engage 1000 educators who will be conducting action research seminars in 2012/13. Moreover, other 6000 educators will be developed on English First Additional Language (EFAL) and a further 4000 teachers on Language Proficiency Across the Curriculum (LPAC)

The Department will conduct capacity building workshops for 6000 educators on Educator Professionalism through the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) 2011 and Action Plan to 2014 to 2014 Towards the Realisation of Schooling 2025. The same cohort will receive training on the Code of Professional Ethics for Educators.

The Department will ensure that development and support on the policies, processes and procedures for managing performance information, strategy formulation and strategy implementation will be provided to office based educators including ward and circuit managers, Deputy Chief Education Specialist, Deputy Directors and other officials.

Furthermore the department will conduct action research seminars on classroom management and methodology, and hold Teacher Development conferences

#### **4.2.5. Learner Transport**

The programme's responsibilities have been clearly defined and appropriated between the Department of Education and the Department of Transport. Learner transport is provided in 11 districts and iLembe district is the last district to receive this service by 31 May 2012. The process of transferring learner transport functions from the Department of Education to the Department of Transport was done on the 1 September 2011. The department has conducted a comprehensive audit of rural learners to benefit in the learner transport programme. This study has revealed that 73 183 learners should be benefiting, however due to lack of sufficient funding the provision of learner transport in 2012/13 will be limited to 21% which translates to 15600 learners.

An amount of R106 million was transferred to Vote 12: Transport in 2012/13, while the remaining allocation is to be finalised in during the 2012/13 Adjustment Estimate, pending final discussions regarding the extension of the service to other areas in the province, and the development of a provincial scholar transport framework.

#### **4.2.6. Expansion Of Inclusive Education**

In line with Education White Paper 6 on Building an Inclusive Education and Training System as well as the department's goal of increasing access to education for all learners, particularly for learners experiencing barriers to education, the department continues the roll-out of inclusive education. To date there are 63 designated full-service schools and 13 Special schools as resource centres that cater for moderate to high levels of support respectively The department will increase the number of designated full service schools from 63 to 74 in this financial year.

Structures that are responsible for the identification, assessment and support of learners, particularly those experiencing barriers to learning have been established throughout the province.

To date there are 1225 institution level support teams, 27 circuit-based support teams and 12 District-based support teams. These interventions which started in 2008 have seen the enrolment of learners with barriers to learning increase steadily over the years. Whilst there were 14 889 learners in special schools and 17 450 in mainstream schools in 2010, there are 16 103 registered learners with disabilities in special schools and 20 729 in mainstream schools respectively in 2011. In the same vein 115 160 orphans and other vulnerable children (OVC) have been identified and are being supported through the HIV and AIDS conditional grant. Schools with the highest number of OVC have been identified and R 12 000 is allocated per school for the provision of care and support for OVC.

To date 5758 schools have been identified for this purpose and a budget of R 69 096 million has been spent in this regard. An additional 2 500 schools and a budget of R 30 000 million is allocated in the 2012/13 financial year for this purpose. Despite this rise in enrolment of learners with disabilities and the number of OVC accessing education, indications are that 34 964 learners with disabilities are still out-of-school and a significant number of OVC are yet to benefit from the OVC grant. It is for this reason that the department continues the expansion of inclusive education and in this regard R 1 007 616 million has been allocated for the provision of education for learners experiencing barriers to learning and R 7.2 million has been allocated from the HIV and AIDS life-skills conditional grant specifically for OVC.

In order to increase access to education for learners experiencing barriers to learning, in line with goal 26 of action plan to 2014 towards the Realization of Schooling 2025, an additional 50 ordinary schools have been designated as full-service schools and 26 special schools have also been designated as resource centres for the 2012/13 MTEF. This brings the number of full-service schools in the province to 100. Five (5) special schools are being built in rural areas to the value of R 360 million (UMkhanyakude, Othukela, Sisonke, Uthungulu). R60 million has been allocated for special schools upgrading and renovations.

#### **4.2.7. Learner Teacher Support Material**

An increase of R 67 836 million resulting to the total budget of approximately R1.036 billion for 2012/13 will be distributed to cater for textbooks, stationary and teaching aids. In the past 17 years the department's main focus has been ensuring that schools have adequate LTSM (textbooks in particular). The effective implementation of textbooks retention policy has, among other things influenced the department to initiate a plan of improving delivery of other LTSM needs in poorly resourced areas. Schools will procure textbooks to top up where need arises and where there is a shortfall.

The department is engaging with stakeholders to ensure that the Norms and Standards for school funding in poorer communities, with a bias to rural schools, translates into effective interventions and optimal combinations of inputs that assist in combating the historically disadvantaged. The department will, after due consultations, ring fence part of LTSM allocation to supply basic equipment to schools using the school allocation. The basic equipment includes inter alia, the white board, Geography maps and Biology charts, a projector, classroom laptop etc. Part of the 40% of the Norms & Standards funds allocated to Learning and Teaching Support Material (LTSM) will be channeled towards central procurement of the aforesaid basic equipment.

In supporting introduction of CAPS in this Financial Year in the Foundation Phase and Grade 10, the Department of Basic Education has taken over the responsibility of the screening of the LTSM and the production of the catalogue. Schools in all provinces including KZN will be expected to order their CAPS aligned LTSM from the National catalogue. The Provincial Department will facilitate and monitor the procurement processes and ensure that schools receive all material. The department will conduct CAPS Orientation Workshops for Intermediate Phase from August 2012. As CAPS will be phased in according to the National Plan, schools will receive LTSM budget to top-up for Grades that will not yet implement CAPS in 2012 and 2013. The department has in place a programme to ensure that all schools receive LTSM that they have ordered by December 2012 and use in school in January 2013.

#### **4.2.8. Adult Education And Training**

A budget of R163 881 million will cater for this programme of which R148 510 goes towards the compensation of employees and R13 689 million goes towards goods and services.

MTSF priority on Mass Literacy Campaign aims to have 50% of illiterate South Africans read and write by 2014. The Department also aims at increasing the number of AET level 4 learners

#### **4.2.9 National School Nutrition Programme**

The goal of the NSNP is to enhance learning capacity and to promote access to education through the provision of nutritious meals to poor learners. The programme has been expanded to cover all primary and secondary schools in Quintiles 1, 2 and 3 respectively. A deviation was granted by the Department of Basic Education to the effect that the department may continue to feed primary schools in Quintiles 4 and 5, provided that the minimum requirements of the NSNP conditional grant are being met.

In 2012/13 the programme aims to increase the number of learners provided with nutritious meals to 2,171,017 million learners using a budget of R1.1 billion. The allocation per learner per day is preset by the national grant framework. This allocation is reviewed every year. In the current year this allocation is R 2.18 and R3.08 per primary and secondary school learner respectively. Each school will be allocated one food handler for every 200 learners. Food handlers will be paid a stipend of R720 each per month. Learners will be fed 5 times per week by 10h00. This initiative may be a pull factor in ensuring continued learner attendance.

One of the main aims of the NSNP is to increase the number of local suppliers from poverty stricken communities. New initiatives in improving the income earnings of poor households through the NSNP programme are as follows:

- Reduce enrolment allocation per service provider to a maximum of 5000 learners and incrementally replace SMME s with Local Cooperatives.
- Ring fence schools with big enrolments (i.e. 800 and above) for existing and newly established local cooperatives
- Make provision for primary cooperatives to supply perishables ( vegetables and fruit) while secondary cooperatives and SMMEs supply non perishables

#### 4.2.10 School Sports, Arts And Culture And Youth Development

The budget of R42 825 million will ensure that the Department, through the Directorate Co-curricular Support Services, implements programmes for school sports, arts and culture as well as youth development. It is the aim of Department to promote national identity and social cohesion through these initiatives. The programme aims at addressing goal 6 in the KZN DOE Master Strategic plan 2010 – 2014. Also guiding the programme is goal 25 of the Action Plan to 2014: Towards the Realisation of Schooling 2025 which aims at ensuring that environment of every school inspires learners to want to come to school to learn, and teachers to teach.

The programme is currently focusing on competitions which run from lowest levels, like the school inter-house competitions for selection purposes. The other levels are the wards, circuits, districts, provincial and ultimately to national level. The competition format is not addressing mass participation and development of all the learners in schools. To address mass participation by all learners in the Province, the Department of Basic Education (DBE) has come up with the schools leagues where all schools will be participating. To the four codes initially identified in 2012/13 there will be an additional five codes to enhance the schools sports leagues.

Best co-operation with strategic partners will help the programme to achieve its goal, objectives and targets. This will be done by renewing the Memorandum of Understanding with other relevant sister Departments and clearly defining roles and responsibilities for each partner. The Department will align to the MOU between DBE and SRSA in terms of its responsibilities and roles. There will be sharing of resources with municipalities, ex-model C schools, Department of Sport and Recreation and Arts and Culture. Further, the sports codes structures will be formed at all levels to ensure that the implementation and monitoring of league games is at its best. The development of educators in the management of co-curricular activities is an important part as a delivery vehicle of these initiatives. There will be development in coaching, administration and technical officiating with SAQA accredited qualifications at times.

The KZN Department of Sport and Recreation is currently funding the provincial team selected to participate at National competitions. The Department of Basic Education is in the process of finalizing a draft school sport policy which will guide all provinces with regard to the implementation of the School Enrichment Programme. Also in the pipeline is the re-introduction of Physical Education to schools. It is envisaged that 2 hours per week will be allocated to Physical Education to help the learners lead healthy lifestyles.

Most school management teams (SMTs) view curriculum delivery as the only means of academic achievement. They neglect the most important role of support services which keeps learners away from crime, drug abuse, teenage pregnancy and other social ills.

Budgetary constraints have a negative impact on programme delivery at all levels. It also inhibits the training of educators in coaching, technical officiating and administration. Educators need these skills to assist their learners.



In addition to league games, the department will continue to promote and support the establishment of well structured intellectual and social activities and games in all schools with a special focus to schools identified to be experiencing drug and safety related challenges within funding available. These games will include umlabalaba, snake and ladders, chess and dice games.

#### **4.2.11 HIV AND AIDS LIFE-SKILLS: MY LIFE, MY FUTURE CAMPAIGN**

In order to deal with the social ills that negatively impact on the well-being of learners, educators and other school staff, the Department has developed and launched the “My Life My Future Campaign” which is a holistic and integrated programme, designed to effectively bring about change of attitude and behaviour. In keeping with good practice in community interventions with young people, this campaign has been implemented and will be extended within existing family, school and school community structures. The campaign will further include and capacitate parents, educators and learners to work towards the common goals of an inspired healthy life where young people have the courage and motivation to work towards their dreams. A budget of R46 806 million has been put aside for these interventions.

#### **4.2.12. Teacher Supply**

The attrition rate (of which the largest causes are contract terminations, resignations and mortality) has remained stable at around 5%-6% per annum since 1994, which is low in comparison with most other countries. This translates into the need to replace a minimum of 4 000 state-employed educators every year.

KwaZulu-Natal DoE has 5952 schools spread over a large geographic area which are mostly rural, with a learner population of 2, 8 million. According to KZN DoE PERSAL there are 88 287 educators in the workforce. Of these, 14 809 are unqualified and under qualified. There is a reported acute shortage of teachers of Maths, Science and Technology. These subjects are taught by un/under qualified teachers. Of the 14 809, 7 259 have degrees or diplomas, 7,550 of these only have matriculation, and the bulk of them teach in rural schools. The attrition rate stands at approximately 6% (4 500) due to mortality, retirement, ill-health, misconduct and resignations. A total of 1 895 new recruits for 2011 was a far cry from 4 500 lost annually. Approximately 2 420 substitute educators are appointed in each financial year.

Arising out of the situational analysis within the KZN DoE, the following problems are identified:

- a) An acute shortage of appropriately newly qualified teachers to meet her demands.
- b) There is an urgent need to produce Foundation Phase teachers, especially those that can teach in the medium of isiZulu.
- c) A need to vastly increase the number of teachers to be produced for Maths, Science, Commerce, Technology, Accounting and Special Education.
- d) Newly qualified teachers need to take up posts in geographic regions where it is



difficult to attract appropriately qualified teachers

- e) Under-qualified teachers need up-grading through alternate modes of delivery to bring them up to professional status.
- f) A programme design/qualification to be developed to professionalize teachers for the FET College system.
- g) An acute shortage of qualified teachers to teach in Special Schools.
- h) In the BEd currently offered by HEIs, there is no specialization on different Barriers to Learning such as deafness, blindness, mentally challenged, physically challenged, sign language, educational psychology and inclusive education.

In mitigating the challenges expressed, the Department will increase the PGCE intake to 600 in 2012/13. Furthermore, the department will embark on a recruitment and monitoring campaign targeted at students with Bachelors Degrees from the Higher Education Institutions(HEI) in KZN. The aim of recruitment and monitoring is to get 800 students with Bachelors Degrees to take up teaching by registering for PGCE in 2013. An initiative that will cost the Department R16,2 million. Further, 400 BEd students will be provided with bursaries to the value of R20 million. To enhance the quality of educators, 600 educators will be enrolled in the ACE specialization programmes which is expected to cost R16,2 million as well as to capacitate 300 principals on ACE leadership which is expected to cost in the region of R8 million. The Department will meet the planned targets as HEIs have been engaged prior to increase their intake in 2012. The efforts by districts officials will be increased in recruiting promising learners to consider taking teaching as a career with special focus on scarce and critical subjects.

#### **4.2.13. National Senior Certificate (NSC)**

In 2011, 122 126 candidates wrote the NSC and 83 201 passed. Of those candidates that passed, 27 397 obtained bachelor passes, 34 190 obtained diploma passes and 21 331 attained higher certificates. The department will continue with provincial intervention programmes in an effort to improve on the quality in the NSC. Obonjeni District being one of the underperforming districts in the 2011 NSC as well as those schools in other districts which performed poorly will receive special attention from the department of education. Further details on the intervention programmes are elaborated in the 2012 Provincial Operational Plan.

The current Grade 12 common Tests are accommodated within the Examination and Assessment program and is now being extended to the Grades 10 and Grade 11 learners to improve performance in these subjects.

#### **4.2.14. Quality Learning And Teaching Campaign (QLTC)**

The QLTC is a national intervention seeking to improve the quality of teaching and learning in schools. The QLTC Programme of Action for 2012 will mobilize all stakeholders at all levels, within and outside education, to contribute to the intentions of the non-negotiables and QLTC principles. This entails, inter alia, the following:

- Holding a Provincial launch of the Accord on Basic Education and Partnership with schools ( the NEDLAC Accord).

- Identifying underperforming and well performing schools for adoption by the MEC, HOD, Senior Departmental officials, Business, NGO's , Organised Labour, and other individuals and structures of society.
- Conducting information sessions for School Governing Bodies on the implications of ANA; and
- Encouraging Districts to use ANA results as a basis for the development of intervention programmes will be amplified.

The campaign will be amplified through the following initiatives in 2012.

- 1500 Maths and 1200 Physical Science educators will receive respectively a minimum in depth training of 90 hrs. in content and methodology
- Distribution of Science / Maths Text Books to all schools with Grade 10-12.

## RURAL EDUCATION

The main focus of rural education is epistemological access, physical access, and socio cultural access. In pursuit of the three access imperatives to improve service delivery through restructuring process, the Department has among other things introduced Directorates Rural Infrastructure Development and Rural Academic Development. These Directorates will deliver academic and Infrastructure programmes to rural schools. This initiative is in line with Government's priority of delivering quality service to all in South Africa including rural areas. To the department, facilities improvement and rise in education quality are critical factors to delivery of credible rural Education. Newly qualified teachers with relevant qualifications more especially in gateway subjects; viz., maths, science and technology will be deployed in rural schools. Special emphasis on recruitment of teachers through Fundza Lushaka bursary scheme will be placed on teachers with high content knowledge so as to bolster the quality of performance thus improve learner attainment in rural schools.

In dealing with a strange phenomenon of satellite schools which is pervasive in rural areas, we have directed that an audit of such schools in such areas be conducted with a view of developing a strategy to eliminate satellite schools and relocate learners to viable schools. It has come to light that some communities have not warmly received this initiative which is aimed at bridging the gap between the poor and the well resourced schools by citing long distance walked by learners from home to registered schools. In mitigating this challenge the department in collaboration with the Department of Transport has prioritised the provision of learner transport in rural areas. The department is engaging with communities to highlight the importance of having fewer resourced schools that can accommodate more learners as opposed to these mushrooming poor resourced satellite schools.

This component will also address multigrade teaching which is common in small and non viable schools, the majority of which are section 14.

The KZNDoe has a consolidated project in Umgungundlovu, oThukela and Umzinyathi Districts of accommodating learners from non viable schools into bigger schools with boarding facilities at the cost to the Department.

## 5 : OVERVIEW OF 2012/13 BUDGET & MTEF ESTIMATES

### 5.1 EXPENDITURE ESTIMATES & SECTOR BUDGET TABLES

BT001	PROVINCIAL EDUCATION SECTOR – Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12	2012/13	2013/14	2014/15
<b>REVENUE (thousand rands)</b>							
Equitable Share							
Voted by legislature	20,732,982	24,678,757	26,971,637	30,017,788	31,419,832	33,577,128	35,757,105
Conditional grants	1,280,569	1,341,818	2,598,423	3,108,140	3,344,801	3,582,787	3,766,589
Donor funding	-	-	31709	-	-	-	-
Other Financing (Asset Finance Reserve)	-	-	-	-	-	-	-
Own Revenue	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>22,013,551</b>	<b>26,020,575</b>	<b>29,601,769</b>	<b>33,125,928</b>	<b>34,764,633</b>	<b>37,159,915</b>	<b>39,523,694</b>
<b>PAYMENTS BY PROGRAMME (thousand rands)</b>							
1. Administration	1,395,327	1,342,563	1,364,251	1,477,702	1,548,341	1,598,062	1,723,188
2. Public ordinary school education (see further split below)	19,358,373	22,599,131	25,021,135	29,344,273	29,526,161	31,463,304	33,407,896
3. Independent school subsidies	53,488	54,098	58,524	63,357	66,525	70,184	74,395
4. Public special school education	473,865	565,165	643,453	1,010,653	1,087,321	1,120,163	1,187,698
5. Further education and training	712,189	670,523	705,883	823,649	843,514	942,370	995,136
6. Adult Basic Education and Training	143,798	160,574	132,824	188,057	163,881	165,370	175,357
7. Early Childhood Development	202,646	250,487	352,992	697,760	771,937	962,048	1,099,452
8. Special Functions	652,056	588,205	467,554	696,139	756,953	838,414	860,572
<b>TOTAL</b>	<b>22,991,742</b>	<b>26,230,746</b>	<b>28,746,616</b>	<b>34,301,590</b>	<b>34,764,633</b>	<b>37,159,915</b>	<b>39,523,694</b>
<b>PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION</b>							
2.1. Public primary schools	11,180,496	12,882,297	14,074,621	16,134,046	16,057,243	17,149,864	18,275,868
2.2. Public secondary schools	7,424,078	8,604,297	9,672,151	11,414,003	11,723,558	12,489,374	13,204,027
2.3. Professional Services	316,006	407,679	440,960	466,975	291,038	288,998	303,532
2.4. Human Resource Development	14,900	20,167	1,867	66,632	154,010	164,310	176,253
2.5. Financial Management and Quality Enhancement	-	-	0	0	0	0	-
2.6. In-School Sports and Culture	39,328	41,808	22,783	41,828	42,825	45,180	47,439
2.7. National School Nutrition Programme	343,079	603,211	753,216	1,124,256	1,151,644	1,214,985	1,283,755
2.8. HIV and Aids	40,486	39,672	39,998	45,114	46,806	49,368	52,261
2.9. Technical Secondary Schools Recap Grant	0	0	15,039	38,563	40,490	42,716	45,193
2.10. EPWP Incentive Grant	0	0	500	536	1,000	0	-
2.11. Dinaledi Grant	0	0	0	12,320	17,547	18,509	19,568
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	<b>17,390,196</b>	<b>20,311,932</b>	<b>22,251,244</b>	<b>26,520,111</b>	<b>26,355,558</b>	<b>27,985,765</b>	<b>29,722,682</b>
Compensation of employees	16,267,148	18,884,525	20,724,520	24,318,308	24,043,345	25,304,466	26,933,264
Teachers	13,013,718	15,107,620	16,579,616	19,454,646	19,234,676	20,243,573	21,546,611
Non-teachers	3,253,430	3,776,905	4,144,904	4,863,662	4,808,669	5,060,893	5,386,653
Goods and services	1,122,807	1,426,548	1,526,669	2,201,708	2,312,213	2,681,299	2,789,418
Interest and rent on land	241	859	55	95	0	0	-
Financial transactions in assets and liabilities	0	0	0	0	0	0	-
Transfers and subsidies	1,048,019	1,067,040	1,090,044	1,267,789	1,578,147	1,944,585	2,093,318
Payments for capital assets	920,158	1,220,159	1,679,847	1,556,373	1,592,456	1,532,954	1,591,896
<b>TOTAL</b>	<b>19,358,373</b>	<b>22,599,131</b>	<b>25,021,135</b>	<b>29,344,273</b>	<b>29,526,161</b>	<b>31,463,304</b>	<b>33,407,896</b>

BT 002 POST PROVISIONING TABLE	PROVINCIAL EDUCATION SECTOR – Re-sourcing effected via the Post Provisioning Norms (2012/13)				
Programmes / Purpose of posts	Posts PL1	Posts PL2	Posts PL3	Posts PL4	Total
Posts top-sliced before model is run	3420				2457
Posts distributed by model					
2. Public ordinary school education					
2.1. Public primary schools					
Posts attached to schools	33013	5930	1021	3833	43 797
Posts not attached to schools					
2.2. Public secondary phase					
Posts attached to schools	31331	5758	1566	2121	40 776
Posts not attached to schools					
<b>TOTAL</b>	<b>64 344</b>	<b>11 688</b>	<b>2 587</b>	<b>5 954</b>	<b>84 573</b>
4. Public Special School Education	1038	253	74	79	1 444
<b>TOTAL</b>	<b>65 382</b>	<b>11 941</b>	<b>2 661</b>	<b>6 033</b>	<b>86 017</b>

**Notes:** Posts that are top sliced before the model is run are posts allocated for offices, colleges, ABET and special purposes e.g. poverty redress. The above figures exclude PL5 and PL6 posts, which are allocated for management purposes. All posts distributed by the model are attached to schools. The blank spaces in 2.1. and 2.2. are therefore appropriate.

## 5.2.RECONCILING EXPENDITURE TRENDS TO STRATEGIC OUTCOME ORIENTED GOALS

The budget is intended for directing unified and congruent dealings to sustain the goals mentioned above which are the bedrock of the deliberate strategy of this department.

The strategic goals of the Department have been developed in such a manner that each programme will be responsible to lead a particular goal and provide support to other strategic goals.

### PROGRAMME 1: ADMINISTRATION

The purpose this programme 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. It essentially a programme that is utilized in ensuring the proper administration of the department and is used largely for the payment of salaries of office based employees, the acquisition of tools of trade that they may require in the execution of their duties and funding for their accommodation requirements.

The strategic outcome oriented goal for this programme is to “Ensure good corporate governance, management and an efficient administration”. The funding trend comparison between 2011/12 Estimated Performance and the 2012/13 financial year reflect an increase of R70.6 million, though not sufficient, but will somewhat assist this programme as it has over the years borne the brunt of cost cutting measures.

### PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

This is the department’s primary function aimed at the provision of educators in schools, the development of educators to ensure that they are equipped to provide the best quality teaching and the provision of Learner Teacher Support Materials (LTSM). Also included here is the provision of new schools and school facilities, effective maintenance of existing facilities,

as well as monitoring of the quality of education services through the system of whole school evaluation. Lastly, the function includes the provision of food to Public Ordinary School learners from the poorest communities, through the National School Nutrition Programme (NSNP).

The strategic outcome oriented goals that the Department pursues for the achievement of the purpose of this programme; "to provide education in the public primary and secondary schools from Grade 1 to 12, in accordance with the South African Schools Act" are; "Broaden access to education and provide resources"; "Improve schools functionality and educational outcomes at all levels"; "Develop human resource, organisational capacity and enhance skills"; "Develop schools into centres of community focus, care and support"; "Ensure good corporate governance, management and an efficient administration" as well as "To promote national identity and social cohesion".

This programme consumes at least 85% of the total vote allocation and has grown from R19.3 billion in 2008/09 to R29.5 billion budget in 2012/13 financial year. The significant increase from 2008/09 onward can mainly be attributed to additional funding received for the higher than anticipated wage agreements between 2008 to 2010 and would have had carry through effects in the forthcoming years. This programme has also been the recipient of a larger portion of the national and provincial priorities. These included a reduction of the Learner: Educator (L:E) ratio, QIDS-UP, Systemic Evaluation, Education Infrastructure grant and other personnel priorities. The underfunding of prior years continue to put pressure on this and other programmes in this budget.

Norms and standards for public schools are provided for in this programme. It must be noted that due funding pressures mentioned above, the department has been funding the public schools at below the National Guideline since 2008/09.

### **PROGRAMME 3: INDEPENDENT SCHOOL SUBSIDIES**

The purpose of this programme is to support independent schools in accordance with the South African Schools Act as enshrined in the Norms and Standards for School Funding Regulations. Over the seven year period the budget allocation for this programme has grown from R53.4 million in 2008/09 to R66.5 million in 2012/13. Notwithstanding the ongoing requests from independent schools for the department to increase the allocation for this programme, it is impossible to do due to the overall budget pressures. The department acknowledges the role that these schools play in the provision of education.

### **PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION**

The purpose this programme is to provide education for learners with special needs, special needs referring specifically to learners with disabilities. With the release of White Paper 6: Special Needs Education: Building an Inclusive education and Training System, the mandate of this programme has been broadened to include provision of education for learners experiencing barriers to learning. In this regard this programme seeks to deliver programmes for learners requiring mild, moderate as well as high levels of support and thus facilitate the attainment of Strategic Goal 1 (Departmental goal) and Goal 26 (action plan to 2014 towards the realization of schooling 2025) which seek to broaden access to education and provide



resources within an Inclusive Education and Training System.

In line with strategic objective 1.1 which seeks to increase access to education in public ordinary schools, there is commitment to broaden access to learners requiring mild, moderate and high levels of support in ordinary, full-service (FSS) and special schools as resource centres (SSRCs) respectively. Provision within a 3-tier system has human resource, physical infrastructure, human resource development, technological as well as diverse curriculum requirements. These sub-programmes and concomitant requirements are cost drivers that articulate the strategic objectives 1.2 and 1.4 which address issues of resourcing in order to increase access to education. In line with this focus, the budget allocation for this programme has grown from R473.8 million in 2008/09 to R1.08 billion in 2012/13. A steady growth is indicated as well over the 2012/13 MTEF.

### **PROGRAMME 5: FURTHER EDUCATION AND TRAINING**

The purpose of this programme is to provide resources and Further Education and Training at public FET Colleges in accordance with FETC Act (No 16 of 2006) and other relevant legislations and policies. There are nine FET Colleges, with seventy-four delivery sites spread around the province. The FET Colleges offer a wide range of programmes in order to respond fully to the needs of the communities, commerce, industry and macro-economic development profiles in KwaZulu-Natal. To this end, more linkages and partnerships are being pursued between FET colleges and industries, business, the Department of Labour, SETAs and the Provincial Treasury. Due to the changes in the education provision in the country, this programme is now administered as a conditional grant that receives its funding directly from the Department of Higher Education and Training. The budget allocations for this programme have grown steadily from R712 million in 2008/09 to R840 million in 2012/13 financial year.

### **PROGRAMME 6: ADULT EDUCATION AND TRAINING**

The purpose of this programme is to provide Adult Education and Training (AET) sites with resources and provide AET in accordance with AET Act. Through the Programme, the Department provides basic education and training opportunities to adult learners in the province.

There are 1060 Public Adult Learning Centres which serve as delivery sites for the fight against illiteracy throughout the province. AET offers the core programmes which respond to the needs to eliminate adult illiteracy, improve average levels of education attainment in the province and provide the skills necessary for adults to contribute to the growth of the economy. The programme delivers for public centres. The total number of candidates who attain acceptable outcomes for all levels is approximately 36 000. The 500 which accounts for 0,9% are in level 4. This reflects a steady progress in the delivery services. The total budget for the delivery of services in grows from R143.7 million in 2008/09 to R163.8 million in 2012/2013.

### **PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT**

The purpose of this programme is to provide Early Childhood Education and Development at Grade R in accordance with White Paper 5 and other relevant legislations and policies.



As KZN has met 2010 deadlines with more than 85% 5 year olds in Grade R classes, the focus presently is moving from access to quality education. The budget allocation for this programme has grown from R202.6 million in 2008/09 to R707.9 million in 2012/13 indicating the emphasis that government is putting in this programme.

### **PROGRAMME 8: AUXILLIARY AND ASSOCIATED SERVICES**

The purpose of this programme is to provide an efficient and effective examination and assessment service.. This is accomplished by the provision of the following key services:

- 1.The Conduct of the National Senior Certificate (NSC) Examinations
- 2.The Conduct of the Adult Education and Training (AET) Examinations
- 3.The Conduct of the Senior Certificate (SC) Examinations

The funding for this programme has increased from R652 million in 2008/09 to R756 million in 2012/13 in order to cater for the increased number and frequency of assessments that are now conducted within the system. There is an overall budget increase of around 7% for the whole programme. The increase allocated meets increase payments of operational costs for PPM 801 PPM 802 which includes markers & moderators, printing, costs, SITA costs, subsistence and travel costs in the National Senior Certificate Examination and Adult Education and Training Examinations. The Senior Certificate (SC) Examinations (Nated 550) and its targets which is an external examinations must be included as a PPM in Program 8.

Auxiliary and Associated Services key trends indicates that in relation to PPM 801 & PPM 802 deals specifically to the Conduct of the National Senior Certificate Examinations and Adult Education and training. Allocations currently include the processes for the Senior Certificate Examinations which is now extended to 2014. However the PPM 802 and the Senior Certificate Examinations only covers operational cost for the conduct of these examinations. Program 8 was compromised due to the under allocation as experienced in 2010/11. The actual expenditure allocation was R22, 3913,000 and Program 8 over spent by R106,165,345.

## PART C: PROGRAMME AND SUBPROGRAMME PLANS

Part C of this plan provides plans and targets for the MTEF cycle of three (3) years for the provincial education sector as a whole, and in terms of individual budget programmes and sub-programmes. In doing this, the document also provides a considerable amount of analysis of the past trends and challenges, which inform the plans and targets, laid out here.

Throughout, a number of statistical tables and Programme Performance Measures are used in order to structure the analysis and the plans.

### 1. PROGRAMME 1: ADMINISTRATION

#### Programme 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, utilised for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilised in the provincial head office and its subsidiary regional, district and circuit offices.

#### ANALYSIS BY PROGRAMME

##### Sub-programmes

This programme has six sub-programmes analysed as follows:

- **Office of the MEC**  
The office of the MEC will be central in the provision of strategic direction within the Medium Term Framework, guiding programmes of national and provincial government towards the achievement of the core business of providing quality education. To this end, education statistical information will be updated regularly so that the extent to which interventions deliver on the ground can be measured.
- **Corporate Services**  
To provide management services that are not education specific for the education system; as well as to make limited provision for and maintenance on accommodation needs.
- **Education Management**  
To provide education management services for the education system
- **Human Resource Development**  
To provide human resource development for office-based staff
- **Education Management Information System (EMIS)**  
To provide education management information in accordance with the National Education Information Policy

## 1.1. STRATEGIC OBJECTIVE AND ANNUAL TARGETS FOR 2012/2013

Strategic Objective	Strategic Plan 5 year Target	Audited/Actual Performance			Estimated Performance 2011/12	Medium-Term Targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
To implement administrative management systems to improve information management.								
Increase number of schools using SASAMS	5 960	1 205	1 466	2 836	2 900	3 000	4 500	5 960

## 1.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT101 ADMINISTRATION - Key trends							
	Audited/Actual Performance			Estimated Performance 2011/12	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual		2012/2013	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
1.1. Office of the MEC	10,299	11,362	18,238	25,995	25,130	26,520	29,404
1.2. Corporate services	891,055	777,712	665,499	689,322	471,072	473,607	508,505
1.3. Education management	441,925	511,900	634,768	723,533	972,723	1,015,553	1,098,778
1.4. Human resource development	27,146	25,229	35,372	11,671	32,426	32,808	34,448
1.5. Education Management Information System (EMIS)	24,902	16,360	10,374	27,181	46,990	49,574	52,053
<b>TOTAL</b>	<b>1,395,327</b>	<b>1,342,563</b>	<b>1,364,251</b>	<b>1,477,702</b>	<b>1,548,341</b>	<b>1,598,062</b>	<b>1,723,188</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	1,188,923	1,153,159	1,210,585	1,374,809	1,342,139	1,380,519	1,502,684
Compensation of employees	603,938	716,486	778,197	855,712	848,681	909,921	1,002,423
* Teachers	48,315	57,319	62,256	68,457	67,894	72,794	80,194
* Non-teachers	555,623	659,167	715,941	787,255	780,787	837,127	922,229
Goods and services	584,691	435,860	432,096	518,870	493,458	470,598	500,261
Interest and rent on land	294	813	292	227	0	0	-
Financial Transactions in Assets and Liabilities	0	111,470	86571	0	0	0	-
Transfers and subsidies	5,176	6,579	9,815	23,285	26,762	28,234	29,646
Payments for capital assets	201,228	71,355	57,280	79,608	179,440	189,309	190,858
<b>TOTAL</b>	<b>1,395,327</b>	<b>1,342,563</b>	<b>1,364,251</b>	<b>1,477,702</b>	<b>1,548,341</b>	<b>1,598,062</b>	<b>1,723,188</b>
<b>PROGRAMME PERFORMANCE MEASURES FOR PROGRAMME 1</b>							
▶ PPM 101: Number of public schools that use SA SAMS (or its equivalent) to provide data to the national unit record tracking system.	1 205	1 466	2 836	2 900	3 000	4 500	5 960
▶ PPM 102: Number of public schools that can be contacted electronically (e-mail).	1 418	1 418	0	3 890	4 988	5 896	5 960
▶ PPM 103: Percentage of education current expenditure going towards non- personnel items.	24%	9,3%	9%	12,8%	13,5%	14,2%	15,2%

## 1.3. PROGRAMME 1 : QUARTELY TARGETS FOR 2012/13

Programme Performance Measure (PPM)	Reporting Period	Annual Target	Quarterly Targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
▶ PPM 101: Number of public schools that use SASAMS to provide data to the national tracking system.	2012/13	3 000	750	750	750	750

EXPENDITURE BY ITEM BT102	Expenditure by item (2012/2013) R'000							
	1 Admin.	2 POS	3 Indep.	4 Spec	5 FET	6 ABET	7 ECD	8 Aux
Current payments	1,342,139	26,355,558		512,852	238,183	162,199	398,365	712,452
Compensation of employees	848,681	24,043,345		508,724	238,183	148,510	197,240	340,417
CS teachers	67,894	22,119,877		356,107	166,728	148,510	197,240	68,083
Salaries and wages	55,673	17,032,306		284,885	133,382	121,778	161,737	56,509
Social contributions	12,221	5,087,572		71,221	33,346	26,732	35,503	11,574
Non-teachers	780,787	1,923,468		152,617	71,455	-	-	272,334
Salaries and wages	640,245	1,481,070		122,094	57,164	-	-	226,037
Social contributions	140,542	442,398		30,523	14,291	-	-	46,297
Unauthorised expenditure	-	-		-	-	-	-	-
Goods and services	493,458	2,312,213		4,128	0	13,689	201,125	372,035
Inventory	53,628	1,792,235		0	0	4,898	50,440	124,244
Learning support material	4,055	603,793		0	0	3,348	44,242	0
Stationery and printing	20,967	4,557		0	0	145	3,600	99,822
Other	28,606	1,183,885		0	0	1,405	2,598	24,422
Consultants, contractors and special services	23,426	52,511		0	0	0	2,261	0
Equipment less than R5,000	44,185	16,270		0	0	994	60,188	5,611
Maintenance of buildings	21,189	175,458		0	0	513	0	14,140
Operating leases	55,432	2,840		0	0	0	0	15,919
Learner transport	0	9,859		0	0	0	3,130	35,191
Other goods and services	295,598	263,040		4,128	0	7,284	85,106	176,930
Interest and rent on land	0	0		0	0	0	0	0
Interest	0	0		0	0	0	0	0
Rent on land	0	0		0	0	0	0	0
Financial transactions in assets and liabilities	0	0		0	0	0	0	0
Unauthorised expenditure	0	0		0	0	0	0	0
<b>Transfers and subsidies</b>	<b>26,762</b>	<b>1,578,147</b>	<b>66,525</b>	<b>133,041</b>	<b>605,331</b>	<b>26</b>	<b>29,627</b>	<b>19,961</b>
Municipalities	1,000							
Departmental agencies and accounts								19,961
Non-profit institutions		1,539,936	66,525	131,681	605,331		29,627	
Section 21 schools								
LTSM								
Utilities								
Maintenance								
Service rendered								
Other educational institutions								

Households	25,762	38,211		1,360		26		
Payments for capital assets	179,440	1,592,456	-	441,428	-	1,656	343,945	24,540
Buildings and other fixed structures	82,007	1,379,173	-	388,037	-	-	343,637	-
Buildings	82,007	1,379,173		388,037			343,637	
Hostels								
New schools								
Additional classrooms								
Other additions								
Other								
Other fixed structures								
Machinery and equipment	97,433	213,283	-	53,391	-	1,656	308	24,540
Transport equipment	97,433	40,095		25,599				
Other machinery & equipment		173,188		27,792		1,656	308	24,540
Software & other intangible assets								
Grand total	<b>1,548,341</b>	<b>29,526,161</b>	<b>66,525</b>	<b>1,087,321</b>	<b>843,514</b>	<b>163,881</b>	<b>771,937</b>	<b>756,953</b>

Note: #REF! – means

## 1.4. PROGRAMME 1: PERFORMANCE AND EXPENDITURE TRENDS:

### Office of the MEC

The allocation for the office of the MEC will increase by 185% over the 7 year period, from R10.2 million in 2008/09 to R29.4 million in 2014/15 financial year, indicating the emphasis on the oversight role that needs to be exercised by the MEC. Comparison between the 2011/12 Estimated Performance and Education. The focus will be to ensure the delivery of strategic objectives 5.2. and 5.3.

### Corporate Services

This sub-programme caters for the non-education budget requirements including Human Resource, Finance, Legal and Planning provision. The budget allocation between 2008/09 and 2012/13 reflect a decreasing trend, this is largely due to the misallocation between this sub-programme and the Education Management sub-programme which have since been rectified. A true comparison of the budget allocation can thus be made from 2010/11 onwards. Comparison between the 2012/13 allocation and the 2011/12 revised estimates indicate the pressure borne by this sub-programme as it often is the main area of focus on cost attainment.

### Education Management

This sub-programme caters for all education related activities at head office as well as district offices as such will consume a bigger portion of the programme 1 budget. Between the 2011/12 and 2014/15 financial years, the allocation grows steadily from R901 million to R1.098 billion whilst the prior years are indicative of the misallocations as mentioned above. This allocation will ensure that those tasked with school governance and management responsibilities, curriculum advisory responsibilities are able to execute those functions at the level of the school and thus contributing to improved learning outcomes and learner attainment. Capacitated officials will put adequate systems in place to identify risks, deal with issues of fraud, corruption and maladministration, thus contributing significantly to strategic objectives 5.1. and 5.3.

### Human Resource Development

The Human Resource Development sub-programme from R27 million in 2008/09 to R34.4 million in 2014/15 financial year in order to cater for the training and developmental needs of all office based employees. Capacitated officials will put adequate systems in place to identify risks, deal with issues of fraud, corruption and maladministration, thus contributing significantly to strategic objectives 3.1; 5.1. and 5.3.

### Education Management Information System

The EMIS sub-programme has a responsibility to ensure the provision of education management information in accordance with the National Education Information Policy. The budget allocation has increased from R24.9 million in 2008/09 to R52 million in 2014/15 financial year. Comparison between the 2011/12 estimated performance and 2012/13 allocation in 2012/13 reflect an increase of 73%, indicating the drive by the department to capacitate schools to implement the electronic school management system. The budget will go a long way in ensuring that EMIS has the adequate staff complement required for capturing data for survey forms, training schools on SASAMS, conducting 10 different surveys. The delivery of activities for the sub-programme will be implemented to respond to strategic objective 5.4.



## 2. PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

The purpose of Programme 2 is to provide education in public primary and secondary schools from Grades 1 to 12, in accordance with the South African Schools Act.

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

- (i) Public Primary Schools**  
To provide specific public primary ordinary schools with resources required for the Grade 1 to 7
- (ii) Public Secondary Schools**  
To provide specific public secondary ordinary schools with resources required for the Grade 8 to 12
- (iii) Professional Services**  
To provide teachers and learners in public ordinary schools with departmental support services
- (iv) Human Resource Development**  
To provide for the professional and other development services for teachers and non-teachers in public ordinary schools
- (v) In-School Sport and Culture**  
To provide learners in public ordinary schools with sports and cultural programmes.
- (vi) Conditional Grant Projects**  
To provide for projects specified by the Department of Basic Education that is applicable to more than one programme and funded from conditional grants.  
To provide identified poor and hungry learners in public ordinary schools with the minimum food they will need.  
  
To learn effectively in school through the National School Nutrition Programme (NSNP)  
To provide infrastructure at public schools  
To recapitalize the technical schools  
To provide support to Dinaledi school

### **Programme Objective:**

To provide quality public ordinary school education from Grade 1 to 12 in accordance with the South African Schools Act and other relevant legislation.

## 2.1. PROGRAMME 2 : STRATEGIC OBJECTIVE AND ANNUAL TARGETS

Strategic Objective To increase access to basic education in schools	Strategic Plan 5 Year Target	Audited/Actual Performance			Estimated Performance 2011/12	Medium-Term Targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
Increased number of learners benefitting from National School Nutrition Programme	2,315,220	1,541,268	1,794,781	1,895,212	2,087,001	2,171,017	2,209,900	2,315,220
Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1,785,240	1,224,050	1,219,769	1,750,006	1,750,721	1,760,882	1,770,980	1,785,240

Strategic Objective To implement quality assurance measures, assessment policies and systems to monitor success of learners	Strategic Plan 5 Year Target	Audited/Actual Performance			Estimated Performance 2011/12	Medium-Term Targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
National Senior Certificate pass rate	80%	57,8%	61,1%	70,7%	68,1%	70%	75%	80%

## 2.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT201	PUBLIC ORDINARY SCHOOLING - Key trends						
	Audited/Actual Performance			Estimated Performance 2011/12	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual		2012/2013	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
2.1.Public primary schools	11,180,496	12,882,297	14,074,621	16,134,046	16,057,243	17,149,864	18,275,868
2.2.Public secondary schools	7,424,078	8,604,297	9,672,151	11,414,003	11,723,558	12,489,374	13,204,027
2.3.Professional services	316,006	407,679	440,960	466,975	291,038	288,998	303,532
2.4.Human Resource Development	14,900	20,167	1,867	66,632	154,010	164,310	176,253
2.5.Financial Management and Quality Enhancement	-	-	0	0	0	0	-
2.6.In-school Sport and Culture	39,328	41,808	22,783	41,828	42,825	45,180	47,439
2.7.National School Nutrition Programme	343,079	603,211	753,216	1,124,256	1,151,644	1,214,985	1,283,755
2.8.HIV and AIDS	40,486	39,672	39,998	45,114	46,806	49,368	52,261
2.9.Technical Secondary school Recapitalisation Grant	0	0	15,039	38,563	40,490	42,716	45,193
2.10.EPWP Incentive Grant	0	0	500	536	1,000	0	-
2.11.Dinaledi Grant	0	0	0	12,320	17,547	18,509	19,568
<b>TOTAL</b>	<b>19,358,373</b>	<b>22,599,131</b>	<b>25,021,135</b>	<b>29,344,273</b>	<b>29,526,161</b>	<b>31,463,304</b>	<b>33,407,896</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	17,390,196	20,311,932	22,251,244	26,520,111	26,355,558	27,985,765	29,722,682
Compensation of employees	16,267,148	18,884,525	20,724,520	24,318,308	24,043,345	25,304,466	26,933,264
* Teachers	13,013,718	15,107,620	16,579,616	19,454,646	19,234,676	20,243,573	21,546,611
* Non-teachers	3,253,430	3,776,905	4,144,904	4,863,662	4,808,669	5,060,893	5,386,653
Goods and services	1,122,807	1,426,548	1,526,669	2,201,708	2,312,213	2,681,299	2,789,418
Interest and rent on land	241	859	55	95	0	0	-
Financial transactions in assets and liabilities	0	0	0	0	0	0	-
Transfers and subsidies	1,048,019	1,067,040	1,090,044	1,267,789	1,578,147	1,944,585	2,093,318
Payments for capital assets	920,158	1,220,159	1,679,847	1,556,373	1,592,456	1,532,954	1,591,896
<b>TOTAL</b>	<b>19,358,373</b>	<b>22,599,131</b>	<b>25,021,135</b>	<b>29,344,273</b>	<b>29,526,161</b>	<b>31,463,304</b>	<b>33,407,896</b>

▶ PROGRAMME PERFORMANCE MEASURES							
▶ PPM 201: Number of learners enrolled in public ordinary schools	2,696 704	2,598,760	2,570,571	2,569,793	2,571,793	2,573 907	2,579,350
▶ PPM 202: Number of teachers employed in public ordinary schools.	82 723	82 723	86 381	88 287	88 287	88 287	88 287
▶ PPM 203: Number of non-educator staff employed in public ordinary schools.	8 172	8 172	10 820	11 658	12 058	12 058	12 058
▶ PPM 204: Number of learners in public ordinary schools benefiting from the "No Fee School" policy.	1 224 050	1 219 769	1 750 006	1 750 721	1 760 882	1 770 980	1 785 240
▶ PPM 205: Number of public ordinary schools to be provided with water supply.	*620	*360	*100	*25	*25	*25	*25
▶ PPM 206: Number of public ordinary schools to be provided with electricity.	*1 400	*1 215	*650	*10	*30	*30	*54
▶ PPM 207: Number of public ordinary schools to be supplied with sanitation facilities.	*301	*199	*50	*10	*10	*16	*16
▶ PPM 208: Number of classrooms to be built in public ordinary schools.	No Data	No Data	No Data	1 500	1 500	1 500	1 500
▶ PPM 209: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms -INCLUDE; laboratories, stock rooms, sick bay, kitchen, etc).	No Data	*180	*262	*265	*280	*300	*325
▶ PPM 210: Number of learners with special education needs that are enrolled in public ordinary schools.	No Data	15, 747	20 729	22 000	24 000	28 000	28 000
▶ PPM 211: Number of full service schools.	6	47	50	63	74	80	90
▶ PPM 212: Number of schools visited at least once a quarter by a circuit manager.	NEW	NEW	6 073	6 160	6 160	6 160	6 160

BT202	SUB-PROGRAMME: PUBLIC PRIMARY SCHOOLS – Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual		2011/12	2012/2013	2013/14
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	9,950,641	11,465,244	12,526,413	14,359,301	14,290,946	15,263,379	16,265,523
Compensation of employees	8,944,397	10,305,838	11,259,697	12,907,237	12,845,794	13,719,891	14,620,694
* Teachers	8,228,845	9,481,371	10,358,921	11,874,658	11,818,131	12,622,300	13,451,039
* Non-teachers	715,552	824,467	900,776	1,032,579	1,027,664	1,097,591	1,169,656
Goods and services	2,236,099	2,576,459	2,814,924	3,226,809	3,211,449	3,429,973	3,655,174
Transfers and subsidies	670,830	772,938	844,477	968,043	963,435	1,028,992	1,096,552
Payments for capital assets	559,025	644,115	703,731	806,702	802,862	857,493	913,793
<b>TOTAL</b>	<b>11,180,496</b>	<b>12,882,297</b>	<b>14,074,621</b>	<b>16,134,046</b>	<b>16,057,243</b>	<b>17,149,864</b>	<b>18,275,868</b>
<b>EXPENDITURE ON MAINTENANCE (thousand rands)</b>							
Expenditure on school maintenance	49,425,000	55,206,000	56,697,000	60,000,000	63,600,000	63,600,000	63,600,000
Replacement value of all immobile school infrastructure	18 500 000	27383	28 177	29 276	30 484	30 484	30 484
<b>EXPENDITURE ON SCHOOL MAINTENANCE</b>							
Expenditure on school maintenance	32,950,000	36,804,000	37,798,000	40,000,000	42,400,000	65,760,000	65,760,000
Replacement value of all immobile school infrastructure	82,375,000	92,010,000	94,495,000	100,000,000	106,000,000	129,360,000	129,360,000

BT203	SUB-PROGRAMME: PUBLIC SECONDARY SCHOOLS – Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual		2011/12	2012/2013	2013/14
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	6,607,429	7,657,824	8,608,214	10,158,463	10,433,967	11,115,543	11,751,584
Compensation of employees	5,939,262	6,883,438	7,737,721	9,131,202	9,378,846	9,991,499	10,563,222
* Teachers	5,464,121	6,332,763	7,118,703	8,400,706	8,628,539	9,192,179	9,718,164
* Non-teachers	475,141	550,675	619,018	730,496	750,308	799,320	845,058
Goods and services	1,484,816	1,720,859	1,934,430	2,282,801	2,344,712	2,497,875	2,640,805
Transfers and subsidies	445,445	516,258	580,329	684,840	703,413	749,362	792,242
Payments for capital assets	371,204	430,215	483,608	570,700	586,178	624,469	660,201
<b>TOTAL</b>	<b>7,424,078</b>	<b>8,604,297</b>	<b>9,672,151</b>	<b>11,414,003</b>	<b>11,723,558</b>	<b>12,489,374</b>	<b>13,204,027</b>

BT 204	Public Ordinary School - Resourcing effected via the school funding norms (2012/13)			
Poverty Quintiles	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner ( R )
<b>2.1 Public Primary Schools</b>				
Non Section 21 Schools				
Quintile 1 (poorest)	63	8,755	9,846	880
Quintile 2	28	4,724	5,363	880
Quintile 3	22	5,055	5,734	880
Quintile 4	31	5,176	9,934	480
Quintile 5 (least poor)	38	2,707	15,664	165
<b>Total</b>	<b>182</b>	<b>26,417</b>	<b>46,541</b>	
Section 21 Schools				
Quintile 1 (Poorest)	1,226	272,635	309,443	880
Quintile 2	1,054	287,901	327,041	880
Quintile 3	723	277,882	315,740	880
Quintile 4	392	116,906	232,693	480
Quintile 5 (least poor)	261	28,107	153,129	165
<b>Total</b>	<b>3,656</b>	<b>983,431</b>	<b>1,338,046</b>	
<b>Total Primary</b>	<b>3,838</b>	<b>1,009,848</b>	<b>1,384,587</b>	
<b>2.2. Public Combined Schools</b>				
Non Section 21 Schools				
Quintile 1 (poorest)	10	2,351	2,671	880
Quintile 2	12	2,586	2,939	880
Quintile 3	3	776	882	880
Quintile 4	0	0	0	480
Quintile 5 (least poor)	1	221	1,338	165
<b>Total</b>	<b>26</b>	<b>5,934</b>	<b>7,830</b>	
Section 21 Schools				
Quintile 1 (Poorest)	220	67,964	77,232	880
Quintile 2	182	66,420	75,477	880
Quintile 3	72	37,430	42,534	880
Quintile 4	52	19,664	39,075	480
Quintile 5 (least poor)	25	3,339	20,237	165
<b>Total</b>	<b>551</b>	<b>194,817</b>	<b>254,555</b>	
<b>Total Combined</b>	<b>577</b>	<b>200,751</b>	<b>262,385</b>	
<b>2.3. Public Secondary Schools</b>				
Non Section 21 Schools				
Quintile 1 (poorest)	15	4,413	5,015	880
Quintile 2	9	4,555	5,176	880
Quintile 3	14	7,711	8,763	880
Quintile 4	19	3,814	7,946	480
Quintile 5 (least poor)	20	2,982	17,035	165
<b>Total</b>	<b>77</b>	<b>23,475</b>	<b>43,935</b>	
Section 21 Schools				

Quintile 1 (Poorest)	404	148,614	168,880	880
Quintile 2	442	195,082	221,684	880
Quintile 3	307	190,590	216,580	880
Quintile 4	186	89,345	176,815	480
Quintile 5 (least poor)	129	21,551	119,963	165
<b>Total</b>	<b>1,468</b>	<b>645,182</b>	<b>903,922</b>	
<b>Total Secondary</b>	<b>1,545</b>	<b>668,657</b>	<b>947,857</b>	
<b>Total for Non Section 21 schools</b>	<b>285</b>	<b>55,826</b>	<b>98,306</b>	
<b>Total for Section 21 schools</b>	<b>5,675</b>	<b>1,823,430</b>	<b>2,496,523</b>	
<b>Total for Quintile 1</b>	<b>1,938</b>	<b>504,732</b>	<b>573,087</b>	
<b>Total for Quintile 2</b>	<b>1,727</b>	<b>561,268</b>	<b>637,680</b>	
<b>Total for Quintile 3</b>	<b>1,141</b>	<b>519,444</b>	<b>590,233</b>	
<b>Total for Quintile 4</b>	<b>680</b>	<b>234,905</b>	<b>466,463</b>	
<b>Total for Quintile 5</b>	<b>474</b>	<b>58,907</b>	<b>327,366</b>	
<b>Grand total</b>	<b>5,960</b>	<b>1,879,256</b>	<b>2,594,829</b>	

### 2.3. PROGRAMME 2 : QUARTERLY TARGETS FOR 2012

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
Number	Description	Quarterly Reporting	2012/13	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
► PPM 212	Number of schools visited at least once by a circuit manager.	Quarterly	6 160	6 160	6 160	6 160	6 160



## 2.4. PROGRAMME 2: PERFORMANCE AND EXPENDITURE TRENDS 2012/13

The purpose of Programme 2 is to provide education in public primary and secondary schools from Grades 1 to 12, in accordance with the South African Schools Act. The biggest driver of this programme is learner numbers which in turn drives the number of educators required to keep the learner:educator ratio within acceptable norms.

As can be seen in PPM 201 and PPM 202, the learner: educator ratio reduces from 1: 32 in 2008/09 to 1: 29 in 2014/15. However, this statistics is not true in relation to the class sizes where some classes have learners of up to 45 in a classroom. This is largely attributable to infrastructure backlogs. The targets for PPM 202 remain stagnant between 2011/12 to 2014/15 due to the department's inability to appoint additional educators due to financial pressures.

PPM 204 is indicative to the departments drive to ensure access to education as the number of learners benefitting from the no fee policy increases from 1 224 050 in 2008/09 to an estimated 1 1750 721 million in 2011/12 and thus making 68% of all our learner beneficiaries of this policy, notwithstanding the fact that the per capita allocation with respect to norms and standards for public ordinary school has not increased since 2008/09 and is in fact below the national guideline.

In relation to the performance measures, the number of public ordinary schools supplied with sanitation facilities have grown from 4 068 in 2008/09 to an estimated 6 136 in 2011/12. It must be understood that this measure is not in relation to a school but to number of learners in an institution. This performance measure, together with PPM 205, PPM 206, PPM 208 and PPM 209 are indicative of the strides that the department has taken in terms of addressing infrastructural needs which is supported by the growth in budget from R920 million in 2008/09 to an estimated R1.535 billion in 2011/12. Over the 2012/13 MTEF, the allocation slows down somewhat due to the need for this programme to re-imburse other programmes that were slow in spending in prior years.

PPM 210 also reflects an increasing trend from 15 747 special needs learners enrolled in public ordinary schools in 2009/10 to an estimated 22 000 in 2011/12 and thus indicating the thrust of driving the inclusive education aspects and thus fully consonant with the concept of full service schools as indicated in PPM 211. A programme funding disjuncture exist in this regard as the funding for full service schools is provided in Programme 4 whereas the expenditure takes place in this programme.

The allocation for this programme grow from R19.3 billion in 2008/09 to R33.4 billion in 2014/15 and thus consuming about 85% of the total budget allocation. The two programmes Public Primary Schools and Public Secondary Schools share the lion's share of this budget, with Compensation of Employees accounting for the bulk of the allocation when expenditure is classified.

This programme houses 5 conditional grants which in effect is money that is allocated by the Department of Basic Education to be spent in the provincial education departments under specific conditions. The National School Nutrition Programme's allocation has grown from R343 million in 2008/09 to R1.283 billion in 2014/15 as the programme is progressively implemented to cater for schools in the higher quintiles. This is evidenced by the increase in the number of learners benefitting from 1 541 268 in 2008/09 to an estimated 2 315 220 in 2014/15.

The HIV/AIDS Conditional Grant allocation is aimed at providing education and training for school management teams and teachers to develop, implement and manage life skills education in line with HIV/AIDS, Drug and Substance Abuse, Gender Equity, Policies and National Strategic Plan on HIV and AIDS, STIs and TB.

The Technical Secondary Schools Recapitalisation grant was introduced in 2010/11 in order to provide adequate resources and improve the buildings in schools that offer technical aspects of the curriculum. As the allocation increases from R15 million during year of inception to R45 million in 2014/15, the number of schools that will benefit will also increase.

The Dinaledi Schools grant aims to improve the resources and capabilities of the schools that offer mathematics and science. The grant was introduced in 2011/12 for the first time and increases steadily over the 2012/13 MTEF.

### 3. PROGRAMME 3 : INDEPENDENT SCHOOLS SUBSIDIES

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. One of the main aims of this programme is to ensure timely and orderly registration of independent schools in terms of the South African Schools Act, as well as other legislative frameworks. These schools are evaluated and monitored by the Department. The Department has a duty to support independent schools, especially in catering for poor communities.

Independent schools provide education and training to learners in the same way as public schools do, but they are not governed by the same legislation as public schools. For quality purposes, independent schools are registered with the Association for Independent Schools, and have an Independent Examination Board and accredited by the Council for Quality Assurance in general and Further Education and Training (UMalusi).

This programme has two sub-programmes analysed 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

**Programme Objectives:**

To support Independent Schools in accordance with the South African Schools Act.

### 3.1. PROGRAMME 3 : STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2012/13

Strategic objective To increase access to basic education in schools	Strategic Plan 5 Year Target	Audited/Actual performance			Estimated Performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
Subsidised learners in independent schools	28 696	24 875	27 424	27 517	28 696	28 696	28 696	28 696

### 3.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT301	INDEPENDENT SCHOOL SUBSIDIES - Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12	2012/13	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
3.1. Primary phase	28,636	32,935	36,088	39,767	40,580	42,812	45,654
3.2. Secondary phase	24,852	21,163	22,436	23,590	25,945	27,372	28,741
<b>TOTAL</b>	<b>53,488</b>	<b>54,098</b>	<b>58,524</b>	<b>63,357</b>	<b>66,525</b>	<b>70,184</b>	<b>74,395</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	0	0	0	0	0	0	
Compensation of employees							
Goods and services							
Transfers and subsidies	53,488	54,098	58,524	63,357	66,525	70,184	74,395
Payments for capital assets							
<b>TOTAL</b>	<b>53,488</b>	<b>54,098</b>	<b>58,524</b>	<b>63,357</b>	<b>66,525</b>	<b>70,184</b>	<b>74,395</b>
<b>► PROGRAMME PERFORMANCE MEASURE</b>							
<b>► PPM301:</b> Number of subsidised learners in independent schools	24 875	27 424	27 517	28 696	28 696	28 696	28 696

**Note:**

The Department does not intend to increase the subsidization of learners in this programme beyond the projected baseline of 2011/12.

The total of 195 subsidised independent schools includes 47 combined independent schools that are counted twice as primary and secondary.

The numbers for the primary and secondary phase schools do not add up to the total because some are combined and hence counted twice both as primary and secondary.

\*\*181. The fee levels applying to primary and secondary schools may differ. For purposes of these norms, "primary" comprises of Grades 1 to 7, and "secondary" comprises Grades 8 to 12 - *Amended norms and Standards For School funding, Vol. 494, Government Gazette No. 29179 Dated 31 August 2006.*

BT302(a) Primary	INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2012/13)			
Subsidy Level	Schools	Total expenditure (thousand rands)	Learners	Expenditure per learner
60 % (poorest)	29	21 060 677	6 102	3 451
40%	41	13 398 484	5 823	2 301
25%	21	3 444 248	2 395	1 438
15%	25	2 676 591	3 102	863
0% (least poor)	0	0	0	0
<b>TOTAL</b>	<b>116</b>	<b>40 580 000</b>	<b>17 422</b>	

BT302 (b) Secondary		INDEPENDENT SCHOOL SUBSIDIES – Resourcing effected via the School Funding Norms (2012/13)		
Subsidy Level	Schools	Total expenditure (thousand rands)	Learners	Expenditure per learner
60 % (poorest)	20	7 560 656	2 548	2 967
40%	29	12 899 801	6 521	1 978
25%	17	981 679	794	1 236
15%	13	1 950 994	2 630	742
0% (least poor)	0	0	0	0
<b>TOTAL</b>	<b>79</b>	<b>23 293 130</b>	<b>12 493</b>	

### 3.3. PROGRAMME 3 : QUARTERLY TARGETS FOR 2012/13

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
Number	Description	Quarterly Reporting	2012/13	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
► PPM 301	Number of subsidised learners in independent schools.	Quarterly	29 915	29 915	29 915	29 915	29 915

### 3.4. PROGRAMME 3: PERFORMANCE AND EXPENDITURE TRENDS:

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. The number of subsidized learners as per the PPM 301 has grown since 2008/09 from 24 875 to an estimated 28 696 in 2011/12 and thus driving the per capita allocation low even though the allocation has an increasing trend between 2008/09 and 2014/15.

## 4. PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION

The purpose of this programme is to provide compulsory public education and resources for learners experiencing barriers to learning in full-service schools and special schools and special schools as resource centres in accordance with relevant Acts and policies, e.g. the constitution, SASA, White Paper 6 on Inclusive Education. Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system that will increase access to education by providing for learners experiencing barriers to learning within a 3 tier system: in mainstream schools, full-service schools and special schools as resource centres. This programme also facilitates the attainment of strategic goal 3 of an efficient, effective and development oriented public service and an empowered fair and inclusive citizenship.

This programme has five sub-programmes analysed as follows:

- (i) Schools**  
To provide specific public special schools with resources, increase access to education in public ordinary schools and provide infrastructure, financial, human and technological resources.
- (ii) Professional Services**  
To provide teachers and learners in public special schools and full-service schools with departmentally managed support services
- (iii) Human Resource Development**  
To provide for the professional development and other development of teachers and non-teachers in public special schools and full-service schools and provide a diverse curricula and skills oriented programmes across the system.
- (iv) In-School Sport and Culture**  
To provide learners in special schools with sports and cultural programmes
- (v) Expansion of Inclusive Education**  
To provide full-service (FSS s) and Special Schools as Resource Centres (SSRC s) with resources (specialist staff, material resources ; care and support budgets and programmes) to address additional support needs of learners experiencing barriers to learning and development.

### Programme Objectives:

To provide compulsory quality public education and resources in Special Schools and Full Service Schools in accordance with the South African Schools Act and White Paper 6 on Inclusive Education: Building an Inclusive Education and Training System.



## 4.1. PROGRAMME 4 : STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2012/13

Strategic objective To increase access to basic education in schools	Strategic Plan 5 year Target	Audited/Actual performance			Estimated Performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/1	2013/14	2014/15
Implement and integrated programme in dealing with the impact of communicable diseases, HIV/AIDS in the work place and in all institutions								
Number of learners enrolled in public special schools	15 600	14 295	15 032	14 889	15 000	15 200	15 400	15 600

## 4.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends						
	Audited/Actual Performance			Estimated Performance 2011/12	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11		2012/13	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
4.1 Schools	471,185	563,110	643,132	1,009,573	1,083,193	1,115,799	1,183,116
4.2 Professional services							
4.3 Human resource development	2,680	2,055	321	1,080	4,128	4,364	4,582
4.4 In-school sport and culture							
4.5 Conditional grants							
<b>TOTAL</b>	<b>473,865</b>	<b>565,165</b>	<b>643,453</b>	<b>1,010,653</b>	<b>1,087,321</b>	<b>1,120,163</b>	<b>1,187,698</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	367,183	439,577	458,211	602,442	512,852	542,346	591,493
Compensation of employees	358,810	422,379	447,177	592,740	508,724	537,982	586,998
* Teachers	251,167	295,665	313,024	414,918	356,107	376,587	410,899
* Non-teachers	107,643	126,714	134,153	177,822	152,617	161,395	176,099
Goods and services	8,373	17,198	11,034	9,702	4,128	4,364	4,495
Transfers and subsidies	65,521	72,755	71,497	112,296	133,041	140,358	144,598
Payments for capital assets	41,161	52,833	113,745	295,915	441,428	437,459	451,607
<b>TOTAL</b>	<b>473,865</b>	<b>565,165</b>	<b>643,453</b>	<b>1,010,653</b>	<b>1,087,321</b>	<b>1,120,163</b>	<b>1,187,698</b>
<b>► PROGRAMME PERFORMANCE MEASURES</b>							
► PPM401: Number of learners enrolled in public special schools	14 295	15 032	14 889	15 000	15 200	15 400	15 600
► PPM402: Number of teachers employed in public special schools.	1 174	1 174	1 217	1 403	1 522	1 522	1 531
► PPM403: Number of professional non-educator staff employed in public special schools.	1 418	1 469	1 575	1 677	1 779	1 881	1 983
<b>Note:</b> The split reflected in PPM 402 is in line with policy for purposes of indicating adequacy of staff required for learners enrolled as per national norm. The 400% increase in the budget from 2011/12 to 2013/14 is due to employment of 50 counselors and 42 learner support educators in the rollout of inclusive education.							

### 4.3. PROGRAMME 4: PERFORMANCE AND EXPENDITURE TRENDS FOR 2012/13

This programme has largely managed to deliver on its mandate by successfully achieving most of the targets set for each of the sub-programmes.

The relationship between PPM 401 and PPM 402 establishes the nature of support that the learners with special needs require and thus accounting for a low learner: educator ratio of 1:12 in 2008/09 and this ratio reducing even further in 2014/15 to 1:10. This is commensurate with the budget growth from R473 million in 2008/09 to R1.187 billion in 2014/15.

As part of the expansion of inclusive education 100 posts of counselors and Learner Support Educators for psycho-social and psycho-educational support respectively have been created. Of these, 95 have been filled. A further 100 learner support assistant posts have been created and 73 filled in 50 full-service schools for the identification and support of learners with barriers to learning in the foundation and intermediate phases. About 2 000 educators and management of special schools and full service schools have been trained in Screening, Identification, Assessment and Support, curriculum differentiation and adaptation, management of inclusive classrooms

2 new special schools have been established in areas where non-existed, this brings the number of registered special schools to 72. 28 support centres have been constructed for the provision of psycho-social and psycho-educational programmes in full-service schools.

## 5. PROGRAMME 5: FURTHER EDUCATION AND TRAINING

The purpose of Programme 5 is to provide resources and Further Education and Training at public FET Colleges in accordance with FETC Act (No 16 of 2006) and other relevant legislations and policies. There are nine FET Colleges, with seventy-four delivery sites spread around the province. The FET colleges offer a wide range of programmes in order to respond fully to the needs of the communities, commerce, industry and macro economic development profiles in KwaZulu-Natal. To this end, more linkages and partnerships are being pursued between FET colleges and industries, business, the Department of Labour, SETAs and the Provincial Treasury.

The Department is preparing for the change in the management and administration of the FET Colleges sector brought about by the split of the Department of Education into Basic Education and Higher Education and Training. The strides that have been taken by the Department in ensuring that all colleges are well prepared to start with the new curriculum will stand the provincial FET Colleges in good stead for balancing national priority skills with the regional and provincial priorities.

This programme has five sub-programmes analysed as follows:

- (i) **Public Institutions**  
To provide specific public FET Colleges with resources
- (ii) **Youth at FET Colleges**  
To provide and offer departmentally managed support to Youth at FET Colleges
- (iii) **Professional Services**  
To provide teachers and students in public FET colleges with departmentally coordinated support services
- (iv) **Human Resource Development**  
To promote professional and other development of teachers and non-teachers in public FET colleges
- (v) **In-College Sports and Culture**  
To provide learners in FET Colleges with sports and cultural programmes

**The FET programme focuses on the following areas listed hereunder.**

1. Programme offerings
2. Student Support Services
3. Total Quality Management Systems
4. Further Education and Training Management Information Systems (FETMIS)
5. Human Resource Development in line with HRD-SA 2009-2014
6. Marketing

7. Financial Management
8. Management Capacity
9. Corporate Services
10. Corporate Governance
11. Partnerships with various public and private sectors as well as NGOs, FBOs, CBOs etc

**Programme Objective:**

The outcome for the Department of Higher Education and Training is A skilled and capable workforce to support an inclusive growth path.

In order to achieve this outcome the following deliverable outputs are performed:

- Establish a credible institutional mechanism for skills planning
- Increase access to programmes leading to intermediate and high level learning
- Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills (with a special focus on artisan skills)
- Increase access to high level occupationally-directed programmes in needed areas Research, Development and Innovation in human capital for a growing knowledge economy
- To provide a wide range of programmes for prospective FET College students in order to increase employability and improve workforce development for economic growth in KZN
- To develop quality management systems and improve accountability systems at institutional level within national and international standards of SABS and ISO
- To develop teaching management and governance capacity in the FET Colleges
- To improve student support services in all institutions.
- To increase access to skills programmes for the youth in the province.

## 5.1. PROGRAMME 5 : STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2012/13

Strategic objective To provide a diverse curricula and skills oriented programmes across the system	Strategic Plan Target	Audited/Actual performance			Estimated Performance 2011/12	Medium-term targets		
		2008/0	2009/1	2010/11		2012/13	2013/14	2014/15
Number of students enrolled in NC(V) courses in FET Colleges	31 696	10 904	19 378	22 307	24 703	26 195	28 815	31 696

## 5.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT501	FURTHER EDUCATION AND TRAINING - Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12	2012/13	2013/14	2014/15
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
5.1. Public institutions	549,215	670,523	57,063	295,596	238,183	228,959	228,676
5.2. Youth at FET Colleges	-	-	-	-	-	-	-
5.3. Professional services	-	-	-	-	-	-	-
5.4. Human Resource Development	-	-	-	-	-	-	-
5.5. In-college Sport and Culture	-	-	-	-	-	-	-
5.6. Conditional Grants - FET College Sector Recapitalisation	162,974	0	0	0	0	0	-
5.7. Conditional Grant - FET Colleges Sector Grant	0	0	648,820	528,053	605,331	713,411	766,460
<b>TOTAL</b>	<b>712,189</b>	<b>670,523</b>	<b>705,883</b>	<b>823,649</b>	<b>843,514</b>	<b>942,370</b>	<b>995,136</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	247,924	265,125	225,765	277,262	238,183	228,959	228,676
Compensation of employees	245,486	259,043	223,528	276,714	238,183	228,959	228,676
* Teachers	196,389	207,234	178,822	221,371	190,546	183,167	182,941
* Non-teachers	49,097	51,809	44,706	55,343	47,637	45,792	45,735
Goods and services	2,438	6,082	2,237	548	0	0	-
Transfers and subsidies	433,135	382,370	476,359	545,046	605,331	713,411	766,460
Payments for capital assets	31,130	23,028	3,759	1341	0	0	-
<b>TOTAL</b>	<b>712,189</b>	<b>670,523</b>	<b>705,883</b>	<b>823,649</b>	<b>843,514</b>	<b>942,370</b>	<b>995,136</b>
<b>► PROGRAMME PERFORMANCE MEASURES</b>							
► PPM501: Number of students enrolled in NC(V) courses in FET Colleges	10 904	19 378	22 307	24 703	26 195	28 815	31 696
► PPM502: Number of FET College NC(V) students who completed full courses successfully	No Data	No Data	3 690	8 095	10 722	13 462	16 289

### 5.3. PROGRAMME 5: PERFORMANCE AND EXPENDITURE TRENDS:

The number of students enrolled in NC(V) courses have grown from 10 904 in 2008/09 to an estimated 24 703 in 2011/12 and a further growth to 31 696 at the end of the 2012/13 MTEF, as indicated by PPM 501. The allocation for this programme has grown from R712 million in 2008/09 to R943 million in 2014/15.

Although not funded by the department, a total of 22,536 students have been enrolled in the Report 191 (NATED) programmes during the current year (2011/12). These include students in the Engineering and Business Studies and those students in N1 — N3 Levels adding value to artisan development in the Province. This enrolment is for the first semester and first trimester. It is generally accepted that the enrolments in the second, third trimester and second semester do not change significantly from the enrolments of the first trimester/semester.



## 6. PROGRAMME 6: ADULT EDUCATION AND TRAINING

The purpose of Programme 6 is to provide Adult Education and Training (AET) sites with resources and provide ABET in accordance with ABET Act. Through the Programme, the Department provides basic education and training opportunities to adult learners in the province. The programme seeks to eliminate adult illiteracy, improve average levels of education attainment in the province and provide the skills necessary for adults to contribute to the growth of the economy.

The Department is preparing for the change in the management and administration of the Adult Education and Training sector brought about by the split of the Department of Education into Basic Education and Higher Education and Training.

This programme has five sub-programmes analysed as follows:

- (i) Public Centres**  
To provide resources to Public Adult Learning Centres
- (ii) Subsidies to Private Centres**  
To support specific private AET sites through subsidie
- (iii) Professional Services**  
To provide educators and students at AET sites with departmentally managed support services
- (iv) Human Resource Development**  
To provide for the professional and other development of educators and non-educators at AET sites
- (v) Conditional Grant Projects [Refer to Part C of this document]**  
To provide for projects specified by the Department of Basic Education that is applicable to more than one programme and funded from conditional grants

## 6.1. PROGRAMME 6 : STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2012/13

Strategic objective To provide infrastructure, financial, human and technological resource	Strategic Plan Target	Audited/Actual performance			Estimated Performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
Number of learners enrolled in public ABET Centres	61 000	53 846	53 001	48 420	58 000	59 000	60 000	61 000

## 6.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT601	ADULT EDUCATION AND TRAINING - Key trends						
	Audited/Actual Performance			Estimated Performance 2011/12	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11		2012/13	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
6.1 Public Centres	143,798	160,574	132,824	187,786	162,680	164,177	174,104
6.2 Subsidies to private Centres	-	-	-	-	-	-	-
6.3 Professional services	-	-	-	-	-	-	-
6.4 Human resource development	-	-	-	271	1,201	1,193	1,253
6.5 Conditional grants	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>143,798</b>	<b>160,574</b>	<b>132,824</b>	<b>188,057</b>	<b>163,881</b>	<b>165,370</b>	<b>175,357</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	143,340	160,273	131,823	187,880	162,199	163,596	173,495
Compensation of employees	133,061	151,379	126,226	177,756	148,510	149,204	161,319
Teachers	133,061	151,379	126,226	177,756	148,510	149,204	161,319
Non-teachers							
Goods and services	10,279	8,894	5,597	10,124	13,689	14,392	12,176
Transfers and subsidies	388	199	1001	138	26	27	28
Payments for capital assets	70	102		39	1,656	1,747	1,834
<b>TOTAL</b>	<b>143,798</b>	<b>160,574</b>	<b>132,824</b>	<b>188,057</b>	<b>163,881</b>	<b>165,370</b>	<b>175,357</b>
<b>► PROGRAMME PERFORMANCE MEASURES</b>							
► PPM601: Number of learners enrolled in public ABET Centres	53 846	53 001	48 420	58 000	59 000	60 000	61 000
► PPM 602: Number of teachers employed in public ABET Centres	5 813	5 175	5 895	6 500	6 800	7 000	7 200

### 6.3. PROGRAMME 6: PERFORMANCE AND EXPENDITURE TRENDS

The purpose of Programme 6 is to provide Adult Education and Training (AET) sites with resources and provide AET in accordance with AET Act. Through the Programme, the Department provides basic education and training opportunities to adult learners in the province.

There are 1060 Public Adult Learning Centres which serve as delivery sites for the fight against illiteracy throughout the province. AET offers the core programmes which respond to the needs to eliminate adult illiteracy, improve average levels of education attainment in the province and provide the skills necessary for adults to contribute to the growth of the economy.

To this end, more linkages and partnerships are being pursued between AET and various sectors and Departments to increase access to adult education and training towards the reduction of functional illiteracy at the surface and structurally increase improve the levels of education in the province. The Correctional services have been engaged and there is a pilot project in progress at the Westville Prison Youth Centre targeting learners of compulsory school going age who are vulnerable and therefore cannot access any education.

The programme delivers for public centres. The total number of candidates who attain acceptable outcomes for all levels is approximately 36 000. The 500 which accounts for 0,9% are in level 4. This reflects a steady progress in the delivery services. The total budget for the delivery of services in Public centres is R152, 308 million for 2011/2012 and an increase of 5% to R160, 387 million in 2012/2013 takes into account the need to increase access and success of students in the form of enhanced outputs, provide adequate infrastructure resources, improve quality management systems and provide human resource development for both AET practitioners and officials managing and monitoring the implementation of AET curriculum.

Currently the planned enrolment is 59 000, (Level 1 to 4) with a throughput rate of 61% and the projection for 2012/13 is 38 000 Level 4 AET candidates with a throughput rate of 63%. AET Directorate aims to increase the number of Level 4 learners accessing programmes at Further and Education Training (FET) colleges.

The budget for this programme grows from R143 million in 2008/09 to R175 million in 2014/15 to cater for the increased access to adult education.

## 7. PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT

The purpose of Programme 7 is to provide Early Childhood Education and Development at Grade R and earlier levels in accordance with White Paper 5 and other relevant legislations and policies. As KZN has met 2010 deadlines with more than 85% 5 year olds in Grade R classes, the focus presently is moving from access to quality education.

This programme has six 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**  
To provide support to pre Grade R at Community-based sites
- (iii) **Grade R in Partial Care Centres (Community based Sites)**  
To provide support to Community-based sites at Grade R
- (iv) **Professional Services**  
To provide educators and learners in ECD sites with departmentally managed support services.
- (v) **Human Resource Development**  
To provide for the professional and other development of educators and non-educators in ECD sites
- (vi) **Conditional Grant**  
To provide for the infrastructure for ECD

## 7.1. PROGRAMME 7 : STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2012/13

Strategic objective To increase access to basic education in schools	Strategic Plan 5 Year Target	Audited/Actual performance			Estimated Performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
Number of learners enrolled in Grade R in public schools	199 900	170 617	181 029	198 418	198 880	199 060	199 491	199 900

Note: The Strategic Plan target for 2014/15 has been amended from 197 222 to the projected figure 199 900 because the department has surpassed this target in 2010/11 financial year.

## 7.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT701	EARLY CHILDHOOD DEVELOPMENT- Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12	2012/13	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
7.1. Grade R in Public Schools	186,227	227,485	282,705	511,857	533,972	711,613	836,753
7.2. Grade R in Community Sites (Independent Sites 2009-12)	16,390	16,475	53,524	110,750	116,281	122,671	128,805
7.3. Pre Grade R	0	0	16,551	73,140	108,854	114,841	120,583
7.4. Professional Services							-
7.5. Human Resource Development (included in 7.1 and 7.2)	29	6527	212	2,013	12,830	12,923	13,311
<b>TOTAL</b>	<b>202,646</b>	<b>250,487</b>	<b>352,992</b>	<b>697,760</b>	<b>771,937</b>	<b>962,048</b>	<b>1,099,452</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current Payment	170,132	213,008	286,495	396,279	398,365	487,213	556,345
Compensation of Employees	129,556	169,549	218,318	282,746	197,240	245,474	290,436
Teachers	129,556	169,549	218,318	282,746	197,240	245,474	290,436
Non-Teachers	0	0	0	0	0	0	-
Goods and Services	40,576	43,459	68,177	113,533	201,125	241,739	265,909
Transfers and Subsidies	5,358	215	334	24,103	29,627	67,865	91,499
Payment for Capital Assets	27,156	37,264	66,163	277,378	343,945	406,970	451,608
<b>TOTAL</b>	<b>202,646</b>	<b>250,487</b>	<b>352,992</b>	<b>697,760</b>	<b>771,937</b>	<b>962,048</b>	<b>1,099,452</b>
<b>► PROGRAMME PERFORMANCE MEASURES</b>							
► PPM 701: Number of learners enrolled in Grade R in public schools	170 617	181 029	198 418	198 880	199 060	199 491	199 900
► PPM 702: Number of public schools that offer Grade R	4 105	4 105	3 881	3 881	3 891	3 891	3 891

### 7.3. PROGRAMME 7: PERFORMANCE AND EXPENDITURE TRENDS

PPM 701 indicates that the number of learners enrolled in Grade R in public schools has grown from 170 617 in 2008/09 to an estimated 198 880 learners in 2011/12 and this is commensurate with the increase in the budget allocation from R202.6 million in 200/09 to an estimated R758.6 million in 2011/12 and further increases during the 2012/13 MTEF.

The increased allocation with respect to Pre-grade R will assist in ensuring that the process of training Pre Grade R Practitioners, cooks and gardeners is enhanced. In an effort to increase the number of educators with qualification in Early Childhood Development, the department will continue to offer bursaries to deserving candidates.



## 8. PROGRAMME 8: AUXILIARY AND ASSOCIATED SERVICES

The purpose of Programme 8 is to provide specialist support services to Public Ordinary Schools, including examination support services and quality assurance.

This programme has four sub-programmes analysed as follows:

- (i) **Payments to SETA**  
To provide human resource development for employees in accordance with the Skills Development Act.
- (ii) **Conditional Grant Projects [Refer to Part C of this document]**  
To provide for projects specified by the Department of Basic Education that is applicable to more than one programme and funded from conditional grants.
- (i) **Special Projects**  
To provide for special projects commissioned by the MEC as interventions for service delivery.
- (ii) **Examination**  
The purpose of this SUB PROGRAMME is to provide access to an efficient and effective examination and assessment service which enjoys widespread acceptance at all levels within the National Framework.

This is accomplished by the provision of the following key services:

1. The Conduct of the National Senior Certificate (NSC) Examinations
2. The Conduct of the Adult Education and Training (AET) Examinations
3. The Conduct of the Senior Certificate (SC) Examinations

## 8.1. PROGRAMME 8 : STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2012/13

Strategic objective Administer effective and efficient examination and assessment services	Strategic Plan 5 Year Target	Audited/Actual performance			Estimated Performance 2011/12	Medium-term targets			
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15	
1	Number of NSC candidates	185 000	142 756	132 176	122 444	122 126	128 000	130 000	132 000

## 8.2. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT801 Auxiliary and Associated Services - Key trends							
	Audited/Actual Performance			Estimated Performance 2011/12	Medium Term Targets		
	2008/09 Actual	2009/10 Actual	2010/11 Actual		2012/13	2013/14	2014/15
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
8.1 Payments to SETA	14,876	19,278	16,552	18,944	19,961	20,981	22,030
8.2 Conditional grant projects							-
8.3 Special projects	181,720	64,698	59,695	0	0	0	-
8.4 External examinations	455,460	504,229	391,307	677,195	736,992	817,433	838,542
<b>TOTAL</b>	<b>652,056</b>	<b>588,205</b>	<b>467,554</b>	<b>696,139</b>	<b>756,953</b>	<b>838,414</b>	<b>860,572</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							
Current payment	629,753	566,195	450,323	676,297	712,452	791,543	811,357
Compensation of employees	300,092	260,946	224,973	344,734	340,417	389,317	396,146
Teachers	240,074	208,757	179,978	275,787	272,334	311,454	316,917
Non-teachers	60,018	52,189	44,995	68,947	68,083	77,863	79,229
Goods and services	329,661	305,249	225,350	331,563	372,035	402,226	415,211
Transfers and subsidies	14,879	19,654	17,145	19,517	19,961	20,981	22,030
Payments for capital assets	7,424	2,356	86	325	24,540	25,890	27,185
<b>TOTAL</b>	<b>652,056</b>	<b>588,205</b>	<b>467,554</b>	<b>696,139</b>	<b>756,953</b>	<b>838,414</b>	<b>860,572</b>
<b>► PROGRAMME PERFORMANCE MEASURE</b>							
► PPM 801: Number of candidates for the Grade 12 senior certificate examinations (NSC)	142 756	132 176	122 444	122 126	128 000	130 000	132 000
► PPM 802: Number of candidates for the AET NQF level 4 examinations	16 631	19 016	22 162	24 000	27 000	29 000	31 000

## 8.3. PROGRAMME 8: PERFORMANCE AND EXPENDITURE TRENDS

The purpose of this SUB PROGRAMME is to provide access to an efficient and effective examination and assessment service which enjoys widespread acceptance at all levels within the National Framework. This is accomplished by the provision of the following key services:

- The Conduct of the National Senior Certificate (NSC) Examinations
- The Conduct of the Adult Education and Training (AET) Examinations
- The Conduct of the Senior Certificate (SC) Examinations

The increase allocated meets increase payments of operational costs for PPM 801 PPM 802 which includes markers & moderators, printing, costs, SITA costs, subsistence and travel costs in the National Senior Certificate Examination and Adult Education and Training Examinations.

PPM 801 gives an indication on the number of candidates for the Grade 12 National Senior Certificate. The numbers remain somewhat stagnant between the 2009/10 and 2010/11 financial years. An increase is estimated for the 2011/12 financial year as well as over the 2012/13 MTEF. Similar indications are reflected with PPM 802 for the 2012/13 MTEF whereas between 2008/09 and 2011/12 there is a marked increase in the number of candidates for the AET NQF level 4 examinations.

The sub-programme will contribute in the provision of STRATEGIC OBJECTIVE 2.3.: To administer an effective and efficient examination and assessment services.

### **SENIOR CERTIFICATE EXAMINATIONS**

This qualification has been extended to 2014 as opposed to the initial decision to end it in 2011. The Directorate will ensure that all qualifying candidates have access to this examination service towards their Senior Certificate examination. There will be advocacy to:

- Inform affected people about the extension
- Strengthen the process of registration of centres and candidates
- Communicate the timeframes for registration for all processes
- Support District examination section on issues of integrity and credibility of this examination

The Directorate will provide support during and after the conduct of examinations. During the conduct of examinations the Directorate will visit centres to monitor and support districts and examination centres in the administration of examinations. Special focus of support will be:

- Nodal points to ensure the safety and proper handling of examination material prior to its distribution to examination centres
- Examination centres to ensure that the conduct of the examination is in accordance with the policy of the conduct, management and administration of examinations
- District examination sections to ensure that processes for the conduct of the examination are in place and that all measures are there to support the credibility of the examinations
- Reports from provincial office will be sent to District directors after each visit indicating areas that require special attention.

### **AET LEVEL 4 EXAMINATIONS**

The AET Examinations are still being conducted by the Provincial Examination System although AET has been moved to Higher education at National Level. The Directorate will work with AET Curriculum section to ensure that feedback is used to the advantage of learners.

### **NATIONAL SENIOR CERTIFICATE EXAMINATION**

The Directorate will support the conduct of the National Senior Certificate Examination in various ways. Firstly the Directorate will co-ordinate the moderation of internal assessment

per quarter and follows it up with the verification thereof. This will assist the schools and support teams to get regular feedback about the quality of assessment in their districts.

The directorate will develop and distribute the provincial assessment programme to all schools in the province. This will serve as a guide for the conduct of assessment as well as the compilation of the continuous assessment (CASS) marks.

District visits will be conducted twice in a year to monitor the state of readiness for the National Senior Certificate Examination by paying special attention to:

- Registration matters
- Subject changes
- Site based assessment
- Moderation at school level
- Examination structures (e.g. the District Examination and Assessment Irregularities Committee).

The directorate will conduct mandatory common tests for the underperforming schools in the province. These tests will be optional for the well performing schools. The results of these tests will be analysed to give feedback at provincial, district, circuit and ward levels. The analysis will inform the intervention programmes that the province will plan.

The directorate will consult all stakeholders and social partners in processes where they are eligible to participate. The main area where the social partners will assume an observer status are:

- Selection of markers for the National Senior Certificate
- Verification of recommendations
- Monitoring of the conduct of the examinations
- Verification of the working conditions at marking centres such as security of markers, their accommodation et cetera.

Good quality marking at grade 12 level will be enhanced through the answering of the question papers by markers prior to the marking process. The analytical moderators will be appointed to ensure the quality of the marking exercise and to provide feedback to the system about the performance of learners in certain sections of work. The moderators will also provide advice regarding the types of interventions that will suite certain problematic aspects of the curriculum.

### **GRADE 9 COMMON TESTS**

The grade 9 CTA's have been out of the system in line with the new curriculum change. The directorate will appoint grade 9 common tests examiners for the setting and moderation of question papers. This will strengthen the quality of assessment at GET level and ensure that the National Department of Basic Education directive of replacing CTA's with provincial common assessments is adhered to.

## PART D: LINKS TO OTHER PLANS

### 1. LINKS TO THE LONG-TERM INFRASTRUCTURE, CAPITAL PLANS AND OTHER PLANS

#### 1.1. DETAILS OF INVESTMENT ON INFRASTRUCTURE

Table 5 U: Details of payments of Infrastructure by category

No.	Project name	Municipality/Region	Type of infrastructure		Project duration		Source of funding	Budget programme name	EPWP budget for current financial year	Total project cost	Payments to date from previous years	MTEF forward estimates	
			School - primary/secondary/specialised; admin block; water; electricity; sanitation/toilet; fencing; etc.	Units (i.e. number of classrooms or facilities or square meters)	Date: Start	Date: Finish						2012/13	2013/14
<b>R thousand</b>													
<b>New and replacement assets</b>													
1.	Nkombose High School	The Big 5 False Bay	School - Secondary	15	27 Aug 2009	31 Mar 2014	Equitable share (ES)	Programme 2	-	31,628	24,111	582	582
2.	Amandakazulu (Bilanyoni) P	Abaqulusi	School - Primary	21	27 Sept 2009	31 Mar 2014	ES	Programme 2	-	30,276	6,466	7,406	7,406
3.	Intuthuko Lsen	Umkhanyakude	School - Specialised	8	02 Feb 2011	31 Mar 2014	Edu. Infrast. grant	Programme 4	-	70,000	7,314	8,895	8,895
4.	New Ulundi Sect D Area P	Ulundi	School - Primary	1	01 Apr 2012	31 Mar 2014	ES	Programme 2	-	30,000	-	10,000	10,000
5.	New Makhana P	Jozini	School - Primary	1	01 Apr 2012	31 Mar 2014	ES	Programme 2	-	30,000	-	5,000	5,000
6.	Gannahoek Primary School	Umtshezi	School - Primary	10	01 Apr 2012	31 Mar 2014	ES	Programme 2	-	14,000	1,308	1,125	1,125
7.	Khetokuhle Primary	Newcastle	School - Primary	21	09 Mar 2011	31 Mar 2014	Edu. Infrast. grant	Programme 2	-	32,000	1,520	3,000	3,000
8.	Kwazamokuhle School For Handicapped	Imbabazane	School - Specialised	1	16 Apr 2009	31 Mar 2014	Edu. Infrast. grant	Programme 4	-	7,000	5,257	272	272
9.	Mabumane Primary School	Ermambithi/La dysmith	School - Primary	1	15 Feb 2007	31 Mar 2014	Edu. Infrast. grant	Programme 2	-	8,250	8,032	-	-
10.	Mkhamba Gardens P.S.	Ermambithi/La dysmith	School - Primary	1	01 Apr 2012	31 Mar 2014	Edu. Infrast. grant	Programme 2	-	30,000	-	4,000	4,000
Other	Various	All	Various	Several	01 Apr 2010	31 Mar 2014	ES/Edu. Infrast. grant	All	-	1,361,446	329,277	575,323	816,511
<b>Total New and replacement assets</b>										<b>1,644,600</b>	<b>383,285</b>	<b>615,601</b>	<b>865,960</b>
<b>Upgrades and additions</b>													
1.	Makhetama H	Umvoti	School - Secondary	1	01 Apr 2012	31 Mar 2014	ES	Programme	-	500	-	-	-

2.	A M Moolia Spes Nova For C P Children	eThekwinini	School - Specialised	1	01 Apr 2012	31 Mar 2014	ES	Program me 4	-	900	-	900	-	-	-
3.	Abequlusi H	Zululand	Sanitation/toilet buildings	0	01 Apr 2012	31 Mar 2014	Edu. Infr. grant	Program me 2	-	1,306	-	474	-	-	-
4.	Abequlusi H	Zululand	Mobile school	1	01 Feb 2011	31 Mar 2014	Edu. Infr. grant	Program me 2	-	479	307	172	-	-	-
5.	Albert Falls Primary	uMshwathi	School - Primary	7	01 Apr 2012	31 Mar 2014	Edu. Infr. grant	Program me 2	-	18,303	812	16,000	-	-	-
6.	Aldinville	Ilenbe	School - Primary	1	19 Mar 2010	31 Mar 2014	ES	Program me 2	-	1,518	842	-	-	-	-
7.	Alexandra High School	Msunduzi	School - Secondary	1	01 Apr 2012	31 Mar 2014	Edu. Infr. grant	Program me 2	-	768	-	384	-	-	384
8.	Alpha	Zululand	Mobile school	2	01 Apr 2012	31 Mar 2014	Edu. Infr. grant	Program me 2	-	137	-	137	-	-	-
9.	Altona Primary	Zululand	Fencing	500	02 Jul 2008	31 Mar 2014	Edu. Infr. grant	Program me 2	-	78	78	-	-	-	-
10.	Altona Senior Primary School	Zululand	School - Primary	1	01 Apr 2012	31 Mar 2014	Edu. Infr. grant	Program me 2	-	10,000	-	4,400	-	-	4,400
Other	Various	All	Various	38095	01 Apr 2010	31 Mar 2014	ES/Edu. Infr. grant	All	-	6,502,536	1,508,819	1,045,411	989,959	1,119,973	-
<b>Total Upgrades and additions</b>									-	<b>6,536,525</b>	<b>1,510,858</b>	<b>1,067,878</b>	<b>990,959</b>	<b>1,124,757</b>	
<b>Rehabilitation, renovations and refurbishments</b>															
1.	Bheki Secondary(Ph 4)	Uthukela	School - Secondary	1	19 Mar 2010	31 Mar 2014	ES	Program me 2	-	649	404	-	-	-	-
2.	Ingolayolwazi S P S	uMgungundlovu	School - Primary	1	25 Nov 2009	31 Mar 2014	ES	Program me 2	-	122	42	-	-	-	-
3.	Alstone P	uMgungundlovu	School - Primary	1	01 Apr 2012	31 Mar 2014	Edu. Infr. grant	Program me 2	-	13,500	251	4,100	3,900	4,100	-
4.	Altona Sps	UPhongolo	Office accommodation	1	18 Jan 2011	31 Mar 2014	Edu. Infr. grant	Program me 2	-	1,409	718	691	-	-	-
5.	Amajuba - Kalabas School	Amajuba	School - Combined	1	02 Feb 2009	31 Mar 2014	ES	Program me 2	-	715	715	-	-	-	-
6.	Amajuba - Mfundweni School	Amajuba	School - Combined	1	17 Mar 2008	31 Mar 2014	ES	Program me 2	-	1,071	824	-	-	-	-
7.	Amajuba - Oophumlando School	Amajuba	School - Combined	1	02 Feb 2009	31 Mar 2014	ES	Program me 2	-	654	654	-	-	-	-
8.	Amajuba - Rooival School	Amajuba	School - Combined	1	17 Mar 2008	31 Mar 2014	ES	Program me 2	-	168	153	-	-	-	-
9.	Amajuba - Sekusile	Amajuba	School -	1		31 Mar	ES								



	School		Combined		17 Mar 2008	2014			Program me 2		932	-	-	-	-
10.	Amajuba District Offices	Amajuba	Office accommodation	1	01 Apr 2012	31 Mar 2014		-	Program me 2		-	900	2,200	900	
Other	Various	All	Various	3047	01 Apr 2010	31 Mar 2014		-	All		882,434	503,684	425,797	440,764	
<b>Total Rehabilitation, renovations and refurbishments</b>								-			<b>887,127</b>	<b>509,375</b>	<b>431,897</b>	<b>445,764</b>	
<b>Maintenance and repairs</b>								-				-	-	-	
Other	Maintenance - Public School	Various	Maintenance of schools	Several	01 Apr 2010	31 Mar 2014		-	Program me 2		297,633	211,300	217,422	222,169	
<b>Total Maintenance and repairs</b>								-			<b>297,633</b>	<b>211,300</b>	<b>217,422</b>	<b>222,169</b>	
Infrastructure transfers - current								-				-	-	-	
Infrastructure transfers - capital								-				-	-	-	
<b>Total Infrastructure</b>								-			<b>3,078,903</b>	<b>2,404,154</b>	<b>2,506,238</b>	<b>2,649,479</b>	

## 2. LINKS TO THE LONG-TERM INFRASTRUCTURE PLAN

Forecasting for infrastructure takes into account the sizes of schools in urban and rural areas. The consolidation of non viable schools, the renovation of hostels in boarding schools, the restoration of previously high performing boarding schools, the prospect of building new schools based on the new Norms and Standards, termination of leases on some section 14 schools, the eradication of temporary structures, the provision of appropriate administration spaces and ensure the sustainable maintenance of existing spaces, the provision of new public primary and public secondary schools in response to planned developments or growth, complete with all supporting learning spaces and facilities, the addition and or improvement of existing structures in terms of learning spaces, water and sanitation facilities, support spaces and/or civil works, the provision of specifically new support and/or learning spaces in response to curriculum requirements, the provision of specifically water and sanitation facilities to those schools where none is currently available, the provision of temporary learning and support spaces as a response to emergency situations until such time as permanent structures can be provided, the improvement of security in schools (fencing), the improvement of existing conditions in buildings (including replacement) that have deteriorated due to neglect or damage in order to ensure a safe learning and teaching environment, the improvement of the conditions of existing buildings that have been damaged by natural disaster within a short space of time in order to reinstate a safe learning and teaching environment, ensuring that the condition of existing infrastructure and buildings is sustained and not allowed to deteriorate, the provision of appropriate spaces for LSEN, s, and the provision of learning spaces and toilet facilities for Grade R learners.

The areas mentioned require detailed planning in order to meet required time frames. The Infrastructure requirements and targets contained in this Strategic Plan are all contained and linked to an Infrastructure Plan. The Infrastructure Plan provides a framework for the infrastructure delivery programme 2009 – 2014 for the financial year 2012/2013. The Plan sets out an approach and plan of action for providing and maintaining education infrastructure. The Plan gets reviewed on an annual basis to ensure its appropriateness and relevance and takes into account the progress and challenges experienced.

The Infrastructure Plan (IP) details over the medium to long term how the infrastructure required by the Department to deliver on its mandated services will be acquired, rehabilitated, maintained and funded. To achieve this, the Plan outlines what infrastructure is to be provided, when it is to be provided and at what cost. Infrastructure Plan identifies and presents the Department's infrastructure needs in terms of meeting its strategic objectives; it ensures that the greatest needs in the province are addressed as the highest priorities and to ensures that optimum cost efficiency is achieved; it provides an indication of anticipated expenditure per programme and per project over the lifecycle of the project, should it be a multiple year project; it communicates to external as well as internal stakeholders the intentions of the department as far as its infrastructure delivery programmes are concerned; and ensures that all statutory and regulatory requirements are adhered to. The Infrastructure Plan is available for viewing and posted on the departmental website.

### 3. MANAGEMENT OF ASSETS

The department has made several gains in regard to ensuring that it consistently produces a FAR that meets minimum reporting requirements over the last three financial years. In order to maintain this, it has vigorously pursued the installation of systems and procedures that would ensure that all the assets of the Department are properly recorded and accounted for.

In order to ensure compliance in terms of the Public Finance Management Act and to get value for money, the Department has begun a vigorous process of managing its assets to prevent loss and theft and also ensure that saving can accrue through judicious management of its property. All assets acquired for and on behalf of the Department are accounted for in a prescribed Asset Register. All assets acquired are marked either manually or electronically to denote ownership by government.

Asset managers/controllers have been appointed at key reporting levels to ensure that all assets are carefully managed according to the procedures prescribed in the Department's policy for the management of assets. Inventories and stock registers are maintained and updated by the Department. The management of an integrated asset register presents a challenge to the Department because of the size and geographical spread of the Department.

Every manager is expected to keep a record of assets and such records must be available at all times.

### 4. CONDITIONAL GRANTS

The SIX Conditional Grants are Infrastructure, Technical High Schools Recap Grant, FET College Sector Grant, National School Nutrition Programme and HIV/AIDS.

Name of grant	EDUCATION INFRASTRUCTURE GRANT
<b>Purpose</b>	Ameliorate the challenges with regards to backlogs in infrastructure, in schools, laboratories, special classrooms, libraries and eradication of inappropriate structures.
<b>Performance indicator</b>	<ol style="list-style-type: none"> <li>1. Build 17 new schools.</li> <li>2. 820 classrooms with more than 40 learners in primary schools</li> <li>3. 355 classrooms with more than 35 learners in secondary schools</li> <li>4. 300 schools without electricity</li> <li>5. 20 schools with inappropriate structures.</li> <li>6. 50980 classrooms built</li> <li>7. 5939 schools fenced</li> <li>8. 1 schools in rural districts that do not have access to clean water and</li> <li>9. 50 schools without adequate sanitation.</li> </ol>
<b>Continuation</b>	The grant will cover the MTEF.
<b>Motivation</b>	It assists in the delivery of infrastructure to address backlogs and inappropriate structures. This grant will also ensure that new schools are built. It will assist in the delivery of programmes as detailed in Strategic Objective 1.2.

Name of grant	TECHNICAL SECONDARY SCHOOLS RECAPITALISATION GRANT
<b>Purpose</b>	To improve conditions of Technical Schools and modernise them to meet the teaching requirements of learners in the Technical Fields and increase the number of suitably qualified and technically skilled graduates from these schools. To recapitalise 32 Technical Schools to improve the capacity to contribute to skills development and training in the country by : 1. Building Workshops at Technical Schools to support the Technical Subject offerings. 2. Refurbishing or re-designing workshops in Technical Schools to comply with safety laws and regulations and to meet minimum Industry standards. 3. Buying and installing new Machinery and Equipment consistent with the Technical Subjects that are offered in Technical Schools 4. Training and up-skilling teachers at Technical Schools to acquire new trends, practical skills and developments in their Technical Subjects.
<b>Performance indicator</b>	Building of 15 new Workshops at 6 Technical High Schools. Refurbishing 93 Workshops at 32 Technical High Schools. Supplying and installing Equipment, Tools & Machinery at 113 Workshops at 32 Technical High Schools for EGD, Electrical, Mechanical and Civil Technology. Training of 198 Technology Educators from 32 schools in practical methodologies of EGD, Electrical, Mechanical & Civil Technology Subject content.
<b>Continuation</b>	The grant will cover the MTEF. R40 million in the 2012/13 financial year has been committed.
<b>Motivation</b>	To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills.

Name of grant	FET COLLEGE SECTOR GRANTS
<b>Purpose</b>	Delivery of National Certificate Vocational programmes.
<b>Performance indicator</b>	1. 24400 students taking different NC (V) programme Level 2 to Level 4 2. Strengthen Students Support Services 3. Implementation of Quality Management Systems to Colleges 4. Capacity Building of Staff, Management and Governance
<b>Continuation</b>	Continuation of the grant is for 2010/11.
<b>Motivation</b>	It assists in the delivery of NC (V) programmes as detailed in the Strategic Objective 1.4.

Name of Grant	NATIONAL SCHOOL NUTRITION PROGRAMME
<b>Purpose</b>	To provide nutritious meals to needy learners.
<b>Performance Indicator</b>	1. 2 171 071 learners reached with the Nutrition Programme. 2. Four thousand eight hundred (4800) schools participate in the Programme. 3. All Quintile 1, 2 and 3 schools participate in the Programme. 4. All Quintile 1, 2 and 3 secondary schools participate in the Programme.
<b>Continuation</b>	The grant of R1, 151,644.000 will be made available in 2012/13 and increase in MTEF.
<b>Motivation</b>	The grant assists in enhancing learning capacity amongst disadvantaged learners. It contributes to the improvement of food security. The provision of meals contributes to the broadening of access to education through improved school attendance as well as improved knowledge and attitudes of school communities towards nutrition.

Name of Grant	HIV and AIDS
<b>Purpose</b>	To provide sexuality and reproductive health education as well as care and support services for learners, educators, school support staff and officials.
<b>Performance Indicator</b>	<p>90 000 school community members mobilised to support and participate in My Life My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>6000 SMT &amp; SGB members trained in the development &amp; implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>3900 educators trained in the implementation of MLMF school programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>10 320 Learners trained as peer educators in implementation of MLMF through, life skills &amp; SRH curricular &amp; co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>51 200 learners benefiting from care and support school programmes aimed at mitigating the impact of HIV and AIDS</p> <p>4700 schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM.</p>
<b>Continuation</b>	The programme will continue for the 2013/14 MTEF increasing the budget by approximately 5% annually.
<b>Motivation</b>	<ol style="list-style-type: none"> <li>1. The KwaZulu-Natal Province is the epicentre of the pandemic.</li> <li>2. The rate of infection in both teachers and learners as well as the prevalence of orphans and vulnerable children and child-headed households warrants a significant injection of Resources.</li> </ol>

Name of grant	DINALEDI GRANT
<b>Purpose</b>	The purpose of the grant is to promote the teaching and learning of and improve performance in mathematics and Physical Science in line with the Action 2014.
<b>Performance indicator</b>	<p>Supply 200 mathematics kits to Dinaledi feeder primary schools</p> <p>Supply 50 science kits and 30 science laboratory supplies to different Dinaledi schools</p> <p>Supply 10 000 mathematics and science study guides to Dinaledi schools.</p> <p>Provide broadband connectivity and e-content to 88 Dinaledi schools</p> <p>Train 500 Dinaledi teachers and 300 Dinaledi feeder school teachers</p> <p>Appoint a Project manager for the Dinaledi project on a three year contract</p>
<b>Continuation</b>	The grant will continue for the next three financial years, namely, 2011/12, 2012/13 and 2013/14.
<b>Motivation</b>	<p>The Dinaledi Project Initiative was started in 2001 by DBE giving effect to the National Strategy for Mathematics, Science and Technology Education (2001). In a ten-year reflection evidenced by among others the DBSA evaluation study, the ministry of education, through HEDCOM and CEM has approved its continuation. The overall purpose was and still is to improve participation and performance in mathematics and science.</p> <p>Hitherto, the project was largely funded by the provincial departments. As from this year, the Conditional Grant was approved for the next three years. In addition to the Dinaledi schools, their feeder primary schools have been incorporated. In KwaZulu-Natal we have 88 FET schools and 200 feeder primary schools.</p> <p>The grant should help improve MST resource levels, connectivity and e-resources as well as educator capacity in both primary and FET Dinaledi schools.</p>

## 5. PUBLIC ENTITIES

The organisation is classified as a Department not a public entity.

## 6. PUBLIC PRIVATE PARTNERSHIPS

The Department is in a process of implementing the Public Private Partnerships. The Department of Education (KZNDoE) is experiencing infrastructure huge backlogs for both schools and related administrative support facilities, especially in rural areas. The Department has identified the need to investigate the feasibility and affordability of different procurement options which will provide the best technical, financial and legal solutions in the delivery on the backlogs in the shortest time.

The Department has identified the PPPas one of the solutions to eradicate the backlogs. The initial PPP pilot will cover four (4) nodes in the province:  
Pietermaritzburg (Head Office and uMgungundlovu District)  
Port Shepstone (Ugu District)  
Stanger/Durban (Ilembe District)  
Ladysmith (Othukela District)

The project will therefore consist of a selection/grouping of school and non-school infrastructure in the above nodes grouped together to meet the requirements of affordability, value for money, risk transfer and bankability. Criteria for the selection of schools from the Infrastructure Planning Document of the Department included inter alia:

- Location (rural/urban)
- School Size (small/large)
- Type of School (primary, secondary, academic, technical)
- Type of Project (new build, upgrade, additional facilities)

The project is perceived as complex as it involves multiple sites and stakeholders and is also a political priority areas. The Department aims to influence the educational outcomes positively by providing access to quality educational facilities in the province in the most effective way and in the shortest time possible. The Department's objective is to deliver a successful pilot that can be rolled out as a programme in future.

A Transaction Adviser Team will be appointed to assist the Department in carrying out a feasibility study. The study would assist the department in a making the correct informed decision with regard to the different types of funding options and providing more detail on the real issues with regard to infrastructure.

Whichever way you perceive the challenges of addressing infrastructure backlogs we would have to think out of the box and come with solutions NOW



## 7. CONCLUSION

There are significant improvements in the delivery of quality education in the province and there is a positive trend towards achieving the desired goals. Indicators of access and adequacy have particularly revealed a healthy organisation that is increasingly making remarkable strides towards the holistic approach in the provision of teaching and learning services.

There is a need for a shift towards more emphasis on improving quality and efficiency of the system which would require the strengthening of planning, monitoring and assessments in the form of quarterly reviews within the framework of a viable view of the organisation. This will be done through the implementation of an electronic performance information system.

The Department has made good progress on many areas as the improvement of infrastructure, broadening access to education through the No Fee schools, providing for the greater number of our poorest learners through the NSNP and learner transport.

It is pleasing that commitments made will be implemented through the new delivery vehicle (organisational structure) with new managers and teams well suited for their jobs. The Department is looking forward to a promising year of performance and delivery.

## PART E: ANNEXURES

### APPENDIX

#### APPENDIX A: SUMMARY OF PROGRAMME PERFORMANCE MEASURES

Programme / Sub-programme / Performance Measures	Estimated Actual (2011/12)	Target for 2012/13 as per Annual Performance Plan (APP)	1st Quarter Target 2012/13	2nd Quarter Target 2012/13	3rd Quarter Target 2012/13	4th Quarter Target 2012/13
<b>QUARTERLY OUTPUTS</b>						
<b>Programme 1: Administration</b>						
▶ PPM 101: Number of public schools that use SA SAMS to provide data to the national learner tracking system	2 900	3 000	750	750	750	750
<b>Programme 2: Public Ordinary Schools</b>						
▶ PPM 212: Number of schools visited at least once a quarter by a circuit manager.	6 160	6 160	6 160	6 160	6 160	6 160
<b>ANNUAL OUTPUTS</b>						
<b>Programme 1: Administration</b>						
▶ PPM 102: Number of public schools that can be contacted electronically (e-mail).	3 890	4 988				
▶ PPM 103: Percentage of education current expenditure going towards non-personnel items.	12,8%	13,5%				
<b>Programme 2: Public Ordinary School Education</b>						
▶ PPM 201 : Number of learners enrolled in public ordinary schools	2,569,793	2,571,793				
▶ PPM 202: Number of teachers employed in public ordinary schools.	88 373	88 373				
▶ PPM 203: Number of non-educator staff employed in public ordinary schools.	11 658	12 058				
▶ PPM 204: Number of learners in public ordinary schools benefiting from the "No Fee School" policy.	1 750 721	1 872 025				
▶ PPM 205: Number of public ordinary schools to be provided with water supply.	25	25				
▶ PPM 206: Number of public ordinary schools to be provided with electricity supply.	10	30				

Programme / Sub-programme / Performance Measures	Estimated Actual (2011/12)	Target for 2012/13 as per Annual Performance Plan (APP)	1st Quarter Target 2012/13	2nd Quarter Target 2012/13	3rd Quarter Target 2012/13	4th Quarter Target 2012/13
▶ PPM 207: Number of public ordinary schools to be supplied with sanitation facilities.	10	10				
▶ PPM 208: Number of classrooms to be built in public ordinary schools.	1 500	1 500				
▶ PPM 209: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms-INCLUDE; laboratories, stock rooms, sick bay, kitchen, etc).	*265	*280				
▶ PPM 210: Number of learners with special education needs that are enrolled in public ordinary schools.	22 000	24 000				
▶ PPM 211: Number of full service schools.	63	74				
<b>Programme 3: Independent Schools</b>						
▶ PPM 301: Number of subsidized learners in Independent schools.	28 696	28 696				
<b>Programme 4: Public Special School Education</b>						
▶ PPM401: Number of learners enrolled in public special schools	15 189	15 270				
▶ PPM402: Number of teachers employed in public special schools.	1 403	1 522				
▶ PPM403: Number of professional non-educator staff employed in public special schools.	1 677	1 779				
<b>Programme 5: Further Education and Training</b>						
▶ PPM501: Number of students enrolled in NC (V) courses in FET Colleges.	15 000	15 200				
▶ PPM502: Number of FET College NC(V) students who completed full courses successfully.	8 095	10 722				
<b>Programme 6: Adult Basic Education and Training</b>						
▶ PPM601: Number of learners enrolled in public ABET Centres	58 000	59 000				
▶ PPM602: Number of teachers employed in public ABET Centres.	6 500	6 800				
<b>Programme 7: Early Childhood Education</b>						
▶ PPM 701: Number of learners enrolled in Grade R in public schools.	198 880	199 060				
▶ PPM 702: Number of public schools that offer GradeR	3 881	3 891				
<b>Programme 8: Auxilliary Services</b>						
▶ PPM 801: Number of candidates for the Grade 12 senior certificate examination (NSC)	122 126	128 000				
▶ PPM 802: Number of candidates for the ABET NQF Level 4	24 000	27 000				

## APPENDIX B: SUMMARY OF NATIONALLY DETERMINED PROGRAMME PERFORMANCE MEASURES

This appendix provides definitions, details, data sources, frequency of reporting and calculation formulae for the National Programme Performance Measures as agreed upon by the Department of Basic Education, National Treasury and Provincial Education Departments.

KEY PERFORMANCE AREA: PROGRAMME 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
	PPM101	Number of public schools that use SA SAMS to provide data to the national learner tracking system	<p><b>Public School:</b> Refers to ordinary and special schools. It excludes independent schools</p> <p><b>Status Quo:</b> Record the number of public schools that (as per the latest available date) use SA SAMS to provide data to LURITS</p> <p><b>Target:</b> Record the number of public schools to be trained in the use of SA SAMS for the relevant quarter</p>	Provincial EMIS: Operational Data	Quarterly
	PPM102	Number of public schools that can be contacted electronically (e-mail)	<p><b>Public School:</b> Refers to ordinary and special schools. It excludes independent schools</p> <p><b>Status Quo:</b> Record the number of public schools that can be contacted by email as per the latest available data</p> <p><b>Target:</b> Record the number of public schools targeted to be provided with e-mail connectivity in the planned financial year</p>	Provincial EMIS – SNAP Survey	Annual
	PPM103	Percentage of education current expenditure going towards non-personnel items	<p><b>Education Current Expenditure:</b> Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools and independent schools)</p> <p><b>Non-Personnel Items:</b> Refers to all government non-personnel, non-capital expenditure in education (inclusive of all sub-sectors of education including special schools and independent schools)</p> <p><b>Calculation:</b> Divide current expenditure devoted to non-personnel items in a given financial year by the total public current expenditure on education for the same financial year and multiply by 100</p> <p><b>Status Quo:</b> Record the latest available information</p> <p><b>Target:</b> Record the projected expenditure for the planned financial year</p>	Provincial CFO	Annual

KEY PERFORMANCE AREA: PROGRAMME 2					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
	PPM201	Number of learners enrolled in public ordinary schools	<p><b>NB:</b> This measure <b>excludes</b> enrolment in special schools and Grade R enrolment in public ordinary schools.</p> <p><b>Status Quo:</b> Record total learner enrolment in public ordinary schools as per the latest SNAP data (excluding Grade R enrolment)</p> <p><b>Target:</b> Record the number of learners expected to be enrolled in public ordinary schools in the planned financial year (excluding Grade R enrolment).</p>	Provincial EMIS: SNAP Survey <b>WC-CEMIS</b>	Annual
	PPM202	Number of educators employed in public ordinary schools	<p><b>Teacher:</b> is a school based educator whose core responsibility is that of classroom teaching at a school.</p> <p><b>Educator:</b> refers to any person, who teaches, educates or trains other persons or who provides professional educational services. It excludes non-educator staff and includes all educators (temporary, substitute etc)</p> <p><b>Status Quo:</b> Record the total number of educators employed in public ordinary schools as per latest available data.</p> <p><b>Target:</b> The number of educators expected to be employed in the planned financial year.</p>	Provincial PERSAL	Annual

PPM203	Number of non-educator staff employed in public ordinary schools	<p><b>Educator:</b> refers to any person, who teaches, educates or trains other persons or who provides professional educational services.</p> <p><b>Non-educator staff:</b> all school-based staff that are not educators. These include support staff, administrative staff, hostel staff and professional non-teaching staff.</p> <p><b>Status Quo:</b> Record the total number of non-educator staff employed in public ordinary schools as per the latest available data.</p> <p><b>Target:</b> Record the number of non-teaching staff expected to be employed in the planned financial year.</p>	Provincial PERSAL	Annual
PPM204	Number of learners in public ordinary schools benefiting from the "No Fee School" policy	<p><b>Status Quo:</b> Record the number of learners that benefitted from the "No Fee School Policy" in the past financial year.</p> <p><b>Target:</b> Record the number of learners expected to benefit from the "No Fee School Policy" in the planned financial year.</p>	Provincial Programme Manager	Annual
PPM205	Number of public ordinary schools to be provided with water supply	<p><b>Status Quo:</b> Record the number of schools that have water supply as per the latest available information</p> <p><b>Target:</b> Record the number of schools to be supplied with water in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
PPM206	Number of public ordinary schools to be provided with electricity supply	<p><b>Definition:</b> School with electricity refers to schools that have any source of electricity including solar panels and generators.</p> <p><b>Status Quo:</b> Record the number of schools that have electricity as per the latest available information</p> <p><b>Target:</b> Record the number of schools to be electrified in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
PPM207	Number of public ordinary schools to be supplied with sanitation facilities	<p><b>Sanitation facility:</b> Refers to all kinds of toilets</p> <p><b>Status Quo:</b> Record the number of public ordinary schools that have sanitation facilities (toilets) as per the latest available information</p> <p><b>Target:</b> Record the number of schools to be supplied with sanitation facilities in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
PPM208	Number of classrooms to be built in public ordinary schools	<p><b>Classrooms:</b> Rooms where teaching and learning occurs, but which are not designed for special instructional activities. It excludes specialist rooms.</p> <p><b>Status Quo:</b> Record the total number of classrooms that exist in public ordinary schools as per the latest available information</p> <p><b>Target:</b> Record the number of classrooms to be built in the planned financial year. This measure excludes specialist rooms.</p>	Provincial NEIMS Programme Manager	Annual
PPM209	Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include: laboratories, stock rooms, sick bay, kitchen, etc)	<p><b>Specialist Rooms:</b> Rooms designed for special instructional and non-instructional activities. It excludes administrative offices and classrooms (as defined in PPM 208) and includes rooms such as laboratories, stock rooms, sick bays, kitchens, libraries, resource centres etc</p> <p><b>Status Quo:</b> Record the total number of specialist rooms that exist in public ordinary schools as per the latest available information</p> <p><b>Target:</b> Record the number of specialist rooms planned to be built in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
PPM210	Number of learners with special education needs that are enrolled in public ordinary schools	<p><b>Special education needs:</b> Education that is specialised in its nature and addresses barriers to learning and development experienced by learners with special education needs (including those with disabilities) in public ordinary schools.</p> <p><b>Status Quo:</b> Record the total number of learners with special education needs enrolled in public ordinary schools in the past financial year</p> <p><b>Target:</b> Record the number of learners with special needs expected to be enrolled in public ordinary schools in the planned financial year.</p> <p><b>NB.: This measure excludes number of learners with special needs enrolled in special schools.</b></p>	EMIS: Annual School Survey	Annual

PPM211	Number of full service schools	<p><b>Full-service schools:</b> Ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting.</p> <p><b>Status Quo:</b> Record the number of full service schools (public ordinary) that existed in the past financial year</p> <p><b>Target:</b> Record the number of full service schools expected to be established in the planned financial year</p>	Provincial Programme Manager	Annual
PPM212	Number of schools visited at least once a quarter by a circuit manager	<p><b>Circuit Manager:</b> PEDs have different names for this portfolio. For example, in Gauteng it is IDSOs.</p> <p><b>Status Quo:</b> Total number of schools (special schools, independent schools and public ordinary schools) that were visited by circuit managers per quarter for support, monitoring and liaison in the past financial year.</p> <p><b>Target:</b> Total number of schools planned to be visited by circuit managers per quarter in the planned financial year.</p>	Provincial Programme Manager: Districts	Quarterly

### KEY PERFORMANCE AREA: PROGRAMME 3

PPM301	Number of subsidised learners in independent schools	<p><b>Independent Schools:</b> schools registered or deemed to be independent in terms of the South African Schools Act (SASA)</p> <p><b>Status Quo:</b> Record the total number of learners in subsidised independent schools in the past financial year.</p> <p><b>Target:</b> Record the total number of learners in independent schools expected to be subsidised in the planned financial year</p>	Provincial Programme Manager/CFO	Annual
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### KEY PERFORMANCE AREA: PROGRAMME 4

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
	PPM401	Number of learners enrolled in public special schools	<p><b>Special School:</b> Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.</p> <p><b>Status Quo:</b> Record the total number of learners enrolled in public Special Schools in the past financial year.</p> <p><b>Target:</b> Record the total number of learners expected to be enrolled in special schools in the planned financial year.</p> <p><b>NB.: This measure excludes learners with special needs enrolled in public ordinary schools.</b></p>	Provincial EMIS: SNE SNAP	Annual
	PPM402	Number of educators employed in public special schools	<p><b>Educator</b> refers to any person, who teaches, educates or trains other persons or who provides professional educational services.</p> <p><b>Status Quo:</b> Record the total number of educators employed in public Special Schools in the past financial year.</p> <p><b>Target:</b> Record the number of educators expected to be employed in public Special Schools in the planned financial year.</p>	Provincial PERSAL	Annual
	PPM403	Number of Professional non-teaching Staff employed in public special schools	<p><b>Teacher</b> is a school based educator whose core responsibility is that of classroom teaching at a school.</p> <p><b>Professional non-teaching Staff</b> These are personnel who are classified as paramedics, social workers, caregivers, therapists and psychologists etc.</p> <p><b>Status Quo:</b> Record the total number of non-educator specialists employed in public Special Schools in the past financial year.</p> <p><b>Target:</b> Record the number of non-educator specialists expected to be employed in public Special Schools in the planned financial year.</p>	PERSAL	Annual



KEY PERFORMANCE AREA: PROGRAMME 5					
	PPM501	Number of students enrolled in NC(V) courses in FET Colleges	<p><b>Status Quo:</b> Record the total number of learners enrolled in NC(V) courses in Further Education and Training Colleges in the past financial year.</p> <p><b>Target:</b> Record the number of students expected to be enrolled in NC(V) courses in FET Colleges in the planned financial year</p>	Provincial Programme Manager (FET Colleges)	Annual
	PPM502	Number of FET College NC(V) students who completed full courses successfully	<p><b>Status Quo:</b> Record the total number of FET College students who completed full courses successfully in the past financial year.</p> <p><b>Target:</b> Record the total number of FET College students expected to complete full courses in the planned financial year.</p>	Provincial Programme Manager (FET Colleges)	Annual
KEY PERFORMANCE AREA: PROGRAMME 6					
	PPM601	Number of learners enrolled in public ABET Centres	<p><b>ABET:</b> All learning and training programmes for adults from Level 1 to 4, where ABET Level 4 is equivalent to Grade 9 in public schools or a National Qualifications Framework level 1, as contemplated in the South African Qualifications Authority Act, Number 58 of 1995.</p> <p><b>ABET Centre:</b> Institutions that offer ABET programmes as per the definition of ABET.</p> <p><b>Status Quo:</b> Record the total number of learners enrolled in public ABET Centres in the past financial year.</p> <p><b>Target:</b> Record the total number of learners expected to be enrolled in public ABET Centres in the planned financial year.</p>	Provincial EMIS: ABET SNAP Survey	Annual
	PPM602	Number of educators employed in public ABET Centres	<p><b>Status Quo:</b> Record the total number of educators employed in ABET Centres in the past financial year.</p> <p><b>Target:</b> Record the number of educators expected to be employed in ABET Centres in the planned financial year.</p> <p><b>NB.: This measure includes both part-time and full time (Headcount) ABET educators.</b></p>	Provincial EMIS: ABET SNAP Survey	Annual
KEY PERFORMANCE AREA: PROGRAMME 7					
	PPM701	Number of learners enrolled in Grade R in public schools	<p><b>Status Quo:</b> Record the total number of learners enrolled in Grade R in public schools (both ordinary and special schools) in the past financial year.</p> <p><b>Target:</b> Record the number of Grade R learners expected to be enrolled in public schools (both ordinary and special) in the planned financial year.</p> <p><b>NB: This measure requires the total number of learners enrolled in Grade R sites attached to public schools not independent schools.</b></p>	Provincial EMIS: SNAP Surveys	Annual
	PPM702	Number of public schools that offer Grade R	<p><b>Status Quo:</b> Record the total number of public schools (ordinary and special) that offered Grade R in the past financial year</p> <p><b>Target:</b> Record the number of public schools (ordinary and special) expected to offer Grade R in the planned financial year</p>	Provincial EMIS:SNAP Surveys	Annual
KEY PERFORMANCE AREA: PROGRAMME 8					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
	PPM801	Number of candidates for the Grade 12 National Senior Certificate exams (matric exams)	<p><b>Status Quo:</b> Record total number of candidates that wrote the National Senior Certificate examination in the past financial year.</p> <p><b>Target:</b> Record the number of candidates expected to register for the National Senior Certificate examination in the planned financial year.</p>	Provincial Programme Manager: Examinations Database	Annual
	PPM802	Number of candidates for the ABET NQF Level 4 examinations	<p><b>Status Quo:</b> Total number of ABET level 4 students that wrote the ABET level 4 examinations in the past financial year</p> <p><b>Target:</b> Total number of ABET level 4 students that are expected to write the ABET level 4 examinations in the new financial year</p>	Provincial Programme Manager: ABET Examinations Database	Annual

## APPENDIX C:

### ACTION PLAN TO 2014 AND DELIVERY AGREEMENT INDICATORS (NATIONAL)

The KwaZulu-Natal Department of Education has provided information in all indicators which do not require School Monitoring Survey as a data source. These are indicators 1.1. to 15.1.

SCHOOLING 2025 IMPLEMENTED THROUGH ACTION PLAN TO 2014					
<b>GOAL 1:</b> 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.					
INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
1.1	Percentage of Grade 3 learners performing at the required <i>literacy</i> level according to the country's Annual National Assessments.	ANA verification	39%	47%	1. Although the results are deemed to be poor it nevertheless provides the Department with a baseline to work with hence forth.
1.2	Percentage of Grade 3 learners performing at the required <i>numeracy</i> level according to the country's Annual National Assessments.	ANA verification	31%	48%	2. Teachers are being trained to implement the revised Curriculum and Assessment Policy Statement. 3. Workbooks have been given to learners and there is a greater emphasis on reading 4. Literacy and Numeracy workshops targeting 3250 Grade 3 educators conducted each year. 5. Through KZN Circular 62 of 2001 there is an emphasis on reading
<b>Goal 2:</b> 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.					
INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
2.1	Percentage of Grade 6 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA verification	29%	31%	1. Teachers are being orientated and trained to implement the Curriculum & Assessment Policy Statement.
2.2	Percentage of Grade 6 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA verification	32%	42%	2. Workbooks have been given to learners. 3. Through KZN Circular 62 of 2001 there is an emphasis on reading 4. Languages and Mathematics workshops targeting 3250 Grade 6 educators per subject conducted each year.
<b>Goal 3:</b> 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.					

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
3.1	Percentage of Grade 9 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	To be confirmed	45%	50%	1. Content skills and methodology based workshops will be conducted. 2. Dialogue has been started. Between Curriculum and Examinations with respect to formal assessment.
3.2	Percentage of Grade 9 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	To be confirmed	40%	45%	

**Goal 4:** Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
4.1	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	NSC database	31 466	33 000	The Department is increasing the number of grade 12 learners eligible for bachelors.

**Goal 5:** Increase the number of Grade 12 learners who pass mathematics.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
5.1	Number of Grade 12 learners passing <i>mathematics</i> .	NSC database	35 094	37 094	The Department has put teacher development measures in place to increase attainment for mathematics in Grade 12.

**Goal 6:** Increase the number of Grade 12 learners who pass physical science.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
6.1	Number of Grade 12 learners passing <i>physical science</i> .	NSC database	23 809	26 947	The Department has put teacher development measures in place to increase attainment for physical science in Grade 12.

**Goal 7:** Improve the average performance in *languages* of Grade 6 learners.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
7.1	Average score obtained in Grade 6 in <i>language</i> in the SACMEQ assessment.	SACMEQ database	486	486	Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams

<b>Goal 8: Improve the average performance in <i>mathematics</i> of Grade 6 learners.</b>					
<b>INDICATOR NUMBER</b>	<b>INDICATOR TITLE</b>	<b>Source of Data</b>	<b>PROVINCIAL PERFORMANCE IN 2011/12</b>	<b>TARGET FOR 2012/13</b>	<b>COMMENT</b>
8.1	Average score obtained in Grade 6 in <i>mathematics</i> in the SACMEQ assessment.	SACMEQ database	485	485	Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams
<b>Goal 9: Improve the average performance in mathematics of Grade 8 learners.</b>					
<b>INDICATOR NUMBER</b>	<b>INDICATOR TITLE</b>	<b>Source of Data</b>	<b>PROVINCIAL PERFORMANCE IN 2011/12</b>	<b>TARGET FOR 2012/13</b>	<b>COMMENT</b>
9.1	Average Grade 8 mathematics score obtained in TIMSS.	TIMMS database	255	275	Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams
<b>Goal 10: Ensure that all children remain effectively enrolled in school up to the year in which they turn 15</b>					
<b>INDICATOR NUMBER</b>	<b>INDICATOR TITLE</b>	<b>Source of Data</b>	<b>PROVINCIAL PERFORMANCE IN 2011/12</b>	<b>TARGET FOR 2012/13</b>	<b>COMMENT</b>
10.1	Percentage of 7 to 15 year olds attending education institutions.	GHS	97,5%	98%	Access to education is progressively broadened through a variety of programmes such as learner transport, NSNP and My Life My Future Campaign.
<b>Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.</b>					
<b>INDICATOR NUMBER</b>	<b>INDICATOR TITLE</b>	<b>Source of Data</b>	<b>PROVINCIAL PERFORMANCE IN 2011/12</b>	<b>TARGET FOR 2012/13</b>	<b>COMMENT</b>
11.1	The percentage of Grade 1 learners who have received formal Grade R.	ASS	92%	93%	KZNDOE has accommodated 95% of learners in public primary ordinary schools surpassing the 85% determined Nationally. A focus on ECD provides a firm foundation for further learning, and is critical in our attempts to improve overall learning outcomes for all learners. However, the disconcerting factor is that only 20% of learners between the ages of 3 and 5 are in crèches a responsibility that resides with the Department of Social Development.
11.2	The enrolment ratio of children aged 3 to 5. (This is an indicator of concern to DBE and DSD.)	GHS	20%	30%	

**Goal 12:** Improve the grade promotion of learners through the Grades 1 to 9 phases of school.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
12.1	The percentage of children aged 9 at the start of the year who are in Grade 4 or above.	ASS/GHS	59%	62%	
12.2	The percentage of children aged 12 at the start of the year who are in Grade 7 or above.	ASS/GHS	46%	47%	

**Goal 13:** Improve the access of youth to Further Education and Training beyond Grade 9.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
13.1	The percentage of youths who obtain a National Senior Certificate from a school.	GHS	44%	47%	
13.2	The percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	GHS			

**Goal 14:** Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
14.1	The number of qualified teachers aged 30 and below entering the public service as teachers for first time during the past year.	PERSAL	990	1200	<p>1. There are approximately 14000 under and unqualified teachers in the province. These teachers are afforded an opportunity to upgrade their qualifications through learnerships in National Professional Diploma in Education and post-graduate Education Certificates. 232 students from disadvantaged backgrounds have been given bursaries to study at local universities leading to professional teaching qualifications</p> <p>2. A forum has been established comprising the Department and the 5 universities in the province to increase the teacher output to at least 3000 annually.</p> <p>3. A conversation has also started with the Department of</p>

Higher Education to increase funding in respect of teacher education particularly for the province of KwaZulu-Natal.

**Goal 15:** Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
15.1	The percentage of learners who are in classes with no more than 45 learners.	ASS	85%	90%	
15.2	The percentage of schools where allocated teaching posts are all filled.	School Monitoring Survey (SMS)			

**Goal 16:** Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
16.1	The average hours per year spent by teachers on professional development activities.	School Monitoring Survey (SMS)			

16.2	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.	School Monitoring Survey (SMS)			must attain at least 150 credits in a five year period to retain their professional registration. Costs and other logistical problems are barriers to realising this policy.
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**Goal 17:** Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
17.1	The percentage of teachers absent from school on an average day.	School Monitoring Survey (SMS)			

**Goal 18:** Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
18.1	The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.	School Monitoring Survey (SMS)			Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams

**Goal 19:** Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
19.1	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	School Monitoring Survey (SMS)			Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams

**Goal 20:** Increase access amongst learners to a wide range of media which enrich their education.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
20.1	The percentage of learners in schools with a library or media centre fulfilling certain minimum standards.	School Monitoring Survey (SMS)			



**Goal 21:** Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
21.1	The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school development plan, an annual report, attendance rosters and learner mark schedules.	School Monitoring Survey (SMS)			

**Goal 22:** Improve parent and community participation in the governance of schools.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
22.1	The percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness.	School Monitoring Survey (SMS)			

**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

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
23.1	The percentage of learners in schools that are funded at the minimum level.	School Monitoring Survey (SMS)			
23.2	The percentage of schools which have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity.	School Monitoring Survey (SMS)			

**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.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
24.1	The percentage of schools which comply with nationally determined <i>minimum</i> physical infrastructure standards.	School Monitoring Survey (SMS)			
24.2	The percentage of schools which comply with nationally determined <i>optimum</i> physical infrastructure standards.	School Monitoring Survey (SMS)			

**Goal 25:** Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT

INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
25.1	The percentage of children who enjoy a school lunch every school day.	School Monitoring Survey (SMS)			
<b>Goal 26:</b> Increase the number of ordinary schools that offer specialist services for children with special needs.					
INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
26.1	The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs.	School Monitoring Survey (SMS)			
<b>Goal 27:</b> Improve the frequency and quality of the monitoring and support services provided by district offices to schools.					
INDICATOR NUMBER	INDICATOR TITLE	Source of Data	PROVINCIAL PERFORMANCE IN 2011/12	TARGET FOR 2012/13	COMMENT
27.1	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.	School Monitoring Survey (SMS)			
27.2	The percentage of school principals rating the support services of districts as being satisfactory.	School Monitoring Survey (SMS)			

**Note :**

**Data on Delivery Agreement and Action Plan to 2014 Indicators**

The data for the 16 indicators collected through school monitoring survey are not available as yet. The data will be available towards the end of May 2012.

Department of Basic Education  
Research Co-ordination, Monitoring and Evaluation.

## APPENDIX D: INFORMATION TABLES RELEVANT FOR PLANNING IN THE EDUCATION SECTOR

This appendix will not be subjected to auditing. It provides useful information for planning. It assists with readily available information for reporting to the legislature, premier's office and other reporting requirements in the provinces.

TABLE 1: BASIC STATISTICS				
	2011/12 Actual	2012/13 Estimated	2013/14 Estimated	2014/15 Estimated
<b>1. SCHOOL CALENDAR YEAR</b>				
Total number of learner days as per national school calendar	200	200	200	200
Total number of educator days as per national school calendar	204	204	204	204
<b>2. INSTITUTIONS</b>				
<i><b>Institutions: Overview</b></i>				
Total number of schools in the province (public + independent + ordinary + special)	<b>6257</b>	<b>6257</b>	<b>6257</b>	<b>6257</b>
Total number of FET Colleges in the province (public + private)	09	09	09	09
Number of private FET Colleges	-	-	-	-
Total number of AET institutions in the province (public + private)	1050	1050	1050	1050
Number of private AET Colleges	-	-	-	-
<i><b>Institutions: Public Ordinary Schools (Programme 2)</b></i>				
Total number of public ordinary schools	5960	5960	5960	5960
Number of public primary schools	3838	3838	3838	3838
Number of public secondary schools	1545	1545	1545	1545
Number of public combined schools	26	26	26	26
Number of public ordinary schools with SASA Section 21 A, C or D functions	551	551	551	551
<i><b>Number of Public Ordinary Schools Declared as No-Fee Schools</b></i>	4739	4739	4739	4739
<i><b>Institutions: Independent Ordinary Schools (Programme 3)</b></i>				
Total number of independent ordinary schools	<b>228</b>	<b>228</b>	<b>228</b>	<b>228</b>
Number of independent schools receiving a subsidy	116	116	116	116
Number of independent primary schools receiving a subsidy	116	116	116	116
Number of independent secondary schools receiving a subsidy	79	79	79	79
Number of independent combined schools	37	37	37	37
Number of independent schools not receiving a subsidy	112	112	112	112
<i><b>Institutions: Public Special Schools (Programme 4)</b></i>				
Total number of public special schools	<b>72</b>	<b>72</b>	<b>72</b>	<b>72</b>
Number of independent special schools (this item is not part of Programme 4 but useful for inclusion)	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
Number of primary schools	No data	No data	No data	No data
Number of secondary schools	No data	No data	No data	No data
<i>Number of combined special schools</i>	No data	No data	No data	No data
<i><b>Institutions: Public Further Education and Training Colleges (Programme 5)</b></i>				
Total number of public FET Colleges	09	09	09	09
Number of FET College Satellite campuses	67	67	67	67
<i><b>Institutions: AET CENTRES (Programme 6.)</b></i>				
Number of public AET Centres	<b>970</b>	<b>970</b>	970	970

	2011/12 Actual	2012/13 Estimated	2013/14 Estimated	2014/15 Estimated
<b>Institutions: ECD (Programme 7.)</b>				
Number of public ordinary schools that offer Grade R	3921	3 921	3 921	3 921
Number of independent schools that offer Grade R, that are subsidised	79	79	79	79
Total Number of independent schools that offer Grade R	135	135	135	135
Total number of ECD sites (institutions not registered as independent schools) in the province (source: DSD)	No data	No data	No data	No data
Number of ECD sites (institutions not registered as independent schools) subsidised by the province	No data	No data	No data	No data
<b>3. STAFFING</b>				
<b>Staffing: Overview</b>				
Total number of public employees in the education sector in the province (educator + non-educator; institution-based + office based; schools = FET Colleges + AET))	129092	129092	129092	129092
Total number of publicly employed educator staff in the province (institution-based + office based)	107292	107292	107292	107292
Total number of publicly employed non-educator staff in the province (institution-based + office-based)	21800	21800	21800	21800
Total number of school-based educator staff (public + independent)	89437	89437	89437	89437
Total number of school-based non-educator staff (public + independent)	16284	16284	16284	16284
Total number of school-based educators in public ordinary schools employed by SGBs or private organisations	No data	No data	No data	No data
Total number of staff in public ordinary schools (educator + non-educator + state-paid + SGB paid)	No data	No data	No data	No data
Number of office-based educator staff	5455	5455	5455	5455
Number of office-based non-educator staff	5516	5516	5516	5516
<b>Staffing: Programme 2</b>				
Number of publicly employed educators in public ordinary schools	88373	88 373	88 373	88 373
Number of publicly employed non-educator staff in public ordinary schools	11 658	11 658	12 058	12 058
Number of publicly employed educators in public ordinary primary schools	52273	52273	52273	52273
Number of publicly employed educators in public ordinary secondary schools	4800	4800	4800	4800
Number of publicly employed non-educator staff in public ordinary primary schools	6458	6858	7158	7158
Number of publicly employed non-educator staff in public ordinary secondary schools	4800	4900	4629	4629
Number of publicly employed non-educator staff in combined schools				
Number of publicly employed non-educator staff in combined schools				
<b>Staffing: Programme 3</b>				
Total number of staff in independent schools	No data	No data	No data	No data
Total number of educator staff in independent schools	No data	No data	No data	No data
Total number of non-educator staff in independent schools	No data	No data	No data	No data
Total number of educator staff in subsidised independent schools	No data	No data	No data	No data
Total number of non-educator staff in subsidised independent schools	No data	No data	No data	No data
<b>Staffing: Programme 4</b>				
Total number of staff in public special schools	1495	1495	1495	1495
Total number of educator staff in public special schools	1 495	1 495	1 495	Hr
Total number of non-educator staff in public special schools	1 677	1 677	1 677	Hr
<b>Staffing: Programme 5</b>				
Total number of staff in public FET Colleges (privately employed + publicly employed + educators + non-educators)	8016	7698	7698	7698
Number of publicly employed educator staff in public FET Colleges	2293	2287	2287	2287
Number of publicly employed non-educator staff in public FET Colleges	1710	1890	1890	1890
Number of privately employed educator staff in public FET Colleges	2293	2500	2500	2500
Number of privately employed non-educator staff in public FET Colleges	1720	1911	1911	1911

	2011/12 Actual	2012/13 Estimated	2013/14 Estimated	2014/15 Estimated
<b>Staffing: Programme 6</b>				
Total number of staff in public AET Centres (privately employed + publicly employed + educators + non-educators)	6853	6853	6853	6853
Number of publicly employed educator staff in public AET Centres	6 500	6 800	7000	7 200
Number of publicly employed non-educator staff in public AET Centres	-	-	-	-
Number of privately employed educator staff in public AET Centres	No data	No data	No data	No data
Number of privately employed non-educator staff in public AET Centres	No data	No data	No data	No data
<b>Staffing: Programme 7</b>				
Total number of Grade R practitioners (ordinary schools + special schools + public schools + independent schools)	5299	5319	5339	5359
Number of publicly employed Grade R practitioners in public ordinary schools	5148	5168	5188	5208
Number of privately employed Grade R practitioners in public schools (both ordinary and special schools)	No data	No data	No data	No data
Number of Grade R practitioners in independent schools	151	171	191	211
<b>Staffing: Programme 8</b>				
Number of educators employed in Auxiliary Services	56929	56929	56929	56929
Number of non-educators employed in Auxiliary Services	227716	227716	227716	227716
<b>4. LEARNERS</b>				
<b>Learners: Overview</b>				
Total number of learners in schools (public + independent + ordinary + special)	2797964	2797964	2797964	2797964
Number of learners in special schools (public + independent)	15955	15955	15955	15955
Number of learners in ordinary schools (public + independent)	2782009	2782009	2782009	2782009
Number of female learners in schools (public + independent + ordinary + special)	1377622	1377622	1377622	1377622
Number of male learners in schools (public + independent + ordinary + special)	1420342	1420342	1420342	1420342
Number of learners with disabilities (public + independent + ordinary + special)	39804	39804	39804	39804
Number of learners with disabilities (ordinary public + ordinary independent)	23849	23849	23849	23849
<b>Learners: Programme 2</b>				
Number of learners in public ordinary schools	2782009	2782009	2782009	2782009
Number of learners in Grades 1 to Grade 7 in public ordinary schools	1538147	1538147	1538147	1538147
Number of learners in Grades 8 to 12 in public ordinary schools	1057627	1057627	1057627	1057627
Number of female learners in public ordinary schools	1371611	1371611	1371611	1371611
Number of male learners in public ordinary schools	1410398	1410398	1410398	1410398
Number of female learners in Grades 1 to 7 in public ordinary schools	742661	742661	742661	742661
Number of female learners in Grades 8 to 12 in public ordinary schools	536396	536396	536396	536396
Number of male learners in Grades 1 to 7 in public ordinary schools	795486	795486	795486	795486
Number of male learners in Grades 8 to 12 in public ordinary schools	521231	521231	521231	521231
Number of learners with disabilities in public ordinary schools	22434	22434	22434	22434
Number of Grades 1 to 7 learners with disabilities in public ordinary schools	14305	14305	14305	14305
Number of Grades 8 to 12 learners with disabilities in public ordinary schools	4209	4209	4209	4209
Number of female learners with disabilities in public ordinary schools	8983	8983	8983	8983
Number of male learners with disabilities in public ordinary schools	13451	13451	13451	13451
Number of new entrants in Grade 1	221033	221033	221033	221033

	2011/12 Actual	2012/13 Estimated	2013/14 Estimated	2014/15 Estimated
<b>Learners: Programme 3</b>				
Total number of learners in independent schools	59723	59723	59723	59723
Number of learners in subsidised independent schools	28456	29915	30380	32000
Number of learners in Grades 1 to 7 in subsidised independent schools	17422	17422	17422	17422
Number of learners in Grades 8 to 12 in subsidised independent schools	12493	12493	12493	12493
Number of learners in subsidised primary independent schools	15892	15892	15892	
Number of learners in subsidised secondary independent schools	9998	9998	9998	
<b>Learners: Programme 4</b>				
Total number of learners in public special schools	15955	15955	15955	15955
Number of male learners in public special schools	9944	9944	9944	9944
Number of female learners in public special schools	6011	6011	6011	6011
<b>Students: Programme 5</b>				
Number of public FET College full-time equivalent students	42730	42730	42730	42730
<b>Number of public FET College Students (headcount)</b>				
Number of female public FET College headcount students	35678	35678	35678	
Number of male public FET College headcount students	68011	68011	68011	
Number of students enrolled for the NC (V) qualification (NQF level 2)	13720	13720	13720	13720
Number of students enrolled for the NC (V) qualification (NQF level 3)	6509	6509	6509	6509
Number of students enrolled for the NC (V) qualification (NQF level 4)	3585	3585	3585	3585
Number of students in technical fields (NATED – N1 – N6)	18916	18916	18916	18916
Number of students that successfully completed programmes	10 114	10 114	10 114	10 114
<b>Learners: Programme 6</b>				
Total number of students enrolled in AET institutions	47792	47792	47792	47792
Number of AET Students enrolled at GET level	58000	58000	58000	
Number of AET Students enrolled at FET level	500	500	500	
<b>Learners: Programme 7</b>				
Total number of Grade R learners in schools (ordinary public + ordinary independent)	181249	181249	181249	181249
Number of Grade R learners in public ordinary schools	177210	177210	177210	177210
Number of Grade R learners in independent ordinary schools	4039	4039	4039	4039
Total number of Grade R learners in ECD Centres	201132	201253	202669	202395
Number of Pre-Grade R learners in public ordinary schools	7616	7616	7616	7616
Number of Pre-Grade R learners in independent ordinary schools	3001	3001	3001	3001
<b>Infrastructure</b>				
Number of Public Ordinary Schools	5960	5960	5960	5960
Number of Public Ordinary Schools without water supply	50	25	15	05
Number of Public Ordinary schools without electricity	600	500	400	300
Number of Public Ordinary schools without toilets	50	50	40	30
Number of classrooms in Public Ordinary schools	46607	47980	49000	50980

**Table 2: Budget Information**

Public Ordinary schools						
	Number of Learners*	Number of Publicly employed educators**	Public Learner-Educator Ratio	Privately employed educators**	Total number of educators	Effective Learner: Educator Ratio
<b>Public primary schools</b>						
Quintile 1 (poorest)	362343	11064		150	11214	
Quintile 2	378772	11124		177	11301	
Quintile 3	358912	9993		151	10144	
Quintile 4	268107	7563		443	8006	
Quintile 5 (least poor)	182863	5398		1440	6838	
<b>Public secondary schools</b>						
Quintile 1 (poorest)	173895	5879		76	5955	
Quintile 2	227030	7701		80	7781	
Quintile 3	222912	7226		34	7260	
Quintile 4	185865	6394		226	6620	
Quintile 5 (least poor)	137172	4583		1030	5613	

**Table 3: Age Specific Enrolment Rate (ASER)**

Provincial education sector– Age-specific enrolment rates (2010)[1]								
	Number of learners in ordinary public schools	Total number of learners in ordinary Independent schools	Total number of learners in special schools	FET colleges (head-count)	A(B)E	ECD Centres	Population	Age-specific enrolment rate
< Age 6	124848	3919						
Age 6	189239	3465						
Age 7	188310	4033						
Age 8	178230	3678						
Age 9	176789	3397						
Age 10	178624	3370						
Age 11	186992	3080						
Age 12	185582	2953						
Age 13	189155	3477						
Age 14	197089	4091						
Age 15	203133	4432						
Age 16	191991	4389						
Age 17	179912	4302						
Age 18	137573	3613						
> Age 18	206915	5292						
<b>Total</b>	<b>2714382</b>	<b>57491</b>						



**Table: 4: Supplementary Indicators**

<b>Table: 4: Supplementary Indicators</b>				
	<b>Early Childhood Development (ECD)</b>	<b>2008/09</b>	<b>2009/10</b>	<b>Data Sources</b>
<b>1.1.</b>	Percentage of 5 year olds enrolled in an education institution	70.1	84.8	<i>StatsSA, GHS, 2002-2010</i>
<b>1.2</b>	Gross Enrolment Rate (GER) (Grade R) in ordinary schools	66.1	74.2	<i>DBE, Education Statistics in South Africa and Mid-year population statistics supplied by Stats SA</i>
<b>1.3</b>	Percentage of Grade 1 learners who have done Grade R	71.6	67.5	<i>Annual School Survey, 2009 and 2010</i>
<b>1.4</b>	Percentage of schools (public and independent) that offer Grade R	91.7	95.7	<i>Annual School Survey, 2009 and 2010</i>
<b>1.5</b>	Percentage of public schools that offer Grade R	91.98	95.9	<i>Annual School Survey, 2009 and 2010</i>
	<b>All ordinary schools (public and independent)</b>	<b>2009/10</b>	<b>2010/11</b>	<b>Data Sources</b>
<b>2.1</b>	Apparent (Gross) Intake Rate (AIR)	144.9	128.0	<i>Statistics South Africa, General Household Survey, 2010, DBE own calculations</i>
<b>2.2</b>	Primary Gross Enrolment Rate	97.7	94.0	<i>DBE, Education Statistics in South Africa and Midyear population from STATSSA</i>
<b>2.3</b>	Secondary Gross Enrolment Rate	85.2	86.7	<i>DBE, Education Statistics in South Africa and Midyear population from STATSSA</i>
<b>2.4</b>	Primary Adjusted Net Enrolment Rate (ANER)	98.8	98.7	<i>Statistics South Africa, General Household Survey, 2009-2010, DBE calculations</i>
<b>2.5</b>	Secondary Adjusted Net Enrolment Rate (ANER)	87.4	86.9	<i>Statistics South Africa, General Household Survey, 2009-2010, , DBE calculations</i>
<b>2.6</b>	Percentage of qualified educators			
<b>2.7</b>	Attrition Rate of Teachers			
<b>2.8</b>	% of schools with multigrade classes	22.4	22.2	<i>Annual School Survey, 2009 and 2010</i>
<b>2.9</b>	% of learners that fell pregnant in the previous year	1.4	1.3	<i>Annual School Survey, 2009 and 2010</i>

<b>Table: 4: Supplementary Indicators</b>				
<b>2.10</b>	Learner educator Ration (LER)	31.6	30.5	<i>SNAP Ordinary Schools 2009 and 2010</i>
<b>2.11</b>	Learner educator Ration in ordinary public schools (LER)	32.3	31.4	<i>SNAP Ordinary Schools 2009 and 2010</i>
<b>2.12</b>	Learner educator Ration (LER) in ordinary independent schools	13.9	14.1	<i>SNAP Ordinary Schools 2009 and 2010</i>
<b>2.13</b>	Average class size in a school	30	15	<i>Annual School Survey, 2009 and 2010</i>
<b>2.14</b>	Average class size in ordinary public school	37	18	
<b>2.15</b>	Average class size in ordinary independent school	23	12	
<b>2.16</b>	National senior Certificate (NSC) pass rate		70.7	<i>DBE, National Senior Certificate Database, 2010</i>
<b>2.17</b>	% of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	19.9	26.6	<i>DBE, National Senior Certificate Database, 2010</i>
<b>2.18</b>	% of Grade 12 learners passing mathematics.	44.8	47.6	<i>DBE, National Senior Certificate Database, 2010</i>
<b>2.19</b>	% of Grade 12 learners passing physical science.	39.3	50.4	<i>DBE, National Senior Certificate Database, 2010</i>
	<b>Public: Independent Distribution Schools</b>	<b>2009/10</b>	<b>2010/11</b>	<b>Data Sources</b>
<b>3.1</b>	% of learners in independent schools	1.4	1.7	<i>SNAP Ordinary Schools 2009 and 2010</i>
<b>3.2</b>	% of schools that are independent	2.3	2.7	<i>SNAP Ordinary Schools 2009 and 2010</i>
	<b>Ordinary: Special Schools</b>	<b>2009/10</b>	<b>2010/11</b>	<b>Data Sources</b>
<b>4.1</b>	% of learners that are in special schools	65	67	<i>SNAP Ordinary Schools 2009 and 2010</i>
<b>4.2</b>	% of schools classified as special schools	12 509	14 755	<i>SNAP Ordinary Schools 2009 and 2010</i>
	<b>GENERAL</b>	<b>2009/10</b>	<b>2010/11</b>	<b>Data Sources</b>
<b>5.1</b>	Adult Literacy Rate	69.6	77.9	<i>Statistics South Africa, General Household Survey, 2009-2010, DBE calculations</i>
<b>5.2</b>	% of children that have experienced violence at school	26.5	22.0	<i>Statistics South Africa, General Household Survey, 2009-2010, DBE calculations</i>

<b>Table 4: Supplementary Indicators</b>				
<b>5.3</b>	% of learners who were absent at school	7.6	23.6	<i>Statistics South Africa, General Household Survey, 2009-2010, DBE calculations</i>
<b>5.4</b>	% of children attending schools who are orphans			
<b>5.5</b>	% of 24 years olds who have completed Grade 12	42.4	45.1	<i>Statistics South Africa, General Household Survey, 2009-2010, DBE calculations</i>
	<b>FINANCE INDICATORS</b>	<b>2009/10</b>	<b>2010/11</b>	<b>Data Sources</b>
<b>6.1</b>	Percentage of public current expenditure on non-personnel items (schooling)	11,9%	13,4%	
<b>6.2</b>	Per capita expenditure on Grade R	1 577	1 915	
<b>6.3</b>	Per capita expenditure for Grade R LTSM			
<b>6.4</b>	Per capita expenditure for schooling (all grades)	7 508	8 076	
<b>6.5</b>	Expenditure on schooling as a percentage of total government expenditure	41,1%	42,5%	
<b>6.6</b>	Capital as a percentage of non-capital expenditure	6,2%	6,5%	

