



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

STRATEGIC PLAN 2017/18 - 2019/20

UPDATED STRATEGIC PLAN 2015/16- 2019/20

VOTE 5

"Championing Quality Education - Creating and Securing a Brighter Future
Ukuqhakambisa Imfundo Yeqophelo Eliphezulu - Ukwenza Nokuqinisekisa Ikusasa Eliqhakazile....."



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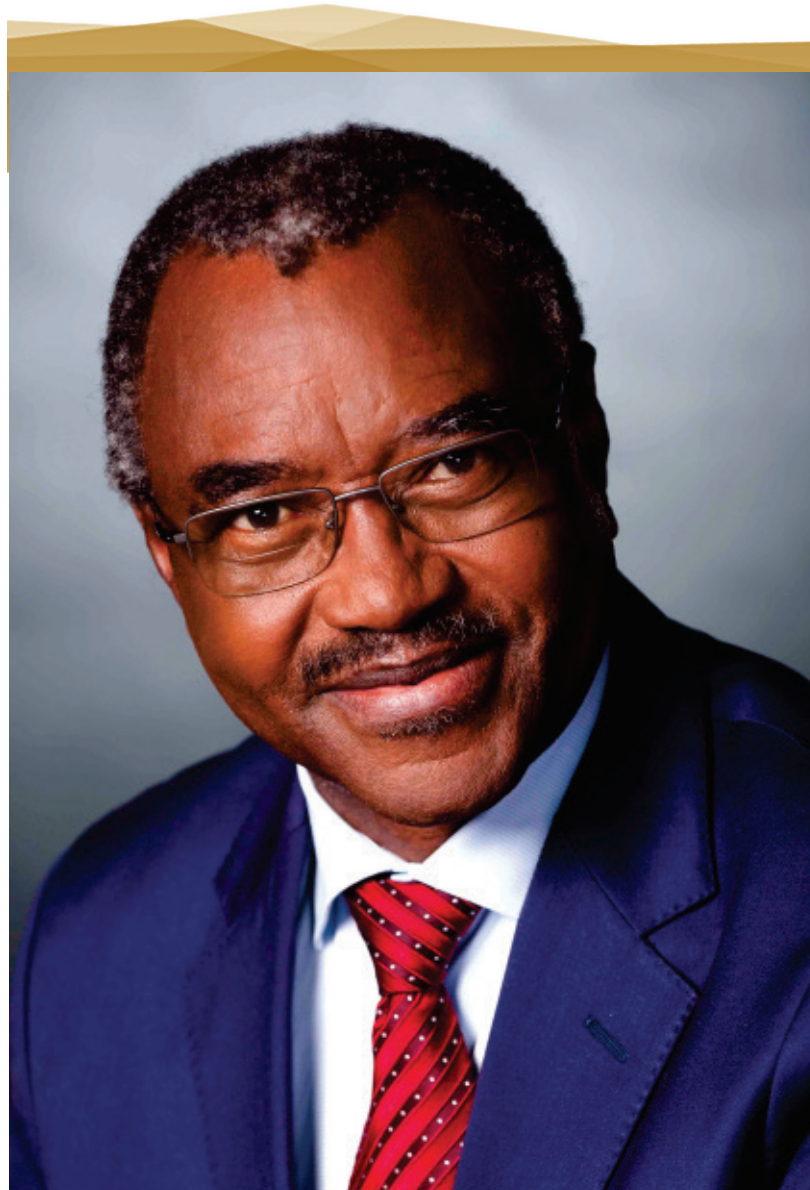
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His Excellency Mr Jacob G. Zuma
The President of the Republic of South Africa



Hon. Mr Willies Mchunu, MPL
Premier of the Province of KwaZulu-Natal



Hon. Mr Mthandeni Dlungwane, MPL
KwaZulu-Natal Legislature MEC: Education
KwaZulu-Natal Provincial Government





PROVINCE OF KWAZULU-NATAL

DEPARTMENT OF EDUCATION

**STRATEGIC PLAN
2017/18 - 2019/20**

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“...CHAMPIONING QUALITY EDUCATION -
CREATING AND SECURING A BRIGHTER FUTURE...”

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- UKWENZA NOKUQINISEKISA IKUSASA ELIQHAKAZILE.....”



KWAZULU-NATAL DEPARTMENT OF EDUCATION



UPDATED STRATEGIC PLAN 2015/16 - 2019/20

KwaZulu-Natal Department of Education

Strategic Plan 2017/18 – 2019/20

Updated Strategic Plan 2015/16 - 2019/20

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FOREWORD BY MEC



Mr. M E Dlungwane, MPL
MEC for Education

The Department started the academic year 2017 on the right footing after it finished its strategic planning session which charted a clear direction towards championing quality education for the learners of the province. This was further accelerated by the improvement in the National Senior Certificate pass rate. Whilst we are pleased and the Premier has expressed confidence in the leadership and management of this Department and its capacity to improve considering that the 5.5% improvement was achieved within a period of a year in the reigns. It is however important that we all understand that the Department is not in a celebratory or jovial mood as there is lot that still needs to be done.

Between 2014 and 2015 there has been a 16.5% decline from 77.4% in 2013. Indeed, the overall improvements of 5.5% in National Senior Certificate (NSC) in a period of one year is a milestone towards the achievement of quality education in the province. Further, it is humbling that the province has made considerable strides in ensuring that more learners participate in NSC and that there is a positive trend pointing towards an improved quality of education. In the national NSC dataset, statistics confirm that KwaZulu-Natal province leads with;

- 36 139 candidates obtained bachelor passes from our province, the second highest contribution after Gauteng.
- 147 648 candidates wrote the NSC, the highest number of candidates in the country, followed by Gauteng with 43 819 less candidates;
- 98 032 candidates who passed the NSC, the highest number of candidates in the country, followed by Gauteng with 9 651 less candidates;
- 81 323 candidates who passed mathematics are from our province, the largest contribution in the country followed by Limpopo with 37 734 less candidates.

This improvement is as a result of focussed determination by teachers, learners, parents, teacher unions, Department officials and other stakeholders in turning the corner and demonstrate that the only people who hold the keys to opening the doors of learning are none but ourselves. We also appeal to all teachers, learners, parents, teacher unions, Department officials and other stakeholders; that if learners don't come to school to learn, if teachers absent themselves from school or don't teach even when they are in school, if principals don't manage, if subject advisors don't guide curriculum delivery, if the SMT does not monitor curriculum delivery of subjects daily, if parents do not check the work done by their children daily and help with homework, if teacher unions don't assist the Department to keep all teachers, principals accountable for their performance, then we shall be shutting the doors of learning to the children and the people of KwaZulu-Natal. We are confident that all stakeholders have nothing but the best intentions for the Department and mainly for the education of the children of the province. These noble intentions are evident during our engagements and various discussions; we urge all of us to put our words into action and champion the education of the children of KwaZulu-Natal.

As the Department focuses more in teaching and learning in order to improve curriculum delivery and learner attainment; it is important to be clear about the position and place we have chosen for our province. This position has been chosen by establishing a clear and realistic performance target for all grades and particularly for the National Senior Certificate. The Department will focus more on the approaches to teaching, and on enhancing learning in the classroom tracking performance of learners each month throughout the year in order to identify areas of continuous curriculum intervention and subject expert intervention.

During the strategic planning session, we made it very clear that silos promote and breeds ineffectiveness. We call upon all employees to work as teams, learning from their previous mistakes to do better each day. Curriculum delivery which the Department is about is a race against time and it is absolutely important that we mention it that we must improve each day. In pursuance of the target we have set for ourselves in all grades and in all subjects, we set out to do a number of things which would enhance good performance in our schools. These plans are embedded within the National Strategy for Learner attainment (NSLA) and for our Department it is the Provincial Academic Improvement Plan. As a Department we need to nurture a learning organisation, where all of us focus more on the contribution we have to make towards the achievement of a common purpose than on the positions we occupy. It is against this notion that we mentioned on our arrival that an input or recommendation from anyone is welcome. It doesn't matter that the individual is a teacher, an ordinary official or a senior official. We continue to invite good ideas and contributions that will take the Department forward and also express my appreciation to all officials who continue to make positive contributions to the Department in various sections and areas.

Monitoring will form the MEC's priority this strategic cycle. To ensure it happens, the Department through the Top Management and the Provincial Intervention Unit will now start surprise and structured visits to both best-performing and poor-performing schools led by the MEC. Districts will also be encouraged to have their individual programmes targeting poor-performing schools in their respective districts, while not neglecting good performers to ensure that they do not reverse on their good performance. The District/Schools Retreats are the introspective exercise for revitalisation and reinvigoration of our systems to stand resiliently against odds and paradigm shift due to the fast global changes driven by economic waves. The radical socio-economic expedition will be only accelerated if and only if we advance and deepen our ambitious commitment to quality public education no matter what it takes. Sense of accountability and consequence management should be a blanket we warm ourselves with in ensuring that the rising nation is not bypassed by the real access to economic spectrum in the new world order where its pendulum swings adversely.

In the process we identified six basic challenges which we believe are facing the Department of Education in KwaZulu-Natal and we resolved to confront them head on, and this formed a bigger part of our strategy to inculcate the culture of good performance in our Department and our schools. These challenges are:

- Inadequate curriculum management and development
- Poor planning in teacher supply and capacity building
- Inadequate infrastructure and poor planning in its delivery
- Inadequate classroom equipment
- Inadequate Management practices
- Finance

The department will continue to implement and improve on strategies aimed addressing, among others, the above key challenges. The plans outlined herewith are also about key interventions aimed at improving results in the common tests and Continuous Assessment (CASS). Further, the Department aims to conclude the five years having achieved 80% NSC pass.

In addressing the identified challenges, the Department aims to make an impact in the lives of all learners attending public ordinary schools in the province. The impact envisaged is that well governed and managed schools, active community participation in education, adequate resources of high quality, ensuring that teacher supply meets the demand, efficient and responsive districts, confident and engaged learners, satisfied and supported teachers in a province which offers an empowering curriculum.

Climate change which has resulted in global warming is real. There is evidence that the Antarctic region is shrinking annually, the glaciers and polar ice are melting resulting in rising sea levels, the areas where rivers used to be when we grew up are dry and the rain patterns have changed to mention a few. The Department has a duty to contribute in the reduction of carbon emissions. To this end an urgent paper should be delivered at the beginning of the strategic cycle detailing how the Department will introduce green energy in schools with an aim of reducing carbon emissions as well as reducing costs on energy consumption by schools. Further, to ameliorate the challenge of most schools' inability to cope with electricity and water bills, the Department will initiate discussions with municipalities to consider putting no-fee paying schools under the indigent list.

His Excellency, President JG Zuma has declared 2017 the year dedicated to the maths and science teacher, Lawyer and the longest serving President of the ANC, President Oliver Reginald Tambo because if he was still alive he would have been 100 years. This means that all institutions have a responsibility to emulate the workings and diligence displayed by the President in all their undertakings through developing and displaying Service Delivery Charters. Dropping of maths and science pass rate must be the water under the bridge. Shortages of these educators must be dealt with decisively in honour of OR Tambo. We anticipate having OR Tambo Mathematics and Science Awards Category during MEC Excellence Awards. Further, we all need to assess the contributions we make to open the doors of learning and culture to all. This requires that we engage in education programmes that will change the lives of our people for the better.

Making Education a Societal Issue is one of the central pillars of the National Development Plan (NDP). In order for this to take place an organic covenant must be nurtured between the Department and the communities, stakeholders, parents and teachers. This

covenant must be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them.

The Department coordinates all efforts at creating and securing brighter futures for all its learners by doing everything to provide quality education. These are efforts championing quality education so that the province produces a well-educated, skilled and highly developed citizenry by providing equitable access to quality education which will improve education outcomes and increase success opportunities for all learners in the province through.

To give expression to this idea, the Department updated and released an Updated Strategic Plan 2015/16 - 2019/20 which commits this administration to:

- improving teamwork and consequence management in order to enhance a clean administration
- improving learner performance in literacy and numeracy in the province's primary schools;
- improving the number and quality of passes in the National Senior Certificate examinations;
- reducing the number of underperforming schools in the province.

The strategic plan of the Department and its Annual Performance Plan 2017/18 focuses on the ten pillars which capture the key priority areas and sets out targets for an improved administration and learner attainment. This plan is based on a thorough analysis of all results which resulted in the Provincial Academic Improvement Plan, upon which all the finer details for its coordination, implementation and monitoring are spelt out in a sustained, focused and systematic approach to improving learner attainment and have an overall systemic improvement.

It is comforting that despite the financial constraints, the mandates outlined above continue to be implemented. These mandates are directly linked to the pro-poor strategy of the Department, where the learners in quintiles 1 to 3 continue to be funded at R926 per learner and those in quintile 5 are funded at R126 per child. The poorest schools are in rural areas and they are well catered for through this initiative. It is important to mention that the Department has made considerable strides in providing access to education for all learners irrespective of socio-economic status. The Department does this through the provision of a package to all schools between quintile 1 and 3, which comprises no-fee paying, national school nutrition programme, learner transport and LTSM.

In addition to the poverty package, the Department adopted the 10 pillars as its strategic delivery vehicle in its mandates. Therefore, these 10 pillars are strategic drivers enabling the Department to make meaningful contributions to the lives of all learners and makes strides to achieve the imperatives of Action Plan to 2019: Towards the Realisation of Schooling 2030. These pillars are:

- Pillar 1: Transformation of the Schooling System
- Pillar 2: Curriculum and Assessment
- Pillar 3: Teacher Provisioning, Development and Support
- Pillar 4: Development of strong Leadership and Management
- Pillar 5: Infrastructure Planning and Delivery Management
- Pillar 6: Planning
- Pillar 7: Information and Communication Technology (ICT)
- Pillar 8: Social Cohesion and Integration of Schools
- Pillar 9: School Functionality and Community Involvement
- Pillar 10: Early Childhood Development

The Updated Strategic Plan 2015/16 – 2019/20 establishes important foundations for the CAPS curriculum and creates a base for concrete systemic improvements in learner performance for the strategic cycle 2020/21 – 2024/25 during which period, teachers would have matured in the system and learners will have ample opportunity to be educated within a system that has been designed and managed to deliver a results-driven plan and performing on the targets set. This is said against the background that it has been 4 years since CAPS curriculum has been examined at the National Senior Certificate and the Department has learnt many lessons, teachers are more ready and significant progress has been made in establishing the foundations necessary to prepare learners for the National Senior Certificate and also improve learner attainment at all levels.

In 2016, we implemented the Provincial Academic Improvement Plan which established good foundations for targeted interventions aimed at improving results. Therefore, 2016 National Senior Certificate results are a stepping stone and provide the Department with new targets for improvement and help refine the strategic interventions for the 2017 academic year.

As the strategic cycle come to a close, the Department looks forward to enhancing teamwork, time-on-task, consequence management which has begun to be embedded within the education system of this province. In the short term the Department also looks at improving leadership and management of our offices and schools through the provision of focussed leadership and

management development opportunities and through the introduction of greater accountability measures. The Department will also expand access to technology in most schools with an aim to improve teaching and learning practices.

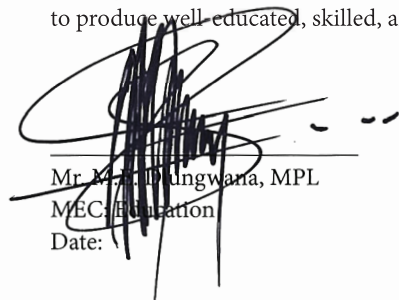
At the beginning of this financial year the Department makes an unprecedented commitment to ensure that over the next three years every child from Grades R to 12 will have a decent classroom with a teacher in class to teach. In order to fulfil this commitment, the Department will audit accurately its human resources, resolve the redeployment of teachers efficiently and timely as well as audit its infrastructure resources, review the Transformation of the Schooling System approach and improve infrastructure maintenance.

In everything planned and implemented by the Department, creating and securing brighter futures is the first priority. This means our learners are at the top of our list and we will remain committed to having good relations and rapport with our valued stakeholders and also ensure that our teachers are treated with value and dignity they deserve at all times.

We call upon everyone to join hands and make sure that all learners perform at the best of their potential and that the National Senior Certificate results improve year after year.

In conclusion, we are convinced that nurturing altruism and building teams at all levels will mitigate the challenges entrenched by silos and create a space for interested, dedicated personnel to make a contribution in the organisation without the fear of being marginalised. The Department will advocate and promote selfless service to the nation through effective curriculum delivery for quality learning and teaching for all and allegiance with disciplined commitment to the corporate and institutional values of our democracy that will make the Department achieve more.

Let us join hands and deliver quality public education to all the people of the province and ensure we champion quality education to produce well-educated, skilled, and highly developed citizenry.


Mr. M. D. Ngwana, MPL
MEC: Education
Date: \

A. INTRODUCTION BY THE HEAD OF DEPARTMENT



Dr. E.V. Nzama
 Head of Department :Education

The Department of Education has undergone an executive leadership change and an administration leadership change in the past 10 months, and in order to realign our goals and objectives with the emerging realities of the education delivery landscape, it has been necessary to review and update our strategic plan.

As a result, it has been necessary to realign our functional areas, institutional structures, as well as our plans and programmes to more explicitly reflect what the Department will do to champion quality education in order to create and secure a brighter future for each learner. Responding to these questions require a fundamental assessment of the current provincial education delivery landscape, clear understanding of the links with the district programmes and plans aligned and how these align and contribute to provincial targets, objectives and goals. The new leadership also realised that the current external and internal environments requires careful threading in order to make sure that all employees and stakeholders are brought on board in respect of the new direction envisaged by the new leadership in both the executive and administration office. This new direction had to be embodied in the mantra, values, goals, objectives and plans of the Department.

Key to the new trajectory is the need for all employees to have an appreciation that in order for the Department to fulfill its mandate effectively; all employees have to work as a team in the following four areas which reflect our goals:

Finance: There should be an appreciation that in the public service the strategy to do anything is premised on the availability of budget. In the education setting public funds must be used to broaden access, strengthen good corporate governance, management and promote an efficient, effective & results-driven administration. This should be done by allocating and distributing financial and other resources timely for effective delivery of services.

Human resource development: Finances should be utilised to develop human capacity so that each employee achieves excellent levels of performance in his/her area of work.

Excellent performance: Human resource development should be geared towards the achievement of excellent performance and enable the Department to develop offices and schools into centres of excellence and improve learner performance in all grades.

Satisfaction of stakeholders and communities: Develop schools into centres of community focus, care and support in promoting national identity and social cohesion.

These goals are linked to each other and are aimed at improving the quality education, with the intention of implementing strategies within each goal in order to transform the Department for the better and in alignment to Action Plan to 2019: Towards the Realisation of Schooling 2030.

The National Development Plan (NDP) recognizes that the quality of education for most black children is poor and states that by 2030 South Africa needs an education system with the following attributes:

- High-quality, universal early childhood education;
- Quality school education, with globally competitive literacy and Numeracy standards;
- Further and higher education and training that enables people to fulfil their potential;
- An expanding higher-education sector that can contribute to rising incomes, and
- higher productivity and the shift to a more knowledge-intensive economy

The NDP concedes that our country, and ultimately our province, is beset with triple ills of poverty, inequality and unemployment as challenges that are consequences of years of apartheid education. The remedy to this situation lies mainly with access to quality education.

Improved learner attainment and school performance continues to be our main goal. This Budget Vote therefore, focuses on learning and teaching in general and specifically on improving learner attainment through the Provincial Academic Improvement Plan. In our determination to improve results from foundation phase to the National Senior Certificate, the Department has made the commitments on the post-2015 development agenda – the *Sustainable Development Goal 4*, (SDG4) have to make a concerted effort to uproot poor performance at all levels of the system.

Despite the increase in the budget allocation for the department of education in terms of the equitable share; the value remains reduced as most necessary initiatives and interventions cannot be funded and remain at initiation phase. This long standing phenomenon requires a different pragmatic approach to financial planning so that the current budgetary constraints are mitigated. To this end, the Department is determined to implement a single organisational structure and make sure that the PERSAL system is cleaned and aligned to a single approved organisational structure. The Department has also started discussions with the State Information Technology Agency (SITA) to access actual captured salaries for each month with overall total values for all permanent employees so that expenditure on the In-Year-Monitoring (IYM) can be compared to a realistic Compensation of Employees Plan obtained from SITA before the inclusion of payments for abnormal appointments or contract appointments or temporary appointments.

The mandates of the Department are to:

- provide overall management of the education system in accordance with the National Education Policy Act., the Public Finance Management Act, and other policies;
- provide public ordinary education from Grade 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education (E-learning is also included) ;
- support independent schools in accordance with the South African Schools Act as enshrined in the Norms and Standards for School Funding Regulations;
- provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education (E-learning is also included);
- provide Early Childhood Education (ECD) at the Grade R and pre-grade R in accordance with White Paper 5(E-learning is also included);
- provide and maintain infrastructure facilities for the administration and schools;
- provide the education institutions as a whole with examination and education related services

These mandates include proving publicly funded goods and services, in particular the payment of salaries, development of educators to ensure that they are equipped to provide the best quality teaching, the provision of Learner Teacher Support Materials (LTSM), the provision of support to learners on the curriculum, prioritising access through the provision of learner transport, NSNP and the provision of no-fee schools, providing norms and standards to schools, increase quality in gateway subjects through the MST strategy utilising the MST grant, developing and maintaining school infrastructure, payments for non-teachers and office items, providing funding for supporting 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 district and circuit offices.

The Department also ensures that inclusivity is prioritised through the provision of public education in special schools and accommodating learners with barriers to learning in full-service schools.

The Department implements its mandates with a workforce of about 115 635 employees comprising:

- 86 353 educators,
- 1353 education specialists,
- 8 698 administration staff,
- 3 333 cleaners,
- 3 319 security personnel,
- 386 interns,
- 5 167 periodic appointments

To employ these employees costs the Department R39, 869billion which constitutes about 90, 8% of the R47.477 billion total budget for the Vote.

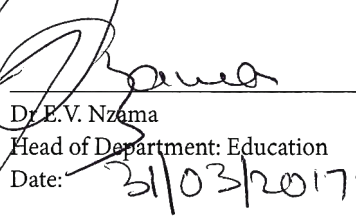
The remaining 9, 2% of the budget totalling about R 3,573billion is then utilised for service delivery for public ordinary schools, public special schools, independent schools, infrastructure development and examinations including other education related services.

It is comforting that despite the financial constraints, the mandates outlined above continue to be implemented. These mandates

are directly linked to the pro-poor strategy of the Department, where the learners in quintiles 1 to 3 continue to be funded at R926 per learner and those in quintile 5 are funded at R126 per child. The poorest schools are in rural areas and they are well catered for through this initiative. It is important to mention that the Department has made considerable strides in providing access to education for all learners irrespective of socio-economic status. The Department does this through the provision of a package to all schools between quintile 1 and 3, which comprises no-fee paying, national school nutrition programme, learner transport and LTSM.

Under the trusted leadership of the Honourable MEC, Mr Mthandeni Dlungwana, the Department is ready to work tirelessly to make 2017 academic year success. The guidance from the Education Portfolio Committee, the informed inputs from our valued stakeholders particularly labour, the commitment by the DDGs and all officials of the Department including principals, SMTs and teachers is set to make quality basic education a reality in the Province.

Let us make our plans a reality.



Dr. E.V. Nzama
Head of Department: Education
Date: 21/03/2017

B. OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- 1) Was developed by the management of the Department of Education under the guidance of the MEC for Education, Mr. M.E. Dlungwana;
- 2) Takes into account all the relevant policies, legislation and other mandates for which the KwaZulu-Natal Department of Education is responsible; and
- 3) Accurately reflects the strategic goals and objectives which the KwaZulu-Natal Department of Education will endeavour to achieve over the period of five (5) years.

Mr L. Rambarran


Acting Chief Financial Officer

Signature: 

Date: 31/03/2017

Adv B.M. Masuku

Deputy Director General
Corporate Management

Signature: 

Date: 31/03/2017

Head of Department
Accounting Officer

Dr E.V. Nzama

Signature: 

Date: 31/03/2017

Approved by:

The Honourable
Mr. M.E. Dlungwana, MPL

MEC for Education

Signature: 

Date: 31/03/2017

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PART A: STRATEGIC OVERVIEW

VISION

**“A well-educated, skilled,
and highly developed citizenry”**

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

MISSION

3. VALUES

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

(i) Teamwork

- *Striving to be together with your team at all times and promote ‘Team Education’*,
- *Striving to bring everyone together to support, embrace and excel in whatever we do,*
- *Being part of a collective in everything we do and learning to support one another than to let one another down,*
- *Establishing and maintaining shared goals,*
- *Working together towards improving service delivery.*

(ii) Altruism

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

(iii) Empathy

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

(iv) Professionalism

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

(v) Integrity

- *Consistency of actions and conduct with the highest ethical and moral conduct.*
- *Abiding by the unwritten rules and doing the right thing even when no one is watching.*

- Displaying honesty, intolerance to fraud, corruption, nepotism and maladministration.
- Straightforward communication, saying what needs to be said without withholding information.
- Treating all (employees, stakeholder and others) in a manner that is fair and just.
- The backbone to efficiency and upholding responsibility in a corrupt free environment

(vi) **Openness and Transparency**

- *Taking conscious steps to share information that is relevant to a particular level uniformly.*
- *Treating all (employees, stakeholders and others) in a manner that is fair and just.*

(vii) **Excellence**

- *Maintaining high standards of performance and professionalism by aiming for quality and avoiding mediocrity in everything we do.*
- *Performing above minimum requirements the first time around without delays and avoiding repeats.*

(viii) **Ubuntu**

- *Ubuntu refers to respect, patience, tolerance, humility and caring; all of which should be embedded within every employee in performing everyday duties.*
- *Being open and available to others,*
- *Affirming others without feeling threatened*
- *Belonging to a greater whole*
- *Recognising that we are all bound together in ways that are invisible to the eye;*
- *Recognising that we achieve our individual selves by sharing ourselves with others, and caring for those around us.*

4. LEGISLATIVE AND OTHER MANDATES

4.1. CONSTITUTIONAL MANDATES

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

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

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

4.2. LEGISLATIVE MANDATES

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

A summary of key policies and legislation follows:

NATIONAL EDUCATION POLICY ACT NO.: 27 OF 1996

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

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

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

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

EMPLOYMENT OF EDUCATORS ACT NO.: 76 OF 1998

The Employment of Educators Act provides for the employment of educators. The Act regulates the conditions of services for educators and also provides for educators' professional, moral and ethical responsibilities.

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO.: 31 OF 2000

The South African Council for Educators Act provides for the governance of the professional teaching corps under a single THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, (ACT NO. 58 OF 2001)

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

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO.: 31 OF 2000

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

PUBLIC FINANCE MANAGEMENT ACT 1 OF 1999 AS AMENDED

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

THE ANNUAL DIVISION OF REVENUE ACTS

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

PUBLIC SERVICE ACT, 1994 AS AMENDED (PROCLAMATION 103 OF 1994)

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

4.3. POLICY MANDATES

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

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

EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)

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

EDUCATION WHITE PAPER 7 ON E-LEARNING

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

NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)

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

4.4.1. OTHER MANDATES

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

- Public Service Act of 1994 (as amended)
- Labour Relations Act of 1999 (as amended)
- Employment Equity Act of 1999
- Public Finance Management Act of 1999 (as amended)
- Preferential Procurement Framework Act of 2000
- Treasury Regulations
- Promotion of Administrative Justice Act
- Promotion of Access to Information Act
- Language in Education Policy, 1997
- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000
- National Policy on Whole School Evaluation (July 2001)
- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)
- National Policy on Religion and Education, 2003
- Policy Document on Adult Basic Education and Training (12 December 2003)
- National Education Information Policy (Government Notice 1950 of 2004)
- National Policy regarding Further Education and Training Programmes: Approval of the amendments to the programme and promotion requirements for the national Senior Certificate: A Qualification at Level 4
- Intergovernmental Relations Framework Act No. 13 of 2005
- Addendum to FET Policy document, National Curriculum Statement on National Framework regulating Learners with Special Needs (11 December 2006)
- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007].
- National Policy on the conduct, administration and management of assessment for the National Certificate (Vocational), 2007
- National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)
- National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)
- Regulations pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008)
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- Construction Industry Development Board (Act 38 of 2000)

4.4. RELEVANT COURT RULINGS

1. **CHRISTIAN EDUCATION OF SOUTH AFRICA V MINISTER OF EDUCATION (CCT 13/98) [1998] ZACC 16; 1999 (2) SA 83;1998 (12) BCLR 1449 14 OCTOBER 1998.**

The decision of this case repealed moderate corporal correction and corporal punishment in independent schools.

2. **MEC FOR EDUCATION; KWAZULU-NATAL AND OTHERS vs PILLAY 2008 (2) BCLR 99 CONSTITUTIONAL COURT**

This case raises the vital questions about the nature of discrimination under the provisions of the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 as well as the extent of protection afforded to cultural and religious rights in the Public school setting.

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

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

3. **GOVERNING BODY OF JUMA MUSJID PRIAMRY SCHOOL AND OTHERS vs MEC FOR EDUCATION KWAZULU-NATAL AND OTHERS 2011 (8) BCLR (761) CONSTITUTIONAL COURT**

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

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

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

- a) HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE-STATE PROVINCE VS WELKOM HIGH SCHOOL AND ANOTHER;
- b) HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE VS HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;
- c) HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF EDUCATION AND ANOTHER VS HOËRSKOOL ERMELO AND ANOTHER (2009) ZACC 32; 2010 (2) SA 415 (CC; 2010 (3) BCLR 177 (CC);
- d) MEC FOR EDUCATION VS GAUTENG PROVINCE AND OTHERS VS GOVERNING BODY OF RIVONIA PRIMARY SCHOOL AND OTHERS (CCT 135/12) (2013) ZACC 34.

- *The abovementioned cases dealt with the powers of School Governing Bodies to determine and adopt Policies in relation to a number of issues (e.g. Admission policy, Language policy, Code of Conduct, etc.). The Head of Department cannot intervene or interfere by simply setting aside a policy developed by the School Governing Body. When the Head of Department or the MEC wants to intervene, he or she must act reasonably and in a procedurally fair manner and must be empowered or authorised by the relevant legislation.*
- *The Welkom High School and Harmony High School dealt with the Code of Conduct for Learners. It provided that learners who fell pregnant could not proceed with attending school until they had given birth. They could be admitted back to school a few months after giving birth. This policy was adopted by the Governing Body after it had gone through a consultative process within the school community. This policy was glaringly discriminatory and could not stand the constitutional scrutiny. The Head of Department attempted to intervene by setting aside this policy but the Court ordered that as much as the policies were discriminatory, the Head of Department must act rationally and in a fair and procedural manner to set aside the policy developed by the Governing Body.*
- *Hoërskool Ermelo and Rivonia Primary School cases dealt with the admission of Learners to Public schools, powers and obligations of the School Governing Bodies and the Head of Department in relation to admission to Public schools.*

5. BEAUVALLON SECONDARY SCHOOL AND ITS GOVERNING BODY AND 16 OTHER SCHOOLS VS THE MEC OF WESTERN CAPE DEPARTMENT OF EDUCATION – CASE NO 865/13 – SUPREME COURT OF APPEAL OF SOUTH AFRICA

This case dealt with the closure of Public schools in terms of Section 33 of the South African Schools Act, 1996. The question was whether when the MEC is acting in terms of Section 33 of the South African Schools Act was she performing a function which is reviewable under the provisions of the Promotion of Administrative Justice Act, 2000 or was she performing an executive function that is not subject to review under the Promotion of Administrative Justice Act, 2000. The Court decided that when the MEC is performing functions in terms of Section 33, such functions are reviewable under the provisions of the Promotion of Administrative Justice Act, 2000.

PLANNED POLICY INITIATIVES

4.5.1. NATIONAL PRIORITIES

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

- *Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.*
- *Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.*
- *Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.*
- *Ensure that the basic annual management processes take place across all schools in the province in a way that contributes towards a functional school environment.*
- *Improve the frequency and quality of the monitoring and support services provided to schools by district office.*
- *Inclusive education*
- *Reading*
- *LTSM*
- *ICT*
- *Multi-grade teaching*
- *Kha-Ri-Gude*
- *Arts and Culture/ Language*
- *Mathematics and Science*
- *Teacher Recruitment and Deployment*
- *Teacher Development and Professionalism*
- *School governance: SGBs*
- *Competency of principals*
- *Functionality of districts and schools*
- *Infrastructure*
- *Assessments: ANA, NSC, International testing*
- *Partnerships*
- *Sports and Recreation*
- *Learner Wellness, Safety and Social Cohesion in Schools*

5. SITUATIONAL ANALYSIS

The Department has been unable to perform well in all its areas of operation although it obtained an unqualified audit. This is largely due to the turbulences in schools with large enrolments, delays in the allocation and transfers of budgets, lack of teacher in schools with small enrolments and the lack of funding to implement the Transformation of the Schooling System. Financially, the cost-cutting measures will continue to be effected as long as South Africa continues its integration into the global market as this means there is little chance of escaping the impact of the current global economic turbulences.

The context within which the Department performs has been characterised by a decline economic growth, out migrations by many job seekers to other provinces, particularly Gauteng, retirement of many seasoned principals and teachers teaching gateway subjects. This has had a negative impact in the education sector as the province continues to perform below its capacity in the National Senior Certificate results. Nonetheless, the province continues to provide education to the largest number of learners countrywide and servicing the largest number of schools. This is evident through the fact that whilst Gauteng province is now the most populous province serving approximately 2,1 million learners at approximately 2900 public schools; KwaZulu-Natal continues to lead in providing education to approximately 2,8 million learners in approximately 6000 public schools. Inequality and poverty remains high, mainly due to unemployment. The decline in economic growth continues to be a major contributing factor in the non-absorption of many job seekers into the formal labour market. As a result, whilst the internships has made its mark together with the jobs provided through the expanded public works programme; in the bigger scheme of economic and employment programmes, these interventions contribute very little in addressing issues of inequality. As a result, income inequality, especially at lower income levels, remains at unacceptably high levels. The people who fall within the bracket of lower income, have no option but to inhabit in informal dwellings where there are no rates, not running water, no appropriate sanitation facilities as these areas that are inhabited are not in any spatial plan for the municipalities. The unplanned settlements create a planning and provision challenge for the Department as people settle before there are planned services.

However, it is noteworthy that the attitude of society towards the Department on its educational outlook has not been particularly good as the Department has had its fair share of challenges on infrastructural matters, school management and governance matters, promotion matters and community-related violence spilling over to schools. These challenges include the poor performance in the NSC results, the continual negative reporting of violence in schools, the unfortunate and sad reports of accidents that take away the lives of our innocent children, the increase of learners who have fallen pregnant even at primary schools, the infighting among certain schools and the continued negative reporting of ill-disciplined teachers who are found to have inappropriate relationships with learners who are in their ‘loco parentis’.

Despite the Department’s challenges captured as negative publicity here above, overall the Department has performed reasonably well and over the years the Department has shown good improvement. However, the lack of active reporting by the Department in media has not provided society with the positive reports on many good programmes and projects implemented by the Department throughout the province.

The Department has improved its performance during the year of updating its Strategic Plan. Whilst the National Assessments were not conducted, there has been very good progress with the delivery of basic services and access to primary services. In terms of management practices, the Department has retrogressed in managing performance information with a qualified opinion, but improved financial management with an unqualified opinion, reduced teacher absenteeism, improved learner attendance, increased the number of learners benefitting from national school nutrition programme, increased number of learners benefitting from learner transport and diversifying on the transport means provided to learners and also maintained the number of learners benefitting from the “no-fee” policy.

It is important to mention that inequality still exist between, among and within districts. The scarceness guide measures the comparative deprivation of populations across districts within the province and is derived from a set of demographic and socio-economic variables of the 2011 Census and 2016 Community Survey. A high value for the deprivation index denotes higher levels of deprivation and a low value for the deprivation index denotes lower levels of deprivation. This means that districts that fall into socio-economic quintile 5 are the least deprived (best off), whereas those that fall into quintile 1 are most deprived (worst off).

The Department has continued to provide free education to learners in about eighty per cent (80%) of all our schools in the province through the ‘no fee’ paying schools policy. This is a policy which gives all learners attending quintile 1 to 3 schools a right to attend a school without having to pay any school fees.

In implementing the “Schooling 2030” through Action Plan to 2019, the progress on the 27 goals is good. Whilst the baseline percentage for the NSC results in 2015 reflects a steep decline of 9% from 69,7% to 60,7%, the total contribution made by the Department to the national passes was an overall average output of around 100 000 NSC passes; a contribution of about 22% for the country. It is important to note that this is the highest contribution made by a province in the NSC results where other provinces contributed as little as 2% in the national pass rate. Further, the NSC results of 2016 reflect a steady incline of 5,5% at 66,4%.

It is a cause for concern that the Annual National Assessments which serve as diagnostic assessments which had reflected a good story in the last national assessments of 2014 could not be reported on for two consecutive years as there were challenges around their administration countrywide. However, the baselines of 71% in Grade 3 numeracy and literacy, 36,4% in Grade 6 mathematics, 77% in Grade 6 home language, 42,3% in Grade 6 First Additional Language and 36,4% in Grade 6 mathematics demonstrates a positive upward trajectory in pursuit of an improved quality of education and is consistent with an improving education system.

These baselines though three years old, are indicators confirming that the Department's interventions are making a positive difference and good progress towards an improved quality of education. These developments point to a schooling system that is succeeding in improving the quality of learning outcomes, sometimes in line with targets, sometimes below the target levels, depending on what indicator one looks at. This is an indication that at least some of government's interventions over the years are making a positive difference. In a system as complex as the schooling system, it is difficult to know exactly how positive change is brought about. But the fact that movement is in the right direction suggests that in the coming years consolidation of existing initiatives, must be a strategic priority.

Be that as it may, it is important to note that in a complex system, the fact the most targets are met and the movement is in the right direction does not mean that all the interventions are achieving similar results. This is obvious in the general poor attainments in Grade 9 especially in maths. The Department has made its assessments and analysis of results and established clear approaches to improve learner attainment in maths for grade 9.

The fact that CAPS is its fourth NSC year can only have good news for the Department in that this curriculum implementation and management has entered an era of stability. With this in mind, the Department will take this as an opportunity to learn from previous results, consolidate effort, and make improvements especially in areas that depend on curriculum stability, such as teacher development for the improvement of mathematics and other poor results in grade 9 and in NSC.

The Department has made good progress in its infrastructure spend for the year under review. Whilst the annual spending on infrastructure has continued to increase nation-wide; there is a decrease in the infrastructure spend in the Department in order to cover the wage bill. Considering this situation, the Department is exploring alternative better ways of achieving planned targets by nurturing a culture of accelerating the building of projects through close monitoring so that there is shortest possible period spent by contractors on a building site. In that way there will savings done by all in the value chain.

It is noteworthy that the Department has trained and continues to train all newly appointed officials on leadership and management.

As a signatory to the Millennium Development Goals (MDGs) together with other 188 countries in year 2000, South Africa remained committed to “free all men, women and children from the abject and dehumanizing conditions of extreme poverty” by the year 2015. It is pleasing to report that as a country, we achieved par excellence in the achievement of universal access to primary education and have made an indelible contribution in the eradication of extreme poverty and hunger through the provision of national school nutrition programme to over 2,2 million learners, about 86% of learners in the province.

Now that these member countries have pursued the achievement of these goals for the agreed duration of 15 years till 2015, and the time has arrived for the review of the plans, South Africa has also been part of the review process. The results of the review process were the establishment of Sustainable Development Goals (SDGs) which have to be achieved fourteen years from now by 2030. It is pleasing that in 2016 on the inaugural year of the SDGs the Department made solid plans to be implemented towards their achievement.

In championing quality education in order to create and secure brighter futures for the learners of KwaZulu-Natal, the Department engaged in a strategic planning session with a view to emerge stronger with clear perspectives on challenges affecting the Department and with more tangible, concrete proposals and resolutions to assist the Department turn the corner for the better. The engagements during the strategic planning session allowed the Department ample opportunity to reflect on the strategic trajectory and the deliberate goals, objectives and some policies which are at the centre of the Department's driving force.

The central message by the MEC and HOD was encored on an urgent need to break the silos and enhance teamwork. The starting point in responding to this central message was to assess whether the current goals and objectives engender teamwork or do they strengthen silos. The goals were leaning towards the latter without a logical framework or theory informing the development and pursuance of goals and their corresponding objectives for the organisation rather than for individual units and sections.

In updating the strategic plan, the following observations have been made:

- The strategic plan does not have a results chain linking the objectives to the inputs.
- The strategic plan has a list of goals and underneath each goal are a list of objectives but there is no direct or causal link which demonstrate how these objectives link to the goals.
- The strategic plan has three main sections viz. the strategic overview, the pillars, the programme plans and links to other

plans. There appears to be no link between the goals and the pillars in the strategic plan. It appears that the content of the pillars should be reflected under programme plans so that the requirements of ensuring that:

- The core deliverables are identified in specific plans under each programme or sub-programme,
 - When all plans are under programme plans, the requirement of aligning the strategic objectives to plans will be enforced,
 - The potential and real risks which will hamper the implementation of plans should be identified and mitigated,
 - The identification of the number of adequate employees required to deliver the services, and
 - The plans written as ‘link to other plans’ do not indicate the core deliverables sought to be achieved in working with other Department
- Reviewed against the framework for strategic plans and annual performance plans, the strategic plans appears not have followed the guidelines especially in ensuring that the programmes plans cater for all the strategic objectives identified under the strategic goals.
 - The four perspectives can communicate the strategy of the Department clearly.
 - It can also ensure nurture strong leadership and management.
 - It has the ability to measure the right things, not everything.
 - It can communicate the performance results
 - Its ability to measure individual performance can allow the evidence-based rewarding system

Therefore, the four perspectives can serve as a management process which seeks to link long-term strategic objectives to short term actions which appear to also provide a theoretical basis to explain the processes to be undertaken as required by the Framework for Strategic Plans and Annual Performance Plans. These processes are: translating the vision, communicating and linking, strategic planning and feedback and learning.

It is clear that a one-size-fits-all approach to dealing with schools that are in distress needs to be revised. This will ensure that all officials and teachers engage in in-depth abstractions that will culminate in clearly defined, specific and focussed interventions suited for their particular circumstances. Focussing on the T30 schools, especially those who have been on a downward trajectory for 3 years or more, is necessary for circuit management to undertake an in-depth analysis of the reasons for poor performance and make sure that there are consequences for poor management or non-teaching. Such an analysis could produce a single or combination factors that could have resulted in the school under-performing. Factors that have a damaging effect on learner performance could range from poor leadership by principals, conflict amongst staff, conflicts within the community, conflicts arising out of the filling of promotions posts, qualifications and quality of educators, learner discipline to name a few. The symptoms of dysfunctionality and conflict often manifest itself in the results of learners at all levels. A reflexive response to dysfunctionality would be to remove the Principals, who by all accounts, should have mobilised his SMT to deal decisively with challenges in order to improve learner performance. In this regard, circuit management, together with a multi-disciplinary task team would be required to:

- analyse the performance of learners in the NSC examinations to determine trends over a minimum of 3 years inclusive of the current year results
- engage with stakeholders and the broader community on challenges and possible solutions
- make a determination on the utilisation of educators – right teacher for the right subject
- assess external threats and risks and galvanise appropriate resources to address these
- assess internal risks and activate disciplinary processes where necessary
- address incapacity by implementing a development programme for a fixed period no longer that 3 months
- as a last resort consider transferring educators (including the Principal and SMT) who pose a threat to the programme to improve learner performance

The culture of continuous improvement stems from the belief that mistakes can be avoided and defects can be prevented. It leads to continuously improving results, in all aspects of work, as a result of continuously improving capabilities, people, processes, and technology and machine capabilities. This means that the root cause of such mistakes can be identified and eliminated, and repetition can be prevented by changing the process.

Continuous improvement must deal not only with improving results, but more importantly with improving capabilities to produce better results in the future. There are three major mechanisms of prevention:

- Preventing mistakes (defects) from occurring.
- Where mistakes can’t be absolutely prevented, detecting them early to prevent them being passed down.
- Where mistakes recur, stopping and correcting them to prevent the production of more defects.

5.1. ANALYSIS OF THE SERVICE DELIVERY ENVIRONMENT

The provision of access to quality education is fundamental to the province and the broadening of participation rate has improved over the 10 years. From 2006, the Department progressed from previous years of financial disclaimers with regards to financial management to unqualified audits. The Department continues to record unqualified audit reports. The general performance in terms of learner attainment is good considering that the Department serves approximately 6000 public schools and about 2,8 million learners. However, the Department has had its fair share of disappointments from 2014, when it experienced a downward spiral of just above 20% in two years in the National Senior Certificate (NSC). The Department has implemented varied and strong interventions to mitigate this challenge and some gains are starting to show in the current NSC results. In 2016 these interventions brought good results to the province with an increase of 5,5% in the NSC results from 60,7% to 66,4%.

The largest share of the Department's budget is for the provision of personnel expenditure. This is reflected in the 2017/18 MTEF budget allocation, whereby more than 80 per cent is allocated toward compensation of employees. The spending focus over the MTEF period will be on improving curriculum delivery in order to improve learner attainment. The alignment of schools remains a focus for the Department in order to ensure that there are only primary and secondary schools. As such, the Department paid special focus to the consolidation of small and non-viable schools and the multi-grade schools through the introduction of the specially designed toolkit for these schools, through the rural academic support unit.

White Paper 5 of 2000 set specific targets with regard to five-year olds that were supposed to be in Grade R by 2014. The Department reached and exceeded this target, as 93 per cent of five-year olds were in Grade R classes by 2014 and 97% are in Grade R currently. Therefore, the target for access has been reached and the challenge is to improve the quality of education that is offered.

This programme has experienced the brunt of financial control measures in previous years. For this year, plans are commencing to ensure that service delivery is not affected. As such, all 156 community centres with Grade R classes, will be assisted through the payment of stipends to the practitioners, as well as the provision of core material. In the Pre-Grade R sub-programme, provision has been made for the training of practitioners, and the provision of the core material. Of significance is the pilot programme that will be continued in 15 crèches as the Department continues to investigate the concept of model crèches. The Department will train the care-givers in the curriculum delivery. The Grade R classes in public schools will benefit through the additional provision of equipment and furniture where this may be inadequate.

The participation rate in primary ordinary schools as reflected by the learner enrolment, remains very stable. The stability in the participation rate is due to the structural makeup of the schooling system in that the number of public primary schools determine the number of learners that can participate in the primary school phase.

Similarly, the participation rate in the secondary phase is stable although it shows a slight decrease from the primary phase. The structural make-up of the schooling system also determines the number of learners that can participate in the secondary phase. The fewer schools in the secondary phase indicate a fewer number of learners that can be accommodated at the secondary phase.

Special school education enrolment has been increasing from 2006 onwards. To date the Department has recorded an increase of close to 10% from 2006.

In an effort to improve learner attainment, especially the NSC results, the Department has enhanced its five-year academic improvement plan to focus sharply on the following areas:

- Enhanced accountability at all levels of the system.
- Greater focus on basic functionality of schools.
- Protecting time for teaching and learning.
- Improved support for teaching and learning.
- Increased efforts on time on task (monitoring tool to ensure educators are in class on time and teaching).
- Resource provisioning

With regards to assessment, the Department continued its comprehensive planning and vigorous monitoring of the various examinations that it administers. In the analysis of learner performance in the examinations, the Department prepared plans to mitigate poor curriculum delivery or content knowledge, as well as poor learner preparation or response to questions. Schools, through districts, were also encouraged to set, write and mark various tests that were to assist in the assessment of learner attainment at all levels.

Learner performance with regard to mathematics and science remain a concern to the Department. The mathematics and science strategy will continue to be implemented, monitored and evaluated, covering a wider base of schools.

The strengthening of Education Management Information System (EMIS) in order to improve the credibility of data submitted by schools and to ensure minimum human errors in the process, has assisted the department in having accurate data and in providing adequate statistics for analytic, planning, budgeting and decision-making purposes.

5.2. ORGANISATIONAL ENVIRONMENT

The current organisational structure of the Department is currently under review. The review process seeks to establish the costing required to fund the revised structure as well as to give effect to government's mandate within the identified ten areas of delivery with education being its apex priority. The re-alignment of the organisational structure therefore seeks to reposition the Department with regard to the delivery of quality education to its learners.

The revised organogram is aimed at restructuring the organisation of the Department to enhance service delivery through realignment of services, streamlining of functions and establishment of better networks which will deliver on the envisioned strategic trajectory in a teamwork.

Having regards thereto, the organisational structure is based on the premise that the districts are fully operational entities, rendering a qualitative service to schools.

The current organisational structure was reviewed by the Organogram Task Team (OTT), a structure appointed by the executive comprising Departmental Officials and Organised Labour. The overarching aim of the task team is to identify organisational gaps and variances and provide necessary resolutions so as to ameliorate the challenges currently hampering service delivery. After its task, the reviewed document was presented to the executive who promptly stated that it must be handed over to the Head of Department for final processing by the relevant directorate.

The business case for the organisational structure under review is based on the Updated Strategic Plan of the Department 2015/16-2019/20, National Development Plan 2030, Provincial Growth and Development Strategy with their respective goals and objectives as well as the ten Pillars which serve as the encores for the Department's Service Delivery Imperatives. The National Policy Document on the Organization, Roles and Responsibilities of Education Districts is also an important factor informing the recommendation for the creation of an additional district in Zululand. However, given the current economic milieu, the norms as proposed in the aforementioned document cannot be implemented in its entirety. What is significant about the reviewed organisational structure is that it comprises five Branches. Branch Planning has been included to focus on planning and service delivery support programmes.

The Department had developed and approved norms for the provision of support personnel at LSEN and Boarding Schools and the process of application is currently underway. The implementation of these norms will bring about equity in the provision of support personnel in these two sectors.

The task team handed over its work to Corporate Branch for purposes of job evaluations, completion and onward submission to the Head of Department and the MEC for final signing. The organisational structure has been completed and signed by both the Head of Department and the MEC and has also been forwarded to Treasury, Office of the Premier and the Department of Public Service and Administration (DPSA). The Department is waiting for approval to implement the reviewed organisational structure from the DPSA. It is envisaged that as soon as the DPSA approves, the Department will be ready to implement the reviewed organisational structure in 2017.

5.3. DEPARTMENT'S DELIVERABLES ON PROVINCIAL GROWTH DEVELOPMENT PLAN PRIORITIES

The Department aligns its goals to various policy documents including provincial priorities. This is done with a view that sector collaboration in the implementation of government programmes is key to accelerated service delivery. This alignment from the National Development Plan, Provincial Growth Development Plan, District Growth and Development Plan, Integrated Development Plan and Ward-based and Local Area Plans is an important marching line / direct line of sight in guiding the strategic plan of the Department. For purposes of resourcing the strategy for implementation through the Annual Performance Plan and the Operational Plan; the Department the procurement plan and the performance agreements should be aligned to the strategy. The goals and objectives selected ensure that all components of Department focus on the overall goal of providing quality education for all.

The Department aligns its strategy to the Provincial Growth Development Strategy and as such the Department will pursue the objectives of 'Human Resource Development'. To this end, the Department will:

- (i) Improve early childhood development, primary and secondary education
- (ii) Enhance youth skills development and life-long learning
- (iii) Support skills alignment with economic growth

This will be done in collaboration with Office of the Premier, Department of Economic Development and Tourism, Department of Higher Education targeting local Universities and Colleges of Further Education and Training, Training, Department of Cooperative Governance and Traditional Affairs, Department of Social Development.

The following broad sub-outputs will be the strategic focus areas during this five-year period, whilst the actions, indicators and targets will be elaborated in the Annual Performance Plan and the Operational plans of the Department.

SUB-OUTPUT 1: EARLY CHILDHOOD DEVELOPMENT

- Ensure that all quality aspects of the education system are introduced at ECD to improve the quality of learners commencing grade 1
- Implementation of 0-4 year olds curriculum
- Set the qualifications of Grade R practitioners to NQF level 6
- Ensure each learner attends Grade R and has access to grade R LTSM
- Implement Expanded Public Works Programme in ECD

SUB-OUTPUT 2: IMPROVED TEACHING AND LEARNING

- Implement a curriculum strategy for effective teacher development programme and develop teacher competency
- Implement the Provincial Academic Improvement Plan (refer to PAIP)

SUB-OUTPUT 3: CAPACITY OF THE STATE TO INTERVENE AND SUPPORT QUALITY EDUCATION

- Make inputs into all relevant education regulatory frameworks and guidelines to simplify, clarify, coordinate, and eliminate those that are not supporting quality education
- Use the SASA Section 38B to implement consequence management,
- Increased accountability for performance in schools
- Strengthen monitoring system and capacity of districts to develop strong leadership and improve functionality in schools for improved service delivery and learner attainment

SUB-OUTPUT 4: INCREASED ACCOUNTABILITY FOR IMPROVED LEARNING

- (Establish) Contribute to the establishment effective schools' accountability linked to learner performance
- Use an improved ANA for holding schools and district accountable
- (Establish) Improve district functionality district offices (how), that are able to support schools....

SUB-OUTPUT 5: HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT OF SCHOOLS

- (Assess)/ Continuous Re-orientation of teachers in content knowledge in the subjects they teach, especially the gateway subjects
- Absorb Funza Lushaka bursary holders into teaching posts where they have are relevant to the subjects they teach
- Capacitate the school governing bodies to recommend competent individuals into management and leadership positions in schools
- Management of schools (Continuous training of the existing SMT in all management areas and training of newly appointed SMT on all management areas)

SUB-OUTPUT 6: INFRASTRUCTURE AND LEARNING MATERIAL TO SUPPORT EFFECTIVE EDUCATION

- Assess the implications of complying with minimum standards for School Infrastructure)
- Investigate the use of ICT
- Infrastructure complying with minimum standards and norms for school infrastructure
- Increase access to quality reading materials

5.4. DESCRIPTION OF STRATEGIC PLANNING PROCESS

The Department's Updating of the Strategic Plan was initiated when the Department engaged in the strategic planning session. The Department commenced engaging in a process to update its strategic plan. This process initiated the pre-strategic planning workshops for all the Branches. The Department then agreed to allow the process to unfold and therefore capture the content of the reviewed plans after the Strategic Planning workshop. Significant changes to the second draft were effected after the Strategic Planning workshop. All stakeholders were consulted and engaged during this strategic planning session on the updating of the Strategic Plan 2015/16 – 2019/20.

After the strategic planning session the Department updated its strategic goals and objectives based on the recommendations of the strategic planning report. Of utmost importance are the resolutions of commissions that were consolidated, taken to plenary for presentation as a final representation of what the commissions agreed to put forward as a direction to be taken by the Department going forward. Soon after the strategic planning session the Department engaged in a process of developing the Provincial

Academic Improvement Plan. Curriculum specialists and various district and head office officials in management roles contributed in putting together the core strategies in place then the subject advisors dealt with subject specific reports to develop subjects' improvement plans and place targets that will place the Department in a better position in 2017. The plan with reviewed strategic goals and objectives as well as updated content on pillars was distributed in the 3rd Draft of this plan for inputs by various officials, directorates, Chief Directorates and Branches. Inputs were received and the plan was updated.

The updating of the Strategic plan was the Department's determination to improve its delivery in areas identified as Achilles' heel. In preparation for the compilation of the 2015/16 to 2019/20 Updated Strategic Plan, the Department conducted a desktop research consulting the National Development Plan, the MTSF 2014 to 2019; the Provincial Growth Development Plan, Schooling 2030 implemented through Action Plan to 2019, Provincial Growth Development Strategy, MPAT reports, ANA results, NSC reports and audit reports to establish common identified reasons for under-performance of schools and the poor or inadequate provision of coordination and support thereto. Further, in order to ensure that the Department's strategic interventions are adequate, suited to experienced challenges and not a one size fits all, the stakeholders were invited to the strategic planning session to make inputs into the strategic alternatives that need to be explored and employed to improve delivery of services and learner attainment.

Parallel to the process of developing the Provincial Academic Improvement Plan, the Department also engaged in a process of updating its Strategic Plan based on the content of the strategic planning session and the recommendations from commissions and whose basis is the message by the MEC and the HOD, the resolutions of the strategic planning session and the recommendations from the strategic planning session report.

The Draft Updated Strategic Plan 2015/16 – 2019/20 was presented at a meeting where all Branches were invited and inputs made were captured. A meeting to discuss the reviewed sections of the Strategic Plan was held and inputs were made. The reviewed strategic goals and objectives were discussed and the draft justifications for goals and objectives were edited and confirmed. The discussions expressed that the essence of the goals and objectives were not changed but goals and objectives addressing similar issues were combined. The goal statements and objective statements contain the justification which was duly perused and confirmed.

The Draft Updated Strategic Plan 2015/16 – 2019/20 was then presented to Top Management and then to MMM where the strategic goals and objectives were supported as updated and the process of consultations with the stakeholders and final presentation to Branches was endorsed with the guidance from an experienced service provider to make sure that there is maximum participation of stakeholders and all officials under the current internal and external factors influencing the Department. The Branches were also provided with the updated goals and objectives that were presented at Top Management and MMM for their final inputs via an email. The Branches confirmed that the updated goals with their respective statements were representative of their services and functions.

6. STRATEGIC GOALS AND STRATEGIC OBJECTIVES

The strategic goals have been reviewed to be aligned to the strategic planning recommendations. The goals seek to bring together the operations of the Department and also promote team work in a pragmatic and systematic manner. The goals focus on the core areas of the Department comprising the financials, the training and development leading to learning and growth, internal processes leading to improved learner performance and stakeholder satisfaction. The development of goals is underpinned by strong theoretical frameworks and alignment to public sector frameworks. This means the goals and objectives are developed in a manner which has clear causal links amongst goals. Therefore, key to the understanding of the goals is the manner in which the causal chain operates. The causal chain will also inform the strategy mapping of the goals and the objectives embedded within the goals. The Department has reduced the goals by two and objectives by eleven. The list of four goals and twelve corresponding objectives for the Department are as follows:

STRATEGIC GOAL 1	BROADEN ACCESS, STRENGTHEN GOOD CORPORATE GOVERNANCE, MANAGEMENT AND PROMOTE AN EFFICIENT, EFFECTIVE & RESULTS-DRIVEN ADMINISTRATION
Strategic Objective 1.1	To increase access, equitably allocate and monitor financial, infrastructural, human and other resources for efficient service delivery.
Strategic Objective 1.2	To enforce accountability and consequence management in order to decisively deal with issues of fraud, corruption and maladministration.
STRATEGIC GOAL 2	DEVELOP HUMAN CAPACITY AND ACHIEVE EXCELLENT LEVELS OF PERFORMANCE
Strategic Objective 2.1	To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.
Strategic Objective 2.2	To improve employee health and wellness to yield organisational functionality and <i>esprit de corps</i>
STRATEGIC GOAL 3	DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES
Strategic Objective 3.1	To increase learner attainment in all subjects and all grades
Strategic Objective 3.2	To strengthen leadership, management in public schools and enhance retention from Grade R-12.
Strategic Objective 3.3	To administer efficient and effective assessment and examination services.
Strategic Objective 3.4.	To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools
STRATEGIC GOAL 4	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT IN PROMOTING NATIONAL IDENTITY AND SOCIAL COHESION
Strategic Objective 4.1	To strengthen relations and build partnerships with all education stakeholders
Strategic Objective 4.2	To promote youth development, arts, culture and sports, preserve heritage and implement nation building programmes and projects which foster patriotism and social cohesion in all institutions.
Strategic Objective 4.3	To implement Batho Pele programmes and transformation of service delivery in all institutions
Strategic Objective 4.4	To provide educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.

6.1. JUSTIFICATION OF STRATEGIC GOALS

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

STRATEGIC GOAL 1	BROADEN ACCESS, STRENGTHEN GOOD CORPORATE GOVERNANCE, MANAGEMENT AND PROMOTE AN EFFICIENT, EFFECTIVE & RESULTS-DRIVEN ADMINISTRATION
GOAL STATEMENT	<p>To ensure good corporate governance, foster accountability and transparency, while maintaining an efficient administration that deals decisively with fraud and corruption. This goal will ensure that there is focused monitoring into the efficient, effective and economical use of state resources. It will ensure the accomplishment of set goals through planning, directing, staffing, organising, provision of strategic leadership, monitoring & evaluation and motivating with the allocation of human, financial, and technological resources satisfying all relevant stakeholders.</p> <p>Revised frameworks and guidelines on:</p> <ol style="list-style-type: none"> 1. Planning and managing performance information 2. Monitoring and evaluation 3. Conditions of service and post provisioning norms 4. Remuneration or pay structure of teachers; 5. Appointment, transfer and absorption of educators and Professional non-teaching staff 6. Performance management of teachers and Professional non-teaching staff 7. Accountability of districts and circuit offices to manage performance of teachers, Professional non-teaching staff and principals 8. Minimum competencies for district officials <p>Functional education monitoring systems using improved administrative data. Improve access to education for the people of this province, including physical access which includes the provision of adequate infrastructure resources, dedicated learner transport, national school nutrition programme, access to resources by levelling the field through the no-fee school policy as well as access to a diverse curriculum and school governance support programmes. The intention is also to provide and utilise resources to achieve redress and equity, and to eliminate conditions of degradation in schools through various infrastructure programmes and projects. This goal will focus the Department's effort towards ensuring that all learners including learners with Special Education Needs have access to education institutions. It will provide a basis for the measurement of the Department's progress in relation to the MDG and EFA Goals, as well as the measurement of the extent to which KZN is improving the general educational attainment levels amongst the people of the province. In the main the Department will increase access to quality Early Child Development (ECD) to more than 250 000 learners, increase access to Learners with Special Education Needs to more than 40 000 learners and ensure that they have access to Grade R LTSM and specialized learning support material, increase the qualifications of 25% of Grade R practitioners to NQF level 6, increase access in public schools by around xxx learners and increase learners benefitting from inclusivity to around 40 000.</p>

STRATEGIC GOAL 2	DEVELOP HUMAN CAPACITY AND ACHIEVE EXCELLENT LEVELS OF PERFORMANCE
GOAL STATEMENT	Develop the Department's human resource capacity across all levels of employment – from institution-based staff (educators, Professional non-teaching staff and school management) to office based officials (including managers at district and provincial level). Further, the goal will include the development of programmes that will enhance skills development at all phases: Technical occupational Skills, Maths, and Science & Technology. This goal is intended to focus the Department on the development of human resources to improve service delivery. It will further enhance scarce skills in learners and ensure that we provide relevant / skilled people for the Job Market. It will further ensure the provision of bursaries to educators and specialists who intend to do courses that will enhance skills in gateway subjects and other critical, specialized and top-up skills development programmes. In improving governance capacity amongst school managers, educator, Professional non-teaching staff and non-educator components of governing bodies' developmental programmes will be implemented. The Department through the Teacher Training Institute will issue an annual content knowledge training schedule with quarterly training plans which implement teacher development programs adjusted based on identified needs with strategic interventions developed and implemented.
STRATEGIC GOAL 3	DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES
GOAL STATEMENT	To ensure that all district districts are fully functional, their monitoring effective and the monitoring of school functionality effective as well as the teaching and learning including the monitoring of the payment of educator salaries. The goal will track excellent management of resources and excellent training and guidance of educators in respect of curriculum changes. This goals will ensure that all schools are fully functional and all learners in education institutions achieve desired outcomes and an increased output rate. This goal will ensure the implementation of the non-negotiables i.e. learners and teachers, Professional non-teaching staff are on time, in class teaching and learning, and managers are managing. This goal is intended to measure the performance of the provincial education system as measured through the achievement of learning outcomes by all learners. In enhancing improvements, the Department will develop a comprehensive content knowledge testing system for teachers in collaboration with stakeholders during the first year and pilot it during the second year in all a 2% of schools per district, the Department will introduce and implement a reward system for self-directed professional development starting during the 2 nd year of the plan. All schools monitored for adherence to norms and standard annually. Annual curriculum coverage is monitored through a credible provincial sample. The Department will use common test results to hold districts and schools accountable for performance. All schools will be supported to improve performance.
STRATEGIC GOAL 4	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT IN PROMOTING NATIONAL IDENTITY AND SOCIAL COHESION
GOAL STATEMENT	<p>Provide resources to develop educational institutions into centres of community development, particularly in rural areas and needy communities as a measure for improving access to education opportunities while also encouraging the utilisation of schools as centres that promote sustainable livelihoods for the benefit of wider communities. The pursuit of this goal will focus the department's interventions that are aimed at alleviating poverty and removing barriers of access for vulnerable children (including those living in rural areas, those that are orphaned and those living in abject poverty and those with special education needs). The department's contribution towards rural development and to the creation of sustainable livelihoods for the communities surrounding education institutions.</p> <p>To promote national identity and social cohesion through building cohesive, caring and sustainable communities and building values through education, promoting a shared value system in a nurturing environment incorporating values in education, promoting national heritage in the process of promoting diversity and indigenous knowledge. This goal will ensure that there is focused nurturing of cohesive, caring and sustainable communities. The values based on the foundations of democratic and inclusive principles will be built through education, using instruments such as the National School Pledge, promoting a shared value system and a greater sense of community solidarity, it will support the development and strengthening of Community Organisations to organise and develop the cultural and recreational life of communities; and implement programmes to enhance the legitimacy of the state in the eyes of the citizens.</p>

7. THE 10 PILLARS OF THE DEPARTMENT'S SERVICE DELIVERY IMPERATIVES

The Department focuses on the ten pillars as strategic drivers to take the Department from 2017 to 2019. These pillars are:

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

The government of South Africa has received an unequivocal mandate, which is currently pursued by all spheres of government in the current strategic cycle. The Medium Term Strategic Framework (MTSF) provided a broad framework within which the programme of action for government Departments is located within the strategic cycle. Now with three years to complete the strategic cycle, the Department continues to take a cue from the electoral mandate. In line with the National Development Plan (NDP), the MTSF outlined overall objectives and the Department is committed to pursue the ten pillars for the remaining three years of the strategic cycle (2017/2018 – 2019/20). The pillars will be discussed in detail in the content of this document.

The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterized by significantly improved learning outcomes. Education then becomes an important instrument in equalizing individuals' life chances, ensuring economic mobility and success and advancing our key goals of economic growth, employment creation, poverty eradication and the reduction of inequality. Basic education, comprising Early Childhood Development (ECD) (for children age 0 to 4) and school education (starting with Grade R at age 5 up to Grade 12), forms the bedrock of the education system.

The Department has made considerable progress towards reaching universal coverage by enrolling almost 98% of learners between the ages of 5 to 15 (compulsory school age) by 2014. Whilst the expansion of Grade R has reached universal access in the province accessing nearly 200 000 learners, it is a cause for concern that almost a third (33%) of learners do not reach Grade 12 and 99% of the learners who do not reach Grade 12 in the 33% drop outs are African children¹. Further, what is taking place in the classroom is another cause for concern. The diagnostic tests conducted through the Annual National Assessments (ANA) for grades 3, 6 and 9 as well as the National Senior Certificate (NSC) examination results reflect a need to improve the quality of teaching and learning in order to improve the quality of passes especially in the education of the African children. The exclusive reference to the African children is important because there are major inequalities in terms of the quality of education to which children have access.

The areas for development and review have been prioritised taking into account all strategic issues that affect the education system. The Department has identified the following key areas as priorities for this MTSF cycle.

7.1. PILLAR 1: TRANSFORMATION OF THE SCHOOLING SYSTEM

The implementation of the Transformation of the Schooling System has brought with it some unintended consequences. This has caused complaints from various communities and as a result the Department has to rethink on the approach going forward. Against this background, the 2017/18 the Department will establish a transversal team which will deal with identified challenges and complaints emanating from the Transformation of the Schooling System programme. The main focus of this transversal committee will be to evaluate the impact of closing small and non-viable schools in both rural and urban areas.

This impact assessment study will be expected to come up with recommendations that will address current challenges and provide lasting solutions to each of the following programmes of the Transformation of the Schooling System:

- 1) Consolidation of small and non-viable schools;
- 2) Consolidation of satellite schools;
- 3) Renaming of Schools;
- 4) Typology of Schools;

¹ Department of Basic Education (2013). The internal efficiency of the school system. Pretoria: DBE.

- 5) Model Schools;
- 6) Revitalization and Expansion of Technical High Schools;
- 7) Expansion of Agricultural High Schools;
- 8) Maritime Schools;
- 9) La Mercy Maths and Science Academy; and
- 10) Ndumo School of Excellence. (Inkululeko Project)

Soon after the impact assessment study the Department will have a blue print on the implementation of the Transformation of the Schooling System.

7.2. PILLAR 2: CURRICULUM AND ASSESSMENT

The defining feature for the updated 2015/16 – 2019/20 strategic plan are the new commitments and approaches to be used in the implementation of its strategies. These commitments are premised on sound research and realistic observations and engagements from commissions which culminated in resolutions to be implemented for purposes of championing quality education and providing a brighter future to the children of the province.

In order to make sure that a solid contribution is made to the lives of all learners in the province, the Department will ensure that it implements the current curriculum delivery approach wherein the following key drivers are prioritised:

effecting change in what is taught in schools: the underlying values, the selection of content, how it is arranged into subjects, programmes and syllabuses, and what skills and processes are included;
reviewal of strategies for teaching and learning and the relationships between teachers and learners;

In implementing these key drivers, the Department will:

- 1) Implement teacher development initiatives which will equip the teacher to access the curriculum and how to deliver the curriculum.
- 2) Implement learner centred interventions.
- 3) The Department will focus on ensuring that intervention to support all learners to read, count and write with understanding in English are rolled out in order to mitigate binding constraints to learning.
- 4) Implement a curriculum assessment programme through which curriculum coverage will be monitored quarterly.

The Department commits to implement a Provincial Academic Improvement Plan in order to increase the pass rate for the 2017 academic year in all grades as well as the improvement of NSC results to 76,4%.

In 2017/18, the Department will continue with the curriculum delivery approach wherein the following key drivers are prioritised:

- Effecting change in what is taught in schools: the underlying values, the selection of content, how it is arranged into subjects, programmes and syllabuses, and what skills and processes are included;
- Reviewal of strategies for teaching and learning and the relationships between teachers and learners;

In implementing these key drivers, the Department will ensure that the capacity of districts to support schools is improved and strengthened. Also critical, is to continue to look for ways to diversify the subject offerings by schools such that our schools make an improved contribution to the socio-economic needs of the province.

The other defining features of a reconstructed and empowering curriculum are that all learners will be supported holistically to remain in school until they complete grade 12 and also inspire them to perform better. Through these interventions, the Department aims to increase the performance of each learner to 75% in all subjects. The aspects of the envisaged empowering curriculum mentioned here-under will be delivered in collaboration with a holistic quality management support solution for each child identified to be at risk for non-completion, repetition and dropping-out.

- Monitoring that there is full curriculum coverage in schools
- Forging partnerships with education stakeholders aimed at exploring and fostering of innovative and creative ways to improve learning outcomes
- Improving the foundations for learning, namely reading, writing and counting

Reading Promotion:

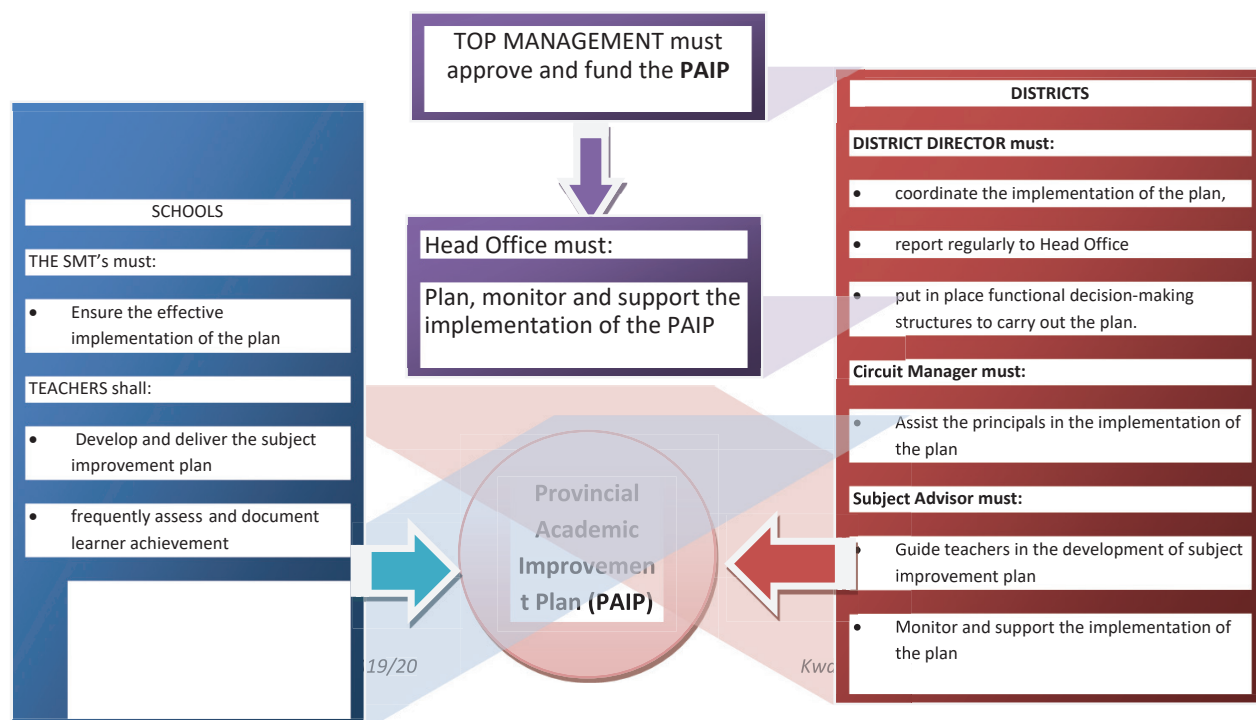
The South African education system is currently characterised by a literacy crisis. Reluctance to read is threatening the transformation and development of our nation. Therefore, it is imperative that the Department raises literacy levels for every under-achieving learner since strong literacy skills lay the foundation for all learners to succeed at school and in life. Reading in schools and communities is the bedrock of a good education. It is the basis for reading with understanding, writing with understanding and counting with understanding. The reading, writing and counting are the keys opening doors to learning. The Department of Education has noted various results of systemic evaluations which depict poor reading levels and interests and realised that more effective reading strategies will lift the province's results to give learners an opportunity to excel.

There are various Reading Promotion Strategies that are planned for this strategic cycle namely:

- Implementation of the Read to Lead Campaign i.e. 2015-2019 to build a vibrant reading culture in schools.
- Establishment of 1000 school libraries – KZN quota is 246 to provide access to reading materials.
- Conduct Book Talk Seminars to inspire learners to read for information and pleasure.
- Training and empowerment of teachers on Reading Promotion Strategies.
- Establishment and sustaining of Reading Clubs in schools in partnership with Nal'ibali as a viable strategy for reading promotion in schools and communities.
- Mobilisation of communities i.e. authors, celebrities, businessmen, politicians etc. to volunteer as *reading ambassadors* in curbing the literacy crisis in the province.
- Management of a mobile library project
- Celebration of the International Literacy Day in order to raise awareness of the importance of reading as a skill for personal and social empowerment.

The Department has branches that are connected by a common vision, mission and goals. These branches have functions that are distinct but intertwined which are aimed towards the achievement of learning objectives by all learners in the province.

Within the curriculum management and delivery branch, there are internal role players. The following sketch illustrates the general functions of critical internal role players. The roles and responsibilities regarding curriculum management clearly indicate that curriculum is not managed from a single structure but it is a matter that calls for a joint effort by internal and external stakeholders.



Besides the role players, there are four strategic areas of the provincial academic improvement plan. The primary purpose of education is teaching and learning which is about imparting and nurturing knowledge, skills, concepts, processes, values and attitudes necessary for learners to satisfactorily achieve the learning objectives. The branch “Curriculum Delivery and Management” has, as one of its pillars, curriculum and assessment whose main aim is to *create and maintain an environment to support curriculum delivery in the classroom*. In order to make sure that the pillar is relevant, the Department requires to implement an improvement plan which describes the scope, timing as well as curriculum delivery and evaluation.

By its very scope and nature, curriculum management and delivery within the province should be the same and therefore a common approach dictated by a plan is imperative. The provincial plan must be applicable to all districts, circuits and schools. It must be used as a guide for curriculum management and to support schools in making effective curriculum delivery for improved learner attainment. The provincial academic improvement plan must focus on four strategic areas.

The first area in the provincial academic improvement plan is content planning for effective curriculum delivery. This calls for the structuring of learning content in such a way that all districts, circuits and schools in the province follow a plan that connects the topics in a logical manner. This is linked to development of provincial timeframes for curriculum coverage and implementable frameworks for testing, remediation and revision during the year. It suggests that the provincial strategy must provide space for the monitoring of curriculum coverage and curriculum support at school level.

The second area of the provincial academic improvement plan relates to methodology for curriculum delivery which outlines the best ways of imparting knowledge, values, processes and attitudes to learners in a manner that prepares them not only to achieve the learning goals but also to excel in their achievements. It is linked to provincial intention to increase the number of distinctions in key subjects like Mathematics and Science as well as the increase in the number of bachelor passes in matric in KwaZulu-Natal. Within this context excelling means providing support to struggling learners so that they achieve above the elementary level.

The third strategic area of the provincial academic improvement plan is the assessment of the effectiveness of delivery methodology and the quality of curriculum delivery. This links provincial curriculum planning to assessment planning. The main purpose of curriculum assessment processes is to evaluate the work of the educators and that of learners in the entire system. The assessment of the effectiveness of delivery methodology and the quality of curriculum delivery must take place at three levels. The first one is a conceptual level where learners must demonstrate consistent use of subject concepts/terminology in their interaction with its content. The second one is at objective level where learners must demonstrate the extent to which their acquired knowledge is aligned to the learning objectives. The third one is the strategic level where the branch continually assesses learners, evaluate the successes and failures and strategically design working interventions as a way of closing the knowledge gaps. This level of assessment continuously creates a “Revision Programme” for end of year preparations.

The fourth area in the provincial academic improvement plan is curriculum feedback. This part of the strategy documents, defines and describes the feedback on curriculum delivery. The main purpose of curriculum feedback in the provincial curriculum management strategy is to ensure that the strategy leads to the achievements its intended outcomes. Feedback is obtained from a variety of sources in the system. The quarterly monitoring of syllabus coverage, quarterly assessments and quarterly moderation provide feedback that lubricates the engine of curriculum delivery and management. The content of learners’ exercise books per subject, the content of teacher profiles and the performance and progress of individual learners must be used to provide feedback on how the provincial curriculum management strategy works in relation to intended outcomes.

The Ministerial Task Team conducted a research which concluded a report dubbed; “Schools that Work”. This report listed key common characteristics among all effective and consistently functional schools. These characteristics have been identified as important factors to be lifted and linked to the strategic areas listed above. The twelve factors for effective teaching and learning manifesting themselves in effective schools, diagrammatically represented as follows:

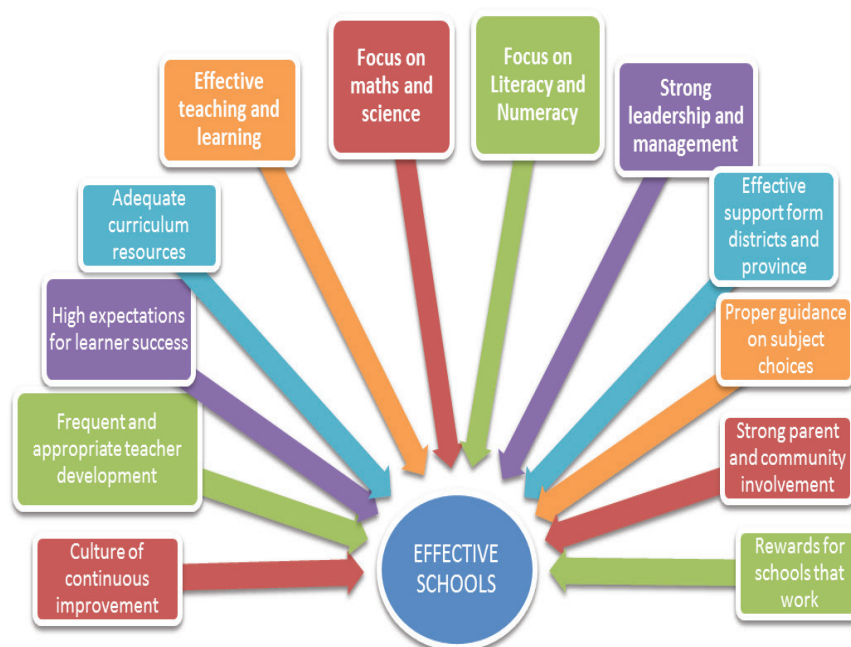


Figure 3: Factors for effective teaching and learning

7.3. PILLAR 3: TEACHER PROVISIONING, DEVELOPMENT AND SUPPORT

In teacher provisioning, development and support the Department will implement the following programmes:

Continuing Professional Teacher Development (CPTD) Management System

The CPTD is a system through which teachers access SACE endorsed professional development activities/programmes which assist teachers to address shortfalls and gaps identified through processes such as IQMS, ANA, NSC examinations and self-diagnostic assessments.

Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) are considered a valuable means of promoting school and system-wide capacity building for sustainable improvement of teaching and learning since they fulfill a need of teachers to engage on sustained professional development that is authentic and relevant to their needs at a local level.

In 2017, the subjects' departmental heads from the remaining 3112 schools will be targeted for orientation on PLCs with a view to have PLCs established in their respective schools by February 2018. To ensure sustainable PLCs, the provision of monitoring and support is crucial, particularly by Circuit Managers and Subject Advisors.

Code of Professional Ethics

In the light of the strong message on consequence management by the MEC, the HOD and the DG, the Code of Professional Ethics will advocate the importance of professional conduct and consequent implications for deviation. Annual workshops will be conducted for educators to create awareness of their responsibility to uphold professional standards and the consequences for failure to uphold the minimum expected level of conduct from them as professionals as per the South African Council for Educators (SACE). The primary focus will be on the consequences to breaches and processes that the council will invoke in addressing such breaches. In 2017, 2714 HODs will be capacitated through a similar programme.

Integrated Quality Management System (IQMS)

The strategic planning session prioritised monitoring and evaluation as an important lever to regulate implementation, detect early warning signs and provide alternatives to ensure that there is operational effectiveness at all levels. The key focus for the Department in 2017, is the school and therefore the plan will have a bias towards the school. In this regard, whilst the three programmes of IQMS will be fully implemented, the primary focus will be on Whole School Evaluation as an important lever for ensuring operationally effective schools.

The Department will continue to promote the five-fold quality management philosophy underpinning the IQMS comprising:

- To determine competence;
- To assess strengths and areas for development;
- To provide support and opportunities for development to assure continued growth;
- To promote accountability; and
- To monitor an institution's overall effectiveness

Initial teacher training

Initial teacher training is done through the provision of Funza Lushaka bursaries. At the centre of Funza Lushaka bursary scheme, is the recruitment, funding, support and management of graduate placement.

Provincial and districts' selections will be conducted by the Funza Lushaka Provincial and Districts Coordination Committees and a list of selected learners at provincial level will be signed off by the Head of Department. The provincial list will be sent to DBE who after the release of the NSC results will issue Promissory Letters to prospective bursars who meet the requirements of a Bachelors Pass. The successful bursars will submit these Promissory Letters to the local universities for registration in 2017. The Department will have 200 Funza Lushaka students completing in 2017 whilst 100 will commence their initial teacher training.

In-service training

Implementation of the CPTD Management System means that educators are constantly improving their teaching and management practices. The system requires that school-based educators engage in professional development programs/activities which have been endorsed by the South African Council for Educators (SACE). During a three- year cycle they are expected to participate in programs which are self-initiated, school-initiated and externally- initiated. These can be workshops, short learning programs, conferences, seminars, conducting research, improving their qualifications etc. and will earn professional development points for their participation in professional development programs/activities.

In line with the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) the Department will establish a platform for educators to share good practices and strengthen delivery in all subjects and management areas. The target subject will be English as it is a medium for accessing and delivering the curriculum. Adequate mastery of the language has implications for epistemological access and learner centred interventions. The Department will initiate the training of English as a means to access and deliver the curriculum in order to mitigate the binding constraints to teaching and learning. Further, in 2017 through the UNISA partnership with DBE some of the DTDCs in KZN will be resourced and equipped, and these resources will include internet connectivity.

Projected Teacher Supply and Demand

The projected total demand is 130 309 whereas the projected total supply is 169 797. The total supply/demand gap as at March 2016 was 39 488. The projected “balance” between supply and demand in the district, is healthy. One contributory factor here is that it is the province in which the largest proportion of UNISA initial education students resides. The oversupply of teachers is good for the Department as it points to the fact that there will be no shortage of teachers even when the rate of teacher attrition is high.

Enhancement of Teacher Support at the Local Level (Provincial and District)

The establishment of the Provincial Teacher Development Institute (PTDI) which entails the repairs and renovation of former Durban College of Education, is due to commence in 2017. The PTDI will have all specialist subject teaching rooms and general subject teaching rooms. The upgraded residential accommodation will have a minimum of 300 rooms in two facilities within the PTDI complex. The Department will schedule targeted training for its teachers in various courses.

Meeting the Demand for Educators over the next 5 years ending in 2019

The Department of Higher Education and Training (DHET) has produced an enrolment plan for the period 2014 to 2019. The projection presented below assumes that the DHET plan to 2019, followed by a 6% per annum increase in B. Ed graduates from 2020 to 2025 and an 8% per annum increase in PGCE graduates. The differential between the two qualifications shows an upcoming increase in the demand for secondary school teachers relative to primary school teachers.

	Bed			PGCE			Total
	Enrolments	Graduates	Rate*	Enrolments	Graduates	Rate*	
2015	91050	11374	12.5%	15236	6941	45.4%	18315
2016	98427	11932	12.1%	16608	7471	45.0%	19403
2017	105010	12531	11.9%	18433	8214	44.6%	20745
2018	109609	13204	12.0%	19989	8827	44.2%	22031
2019	113890	13909	12.2%	21881	9602	43.9%	23511

Projecting graduates from enrolments is no easy task. For the purposes of this document the Department will consider readily available information to make reliable projections and analysis for the future.

Enhancement of Teacher Support at the Local Level (Provincial and District):

The establishment of the Provincial Teacher Development Institute (PTDI). The PTDI construction project, which basically entails the repairs and renovation of former Durban College of Education, is due to commence in September 2016. The PTDI will have all specialist subject teaching rooms and general subject teaching rooms. The upgraded residential accommodation will have a minimum of 300 rooms in two facilities within the PTDI complex. The construction project will be implemented in three phases as follows:

PHASE 1: Ex-Olivier Residence and Laboratory wing of former Ikhwezi (Contract 1):

With the conditional approval of the Alternative Procurement Strategy by the Department of Public Works the estimated duration in respect of this phase is September 2016 to January 2018. Upon completion, this phase of the project will yield the following: upgraded accommodation with 176 rooms with ensuites; specialist rooms such as laboratories for physical science, Life Sciences; Computer Laboratory; technical subject specialist rooms and many others.

PHASE 2: Provincial Public Service Training Academy Wing:

The construction period of this phase will also be 18 months commencing in February 2017. This phase will focus on the upgrading of offices, the hall, the library etc. Phase 1&2 will overlap.

PHASE 3: Ex JV Smit Residence:

The contract period for this phase is estimated at 20 months. It will mainly focus on the repairs and renovation of the whole residence facility which is estimated to yield about 130 rooms. The total number of rooms from Olivier and Ex- JV Smit has a minimum of 300 beds, but this may be slightly higher. This last phase has in the meantime been put on hold until further notice.

District Teacher Development Centres as local sites for Teacher Professional Development:

In terms of the ISPFTED 2011-2025, the Department has established District Teacher Development Centres (DTDCs) at the level of districts. These are physical sites located in districts and manageably accessible to teachers working in surrounding schools. They serve as local sites for curriculum support staff and for teachers. At these sites teachers will be able to access shared resources, attend courses and hold Professional Learning Communities (PLC) meetings. District Teacher Development Centres (DTDCs) are expected to plan and conduct professional development activities in collaboration with the Provincial Teacher Development Institute (PTDI). Reports on activities are to be submitted to the PTDI for onward transmission to the National Curriculum and Professional Development Institute (NCPDI).

Five District Teacher Development Centres have been earmarked to be developed into Microsoft Imagine Academies:

The Department has earmarked Mimosadale, Pinetown, Turton, Lamontville and Ezingolweni for development into Microsoft Image Academies. Five interns have been trained at the Telkom Learning Centre in Olifantsfontein from 16 May 2016 to 3 June 2016 and placed in these five centres. The interns will work with the relevant centre managers in rolling out the Microsoft Imagine Academies targeting educators and out of school youth. Short Learning Programmes endorsed by SACE will be provided. Of the 45 existing DTDCs in the Province, four (4) have been identified as having inadequate space and are to be relocated to appropriate venues.

The province currently has 45 Teacher /Education Centres that are to be transformed into DTDCs. The Teacher/Education Centres are engaged in professional development activities such as meetings and workshops for teachers and principals by subject advisors and circuit managers, respectively.

The speedy evolution of Teacher /Education Centres into DTDCs will significantly contribute towards proving impetus to professional development activities as expected of DTDCs.

Challenges to Meeting Teacher Supply over the next 5 years

The projected total demand is 130 309 whereas the projected total supply is 169 797. The total supply/demand gap is 39 488 in favour of supply. The projected “balance” between supply and demand in KwaZulu-Natal, the province with the highest demand in South Africa is surprisingly healthy. This means that there is no foreseeable challenge in Teacher Supply in the next 5 years. The only challenge for the province is the continuous existence of unqualified and underqualified teachers, especially in Foundation Phase.

Funza Lushaka

Funza Lushaka Provincial Based Recruitment Campaign is a bursary scheme that is aimed at contributing to the supply of adequately trained teachers through attracting dedicated learners to take up teaching as a profession. The focus is on rural and poor performing schools and post matric students who meet the bursary requirements and HEIs admission criteria.

In 2017 academic year 478 students will be registered in UKZN, DUT and UNIZUL.:

The envisaged target of exhausting bursary slots as per target was not reached. One major challenge was that students who applied did not meet both the bursary requirements and the Higher Education Institutions’ admission criteria. As a mitigation strategy; recruitment and advocacy has been broadened to include post matric students who meet the admission requirements.

For 2017/18 academic year 478 students will be registered for B. Ed in the aforementioned universities. This is per the allocation by the Department of Basic Education.

NATIONAL TEACHING AWARDS AS AN INCENTIVE TO RETAIN EXCELLENT TEACHERS

National Teaching Awards is a scheme that the Department of Basic Education acknowledges and encourages dedicated and caring teachers in their efforts to develop each learner as a citizen of a democratic, non- racial and non- sexist South Africa.

7.4. PILLAR 4: DEVELOPMENT OF STRONG LEADERSHIP AND MANAGEMENT

In 2017/18 the Department will continue to promote instructional leadership and provide strong support for local management to enhance capacity and practices of management at all operational levels.

Areas of focus to improve Leadership and Management in 2017/18

- 1) Recruitment process: To recruit adequately qualified and experienced employees;
- 2) Induction and mentoring: The induction of newly appointed employees will continue to be done soon after their appointments into new positions;
- 3) Co-ordination of Information: The Department will continue to issue information through circulars and increase the number of school contacted electronically for purposes of enhancing efficient and effective communication at all levels.
- 4) In-service training and personal development: The workplace skills plan will be implemented to ensure that the managerial and leadership capacity of the managerial cadre is enhanced.
- 5) Maintaining the Management Pool and enhancing the capacity of School Management Teams (SMTs): The Department will endeavor to fill all school-based management posts to avoid developing a drain of management and leadership capacity within the organisation and the Department will develop and implement a clear succession plan in cases where promotions affect employees in the management levels. The Department will also focus on the professionals who have entered the early rungs of the management system and who are made vulnerable by:
 - i) The duality of their role teaching and managing;
 - ii) Their lack of exposure to management and leadership;
 - iii) The deficit of structured managerial training; and
 - vi) Their being at the front line of management in situations which often require on-the-spot decision taking.
- 6) Disciplinary procedures and appeals: The Department will attend to emergent issues at point at which they begin to emerge to prevent these from escalating to issues which require disciplinary procedures through which to implement corrective action. The Department will also ensure that it implements consequence management. Where such managerial processes are unsuccessful or are not applied; there will be consequences

Strategies to strengthen Leadership and Management in the Education System

1. Develop training manuals for leadership and management
2. Conduct a three-day structured induction programme for newly appointed managers.
3. Strengthen communication protocols at all levels.
4. Align developmental programmes with developmental needs identified through the full implementation of the Performance Management System at all levels of management.
5. Advertise all vacant school-based funded posts in bulletins quarterly.
6. Improve the turn-around time in cases of disciplinary matters to expedite the conclusion, provide feedback to relevant offices. And restore functionality.
7. Inculcate responsibility and accountability at school level, through internal school-based capacity based programmes to deal with all WSE criteria.

The key strategic interventions to improve education, governance and management in schools include:

- (a) education management capacitation and resourcing initiative
- (b) improving the school management's capacity to mediate the curriculum;
- (c) Ensuring that principals role as curriculum and instructional leaders is asserted;
- (d) ensuring that principals play a prominent role in the regulation of teaching time,
- (e) school management engages in monitoring and support for planning and delivery in relation to curriculum coverage
- (f) school management play a more prominent role in the procurement and management of books and stationery as well as the quality assurance of tests and the monitoring of results.

In the area of curriculum delivery and teacher development the following initiatives will be implemented:

INDUCTION PROGRAMME (NEWLY APPOINTED POST LEVEL ONE EDUCATORS)

Induction of newly appointed teachers is a programme run by Teacher Development Directorate for the newly appointed Post level one (PL1) educators which is aimed at developing effective, efficient and committed teachers who will provide quality teaching and learning in schools. Its main focus is to induct them on their duties and responsibilities.

To date, of the 900 newly appointed educators, the Department has inducted 605 teachers which accounts for 67% of the planned induction. The figure was based on the allocation from the Skills Business Plan.

The rest of the induction has to take place for King Cetshwayo and Uthukela districts. For 2017/18 academic year a budget equivalent to inducting 2000 newly appointed teachers has been set aside through Skills Plan budget. The programme is scheduled for commencement in February 2017.

INDUCTION PROGRAMME OF NEWLY APPOINTED SMT MEMBERS

This is a professional activity of trying to help the various categories of new personnel to fit into and adjust to a new working environment as quickly as possible and with minimum disruptions within the Department so that the goals of the organization can be achieved as effectively. To date 1468 out of 1729 newly appointed SMT members have been inducted, which is about 85% of the planned project. Going forward, each district will be engaged on mop-up session for the remaining incumbents. To induct all newly appointed members of SMTs that will be determined by HRM circular of the current financial year on various aspects of leadership and management as well as relevant policies and legislations in order to prepare them to better manage the school effectively and efficiently.

FINANCIAL MANAGEMENT

Financial management is an important element in the adequate and timely provision of resources for effective curriculum delivery in the classroom. This means managers and principals need to be adequately capacitated to understand that the implementation of Department's strategies are dependent on the timely provision of financial, human and material resources. Sound management of finances ensures that school funds are utilised for efficient and effective curriculum delivery whilst mismanagement of finances cripples curriculum delivery. Financial management is embedded in legislations and frameworks which may not be easy to monitor and report on as per prescripts, for this reason it is important that the capacity building workshops are coupled with the training and implementation of a common user friendly school finance tools or system which is compliant with all relevant legislations and prescripts. A common and user friendly financial management tool or system is important for uniformity, ensuring the tracking of expenditure quarterly, timely submission of annual financial statements and as an investment in that annual financial statements are done accurately and cost effectively.

In 2017 the Department will target all 6023 public schools and 74 public special schools in the provision of school finance management tool or system and also train all principals of schools including school finance secretaries on the utilization of the tool. The training in the utilization of the tool or system will empower principals and the entire school as the tool will manage the finances and provide all the necessary reports and statements.

Curriculum management is one of the core in providing quality teaching and learning. In the province which is largely rural with high levels of poverty, unemployment and inequality the Department has an important contribution to make. The context of triple challenges has prompted the Department to employ pro-poor strategies. It is in this context that at least 80% of the province's public ordinary schools have been declared 'no fee' paying schools. This translates to at least 1.96 million of the 2.8 million learners in public ordinary schools who benefit from the "No Fee" Schools' Policy across all the twelve education districts. Zululand District has the highest number of such schools whereas the highest number of learners are located in urban and semi-urban districts. Such factors directly impact on the province's curriculum delivery and require appropriate mitigation strategies.

The implementation of these pro-poor strategies is aimed at making sure that the Department achieves effective curriculum management, capacitated support and efficient implementation of interventions in order to have a conducive environment in functional and stable schools. In other words, the environment of the schools must provide a conducive atmosphere for teaching and learning. Thus, an effective curriculum management and delivery will required that all conditions at school level are stabilised.

The Department considers districts as an important layer which has a vital role in the provision of strong management and capacitated support to schools. This management and support are important components in the improvement of curriculum management and delivery. The elements in curriculum management and delivery can be grouped as follows:

- Effective leadership that focuses on learner achievement and learning
- Accountability that develops clear goals that identify how to improve learner achievement and takes responsibility for improving student learning.
- Creating opportunities for meaningful professional development

- Use of data to make decisions and to guide instructional decisions and allocation of resources. Districts must provide training in the use of data and help schools to collect and interpret information.
- Regular monitoring of progress with recognition for successful schools and intervention for struggling schools.
- Managing community partnerships and “buffering schools” against external distractions

The Department has made clear plans to ensure that all managers are developed on capacity building workshops. The plans will be implemented as follows:

- The remaining cohort of principals will be trained during 2017.
- The training of HODs will take place in a 3 block staggered process because of their vast number.
- The first cohort will be trained in January and February 2017 during weekends where two HODs per school will be invited.
- The second cohort will be trained during March 2017 holidays where two HODs per school will be invited.
- The third group will be trained during June/July winter holidays 2017.
- During September 2017 holidays, all Deputy Principals and the remainder of HODs will be trained.
- The process of monitoring and support will be taking place continuously as the schools will be implementing.

The gender equality discourse has had various positive developments for the Department over the years and the Department continues to focus on the areas that seek to empower women. To this end, the Department has initiated the a programme to empower women called, Women in and into Management (WIIM). This is a programme designed to empower, develop and capacitate school based women within the education system. It targets women in management i.e. HODs, Deputies and Principals. It also targets all level one woman educators who are aspiring to move and develop further. With this programme the department aims to capacitate women in their managerial capacity so that leadership and management of schools can be enhanced. It promotes opportunities for females and advance their interests and status as leaders in schools first and in all spheres of community life. It is designed to give special support to women managers in the system as they form part of the designated group and therefore operating at a disadvantaged background than their male counterparts. The programme seeks to attain gender equality by equipping and developing more women so that they are able to occupy more and higher managerial positions which will lead to achieving gender mainstreaming within the department.

Female Principals Support Programme (FPSP) is a sub-programme under WIIM designed specifically for women principals. The programme is meant to give special support to female principals as leaders of schools who come across unique challenges on daily basis. Support networks are based on the notion that members get more if they move from operating in isolation to engaging in meaningful dialogues, share problem-solving and other relevant skills. The programme promotes joint learning that is only possible through effective communities of practice.

FPSP operates through structures that are established in each and every circuit in all districts of the KZN province.

An important lever to govern and manage schools well, is the devolvement of power to local management structures. The devolvement of power to District Directors is an important lever in the delegation of authority by the Department. This lever will ensure that:

- There is efficient decision making closer to operations which will enhance delivery as bureaucratic delays will be reduced.
- Measures of enforcing policy compliance by making more officials accountable is enhanced
- Districts are strengthened to support schools more efficiently and effectively

7.5. PILLAR 5: INFRASTRUCTURE PLANNING AND DELIVERY MANAGEMENT

The effect of the budget cut in 2014/15 financial year continues to have a negative impact in the planning and delivery of infrastructure in the Department for 2017/18 financial year. The dramatic decrease in the equitable share allocation for infrastructure in Education will limit the capacity of the Department to adhere to the timelines for the eradication of backlogs as indicated in the Guidelines in relation to the Norms and Standard for School Infrastructure. This reduction has been carried over the 2015/16 MTEF (R1.107 billion in 2015/16, R1.370 billion in 2016/17, and R1.634 billion in 2017/18). The implication of the budget cut in the financial year ahead is that only projects that are on site will receive a large portion of the 2017/18 funding.

A minimum number of new projects will be introduced again in 2017/18 financial year with a special focus overcrowded schools, Water and Sanitation, storm damaged schools and Electricity. The Department has made great strides in eradicating schools which have 100% inappropriate structures. The schools with some inappropriate structures particularly in Harry Gwala District are currently in planning with two of them already under construction: Glengarry and Bloemfontein Primary schools.

The Transformation of the Schooling System (TSS) continues to be implemented although with limited success. Special focus of closing non-viable schools requires infrastructures needs to accommodate relocated learners at the nearby schools.

The Department continues to prioritize Mathematics, Science and technology. Learner performance with regard to these subjects remains a concern to the Department. In this regard, the Department is building a Mathematics and Science Academy in La Mercy which is due for completion in January 2018. In addition the Department has: has started upgrading James Nxumalo Agricultural School and Vryheid Landbou School in Zululand district. The other two schools: Weston Agricultural School and Shakaskraal are at advanced design stage.

Unpredictable weather patterns continue to disrupt infrastructure programmes and have had an adverse impact on schools. As a result the Department is sitting with 354 storm damaged schools that have been reported to date. The Department is in the process of repairing the storm damaged schools.

A total of R 262m has been allocated for storm damages for 2017/18 financial year. The amount will go a long way in addressing schools that are currently storm damaged. The consequence of limited disaster funding shortfall is that other equally important infrastructure programmes such as new schools, upgrades and additions, as well as maintenance have to be sacrificed in order to deal with the emergency situations at affected schools.

In order to improve and build capacity within the Infrastructure unit, the Department has gone a long way in recruiting 69 technical posts utilizing DORA funding. The employment of additional technical staff as part of the Infrastructure Development Management System (IDMS) will address some of the challenges including improving infrastructure planning and attending to problematic projects, monitoring and evaluation, and quality of completed work ensuring value for money for all the projects..

The urgent matter of schools with asbestos will be tackled in 2018/19 financial year. A total of 427 schools have been identified and the process of initiating condition assessment will start in earnest at the beginning of April 2017.

The Department is proud of its investment in the schools in the Province. La Mercy Maths and Science Academy in Pinetown, Welabasha and Siphumele High Schools in King Cetshwayo, Malezulu and Pholela Special Schools in Harry Gwala, Mpumelelo High School in Othukela, Ukukhantya KoMsinga Special School in Umzinyathi just to mention the few.

The Department continues to strive for accountable delivery. The unqualified audit finding in 2014/15 and 2015/16 financial years has spurred it to strive towards achieving a clean audit in 2016/17 MTEF. Departmental officials conduct monthly sample audits of Implementing Agents and a larger audit including officials from the CFO's office is conducted every six months ahead of the finalization of the Interim (IFS) and Annual (AFS) Financial Statements. The unit has developed a reporting template to assist the department in monitoring the infrastructure programme by detecting any deviation prior to the auditing period.

Infrastructure Programmes for 2017/18 – 2019/20

The Department will continue to implement the various Programmes and Sub-Programmes, described below.

New Schools (This programme includes replacement schools):

The Department is determined to provide 29 new schools by 2019.

Administrative Spaces:

The Department is determined to add exponentially around 50 more administrative spaces in order to reach 372 administration blocks by the end of 2019.

Early Childhood Development:

The Department will provide around 290 Grade R classrooms in 2017/18 in its quest to deliver 880 Grade R classrooms by the end of 2019.

Education for Learners with Special Education Needs (LSEN) and Full Service Schools (FSS)

In 2017/18 the Department will implement about 28 projects which account for 20% of the specified projects within the LSEN and FSS programme in order to provide learners with special needs with a decent, modern school with all the necessary requirements for learners with special educational needs.

Upgrades and Additions:

The Department will implement 300 projects under the upgrades and additions programme in order to increase the number of laboratories, specialist rooms, computer rooms, workshops and media centres in schools.

Emergency Response / Storm Damaged Schools:

The Department will continue to prioritise emergency response programmes which are as a result of unpredictable weather patterns which continue to disrupt the normal rollout of programmes and have had an adverse impact on schools in the province. In 2017/18 the Department will ensure that the programme for the storm damaged schools is fast-tracked.

Sports Fields and Chess Boards:

New schools will include chess boards and a sports field where the space is enough and the topography is suitable.

Sanitation:

The Department will be engaged in a large scale rehabilitation programme of all pit latrine toilets and septic tanks in a desludging programme. This programme is envisaged to rehabilitate toilets in more than one thousand schools in rural areas. In 2017/18 the Department will continue to build new toilets, provide temporary ablution facilities as temporary measure to schools where toilets have collapsed or are in a state of disrepair, provide desludging services to schools that have their latrines filled with the sludge. The plan to build new sanitation facilities in 150 schools 2017/18 and together with the implementation of the various sanitation interventions explained supra, are in line with the Department's aim to pursue zero levels of schools without adequate sanitation.

Water:

The Department will ensure that the 400 identified schools are provided with adequate water harvesting or water accessing facilities that are aimed at facilitating water access, water harvesting and water storage in order to provide an adequate supply of clean, drinkable water to the school. The water facilities planned to be provided in 2017/18 include galvanized suspended water reservoirs, water harvesting tanks and boreholes.

Power Supply/ Electrification:

In 2017/18 the Department aims to provide 150 more schools with electricity and by 2019/20 a cumulative 250 schools would be provided with electricity.

National School Nutrition Programme (NSNP) Kitchens:

By 2019/20 the Department will build about 225 more NSNP kitchens.

Recapitalisation of Technical and Agricultural Schools

The Department will add one school from the identified ones as an agricultural high school in 2017/18.

7.6. PILLAR 6: PLANNING AND RESOURCING

The Department of Education Five Year Strategic Focus from the National Development Plan (NDP), Education Sector Plan (Action Plan to 2030) and the Provincial Growth Development Plan (PGDP).

As per the Action Plan to 2019 Towards the Realisation of Schooling 2030, this plan has 27 goals. Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments. Goals 14 to 27 deal with how the outputs are to be achieved. Five priority goals are indicated by three stars (***). These priority goals reflect the priorities established through the 2010 Delivery Agreement, a negotiated charter signed by, amongst others, the Minister of Basic Education and the President. The Department implements a national plan, Schooling 2030, aimed at enhancing the quality of education in schools with the support of Head offices and districts in provinces. It forms a consolidation of existing public commitments and should not be viewed as a layer on top of existing priorities but as a plan which flags priorities and key measurable areas of performance for all levels including schools.

In implementing the national plan and the provincial imperatives the department will launch the Programme of Action each year up to 2019 which is aimed at elaborating and simplifying the Annual Performance Plan. In this overview, the department presents an aligned Schooling 2030 goals to all the initiatives and intervention programmes to the Programme of Action. The prioritised goals for 2015/16 – 2019/20 are:

- Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
- Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

The Department will provide resources for the effective delivery of curriculum. The resources will include Learner and Teacher Support Material and workbooks.

Provision of Learner Teacher Support Material (LTSM)

Provision of standardized textbooks to support implementation of quality education begins with screening of textbooks at national

level managed by the Department of Basic Education (DBE). DBE continues to produce and update national textbook catalogues for all grades in preparation for the procurement and delivery of CAPS-aligned textbooks to schools. Approved national catalogues of textbooks ensure that provinces procure and deliver quality textbooks to schools in support of the implementation of the national curriculum (CAPS).

Centralised procurement

The Department of Education Views Learner Teacher Support Materials (LTSM) as one of the most critical areas to successful curriculum implementation. Textbooks are the most effective tools to ensure consistency, curriculum coverage, appropriate pacing and better quality instruction. Significant progress has been made in the provision of textbooks to schools and centralized procurement of textbooks does not only increase universal textbook coverage but also ensures availability of textbooks in schools on the first day of each school year. Coupled with the provision of textbooks is a significant improvement in the provision of information and communication technologies (ICT) to schools.

Schools will continue to order their CAPS aligned textbooks from the approved national catalogues to top-up towards the universal textbook coverage. The Department will facilitate and monitor the procurement processes and ensure that schools receive all material before the end of the year in line with Basic Education Sector Plan for LTSM Provisioning. This will ensure that every school will have all necessary LTSM on the first school day of the 2018 school year. In the process of providing for learners' fundamental rights to quality basic education, the Department aims to provide every learner with the minimum set of textbooks required to implement the national curriculum in line with Action Plan 2019, Goal No. 19.

Nationally approved textbook catalogues will be provided to all schools to enable them to select approved textbooks that will enhance the quality of teaching and learning. Schools will be provided with guidelines on how schools may select textbooks and complete requisition forms for the 2018 academic year. Priorities for 2018 will determine focus of textbook procurement. Such priorities will include procurement of new grade 10 literature for implementation in 2018.

In providing stationery to schools in line with the curriculum requirements, the KwaZulu-Natal Department of Education will be guided by minimum school bag requirements from the Department of Basic Education (DBE). Over the years, the province provided, in addition to the minimum school bag requirements, other essential stationery items such as scientific calculators and mathematical instruments.

Expanding the capacity to print own books: intellectual property

In addition to the commercially produced textbooks, DBE produces own textbooks that may be procured/printed and delivered to schools. That is the DBE's contribution to standardized quality textbooks. DBE produced titles also get included in the national catalogues to enable provincial departments and schools to procure quality textbooks at lesser prices.

Providing learners with workbooks

DBE will continue to print and distribute workbooks to all schools for the 2018 school year. The use of workbooks by learners both at school and at home will be encouraged. Homework will be monitored through the implementation of homework policies. The use of workbooks will continue to play a central role in the Turnaround Strategies and Academic Performance Improvement Plan.

Since workbooks are developed nationally and delivered directly to schools by DBE, the KwaZulu-Natal Department of Education's role will be to closely monitor distribution in order to identify challenges immediately and provide solutions. The provincial committee has been formed to monitor the delivery process and to provide solutions or report challenges immediately.

The Department ensures that its plans are aligned to international and national mandates. The International Mandates to which the Department's plans are aligned to are the Sustainable Development Goals and the National Mandates are:

- The NDP
- 2014 – 2019 MTSF
- Sector Plan: Action Plan to 2019

The Sustainable Development Goals:

Millennium Summit recognized a collective responsibility to work toward “a more peaceful, prosperous and just world” (UN, 2000). The Millennium Development Goals (MDGs) reaffirmed this vision and launched an ambitious global partnership for development, setting specific targets to be met by 2015 and using numerical indicators to measure progress. The MDGs recognized the stark reality of widespread human deprivation and environmental degradation, and galvanized support to reduce poverty, achieve basic education and health, and promote gender equality and environmental sustainability.

The plan for the MDGs was that by 2015, the world will have met some of the MDGs' key targets, such as halving the poverty rate, and will get close to completing primary education for all children; but achieving the health goals looks difficult and Africa lags behind, despite the substantial progress it has made since 2000. Overall, the MDGs have been remarkably successful in focusing attention and mobilizing resources to address the major gaps in human development.

For basic needs, the new goals which are the Sustainable Development Goals strive to do much more than tackling extreme poverty and hunger, and achieving basic education and health. The new goals seek to deliver better living standards through inclusive growth, for instance, by accelerating income growth and increasing employment, especially for the poorest 20 percent. The education goal moves beyond primary schooling towards universal literacy and numeracy and improved job skills and what is important about it is that it is no different to the current outcome number 1 of the country – “An improved quality of education” as it is Sustainable Goal number 4 which is “**Ensure inclusive and quality education for all and promote lifelong learning**”.

The new goals are universal and apply to all countries, whereas the MDGs were intended for action in developing countries only. A core feature of the SDGs has been the means of implementation – the mobilization of financial resources – as well as capacity-building and the transfer of environmentally sound technologies.

SUSTAINABLE DEVELOPMENT GOAL AND INDICATORS		
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning		
Indicator	International Indicators and Targets for Goal 4	Provincial Intervention
1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes	Increase the number of learners benefitting from the “No-Fee” schooling
2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Increase the number of learners enrolled in ECD centres
3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Increase the number of girl learners participating in maths, science, technical and vocational subjects
4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Ensure that the vocational and technical elements of the Transformation of the Schooling System are implemented
5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Implement “my Life My Future Campaign” in all districts
6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Collaboration with Kha Ri-Gude to promote adult literacy programmes
7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development	Establish a Youth Directorate that will implement structured youth development programmes

8	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	Implement the infrastructure plan to comply with the norms and standards for school infrastructure
9	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	Provide bursaries to deserving students who pursue a teaching qualification in prioritised subjects
10	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states	Provide the adequate number of teachers for all learning areas

Priorities of the Medium Term Strategic Framework:

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

No	Output	Sub-Outputs	Core Strategies
1.	Improve the quality of teaching and learning	Improve teacher capacity and practices	SACE-led teacher development programme and holistic human resources management approach
		Increase access to high quality learning materials	Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards
2.	Undertake regular assessment to check progress	Establish a world class system of standardised national assessments	Conduct ANA, reduce turnaround times from testing to reporting and monitor public acceptance of average scores
		Extract key lessons from on-going national assessments	Analyse the degree to which data from international assessments is used to plan for in-service teacher development

3.	Improve early childhood development	Universalise access to Grade R	All pre-Grade 1 children attend Grade R by 2019
		Improve the quality of early childhood development	Consolidate quality of Grade R and ECD, eliminate overcrowding in Grade R classes and provide workbooks to all children
4.	Ensure a credible outcomes focussed planning and accountability system	Strengthen school management and promote functional schools	Nurture respected principals with trusted leadership, develop a school valued by community, employ good time management and address all aspects of teacher accountability, use WSE and attend to oversized classrooms.
		Strengthen the capacity of district offices	Implement district policy, use e0Education, expand support to special needs education, produce and evaluate ANA district report and enhance delivery of services valued by schools

IMPROVE THE QUALITY OF TEACHING AND LEARNING

Improve teacher capacity and practices

Teacher professional development will take cognizance of the existing teacher development programmes in the province as well as planned teacher development programmes such as Grade 9 mathematics intervention, mathematics and science for technical schools (new) etc. The content of programmes should be informed by areas of poor performance as reported by NSC and ANA and should be developed together with subject advisors.

Practical work demonstrations for Physical Sciences and Life Sciences would form part of the teacher development interventions. Teacher development should be followed by on-site support at the schools, hence a need for wide consultation.

Targeted schools and grades – Project Scope:

Grade 9 – Science Shows

Grade 10-12 FET schools – learner camps, tutorials, workshops, revision, tests etc.

Science Centres will:

- Provide practical experiments to enhance learners’ knowledge and experience of science subjects and offer subject-specific opportunities for learners to excel.
- Develop “effective” outreach programmes, aimed at peri-urban and rural areas where they could offer “valuable services” such as science shows; mobile laboratories etc.
- Encourage the youth to follow careers in science and technology, and to know which career path would suit them best.
- Offer professional development opportunities for teachers, through workshops, mentoring and coaching and teachers learn new ways to communicate scientific ideas.

These interventions are aimed at achieving the quality outcomes. To this end, 80% of each age cohort should receive either a National Senior Certificate or an alternative vocational or further education and training qualification. Quality targets for 2019 are that 75% of learners tested in Grades 3, 6, and 9 should achieve above 50% in both literacy and numeracy and that the number of matriculants who qualify to access university should have increased to 250 000 (from 172 000 in 2013) and there should be commensurate increases in the number passing Mathematics and Physical Science.

The Department, through its improved levels of enrolment, enhanced learner retention, functional care and support in partnership with sister departments in (Sukuma Sakhe) and other local government initiatives, is on its way to provide an empowering curriculum to all its learners.

The second aim is to ensure that all schools from grade 1 to grade 12 apply the principle of continuous assessment. This means that schools are expected to teach learners, assess, analyse the performance of learners and identify areas of difficulty and misunderstanding. This is followed by remediation and reassessment of learners so that knowledge gaps are closed. The intention of this approach is to help learners to achieve learning outcomes.

The third aim is to assist underperforming schools at General Education and Training (GET) band and the Further Education and Training (FET) band to improve their performance. This is a provincial mandate to set common tests for all the schools that underperformed in previous years ANA assessments and NSC examinations. The province sets tests for underperforming schools in Mathematics and Language for grades 3, 6 and 9. The common tests are also set for schools which obtained less than 75% in grade 12 gateway subjects. In both these bands results are qualitatively and quantitatively analysed. The analysis is presented to subject advisors and district official's so that they address the knowledge gaps identified in the qualitative reports.

The fourth aim is to ensure that the quality is assessment in schools GET and FET bands in line with curriculum policy especially in the area of subject content. The province conducts the moderation of School Based Assessment (SBA) in the two bands. Moderation takes place at school, district, provincial and national level. The offspring of this moderation exercise is a moderation report which informs schools in each subject about areas that need improvement in the compilation of Continuous Assessment (CASS) marks.

Increase access to high quality learning materials

The Department will embark on the following initiatives towards the attainment of improved performance in Grade 3, 6 and 9 annual national assessments:

- Provide ANA exemplars to teachers for purpose of revision and familiarity with question types.
- Provide exemplars for international studies.
- Provide CDs containing frameworks and previous years ANA question papers.
- Monitor availability of CAPS materials in schools.
- Support schools to implement CAPS in the Foundation, Intermediate and Senior Phases.
- Provide parents of Grade 1 learners with a welcome packs.
- Promote reading by instituting effective reading programs to schools, co-ordinating the Readers' Cup Competition at all levels, carrying out training on the Reading Promotion Strategies in targeted schools, formation of reading clubs and celebrating the International Literacy day and the World Book Day.
- Co-ordinate the Reading Mentors Programme.
- Celebrate World Teachers' Day and recognise teacher excellence through National Teaching Awards (NTA).
- Conduct workshops for educators in the teaching of literacy and numeracy for Grade 1 - 9 educators.
- Conduct curriculum management workshops for SMTs.
- Monitor distribution of workbooks to all schools.
- Monitor the implementation of mental activities, written work, informal assessments and investigations in the mathematics curriculum.
- Monitor the implementation of drop all and read, reading clubs, classroom libraries and reading corners, celebration of literacy days and events, listening and speaking as well as written work in the language curriculum.
- Implement the curriculum management and monitoring plan for the province, district and schools.
- Establish subject committees and conduct Early Grade Reading Assessment (EGRA).
- School Management Teams (SMT) - To facilitate the implementation of School Improvement Plans and School Development Plans (SDP).
- Provide evidence –based reports with clear findings.
- Ward Managers, Subject Advisors and relevant directorates visit schools to provide support.

UNDERTAKE REGULAR ASSESSMENT TO CHECK PROGRESS

Establish a world class system of standardised national assessments

Learner Support and Development Programmes:

Learner support programmes will focus on matric intervention as well as Grade 9 based on the areas of poor performance as determined by the ANA and Grade 12 examiners' reports. These programmes will be conducted under the supervision of subject advisors. Facilitators for these programmes will be done by experienced teachers who have a proven track record of success.

The learner programmes will be provided with:

- *Practical work demonstrations for Mathematics, Physical Sciences, Technology and Life Sciences as part of the on-going intervention*
- *Re-enforcement programmes that ensure effective curriculum coverage.*
- *Science shows, to increase number of learners interested in science.*

These programmes will be conducted on Saturdays and/or during school holidays. Concessions may be granted during the week only the intervention is part of curriculum coverage and it is pre-planned. Venues for these interventions will be determined by the logistics of minimal transport of learners

Extract key lessons from ongoing participation in international assessments Systemic Evaluation (SE)

Systemic evaluation processes have been replaced by Annual National Assessments. The Annual National Assessments are currently under review and will be implemented once reviewed.

Trends in International Mathematics and Science Study (TIMSS)

South Africa's participation in TIMSS involved the testing of Grade 9 learners in mathematics and science in 2002 and again in 2011². The Department's average in mathematics improved over this period from 285 to 352. A similar trend was seen in science. TIMSS scores are benchmarked in such a way that 500 represent the average across all countries involved in the writing of TIMSS. The size of South Africa's improvement in the 2002 to 2011 period, around 7 points a year, is about as large as we could hope to achieve. This is the rate of change that has been seen amongst the fastest improvers in the world³. In short, South African mathematics and science national average scores, although still low, has improved from 2002. The difference between the highest and lowest scores in 2002 to 2011 has decreased. The greatest improvements in scores is observed at the lowest end, from the lowest performing schools and provinces, and in schools formerly designated for Africans. The top end has not shown any major improvements and the former House of Assembly/ Model C and Independent schools perform at similar levels, but lower than the middle (Centre point) score.

Progress in International Reading Literacy Study (PIRLS)

Overall Grade 4 performance is low and comparable to Botswana. 1/3 learners are at risk educationally as they cannot read at fundamental level needed, even in their home language. Significant language differences (100 points). Learners tested in English are the strongest readers. African learners at English LOLT schools 50 points more.

Overall Grade 5 performance in Afrikaans and English is still low internationally. Performance is comparable to some emerging economies (e.g. Indonesia). 74% of remote rural learners are at risk. No overall difference since 2006, however, more learners reaching international benchmarks. There is a concern that top achievers have dropped. There is biggest improvement amongst Afrikaans group.

Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ)

The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) is an international study conducted by the fifteen school systems to check the quality of education in the Southern and Eastern Africa. The participating education systems have been able to make a scientific assessment of trends in the reading and mathematics achievement levels of Grade 6 pupils. The SACMEQ reading and mathematics tests were developed from a careful analysis of the official school curricula, syllabi and text books used in both South Africa and other SACMEQ school systems.

IMPROVE EARLY CHILDHOOD DEVELOPMENT

The target set by White Paper 5 of 2000 with respect to 5 year olds accessing Grade R by 2014 was 85%. The department is currently performing at 97% which is an overachievement, exceeded this Universal Access target by 12% and has moved on to address the challenge of the quality of education that is offered.

In 2017/18 the Department will ensure that community centres with Grade R classes will continue to be assisted through the payment of stipends to the practitioners, as well as the provision of core LTSM material. In the Pre-Grade R sub-programme, provision made for the training of practitioners will be stepped up with in-depth training. The pilot programme run in 15 crèches, as the department investigated the concept of model crèches was successful and more such crèches will be built. The department will also provide training to the caregivers in the curriculum delivery for Grade R. The Grade R classes in public schools with inadequate furniture who did not benefit this previous financial year will be prioritised for the provision of additional equipment and furniture.

ENSURING A CREDIBLE OUTCOMES- FOCUSED PLANNING AND ACCOUNTIBILITY SYSTEM

Strengthen school management and promote functional schools

The main function of the school governing body unit is to support the principal and other employees in the performance of their official duties. The aim of the programme is to provide initial training as well as continued training to governing bodies of all public ordinary schools as well as representative councils of learners in approximately 2501 secondary schools on their roles and responsibilities. Approximately 91% of School Governing Bodies have been granted section 21 functions. Training on financial management will be conducted for school governing bodies to ensure compliance with legislative prescripts.

To ensure that schools provide a safe environment for effective teaching and learning to take place, School Governing Bodies in

² In 2002, South Africa tested learners in both grades 8 and 9, and in 2011 only in Grade 9. Details on the comparison between the two years can be found in Reddy, *et al* (2012). The international TIMSS reports (see for instance Mullis *et al*, 2012) refer to a run of TIMSS in 2003, but not 2002. The explanation here is that whilst most TIMSS countries did test learners in 2003, in South Africa testing occurred in the previous year.

³ DBE, 2013b: 14.

all public ordinary and special schools will empowered to strengthen their School Safety and Security Committees and implement the School Safety Plans. Participation of communities in School Safety Committees will be encouraged to enhance safety in public schools. School Governing Bodies will also review and align their codes of conduct for learners to ensure that they comply with the fair disciplinary procedures when dealing with learner discipline. Codes of conduct must incorporate the processes of search and seizure in order to minimize abuse of illegal substances in schools, and the carrying of dangerous objects to schools.

Strengthen the capacity of district offices

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 Department. In this regard, all education Districts have been aligned to the municipal districts in order to ensure inter-connectedness with respect to service delivery.

The department has not yet provided the required full staff complement for each district as required by the new organogram, due to funding constraints.

The strengthening of districts will be a priority for this strategic cycle. This will be done through focussed training on the efficient implementation of the devolved financial and human resource delegations. Now that this training on financial and human resource delegations have been done, the Department is monitoring to establish whether districts are strengthening and to establish further development training required. The Department will also emphasise on developing strong leadership and management that will ensure a strong monitoring and evaluation system in the continued implementation of delegations.

Further, the Department will also ensure that the Kigali Statement and the other recent international Declaration form the core of what the Department will be implementing going forward.

On the Kigali Declaration, the Department drawing from the assessments of achievements and challenges of the implementation of Education for All (EFA) and the African Union (AU) Second Decade of Education for Africa, and noting the uneven pace of progress across the continent; the Department is committed to the regional priorities as outlined in the statement. As such, the Department will ensure that it addresses the following post-2015:

Equitable and inclusive access for all

Recognizing the right to access inclusive, equitable and quality education, the Department reaffirms its commitment to ensure that every child, youth and adult, including minorities and the most disadvantaged groups, complete high-quality education from early childhood care and education (ECCE) to higher education with at least a minimum completion of free and compulsory basic education of 9 -10 years.

Inclusion, equity and gender equality

Exclusion and discrimination, disparities and inequalities, in access to and completion of education and learning cycles, processes and outcomes, remains an ongoing challenge for the Department. Therefore, the Department recommits to eliminating all forms of exclusion and inequality in and through education. To ensure inclusion and equity, the Department commits to prioritize the needs of the most vulnerable and disadvantaged groups in society and out-of-school children with specific policy action to ensure that all children; girls and boys, especially the poor at the bottom quintiles have access to and complete quality education to achieve their full potential. The Department further commits to explore providing flexible options for education for those populations that are in hard-to-reach locations and/or have disabilities.

The Department recognizes the importance of gender equality and women's empowerment for sustainable development, the issue of violence against boys, girls and women in educational institutions, the importance of literate mothers in girls' attendance to school, and the large number of illiterate women.

In order to enhance women empowerment, the Department commits to support gender sensitive policies and planning; mainstream gender issues in teachers' training; stop violence in education institutions, unwanted teenage pregnancies and early marriages; reduce sexual risk behaviour and HIV/AIDS through age-appropriate reproductive health education; address harmful cultural practices; ensure that girls stay in school and can have opportunities to participate up to tertiary level, supported by, among others, feeding and nutrition programs, sanitation, health, accessible secondary schools and provision of bursaries; link women's literacy programs with women's rights, leadership, health, nutrition, peace and security, entrepreneurship skills etc.; and ensure gender sensitive learning environments.

Teachers and teaching

Acknowledging the impact of the quality of teachers on equity and learning outcomes and noting the shortage of trained and qualified teachers, low status and motivation, and the often weak standards in training, support and qualification frameworks, the Department affirms the need for collaborative teacher training practices with institutions of higher learning with best performing schools, and call for concerted action to increase investments for the recruitment, training, deployment, management, evaluation

and continued professional development and improved welfare of teachers across all levels of education, both formal and non-formal. The Department further encourages innovation in teacher education and pedagogical practice, including the use of new media and information and communication technologies (ICT) and distance education.

Educational quality and learning outcomes

The Department recognizes that achieving quality of education is a matter of urgency in the province. Noting that educational quality and learning are determined by inputs, processes and outcomes, the Department commits to putting in place policies, legal frameworks and strategies at the provincial and district levels to:

- a) provide sufficient resources including teaching and learning materials accessible to all;
- b) define standards and review approaches to curriculum delivery in order to ensure relevance to local context, values, culture and knowledge and gender responsiveness;
- c) promote the use of African languages and multilingualism across all levels using multiple learning pathways;
- d) develop appropriate mechanisms for assessing, and monitoring learning outcomes at all levels on a quarterly basis;
- e) explore innovative approach including use of ICTs; and
- f) further strengthen institutions, school leadership, and governance through greater involvement of communities, including young people in the management of schools, and
- g) ensure learning environments are safe, free from violence, inclusive and gender responsive.

Science, technology and skills development

Recognizing the importance of science, technology and skills development for innovation, creativity, entrepreneurship and employability, that are key to social, cultural and inclusive economic development, the Department affirms its commitment to strengthen policies and legal frameworks, programmes and structures to increase access to science, technology and skills development across all levels of education, with particular focus on girls and marginalized groups.

Education for sustainable development (ESD) and global citizenship education (GCED)

We recognize that we are living in an increasingly globalized and interconnected world, confronted by emerging human and environmental issues that create conditions and tensions, which require greater cooperation and harmony between humankind and nature. We further acknowledge the importance of GCED in promoting the development of values, attitudes and skills that are necessary for a more peaceful, just, inclusive, and harmonious world. We therefore resolve to institutionalize ESD-GCED through formal, non-formal and informal education by:

- a) Promoting a humanistic approach to education (Ubuntu Spirit) that reinforces among others respect for self, others and the planet,
- b) Involving all stakeholders in promoting the ESD-GCED agenda,
- c) Using existing regional protocols and ongoing regional initiatives to promote the ESD-GCED agenda, and
- d) Reviewing and integrating ESD-GCED components in curricula across all levels of education.

Youth and adult literacy, skills and competencies for life and work

We recognize the high percentage of youth as a potential asset to be harnessed for Africa's transformation. Noting the high adult and youth illiteracy levels, particularly of girls and women, and the huge numbers of out-of-school children and youth, the Department is determined to ensure that all youth and adults, especially women, have access to continuous lifelong learning and functional literacy, numeracy and requisite skills programmes for life and work. The Department commits to provide assistance to the Kha Ri Gude programme with offices to work from in their promotion and implementation of literacy programmes.

The National Priorities:

The mandates prioritised by DBE have been aligned to pillars which serve as delivery vehicles for Department's strategic objectives and goals. These mandates are as follows:

Priority	Action	Pillar
Early Childhood Development (sub-outcome 4)	Universal access to ECD ECD policy for a two-year pre-grade Training of the ECD Practitioners to a minimum NQF level (4, 5, and 6) Improve state funding on ECD Provisioning of LTSM	10
Inclusive Education	Establishment of Full Service schools Early identification of learners with disabilities Curriculum differentiation Implementation of the CAPS-aligned SASL for Blind learners Introducing skills programmes	2
Reading	120 Libraries, 6023 reading corners or container libraries will be built or refurbished every year to ensure that by 2019 every school has access to adequate reading material, especially to encourage recreational reading	2
LTSM (sub-outcome 2)	Development of standardised textbooks Provide learners with Workbooks Centralised procurement Expanding the capacity to print own books: intellectual property	2
ICT (sub-outcome 2)	Sector Plan on ICT (Operation Phakisa) ICT infrastructure provision Digitisation of content Appropriate training: expose teachers to ICT E-Administration across the system Connectivity and Broadband roll-out (DTPS)	7
Multi-grade Teaching	Focused dedicated service and support Training for multi-grade teachers Phasing out of Multi-grade schools in the long term	1
Kha-Ri-Gude	Final year of KRG Second chance matric	8 2
Arts and Culture/ Languages	Promotion, development and Implementation of indigenous languages in schools Learners' Home language must be used as a medium of instruction	8
Mathematics and Science (Impact indicators)	Increasing enrolments in MST subjects Improving Pass rates above 50% in MST subjects Increasing the number of schools offering Mathematics Provide dedicated support to learners offering Mathematics and Physical Sciences e.g. <ul style="list-style-type: none"> • Extra tuition in Mathematics and Physical Sciences • Practical Physical Science laboratory practical demonstrations • Strengthen partnership projects with outside stakeholders • Develop learner support materials Camps for underperforming schools in Mathematics and Physical Sciences Impact indicator: An increase in the number of learners passing Mathematics and Physical Science	7

Teacher recruitment and Deployment (sub-outcome 1)	<p>Funza Lushaka will be expanded with 270 bursaries each year till 2019.</p> <p>Funza Lushaka placements will be improved in schools</p> <p>The Department will make human resource deployment based on school needs and profile of teachers</p> <p>Teacher remuneration will be reviewed</p> <p>KZNDoe District Based Funza Lushaka bursary allocation stands at 478. Currently the prospective teachers that were recruited in 2012 completed their B.Ed. Degrees in 2016, the number stands at 179 and are awaiting placements. Prospective bursars recruited in 2016 for 2017, issued with the promissory letters stand at 252. Once registration has been finalized at the HEIs a complete picture will emerge of how many prospective students with promissory letters have been registered.</p>	3
Teacher Development and Professionalism (sub-outcome 1)	<p>Teacher development must focus on content and pedagogy</p> <p>Strengthen teacher development on Inclusive Education</p> <p>Implement a teacher testing system</p> <p>IQMS for teachers, deputies, principals</p> <p>Leadership and management development</p> <p>Conduct workshops for inter-mediate, senior and FET phase subject advisors and teachers on error analysis.</p> <p>Conduct workshop for General Education and Training teachers in Mathematics, Languages, Natural Sciences, Social Sciences and EMS with a sharp focus on content, teaching methodology, identified problematic concepts, including effective utilisation of LTSM including workbooks.</p> <p>Conduct workshops for FET educators in gateway subjects with a sharp focus on content and teaching methodology with reference to the 2016 NSC diagnostic report.</p> <p>Training of GET educators in the Multi-grade schools on the Toolkit.</p> <p>Conduct teacher training on the utilisation of IT to improve the quality of teaching , learning and management</p> <p>The Department has piloted the teacher testing system for English First Additional (EFAL) across all phases. The target number for teacher testing in 2017 to 2019 is 3000 each year. Plans are afoot to further pilot teacher testing system in Grade 8 Mathematics in the new financial year 2017/18 onwards.</p> <p>Strengthening the capacity of educators to implement inclusive education through curriculum differentiation and Screening, Identification, Assessment and Support (SIAS) policy will be prioritised till 2019</p> <p>IQMS for teachers, deputies, principals will be prioritised and workshops will be conducted for 3120 School Development Teams (SDTs) in 2017 and the rest to be workshopped going forward.</p> <p>On leadership and management development, the Department will conduct induction workshops for newly-appointed SMTs (2120) in May-June 2017 and for all other new appointments in coming years.</p> <p>Curriculum management workshops will be conducted for 2400 SMTs in June-August 2017 and the rest of the SMTs to be included up to 2019.</p> <p>Code of professional Ethics, Co-operative Discipline and Management of Misconduct workshops will be conducted for 6224 principals in July-September 2017 and the remainder of the principals to be included up to 2019.</p> <p>Leadership and management workshops will be conducted for 2400 females through the Women- In- And- Into Management (WIIM) and Female Principals Support Programmes in July –Sept 2017, with other WIIM workshops planned for the upcoming years till 2019.</p>	3
School Governance: SGBs	<p>Review SGB policies</p> <p>Continued training and additional support of SGBs</p>	9

Competency of Principals (sub-outcome 5)	Appointment of principals on merit/ competency assessments Introduction of Performance contracts for Principals Strengthen school management	4
Functionality of Districts and Schools (sub-outcome 5)	Introduce an accountability chain Strengthen school management and promote functional schools Strengthen the capacity of districts	9
Infrastructure (sub-outcome 2)	Eradication of inappropriate infrastructures and provision of basic services (water, sanitation, electricity) Comprehensive school building programme Implementation of Infrastructure Norms & Standards	5
Assessments: ANA, NSC, International testing (sub-outcome 3)	Improve ANA utilisation Improve performance of learners in Maths and Languages at Grades 3, 6 and 9 and 12 Improve the quality of NSC results Improve RSA position on international tests	2
Partnerships (sub-outcome 6)	Collaboration with NGOs and the private sector to deliver education Supporting the work of the NECT Ensuring that the DBE works with international and local partners bears good fruits	6
Sports and Recreation	Promotion of sports and physical education in schools Access to sporting facilities Access of sports activities to learner with disabilities	8
Learner Wellness, Safety and Social Cohesion in Schools	Eradication of drug and alcohol abuse Improving learner sexual reproductive health Improving nutrition in schools Promotion of social cohesion programmes (Spelling Bees, Music competitions, Oral History, etc.)	9 9 9 8

The Sector Plan – Action Plan to 2019:

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

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

In implementing the national plan and the provincial imperatives the department will launch the Programme of Action 2016 which is aimed at elaborating and simplifying the Annual Performance Plan. In this overview, the department presents an aligned Schooling 2030 goals to all the initiatives and intervention programmes to the Programme of Action.

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

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

Goal 14	Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
Goal 15	Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Goal 16 ★ ★	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
Goal 19 ★ ★	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Goal 20	Increase access amongst learners to a wide range of media, including computers, which enrich their education.
Goal 21 ★ ★	Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
Goal 22	Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
Goal 23	Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
Goal 25	Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
Goal 24	Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
Goal 26	Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
Goal 27 ★ ★	Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

7.6.2. ACTION PLAN TO 2019

Introduction:

It is imperative that every young South African receives quality schooling. There is a clear vision of where we want to be in 2030, or even before then if possible. And we must make sure that every year we move a bit closer to the vision, recognising that a large improvement is actually an accumulation of many smaller changes. By 2030 we must see the following in every South African school:

Learners attend school every day and are on time because they want to come to school, the school is accessible and because they know that if they miss school when they should not, some action will be taken. These learners understand the importance of doing their schoolwork, in school and at home, and they know their school will do everything possible to get them to learn what they should. Much learning happens through the use of computers and, from Grade 3 onwards, all learners are computer literate. Part of the reason why learners want to come to school is that they get to meet friends in a safe and secure environment where everyone is respected; they will get a good meal; they know they can depend on their teachers for advice and guidance; and they are able to participate in sporting and cultural activities organised at the school after school hours.

Teachers who received the training they require are continuously improving their capabilities and are confident in their profession. These teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are, on the whole, satisfied with their jobs because they feel their employer is sensitive to their personal and professional needs and that their pay and conditions of service in general are decent and similar to what one would find in other professions.

The school principal ensures that teaching in the school takes place as it should, according to the national curriculum, and understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.

The Department has a clear plan of ensuring that all Action Plan to 2019 goals and outputs are achieved. The template below details the planned activities and interventions for the strategic cycle.

INTERVENTIONS IMPLEMENTING ACTION PLAN TO 2019		
Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2017/18 – 2019/20
<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>GOAL 1: Increase the number of learners in Grade 3 who, by the end of the year have mastered the minimum numeracy competencies for Grade 3</p> <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> <p>Goal 2: Increase the number of learners in Grade 6 who, by the end of the year have mastered the minimum mathematics competencies for Grade 6.</p> <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> <p>Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.</p> <p>Goal 5: Increase the number of Grade 12 learners who pass mathematics.</p> <p>Goal 6: Increase the number of Grade 12 learners who pass physical science.</p> <p>Goal 7: Improve the average performance in languages of Grade 6 learners.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy Strategy • Maths and science Strategy • Teacher Development Strategy • Matric Improvement plan • SACMEQ, • TIMMS, • PILLIR, • ANA, • NSC analysis • Strategic Plan • Policies • Acts 	<ul style="list-style-type: none"> • Provide access to reading materials and reading opportunities through Reading Corners/ Classroom Libraries/ Mobile Libraries/ Education Centres/ School Libraries. • Co-ordinate training on Reading Promotion Strategies namely; Reading Clubs; Reading Aloud; Paired Reading/ Group Reading etc. • Provide support and monitoring on the implementation of the school-wide reading programmes. • Promote a reading culture through the Readers’ Cup Competition; celebration of the Literacy and World Book Days. <ul style="list-style-type: none"> • Provide curriculum resources that improve quality of teaching and learning. • Provide exemplar question papers and previous question papers to all grade 12 learners. • Print and distribute Analytical Moderators’ Reports <ul style="list-style-type: none"> • Train educators on content and method • Provide exemplar question papers and previous question papers to all grade 12 learners. • Print and distribute Analytical Moderators’ Reports in Mathematics. <ul style="list-style-type: none"> • Provide exemplar question papers and previous question papers to all grade 12 learners. • Print and distribute Analytical Moderators’ Reports in Physical Science. <ul style="list-style-type: none"> • Set and distribute Grade 6 exemplar tasks. • The interventions mentioned in Goals 1, 2 and 3 will improve the performance of learners

Goal 8: Improve the average performance in mathematics of Grade 6 learners.		<ul style="list-style-type: none"> A comprehensive detailed plan is in the section of planned policy initiatives. Provide guidance and onsite support on the development of School Academic Improvement Plans. Monitor the appointment of educators qualified to teach gateway subjects: mathematics, physical science and technology. Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams. Coordinate maths and science learners focus weeks.
Goal 9: Improve the average performance in mathematics of Grade 8 learners.		<ul style="list-style-type: none"> Set and distribute Grade 8 exemplar tasks. The interventions mentioned in Goals 1, 2 and 3 will improve the performance of 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"> Strengthen learners' and teachers' attendance and maximum utilization of the contact time for each period and each term. Monitor school attendance and the functionality of schools at the beginning of the first and third terms. Enforcement of the National Policy on Learner attendance SNES to facilitate access to education for learners with barriers to learning
Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.	<ul style="list-style-type: none"> Implement the ECD strategy 	<ul style="list-style-type: none"> Upgrade Grade R Practitioners to acquire NQF level 4. Co – ordinate curriculum management and delivery workshops for practitioners teaching curriculum of 0 - 4 year-olds at crèches in community centres. Conduct in-service training sessions for the Grade R practitioners. Implement the 0-4 year old curriculum. Pilot model crèches in four districts and scale up to all districts.
Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school.		<ul style="list-style-type: none"> Use ANA analysis diagnostic report to improve performance of educators and learners.
Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.		<ul style="list-style-type: none"> Increase / Expand the provision of access to maritime, and agricultural skills and investigate the possibility of providing aviation and mining curriculum. Expose learners to a diverse curriculum Encourage and assist learners to pursue technical fields Provide career guidance.
Goal 14: Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.	Effective recruitment of educators	<ul style="list-style-type: none"> Identify and provide bursaries to unqualified and professionally unqualified teachers to study at local universities leading to Post Graduate Certificate in Education (PGCE).
Goal 15: Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided		<ul style="list-style-type: none"> Recruit grade 12 learners from deep rural and rural in from quintiles 1 to 3 schools through the Funza Lushaka District Based Recruitment Campaign into the B.Ed programme. Ongoing partnership with 5 universities in the province to increase the teacher output annually. Recruit Grade 12 learners into the profession through the non-employee bursary programme

<p>Goal 16: Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.</p>	<ul style="list-style-type: none"> • Enhance professional quality and subject knowledge of educators • Continuous Professional Teacher Development (CPTD) 	<ul style="list-style-type: none"> • Orientation workshops for teachers at the beginning of the year (focus on previous examination results, focus topics, Provincial Assessment Tasks (PAT) and curriculum management) • Conduct Saturday workshops for Mathematics, Sciences and Commerce educators when required. • Conduct workshops during school vacations. • Hold content workshops on specific challenging areas, focus topics in each subject. • Orientation and Sign-up of all PL1s educators workshop. • Monitoring and support of implementation by 1st cohort (Principals and Deputy Principals) and 2nd cohort (Heads of Departments).
<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"> • Create a good / conducive environment. • Give support required to the workforce. • Provide incentives for best performing employees. • Reduce suspensions and disciplinary cases. • Attend to all grievances and disputes. • Conduct advocacy campaign on the code of conduct and disciplinary measures. • Conduct training initiatives to enhance the capacity of SMTs so as to minimise the probability of disciplinary violations escalating into major misconduct. • Roll out Employee Assistance Programmes (EAP) / Employee Relations (ER) – activities to improve labour peace.
<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"> • Curriculum coverage strategy 	<ul style="list-style-type: none"> • Implement the Provincial Academic Improvement Plan to support curriculum delivery and improve learner attainment. • Set, moderate and conduct quarterly common tests / assessments for 12 learners (Below 69,7% Schools) and common examinations in five subjects for the 9 learners in 2017. • Develop lesson plans and programmes for grades 4 to grade 9 educators as examples of the quality assessment standard. • Conduct formative and summative moderation to provide feedback on the quality of assessment per term. • Set and analyse quarterly common tests for grade 10 and 11.
<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"> • LTSM policy 	<ul style="list-style-type: none"> • Provide every school with textbooks for different subjects before the commencement of the school calendar. • Provide all schools with LTSM for 2018 before 30 November 2017. • Provide secondary schools with mobile science laboratories. • Provide secondary schools with science consumables. • The Department will monitor delivery of workbooks to schools by DBE. • Ensure that all schools have developed and are implementing the textbooks retrieval policy

<p>Goal 20: Increase access amongst learners to a wide range of media which enrich their education.</p>	<ul style="list-style-type: none"> National Guidelines for School Library and Information Services (NGSLIS) and the School Library Development Strategy Education Centre Policy 	<ul style="list-style-type: none"> Provide schools with media resources. Monitor the provision of mobile libraries to rural schools Partner/ Collaborate with relevant stakeholders to employ library assistants as interns to manage the library and promote reading Establish and promote effective utilization of all Education Centres in order to offer services for expanded learning opportunities. Pilot the e-book project/ Digital Library in schools that have computers/ tablets. Promote the use of SA-SAMS library module to implement library automation for effective control and management of library resources. Promote the integration of information skills into the curriculum through workshops conducted in targeted schools. Organize the School Library Excellence Awards for schools in order to motivate and recognize best practice in school libraries. Supply projection technology and allied educational software to identified schools. Set up e-Learning facilities (with video-conferencing and VoIP) in all districts to be used for professional development. Supply MST and HIV/AIDS specific content to rural schools. Establish and support a departmental incubator for the development of digital content by teachers.
<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"> Strengthen School Management and promote functional schools 	<ul style="list-style-type: none"> Monitor implementation of learner attendance policy. Ensure proper management of the Assessment Programme. Monitor the implementation of the School Development Plans. Monthly meetings of QLTC structures and SMME to evaluate compliance with the non-negotiables Ensure regular educator attendance. Implement ground duty roster / timetable. Induction Programme for the newly appointed PL1educators and SMTs. Compulsory SMTs, departments and staff meetings Monitor implementation of the Provincial School Management checklist. PILO is a pilot project on Curriculum Management and Coverage conducted for SMTs in Primary and Secondary schools at King Cetshwayo and Pinetown districts. Train of SMT on Planning, Curriculum Management, People Management, School Governance, Resource Acquisition and management and Financial Management Ensure the implementation of the Female Principal Support Programme (FPSP).
<p>Goal 22: Improve parent and community participation in the governance of schools.</p>	<ul style="list-style-type: none"> National guideline for capacity building for SGB Ensure that all SGB sub-committees are established and are functional in all schools 	<ul style="list-style-type: none"> Train all newly appointed SGBs on school governance. Quarterly meetings stakeholders Train SMT & SGB members in the development & implementation of My Life, My Future school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. 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 psycho-social ills.

<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"> Develop and manage the financial management policies and procedures 	<ul style="list-style-type: none"> Develop and publish the Resource Targeting List of all public ordinary schools including Grade R, sorted from poorest to least poor Apply approved procedures to deal with deviations on the funding criteria Monitor the fair distribution of the norms and standards for school funding
<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"> Monitor and evaluate Integrated Infrastructure Delivery Programme all schools that are in the DBE Rural Education Pilot Programme Monitor the establishment of special schools with boarding facility in rural areas. 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 Collaborate with Rural Infrastructure Support and Infrastructure Development to facilitate the provision of staff accommodation in rural schools Provide outdoor resources supplied to schools with Grade R Classes Construction of well-structured and well-resourced schools for the creation of a conducive teaching and learning environment
<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"> Learners participate in inter-school competition to create a platform for the them to design and enjoy a fun-filled edutainment of health promoting activities within their school communities 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 psycho-social social ills. SMT & SGB members trained in the development & implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. Learners trained as peer educators in implementation of MLMF through, life skills & SRH curricular & co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. Schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM.
<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"> One additional Special Needs School with boarding facility established per district Establish support centres to cater for therapy and provide career guidance Establish 26 Special schools as Resource Centres Upgrade 26 mainstream schools to be IE compliant Increase access to education for high level / autism spectrum disorder learners Provide identified schools with Assistive Devices and equipment and training on the use and maintenance thereof Provide all Special Schools with subsidy funding for running costs, maintenance, hostels, equipment and learner support materials Develop and distribute (Printing) of brailled material for visually challenged learners

<p>Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools.</p>		<ul style="list-style-type: none"> • All sub directorates to conduct school visits to do onsite coaching, mentoring, problem solving within the district once a quarter • Circuit managers visit all schools at least once a quarter • Chief Education Specialist (CESs) for Circuit Management to visit 25% of schools at least once a quarter (on site coaching, mentoring and problem solving). • District Director to visit at least two schools per circuit per quarter
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The Head Office will oversee that leadership and management of the districts, work systematically to support and monitor schools to operate maximally. It will also ensure that the districts are adequately resourced and capacitated to enhance the delivery of quality teaching and learning in schools. Head Office has to ensure that the officials who are providing support and coordination are well resourced and capacitated to perform their role on time and effectively. Also, those who are providing monitoring and auditing should be well resourced and capacitated to perform their role on time and effectively, as well as those who are responsible for scanning the environment and look for threats and opportunities and go on to analyse internal weaknesses from quarterly results and then provide guidance for adaptation, [maintaining a collaborative relationship and constant liaison with districts so as to ensure effective implementation of the programmes emanating from the various strategic objectives] and to complete the synergistic logic by applying established policies and ground rules impartially.

7.7. PILLAR 7: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Information and communication technologies (ICT) are central to the changes taking place worldwide. Digital media has revolutionised the way we do business and advances in technology have dramatically changed classroom praxis. New learning opportunities have been provided through access to learning and teaching resources and knowledge repositories that exist beyond the confines of the walls of the physical classroom. The provision of telecommunications infrastructure as a platform for learning and teaching is increasing and many educational institutions, including schools, are exploiting these benefits to heighten the quality of learning and teaching. If South Africans are to participate in the knowledge economy every effort must be made to prevent digital exclusion.

A global revolution is currently taking place in education and training. This revolution is driven by the changing nature of work, the realities of the information age, new global partnerships and an awareness of the need for equal distribution of educational opportunities. The building of South Africa's institutional and infrastructural capacity to support **learners, teachers and administrators** in the education sector, is fundamental to both the country's human resource development strategy and its socio-economic development.

In 2016/17 the Department will implement phase 3 of IT Corporate Governance in order to continuously improve corporate governance and management. This will include the development of the disaster recovery policy and procedure, systems in support of Departmental IT functions, train officials in ITIL, COBIT, PMBOK and TOGAF as well as the strengthening of EMIS. Critical to the attainment of the National Development Plan's (NDP) goals is the implementation of Action Plan to 2019: Towards the Realisation of Schooling 2030. This means improving literacy, numeracy and outcomes in mathematics and science outcomes; increasing the number of learners eligible to study mathematics and science-based degrees at university; retaining learners in school and enabling the use of information and communication technology (ICT) resources and infrastructure in teaching and learning. The 2030 vision of the NDP is to eradicate poverty by growing the economy at an average of 5.4%, and cutting the unemployment rate by 6%. The attainment of these goals hinges on education, training and innovation and affirms the reason why education is an apex priority to achieve the goals of the National Development Plan.

Among the challenges in South African education is the lack of skilled teachers, specifically for subjects such as mathematics and science, especially in rural areas. There is also inadequate learning and teaching material; and in the absence of skilled teachers, additional resources are necessary for learners to acquire content and supplementary information. Learners do not have sufficient support structures to assist them after school to continue the learning process and South Africa's rural schools, in particular, are poorly equipped and have crumbling infrastructure. The deployment of ICT resources and services in schools and communities extends the learning experience beyond the confines of the walls of the classroom and makes it possible for learning to take place outside school hours.

The KwaZulu-Natal Department of Education is mindful of the fact that ICT has been used accelerate service delivery and improve peoples' lives. The Department has embarked on a number of ICT in Education initiatives to support teaching and learning and improve learner attainment. These initiatives include the provision of ICT resources and infrastructure to schools; the development, curation and distribution of apposite and interactive digital content to learners and teachers; the use of ICT platforms to ease the administrative burden; the professional development of educators (school and office-based) on the use of ICT to deliver, manage and support curriculum.

7.8. PILLAR 8: SOCIAL COHESION AND INTEGRATION OF SCHOOLS

The Department is implementing various programmes in order to monitor the involvement of all racial groups in the planning coordinating, implementation and monitoring of the co-curricular programme. It has planned to preserve the talent identified at Provincial SASCE competitions through workshops and academy with the help of stakeholders. The purpose is to provide the not so academically inclined learners with a pathway to success. To strengthen admiration of National symbols, all schools will have a National Flag. The installation should be completed by end of the year 2019. To ensure adherence to these principles that are designed to instil and strengthen patriotism, district officials will be deployed to schools to monitor the running of the sports programmes and the singing of the national anthem as prescribed. The African Union Anthem will be sung at least once a month in all our schools. These initiatives will bolster and promote Social-Cohesion.

The co-curricular programmes have been extended to all learners irrespective of gender race and disabilities. Programmes offered in Co-Curricular Services are meant for all schools Public and Private and all levels be it Primary, Secondary or LSEN schools. In sports Social Cohesion is mainly evident in athletics where there is mass participation and integration. The number of schools participating in Rugby, Cricket, Chess and Swimming has increased although swimming is retarded by poor and in most cases no swimming facilities. Social Cohesion is also evident in choral music and youth Development Programmes which cater for a variety of cultures. Hence all racial groups irrespective of gender, disabilities, age and economic status do take part in the programme.

As a form of support to the country's programme of action to overcome the historical exclusion of some sectors of society, Co-Curricular programmes are designed to be practically inclusive in nature promoting social cohesion by way of bringing together the socially and culturally diverse people that were separated by the segregation policies. This happens in the delivery of schools' league, moot court, choral music multi-cultural cuisine, language festival, indigenous music and dance, commemoration of historic events, African poems, African story telling and learners' presentations on Africa day. Districts also allow all forms of traditional music and dance to cater for various African cultures, like Xhosa, Bhaca, and Mpondo at Sisonke, Sotho at Umzinyathi and Thonga at Umkhanyakude.

The Department in collaboration with the Department of National Arts and Culture has installed flags in a number of schools. The National Anthem is sung in all schools on designated days once a week. In 2013 the National anthem was prescribed for the FET Band competitions to ensure it is sung correctly. The preamble to the Constitution is recited in schools once a week. Both the National & AU Anthems and the Preamble to the Constitution remain standing items in the Schools Choral Competitions.

The Curricular programmes have opened up talent opportunities and dealt robustly with poverty alleviation. Through schools leagues learners have acquired Ministerial bursaries worth R100 000 [hundred thousand Rand] per learner per annum. The programmes have produced the likes of Siyabonga Nkosi in football, Pretty Yende in music, Chad Le Clos in swimming, and others. The programmes also offer opportunities to small and big businesses and is also supported by various sponsors like Motsepe Foundation.

Other attributes of the co-curricular programmes are the combat of crime in communities, fight against social ills and teenage pregnancy and keeping the child in school and out of the streets as activities happen mostly during weekends and when schools are closed. Co-curricular programmes have provided a conducive environment to deal with the issues of drug and alcohol abuse, crime and teenage pregnancy.

Challenges in terms of realizing social cohesion

Despite progress made in the delivery of co-curricular programmes, dealing with social cohesion, challenges still exists:

- A bigger number of schools are not participating in music;
- The traditional codes for racial groups still exist, e.g. rugby is still white dominated while football is mainly Black dominated;
- Funding that allows the previously disadvantaged groups to participate in these programmes is limited;
- A clash of cultures in the delivery of programmes still exists;
- Facilities in schools remain a challenge; and
- Financial resources still pose a challenge

What are the mitigating strategies?

Amongst the strategies that the Directorate has implemented to mitigate the challenges are the following:

- Collaborations with other government departments to access funding;
- Promoting good working relations with municipalities in order to access facilities;
- Setting up working structures to strengthen participation;
- Provide previously disadvantaged schools with adequate resources;
- Engage business sector and other Departments to collaborate in addressing diversity in education.

7.9. PILLAR 9: SCHOOL FUNCTIONALITY AND COMMUNITY INVOLVEMENT

A functional school environment and an active participation by stakeholders and the community are important elements for a high performing school. Therefore, the Department pays special attention to the national priority areas as well as local priority interventions aimed at achieving a stable learning environment for an improved quality of education. Schooling 2030, implemented through Action Plan to 2019 prioritise a functional school environment in Goal 21 which states, “Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment”.

In order to establish lasting functionality and active community involvement during 2017 academic year, the schools will strive to achieve the following:

Well governed and well managed
Active community participation

Well governed and managed schools

In line with the Strategic Plan, the country's strategic focus is in building the capacity of the state in order to intervene and support quality education. The department has identified a number strategic intervention key to improving education governance and management in schools towards an improved quality of education. These include:

- Education management capacitation and resourcing initiatives.
- Improving the school management's capacity to mediate the curriculum;
- Ensuring that principals role as curriculum and instructional leaders is asserted;
- Ensuring that principals play a prominent role in the regulation of teaching time,
- School management engages in monitoring and support for planning and delivery in relation to curriculum coverage
- School management play a more prominent role in the procurement and management of books and stationery as well as the quality assurance of tests and the monitoring of results.

Active Community Participation in Education

The statutory objective of ensuring that democracy is institutionalised such that it becomes a way of life drives the Department's objective to embrace active community participation in education. In ensuring the active participation of various interest groups, in particular teachers, parents, workers, students, employers, and the broader community so as to contribute to improved school administration; it is important that schools maintain their status as preparatory institutions for a successful professional career.

As the Department continues to ensure that the interests of all stakeholders are aligned to support the overriding goal of achieving good educational outcomes that are responsive to community needs and economic development; the Department will prioritise that schools provide meaningful information to parents on their children's performance in order to hold schools accountable. The Department believes when parents are actively involved and take an interest in the affairs of their children's education, such cooperation can lead to improved performance. Further, the President has made a call to the nation to join hands in improving the education system and make partnerships a priority to achieve this. In joining hands to improve learner attainment and the quality of education in general, the Department will further strengthen and monitor the established 'social contract' between government, teacher unions, teacher training institutions, parent and SGB organizations, business and civil society organizations.

One of the central pillars of the National Development Plan (NDP) is making education a societal Issue. In order for this to take place; an organic pledge must be nurtured between the Department, and its stakeholders i.e. the communities, parents and teachers. This pledge must be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them.

In implementing the initiatives explained above, the Department together with stakeholders seek to improve performance in the schooling system which is at the heart of building the skills base for economic growth and development and ensuring that the society is able to achieve equity and development goals.

The Department will continue to improve school functionality by monitoring that each school is focusing on the core business of teaching and learning. Quality teaching and learning will thrive in a school where the following is prioritized above all:

- Filling of all vacant posts in all schools in line with the curriculum of the school
- Teaching and learning is prioritized at all costs;
- Teachers and learners come on time;
- Effective leadership, management and governance;
- All structures e.g. school governing bodies, School Management Teams, RCLs and sub-committees are fully functional;

The School Functionality Monitoring Programme initiated in 2006, continues to provide an important monitoring intervention towards achieving functional schools throughout the province. In 2017/18 the programme will continue to provide valuable inputs and guidance to the department's management on strategies to deal with various challenges that make schools dysfunctional and work as barometers indicating policy implementation failures or successes and the end of the examination results.

One of the most important indicators of school functionality is School Safety. The violence experienced in communities, which at times spill over to schools are a cause for great concern as they compromise school functionality.

The Department will implement a school safety programme which is aimed at training school safety committees and liaise with South African Police Services (SAPS) Station Commanders to fight against theft and vandalism in schools.

The Department is also implementing the Quality Learning and Teaching Campaign (QLTC) in order to assist schools to get support from communities in the areas where they are located.

The other important element of a functional school is the provision of adequate LTSM on time. The Basic Education Sector Plan for LTSM procurement provides LTSM procurement guidelines and timeframes to ensure timeous delivery of all LTSM to schools. The provision and availability of LTSM on the first day of school at all schools is essential for the creation of conducive atmosphere for quality teaching and learning and setting the tone for the year in support of school functionality. As such, with regard to the schools that the KwaZulu-Natal Department of Education procures on behalf, 100% of textbooks requisitioned will be delivered to schools by the end of November 2017 in preparation for the 2018 school year. In addition, school-based textbook procurement by schools with Section 21(1)(c) of SASA that will opt for own textbook procurement will be closely monitored.

As it is clear that School Functionality greatly influences the pass rate of any school, the Department has made school functionality one of the priority areas or important pillars. To this end, the Department is implementing the strategy to improve learner outcome which focuses on school management and the delivery of the curriculum. This programme is currently piloted in the two districts of King Cetshwayo and Pinetown and aims to empower, strengthen district management and also improve the learner outcomes from primary to secondary schools.

The other elements of school functionality are good coordination and support. The Department provides co-ordination and support to all District offices in order to enhance good governance, management, school functionality, community involvement and to make school environment conducive to teaching and learning for the effective delivery of the core business of the Department.

In order to ensure that this coordination and support is done effectively, the Department will continue to perform the following:

- Ensure that the basic annual management processes occur across all schools in the province in a way that contributes towards a functional school environment and improve learner attainment
- Improve management and governance of schools
- Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively
- Broaden access to quality education by providing adequate school infrastructure which complies with minimum standards and norms in order to support effective teaching and learning.
- Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions
- Broaden access to learners with disability and barriers to learning
- Improve rapport and formalise engagements between circuit management and local community structures
- Improve the frequency and quality of the monitoring and support services provided by district offices to schools
- Develop, implement, monitor and evaluate District, Circuit and School Improvement Plans.
- Monitor the **functionality** of school structures, viz.: SMT, Subject Committees, Phase Committees, Assessment Committees, SGBs, RCLs and IQMS structures
- Monitor compliance with the non-negotiables: Teachers and learners in class, teachers teaching prepared lessons and time keeping by teachers and learners.
- Monitor the implementation of Quarter-Specific activities by Circuit Management and other sub-directorates.
- Strengthen the implementation of IQMS, PMDS and EPMDS
- Develop Turn-Around strategies for under-performing schools and Academic Performance Improvement Plans.
- Improve District, Circuit and school functionality
- Improve schools' functionality and nurture the institutionalization of schools' functionality
- Develop and implement a specific strategy for dealing with schools with persistent problems / instability
- Deal effectively with late coming of learners and reduce it
- Establish partnerships for District improvement of learner attainment and strengthen viable partnerships with District and Local Municipalities
- Strengthen viable partnerships with sister departments through Operation Sukuma Sakhe.

- Provide training and orientation programmes on psycho-social support services and roll out advocacy and awareness campaigns on psycho-social issues.
- Provide learner support on career guidance and develop, print and distribute materials to support career pathing
- Promote programs with regard to HIV/AIDS and life skills
- Promote mass participation in co-curricular activities and support the curriculum with relevant programmes to enhance the holistic development of the learner
- Facilitate capacity building programmes for educators and learners to effectively deliver co-curricular activities and promote nation building programmes with a focus on building “unity in diversity”.
- Identify, present and implement the Department’s infrastructure needs in terms of its strategic objectives
- Implement the School Infrastructure Norms and Standards
- Contribute to social responsibility of upgrading of contractors in lower grades
- Implement the Transformation of the Schooling System
- Allocation funds to public ordinary schools, review contestations and compensate schools that implement fee exemptions policy
- Conduct all prescribed SNAP and Annual Surveys
- Implement the South African School Administration and Management System (SA-SAMS)
- Facilitate the provision of Learner Transport in rural areas
- Implement White Paper 6 on Inclusive Education
- Compile and align District Action Plans with the Branch Programme of Action and report quarterly

In facilitation the provision of subsidised dedicated learner transport, the Department provides subsidised dedicated learner transport to **47747 learners in 320 schools using the following modes of transport:**

- 1) Buses
- 2) Midi- buses
- 3) Taxis
- 4) Ferry boats, and
- 5) Bicycles – through the Department of Transport

The total budget for 2016/17 financial year is **186million**. The Department still has a backlog of **54095 learners** awaiting learner transport. The budget is very minimal since it does not cater for all the needs of learners and demands of providing equitable access through learner transport. In 2017/18, the Department will review the Memorandum of Agreement between the Department of Transport and the Department of Education, terminate existing contracts, issue an advert for a new tender in the provision of dedicated learner transport with a view to appoint successful service providers. The Department is committed to the National Development Plan and the Provincial Growth Development Plan with a clear pathway for radical economic transformation and local economic empowerment the budget of R194 million set aside for learner transport will go a long way in transporting almost 50 000 learners in 2017/18.

7.10. PILLAR 10: EARLY CHILDHOOD DEVELOPMENT

It is important to note that the Departments recommit that by 2030, it seeks to ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education. The General Household Survey (GHS) points to 95% of all first-time Grade 1 learners in the province having received schooling in the previous year. Whilst improvements in the numbers are clearly a move in the right direction, in the NDP and elsewhere; concerns have been raised about how to monitor and improve the quality of ECD so that it truly strengthens schooling in the later grades. The Department of Performance Monitoring and Evaluation (DPME) of Presidency has completed an initial study which looks at the impact of the introduction of Grade R in a school on subsequent Annual National Assessments (ANA) results. The results are mixed. In some schools Grade R has contributed towards better learning, but in other schools it has not. Clearly one cannot take it for granted that Grade R is always quality Grade R.

Be that as it may, the important observation is that a number of interventions to improve the quality of ECD have been initiated, and a key challenge in the coming years will be to strengthen these. DBE continues to distribute Grade R resource packs to schools, which include workbooks for each learner and teacher resources such as teaching guides, posters and large story books to be shown and read to the whole class. The DBE will continue to distribute workbooks to all learners each year. Challenges include improving the resource packs on the basis of an extensive evaluation that was conducted annually. For the previous year, there is a 90% achievement in the number of schools receiving the packs in 2014, that on the whole teachers are very positive about the materials, of which around 70% of schools used the packs, but that certain improvements were necessary, for instance clearer teacher guides. Whilst according to General Household Survey about 95% of Grade 1 learners had received a year of Grade R education in the previous year by 2014, the Department has surpassed Universal access and reached almost 99% access to Grade R.

Several universities have started offering a National Diploma for pre-school teachers, partly in response to consultations with the DBE. The professionalisation of pre-school teachers needs to continue.

Whilst the Department has made significant strides in providing universal access to Early Childhood Development (ECD), the Department needs to continue to prioritise ECD and ensure that its budget grows annually. In a 2012 report, produced jointly by DBE and UNICEF titled; “*Public expenditure analysis for the basic education sector in South Africa*” the observation of ECD budget overall decrease by about 5% possibly prompted the report to recommend that the Department should take the cue from other provinces at Early Childhood Development (ECD) in order to make the ECD have the strongest budget growth¹. The importance in this growth is based on the need to ensure that there is proper planning for the provision of quality and monitoring that all learners attending Grade R are ready to attend Grade 1.

The Department will put assessment and quality assurance systems to be implemented at all public ordinary schools offering Grade R and Grade R's in community centres. Good planning will be needed to deal with the estimated 3% of public schools in 2015 to 2019 which were still not catered for in Grade R. The important milestone to be nurtured in this updated strategic plan is the Grade R into Foundation Phase. This structural move is important for enhancing the delivery of quality foundation phase curriculum going forward. A seminar will be held to facilitate the full implementation of the structural change.

Presidency's *Diagnostic review of early childhood development*² provides a comprehensive outline of the range of ECD challenges, from stunting arising out of malnutrition, to the need for cognitive development. An important milestone was the release in 2013 of the National Curriculum Framework³ for children from birth to age four. This document, produced in collaboration with UNICEF and drawing from international best practice, will form a basis for better monitoring of the quality of ECD at age four and below, and the design of interventions.

The Department will continue to implement the following priorities:

- Provide stipends for practitioners teaching Grade R in Community Centres
- Provide LTSM for pre-Grade R learners
- Provide training for practitioners to achieve NQF level 4
- Provide core material for each practitioner
- Provide curriculum training (kit/ core curriculum material) for care-givers in catering for 0-4 year olds curriculum
- Pilot a concept for the implementation of the National Curriculum Framework for children from birth to age four through the establishment of model crèches
- The model crèches will be provided with all resource and the practitioners in the model crèches will be trained
- The Department will provide furniture to Grade R classes in public ordinary schools
- The Department will provide LTSM for all learners in Grade R, at public ordinary schools

1 2012 report produced jointly by DBE and UNICEF titled *Public expenditure analysis for the basic education sector in South Africa*.
2 Richter, 2012.
3 *National early learning and development standards for children birth to four years (NELDS)*, produced by the DBE.

THE ALLOCATION OF PILLARS TO LEAD BRANCHES

No	Pillars	Branch Delivery and Support	Branch Development Support	Branch Management	Corporate	Branch Finance
1	Transformation of the schooling system	•	•	•		•
2	Curriculum and Assessment	•				
3	Teacher Provisioning, Development and Support	•		•		
4	Development of strong Leadership and Management		•	•		•
5	Planning and Resourcing	•	•	•		•
6	Infrastructure Development and Maintenance		•			•
7	Information and Communication Technology	•				
8	Social Cohesion and Integration of Schools		•	•		
9	School Functionality and Community Involvement		•			
10	Early Childhood Development	•				

Delivery on all ten pillars will be based on an integrated approach where other branches will support lead branches.

PART B: STRATEGIC OBJECTIVES PROGRAMME PLANS

8. PROGRAMMES IMPLEMENTING STRATEGIC OBJECTIVES

With the transfer of functions for AET and FET Colleges to the Department of Higher Education, the Education Sector agreed on the programmes to be implemented during this strategic cycle. The Department aims to implement the following seven (7) programmes:

PROGRAMME	SUB-PROGRAMME
• Administration	1.1. Office of the MEC 1.2. Corporate Services 1.3. Education Management 1.4. Human Resource Development 1.5. Education Management Information System (EMIS)
• Public Ordinary School Education	2.1. Public Primary Schools 2.2. Public Secondary Schools 2.3. Human Resource Development 2.4. School Sport, Culture and Media Services 2.5. Conditional Grants
• Independent School Subsidies	3.1. Primary Phase 3.2. Secondary Phase 3.3. Conditional Grants
• Public Special School Education	4.1. Schools 4.2. Human Resource Development 4.3. School Sport, Culture and Media Services
• Early Childhood Development	5.1. Grade R in Public Schools 5.2. Grade R in Community Centres 5.3. Pre-grade R Training 5.4. Human Resource Development 5.5. Conditional Grants
• Infrastructure Development	6.1. Administration 6.2. Public Ordinary Schools 6.3. Special Schools 6.4. Early Childhood Development
• Examination and other Education Related Services	7.1. Payments to SET 7.2. Professional Services 7.3. Special Projects 7.4. External Examinations

8.1. PROGRAMME 1: ADMINISTRATION

8.1.1. 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 district and circuit offices.

8.1.2. ANALYSIS BY SUB-PROGRAMME

Sub-programmes

This programme has six sub-programmes analysed as follows:

- **Office of the MEC**
To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook.
- **Corporate Services**
To provide management services which are not education specific for the education system.
- **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
- **Conditional Grants**
To provide for projects under programme 1 specified by the Department of Basic Education and funded by conditional grants.

Performance Delivery Areas:

The arena of management within the Department as a system and school as a sub-system has undergone fundamental changes. A variety of education policies have been introduced, some directed towards dismantling old practices and others towards building a new system. This has effectively reconfigured the work of the Department as well that of school leadership and management.

The Department's as well as the schools' ability to convert the Department's limited resources and schools' limited resources on the other hand into acceptable education outcomes could be linked to Department's and schools' leadership and management or lack thereof. The MPAT and the DPSA reports clearly state that the Department has a challenge of leadership and management. Furthermore, remarkable differentials in performance among schools in formerly disadvantaged communities suggest that results are highly dependent on effective school management rather than on effective Department management. Nonetheless, the Department identifies key areas to be done by the Department and school management to enhance management systems, demanding application of accounting practices and focussed needs-based school support.

The Department always ensures that the interests of all stakeholders are aligned with aligned to support the overriding goal of achieving good educational outcomes that are responsive to community needs and economic development. One of the key objectives of the Department is to ensure that schools provide meaningful information to parents on their children's performance to enable them to hold schools accountable. The Department believes when parents are actively involved and take an interest in the affairs this can lead to improved performance.

Making Education a Societal Issue is one of the central pillars of the National Development Plan (NDP). In order for this to take place an organic covenant must be nurtured between the Department and the communities, stakeholders, parents and teachers. This covenant will be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them.

Key personnel categories to be monitored

PROGRAMME 1: ADMINISTRATION – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
Efficiency	To bring about effective management at all levels	Percentage of office-based women in Senior Management Service	27%	30%	35%	43%	43%	43%
Equity		Percentage of women school principals	37%	48.62%	48.62%	41%	41%	41%
Equity		Percentage of women employees	67%	67%	67%	68%	68%	68%
		Educators	9	9	9	9	9	9
		Non-educators (public servants in H/O and districts)	2472	2618	2618	2618	2618	2618
		Office-based educators	562	562	562	562	562	562
Equity		Number of disabled employees	2	2	2	2	2	2
Adequacy		Number of subject advisors	513	513	513	513	513	513
NB: For the educators, non-educators, office-based and disabled employees, the targets remain the same as they are dependent on the approval of posts by the MEC and the multi-year agreement on the posts provisioning model. These figures are taken from actual PERSAL statistics as of January 2017.								

8.1.3. STRATEGIC OBJECTIVES AND TARGETS

Strategic Objective	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To equitably allocate and monitor financial, infrastructural, human and other resources for efficient service delivery	5,952	5,959	5,987	5,992	6,023	6,023	6,023

Strategic Objective	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To focus on consequent management in order to decisively deal with issues of fraud, corruption and maladministration	New	New	New	New	100%	100%	100%

8.1.4. RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 1

RESOURCE CONSIDERATION

The budget of this programme reflects strong growth over the seven years, attributed to the following:

- The 2015/16 high amount relates to the above-budget 2015 wage agreement, of which funds were allocated from both National Treasury and provincial cash resources to assist the department with the pressures arising in this regard. Also, increased spending in respect of *Goods and services* is attributed to higher than anticipated payments for bursaries for employees in respect of previous years costs, travel and subsistence costs for district and school monitoring activities and agency support and outsourced services in respect of Procedure on Incapacity Leave and for Ill-Health Retirement (PILIR) for the assessment of incapacity leave cases.
- The allocation over the 2017/18 MTEF reflects fairly low growth, when compared to the previous year as 2016/17 included provision for the purchase of tools of trade. This budget provides for operational costs such as computer services such as SITA datalines which are centralised in this programme, property payments, travel and subsistence for subject advisors, as well as advertising costs related to various programmes undertaken by the department.

The allocation over the 2017/18 MTEF reflects significant growth, with provision for the filling of vacancies that service schools directly, such as circuit managers, and subject advisors which have been vacant for more than five years due to budget pressures. However, the department has indicated that continuous review of the budget against the required posts will be undertaken to ensure that spending is within the available budget, since the allocated additional funding does not sufficiently provide for the carry-through costs wage differential.

RISK MANAGEMENT

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
	Lack of adequate capacity to provide leadership and strong management of personnel.	The department will implement an Integrated System to enhance communication for integration of functions thus improving management and service delivery.
		Fair and equitable recruitment processes will be implemented to ensure deserving and suitably qualified candidates are deployed in critical management positions. Compulsory core competency testing will be conducted to ascertain that the required minimum; levels are met
		It will develop information management system that will establish workflow ensuring responsibility and accountability at all levels and all spheres of management to improve performance in schools
		The department will improve recruitment of suitable qualified personnel at management level by identifying skilled workforce to be deployed in critical managerial positions
		The department will strengthen the integrity of recruitment and placement processes by ensuring the correct capturing, safekeeping and processing of all applications as well as provision of constant feedback to applicants
	Integrity of the workflow of documentation	The department will adopt a system to be utilized in capturing of leave records to ensure integrity of leave information on a PERSAL system to mitigate against irregular expenditure
	Lack of accountability of line managers on managing personnel	All performance agreements will contain specific targets and outputs. The performance agreements should indicate clear roles, responsibilities and core management criteria regarding personnel management.

8.2. PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

8.2.1 Purpose

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

8.2.2. ANALYSIS BY SUB-PROGRAMME

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

- **Public Primary Schools**
To provide specific public primary ordinary schools (including inclusive education) with resources required for the Grade 1 to 7 level.
- **Public Secondary Schools**
To provide specific public secondary ordinary schools (including inclusive education) with resources required for the Grade 8 to 12 levels.
- **Human Resource Development**
To provide departmental services for the development of educators and non-educators in public ordinary schools (including inclusive education).
- **In-School Sport and Culture**
To provide additional and departmentally managed sporting, cultural and reading activities in public ordinary schools (including inclusive education).
- **Conditional Grant**
To provide for projects (including inclusive education) under programme 2 specified by the Department of Basic Education and funded by conditional grants.

Programme Objective:

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

Performance Delivery Areas

The Department views Learner Teacher Support Materials (LTSM) as one of the most critical areas to successful curriculum implementation. A significant progress has been made in the provision of textbooks to schools; a textbook is the most effective tool to ensure consistency, coverage, appropriate pacing and better quality instruction in implementing a curriculum. Coupled with the provision of textbooks is a significant improvement in the provision of Information and communication technologies (ICT) to schools.

To enhance the provision of adequate resources and accelerate an empowering curriculum, the Department will rollout ICT.

South African government has made huge investments in ICT in terms of research and resources. An assessment of ICT initiatives over years suggest that the education sector has moved at a snail pace in fully embracing the opportunities that ICT has to offer. This is not withstanding a number of policy documents that have been produced on e-learning. There are about 18 research reports in the form of national acts, gazettes, policies and plans that extol the pivotal benefits of ICT in education.

On thorough investigation, the Department has seen that when ICT is properly harnessed; it has the potential to enrich learning and enhance teaching, stimulating classroom practice and enabling learners to progress in more personalized and self-directed ways.

The Department will shift the focus from technology provision to full integration into pedagogical practice in a transformational way. The Department aims for a rapid rollout of tablets with a wireless connectivity to first ensure permanent connectivity of all schools, and second to expand the gadgets to all learners in secondary schools and lastly to all learners for purposes of accessing latest subject specific content.

Further to these main initiatives, the Department will focus on the following areas:

- *Improving performance in literacy, numeracy, languages, mathematics and science*
- *Learners repeating in all grades*
- *The quality of Grade 1*
- *The Department will provide coordination of support services to be provided in schools*
- *Conditional grants will be ring-fenced for the purpose they are created to serve*
- *School Development and Improvement Plan template will be workshopped for implementation in all schools wherein schools will budget and set targets for the school's priorities and the Action Plan to 2019 indicators.*
- *Strengthen systems of book retrieval and other LSM management at all schools*

The Department will implement measures to migrate from manual to automated electronic system. To achieve this noble cause, a variety of strategies will be discussed and employed with an aim of resourcing the most cost effective and viable option in annual plans to be developed and approved in due cause. Some ideas to be considered include the following:

- Schools may use their cell phones. Link them to the Dept. server.
- Make sure all principals have the 3 G cards. (EMIS to provide 3 G-cards to schools that lack connectivity thereafter roll out to all schools and funds will be sourced from EMIS funding)
- School norms and standards funds to be used for the maintenance of the facility
- SA SAMS/LURITS is another available option.
- Administration personnel need to be employed
- Vodacom and other players in the media and communication industry have an interest in supporting schools in KZN and the Department will collaborate with TELKOM, VODACOM and other players during this strategic cycle to enhance the delivery of ICT in schools.
- Electrification of schools is a priority by the end of 2016 but dependent on the relationship between Eskom and the Department

The migration is seen as an urgent matter as it will among other things:

- Improve communication across the sector,
- Decrease travelling costs for officials, and
- Decrease the need to purchase printing material.

Key personnel categories to be monitored

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
Efficiency	To bring about an improved learner attainment and high levels of performance at all levels	Number of learners in public ordinary schools	2,605,918	2,605,918	2,605,918	2,605,918	2,605,918	2,605,918
Equity		Percentage of women school principals	38,9%	39%	40.40%	50%	51%	52%
Equity		Number of office-based educators	843	843	843	843	843	843
		Number of educators employed in public ordinary schools	88,160	88,160	88,160	88,160	88,160	88,160
		Number of non-educator staff employed in public ordinary schools	11,766	11,766	11,766	11,766	11,766	11,766
Equity		Number of disabled employees employed in public ordinary schools	31	31	31	31	31	31
NB: For the educators, non-educators, office-based and disabled employees, the targets remain the same as they are dependent on the approval of posts by the MEC and the multi-year agreement on the posts provisioning model. These figures are taken from actual PERSAL statistics as of January 2017.								

8.2.3. STRATEGIC OBJECTIVES LINKING TO STRATEGIC GOALS FOR PROGRAMME 2

Strategic Objective 2.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.	New	New	New	New	115,000	115,000	115,000
Strategic Objective 2.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To improve employee health and wellness to yield organisational functionality and esprit de corps	New	New	New	New	100%	100%	100%
Strategic Objective 3.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To increase learner attainment in all subjects and all grades	New	New	New	New	100%	100%	100%
Strategic Objective 3.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To strengthen leadership, management and access in public schools and enhance retention from Grade R-12.	New	New	New	New	6023	6023	6023
Strategic Objective 3.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To administer efficient and effective assessment and examination services.	New	New	New	New	100%	100%	100%
Strategic Objective 3.4.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools.	New	New	New	New	6023	6023	6023

Strategic Objective 4.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To strengthen relations that support partnerships with all education stakeholders: parents, teachers, organised labour, learners, oversight structures and community organisations including faith-based organisations	New	New	New	New	100%	100%	100%

Strategic Objective 4.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote youth development, arts, culture and sports, preserve heritage and implement nation building programmes and projects which foster patriotism and country's unity in all institutions.	New	New	New	New	6	6	6

Strategic Objective 4.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement Batho Pele programmes and transformation of service delivery in all institutions	New	New	New	New	100%	100%	100%

Strategic Objective 4.4.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To provide educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.	New	New	New	New	100%	100%	100%

8.2.4. RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 2

RESOURCE CONSIDERATION

The Programme Public Ordinary School Education reflect over the 2017/18 MTEF provides for the conditional grant increases which are commented on later, as well as carry-through costs of the 2015 wage agreement, though not sufficiently funded to provide for the wage differential, as well as funding of national priorities such as LTSM, expansion of no fee schools, reduction of L:E ratio, etc. Compensation of employees remains the biggest cost driver of this programme, consuming about 89 per cent of the programme budget over the MTEF period.

Public Ordinary School Education reflects significant growth over the seven-year period, largely influenced by the various wage and OSD agreements, as well as funding of national priorities such as LTSM, expansion of no-fee schools, reduction of L:E ratio, etc. *Compensation of employees* remains the biggest cost driver of this programme, consuming about 90 per cent of the budget over the seven-year period. An upward trend is evident from 2013/14 mainly emanating from the ongoing spending pressures in *Compensation of employees* caused by the carry-through effects of the historical shortfall in funding for OSD for educators and various wage agreements. The 2016/17 Adjusted Appropriation reflects an increase largely as a result of the additional amount of R140 million which was allocated from provincial cash resources to assist the department with the pressures arising from the above-budget 2016 wage agreement. The growth over the 2017/18 MTEF provides for the conditional grant increases which are commented on later, human resource development for the matric improvement plan, norms and standards for transfers to schools and LTSM, as well as carry-through costs of the 2016 wage adjustment. However, the department still has to undertake a comprehensive human resource analysis to determine the adequacy of *Compensation of employees*.

Whilst the percentage of the total budget for the programme, goods and services show a downward spiral trend; the Department will maintain more than 100 schools through Maths, Science and Technology, 1300 schools reached through My Life My Future; employed 336 cooperatives through NSNP; the intervention programmes will continue to provide skills for participation in the economy, deal with high levels of unemployment, deal with high prevalence of poverty related diseases and other diseases like HIV and AIDS. An increase of 5% in all the mentioned initiatives will see the Department catering for the better part of the people it seeks to serve.

The established trends on the major cost drivers for this programme indicate a stable scenario where the learners and employees remain more or less the same over a period of time which allows predictability in terms of resource allocation. By 2019/20 the Department will be providing financial resources in the form of norms and standards to the value of around **R2 billion to 2 613 038** learners attending in **6023** public schools. The Department will provide a human resource of **85 271** teachers and **11 396** non-teaching staff. The monthly budget for these employees should be around 1.9 billion per month which in a non-turbulent environment should remain stable. There is no increase in the teaching staff posts whilst the non-teaching staff posts will be increased by at most 20. The human resource development total budget for programme 2 will be more than **R136 million**. The trend is expected to take an upward positive trajectory for the rest of the strategic cycle with Treasury's approximately 6% annual budget increase.

The department has identified a number strategic interventions key to improving education governance and management in schools. These include: (a) management and implementation of PPN process with schools informed in October of each year of their staffing allocations for the following year as well as ensuring that all employees are recruited through sound human resource processes and procedures (b) improve and maintain the filling of non-promotional school posts without delays and placement of graduates and excess staff, (c) adequate quarterly advertising of school promotional posts education management capacitation and resourcing initiatives. (d) improving the school management's capacity to mediate the curriculum; (e) Ensuring that principals role as curriculum and instructional leaders is asserted; (f) ensuring that principals play a prominent role in the regulation of teaching time, (g) school management engages in monitoring and support for planning and delivery in relation to curriculum coverage through an online WSE tool on school improvement (h) school management play a more prominent role in the procurement and management of books and stationery as well as the quality assurance of tests and the monitoring of results, (i) ensure proper financial planning and management focussing on remedying the situation in supply chain processes,

An important lever to govern and manage schools viably is the devolvement of power to local operations and local management structures. The devolvement of full financial and full human resource delegations to District Directors is a critical gap in the delegation of authority by the Department. The gap is in the provision of minimum powers to districts aimed at:

- Reducing bureaucratic delays in service delivery by allowing efficient decision making processes closer to operations
- Enhancing measures of enforcing policy compliance by making more officials accountable
- Strengthening districts to be able to support schools more efficiently and effectively

The Department will devolve these minimum delegations of authority to all districts in support of Notice 300 of 2013 in Gazette Number 36324 which amends the National Education Policy Act 27 of 1996 by the inclusion of the "Policy on the organisation, roles and responsibilities of education districts". Such devolvement will improve the provision of Curriculum Support, Management Support, Employee Relations Support, Extra Curricular Support, Infrastructure Maintenance Support, capacity building programmes for officials on effective financial control systems, proper performance management system in districts and schools, proper school visit protocols to school, adequate asset management, improve district EMIS, improve procurement processes in districts, enhance implementation of section 16A of SASA, enhance the implementation of automated processes for online facilities and real-time access to planning, reporting and M&E mechanisms.

RISK MANAGEMENT

It is important that the budget is managed and well monitored in the light of the financial responsibilities associated with the general provision of educators.

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
	Non-recording of daily financial transactions at schools Financial mismanagement, embezzlement	Implementation of a user friendly financial management and accounting tool for all schools
	Low output of maths and science learners <ul style="list-style-type: none"> Inadequate acquisition of foundational skills by learners. 	The department will roll out Maths and Science improvement programme through establishing institutions which will serve as maths and science centres. The department has developed and will implement Academic Improvement Plan which forms part of the Service Delivery Improvement Plan
	Deployment and keeping of suitably qualified educators for gateway subjects in rural schools	The department will explore the provision of teacher cottages in rural schools to ensure the retention of teachers with qualifications in gateway subjects
	Lack of relevant content knowledge by educators for specific content subjects including maths and science.	The department will implement interactive white boards system to ensure common well planned lessons are taught in schools.
	Poor results outcome at schools level <ul style="list-style-type: none"> Insufficient educator support by subject advisors (Curriculum implementation) 	The department will use education centres as satellite maths and science centres The Department will also work in collaboration with other organizations to ensure that the education Centre's are supported in assisting teachers and schools to improve their results.
	High dropout rate as a result of various factors including social ills: <ul style="list-style-type: none"> Substance abuse Teenage pregnancy Malnutrition Inadequate security 	The department will strengthen SBA by introducing Provincial Common tests to set acceptable standards for learning. The Department will strengthen moderation practices with a view to strengthen School Based Assessment. The department will be filling critical vacant posts including subject advisors posts The department will work with other departments through intergovernmental relations in addressing the challenges of social ills
	Recruitment of suitable candidates to serve in school governing bodies	Conduct credible SGB elections The department will conduct intensive capacity building workshops and specialised school governance training

8.3. PROGRAMME 3: INDEPENDENT SCHOOLS

8.3.1 Purpose

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

8.3.2. ANALYSIS BY SUB-PROGRAMME

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.

Performance Delivery Areas

This programme seeks to support independent schools in accordance with the South African Schools Act, and in terms of the regulations as enshrined in the Norms and Standards for School Funding Regulations. This support includes:

- (i) Scheduled school visits to monitor whether the adequate curriculum is taught
- (ii) Scheduled school visits to monitor whether school finances are managed adequately
- (iii) Scheduled school visits to monitor systemic assessments (ANA)

Key personnel categories to be monitored

PROGRAMME 3: INDEPENDENT SCHOOLS – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
Efficiency	To bring about an improved learner attainment and high levels of performance at all levels	Learners	28,781	29,314	29,314	29,314	29,314	29,314

8.3.3. STRATEGIC OBJECTIVE LINKING TO STRATEGIC GOAL FOR PROGRAMME 3

Strategic Objective 3.4.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools.	New	New	New	New	127	127	127

8.3.4. RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 3

RESOURCE CONSIDERATION

Independent School Subsidies reflects steady growth over the seven-year period. This programme has previously experienced pressures due to the increase in the number of schools that require subsidies, whereas the subsidies are based on the available budget. It is anticipated that the department will fully spend the 2016/17 allocation. The growth over the 2017/18 MTEF is inflation related.

Independent School Subsidies reflects steady growth over the seven-year period. This programme has previously experienced pressures due to the increase in the number of schools that require subsidies, whereas the subsidies are based on the available budget. However, any form of subsidy can only be paid out of the existing budget, and this is communicated in time to the affected schools and school governing bodies (SGBs). The high amount in 2013/14 relates mainly to the department losing a court case against the independent schools with regard to the reduction of subsidies in the previous years, as a result of budget pressures. The decrease in 2014/15 is attributed to lower enrolment numbers in these schools at the beginning of the school year. The growth over the 2017/18 MTEF is inflation related.

The purpose of Programme 3 is to support independent schools in accordance with the South African Schools Act. 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, and their capacity is developed to ensure the effective functioning of these schools and their governing bodies. 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.

The 2017/18 budget of approximately R87m will be increased with an average of around 9, 4% to reaching an amount of around R96m in 2019/20. This accommodated about 9, 3% increase of learner enrolments from around 29 314 learners. The KwaZulu-Natal Department of Education provides subsidies to 29 314 learners in 127 subsidised independent schools.

RISK MANAGEMENT

The availability of human resources to conduct meaningful monitoring of spending patterns of independent schools that are receiving subsidies has been identified as a high risk element.

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
	Non-recording of daily financial transactions at schools Financial mismanagement, embezzlement	Implementation of a user friendly financial management and accounting tool for all schools
	Re-registration of dysfunctional independent schools	The department will strengthen control measures for approving applications of independent schools and approving applications for subsidizing learners. It will further strengthen the monitoring systems of ensuring compliance with policies.

8.4. PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION

8.4.1 Purpose

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

8.4.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

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

- **Human Resource Development**
 To provide departmental services for the development of educators and non-educators in public special schools (including inclusive education).
- **School sport, culture and media services**
 To provide additional and departmentally managed sporting, cultural and reading activities in public special schools (including inclusive education).
- **Conditional Grants**
 To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education).

Programme Objectives:

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

Performance Delivery Areas

Monitor the establishment of special schools with boarding facility in rural areas
 One additional Special Needs School with boarding facility established per district
 Establish support centres to cater for therapy and provide career guidance
 Establish 26 Special schools as Resource Centres
 Upgrade 26 mainstream schools to be IE compliant
 Increase access to education for high level / autism spectrum disorder learners
 Provide identified schools with Assistive Devices and equipment and training on the use and maintenance thereof
 Provide all Special Schools with subsidy funding for running costs, maintenance, hostels, and equipment and learner support materials
 Development and distribution (Printing) of brailled material for visually challenged learners

Key personnel categories to be monitored

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
Access	To provide access to mainstream schools, full service schools and special schools in accordance with policy and the principles of Inclusive Education	Educators	1467	1467	1467	1467	1467	1467
		Public servants	1592	1592	1592	1592	1592	1592
		Therapists	154	154	154	154	154	154
		Number of disabled employees	9	9	9	9	9	9

8.4.3. STRATEGIC OBJECTIVES LINKING TO STRATEGIC GOALS FOR PROGRAMME 4

Strategic Objective 2.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.	New	New	New	New	1,468	1,468	1,468

Strategic Objective 2.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To improve employee health and wellness to yield organisational functionality and esprit de corps	New	New	New	New	100%	100%	100%
Strategic Objective 3.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To increase learner attainment in all subjects and all grades	New	New	New	New	100%	100%	100%
Strategic Objective 3.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To strengthen leadership, management and access in public schools and enhance retention from Grade R-12.	New	New	New	New	175	175	175
Strategic Objective 3.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To administer efficient and effective assessment and examination services.	New	New	New	New	100%	100%	100%
Strategic Objective 3.4.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools.	New	New	New	New	74	74	74
Strategic Objective 4.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To strengthen relations that support partnerships with all education stakeholders: parents, teachers, organised labour, learners, oversight structures and community organisations including faith-based organisations	New	New	New	New	175	175	175

Strategic Objective 4.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote youth development, arts, culture and sports, preserve heritage and implement nation building programmes and projects which foster patriotism and country's unity in all institutions.	New	New	New	New	6	6	6

Strategic Objective 4.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement Batho Pele programmes and transformation of service delivery in all institutions	New	New	New	New	175	175	175

Strategic Objective 4.4.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To provide educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.	New	New	New	New	74	74	74

8.4.4. RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 4

RESOURCE CONSIDERATION

Public Special School Education reflects strong growth over the period. The growth from 2013/14 to 2014/15 relates to the higher than budgeted 2014 wage adjustment and carry-through costs of various OSD wage adjustments, as well as accruals from 2013/14 relating to the purchase of buses for special schools. The increase in the 2016/17 Adjusted Appropriation is in respect of the roll-over of R15 million for the replacement of vehicles. The department receives an allocation for the Learners with Profound Intellectual Disabilities grant from 2017/18 onward, which seeks to address learners with disabilities in public special schools. This was allocated against *Compensation of employees* for the appointment of therapists, chief psychologists, as well as deputy chief education specialists.

Further, the Department of Education intends to ensure that each financial year for the rest of the MTEF, 5 more identified schools are converted into full-service schools from 2017/18. This is about 5% increase each year from 101 full-service schools in 2014/15, to 106 schools in 2019/20. The Department through Special Education (Programme 4) intends to employ 50 counsellors and 42 learner support educators in the continued rollout of inclusion. This will increase the budget by about 2.1% from approximately R1 billion in 2017/18 to approximately R1,2 billion in 2019/20. Around 130 000 learners will access assessment, career guidance, remedial education, counselling and support programmes in mainstream, special and full service schools.

In line with goals and objectives of the Department 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 which address issues of resourcing in order to increase access to education. The cost-drivers listed above have caused this programme to grow significantly since 2008.

RISK MANAGEMENT

The provision of spaces for learners in special / full service schools in accordance with the principles of inclusive education is slow as a result of resource constraints. To mitigate the risk, the Department ensures that learners with disabilities will have access to education through special schools.

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
	Non-recording of daily financial transactions at schools Financial mismanagement, embezzlement	Implementation of a user friendly financial management and accounting tool for all schools
	Inadequate non educator professional staff in rural special schools	The department will redeploy excess non educator professional staff from urban to rural schools and ensure proper accommodation is provided

8.5. PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

8.5.1. Purpose

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

8.5.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Grade R in Public Schools**
To provide specific public ordinary schools with resources required for Grade R.
- **Pre-Grade R Training**
To provide training and payment of stipends of Pre-Grade R practitioners/ educators
- **Grade R in Grade R in early childhood development centres**
To support Grade R at early childhood development centres.
- **Human Resource Development**
To provide departmental services for the development of practitioners/ educators and non-educators in grade R at public schools and ECD centres.

Programme objective:

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

Performance Delivery Areas

Surpass the international target of universal access to Early Childhood Development

Provide norms and standards for ECD

Recruit ECD practitioners

Set the qualifications of Grade R practitioners to NQF level 6

Ensure each learner attends Grade R and has access to grade R LTSM

Implement Expanded Public Works Programme in ECD

Train Grade R Practitioners through upgrading by HEI (University) to acquire NPDE and B.ED Levels.

Co – ordinate the EPWP skills-development projects for age 0 - 4 year-olds.

Conduct in-service training sessions for the Grade R practitioners

Key personnel categories to be monitored

PROGRAMME 5: ECD – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
Access	To provide early childhood development in independent community centres and public ordinary schools	Grade R practitioners employed in public ordinary schools	4,933	4,933	4,933	4,933	4,933	4,933
		Educators	368	368	368	368	368	368

8.5.3. STRATEGIC OBJECTIVES LINKING TO STRATEGIC GOALS FOR PROGRAMME 5

Strategic Objective 2.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.	New	New	New	New	3,996	3,997	3,998
Strategic Objective 2.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To improve employee health and wellness to yield organisational functionality and esprit de corps	New	New	New	New	100%	100%	100%
Strategic Objective 3.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To increase learner attainment in all subjects and all grades	New	New	New	New	100%	100%	100%
Strategic Objective 3.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To strengthen leadership, management and access in public schools and enhance retention from Grade R-12.	New	New	New	New	3,996	3,997	3,998
Strategic Objective 3.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To administer efficient and effective assessment and examination services.	New	New	New	New	100%	100%	100%

Strategic Objective 3.4.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools.	New	New	New	New	3,996	3,997	3,998

Strategic Objective 4.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To strengthen relations that support partnerships with all education stakeholders: parents, teachers, organised labour, learners, oversight structures and community organisations including faith-based organisations	New	New	New	New	100%	100%	100%

Strategic Objective 4.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote youth development, arts, culture and sports, preserve heritage and implement nation building programmes and projects which foster patriotism and country's unity in all institutions.	New	New	New	New	6	6	6

Strategic Objective 4.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To implement Batho Pele programmes and transformation of service delivery in all institutions	New	New	New	New	3,996	3,997	3,998

8.5.5 RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 5

RESOURCE CONSIDERATIONS

Early Childhood Development (ECD) reflects strong growth from 2013/14 to 2014/15, largely due to additional funds for the expansion of Grade R, which influences the significant growth in the baseline over the remainder of the period. As reflected in the 2016/17 Main Appropriation, there is substantial growth, mainly due to the increase in stipends payable to ECD practitioners, training of practitioners, as well as LTSM for schools. The growth over the MTEF is steady and mainly provides for training of ECD practitioners, increased stipends for practitioners and LTSM purchases.

The budget over the 2017/18 MTEF provides for the carry-through costs of the above-budget 2015 wage agreement, increase in stipend for Grade R practitioners from R5 500 to R6 000, training of practitioners, as well as LTSM for schools. It should be noted that the additional allocation for the wage carry-through costs is not sufficient for the wage differential.

In order to achieve the objectives of increasing the number of children participating in a pre-Grade1 programme before starting school, the Budget for ECD has increased significantly, which will result in an increased provision of resources, infrastructure and qualified personnel. Programme 5 will be offering 6100 Grade R Classes in 3996 Public Primary Schools and almost 50 Community based sites that will be funded by the Department servicing approximately 187 000 learners in 2017/18 and beyond. The Department also intends building 120 Grade R classes in 2017/18.

RISK MANAGEMENT

The non-availability of qualified educators to fill vacancies in ECD has been identified as a risk. The non-availability of educators with skills to identify learners with barriers to learning at an early age is another risk. In order to mitigate these risks the Department intends providing bursaries to upgrade and professionalise ECD practitioners.

Further, the non-suitability of infrastructure in primary schools that will offer Grade R programmes will be reviewed. In some schools, sanitation facilities are only suitable for children of a higher age; and facilities such as play rooms and restrooms are not adequate. In mitigating the risk, the Department intends to renovate, re-design and build classrooms, restrooms, sanitation facilities specifically designed to cater for the developmental needs of Early Childhood Development.

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
	Non-recording of daily financial transactions at schools Financial mismanagement, embezzlement	Implementation of a user friendly financial management and accounting tool for all schools
	Unqualified practitioners teaching 0-4 year olds in independent Subsidised community centres	The department will train and monitor the deployment of qualified practitioners receiving stipend to community centres

8.6. PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

8.6.1. Purpose

To provide and maintain infrastructure facilities for schools and non-schools

8.6.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Administration**
To provide and maintain infrastructure facilities for administration
- **Public Ordinary Schools**
To provide and maintain infrastructure facilities for public ordinary school
- **Special Schools**
To provide and maintain infrastructure facilities for public special school
- **Early Childhood Development**
To provide and maintain infrastructure facilities for early childhood development

Programme purpose:

To provide and maintain infrastructure facilities for schools and non-schools

Performance Delivery Areas

The need for more and better school buildings, adequate water supply, electricity supply to all schools and supply of other Learner Support Materials (LSM) is an on-going concern and priority for the Department. The Department has put much emphasis on achieving the optimal usage of existing school facilities and the systematic rehabilitation of schools and institutions which have been damaged by vandalism and neglect. In order to enhance infrastructure delivery, the Department will increase the facility requirements brought about by the Norms and Standards for school infrastructure, curriculum imperatives and policy decisions adding to the existing backlogs.

The areas of priority are:

- Grade R classrooms
- NSNP kitchens
- Sports-fields – (cost vary from R3m – R10m depending on terrain.)
- Staff Accommodation
- Maintenance of school and office infrastructure
- Poor day to day maintenance (use of school funding norms and standards allocation)
- Provision of water and sanitation facilities
- General buildings
- Determining District priorities and needs with poor information
- Enhance capacity to deliver according to policy imperatives
- IDMS proposes Department of Public Works be the implementing agent of choice

Key personnel categories to be monitored

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
	To provide and maintain facilities for the administration and schools.	Technical Advisor	0	1	1	1	1	1
		Number of works inspectors	0	0	35	35	35	35
		Number of town planners	0	0	3	3	3	3
		Number of engineers	0	0	3	3	3	3
		Number of quantity surveyors	0	0	3	3	3	3
		Number of programme managers	0	0	6	6	6	6

8.6.3. STRATEGIC OBJECTIVES LINKING TO STRATEGIC GOALS FOR PROGRAMME 6

Strategic Objective	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To equitably allocate and monitor financial, infrastructural, human and other resources for efficient service delivery	18	19	10	20	14	20	14

Strategic Objective	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To focus on consequent management in order to decisively deal with issues of fraud, corruption and maladministration	New	New	New	New	100%	100%	100%
Strategic Objective 2.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.	New	New	New	New	50	60	70
Strategic Objective 2.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To improve employee health and wellness to yield organisational functionality and esprit de corps	New	New	New	New	100%	100%	100%

8.6.4. RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 6

RESOURCE CONSIDERATIONS

Infrastructure Development reflects steady growth over the period. The low spending in 2014/15 is reflective of the equitable share budget reprioritisation from this programme to fund *Compensation of employees* in other programmes during the year. This reprioritisation was carried through the equitable share baseline over the period. This is evident in the low growth in the 2016/17 Main Appropriation. The high amount in 2017/18 is due to the fact that the department, benefits from the incentive nature of the EIG having scored high in the assessment. The decrease in 2018/19 is attributed to reductions in the EIG as these funds are redirected to the School Infrastructure grant, as well as fiscal consolidation cuts. The 2017/18 MTEF caters for the maintenance and repairs to schools and office buildings, major upgrades and additions, refurbishments, as well as construction of new infrastructure.

Schools without specialist classrooms e.g. no laboratories, will be reduced by 5%. This will increase the number of schools with specialist classrooms to 30% in 2015/16. The trend is expected to take an upward positive trajectory for the rest of the strategic cycle with Treasury's approximately 6% annual budget increase.

In 2019/20 the infrastructure budget would have been increased by around 1 billion to approximately R3,7 billion. Despite the budget cuts, the Department will ensure that the current budget further advances its provision of school infrastructure. The Department intends expanding the resourcing of the following programmes:

- Schools without Grade R will be provided with new Grade R Classes
- existing schools with Grade R will be provided with additional classes
- Increase the number of schools that offer Grade R from 3 901 to around 3 996
- In 2019/20 the Department has prioritised to increase the provision of:
- Provision of water in about 800 schools
- Provision of sanitation facilities in around 500 schools
- Provision of electricity in around 30 schools
- Provision of around 5000 classrooms
- Provision of more than 2000 specialist classrooms
- Schools that have no computer rooms will be decreased by 10% through the MST and ICT intervention.
- Schools that have no fencing will be reduced to 5%.
- Schools that have no access to library services will be reduced to 15%.

RISK MANAGEMENT

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
	Insufficient budget to meet infrastructural needs Population migration to urban areas	The Department through intergovernmental relations will explore and implement other alternative building methods and materials and also exploring alternative funding strategies for infrastructure delivery.

8.7. PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

8.7.1. Purpose

The purpose of Programme 7 is to provide specialist support services to Public Ordinary Schools, including examination support services and quality assurance.

8.7.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Payments to SETA**
To provide human resource development for employees in accordance with the Skills Development Act
- **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
- **Special Projects**
To provide for special projects commissioned by the MEC as interventions for service delivery
- **Examination**
To provide for departmentally managed examination services

Performance Delivery Areas

Organise the “Education Summit” for stakeholders and officials who are involved in the support of curriculum delivery.

Set, moderate and conduct quarterly common tests assessments for Grade 12 learners (Below 75% Schools) and common examinations in five subjects for the Grade 9 learners

Develop items for Grades 4 to Grade 9 learners as examples of the quality assessment standard.

Conduct formative and summative moderation to provide feedback on the quality of assessment per term.

Set and analyse quarterly common tests for Grade 10 and 11.

Key personnel categories to be monitored

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED – PERSONNEL CATEGORIES TO BE MONITORED								
Indicator Type	Purpose	Key Personnel Categories Monitored	Baseline	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	2019/20 Target
	To provide specialist support services to examination administration	Operators	8	12	12	12	12	12
		Capturers	9	60	60	60	60	60
		Administration clerks/ certification	6	50	50	50	50	50
		Typists	6	10	10	10	10	10

8.7.3 STRATEGIC OBJECTIVES LINKING TO STRATEGIC GOALS FOR PROGRAMME 7

Strategic Objective 2.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.	New	New	New	New	100%	100%	100%

Strategic Objective 2.2.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To improve employee health and wellness to yield organisational functionality and esprit de corps	New	New	New	New	100%	100%	100%

Strategic Objective 3.1.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To increase learner attainment in all subjects and all grades	New	New	New	New	76%	80%	85%

Strategic Objective 3.3.	Audited/Actual Performance			Estimated Performance 2016/17	Medium-Term Targets		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
To administer efficient and effective assessment and examination services.	New	New	New	New	100%	100%	100%

8.7.4. RESOURCE CONSIDERATION AND RISK MANAGEMENT FOR PROGRAMME 7

RESOURCE CONSIDERATIONS

Examination and Education Related Services shows steady growth. The expenditure for this programme is influenced largely by the number of learners writing matric. The budget over the seven-year period grows in anticipation of increased learner numbers for public ordinary schools, as well as to strengthen the integrity of the marking processes. The increase in 2014/15 includes the two sub-programmes that moved to this programme, to align to the Education sector budget programme structure changes, namely Professional Services and the HIV and AIDS (Life-Skills Education) grant. The high 2016/17 Revised Estimate relates mainly to travel and subsistence which was high due to the implementation of the operation “Bounce Back” strategy aimed at improving matric results, operating payments due to the increase in the rates for security and cleaning services, printing and publication costs for the printing of examination papers, property payments, etc. This was aggravated by items such as consumable stationery and printing for the material used for the NSC supplementary exams in June and AET examinations expenditure which will be reimbursed by DHET. The growth over the 2017/18 MTEF provides for the carry-through costs of the wage adjustments, examination services, travelling to schools for professional or advisory services, as well as teacher assistants.

This budget will cater for the ANA and NSC examinations. A small portion of the budget (around 3%) will be used for payments to SETA. The funding trend over the period 2017/18 to 2019/20 reflects annual inflationary increases in the costs of sub-programmes

within programme 7. The trend is expected to take an upward positive trajectory for the rest of the strategic cycle with Treasury's approximately 6% annual budget increase payments and estimates relating the budget for Examination services and other special projects for the period under review have increased. The expenditure and estimates for this programme show a steady increasing trend.

RISK MANAGEMENT

RISK MANAGEMENT		
Strategic Objective	Potential and Real Risks	Mitigating Strategies
To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Credible and integrity of examination processes	The department will deploy permanent examination monitors from high levels of management in all examination centres to monitor from the beginning to the conclusion of the paper
	Inadequate skills on the implementation of policies with regards to compliance issues	Train educator and non-educator corps in relevant skills

PART C: LINKS TO OTHER PLANS

9. INTERDEPARTMENTAL LINKAGES

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

Linkages are maintained with the following Departments:

i. The Office of the Premier

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

ii. Department of Treasury

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

iii. Department of Art, Culture, Sports & Recreation

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

iv. Department of Human Settlements and Public Works

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

v. Department of Health

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

vi. Department of Transport, Community Safety and Liaison

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

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

vii. Department of Cooperative Governance and Traditional Affairs

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

viii. Department of Minerals and Energy (National Competence)

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

ix. Department of Labour (National Competence)

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

x. Department of Agriculture and Rural Development

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

xi. Department of Economic Development (National Competence)

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

xii. Department of Home Affairs (National Competence)

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

xiii. Department of Cooperative Governance and Traditional Affairs

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

xiv. District Municipalities

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

xv. Department of Higher Education (National Competence)

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

10. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

Each department and public entity should have long-term infrastructure and other capital plans that should outline its infrastructure investment needs for the next 10, 20 or even 30 years. Here indicate which of the projects outlined in its long-term capital investment plan the institutions intend implementing or initiating during the period of the Strategic Plan.

No. Project R thousand	Municipality/Region	Type of infrastructure	Units (i.e. number of classrooms)	Project duration		Source of funding	Budget programme name	EPWP budget for current financial year	Total project cost	Payments to date, from previous years	Total available	M forward estimates	T	E	F
				Date Start	Date Finish										
New and replacement assets															
1. Ntombiwe H.S.	The Big 5	School - Secondary	15	27 Aug 2009	31 Mar 2016	Equitable share	Programme 2	-	31 628	24 111	582	-	-	582	-
2. Amadikakulu (Bilanyoni) P.S.	Umdhanyakade	School - Specialised	8	02 Feb 2011	31 Mar 2016	(ES) ES	Programme 4	-	30 276	6 466	7 406	3 000	-	7 406	-
3. Inruthulo Leni Area P.S.	Umbabazane	School - Primary	1	01 Apr 2012	31 Mar 2016	grant	Programme 2	-	70 000	7 314	8 895	13 320	-	8 895	-
4. New Umdl Sect D	Emmamibithi/Ladysmith	School - Primary	10	01 Apr 2012	31 Mar 2016	ES ES	Programme 2	-	30 000	-	10 000	5 000	-	10 000	-
5. New Makhana P.S.	All	School - Primary	21	09 Mar 2011	31 Mar 2016	Edu. Infrs.	Programme 2	-	14 000	1 308	1 125	1 000	-	5 000	-
6. Gamahobok P.S.		School - Specialised	1	16 Apr 2009	31 Mar 2016	grant Edu.	Programme 4	-	32 000	1 520	3 000	6 000	-	3 000	-
7. Kithokuhle School		School - Primary	1	01 Apr 2012	31 Mar 2016	Infrs. grant	Programme 2	-	7 000	5 257	272	4 000	-	4 000	-
8. Kozamakuhle School		Various	Several	01 Apr 2010	31 Mar 2016	grant ES/Edu. Infrs. grant	All	-	30 000	329 277	717 587	12 000	-	4 000	-
9. Mkhambis Gardens P.S.								-	1 361 446			982 969	-	1 226 359	-
Total New and replacement assets															
								-	1 644 600	383 285	757 865	1 028 289	-	1 266 637	-
Upgrades and additions															
1. A.M. Mosila Spes Nova For C.P Children	eThekweni	School toilet buildings	1	01 Apr 2012	31 Mar 2014	ES	Programme 4	-	900	-	900	-	-	-	-
2. Abaqulusi H.S.	Zululand	Specialised Mobile school	0	01 Apr 2012	31 Mar 2014	Edu. Infrs. grant	Programme 2	-	1 306	-	474	-	-	-	-
3. Abaqulusi H.S.	Msunduzi	School - Primary	7	01 Feb 2011	31 Mar 2014	Infrs. grant	Programme 2	-	479	307	172	-	-	-	-
4. Albert Falls P.S.	Zululand All	School - Primary	1	01 Apr 2012	31 Mar 2016	Edu. Infrs. grant	Programme 2	-	18 303	812	16 000	-	-	-	-
5. Alexandra H.S.		Various	2	01 Apr 2012	31 Mar 2014	grant Edu.	Programme 2	-	768	-	384	-	-	384	-
6. Alpha		Various	1	01 Apr 2012	31 Mar 2016	Infrs. grant	Programme 2	-	137	-	137	-	-	-	-
7. Altona Senior P.S.		Various	38095	01 Apr 2010	31 Mar 2016	Edu. Infrs. grant	Programme 2	-	10 000	-	4 400	1 000	-	4 400	-
8. Other Various						grant Edu. Infrs. grant ES/Edu. Infrs. grant	All	-	6 502 536	1 508 819	1 090 411	1 039 959	-	1 429 973	-
Total Upgrades and additions															
								-	6 536 525	1 510 858	1 112 878	1 040 959	-	1 434 757	-
Rehabilitation, renovations and refurbishments															
1. Altona P.S.	uMgungundlovu	School Office accommodation	1	01 Apr 2012	31 Mar 2016	Edu. Infrs. grant	Programme 2	-	13 500	251	4 100	3 900	-	4 100	-
2. Amajuba District Offices	UPhondo Amajuba	Office accommodation	1	18 Jan 2011	31 Mar 2014	Infrs. grant	Programme 2	-	1 409	718	691	-	-	-	-
3. Other Various	All	Various	3047	01 Apr 2010	31 Mar 2016	grant ES/Edu. Infrs. grant	All	-	4 000	882 434	503 684	2 200	-	900	-
Total Rehabilitation, renovations and refurbishments															
								-	4 106 574	882 434	503 684	543 948	-	698 638	-
Total Rehabilitation, renovations and refurbishments															
								-	4 130 057	887 127	509 375	550 048	-	703 638	-
Maintenance and repairs															
1. Altona P.S.	Various	Maintenance of schools	Several	01 Apr 2010	various	ES	Programme 2	-	576 142	297 633	211 300	217 422	-	222 169	-
Total Maintenance and repairs															
								-	576 142	297 633	211 300	217 422	-	222 169	-
Infrastructure transfers															
1. Altona P.S.								-	-	-	-	-	-	-	-
2. Amajuba District Offices								-	-	-	-	-	-	-	-
3. Other Various								-	-	-	-	-	-	-	-
Total Infrastructure transfers															
								-	12 887 324	3 078 903	2 591 418	2 836 718	-	3 627 201	-
Total Infrastructure															

PGDS INFRASTRUCTURE CATALYTIC PROJECT

No	Name of the Project	Short description of the Project	Progress made with the implementation of the Project over the last six months	Located in which Municipal area	Budget	
					Total Value of the Project	Value of investment already made
1.	Nkululeko Regeneration Development Project	<p>The Ndumo Model School is part of the Ndumo Regeneration Programme and is the flagship project of the KwaZulu-Natal Department of Education.</p> <p>The school is to provide quality education with an emphasis on Mathematics, Science, Technology (mechanical, electrical, and civil) as well as Tourism and Hospitality.</p> <p>The school is designed to accommodate 1600 learners and will have boarding facilities for 200 learners.</p> <p>Over and above the Model School The Department is also upgrading three feeder primary schools in the area, viz., St Philips, Thelamama and Maphindela Primary Schools.</p>	The project still appears to in the planning stages. Progress from six months ago seems to be minimal.	Umkhanyakude	TBC	TBC

Forecasting for infrastructure take 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 and the continuation of some temporary structures in community sites for housing Grade R sites.

The areas touched on are only a paragraph but they require detailed planning if it has to be implemented as within scheduled time frame.

The KZN Department of Education is determining a comprehensive needs analysis per district to cater for learners in need of Learner Transport. In line with rural development strategy the Department is developing Education Provisioning Plans where the needs of rural schools in particular will be aligned with the plans of Social Sector Cluster Programme of Action. This action is done with a view to provide quality public education to all learners of the Province of KwaZulu-Natal.

11. CONDITIONAL GRANTS

There are six Conditional Grants are Education Infrastructure Grant, EPWP Integrated Grant for Provinces, Social Sector EPWP Incentive Grant for Province, National School Nutrition Programme Grant, HIV/AIDS Grant and Maths, Science and Technology Grant.

Name of Grant	EDUCATION INFRASTRUCTURE GRANT
Purpose	Ameliorate the challenges with regards to backlogs in infrastructure, in schools, laboratories, special classrooms, libraries and eradication of inappropriate structures.

Performance indicator	Provision of Grade R Mobile/brick and mortar classes /alternative structures added and Indoor schools provided with Water schools provided with Sanitation schools provided with Electricity schools fenced classrooms built specialist rooms to be built in public ordinary schools All new schools and upgrades built using the regulations governing the new Norms and Standards for School Infrastructure Model schools planned and constructed Agricultural schools planned and constructed Technical schools planned and constructed Sports fields constructed
Continuation	The grant will cover the MTEF.
Motivation	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	EPWP INTEGRATED GRANT FOR PROVINCES
Purpose	Delivery of EPWP Infrastructure Incentive programmes.
Performance indicator	Unemployed women and youth
Continuation	Continuation of the grant is for the MTEF.
Motivation	It assists in the delivery of infrastructure programmes

Name of Grant	SOCIAL SECTOR EPWP INCENTIVE GRANT FOR PROVINCES
Purpose	Delivery of EPWP Infrastructure Incentive programmes.
Performance indicator	SMME for youth and women cooperatives
Continuation	Continuation of the grant is for the MTEF.
Motivation	It assists in the delivery of infrastructure programmes

Name of Grant	NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) GRANT
Purpose	To provide nutritious meals to needy learners.
Performance indicator	Establish food production units in schools Selection and appointment of service providers within the programme Identify opportunities and develop strategies for the inclusion of primary and secondary coops in the programme 2,264,420 learners benefitting 225 000 will be added during this strategic cycle totalling 2,489,420 in 5250 schools
Continuation	The grant will cover the MTEF.

Motivation	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.
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Name of Grant	HIV and AIDS GRANT
Purpose	To provide sexuality and reproductive health education as well as care and support services for learners, educators, school support staff and officials.
Performance indicator	<p>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>SMT & SGB members trained in the development & implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>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>Learners trained as peer educators in implementation of MLMF through, life skills & SRH curricular & co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>learners benefiting from care and support school programmes aimed at mitigating the impact of HIV and AIDS</p> <p>schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM</p>
Continuation	The grant will cover the MTEF.
Motivation	<ol style="list-style-type: none"> 1. The KwaZulu-Natal Province is the epicentre of the pandemic. 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.

Name of Grant	MATHS, SCIENCE AND TECHNOLOGY GRANT
Purpose	<p>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 Plan to 2019.</p> <p>This will include revitalisation of Agricultural High Schools and introduction of Maritime Studies. The grant will also fund 51 primary schools. The Grant will also fund the Maths, Science and Technology Strategy for improving learner attainment in collaboration with other stakeholders. The grant will also assist in the establishment of science centres and provide Dinaledi schools with funding for one year.</p>

Performance indicator	<p>Implementation of Maths, Physical Science, and Technology Strategy for Grade 10, 11 & 12 educators from schools including Dinaledi schools</p> <p>Train lead teachers across districts</p> <p>Train teachers in 12 districts to enhance classroom management</p> <p>The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and science practicals</p> <p>To increase the number and interest of learners who choose Maths, Physical Science and Life Sciences in the FET phase.</p> <p>To improve the performance in Maths, Physical Science, Technology and Life Sciences.</p> <p>To overcome Mathematics Anxiety, which results to math avoidance and low achievement in the subjects</p> <p>To increase the number of graduates in Maths and Science that are currently far below the required levels.</p> <p>To overcome the challenge of few science laboratories. This situation perpetuates the teaching of maths and science without practical experiments.</p> <p>To strengthen teacher content knowledge and methodology in the teaching of Maths and Science</p> <p>Establish and utilise 9 science centres throughout the province and 45 science rooms in Resource Centres as satellites for science centres</p> <p>Employ 54 science tutors in collaboration with ETDP SETA to facilitate maths and science teaching in the identified science centres as well as provide onsite support to schools.</p> <p>Supply schools with (thin client) ICT laboratories</p> <p>Funding Maritime Studies in 4 schools</p> <p>Funding and revitalizing Agricultural schools in four schools</p>
Continuation	The grant will cover the MTEF.
Motivation	<p>The Dinaledi Grant and Secondary Schools Recapitalisation Grant have been merged. 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 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/Secondary schools.</p> <p>To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills.</p> <p>In terms of the transformation of the schooling system, the recapitalisation of the technical high schools, revitalisation of the Agricultural High Schools as well as introduction of the Maritime Studies form core of the strategy.</p>

12. PUBLIC-PRIVATE PARTNERSHIPS

Pursuant to the appointment of the transaction advisors in 2013/14, a steering committee was formed and four possible nodes/packages were identified for consideration. The transaction advisors work on the finer details as prescribed by National Treasury. In the context of the disjuncture between the backlogs and the available budget, the realisation of the PPP would be to accelerate the speed with which the department achieves the outcomes of the minimum uniform norms and standards for public school infrastructure. However, this is all dependent on the availability of funding. The approach being adopted for this project is to develop specialist facilities i.e. science labs, multipurpose classrooms, computer rooms and media centres as new build “add in canter” into existing secondary schools in the pilot nodes. The project has reached the completion of the feasibility stage of its project cycle and is awaiting a decision to continue to the next stage in obtaining National Treasury Approval 1.

ANNEXURE 1: STRATEGIC GOALS' AND OBJECTIVES' TECHNICAL DESCRIPTORS	
STRATEGIC GOAL 1	
Goal Title	BROADEN ACCESS, STRENGTHEN GOOD CORPORATE GOVERNANCE, MANAGEMENT AND PROMOTE AN EFFICIENT, EFFECTIVE & RESULTS-DRIVEN ADMINISTRATION
Short definition	<p>To ensure good corporate governance, foster accountability and transparency, while maintaining an efficient administration that deals decisively with fraud and corruption. This goal will ensure that there is focused monitoring into the efficient, effective and economical use of state resources. It will ensure the accomplishment of set goals through planning, directing, staffing, organising, provision of strategic leadership, monitoring & evaluation and motivating with the allocation of human, financial, and technological resources satisfying all relevant stakeholders.</p> <p>Revised frameworks and guidelines on:</p> <ul style="list-style-type: none"> Planning and managing performance information, Monitoring and evaluation, Conditions of service and post provisioning norms, Remuneration or pay structure of teachers; Appointment, transfer and absorption of educators and Professional non-teaching staff; Performance management of teachers and Professional non-teaching staff; Accountability of districts and circuit offices to manage performance of teachers, Professional non-teaching staff and principals and minimum competencies for district officials <p>Functional education monitoring systems using improved administrative data. Improve access to education for the people of this province, including physical access which includes the provision of adequate infrastructure resources, dedicated learner transport, national school nutrition programme, provide access to resources by levelling the field through the no-fee school policy as well as access to a diverse curriculum and school governance support programmes. The intention is also to provide and utilise resources to achieve redress and equity, and to eliminate conditions of degradation in schools through various infrastructure programmes and projects. This goal will focus the Department's effort towards ensuring that all learners including learners with Special Education Needs have access to education institutions. It will provide a basis for the measurement of the Department's progress in relation to the MDG and EFA Goals, as well as the measurement of the extent to which KZN is improving the general educational attainment levels amongst the people of the province. In the main the Department will increase access to quality Early Child Development (ECD) to more than 250 000 learners, increase access to Learners with Special Education Needs to more than 40 000 learners and ensure that they have access to Grade R LTSM and specialized learning support material, increase the qualifications of 25% of Grade R practitioners to NQF level 6, increase access in public schools by around xxx learners and increase learners benefitting from inclusivity to around 40 000.</p>
Purpose/ importance	<p>To provide equitable and timely distribution of financial, human, infrastructural, technological resources required to deliver the Department's vision and enforce good accountability systems to sustain good governance and management and implement consequent management to curb negligence, mismanagement and corruption. To focus the Department on the understanding that in order to achieve any results, there are certain core inputs required and that at the centre of these inputs are funds. To also make the Department aware that this is the first principle in a results chain within the public service and that when these inputs are utilised efficiently and cost-effectively and timely the Department has a better chance to deliver on its predetermined performance targets. Therefore, at the centre of this principle, is that strategy is a set of hypothesis that can be expressed in the form of "if-then" assumptions and for this goal to work, there has to be an understanding of the causal relationship with other goals to champion quality education and create brighter and better futures. This means that everyone in the Department is expected to contribute to this goal by explaining how they will utilise their allocated financial resources in order to strengthen and sustain good corporate governance and management in order to promote an efficient and results-driven administration. From this premise, the causal relationships explain the envisaged successes based on the financial perspective. The application of this theory empowers strategies and ensures that they are corrected before, during, and after implementation. The implication is that it becomes more feasible to implement and monitor change initiatives because the causal relationship can be explained and examined in detail.</p>
Goal linked to Means of verification	<p>Strategic Goals 2,3 and 4, NDP Outcome 1, PFMA and MTSF priorities</p> <p>Clean Audit by all officials who are given financial delegations/ responsibility managers</p>

Source/collection of data	Financial System Reports and BAS
Method of calculation	A simple count of the number of responsibility managers [including, Directors, Principals, Chief Directors and Deputy Directors General] receiving a clean audit report in their respective allocated budget
Data limitations	None
Type of goal	Input
Calculation type	Non -cumulative
Reporting cycle	Annual
New goal	Yes
Desired performance	To obtain a clean audit
Goal responsibility	All responsibility Managers, All Branches and particularly supported by Finance Branch

Strategic Objective 1.1.	To increase access, allocate equitably and monitor financial, infrastructural, human and other resources for efficient service delivery.
Objective statement	<p>Improve access to education for the people of this province, including physical access which includes the provision of adequate infrastructure resources, dedicated learner transport, national school nutrition programme, provide access to resources by levelling the field through the no-fee school policy as well as access to a diverse curriculum and school governance support programmes. The intention is also to provide and utilise resources to achieve redress and equity, and to eliminate conditions of degradation in schools through various infrastructure programmes and projects. This objective will contribute to improving the learning environment and basic infrastructure provision of schools, thereby removing conditions of degradation and eradication of mud structures. It will focus the Department towards the attainment of National Priorities of providing adequate infrastructure, reducing pupil-teacher ratio, coordination and implementation of viable e-learning rollout project. The Department's physical properties (schools and offices) will be adequately supplied. It will further focus the rural development and agrarian reform through the infrastructure provision that will enhance the revitalisation of Agricultural Colleges and Technical High Schools. It will further provide measures on improving the production of skills that will facilitate economic growth, job creation and the creation of sustainable livelihoods for communities, with a bias to rural communities. It will further ensure linkages of Agricultural Colleges with Commercial farms for practicals i.e. putting theory into practice. This objective will also capture the implementation of administrative management systems and accounting procedures for effectiveness and efficiency in order to improve all managers' administrative, financial and management skills with more emphasis on financial management for responsibility, transparency and accountability so that the Department obtains a clean audit in performance and financial information by 2019.</p>
Purpose/ importance	<p>The objective will also guide the Department to enhance financial management in schools by rolling out an automated system to manage information – addressing issues of efficient financial planning, adequate monitoring, real-time reporting of financial statements</p> <p>To roll out a performance management system i.e. all Departmental financial and performance related management issues [absenteeism, leave matters, progression, admissions, financial planning & management, reporting to oversight etc.], aligning budget to performance targets</p> <p>To improve connectivity and downtime of the internet and maintain EMIS by setting up systems that monitor and verify and provide districts with central storehouse for information to simplify business processes at districts and increase frequency of reporting and enhance accountability.</p> <p>To devolve, support, advise and monitor the implementation of SCM, financial and human resource practices at all relevant levels (SMS members and Districts) to a level that all financial statements are substantiated by auditable documentation and aligned to Auditor-General's rigors.</p> <p>To provide and solidify all SCM services in a manner that will reduce deviations from legislative requirements and reduce unauthorized and irregular expenditure to statistically insignificant levels</p> <p>To ensure that all performance appraisal reports are submitted timely</p> <p>To ensure that the budgeting processes provides a rich, real and complete picture in all strategic documents of the Department and all service delivery sections are allocated their budgets in October of the year preceding the implementation year.</p> <p>Train all managers in SMS handbook requirements, financial and human resource management.</p> <p>To streamline support and coordinating roles at head office and districts</p> <p>To fill all promotional posts and vacant office based posts within 3 months after attrition</p> <p>To strengthen districts through adequate funding and adequate human resource allocation learner and teacher statistics</p> <p>To measure improvement in the ability to provide data from schools to districts and province for informed decision making.</p>
Policy linked to	National Education Information Policy, SASA, PFMA, , EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.

Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the distribution of financial resources in order to secure the implementation of various service delivery programmes and projects
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal

Strategic Objective 1.2.	To enforce accountability and consequence management in order to decisively deal with issues of fraud, corruption and maladministration.
Objective statement	To ensure that the Department manages its finances on sound business principles in compliance with relevant legislations and regulations. This objective will ensure that policies and procedures are implemented in accordance to generally recognised accounting principles. It will ensure that the issues of fraud, corruption and maladministration are dealt with at all levels. It will further ensure the development and implementation of the Anti-Fraud and Anti-Corruption policy detailing acts of commission and omission associated with fraud, corruption and maladministration.
Purpose / importance	Through this objective, all protocols on the vetting of relevant officials including all Senior Management Members will be done. It will also enforce disciplinary action against fraud, corruption and maladministration cases. It will further ensure the full implementation of PFMA and related legislations. This objective will work to make sure that the Department's integrity is maintained from the time of utilizing accurate, reliable and verifiable statistics for planning, controlling the overstating of learner numbers, minimizing the number of double parked employees, making sure that all employees are employees at their correct notches, aligning individual performance management to overall organisational performance, reducing mismanagement of school finances, attending to all reported fraud and maladministration cases, resolving all fraud and maladministration cases and dealing with all fraud cases.
Policy linked to	National Education Information Policy; SASA, PFMA, , EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for consequence management, fraud, corruption and maladministration
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal

STRATEGIC GOAL 2	
DEVELOP HUMAN CAPACITY AND SUSTAIN EXCELLENCE LEVELS OF PERFORMANCE	
Goal Title	Develop the Department's human resource capacity across all levels of employment – from institution-based staff (educators, Professional non-teaching staff and school management) to office based officials (including managers at district and provincial level). Further, the goal will include the development of programmes that will enhance skills development at all phases: Technical occupational Skills, Maths, and Science & Technology. This goal is intended to focus the Department on the development of human resources to improve service delivery. It will further enhance scarce skills in learners and ensure that we provide relevant / skilled people for the Job Market. It will further ensure the provision of bursaries to educators and specialists who intend to do courses that will enhance skills in gateway subjects and other critical, specialized and top-up skills development programmes. In improving governance capacity amongst school managers, educator, Professional non-teaching staff and non-educator components of governing bodies' developmental programmes will be implemented. The Department through the Teacher Training Institute will issue an annual content knowledge training schedule with quarterly training plans which implement teacher development programs adjusted based on identified needs with strategic interventions developed and implemented.
Purpose/importance	To develop excellent capabilities, skills, leadership and management amongst all employees in order to equip them to perform at their best and ensure that coaching and mentoring enhances organisational functionality. To focus the Department on organisational learning which will lead to growth because if the Department develops its staff, its facilities and systems; there will be a conducive environment, adequate systems and better qualified and equipped teachers and officials who are comfortable and ready to offer excellent service knowing what they are doing and doing the right things right at all levels. This goal also encompasses recruitment of adequately qualified, experienced and motivated personnel with proven track record of excellence in order to sustain similar levels of performance.
Goal linked to	Strategic Goals 1,3 and 4, NDP Outcome 1 and MTSF priorities
Means of verification	100% achievement of predetermined performance targets in all programmes
Source/collection of data	Quarterly Performance Reports and Annual Reports for Programme Performance Measures (PPMs) – customised and non-customised
Method of calculation	Divide the number of achieved PPMs by the total number of PPMs and multiply by 100 to obtain the percentage of achievement in terms of performance measures.
Data limitations	None
Type of goal	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New goal	Yes
Desired performance	To achieve all predetermined targets in all programmes.
Goal responsibility	All Branches led by Corporate Management Branch

Strategic objective 2.1.	To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.
Objective statement	To develop the skills of the Department's workforce at all levels including office based and other workers within the Department. This objective will ensure that all human resource of the Department is capacitated with knowledge and skills that will enable them to perform optimally. It will enable employees to further their studies for development to improve expertise. It will further ensure the Continuous Professional Development and Training of office-based staff, implementation of PMDS and GPMDS. It will further ensure that development, appraisal and incentives are implemented. To implement sound systems of the collection, collation, processing and management of information for the improvement of efficiency and effectiveness at all levels.
Purpose/ importance	This objective will focus the Department to implement an integrated approach in information knowledge management. It will further ensure that EMIS plays a pivotal role in the provision of reliable statistical information for the entire system and it will further ensure that the Department uses EMIS information in critical decision making activities. To improve all managers' administrative and management skills with more emphasis on financial management for responsibility, transparency and accountability. This strategic objective will ensure that performance budgeting system is implemented. It will also link accountability mechanisms and performance management and ensure full implementation of PFMA and other legislations. It will also ensure the full implementation of the PFMA. The intention is to ensure that there is an integrated approach in information management, accountability and that the Department achieves results and value for money. This objective will ensure that the Department's risk management strategy is developed, implemented, monitored and evaluated. It will further ensure that managers are trained on how to budget and spend according to budgets; and manage their budgets effectively.
Policy linked to	National Education Information Policy, SASA, PFMA, , EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for consequence management, fraud, corruption and maladministration
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 2 "Develop human capacity and sustain excellent levels of performance"

Strategic objective 2.2.	To improve employee health and wellness to yield organisational functionality and <i>esprit de corps</i>
Objective statement	This objective will improve educator and learner attendance as well as general functionality of schools through focusing quality curricular management and delivery. This objective will ensure that there is monitoring of professional conduct in line with the legislative provisions and relevant regulatory provisions. This objective will further ensure that teaching and learning in all schools commences on time and teachers stay in school for the duration of the notional time. It will focus the Department in implementing systems & procedures of monitoring & evaluation. It will further focus the Department on Systems and procedures of implementing IQMS, PGP, Whole School Evaluation and career pathing.
Purpose / importance	<p>This objective will unpack and publicise the non-negotiables. This objective will also ensure that all office-based human resource of the Department is capacitated with knowledge and skills that will enable them to support the performance in schools optimally. It will enable employees to further their studies for development to improve expertise. It will further ensure the Continuous Professional Development and Training of office-based staff, implementation of PMDS and GPMDS. It will further ensure that development, appraisal and incentives are implemented. To improve employees' and organizational wellness, which includes the promotion of physical, social, emotional, occupational, financial and intellectual wellness of employees in the world of work. To develop and enhance the professional quality and academic performance of managers and teachers in all institutions and make sure that the educators and officials are deployed in positions they are developed to be comfortable to perform at the best of their capabilities. It will also ensure that the Department prioritises the human resource especially the relations which should always be at their equilibrium.</p> <p>This objective will also assist the Department focus on the notional hours spent by all employees on the core of teaching and learning. This will further ensure that disciplinary measures are enforced to ensure professional quality and high academic performance.</p>
Policy linked to	National Education Information Policy, SASA, PFMA, , EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE
Source/collection of data	<p>Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office</p> <p>Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.</p>
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for human resource development which improves individual performance, enhances excellence, contributes to each employee enjoying the job at hand because of adequate skills and contributes to individual well-being and overall organisational performance
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 2 “Develop human capacity and sustain excellent levels of performance”

STRATEGIC GOAL 3	
Goal Title	DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES
Short definition	To make sure that all learners of compulsory school-going age attend schools and the non-negotiables are adhered to as they are concise translations of addressing all access issues and opening the doors to learning. Also ensure that all schools are fully functional and all learners in education institutions achieve desired outcomes and an increased output rate. This goal will ensure the implementation of the non-negotiables i.e. learners and teachers, Professional non-teaching staff are on time, in class teaching and learning, and managers are managing. This goal is intended to measure the performance of the provincial education system as measured through the achievement of learning outcomes by all learners. In enhancing improvements, the Department will develop a comprehensive content knowledge testing system for teachers in collaboration with stakeholders during the first year and pilot it during the second year in all a 2% of schools per district, the Department will introduce and implement a reward system for self-directed professional development starting during the 2 nd year of the plan. All schools monitored for adherence to norms and standard annually. Annual curriculum coverage is monitored through a credible provincial sample. The Department will use common test results to hold districts and schools accountable for performance. All schools will be supported to improve performance.
Purpose/importance	Effective monitoring and evaluation, good governance, administration of effective assessments and examinations, effective teaching and learning in order to make schools functional, effective in producing 100% quality passes so that parents become confident of the capability of our schools and they send their children to any school so that all learners of compulsory school-going age attend schools and learners in special schools attend until they are 16 years and all grade 1 learners to have attended Grade R. the Department will produce 100% quality passes if we have better trained and dedicated teachers who are comfortable to teach subjects they are given to teach and we have officials who are capacitated, skilled and dedicated to provide support in their areas of expertise. This will improve the health of Department's workforce and maintain enthusiasm and enhance excellence. Employees at all levels will be performing functions that they have knowledge in performing which can be backed by reliable evidence and using methodologies that are known to be effective. When employees at all levels of the organisation and in all areas of the structure are capacitated the organisation will perform at its best and the individual results in all areas will improve to acceptable levels and contribute to an acceptable organisational performance. This will keep the Department's workforce motivated and committed to championing quality education.
Goal linked to	Strategic Goals 1,2 and 4, NDP Outcome 1 and MTSF priorities
Means of verification	Participation rate, Retention rate, grades 3, 6, 9 and 12 subjects with passes of 60% and above
Source/collection of data	The database of ANA results and the database of NSC results
Method of calculation	Divide number of learners in Grades 3, 6, 9 and 12 who passed subjects at 60% and above by the total number of learners who wrote the same examinations and multiply by 100 for each of the gateway subjects and language of teaching and learning.
Data limitations	The Grade 3, 6 and 9 passes will be measured only after the ANAs have been reviewed
Type of goal	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New goal	Yes
Desired performance	To provide access to all learners of compulsory school-going age and increase the number of learners in Grades 3, 6, 9 and 12 passing gateway subjects at 60% and above to reach 50% of the candidates who sat for the examination, 100% pass rate at all grades, 80% NSC pass rate, 50% passes in Accounting and gateway subjects Foundation, Intermediate, Senior and FET phase learners writing, counting and reading with understanding in English
Goal responsibility	Institutional Development Support for non-negotiables and Curriculum Management and Delivery for learner performance

Strategic objective 3.1.	To increase learner attainment in all subjects and all grades
Objective statement	To improve effective teaching and learning in the classroom in order to improve the quality and increase the number of passes at all levels. This objective will implement the subject improvement plans, the school improvement plans, the circuit improvement plans, district improvement plans and the provincial academic improvement plan. To implement teaching, management and school governance support programmes at all public schools. To implement a relevant curriculum, management and governance support programmes that will enhance classroom and subject competencies amongst educators; improve capacity of subject specialists and advisors to support educators; and improve management amongst school management teams and governance capacity amongst governing bodies. This objective will improve quality of teaching and focus the Department's attention on quality curriculum delivery, coverage and management in all schools. This objective will further ensure the provision of a relevant curriculum biased to community needs.
Purpose /Importance	<p>This objective will also ensure that the Department improves its quality assurance measures, assessment policies and systems to monitor teaching and learning and enhance educator performance which will result in improved learner attainment in all subjects and all grades. The Department seeks to improve learner attainment at all grades with stringent assessments conducted through common tests in grades 3, 6 and 9 i.e. GET phase and grade 12 through the NSC achieving:</p> <ul style="list-style-type: none"> • 85% pass rate in 2019 • 30% of candidates who write obtaining bachelor passes • 20% of candidates who write Maths achieving 50% and more • 30% of candidates who write Physical Science achieving 50% and more <p>and the percentage of subsidised independent schools achieving between 90% to 100% pass rate in NSC and 100% of subsidised independent schools achieving above 70% in grades 3, 6 and 9 through the common tests i.e. GET phase and grade 12 through the NSC in 2019 including a 100% progression rate of 18 996 learners in special schools.</p>
Policy linked to	National Education Information Policy, SASA, PFMA, , EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	<p>Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office</p> <p>Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.</p>
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the increase in learner attainment at all grades especially in the National Senior Certificate.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 3 “DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES”

Strategic objective 3.2.	To strengthen leadership, management in public schools and enhance retention from Grade R-12.
Objective statement	To implement teaching, management and school governance support programmes at all public schools. To implement a relevant curriculum, management and governance support programmes that will enhance classroom and subject competencies amongst educators; improve capacity of subject specialists and advisors to support educators; and improve management amongst school management teams and governance capacity amongst governing bodies.
Purpose/ importance	This objective will improve quality of teaching and focus the Department's attention on quality curricular management and delivery in all schools. The objective will enhance functionality amongst school governing bodies. This objective will further ensure the provision of a relevant curriculum biased to community needs. To ensure the effective delivery of diverse curricula to all learners and the development of schools into centres of excellence, development encouraging sustainable livelihoods for the benefit of wider communities. This objective will also provide a diverse curricula and skills oriented programmes across the system. This objective ensures that all learners are exposed to teaching and learning which is appropriate to their needs and those of the society. This objective will ensure that the recapitalisation programmes to historically marginalised communities are implemented. This objective will ensure that learners exposed to the aforesaid subjects will be enabled to make informed career choices, engage in entrepreneurship activities, and create decent jobs thus contributing to the GDP of the country.
Policy linked to	National Education Information Policy, SASA, PFMA, , EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of schools managed effectively where learners do not drop out of school and are retained with through effective holistic teaching as well as well-trained, skilled and supporting office-based staff in the offices at circuits, circuit management centres, district offices, directorates, chief directorates and branches which are managed efficiently and effectively.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 3 “DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES”

Strategic objective 3.3.	To administer efficient and effective assessment and examination services.
Objective statement	Implement and administer an effective and efficient examination service for credibility, integrity and eradication of irregularities. This objective will ensure that the administration and management of internal and external examinations is implemented with integrity. It will contribute to ensuring assessment and success in quality public education for learners of school going age is run efficiently. It will focus the Department towards adhering to strict criteria in the selection of invigilators, markers, moderators and mark capturers.
Purpose / Importance	This objective will further ensure that internal and external examinations are run effectively through the implementation of strict measures of integrity. This objective will ensure that we mitigate challenges of irregularities during examinations & assessment. To implement assessment policies that will enable the Department to improve on learner and educator performance at all levels. This objective will increase the level of learner attainment in numeracy, literacy & life skills learning areas in Grade 3; Mathematics, Languages and Life Sciences in Grade 6 & 9 and all subjects with more emphasis in Mathematics, Life Sciences, Technology and Physical Science in Grade 12. This objective will focus the Department on the implementation of quality education and assessment policies that will improve the level of attainment and progression in all schools and all subjects. Furthermore, the objective will focus the Department to interventions that will improve learner attainment in gateway subjects as well as improved performance in primary schools.
Policy linked to	National Education Information Policy, SASA, PFMA, EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshots of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of schools who administer efficient and effective assessments and examinations at all levels and which are effective enough to be realistic pointers for the possible examination results to be expected at the end of an academic year including the reduced number of schools performing at 0%.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 3 “DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES”

Strategic objective 3.4.	To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools
Objective statement	To implement teaching, management and school governance support programmes at all schools including independent schools. To implement a relevant curriculum, management and governance support programmes that will enhance classroom and subject competencies amongst educators; improve capacity of subject specialists and advisors to support educators; and improve management amongst school management teams and governance capacity amongst governing bodies.
Purpose /Importance	This objective will improve quality of teaching and focus the Department's attention on quality curricular management and delivery in all schools. The objective will enhance functionality amongst school governing bodies. This objective will further ensure the provision of a relevant curriculum biased to community needs.
Policy linked to	National Education Information Policy, SASA, PFMA, EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of schools who administer efficient and effective assessments and examinations at all levels and which are effective enough to be realistic pointers for the possible examination results to be expected at the end of an academic year including the reduced number of schools performing at 0%.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 3 “DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES”

STRATEGIC GOAL 4	
Goal Title	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT IN PROMOTING NATIONAL IDENTITY AND SOCIAL COHESION
Short definition	<p>Implement QLTC and provide resources to develop educational institutions into centres of community development, particularly in rural areas and needy communities as a measure for improving access to education opportunities while also encouraging the utilisation of schools as centres that promote sustainable livelihoods for the benefit of wider communities. The pursuit of this goal will focus the department's interventions that are aimed at alleviating poverty and removing barriers of access for vulnerable children (including those living in rural areas, those that are orphaned and those living in abject poverty and those with special education needs). The department's contribution towards rural development and to the creation of sustainable livelihoods for the communities surrounding education institutions.</p> <p>To promote national identity and social cohesion through building cohesive, caring and sustainable communities and building values through education, promoting a shared value system in a nurturing environment incorporating values in education, promoting national heritage in the process of promoting diversity and indigenous knowledge. The values based on the foundations of democratic and inclusive principles will be built through education, using instruments such as the National School Pledge, promoting a shared value system and a greater sense of community solidarity, it will support the development and strengthening of Community Organisations to organise and develop the cultural and recreational life of communities; and implement programmes to enhance the legitimacy of the state in the eyes of the citizens.</p>
Purpose/importance	<p>To develop strong partnerships, implement Batho Pele programmes, assist with mitigation of poverty amongst child-headed households as well as enhance the implementation of sports, arts and culture. To activate community leaders and the entire communities to defend and support schools in their communities and to make sure that all stakeholders to education collaborate in building cooperation and teamwork amongst all stakeholders and within the entire school staff. To make sure that QLTC structures are operational and that community disagreements do not affect the functioning of the school, to fight drugs, abuse of alcohol and encourage learners to participate in nation building initiatives. The goal is premised on the hypothesis that, if the results in all schools are good then the stakeholders and the education sector [provincial legislature, portfolio committees, other government departments, public entities, partners in education, DBE, other provinces, government, teacher unions, school governing bodies, universities, Amakhosi, Izinduna, councilors, communities, donors, media houses and learners] will be motivated and proud to rally behind the Department and mobilise communities to defend and support the positive contributions and milestones done by the Department. They will also report positively about the Department, donors will avail themselves in support of good and productive work, teachers will be proud to be part of the Department, communities will have confidence in the leadership at all levels, government will be encouraged to provide more resources to support and maintain good results because the impact of good performance in education has a direct implication for a better life in the near future.</p>
Goal linked to	Strategic Goals 1, 2 and 3, NDP Outcome 1 and MTSP priorities
Means of verification	Number of schools implementing Batho Pele principles as their delivery approach and number of schools participating in QLTC structures
Source/collection of data	Number of schools with service delivery charters
Method of calculation	A simple count
Data limitations	None
Type of goal	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New goal	Yes
Desired performance	<p>100% pass rate amongst all learners who attend public schools</p> <p>Foundation phase, Intermediate phase, Senior phase and FET phase learners will be able to read, count and write with understanding in English.</p> <p>All public ordinary schools implement Batho Pele principles and all schools are part of QLTC structures and are participating in schools' sports league,</p> <p>All public ordinary schools will be organised, disciplined schools with 100% pass rate at all grades, Committed teachers with 100% attendance</p>
Goal responsibility	All Branches led by Institutional Development Support

Strategic Objective 4.1.	To strengthen relations and build partnerships with all education stakeholders
Objective statement	To strengthen relations that support partnerships with all education stakeholders: parents, teachers, organised labour, learners, oversight structures and community organisations including faith-based organisations. It will further enhance and strengthen the development of strong partnerships with all education stakeholders based on the principles of trust, collaboration, Inclusive Education and transparency to improve educational and socio- economic status of communities.
Purpose / importance	This objective is based on the notion that a successful education reform requires community reform. This objective will focus Department on ensuring that parents, NGOs and local business, as key stakeholders play an active role in the education of their children. It will provide an opportunity to look at ways of developing a successful school-family partnership that will produce lasting change. This objective will ensure that there is a clear and well co-ordinated programme driven by the districts, circuits, wards, schools, offices and communities to fight poverty, exclusion of learners with special education needs, unemployment, diseases, illiteracy and crime, etc. This objective will ensure the participation of education in all inter-sectoral forums dealing with educational matters viz. Municipalities' IDPS, Health Forums, Community Policing Forums (CPFs), etc. It will serve to mobilise communities to forge inter-sectoral relations, create and manage partnerships to support Educational Campaigns and provide resources to train learners with diverse skills including farming, technical occupational skills and provide safety to schools.
Policy linked to	National Education Information Policy, SASA, PFMA, EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of schools who strengthen the development of strong partnerships with all education stakeholders based on the principles of trust, collaboration, Inclusive Education and transparency to improve educational and socio- economic status of communities.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 4: “Develop schools into centres of community focus, care and support in promoting national identity and social cohesion.”

Strategic Objective 4.2.	To promote youth development, arts, culture and sports, preserve heritage and implement nation building programmes and projects which foster patriotism and social cohesion in all institutions.
Objective statement	To promote youth development, arts, culture and sports in all institutions in order to consolidate community and national pride, positive social values as well as economic development. This objective will ensure that there is clear and well co-ordinated youth programme driven by schools, offices and the communities to promote youth programmes, sports, arts and culture; inculcating positive social values; promoting economic development and career opportunities.
Purpose / Importance	This objective will also implement nation building programmes and projects that will enable the development of a society capable of participating in all democratic processes and contribute to the growth and development of the people of KwaZulu-Natal. This objective will ensure that programmes of nation building are implemented as well as ensure that the gains of the country's democracy are acknowledged and preserved and that South Africa becomes a true rainbow nation. It will ensure the implementation of values in education to inculcate democratic values and social cohesion. To ensure the preservation of heritage and maximum utilisation of National symbols in encouraging unity and patriotism amongst our people by exposing our learners to activities that promote national identity and social cohesion. This objective will promote the preservation of heritage and inculcate a sense of patriotism amongst the citizens of this country. Through this objective the Department will actively involve school communities in the celebration and preservation of national heritage. It will further ensure that the gains of the country's democracy is acknowledged and preserved. It will further conscientise learners to learn more about the events that led to the days that are observed as national holidays. It will further ensure that schools play a pivotal role in promoting community cohesion through discussions and debates about common values in the community, removing barriers of access through offering equal opportunities for all learners, local youth and community members to succeed at highest levels.
Policy linked to	National Education Information Policy, SASA, PFMA, EEA, PSA, PSR, NEPA, MPAT, NDP and MTSF.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshots of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of schools who participate in the youth development, arts, culture and sports programmes which foster patriotism and social cohesion.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 4: "Develop schools into centres of community focus, care and support in promoting national identity and social cohesion".

Strategic Objective 4.3.	To implement Batho Pele programmes and transformation of service delivery in all institutions
Objective statement	To implement Batho Pele in all institutions for the provision of quality service delivery to all education community and stakeholders.
Purpose / Importance	This objective will ensure that there is monitoring of professional conduct in line with the provisions of White Paper for Transforming Public Service Delivery. It will further ensure that the Department improves the way the customers/clients/citizens are treated at the coalface. It will further provide measures of enhancing the accessibility and quality of services by putting “people first”.
Policy linked to	National Education Information Policy, SASA, PFMA, EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshots of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of schools and offices who implement Batho Pele annual plans and participate in Batho Pele provincial and national initiatives.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 4: “Develop schools into centres of community focus, care and support in promoting national identity and social cohesion”.

Strategic Objective 4.4.	To provide educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.
Objective statement	To provide support to mitigate the challenges of unemployment, and Child-headed Households through inter-sectoral programmes designed to mitigate the impact of extreme poverty and hunger; reduce the drop-out rate, sexual abuse, pregnancy, drug abuse and drug dependency.
Purpose / Importance	This objective will ensure that vulnerable children are prioritised, provided for and monitored educationally and socially. It will ensure that learners are taught in a safe and nurturing environment. It will further ensure that the impact of extreme poverty and hunger is mitigated. To invest in education provision for all orphans and vulnerable learners and ensure that there is a collaborative programme with Department of Social Welfare to respond to their plight by 2019. This objective will forge partnerships with other government departments to ensure that there is sustainable livelihood.
Policy linked to	National Education Information Policy, SASA, PFMA, EEA, PSA, PSR, NEPA, MPAT, NDP and MTSE.
Source/collection of data	Primary Evidence: Documents as per required focus area from the school, district or Provincial Head Office Secondary Evidence: Reports submitted by schools and evaluations and monitoring done by district and province.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse. Results from evaluation and monitoring done at school and provincial level. Monitoring of oversight structures. Quarterly reports and annual reports.
Method of calculation	A simple count and relevant calculations depending on the source especially for the number of learners benefitting from the My Life My Future dedicated grant for child-headed households.
Data limitations	Incomplete or incorrect (human error) information
Type of objective	Input, Process and Output depending on the focus area
Calculation type	Possesses cumulative and non-cumulative aspects depending on the focus area
Reporting cycle	5 yearly but these will be reported on after 3 years as they have been updated mid-strategic cycle
New objective	Yes, the objectives are updated
Desired performance	As per target
Indicator responsibility	All Branches, Chief Directors and relevant Responsibility Managers
Baseline	As per Annual Report audited performance
Links	Strategic Goal 4: “Develop schools into centres of community focus, care and support in promoting national identity and social cohesion”.

ANNEXURE 2: LIST OF ACRONYMS

ABET	Adult Basic Education and Training
AFET	Adult Further Education and Training
AFS	Annual Financial Statement
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CHE	Committee on Higher Education
CPF	Community Policing Forum
CLC	Community Learning Centre
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
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 Resource Research Council
ICT	Information and Communication Technology
IDP	Integrated Development Programme
IQMS	Integrated Quality Management System
LSEN	Learners with Special Education Needs
LTSM	Learning and Teaching Support Materials
LURITS	Leaner Unit Record Information and Tracking System
MDG	Millennium Development Goals
MEC	Member of the Executive Council
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Management
NCS	National Curriculum Statements
NEPA	National education Policy Act
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSNP	National School Nutrition Programme
NSSF	Norms and Standards for School Funding
PAJA	Promotion of Administrative Justice Act
PED	Provincial Department of Education
PIT	Provincial Intervention Team
PFMA	Public Finance Management Act
PPP	Public-Private Partnership
PSA	Public Service Act
QUIDS-UP	Quality Improvement, Development, Support and Upliftment Programme

RCL	Representative Council of Learners
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
SDG	Sustainable Development Goals
SDIP	Service Delivery Improvement Plan
SGB	School Governing Body
SETA	Sector Education and training Authority
SITA	State Information Technology Agency
StatsSA	Statistics South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNLD	United Nations Literacy Decade

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Expanded access to Early Childhood Development and improvement of the quality of Grade R	<ul style="list-style-type: none">▪ Increase enrolment of Grade R children to 265 000▪ Pilot model crèches in four districts▪ Deal with quality issues of ECD▪ Implementation of the curriculum for 0-4 year olds in collaboration with the Department of Social Development▪ Ensure each learner attends Grade R and has access to grade R LTSM▪ Implement Expanded Public Works Programme in ECD	Goal 11*** Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.	Percentage of Grade 1 learners who have received formal Grade R	99,5%
Standardise the guidelines, norms and standards for early childhood development	<ol style="list-style-type: none">1. Consolidate quality of Grade R and ECD, eliminate overcrowding in Grade R classes and provide workbooks to 265 000 Grade R children2. 265 000 Grade 1 learners attend Grade R by 2019		Percentage of targeted Grade R learners supplied with workbooks Percentage of Gr 1 entrants who attend Gr R that are school ready	100% 99,5%
Universal access to two years of early childhood development	<ul style="list-style-type: none">▪ Co – ordinate curriculum management and delivery workshops for practitioners teaching curriculum of 0 - 4 year-olds at crèches in community centres▪ Implement the 0-4 year old curriculum▪ Upgrade Grade R Practitioners to acquire NQF level 4 at HEI (University) to acquire NPDE and B.ED Levels.		Policy, detailed plans & strategies developed by June 2018 & critical preparatory strategies launched for a second year of ECD prior to Grade R	
Improve state funding for early childhood development	<ul style="list-style-type: none">▪ Conduct in-service training sessions for the Grade R practitioners		Percentage of Grade R practitioners with appropriate qualification.	
Invest in training early childhood development practitioners	<ul style="list-style-type: none">▪ Set the qualifications of Grade R practitioners to NQF level 6 <p>The Department has made considerable progress towards reaching universal coverage by enrolling almost 98% of learners between the ages of 5 to 15 (compulsory school age) by 2014.</p>	Goal 10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.	Percentage of 7 to 15 year olds attending education institutions.	99%
	<ul style="list-style-type: none">▪ Literacy and Numeracy Strategy implemented▪ Maths and science Strategy implemented▪ Teacher Development Strategy implemented▪ Matric Improvement plan implemented▪ National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12	Goal 12 : Improve the grade promotion of learners through Grades 1 to 9.		

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS					
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target	
	<ul style="list-style-type: none"> Improve teaching and learning in order to increase/ expand the promotion of learners at the end of the foundation phase 		The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).	77%	
Ensuring that all children with disabilities have access to quality education	<ul style="list-style-type: none"> Increase/ expand the provision of access to maritime and agricultural skills and investigate the possibility of providing aviation and mining curriculum. Provide career guidance Increase the number of learners with disabilities attending schools 		The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade).	60,5%	
Provide inclusive education that enables everyone to participate effectively in a free society.	<ul style="list-style-type: none"> a) Access to sports facilities and other amenities was based on race, affordability and did not accommodate people with disabilities. b) To finalise the elements of quality in an effort to contribute meaningfully to an improved quality of teaching and learning through development, supply and effective utilisation of teachers; the Department will ensure that there is at least one teacher in each of its public ordinary schools provided with specialist training on inclusion. 	Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.	Percentage of learners in schools with at least one educator with specialist training on inclusion		
Encourage sports and physical education. They are an integral part of the holistic development of a learner.	d) Sports, Arts and Culture are important lever for social cohesion as well as in keeping learners occupied.				
The department of Arts and Culture and the Department of Basic Education are developing plans to revitalise arts and culture in schools.	e) The Department will continue to strengthen School Sports, Arts and Culture in collaboration with the Department of Sports, Arts and Culture and other entities.			86%	
Learners' home language should be used as a medium of instruction for longer and English is introduced much earlier in the Foundation phase.	f) Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)			86%	
	g) Percentage of Grade 3 learners achieving 50% and above in Numeracy in the Annual National Assessment (ANA)				
	h) Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)			86%	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Increase the number of enrolments in maths and science	<ul style="list-style-type: none"> Increase the number of NSC candidates taking Maths and Science Employ 54 science tutors in collaboration with ETDP SETA to facilitate maths and science teaching in the identified science centres as well as provide onsite support to schools To strengthen teacher content knowledge and methodology in the teaching of Maths and Science Coordinate maths and science learners focus weeks La Mercy Maths and Science Academy 		Policy detailing the role of Universal and Verification ANA and analysis published	
Improve the school system, including increasing the number of students achieving above 50% in literacy and mathematics			Create item bank of high quality, valid, and reliable items.	
90% of learners in grades 3, 6 and 9 must achieve 50% or more in the Annual National Assessment in literacy, numeracy/ mathematics and science			<p>Items used in Universal ANA are piloted a year before being used, on learners matching target population for the assessment.</p> <p>Learner and teacher instrument is developed and piloted to collect background information.</p> <p>Annual report on statistical equivalence of Universal and Verification ANA.</p>	
Externally administer and mark the ANA in one primary school grade	<p>Ensure the curriculum coverage strategy is implemented and closely monitored to ensure all learners complete the curriculum</p> <p>Ensure completion of curriculum by August</p> <p>Write compulsory quarterly assessments and monitor results</p> <p>Write end of curriculum coverage assessments and do remedial work thereafter in August, September and October especially for Grade 12</p>	Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.	Percentage of learners who complete the whole curriculum	
			District ANA report produced for every district (by DBE) using Universal ANA	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
2030 Target is 500 points in TIMSS.	Supporting research, such as the SACMEQ programme, where teachers themselves are tested in order to see where the gaps in subject knowledge and teaching skills are	Goal 7: Improve the average performance of Grade 6 learners in languages.	Average score obtained by Grade 6 learners in language in the SACMEQ assessment	
	Increase performance in SACMEQ			
	Average score obtained in Grade 6 in <i>language</i> in the SACMEQ assessment			
	Average Grade 8 mathematics score obtained in TIMSS.	Goal 8: Improve the average performance of Grade 6 learners in mathematics.	Average score obtained by Grade 8 learners in mathematics in the Trends in International Mathematics and Science Study (TIMSS)	500
	South Africa's participation in TIMSS involved the testing of Grade 9 learners in mathematics and science in 2002 and again in 2011 ¹ . Our average in mathematics improved over this period from 285 to 352. A similar trend was seen in science. TIMSS scores are benchmarked in such a way that 500 represent the average across all countries in the 1995 run of TIMSS. The size of South Africa's improvement in the 2002 to 2011 period, around 7 points a year, is about as large as we could hope to achieve. This is the rate of change that has been seen amongst the fastest improvers in the world ² .	Goal 9: Improve the average performance of Grade 8 learners in mathematics.		
	Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	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.	Percentage of grade 9 learners achieving at the level in the annual national assessments in Home and first additional language	HL- 54% FAL- 21%
	Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)			

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS					
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target	
A target of 450 000 learners being eligible for a Bachelors programme with maths and science.	Increase the number of Grade 12 learners who become eligible for a bachelors programme at a university	Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.	Percentage of Grade 12 learners passing at bachelor level	42%	
	30% of Grade 12 learners who obtained bachelor passes in the NSC				
	Increase the percentage of Grade 12 learners achieving 50% and above in Mathematics	Goal 5: Increase the number of Grade 12 learners who pass mathematics.	Number and percentage of Grade 12 achieving 50% or more in Mathematics	36%	
	Increase the percentage of Grade 12 learners achieving 50% and above in Physical Science	Goal 6: Increase the number of Grade 12 learners who pass physical science.	Number and percentage of Grade 12 achieving 50% or more in Physical Science	40%	
	Increase the percentage of youths who obtain a National Senior Certificate from a school.		The percentage of youths who obtained a National Senior Certificate from a School	46%	
	Increase the percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.	The percentage of youths who obtained any FET qualification	HL: 54% FAL: 21%	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Expose teachers to the use of technology in their own training and train them to use it in their teaching.	5913 schools implementing South African School Administration and Management System SASAMS for administration and tracking of learners	Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education.	Impact evaluation to assess the performance of the system (SASAMS) against intended goals and measure cost-effectiveness	
	Snapshot of schools providing information to LURITS		Implementation evaluation with clear recommendations on quality outputs and cost effectiveness for improvement in relation to tracking learner movement (LURITS), progress, performance and completion	
The Department of Basic Education, Communications, Public Enterprises and INFRANCO must draw a joint plan to roll out broadband ICT infrastructure				
Change the pay structure of teachers. Teacher salaries need to be competitive in comparison to other parts of the public sector				
Improved quality of teaching and learning through development, supply and effective utilisation of teachers.	Number of qualified teachers aged 30 and below, entering the public service as teachers for the first time	Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time, also for Grade R	7 175
Introduce performance contracts for principals and Deputy principals	The Department will strive to amend the PPN process from an annual exercise to a multi-term agreement to ensure stability;		Complete and consistent post-provisioning policy and regulations in place & proceed with implementation and monitoring.	
Addressing policy blockages that prevent the deployment of teachers to teach where they are most needed				
Ensure that Funza Lushaka graduates are immediately absorbed into schools	Percentage of schools where allocated teaching posts are all filled		Percentage of schools where allocated teaching posts are all filled	100%

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM).	Number of schools with Grade R receiving resource packs, which include workbooks for each learner and teacher resources such as teaching guides, posters and large story books to be shown and read to the whole class	Goal 19 ***: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.	Percentage of target schools supplied with improved resource packs for Grade R	100%
	82% of learners having access to the required textbooks and workbooks for the entire school year.		Percentage of learners having access to the required textbooks in all grades and in all subjects	86%
	Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy. Monitor distribution of workbooks to all schools 100% of learners having access to required workbooks per grade		Percentage of learners having access to required workbooks per grade	86%
Eradicating inappropriate infrastructures and provide basic services All schools should meet the minimum infrastructure standards by 2016	Increase the percentage of learners who are in classes with no more than 45 learners.	Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.	Percentage of learners who are in classes with no more than 45 learners	96%
			Number of ASIDI schools built and handed over against the target	0
			Percentage of schools complying with minimum infrastructure norms and standards	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS					
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target	
Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Gr 3, 6 and 9 level and improving ANA over time to ensure appropriate feedback to learners and teachers and to benchmark performance over time.	<ul style="list-style-type: none"> Set and analyse quarterly common tests for grade 10 and 11 Implement to support curriculum delivery and improve learner attainment. Set, moderate and conduct quarterly common assessment tests for schools whose previous Grade 12 learners obtained (Below 69,7%) and common examinations in five subjects for the schools whose previous Grade 12 learners obtained below average in 2014. 	<p>Goal 27***:</p> <p>Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.</p>			

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Appointment of principals will be based on competency assessments as in other senior management positions	<ul style="list-style-type: none"> Monitor implementation of learner attendance policy. Ensure proper management of the Assessment Programme. Monitor the implementation of the School Development Plans. Monthly meetings of QLTC structures and SMME to evaluate compliance with the non-negotiables. Ensure regular educator attendance. Implement ground duty roster / timetable. Induction Programme for the newly appointed PL1 educators and SMTs. Compulsory SMTs, departments and staff meetings. Monitor implementation of the Provincial School Management checklist. Training of SMT on Planning, Curriculum Management, People Management, School Governance, Resource acquisition, resource management and financial management. Mentor and support female principals in the management of schools through the Principal Support Developmental Programme (FPSDP). 	Goal 21***: Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.	Percentage of teachers absent from school on an average day Percentage of schools with full set of financial management responsibilities on the basis of assessment	7%
	Refine, improve and enhance the Integrated Quality Management System (IQMS) to be an efficient instrument for teacher assessment and development.		Percentage of schools with full set of financial management responsibilities on the basis of assessment Number of teachers self-assessed using knowledge testing system	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Teacher development should build teacher subject knowledge and provide training in effective teaching methods	<ul style="list-style-type: none"> Orientation workshops for teachers at the beginning of the year (focus on previous examination results, focus topics, Provincial Assessment Tasks (PAT) and curriculum management) Conduct Saturday workshops for Mathematics, Sciences and Commerce educators when required Conduct workshops during school vacations Hold content workshops on specific challenging areas, focus topics in each subject. Orientation and Sign-up of all PLIs educators workshop. Monitoring and support of implementation by 1st cohort (Principals and Deputy Principals) and 2nd cohort (Heads of Departments). 	<p>Goal 16 ***: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.</p>	<p>The average hours per year spent by teachers on professional development Activities</p> <p>Percentage of teachers meeting required content knowledge levels after support</p>	
Introduce performance contract for principals in line with the Department of Basic Education policy	Capacitate SGBs to recommend competent managers to lead their schools	Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.	Proportion of principals appointed based on competency assessment processes	
Introduce an education accountability chain, with lines of responsibility from state to classroom.	<p>Capacitate SGBs to support the school management and govern the affairs of their school effectively</p> <p>Capacitate SGBs to support the school management and govern the affairs of their school effectively</p> <p>Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.</p>		<p>Proportion of principals who have signed performance agreements</p> <p>Percentage of schools visited at least twice a year by district officials (including subject advisers) for monitoring and support purposes</p>	100%

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS					
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target	
School management for instructional leadership	<p>Making Education a Societal Issue is one of the central pillars of the National Development Plan (NDP). In order for this to take place an organic covenant must be nurtured between the Department and the communities, stakeholders, parents and teachers. This covenant must be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them. To this end the MEC will be convening stakeholder forums with communities, labour, teachers, parents, business etc throughout the 12 districts in the province. It is important to mention that these forums will be an important lever to intensify the campaign for full access to education for the 3% of learners, accounting for 100 000 of school-going age learners who are out of school (street kids, employed children, learners with barriers to learning etc.). This initiative will be further enhanced by the involvement of the District Task Teams which are part of Operation Sukuma Sakhe, the integrated initiative that demands all government departments to work co-operatively to achieve a common goal of service delivery which will be led from the Office of the MEC under Public Participation and Community Liaison (Special Projects).</p> <p>District Growth and Development Plan</p>		<p>Percentage of school principals rating the support services of districts as being satisfactory</p> <p>Percentage of district managers whose competency has been assessed against criteria (developed)</p> <p>Clear roles and functions for district offices and minimum competencies for district officials</p>		
Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families		<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>	<p>Percentage of learners in schools that are funded at a minimum level</p>		

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS					
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target	
Produce more and better qualified teachers and Expand the Funza Lushaka Bursary Scheme	<p>Absorb Funza Lushaka bursary holders into teaching posts where they have are relevant to the subjects they teach</p> <p>About 1500 grade 12 learners (deep rural and rural) from quintiles 1 to 3 schools will be recruited through the Funza Lushaka District Based Recruitment Campaign into the B.Ed programme funded by Department of Basic Education.</p> <p>700 bursaries allocated for the Funza Lushaka Bursary Scheme</p> <p>Strengthening the participation of KZN DoE in the selection processes for on line Funza Lushaka bursary awards by providing HEIs with the details of provincial priority needs</p>		Number & percentage of Funza Lushaka bursary holders placed by June of the year after qualifying		
Replace incompetent principals who repeatedly fail to meet performance targets competence to deliver the curriculum	The Department will commence invoking Section 58 of the SASA to ensure accountability of performance amongst principals in schools is improved				
Keeping curriculum changes to a minimum will enable teachers to develop the core skills and competence to deliver the curriculum	The Department will implement CAPS in all phases and in all Grades				
Give additional support to School Governing Bodies	A guide on the roles, responsibilities and functions of governing bodies has been distributed to schools				
Compulsory education should be extended to successful completion of grade 12 in basic education or the equivalent level in the post schools sector					

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Increasing learner retention rates	<p>Roll out EAP/ER activities to improve labour peace</p> <p>Training of SMT & SGB members in the development & implementation of My Life, My Future school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse Coordinate 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 psycho-social ills.</p> <p>Provide training and orientation programmes on psycho-social support services and roll out advocacy and awareness campaigns on psycho-social issues.</p>	<p>Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.</p> <p>Goal 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture</p>		
Expand learnerships and make training vouchers directly available to job Seekers				
A formalised graduate recruitment scheme for the public service to attract highly skilled people				

- 1 In 2002, South Africa tested learners in both grades 8 and 9, and in 2011 only in Grade 9. Details on the comparison between the two years can be found in Reddy, et al (2012). The international TIMSS reports (see for instance Mullis et al, 2012) refer to a run of TIMSS in 2003, but not 2002. The explanation here is that whilst most TIMSS countries did test learners in 2003, in South Africa testing occurred in the previous year.
- 2 DBE, 2013b: 14.

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
Partnerships for education reform and improved quality.	The Department will partner with Kha Ri Gude Mass Literacy Programme Provincial structures to ensure that people whose level of education is at learning to read and write as learner in Grade R and Grade 1 are monitored and inspired to complete the level 1 programme.		Number of costed and available innovations/ approaches identified for incorporating in broader school system on the basis of impact on school and district performance through the NECT activities	1
Promote constructive partnerships/ draw support from civil society/ establish a National Education Pact	KZN DoE is also implementing the KZN Programme to Improve Learner Outcomes (PILO). This focuses on school management and the delivery of the curriculum. This program is piloted in the two districts which are King Cetshwayo and Pinetown. The main objectives are to empower and strengthen district management and also improve the learner outcomes from primary to secondary schools. The department provides co-ordination and support to all District offices in order to enhance good governance, management, school functionality, community involvement and to make school environment conducive to teaching and learning for the effective delivery of the core business of the Department. Strengthen and implement policies and programmes on: Eradication of drug abuse and alcohol in use in schools Implement rights based comprehensive Sexuality education in schools. Improve access to Sexual and Reproductive Health Services and family planning for the youth Learner Pregnancy		Number of school safety programmes to be implemented to ensure learner wellbeing. Number of reported violent incidents, including abuse of learners, within and outside schools	1
	Implement policies and programmes that are geared towards the protection and promotion of the rights of people with disabilities, including embarking on a campaign for the protection of the disabled in society with relevant stakeholders.		Number of children with disabilities having access to quality education	
	Continue to use school sport as the bedrock for sport development and excellence, this includes ensuring that sport becomes compulsory in schools We will continue to promote sports, arts, heritage and culture at our schools. Ensure access to sport facilities by people with disabilities and that special attention must be paid to children with disabilities		Number of sports and physical education codes encouraged as part of an integral part of the holistic development of a learner.	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
	Ensure the development and promotion of indigenous language, with a view to include the programme in the curriculum.		Number of schools implementing the phased approach to the introduction of compulsory African languages in.	
	Develop an indigenous language policy which seeks to ensure that one African language should be compulsory in schools depending on the region by 2014.		Number of schools using one African language as a medium of instruction	
	Promote an e-literate society by making e-skills a compulsory subject in all public schools and connect all schools through broadband by 2020. The curriculum should focus on end-user-computing as well as encouraging young people to pursue careers in the ICT sector.		Number of schools introducing English as a medium of instruction much earlier in the Foundation phase. Number of schools connected through broadband	
	Profile all educators on the basis of their qualification and teaching experience.		Number of educators profiled	
	Establish a different and more stable system to avoid yearly movements of teachers, balanced providing teachers where they are needed most.			
	There are many cases of conflict of interest that relate to procurement involving public representatives and civil servants.		Number of public servants doing business with the state	
	Replace incompetent principals who repeatedly fail to meet performance targets		Number of incompetent principals replaced.	
	Muti-grade schools must be phased out by 2020		Number of schools implementing multi-grade teaching	
	Until such time as multi-grade schools are phased out, focused dedicated service and support must be provided to multi-grade schools with elaboration at all levels in the system starting from national to provincial, district and up to schools' level.			
	We will continue to work towards the eradication of illiteracy through the Kha Ri Gude Mass Literacy programme		Number of Level 1 learners produced through Kha Ri Gude for participation in level 2 illiteracy programme	
	Post school options must be expanded; that is, collaboration between DBE and DHET must be strengthened to improve articulation between basic and post-school education in order to expand the effectiveness of credible post-school education and training options.			
	Expand learnerships and make training vouchers directly available to job seekers.		Number of unemployed graduates who are job seekers provided with a learnerships opportunity	

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS				
NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	5 year Target
	A formalised graduate recruitment scheme for the public service to attract highly skilled people.			

ANNEXURE 4: PROVINCIAL MTSE INDICATORS				
PROVINCIAL MTSE INDICATORS				
Indicator number	MTSE Provincial Indicator edited by DBE in consultation with DPME for reporting ³	Provincial Performance in 2016/17 ⁴	Target 2017/18 ⁵	
1	The average hours spent by teachers on professional development activities per year	39 hours	40 hours	
2	Number of teachers who have written the Self-Diagnostic Assessments	3 000	3 000	
3	Percentage of learners in schools with at least one educator with specialist training on inclusion	7%	7%	
4	Number of Funza Lushaka bursary holders placed in schools within six months of their completion of studies or upon confirmation that the bursar has completed studies	200	200	
5	Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.	1 435	1 435	
6	Percentage of learners who are in classes with no more than 45 learners.	92%	91%	
7	Percentage of schools where allocated teaching posts are all filled	100%	100%	
8	Teacher absenteeism rate per year	6%	5%	
9	Number of public ordinary schools provided with water supply in line with agreed norms and standards per year	150	180	
10	Number of public ordinary schools provided with electricity supply in line with agreed norms and standards per year	150	160	
11	Number of public ordinary schools provided sanitation facilities in line with agreed norms and standards per year	150	160	
12	Number of learners provided with required textbooks in all grades and in all subjects per annum	100%	100%	

3 Where a percentage is used absolute numbers must be expressed in brackets next to the percentage and where an absolute number is used, a percentage must be expressed in brackets next to the number.

4 The indicator is included for the first time in 2017/18

5 In the absence of Technical Indicator Descriptors, agreed sources of data and lateness in DPME instruction to include MTSE indicators in the APP, targets will not be included in compliance to the Framework for Strategic Plans and APPs.

PROVINCIAL MTSF INDICATORS				
Indicator number	MTSF Provincial Indicator edited by DBE in consultation with DPME for reporting ³	Provincial Performance in 2016/17 ⁴	Target 2017/18 ⁵	
13	Percentage of Grade 1 learners who have received Grade R per year	97,2%	97,2%	
14	Number of Grade R practitioners with NQF level 6 and above qualification each year.	1 641	1 651	
15	Percentage of learners who complete the whole curriculum each year	80%	85%	
16	Percentage of schools producing a minimum set of management documents at a required standard	50%	60%	
17	Number of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year	500	500	
18	Percentage of schools with more than one financial management responsibility on the basis of assessment	2 738	5 548	
19	Rate of utilization of SA-SAMS in public school	97%	98%	
20	Percentage of school principals rating the support services of districts as being satisfactory	98%	99%	
21	Percentage of learners in grades 3 achieving at 50% and above in the annual national assessments in literacy and numeracy per year	N/A	N/A	
22	Percentage of learners in grades 6 achieving at 50% and above in the annual national assessments in home language; first additional language and in mathematics per year	N/A	N/A	
23	Percentage of learners in grades 9 achieving at 50% and above in the annual national assessments in home language; first additional language and in mathematics per year	N/A	N/A	
24	Number of Grade 12 learners passing at bachelor level in the national senior certificate examinations per year	39 507	43 457	
25	Percentage of Grade 12 learners passing Mathematics at 50% or more in the national senior certificate examinations per year	19%	20%	
26	Percentage of Grade learners passing Physical Science at 50% or more in the national senior certificate examinations per year	21%	22%	

