



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

THE ANNUAL PERFORMANCE PLAN 2021/22



VOTE 5

GROWING KWAZULU-NATAL TOGETHER



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



Hon. Mrs Angie Motsega
Minister for Department of Basic Education



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



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



Dr E.V. Nzama
Head of Department: Education
KwaZulu-Natal



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

ANNUAL PERFORMANCE PLAN 2021-2022

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MEMBER OF EXECUTIVE COUNCIL STATEMENT (MEC)



HON. MR KWAZIKWENKOSI INNOCENT MSHENGU, MPL
MEC: Education KwaZulu-Natal Provincial Government

The Annual Performance Plan of the KwaZulu-Natal Department of Education is intended to ensure transparency and accountability for the use of public funds, help the department to make correct budget decisions and contribute to service delivery improvement. It provides a record of the success of the department in optimizing service delivery within the allocated budget and other resources.

The vision of KZNDOE is striving to be an innovative hub for quality teaching and learning that produces learners developed to exploit opportunities for lifelong success. We are vigorously pursuing a future with more jobs, less inequality, poverty alleviation and better education.

To achieve this vision, we need to ensure that our learners have access to quality education, which is key to an improved quality of life. Our focus going forward will be directed at quality teaching and learning in a conducive classroom environment.

The year 2020 has been a year where we upped the ante and made sure that we do things differently as the Department. Various initiatives have been put in place to improve the quality of education. Amongst other initiatives, the department accelerated infrastructure development for all the Special Schools. This includes ensuring that such schools are given enough transport with professional drivers driving them, as well as maximizing the provision of Learning and Teaching Support Material (LTSM) for Special Schools including braille textbooks.

A lot of effort was put to ensure that schools are fully functional organisations. We implemented quick interventions where there were factors hindering the delivery of education in the classroom. This was done to guarantee that there is quality continuous teaching in every classroom and that there is enabling governance in all schools. Head Office and Education Districts visited schools at the beginning of the year to monitor school functionality and to ensure that teaching and learning takes place on the first day and in the first hour of the academic calendar.

However, COVID-19 pandemic wreaked havoc in the education sector and schools had to be closed due to the national lockdown. The time lost for teaching and learning had a negative impact on learners and their



developmental needs. During the period of lockdown, the department introduced a number of interventions aimed at mitigating against the time lost for teaching and learning in the classroom. These interventions included radio lessons, virtual lessons and making study materials available through the KwaZulu-Natal Funda Portal. The partnership with Vodacom also allowed our learners to access the study material through the Vodacom e-School, which is available at no cost to those who are Vodacom subscribers. We concede that these interventions were not able to substitute the classroom method of teaching and learning. Given the socio-economic challenges afflicting many parts of the Province, there are learners who could not have access to these online facilities due to the lack of connectivity and the cost of data. We want to thank our educators, who are our most valuable resource, for the sacrifices that they made and their commitment during radio lessons and all manner of virtual lessons that took place during the period in question. As the country eased Covid-19 regulations the reopening of schools was a top priority, therefore the department had to reprioritize its budget in order to make provisions for personal protective equipment for learners, educators and non-teaching personnel to ensure safety for continuous learning and teaching. The department will continue to closely monitor compliance to Covid-19 regulations in the school environment.

We envisage the 2021 academic year to be a year characterized by teamwork that we started seeing in 2019 when we successfully defeated the individual mentality that previously existed in the Department. We want to ensure that we continue to motivate all our employees to maximize their strength and continue working hard to accelerate the upward trajectory of the performance of the Department. Amongst other things priority will be given to Gender Based Violence, Safety and Security, Infrastructure and the 4th Industrial Revolution (modernizing tools of teaching and learning).

KZN is culturally diverse and we continuously work towards social cohesion. Schools mirror non-racialism in urban areas. There is a realization of the need for youth empowerment, equality, non-sexism, and non-racism.

The prevalence of inequality, racism, sexism, lack of safety due to social ills have all placed a great strain on schooling in KZN. Some communities do not take full ownership of their schools. Community feuds affect school life. Township schools and rural schools are homogenous and do not create the necessary space for social cohesion initiatives. As difficult as these challenges are, we are confident of overcoming these impediments by working closely with all stakeholders.

As a department we are the first to acknowledge that we cannot operate as an island. We rely on the support and robust engagement with various primary and secondary stakeholders. The Department is working hard to develop a culture of building relationships within itself, amongst government departments, particularly those in the social cluster, and across institutions with which we work.

Mr. K.I. Mshengu, MPL

MEC for Education

Date: 31 March 2021



STATEMENT BY THE HEAD OF DEPARTMENT



DR E.V. NZAMA
HOD: Education KwaZulu-Natal

The core function of the KwaZulu-Natal Department of Education is to provide effective and quality curriculum delivery. In line with its mandate, the Provincial Department of Education seeks to provide learners with adequate resources and facilities for maximum cognitive, physical and emotional intelligence irrespective of where they were born i.e. increasing the quality of education provision even to the poorest communities. The mandate of the department extends to issues of access to education by building schools, providing Learner and Teaching Support Material (LTSM), providing learner transport where possible and also providing nutritious meals for learners. All these are factors are linked to the provision of access to education.

In 2020 there were many activities designed to ensure that quality teaching and learning takes place in schools. Various initiatives were supported through teacher development programmes, curriculum delivery monitoring and supportive interventions. In this way the Department of Education has been able to ensure that there is quality education for every child in every classroom in every school in the province. There were also interventions aimed at improving the quality of teaching in all subjects including Mathematics and Languages in all schools. In Grade 12 the interventions included attempts to increase the number of quality passes in the National Senior Certificate examination.

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

Presently the Department has challenges on capacity to absorb the migration of 0-4-year olds into our schooling system. In order to prepare ourselves for the migration which will take place in approximately 4 years, the Department needs to amongst others carry out an audit of the number of crèches we have in the province and the number of children that are accommodated at these institutions.

Over recent years the Department has stepped up efforts to promote inclusivity in our schools. Despite our commitment to cater for learners with special needs, there are severe constraints within the system



for teachers to provide individual learner attention for learners to acquire knowledge and skills to progress through the system. Learners with special education needs are still marginalized within the Education System. This is evident in the lack of facilities and equipment to support special needs education at schools.

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

The KZN Department of Education (KZNDoe) has identified that infrastructure is one of the critical barriers to high quality education within the Province. There is an urgent need to eradicate Pit Latrines and Inappropriate Structures. The Electrification of all Schools and Safety in Schools remains high on the agenda.

The current infrastructure does not adequately cater for the new priorities for education as envisioned by the 6th Administration. Infrastructure will respond to the new vision of the Department. To promote reading, more libraries must be built with eLearning facilities. The Department will build schools that are in line with the 3 Streams Model such as Focus Schools specialising in Hospitality and Tourism.

The Department will focus on attempts to reduce the number of Legal Claims by settling matters where there are no defences to reduce the amount of the claim, interest and legal costs.

- The implementation of the POPIA, PAJA AND PAIA will be enforced. The Department is adequately capacitated with trained Legal officials to ensure that legal Compliance is more effective and fully implemented.

The department is ensuring that the Prescripts of the Promotion of Administrative Justice Act, 2000 is being complied with and is leading the process of ensuring that public comment is taken into consideration in finalising the policy.

Going forward the Department will ensure that in this strategic cycle there are quantifiable milestones towards the achievements of the priorities of the 6th Administration by:

- Ensuring that there are more effective schools that promote learning to improve quality and sustainability of primary, secondary and special education across all grades and phases;
- Increasing the proportion of learners reaching the required competency levels in academic, vocational and occupational fields;
- Improving the quality of learning outcomes in all Phases, with inequalities reduced by 2024;
- Improving the quality of Grade R programmes with a focus on literacy and numeracy acquisition.
- Improving access to schools by learners with diverse needs.
- Improving school physical infrastructure and environment that inspires learners to learn and teachers to teach; and
- Increasing support of schools by all stakeholders.



The organogram will be streamlined and aligned to the Impact and Outcome Statements of the Department. There will also be effective implementation of the Operations Management Framework within the Department. Further to this human resource development and capacity will be enhanced.

A handwritten signature in black ink, appearing to read 'Dr. E.V. Nzama', written over a horizontal line.

Dr. E.V. Nzama

Date: Date: 31 March 2021

Head of Department: Education



OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Education under the guidance of the Honorable MEC for Education, Mr. K.I. Mshengu, MPL.
- Takes into account all relevant policies, legislation and other mandates for which the name KZNDOE is responsible.
- Accurately reflect the outcomes and outputs for which the KZNDOE will endeavor to achieve over the period 2021/2022 financial year.

Signatories to the Annual Performance Plan:

| Position | Name | Signature | Date |
|--------------------------------------------|-----------------------|--------------------------------------------------------------------------------------|---------------|
| CFO: | Mr. L. Rambarran |  | 31 March 2021 |
| Deputy Director-General: Branch Corporate | Advocate B.M. Masuku |  | 31 March 2021 |
| Acting Deputy Director-General: Branch IDS | Ms. W. Hadebe |  | 31 March 2021 |
| Deputy Director-General: Branch Curriculum | Dr. B. Mthembu |  | 31 March 2021 |
| Accounting Officer: | Dr. E. V. Nzama |  | 31 March 2021 |
| Executive Authority | Mr. K.I. Mshengu, MPL |  | 31 March 2021 |



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ANNEXURE K: GLOSSARY OF PLANNING TERMS

| Abbreviation | Definition |
|--------------|----------------------------------------------------------|
| ACE | Advanced Certificate in Education |
| AET | Adult Basic Education and Training |
| ASER | Age Specific Enrolment |
| AFS | Annual Financial Statement |
| BREPRCO | Budget Review Expenditure Performance and Risk Committee |
| CAPS | Curriculum Assessment Policy Statement |
| CASS | Continuous Assessment |
| CPF | Community Policing Forum |
| DBE | Department of Basic Education |
| DTC | Departmental Training Committee |
| ECD | Early Childhood Development |
| EMIS | Education Management Information System |
| EPWP | Expanded Public Works Programme |
| EFA | Education for All |
| ETDP | Education, Training and Development Practices |
| GET | General Education and Training |
| GETC | General Education and Training Certificate |
| HEDCOM | Heads of Education Departments' Committee |
| ICT | Information and Communication Technology |
| IQMS | Integrated Quality Management System |
| LSEN | Learners with Special Education Needs |
| LTSM | Learning and Teaching Support Materials |
| LURITS | Learner Unit Record Information and Tracking System |
| MDGs | Millennium Development Goals |
| MEC | Member of the Executive Council |
| MTEF | Medium-Term Expenditure Framework |
| MTSF | Medium Term Strategic Framework |
| MST | Mathematics, Science and Technology |



| | |
|----------|-------------------------------------------------------------------|
| NEIMS | National Education Infrastructure Management System |
| NEPA | National Education Policy Act |
| NQF | National Qualifications Framework |
| NSC | National Senior Certificate |
| NSNP | National School Nutrition Programme |
| NSOI | Non-Standardized Output Indicator |
| PAJA | Promotion of Administrative Justice Act |
| PEDs | Provincial Education Departments |
| PFMA | Public Finance Management Act |
| PGDP | Provincial Growth Development Plan |
| PGDS | Provincial Growth Development Strategy |
| PPP | Public-Private Partnership |
| PSA | Public Service Act |
| RCL | Representative Council of Learners |
| SACMEQ | Southern Africa Consortium for Monitoring Educational Quality |
| SIAS | Screening, Identification, Assessment and Support (SIAS) Strategy |
| SASA | South African Schools Act |
| SASAMS | South African School Administration and Management System |
| SBA | School Based Assessments |
| SDGs | Sustainable Development Goals |
| SDIP | Service Delivery Improvement Plan |
| SDP | School Development Plan |
| SGB | School Governing Body |
| SITA | State Information Technology Agency |
| SOI | Standardized Output Indicator |
| Stats-SA | Statistics South Africa |
| SMT: | School Management Team |
| WSE: | Whole-School Evaluation |
| | |

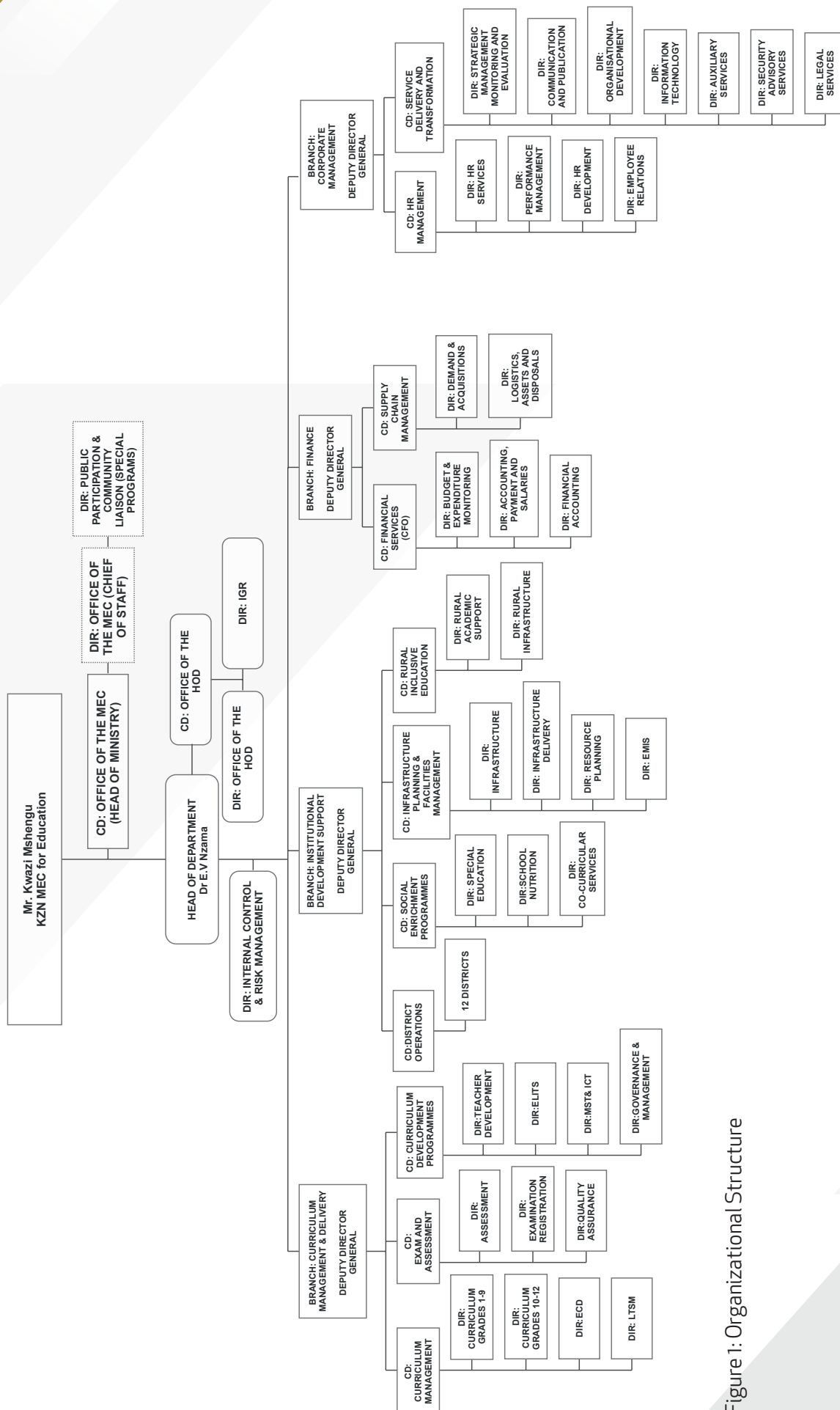


Figure 1: Organizational Structure



PART A: **OUR MANDATE**





1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

1.1. CONSTITUTIONAL MANDATE

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

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

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

1.2. LEGISLATIVE MANDATES:

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

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

1.3. NATIONAL EDUCATION POLICY ACT NO. 27 OF 1996

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

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

The South African Schools Act (SASA) provides access, quality and democratic governance in the schooling system. SASA provides a framework for all learners to exercise their right of access to quality education without discrimination, and provides for compulsory education for children aged 7 to 15 (or 6 to 14). It provides for two types of schools, namely independent schools and public schools. The provision in the Act



for democratic school governance, via school governing bodies, is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritized redress and target poverty with regard to the allocation of funds for the public schooling system.

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

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

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

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

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

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

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

1.5. EMPLOYMENT OF EDUCATORS ACT NO. 76 OF 1998

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

1.6. GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, (ACT 58 OF 2001)

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

1.7. 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.

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

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

1.9. THE ANNUAL DIVISION OF REVENUE ACT

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

1.10. PUBLIC SERVICE ACT, 1947 AS AMENDED (PROCLAMATION 103 OF 1994) (PSA)

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

1.11. PROMOTION OF ADMINISTRATIVE JUSTICE ACT, 2000 (ACT 3 OF 2000)

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

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

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

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

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



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

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

The purpose of POPI is to-

- Give effect to the constitutional right of privacy by safeguarding Private information;
- Balance the right of privacy against other rights;
- Regulate the manner in which private information must be processed;
- Provide persons with rights and remedies if POPI is contravened;
- Establish an information regulator to ensure that the rights protected by POPI are respected and those rights are protected and enforced.

1.14. POLICY MANDATES:

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

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

EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)

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

EDUCATION WHITE PAPER 7 ON e-LEARNING

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

NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)

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



2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

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

- Public Service Act No 104 of 1994 ;
- Labor Relations Act No 66 of 1995;
- Basic Conditions of Employment Act No. 75 of 1997;
- Skills Development Act No.97 of 1998;
- National Qualifications Framework Act 67 of 2008
- Employment Equity Act No 55 of 1998;
- Public Finance Management Act No 1 of 1999;
- Preferential Procurement Framework Act No 5 of 2000;
- Treasury Regulations;
- Children Act 38 of 2005;
- Promotion of Administrative Justice Act No 3 of 2000;
- Promotion of Access to Information Act No 2 of 2000;
- Protection of Personal Information Act No 4 of 2013;
- Protected Disclosures Act No 4 of 2000;
- Occupational Health and Safety Act No. 85 of 1993;
- Language in Education Policy, 1997
- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000
- National Policy on Whole School Evaluation (July 2001)
- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)
- National Policy on Religion and Education, 2003
- Policy Document on Adult Basic Education and Training (12 December 2003)
- National Education Information Policy (Government Notice 1950 of 2004)
- National policy regarding Further Education and Training Programmes: Approval of the amendment to the programme and promotion requirements for the National Senior Certificate: \A Qualification at Level 4



- Intergovernmental Relations Framework Act No. 13 of 2005
- Addendum to FET Policy document, National curriculum Statement on National Framework regulating learner with Special Needs (11 December 2006)
- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007].
- National Policy on the conduct, administration and management of assessment for the National Certificate (vocational), 2007
- National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)
- National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)
- Regulation pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008)
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- Construction Industry Development Board (Act 38 of 2000)

3. UPDATES TO RELEVANT COURT RULINGS

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

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

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

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



- a) **HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;**
- b) **HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. WELKOM HIGH SCHOOL AND ANOTHER;**
- c) **EDUCATION AND ANOTHER vs. 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 OTHER (CCT 135/12) (2013) ZACC 34.**

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

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

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

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

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

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



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

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

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

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

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

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

The Gauteng High Court ruled in favour of the Organisasie in the matter concerning religion in public schools. The High court found that public schools as state institutions cannot promote a single religion to the exclusion of others.

The schools defence was based on Section 16 of the South African schools Act which allows schools to determine a schools character or ethos according to the school community. The court held that there was nothing in the Constitution which gave public schools and SGB's the right to adopt an ethos from one religion to the exclusion of others.

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

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

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

Public schools cannot be empowered to sue and be sued but be immune from adverse costs orders. In addition, deciding to sue or oppose litigation is an exercise of the governance function vested in a school governing body and that governance function is confirmed by statute.

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



3.1. PLANNED POLICY INITIATIVES

3.1.1. National Development Plan

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

The section on early childhood development stresses the need to deal with the very basics of early childhood development. In South Africa, high numbers of children suffer from physical stunting as a result of poor nutrition in the early years – one in five children are affected according to the NDP (p. 299). The ten government departments, one national and nine provincial, dealing with basic education are expected to take on a larger responsibility in the area of ECD, insofar as these departments would begin managing the public funding of ECD centres. These departments are also expected to take forward the NDP goal of universal coverage for all children in the year prior to Grade R. ECD centres are expected to provide not just education, but a range of support, including nutrition.

The section on basic education has 11 sub-sections.

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

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

- (2) School infrastructure. The NDP stresses the importance of applying minimum standards, and envisages all schools having libraries, laboratories, computer centres and broadband.
- (3) Curriculum, incentives, inclusivity and language issues. The plan emphasises curriculum stability, and reiterates existing policy positions that emphasise the need for mother tongue instruction in the initial years of school, in order to establish a solid reading and language scaffolding for the child. Better career guidance, starting at the primary level, is also emphasised.
- (4) Sports, art and culture. The role of both sports and physical education are affirmed, in a context where health problems such as child obesity are on the rise. Arts and culture should be used to promote an understanding of history.
- (5) Long-term goals for basic education. The top long-term developmental priority in the NDP is to increase the percentage of learners reaching adequate achievement levels with respect to their language and mathematical (or numeracy) competencies. Monitoring of this should occur via national assessment programmes, as well as participation in international programmes. This aligns with global monitoring priorities agreed on in conjunction with the Sustainable Development Goals. Moreover, at a higher level of achievement, it is expected that a much larger percentage of Grade 12 learners would be ready for mathematically- and scientifically-oriented programmes at university.
- (6) Retain more learners. Here the aim falls on getting more youths to complete twelve years of education, either at school in some alternative institution, such a TVET college. This has implications for coordination between the DBE and the Department of Higher Education and Training (DHET).



- (7) Proposals to improve human capacity. This is a substantial sub-section. Increasing the quantity of teachers over the longer term, in order to reduce the number of unacceptably large classes, is emphasised. Improving the quality of teaching should also be pursued through various strategies. Effective in-service training is needed, teachers need better access to the latest technologies that assist teaching, career paths should be better at rewarding good teachers, and teachers in schools whose results improve should be rewarded through incentives directed to the school as a whole. The critical importance of relations between the employer and teacher unions is acknowledged. In line with lessons from other countries, union leaders should be given access to training that will assist them in fulfilling their role as leaders in the profession and in the broader national development process. Finally, the NDP calls for the departments to assume a more pro-active role in determining where young teachers end up teaching, in the interests of getting more good teachers with relevant qualifications into historically disadvantaged schools.
- (8) Proposals for improving school management. In order to strengthen management by existing school principals, both support and accountability are emphasised. The capacity of districts to support schools is important. Moreover, work needs to proceed on the design of performance contracts for school principals. Principals who repeatedly fail to reach reasonable targets should be replaced. The South African Schools Act approach of increasingly placing mechanisms for school improvement under the control of principals – they need powers if they are to be held accountable – is affirmed in the NDP. With regard to the appointment of new school principals, the NDP proposes the use of competency assessments, and underlines the importance of removing undue union influence in the appointment process, partly by strengthening the relevant oversight functions in districts.
- (9) Proposals for results oriented mutual accountability. The NDP envisages a strengthening of two-way accountability between districts and schools: districts need to provide support and services which schools find useful, and schools need to account to districts for the quality of the schooling offered to the community. Moreover, two-way accountability between parents and the school are needed: schools need to report in better ways to parents on how well children learn, and parents need to demonstrate that they provide support in the home. Crucially, these lines of accountability depend on 'reliable measures' of learning outcomes at schools which everyone can use to gauge progress. The NDP acknowledges how difficult accountability reforms can be:

Accountability measures are likely to be met with resistance because they change the balance of power. At first, they will add to the workload of teachers and principals and put new obligations on parents. Once systems and routines are established, the workload will lessen and the system will deliver benefits for everyone. (p. 311)



The following diagram illustrates the NDP's 'results oriented mutual accountability' system, or 'ROMA'. The elements of this are discussed further in, for instance, section Error! Reference source not found..

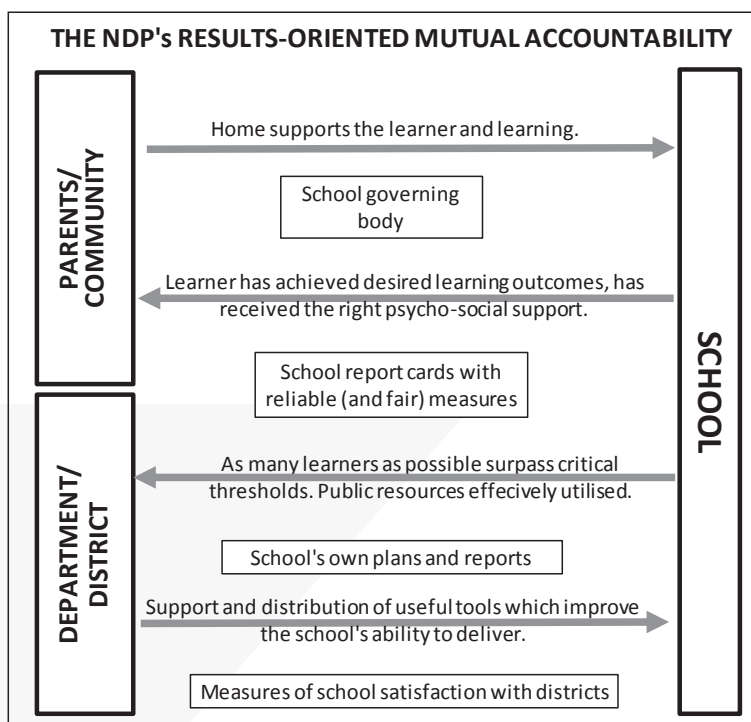


Figure 2: The NDP's envisaged accountability system

- (10) Proposals to improve school infrastructure. How poor infrastructure, including a lack of access to information and communication technologies (ICTs), exacerbate disadvantage in poorer parts of the country is emphasised in the NDP. In solving these problems, better coordination between various organisations, more data-driven planning, for instance in relation to future enrolment patterns, and a lowering of costs, are needed. Why costs are so high should be better understood.
- (11) The education pact. The NDP recognises that social buy-in for school improvement is crucial, but can also be difficult to achieve. It envisages ongoing efforts, led by the DBE, and guided by an education pact, that promotes a common understanding among stakeholders and recognises and supports the work of all parties.

3.1.2. NATIONAL PRIORITIES

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

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



- Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world.
- Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world.
- Deal decisively with quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such General Education Certificate before the grade 12 exit qualification.
- Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data.
- Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4 year olds from Social Development to Basic Education.
- Decolonization of Basic Education through the teaching and promotion of African Languages, South African and African History to all learners up to grade 12, and national symbols.
- Work with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety.
- Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced.
- Increase the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs.
- Strengthen partnership with all stakeholders, private sector, and promote integrated governance, intergovernmental relations, and labour peace.



PART B: **OUR STRATEGIC FOCUS**





VISION

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

MISSION STATEMENT

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



Values

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

i) Teamwork

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

ii) Altruism

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

iii) Empathy

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

iv) Professionalism

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



v) Integrity

- Consistency of actions and conduct with the highest ethical and moral conduct.
- Abiding by the unwritten rules and doing the right thing even when no one is watching.
- Displaying honesty, intolerance to fraud, corruption, nepotism and maladministration
- Straightforward communication, saying what needs to be said without withholding information.
- Treating all (employees, stakeholder and others) in a manner that is fair and just
- The backbone to efficiency and upholding responsibility in a corrupt free environment

vi) Openness and Transparency

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

vii) Excellence

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

viii) Ubuntu

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

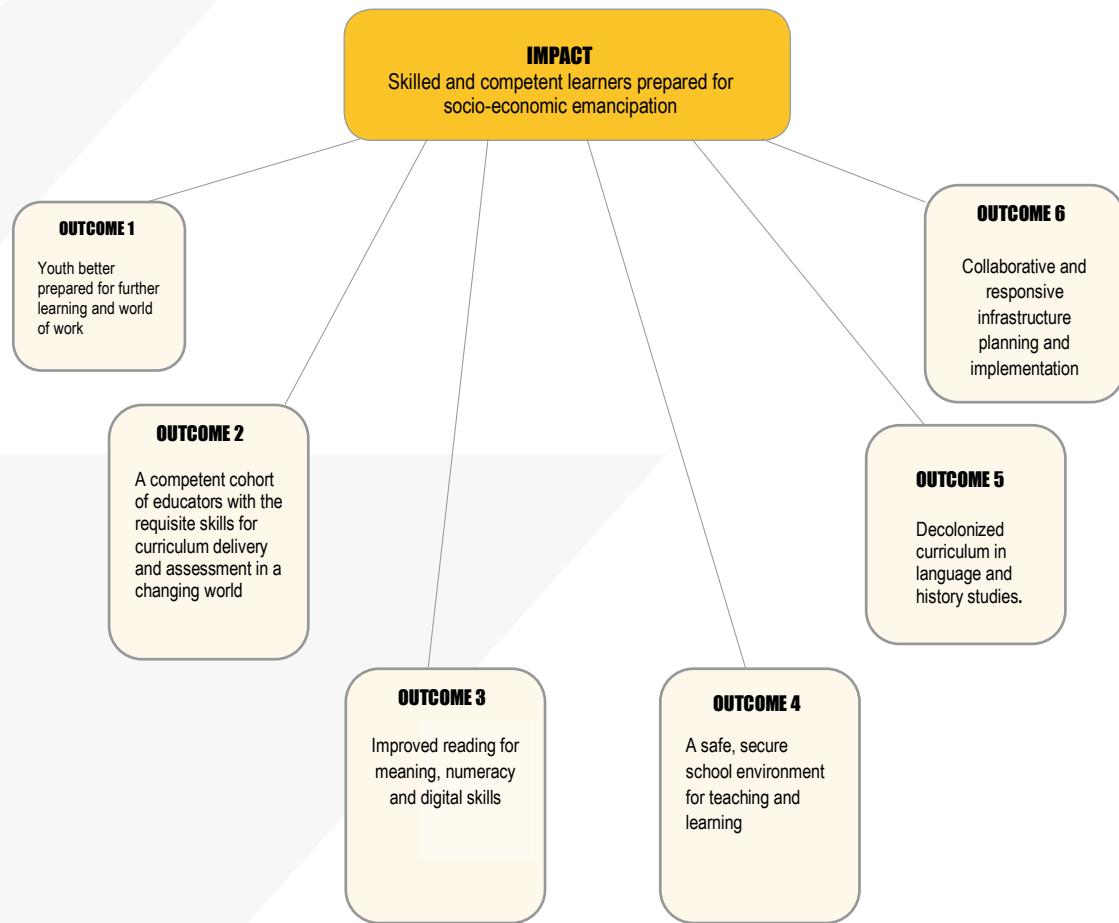


Figure 3: Strategic Mapping of Provincial Priorities



3.2. OUTCOMES AND RELATED INTERVENTIONS

3.2.1. Outcome 1

Youth better prepared for further learning and world of work

- The Department will improve the level of language and mathematics in all schools;
- The Department will increase the number and quality of passes in the National Senior Certificate;
- The Department will increase the quality of education provision in our poorer communities;
- The Department will provide more social and economic opportunities for our youth;
- The Department will increase access to niche subjects such as STEM subjects for historically disadvantaged learners;
- The Department will gradually introduce Coding and Robotics in schools;
- The Department will implement a curriculum with skills and competencies for a changing world in all public schools by adequate provisioning for and implementation of the Three Streams Model (Academic, Technical Vocational and Technical Occupational).

3.2.2. Outcome 2

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

- Develop competent teachers who are qualified and skilled to teach existing and new technological subjects.
- Train teachers in the concept of differentiated teaching and learning.
- The Department will introduce summary writing assessments in Grades 7, 8, 9, 10, 11 and 12.
- Systems in planning and supervision will be strengthened.
- PLC's will be revived to create a platform for engagement on curriculum related matters.
- The Department will strengthen the capacity of district offices.
- The Department will strengthen school management and promote functional schools.
- Heads of Departments, School Principals, Circuit Managers and all other relevant District Officials will be trained on leadership, management as well as quality monitoring and support of curriculum implementation.



3.2.3. Outcome 3

Improved reading for meaning, numeracy and digital skills

The Department will:

- Provide 100% access to Grade R
- Strengthen curriculum implementation in Grade R.
- Gradually provide fully funded posts for Grade R.
- Ensure that all primary schools have specialized Grade R facilities.
- Provide digital equipment and trained teachers in Grade R classes.
- Ensure that all public schools have Grade R classes
- Plan for the migration of 0-4 year olds to the formal schooling system.
- Provide access to e-content at no cost to teachers and learners i.e. E-books, on-line library.
- The Department will focus on reading with understanding across all Grades, improvement of classroom teaching, learner attainment and performance across the system
- The Department will also introduce quarterly standardized comprehension assessment instruments with results analyzed to inform the system.
- Teachers will be trained on assessment practices related to reading with understanding.
- The "Reading Promotion Programmes" will be adapted to "Promotion of Reading with Meaning".
- Reading for meaning for 10-year olds will be promoted in both English and isiZulu.

3.2.4. Outcome 4

A safe, secure school environment for teaching and learning.

The Department will:

- Increase the number of learners participating in Departmental extra-curricular activities, sports, social and cultural activities.
- Implement the National School Safety Framework in all schools.
- Implement the Integrated School Health Programme in all schools.
- Implement the Inclusive Education System in all our schools.
- Implement the My Life My Future programmes across the schooling system.
- Strengthen the Quality Learning and Teaching Campaign (QLTC) across the Province.
- Collaborate with the Department of Sports, Recreation, Arts and Culture to strengthen advocacy and policy implementation to address diversity.



- Increase the number of learners benefitting from the “No-Fee” schooling.
- Ensure that all learners irrespective of their special needs will have access to quality education in order to learn and function effectively.
- Increase the number of Special Schools in areas where there is a need.
- Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education Strategy.
- Capacitate SGBs to recommend competent managers to lead their schools
- Capacitate SGBs to support the school management and govern the affairs of their school effectively
- Strengthen partnership with all stakeholders as well as the private sector, and promote integrated governance, intergovernmental relations, and labour peace.

3.2.5 Outcome 5

Decolonised curriculum in language and history studies

- The Department will incrementally introduce African Languages in all schools.
- Reading for meaning will be done in isiZulu and in English.
- The curriculum content in language and history studies will be reviewed in consultation with DBE.
- The Department will prepare all schools for the introduction of History as a compulsory subject where the curriculum will be made up of local (indigenous) content.

3.2.6 Outcome 6

Collaborative and responsive infrastructure planning and implementation

- The Department will strive to provide all 5 957 schools with adequate sanitation, electricity and water.
- By 2024 the Department will ensure that there will be more focus schools in operation in the Province
- By 2024 the Department will ensure that 1 705 schools are fitted with digital learning boards and resources.
- Five thousand eight hundred and ninety seven (5 897) schools will be regularly maintained in line with the school maintenance plan.
- An automated ICT system will be introduced to support infrastructure planning, budgeting and implementation.
- The Department will introduce a functional Education Facilities Management System (EFMS).

3.2.7. STRATEGIC MAPPING OF PROVINCIAL PRIORITIES

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



| OUTCOME | OUTCOME INDICATORS | BASELINE | 5 YEAR TARGET | NATIONAL PRIORITY | MTSF OUTCOME | ACTION PLAN GOAL |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Youth better prepared for further learning and world of work | <ul style="list-style-type: none"> 60% of learners achieve Bachelor Passes in NSC. | <ul style="list-style-type: none"> 33% | <ul style="list-style-type: none"> 60% | <ul style="list-style-type: none"> Improving foundational skills of Numeracy and Literacy, especially Reading which should be underpinned by a Reading Revolution. Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading, and promote their status to teach learners skills and competencies for a changing world. Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools (Three Stream Model (Academic, Technical Vocational and Technical Occupational). Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data. | <ul style="list-style-type: none"> Outcome 4: Youth leaving the schooling system more prepared to contribute to prosperous and equitable South Africa | <ul style="list-style-type: none"> Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university. Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9. |
| | <ul style="list-style-type: none"> Percentage of learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences. | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 30% | | | |
| <ul style="list-style-type: none"> A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world | <ul style="list-style-type: none"> Percentage of learners enrolled in S. A. Sign Language | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 1% | <ul style="list-style-type: none"> Promote quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such General Education Certificate before the grade 12 exit qualification. | <ul style="list-style-type: none"> Outcome 1- Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers. | <ul style="list-style-type: none"> Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services. Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers. |
| | <ul style="list-style-type: none"> Percentage of educators who perform above 70% in competency to teach the subject they are teaching | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 100% | | | |
| <ul style="list-style-type: none"> Improved reading for meaning, numeracy and digital skills | <ul style="list-style-type: none"> Number of public schools reporting effective curriculum coverage. | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 5 957 | <ul style="list-style-type: none"> Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4 year olds from Social Development to Basic Education. | <ul style="list-style-type: none"> Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning | <ul style="list-style-type: none"> Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year. Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3. |
| | <ul style="list-style-type: none"> Percentage of 10 year olds able to read for meaning | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 100% | | | |



| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> A safe, secure school environment for teaching and learning. | <ul style="list-style-type: none"> Percentage of public schools benefitting from the schools' social security programmes | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 100% | <ul style="list-style-type: none"> Decolonization of Basic Education through the teaching and promotion of African Languages, South African and African History to all learners up to grade 12, and national symbols. Work with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety. | <ul style="list-style-type: none"> Equal opportunities, inclusion and redress | <ul style="list-style-type: none"> Goal 25: Use schools as vehicles for promoting public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture. |
| <ul style="list-style-type: none"> Decolonised curriculum in language and history studies. | <ul style="list-style-type: none"> Number of public schools offering isiZulu home language | <ul style="list-style-type: none"> New | <ul style="list-style-type: none"> 5957 | <ul style="list-style-type: none"> Increase the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs. | <ul style="list-style-type: none"> Goal 25: Use schools as vehicles for promoting public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture. | <ul style="list-style-type: none"> Goal 25: Use schools as vehicles for promoting public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture. |
| <ul style="list-style-type: none"> Collaborative and responsive infrastructure planning and implementation | <ul style="list-style-type: none"> Percentage of public schools refurbished and/ or renovated in rural and township areas Number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities. Number of public schools with pit latrines. Number of public schools with infrastructure that match the current digital skills requirements in teaching and learning | <ul style="list-style-type: none"> New New New New | <ul style="list-style-type: none"> 50% 2 000 0 2 000 | <ul style="list-style-type: none"> Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced. | <ul style="list-style-type: none"> Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | <ul style="list-style-type: none"> Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach. |
| | | | | | <ul style="list-style-type: none"> Outcome 5: Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDI | <ul style="list-style-type: none"> Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education |



4 UPDATED SITUATIONAL ANALYSIS

4.1. Introduction and Background

The South African education system was built on an Apartheid-Colonial foundation. The 1994 democratic breakthrough was a significant turning point to build a robust and equally institutionalised response against the more than 360 years impact of colonialism and apartheid. This response takes into account the colonial and apartheid education system which was targeted as a central instrument to perpetually discriminate against Africans.

More than 25 years into democracy the country has made numerous strides in ensuring a transformed education system. The task of the department as an education sector includes having plans that respond to the present and future socio-economic demands of the country. This also includes addressing the fundamental issues of human capital which was limited by the imposition of an unskilled cheap labour system. It remains a serious indictment that whilst South Africa enjoys the advantage of having a population whose majority is young people, the economy does not benefit from this country's endowment.

The training and preparation of the youth for the world of work is critical and central to their understanding of the meaning they will attach to their education. Education without a purpose becomes lost in the lives of young people who struggle to make sense of it and the purpose thereof. Many young people find it difficult to access job opportunities because their preparation did not sufficiently outline the basic outcomes of their learning. They attended school and progressed without a clear purpose about their learning. As such education without clear outcomes and purpose may lead to joblessness. There is an urgent need to retrain many young people and give them skills that are necessary in the changing world.

Technology and science are enablers that will lead the youth to explore and create new possibilities. The MTSF (2020/24) emphasises the importance of employing teachers with the right skills. Most important is the reskilling of teachers who may be declared redundant if their skills are not in line with the present and future needs of the country and the world. Although some teachers may not have the requisite competencies, they have experience in sharing knowledge and understanding of how young people learn and may be trained to use new knowledge for their future and that of the country and the world.

All programmes offered in schools should have a component of entrepreneurship to provide learners with various options about how the acquired knowledge could lead to the development of skills, further knowledge and job creation - becoming leaders and not always followers.

Learners must not be allowed to drop out of school before they have acquired basic and advanced skills that will enable them to make a difference in their lives and in other people's lives. This is an ideal that will eventually lead to the economic as well as social development of the people of South Africa.

Due to the impact of Section 60 of the South African Schools Act, 1996 the Department is constantly being sued for contracts entered into by school SGB's. In addition, the Department faces exorbitant claims for *inter alia* injuries to learners that occurred during a school activity, corporal punishment, claims emanating from sexual related offences, unpaid salaries and breach of contract.

In an attempt to reduce the number of legal disputes the department will strengthen the following areas amongst others:



- The strategic management of litigation and labour matters in the Department to ensure the protection of the Department's interest at all times;
- The drafting and vetting of contracts/ service level agreements; and
- Legislative drafting and support provided in Compliance matter

4.1.1. Education Landscape

KwaZulu-Natal Department of Education (KZNDOE) has twelve (12) education districts made up of 5 807 public ordinary schools and seventy five (75) public special schools. The Department's operational districts are well aligned with local government municipalities. This places the Department in a better position to positively contribute to the recently launched District Development Model (DDM). It also means that government in its entirety including the education system is integrally poised to respond directly and closer to the specific needs of communities. In operational terms, the Department's Districts are better placed to ensure that the educational needs are treated in conjunction with other economic and social programs at local level. The district development model should force our various districts to move away from operating in silos and instead pool resources and programmes which will have a multiplier effect, such as in the roll out of ICT and the provision of libraries which will come from collaboration by both the department and the local municipality.

Approximately 2, 8 million learners are registered in public schools. This does not in any way represent universal access to basic education in the province. There are still learners who drop-out from the system for various reasons. According to Stats SA (GHS:2019) on percentage distribution for reasons provided by individuals between 7-18 years for not attending education institutions shows that these reasons include no money for fees (11,8); poor academic performance (22,9); family commitments (7,9); education is useless (7,5); illness and disability (10,8). The first four of these reasons can be ascribed to the non-responsiveness of the system to the economic needs of the people that it intends to serve. Despite having a highest proportion of schools in the province, the reality is that there is a disjuncture between subjects offered by the schools and the patterns of local economy's demand of requisite skill-sets.

The vastness of the spatial landscape in the province determines the number of schools and where they are located including their resourcefulness. For example, Zululand District has more schools (743) and yet has the lowest population compared to Pinetown and Umlazi. Another major factor that influences planning and provisioning in education is the enrolment of learners. Over recent years the increase in enrolment in urban schools has led to significant accommodation and staffing pressures in these schools. The implications are that, given the history of skewed development in SA where rural is equivalent to backwardness, and that the no fee schools are concentrated in that area, this will require a few strategic considerations to be made with regard to the alignment between policy development and implementation. This alignment should not be limited to basic education only but address issues that interface with the higher education sector and basic education.

4.1.2. Demand for services

The provision of decent sanitation is in compliance with the Norms and Standards of Schools. The province still sees the existence of improper water and sanitation facilities such as pit latrines as a challenge.

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



Presently the Department has challenges on capacity to absorb the migration of 0-4 year olds into our schooling system. In order to prepare ourselves for the migration which will take place in approximately 4 years, the Department needs to amongst others carry out an audit of the number of crèches we have in the province and the number of children that are accommodated at these institutions.

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

Whilst we have made headway in improving access to learning, we acknowledge the continuing challenges, especially in respect of: equity and redress; the drop-out rates; the levels of literacy and numeracy; the performance of our learners in the subjects of maths and science; teacher support and development; and learner behaviour and parental involvement in the education system. The KZN Department of Education (KZNDoe) has identified that infrastructure is one of the critical barriers to high quality education within the Province in terms of pit latrines, inappropriate structures, electrification, safety in schools and more libraries (e-Learning Facilities). The Department will also build schools that are in line with the 3 Streams Model such as Focus Schools specialising in Hospitality and Tourism.

4.1.3. Trends Analysis

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

Audit Outcomes

The Department has received unqualified audits for the past 4 years and it is striving towards obtaining clean audits in the future. Turnaround Strategies are developed in areas of weakness in controls with action plans to strengthen these controls. The Department monitors the implementation of action plans on a quarterly basis and reports to oversight committees such as the Cluster Audit & Risk Committee (CARC), Education Portfolio Committee (EPC) and SCOPA.

Risk Management

The Department revised its Risk Management Strategy for 2020/2021 and the Risk Management Policy which was approved by the Head of Department. In conjunction with the Risk Management Strategy and the Risk Management Policy; as a response to the COVID-19 Pandemic, the Department developed a COVID-19 Risk Register which covers risks in the workplace and schools with action plans to mitigate these risks. This register is monitored frequently and Districts and Head Office provide feedback on implementation of action plans to ensure the mitigating controls are being effective in reducing the risk. The Departmental risk register was also revised to include the emergent risks that arise from the COVID-19 pandemic including action plans developed to mitigate these risks. The Specialised Risk Registers, i.e. the Occupational Health & Safety, Business Continuity Management, Information Technology and Fraud Risk Registers have been revised during 2020. Both the Departmental Risk Register and the Specialised Risk Registers are monitored and reported on a quarterly basis to the Departmental Risk Management Committee and the CARC.

Investigations on Fraud and Corruption

Due to the financial pressures of the current economic climate, there has been an increase in reported fraud



and corruption cases in the Department. Due to the capacity constraints within the Directorate: Internal Control & Risk Management, the Department has appointed a panel of Forensic Investigators for a period of 3 years to address the backlog of cases within the Department. Matters reported to the Department are investigated and where applicable the appropriate consequence management applies. Matters of a criminal nature are also reported to the South African Police Services (SAPS). The Department has also revised its Fraud Prevention Plan whereby all employees will be workshopped.

4.1.4. Academic achievements

To improve learning outcomes in all grades the Department implemented various interventions. One such intervention is the Provincial Academic Improvement Plan which is yielding positive spin-offs in all grades, especially Grade 12. The National Senior Certificate results have been steadily increasing over the past few years.

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

National Senior Certificate Results

The KwaZulu-Natal NSC results improved from 76.20% in 2018 to 81.30% in 2019. The year 2020 saw a decline in the overall NSC pass rate due to Covid-19 disruptions. The provincial pass percentage in the year 2020 NSC examination declined to 77.6%. A multitude of interventions including weekend classes and virtual tutorials have been very impactful. They have assisted many learners who would not have been able to perform as best as they did without these interventions. The interventions attempted to increase the number of quality passes in the National Senior Certificate examination.

All districts in the province with the exception of UMkhayakude have declined from 2019 to 2020. Amajuba district declined from 85.2% in 2019 to 80.5% in 2020. Harry Gwala district declined from 77.32% in 2019 to 75% in 2020. Ilembe district declined from 80.9% in 2019 to 76.9% in 2020. King Chetshwayo district declined from 79.3% in 2019 to 74.8% in 2020. Pinetown district declined from 83.0% in 2019 to 75.8% in 2020. Ugu district declined from 86.3% in 2019 to 81.7% in 2020. UMgungundlovu district declined from 82.8% in 2019 to 80.3% in 2020. UMkhayakude maintained 80.6% in 2019 and 2020. UMzinyathi district declined from 77.4% in 2019 to 72.6% in 2020. UThukela district declined from 79.2% in 2019 to 73.5% in 2020. Zululand declined from 79.1% in 2019 to 76.7% in 2020 as shown in the table below



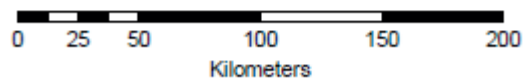
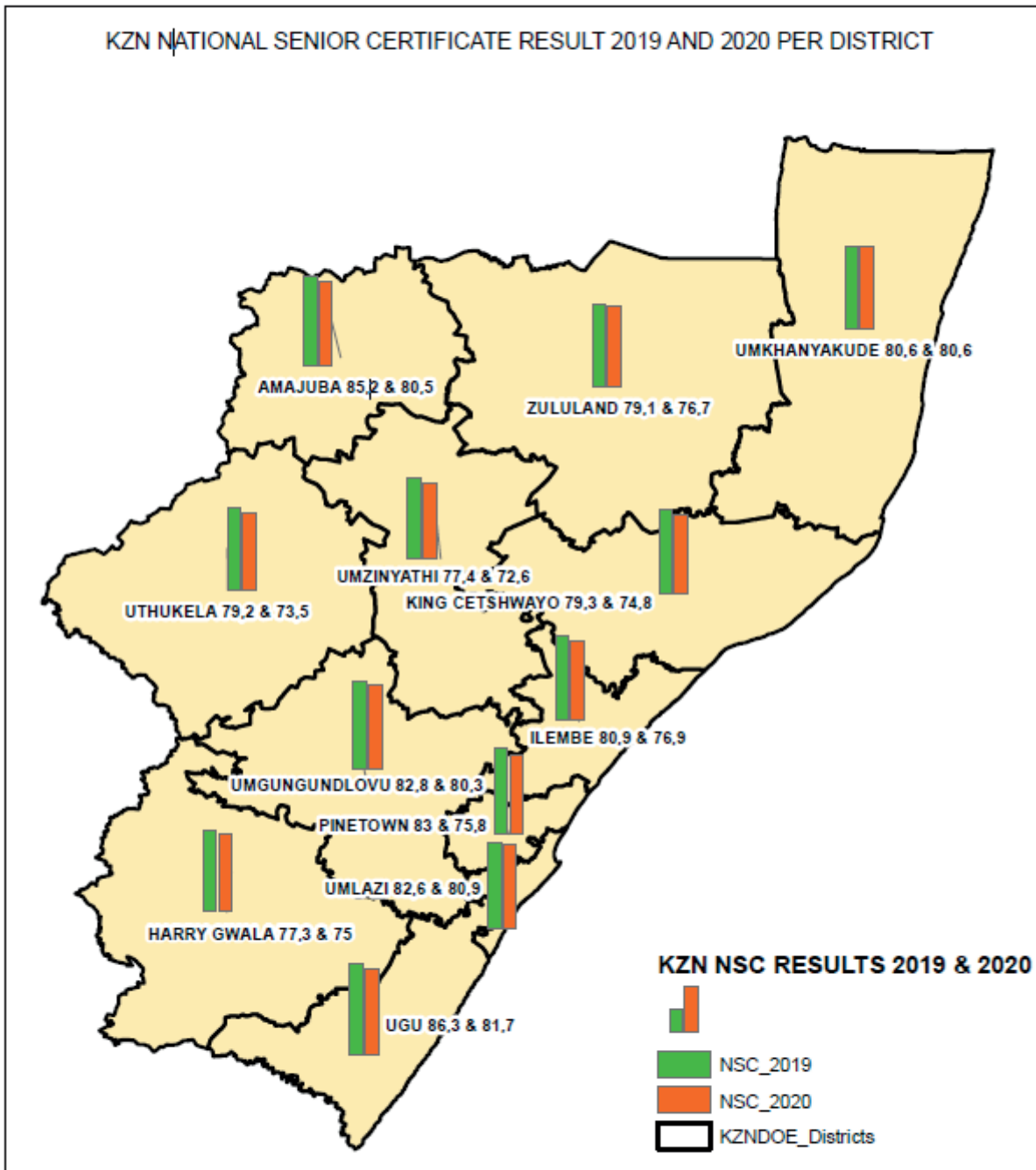
Table 1: Overall Performance of KwaZulu-Natal

| OVERALL PERFORMANCE OF KWAZULU NATAL | | |
|---------------------------------------------|-------------|-------------|
| DISTRICT | 2019 | 2020 |
| UGU | 86.30% | 81.7% |
| AMAJUBA | 85.20% | 80.5% |
| PINETOWN | 83.00% | 75.8% |
| UMGUNGUNDLOVU | 82.80% | 80.3% |
| UMLAZI | 82.60% | 80.9% |
| ILEMBE | 80.90% | 76.9% |
| UMKHANYAKUDE | 80.60% | 80.6% |
| KING CETSHWAYO | 79.30% | 74.8% |
| UTHUKELA | 79.20% | 73.5% |
| ZULULAND | 79.10% | 76.7% |
| UMZINYATHI | 77.40% | 72.6% |
| HARRY GWALA | 77.30% | 75% |
| PROVINCE | 81.30% | 77.6% |



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

KZN NATIONAL SENIOR CERTIFICATE RESULT 2019 AND 2020 PER DISTRICT



GROWING KWAZULU-NATAL TOGETHER

Figure 4: Map showing KwaZulu-Natal National Senior Certificate 2019 & 2020 per District



Declines in KwaZulu Natal Districts

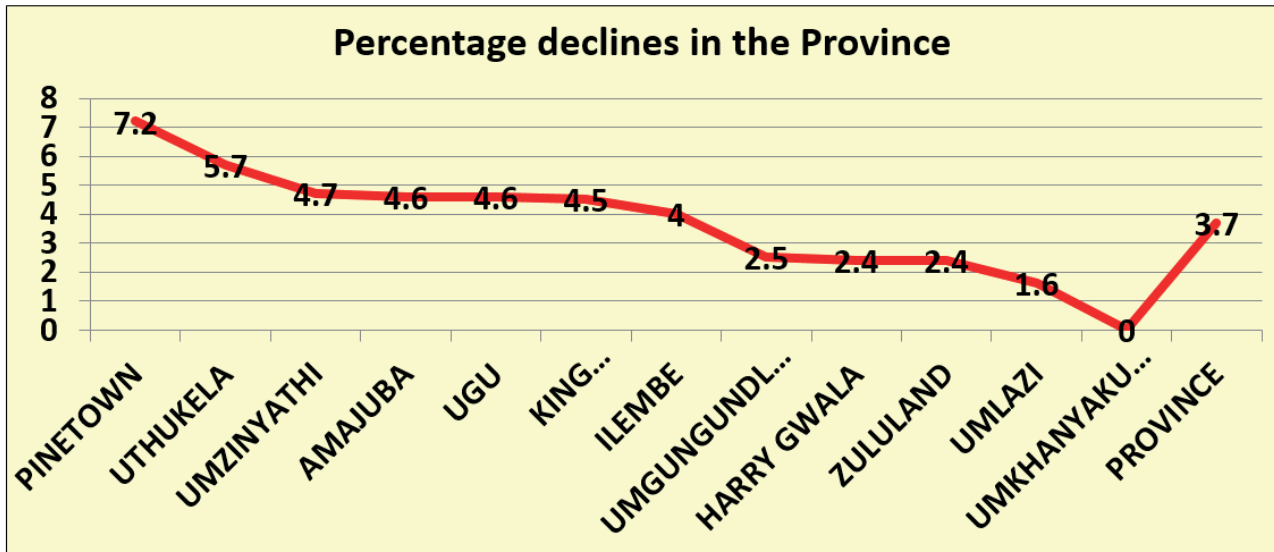


Figure 5: Provincial and District Declines

Bachelor Passes Per District in 2020

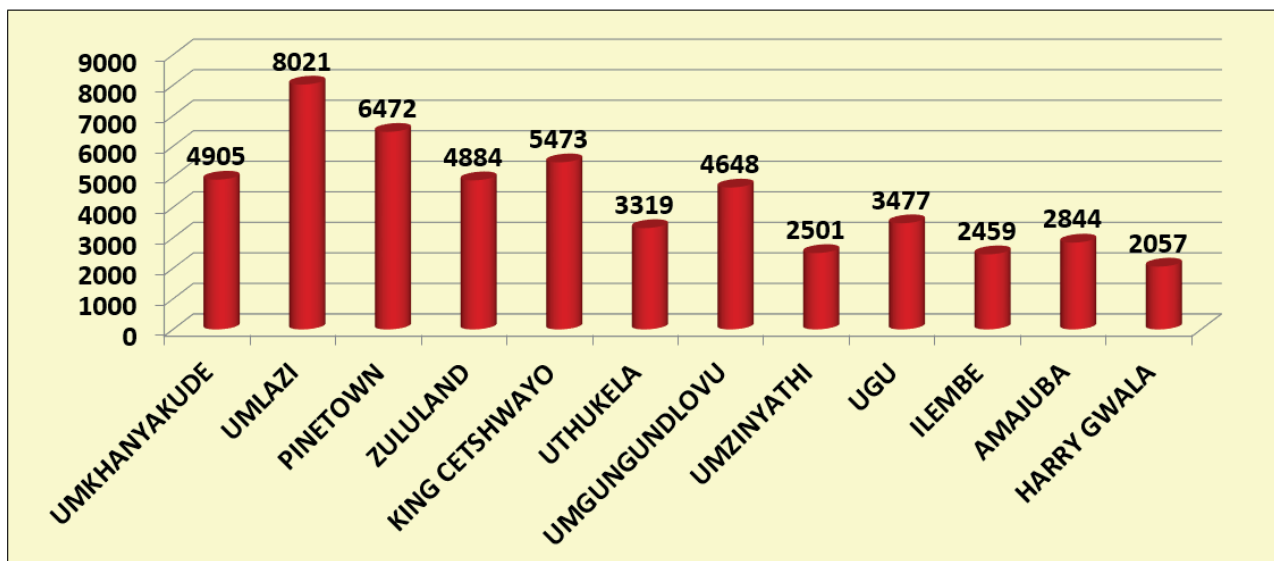


Figure 6: Bachelor Passes Per District in 2020



Diploma Passes Per District in 2020 KwaZulu Natal

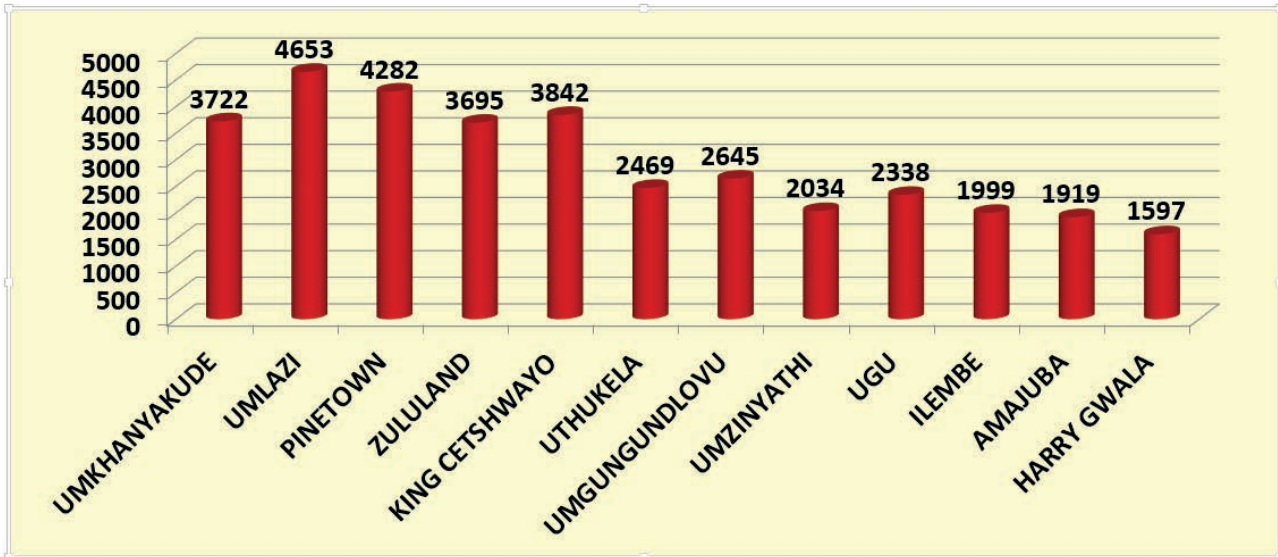


Figure 7: Diploma Passes Per District in 2020

Quality of Passes in KwaZulu Natal

| Categories | 2019 | 2020 | Increase/decline | % Increase/decline |
|-----------------------|--------------|---------------|------------------|--------------------|
| Bachelors | 44189 | 51060 | 6871 | 15.5 |
| Diplomas | 32696 | 35195 | 2499 | 7.6 |
| Higher certificate | 18086 | 18658 | 572 | 3.2 |
| NSC | 43 | 24 | -19 | -44.2 |
| Endorsed | 3 | 1 | -2 | -66.7 |
| Total achieved | 95017 | 104938 | 9921 | 10.4 |

Quality of Passes in KwaZulu Natal



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

With the world changing very fast in the field on Information Communication and Technology (ICT) and the Fourth Industrial Revolution (4IR) taking center stage, we have seen an importance of also catching up with the speed at which the advancements in these two areas are moving. It is for this reason that we are serious about making strong investments in technology and internet connectivity to lay a solid foundation for a future that is underpinned by innovation and is digitally inclusive. We have worked hard to build an integrated ICT package that will enable us to continuously modernize methods of teaching and learning.

Coding and robotics

The department is committed to pilot the introduction of Coding and Robotics at foundation phase as part of aligning with the demands of the 4th Industrial Revolution. To this end, we would like to report that 60 primary schools, 55 multi-grade schools and 8 special and full-service schools in Grade 7 have been identified to pilot the teaching of these subjects. The training of Subject Advisors and Teachers was undertaken in February 2020. The department intended to officially launch this programme at the beginning of the second term of 2020/2021 but was disrupted by the COVID 19 pandemic.

4.1.5. Human Resources Landscape

The KwaZulu-Natal Department of Education has 90 057 educators employed in terms of the Employment of Educators Act and who provide the core function towards ensuring a literate and skilled society through education. The Department also has 17376 employees who are employed in terms of the Public Service Act to provide support services.

While there is sufficient supply of qualified educators in most of the fields, there is a difficulty in recruiting qualified educators for scarce skills such as Mathematics and Science. Representations have been made to National Department of Basic Education for the awarding of Fundza Lushaka bursaries for this Province to target persons studying towards qualifications in the scarce subjects including Mathematics and Science as well as all other identified fields where the supply may not be sufficient.

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

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

The attrition rate is 2.8% and this shows that there is stability with most employees remaining in service until retirement. HR Planning is undertaken to ensure that there is a sufficient pool of suitable candidates to fill the vacancies which arise. The number of employees per type of termination is illustrated below:

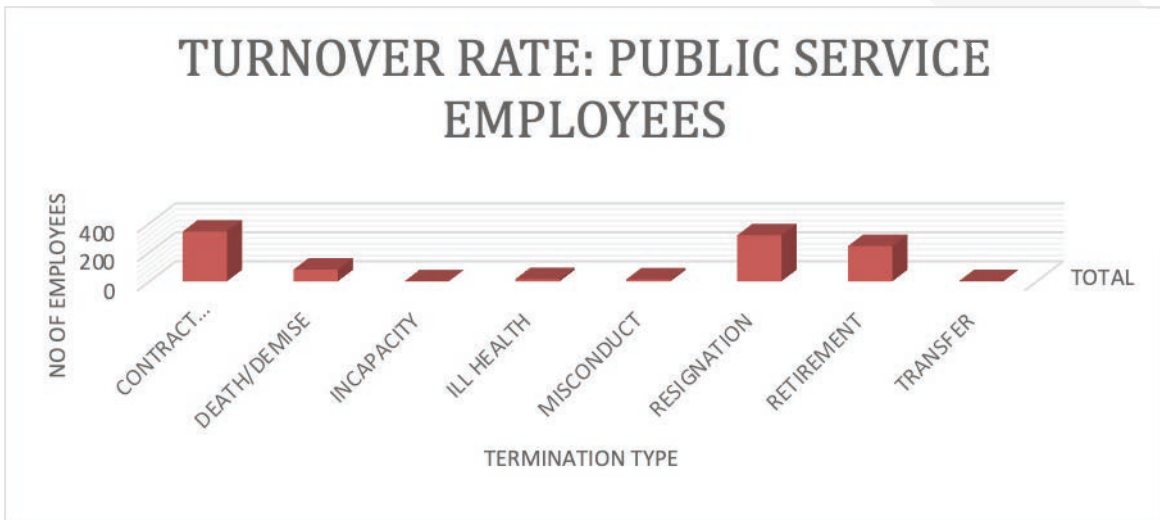


Figure 8: Turnover Rate: Public Service Employees



Figure 9: Turnover Rate: Educators

Apart from “contract expiry” which is basically the termination of temporary appointments for short periods, it is evident that “retirement” is the highest reason for exit. In this regard, an age analysis is crucial in planning for such exits. The following is the current age distribution within the Department:

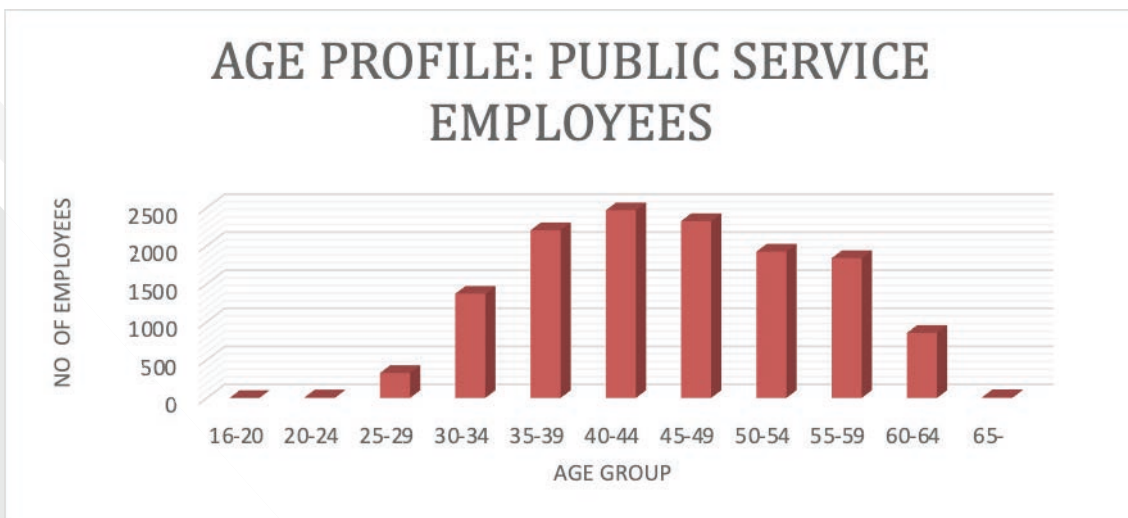


Figure 10: Age Profile: Public Service Employees

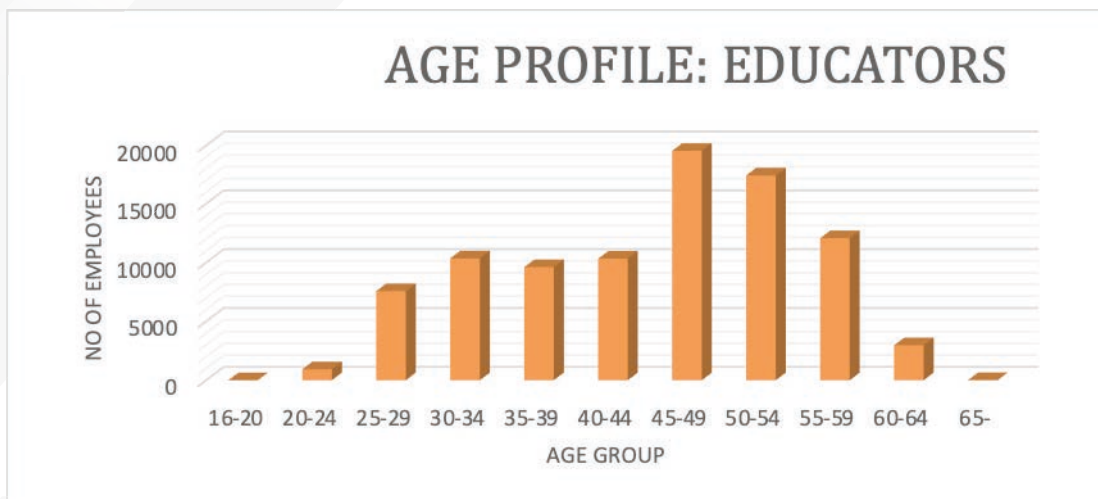


Figure 11: Age Profile: Educator

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

In the filling of posts, there is also a need for compliance with the Employment Equity Act and the demographics of the Department must be borne in mind for this purpose. While the numbers fluctuate over time, the table below depicts the general workforce of the Department:

Table 3: Employment Equity

| LEVELS | MALE | | | | FEMALE | | | | FOREIGN NATIONALS | | TOTAL |
|-------------------|-------|-----|------|-----|--------|-----|------|------|-------------------|--------|--------|
| | A | C | I | W | A | C | I | W | MALE | FEMALE | |
| TOP MANAGEMENT | 1 | - | - | - | 2 | - | - | - | - | - | 3 |
| SENIOR MANAGEMENT | 26 | - | 3 | 1 | 13 | 1 | 3 | - | - | - | 47 |
| PROFESSIONALS | 2705 | 45 | 611 | 130 | 1766 | 41 | 400 | 170 | 6 | 6 | 5880 |
| SKILLED TECHNICAL | 18562 | 160 | 1790 | 331 | 51396 | 539 | 5785 | 1959 | 204 | 86 | 80812 |
| SEMI-SKILLED | 5347 | 17 | 162 | 20 | 5393 | 59 | 312 | 172 | 8 | 5 | 11495 |
| UNSKILLED | 1354 | 7 | 53 | 10 | 2388 | 19 | 71 | 5 | 1 | - | 3908 |
| TOTAL PERMANENT | 26516 | 227 | 2595 | 485 | 58929 | 650 | 6434 | 2262 | 164 | 83 | 98344 |
| NON-PERMANENT | 1479 | 2 | 29 | 8 | 2032 | 11 | 146 | 46 | 54 | 12 | 3819 |
| GRAND TOTAL | 27995 | 229 | 2624 | 493 | 60961 | 661 | 6580 | 2308 | 218 | 95 | 102163 |

While approximately 69% of the workforce is made up of females they dominate mainly in the lower levels. Majority of the management posts including posts of Principal, Chief Education Specialists and SMS posts are filled by males. There is an obligation to adhere to the DPSA target of 50% of SMS posts being filled by females. In addition, 2% of all posts ought to be filled by persons with disabilities and this Department with just 0.03% of the workforce comprising of persons with disabilities, falls far short of the target. There is a need for targeted development and recruitment for these underrepresented categories of employees.

The Directorate HR Services manages all processes in the development of HR Policies and procedure directives for the correct and consistent administration of human resource recruitment, selection and the conditions of service of employees including the establishment of educator norms. In addition, the management of all personnel information maintained on the PERSAL System is monitored and analysed to be the basis of critical decision making.



The rate of increase for compensation of employees is insufficient to cater for the eventual actual annual increases, hence the department has always been required to fund the difference from its own funds. The annual budget cuts imposed by Treasury cannot be recouped from compensation of employees. Hence these cuts have resulted in a diminished baseline which affects spending on goods and services. The Department's budget for the Compensation of Employees is underfunded by an amount of R588 million in the 2020/21 MTEF. The implication is that, the budget will be underprovided for by R588 million and thus additional budget reprioritization would be imperative. This is a recurrent situation over the MTEF.

4.1.6. Evaluations

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

- Valid and reliable;
- Capable of revealing longitudinal trends and dynamics; and
- An internal tool for learning and improvement premised on an ethos of collectivity and that no individuals have a final and definitive answer to all challenges.

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



5. External Environment analysis

5.1 Demographics

According to the 2020 Mid-year population estimates KwaZulu-Natal is home to approximately 11.5 million people which is the second largest in the country and represent 19,3% of the country's population (STATSA, 2020). Percentage of population under 15 years of age in the province of KwaZulu-Natal constitutes 35.24% of the country's population.

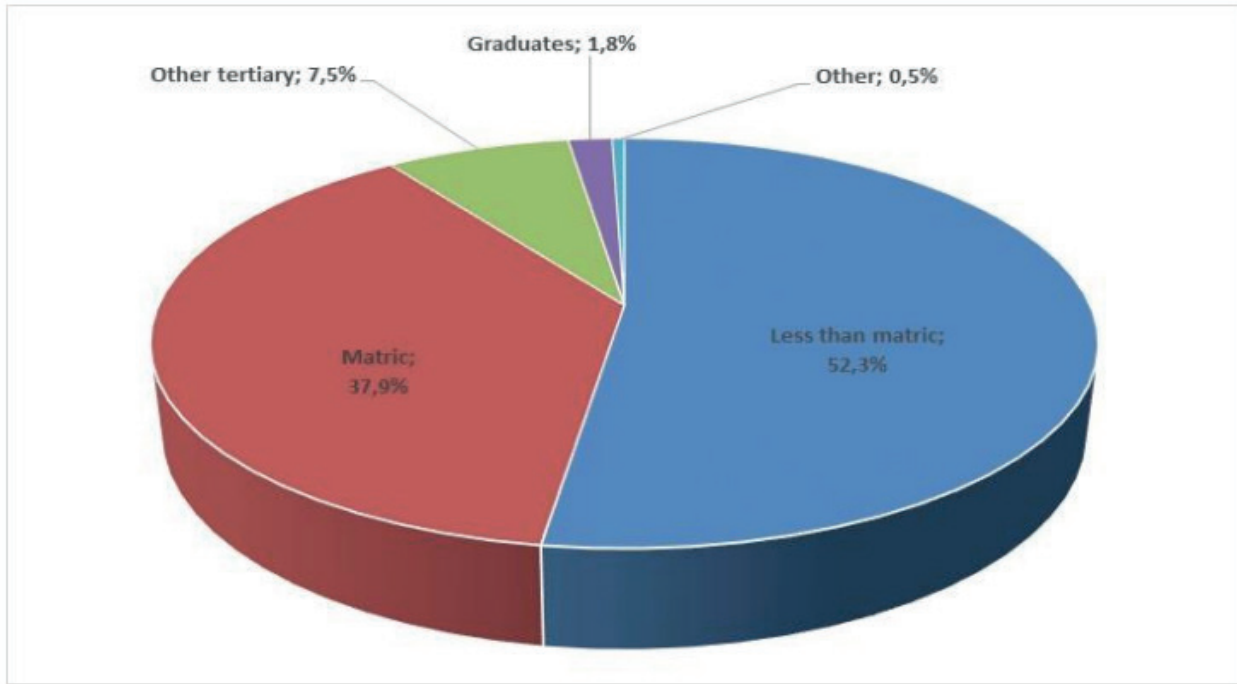


Figure 12: Education levels below matric for unemployed persons

Figure 11 shows that of the 7,2 million unemployed persons in the fourth quarter of 2020, as many as 52,3% had education levels below matric, followed by those with matric at 37,9%. Only 1,8% of unemployed persons were graduates, while 7,5% had other tertiary qualifications as their highest level of education (STATSA, 2020).

1.2. Political Environment

Politically related conflicts are a well known phenomenon in South Africa and many of these conflicts have made their way into schools and classrooms. There is also an increase in service delivery protests which have shifted to violent protest which are very destructive in nature as they cause great amount of damage to infrastructure as they create no-go areas.

1.3. Economic Environment

South Africa is experiencing negative economic growth which is currently impacting every sphere of government spending. According to the Statistic South Africa Quarterly Labour Force Survey 2020 South Africa experienced an average growth rate of approximately 5 per cent in real terms between 2004 and 2007. However, the period 2008 to 2012 only recorded average growth just above 2 per cent; largely a result of the global economic recession (STATSA, 2020). This was not unique to South Africa as many countries experienced the global economic crisis which has affected economic growth in South Africa over the last four years, prompting a deceleration in rate of economic growth.



1.4. Social Environment

The South African COVID-19 Modelling Consortium anticipate that epidemics in KwaZulu-Natal, Gauteng and Western Cape are expected to peak earlier, whilst other provinces will trail behind (STATSA, 2020). The disruption of the education system due to the pandemic is not unique to the province of KwaZulu-Natal however it brought unique challenges which requires swift responses. These challenges include school infrastructure vandalism, school dropout, and decline in passes. The official unemployment rate increased by 1.7 percentage points to 32.5 per cent in Q4: 2020 compared to Q3: 2020. KwaZulu-Natal recorded one of the largest increased in official unemployment rate up by 4.6 percent.

1.5. Technological Environment

Technological innovations are rapidly changing the landscape in many perspectives and with the 4th Industrial revolution in motion which calls for rapid interventions which are aimed at transforming education is paramount. As education is at the centre, it provides for the establishment of educational institutions and curriculum geared towards realization of the technological skilled teachers and learners. One of the inevitable development of the future is automation which is likely to displace the current model of teaching and learning which was designed to meet the needs of the first industrial revolution. Coding and Robotics amongst other intervention is a starting point for the sector to ensure that its stays relevant to rapid technological advancements which require continuous learning. The need for such transformation has been more visible in 2020 as Covid-19 pushed for alternative ways of teaching and learning outside of the classroom environment. The lack of new technological infrastructure in teaching and learning in order to meet the ever rising demand for 4th industrial revolution is a conundrum.

1.6. Environmental

Climate change has brought about unpredictable weather conditions and this is set to change for the worse because of rising global emissions of greenhouse gases. These unpredictable weather conditions are highly destructive in the school infrastructure environment ultimately disrupting the education and further exposing existing vulnerabilities. According to UNICEF, 2011 Climate change is a threat to sustainable development and the achievement of many key development targets, such as the Millennium Development Goals. Some of the impact of climate change include learner drop out mainly due to flooding, displacement, emotional distress and storm related infrastructure damage. Furthermore, teaching and learning does not only take place in classrooms and opportunities for access to good quality education in the province have not been equal for all citizens. This is due to various reasons which include spatial pattern

1.7. Legal Environment

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

1.8. Stakeholder Engagement

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



students and staff who may have been exposed to the virus. The COVID-19 pandemic has exposed the consequences of inequalities in South Africa's education system and it could act as a catalyst to address some of the inequalities that prevail in education, especially in a province such as KwaZulu-Natal which is largely rural. This is because measures taken to prevent the spread of the coronavirus are unearthing a wide range of systemic problems right across the education landscape. The Department of Health amongst others things provided Environmental Health Inspectors, screeners and training to assist the Department to ensure compliance with health regulations particularly Covid-19 regulations. Inadequate sanitation and water infrastructure, overcrowded classrooms and a shortage of teachers in specific phases and subjects are some of the challenges the education system is battling with.

The stakeholders are important in implementing assessment policies and systems to monitor the success of learners, administer an effective and efficient examination and assessment services. Co-operation is received from the Minister of Police for availability of police personnel and SAPS's leadership support when necessary and Local Municipalities with regard to infrastructure and basic services such as electricity & water. The SAPS assist in distribution and security of examination material, whilst the South African Defence Force provides assistance with distribution to inaccessible areas due to inclement weather. Unforeseen circumstance such as service delivery protests, Labour unrest and inclement weather causes disruptions of the examinations. Contingency plans are developed to have the SA Defence Force on standby. Examinations are prioritised in terms of budgetary allocations which enhances the prospects of delivering a credible examination. In view of the magnitude of examination related functions job creation is enhanced e.g. University Students and contract employees are used for invigilation and other temporal tasks.

KZN is also culturally diverse and continuously works towards social cohesion. Schools mirror non-racialism in urban areas. There is a realization of the need for youth empowerment, equality, non-sexism and non-racism. Township schools and rural schools are homogenous and do not create the necessary space for social cohesion initiatives. The prevalence of inequality, racism, sexism, lack of safety due to social ills have all placed a great strain on the schooling in KZN. Some communities do not take full ownership of their schools. Community feuds affect school life. The department will continue to forge partnership with the Department of Arts, Culture, Sport and Recreation to promote social cohesion.

6. Internal Environment Analysis

6.1. Incremental introduction of African Languages (IIAL) in the Province

From 2017 to date out of 279 targeted schools in Grades 1-3, 259 are implementing the IIAL.

6.2 No Fee Schools

The Department of Basic education requires KZNDOE to have the spread of quintiles adhering to particular percentages. Percentages are supposedly an expression of the poverty of communities surrounding the schools where learners reside. However, there are 10.4% (approximately 737) more schools benefitting from Quintile 1-3 range. This means that the Department had to adjust the quintile rankings of schools. In order to accommodate more schools, the Department had to reduce the national per learner target amounts in order to be within the provincial total allocated budget of R2, 046 billion. The Department will be required to raise approximately R684 million to be in line with the national target amounts.

There is pressure from the National Department of Basic Education for the department to increase the funding to Public Ordinary schools, especially Quintiles 1, 2 & 3 and more pressure is placed on schools to meet the rising costs of domestic accounts. The cost of the required funding to meet the National benchmark can only be entertained with the reduction in the Compensation of Employees budget to the 80 per cent benchmark in order for the department to increase its operational budget. To this end the department will continue with the turnaround strategies implemented in respect of the redeployment of surplus teachers.

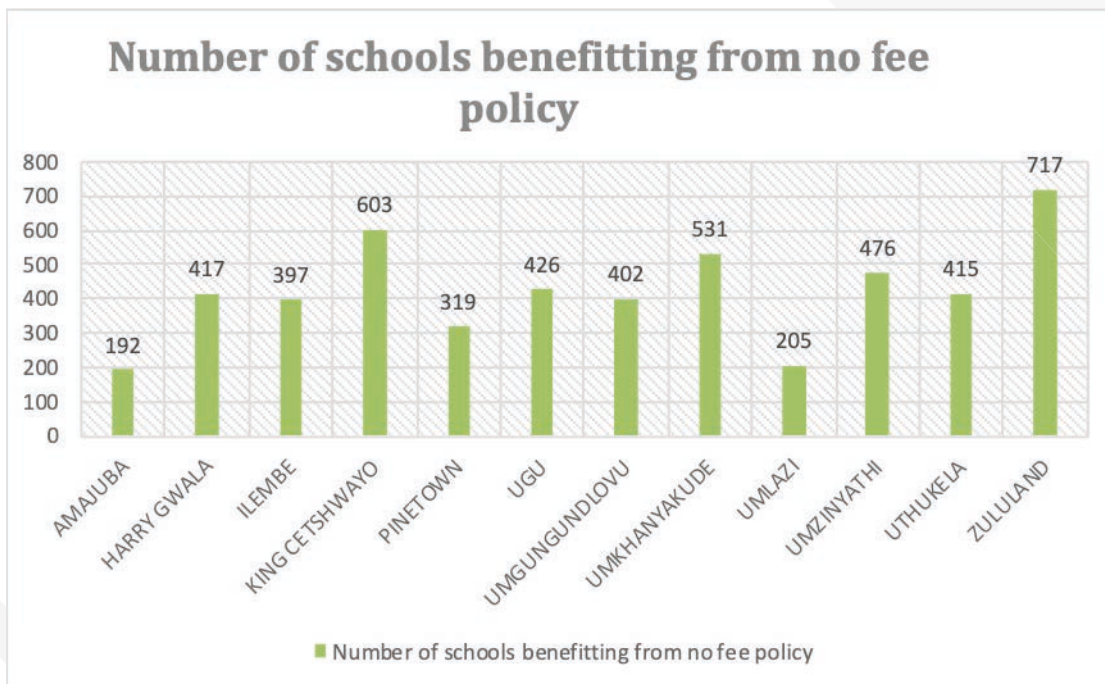


Figure 13: Number of schools benefitting from no fee policy

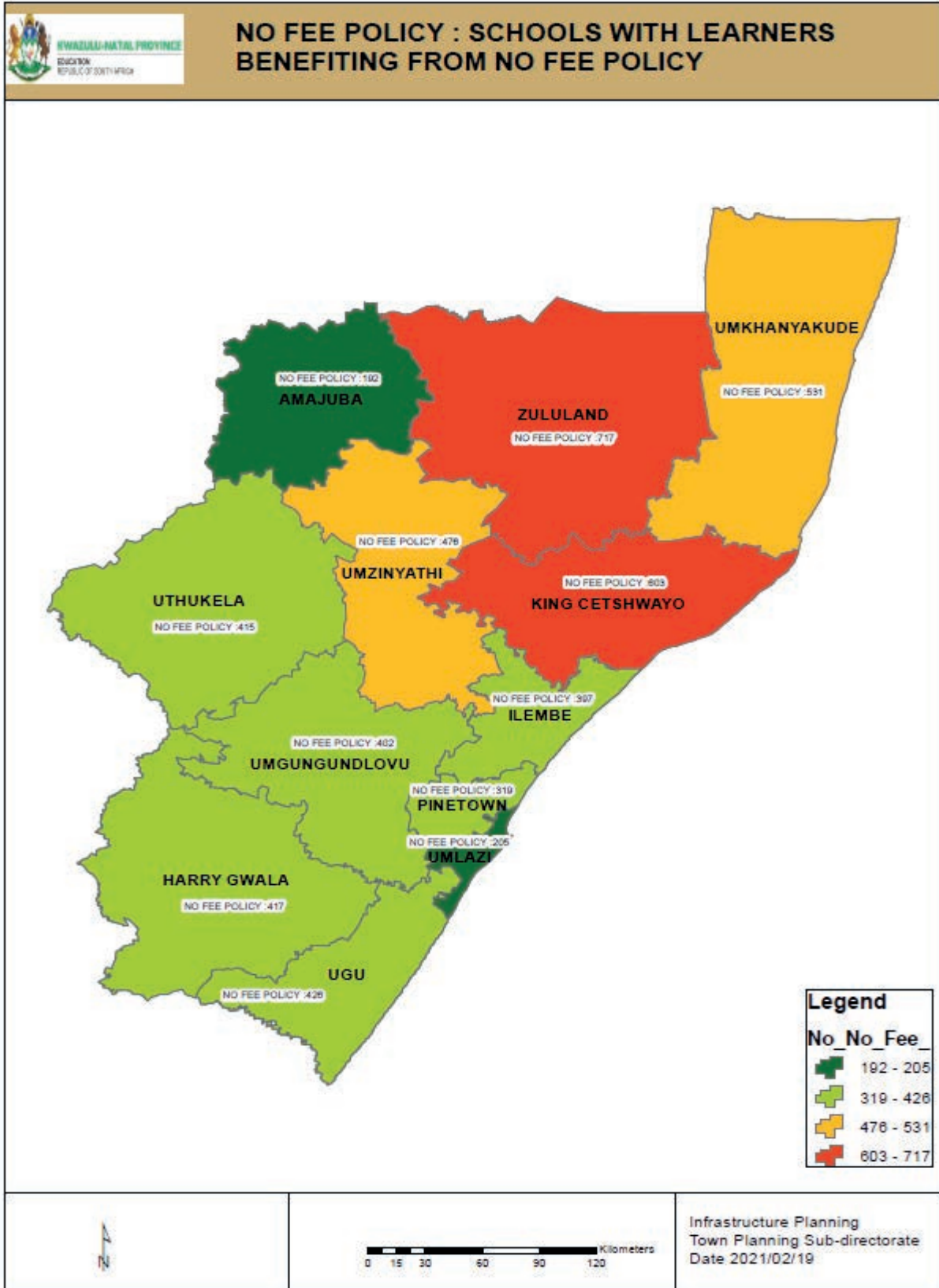


Figure 14: Map showing Number of schools benefitting from no fee policy per district



6.3. Learner Transport

In recognition of the long distances travelled by our learners to access education in our Province, the Department continues to provide learner transport to qualifying learners who travel long distances to school. However, the budgetary constraints continue to be a major factor in preventing the Department from rolling out this programme optimally. The number of learners benefiting from dedicated learner transport in KZN this financial year stands at 62 070, which is an increase of over 3000 learners from the previous year (2019/20). This increase of beneficiaries is not something to be celebrated because the number of vehicles has not increased. Moreover, the current fleet of vehicles transporting our learners from the programme is supposed to carry about 43 000 learners but, due to the ever-increasing demand, the Department is compelled to transport 62 070 learners. This means that around 19 000 learners constitute overloads. This situation has been raised with Treasury to try and increase the budget to ensure that there are no overloads within the learner transport programme. Furthermore, there are over 117 000 learners who qualify to be in the learner transport programme but once again due to budgetary constraints, they are still in the waiting list. This has also been brought to the attention of Treasury.

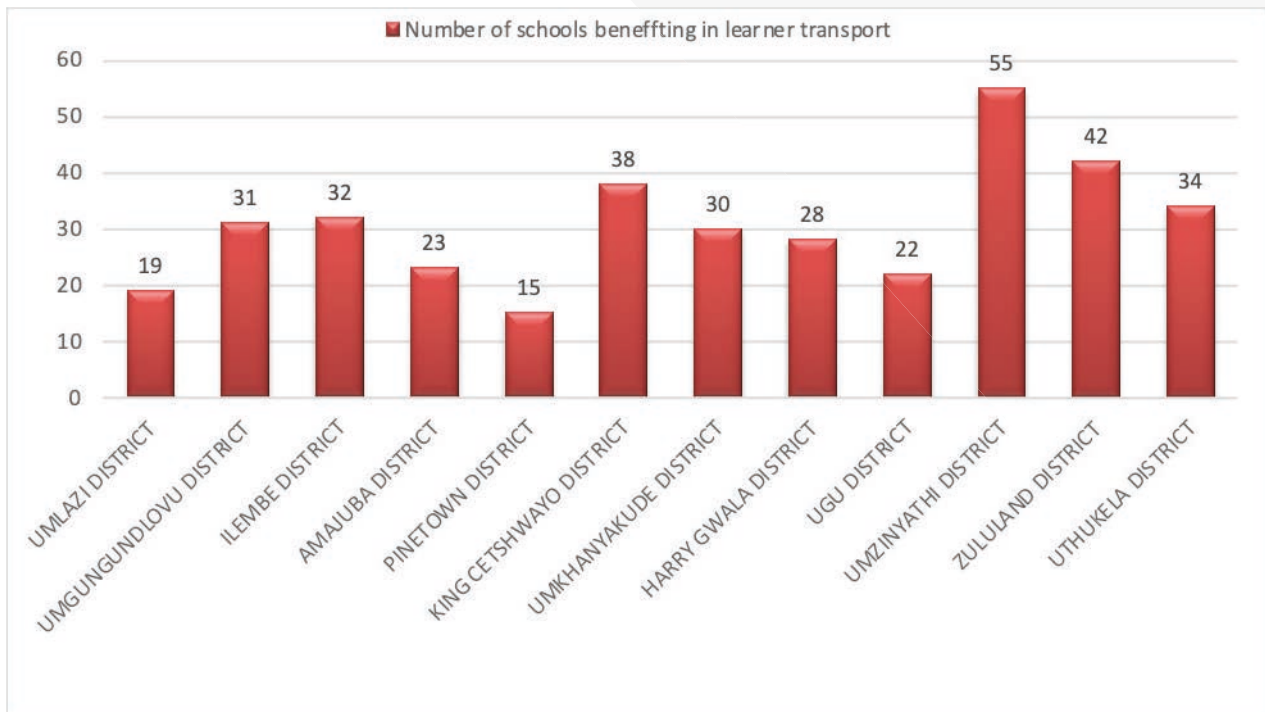


Figure 15: Number of schools benefitting from Learner transport

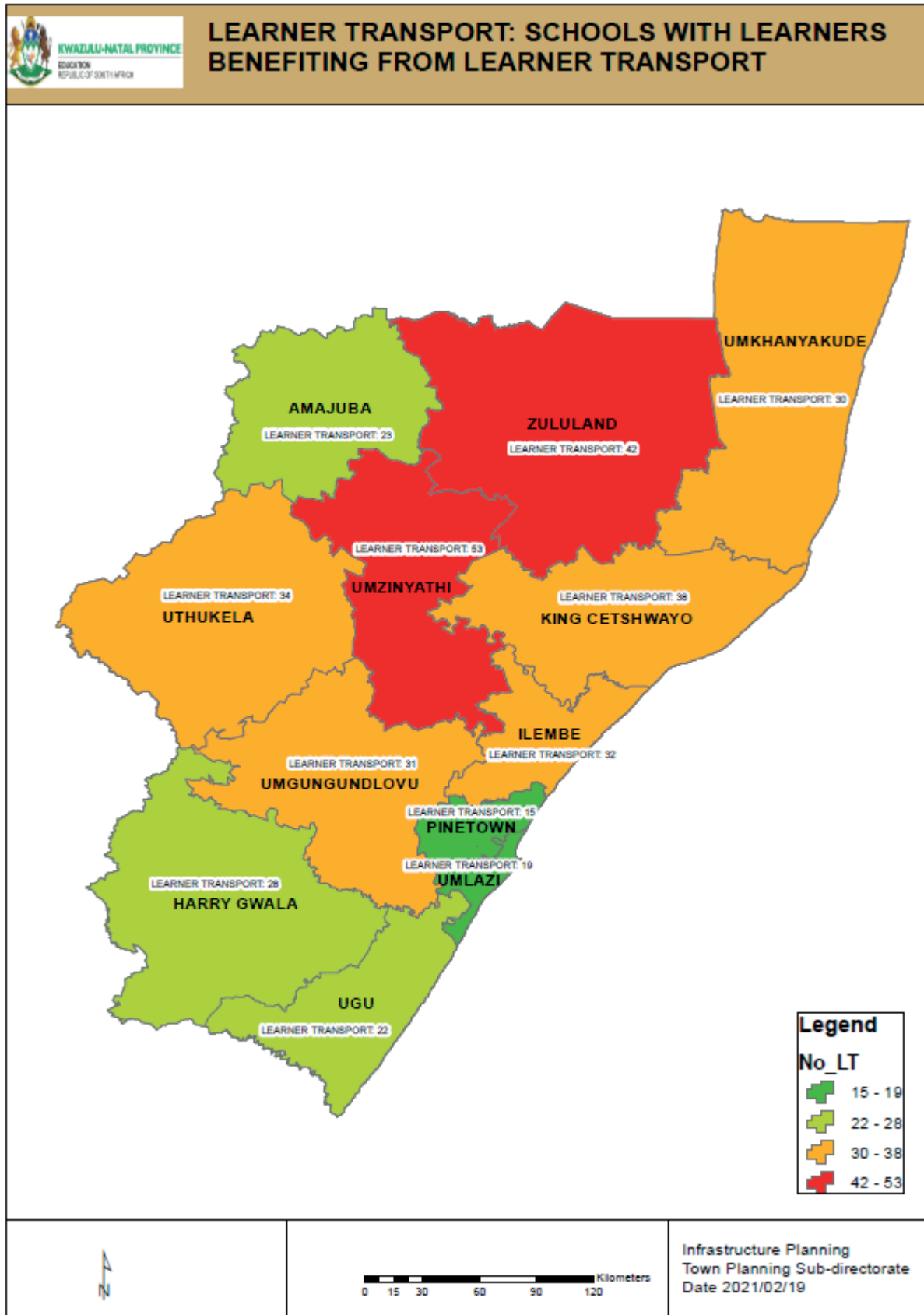


Figure 16: Map showing Number of schools benefitting from Learner transport per district



6.4. National School Nutrition Programme (NSNP)

The National School Nutrition Programme (NSNP) seeks to alleviate short-term hunger at school, improve learner attendance and participation in class, reduce learner absenteeism and provision of support to learners from child-headed households. The programme further contributes to the improvement of education quality and general health by providing nutritious meals to needy learners in public schools. The National School Nutrition Programme (NSNP) within the province has tremendously grown by nearly 100% since its transference from the Department of Health to the Department of Education in 2004. For the year under review, all learners in quintiles 1 – 3 schools, as well as some quintile 4 and 5 schools, were provided with a meal through the NSNP grant. The NSNP programme provided nutritious meals to 2 440 238 learners in 5450 schools. The department expanded the programme by 128 more schools from 5 322 schools to 5450 schools, the number of learners increased by 133 956 due to additional feeding being implemented due to the Covid-19 pandemic.

For the better part of 2020/21 the programme benefitted 2 398 211 learners in 5397 schools while by the end of the 3rd Quarter in December 2020 which only accounted for 9 days of feeding in December, participation increased to benefit 2 442 744 in 5 460 schools. The increase in the number of learners by 44 533 due to additional participation considering the need during this time of the pandemic. Apart from increasing the number of learners participating, the programme has also increase economic participation for local small businesses and co-operatives, the programme has also expanded its role in creating work opportunities for un-employed parents of learners to prepare meals at schools in which to date a total of 15 663 Volunteer Food Handlers (VFHs) are employed at participating schools excluding special schools to prepare meals for the learners on school days. The increase in participation also increased the number of service providers and to date the programme is supplied by 2045 service providers comprising of 78 co-operatives and 1 967 SMMEs.

The priorities for the NSNP include mitigating the spread of the COVID-19 pandemic, feeding learners, increasing the participation, the procurement of kitchen equipment and utensils, procurement of vehicles, training of Volunteer Food Handlers, procurement of PPEs, procurement of office furniture, recruitment of data capturers, distribution of booklets and posters, implementing nutrition education activities, quarterly performance reporting and annual reporting, annual evaluation of the programme.

The Social Sector Expanded Public Works Programme (EPWP) Incentive Grant was effectively spent during the 2020/21 financial year. The grant created 1527 Work Opportunities through the employment of Chief Food Handlers who support the implementation of NSNP in selected schools as well as payment of Three Data Capturers salaries. Chief Food Handlers were one of many tools the programme utilized to mitigate the spread of Covid19, as they ensured that Volunteer Food Handler and learners adhere to Kitchen Safety Protocols. They were also provided with Protective Clothing as well as Training.

In response to the National Command Council directive to reprioritize Business Plan Activities, the EPWP Budget Allocation for 2021/22 will no longer be used to implement the Chief Food Handlers Project, however will be redirected towards the payment of Screeners/Cleaners Stipend

2021/22 outlook:

The total budget for 2021/2022 financial year is R1 831 601 billion, 98.7% comprising R1 808 137 820 will be used for feeding, honoraria, wood/gas to all learners in Quintiles 1 to 3 including some deserving learners who will be targeted in Quintile 4 and 5 schools.



The budget allocation has been distributed in terms of the following weightings:

- School feeding: minimum 96.7%
- Catering equipment: minimum 0,4%
- Administration: maximum of 2,7%
- Nutrition Education (including deworming): maximum 0,2%

With this programme the Department aims to provide learners with balanced and nutritious meal daily. The NSNP grant provides nutritious meals to approximately benefit 2 452 711 learners in 5 472 schools throughout the province. This is an increase of 12 schools and 9 967 learners from December 2020. The Department will continue making sure that this programme is amongst those that it prides itself with, both as the Department and as entire government. The Department will continue to prioritise the mitigation of the spread of the virus in food preparation areas and by providing personal protective clothing to all Food Handlers and officials monitoring the implementation of the programme. The mitigation will also continue through advocacy campaigns, distribution of leaflets and pamphlets and issuing of circulars as and when necessary. Further to this main priority, complementary priorities for the programme will continue to be the feeding, recruitment of 13 549 Volunteer Food Handlers (VFHs) to be remunerated a stipend of R1566.00 with a contribution to UIF of R31.32, half of which is contributed by the employer (Department). Furthermore, there will be recruitment of data capturers, 2 admin officers and 1 assistant director, procurement of kitchen equipment and utensils, procurement of vehicles, improving reporting, implementing quarterly performance reporting and annual reporting, evaluation of the programme and nutrition education activities, quarterly performance reporting and annual reporting, annual evaluation of the programme. Having observed with concern the increase in food prices affecting the quality of food items delivered to schools due to the fact that the rate remains constant for the whole financial year; the Department will implement a central monitoring approach with a view to ensure that the quality of food items delivered to schools is not compromised. This financial year, the Department will also advertise the NSNP tenders for 2023/24 in order to allow adequate time for objections and appeals.

In response to the challenges brought about by the Covid-19 pandemic the Department had to develop and implement guidelines for programmes under the new normal as follows:

- Development of orientation manual, video and plan to feed all learners.
- Introduction of feeding options to cater for all learners.
- Review of Business Plan activities and reprioritization.
- Use of print and audio media to facilitate the implementation of nutrition education activities.
- Change in reporting intervals and procurement of electronic reporting tool.
- Review of job functions for NSNP officials.
- The amendment of contracts for VFHs.
- Collaboration with Infrastructure.



SCHOOLS WITH LEARNERS BENEFITTING FROM NATIONAL SCHOOL NUTRITION PROGRAMME

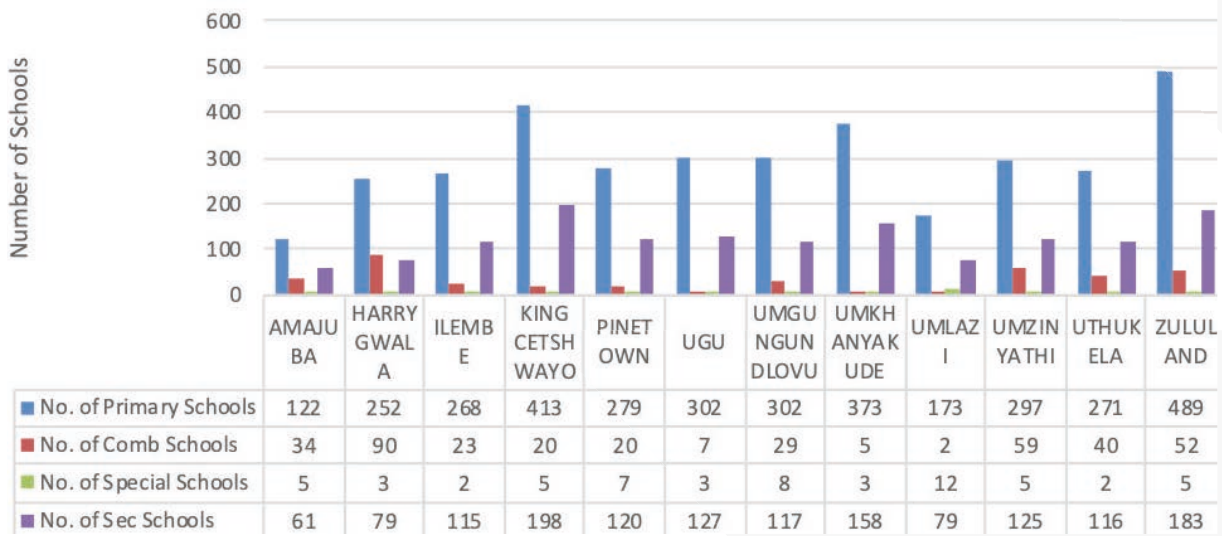


Figure 17: Number of schools benefitting from National School Nutrition Programme

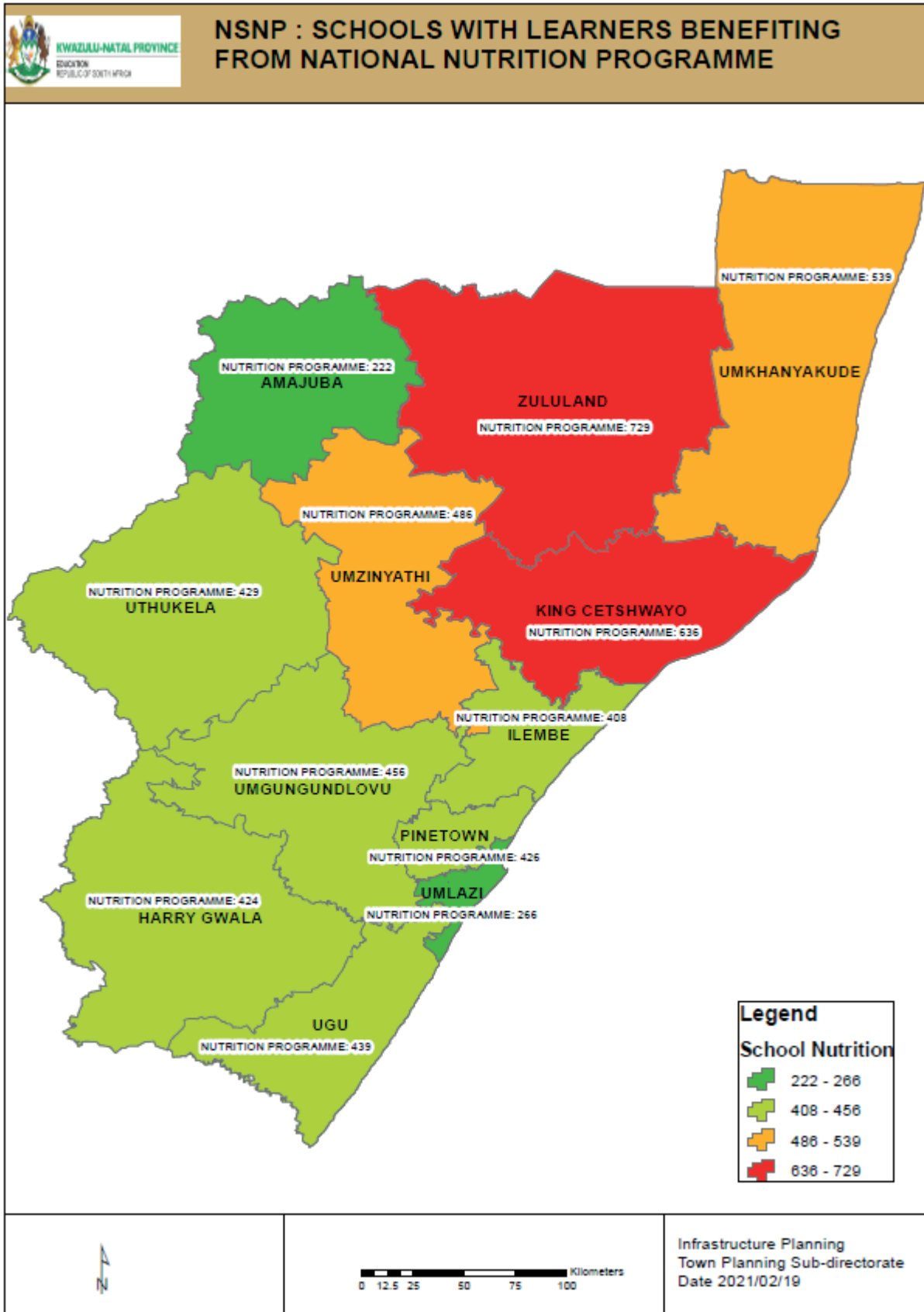


Figure 18: Map showing Number of schools benefitting from National School Nutrition Programme per District



6.5. LTSM Provision

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

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

Research has indicated that whilst procurement is noted with marked efficiency, losses and damages are far too high. In the MTEF period commencing 2021/2020, the Department shall broaden its focus to monitor and strengthen the implementation of retention and retrieval practices at school level. Areas of focus shall include proper recording and accountability; suitable storage; maintaining of distribution registers and parent liability agreements for losses and damages; remedial action for losses and damages; and educating the schooling community and society in general on the preservation of State resources.

6.6. Provincial Academic Improvement Plan

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

Multi-Disciplinary Team visits were conducted in all Districts to support all underperforming schools, including serial underperforming schools which are Secondary Schools that have been achieving 65% and below for three years in succession. Some districts have also held Stakeholder Indabas with a view to solicit support from all stakeholders with an interest in education. All Districts have forged partnerships with Non-Governmental Organisations, Non Profit Organizations and the Business Sector and there are programmes aimed at supporting underperforming schools which are funded by these stakeholders.

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

- Total school management systems functionality and productivity.
- Effective teaching and learning supported by provision of critical resources.
- Focus on early childhood development.
- Creation of a supportive and open environment for inclusive pedagogy.
- Track and analysis of learner performance & improvement interventions.
- High impact district and school monitoring and support.
- Arresting performance decline in the NSC examination and maintaining good performance as per 2018 results.



- Linking teacher development to curriculum management & delivery.
- Cultivation and promotion of a culture of reading with meaning.
- Compliance, accountability and consequence management.
- Stakeholder management consultation and engagement.
- Bringing the fourth industrial revolution (4th IR) into curriculum management, leadership and delivery.

6.6.1. TEACHER DEVELOPMENT

In terms of teacher development and support, we have maximised our efforts in curbing unprofessional conduct in schools by ensuring that principals are capacitated on co-operative discipline. This found expression in the programme that dealt with the induction of 1 191 newly appointed School Management Teams (SMTs). Furthermore, 1 496 newly appointed post level (PL1) educators were capacitated in this regard. In total, the advocacy campaign reached 6 770 educators, SMTs, officials and out-of-school youth. We will work towards preparing “Dokkies” Building to be the Teacher Development Centre.

6.6.2. EARLY CHILDHOOD DEVELOPMENT (ECD)

The Department have publicly indicated that we take very seriously the Early Childhood Development (ECD). Consistent with this, we have sought to ensure that we train ECD practitioners from ECD centres that cater for Pre- Grade R and so far we have trained 1 737 practitioners towards an NQF Level 4 qualification.

6.7. Vulnerable Groups: Gender issues/Youth/Disability

The department is committed to the AA and EE policy in the employment of women in senior management positions. Through conscious and deliberate efforts and intervention such as capacity building workshops, teacher development and skills upgrading programmes (giving bursaries to upgrade academically) the province had drawn provincial specific indicators to monitor women’s empowerment and gender equity percentages of office-based women in SMS and percentages of women school principals. These indicators are monitored on a quarterly basis to ensure that critical targets are met concerning women employees. The 2019/20 outputs for these indicators reflect that we are severely challenged in meeting these targets. Currently there are only 31% of women in SMS levels while there are 40% school principals in the province. Therefore school governing bodies and interview panels are being apprised to ensure that appointment of candidates are effected with due regard to equity targets of the department, which is 50% of women in promotions posts.

According to Statistics South Africa (Stats SA) Quarterly Labour Force Survey released on 23 June 2020, the unemployment rate in South Africa has increased to 30,1% in the first quarter of 2020. The department established a youth directorate in the office of the MEC under Public Participation and Community liaison who must lead and ensure youth employment in accordance with the 2019 presidential declaration to eradicate work experience in entry level posts and promote young people in management posts. The provincial indicators show that between 40-50 percent of employees of the department are young people at post level 1 in schools, junior administrators, interns and in-service employees. Girl learners are taken each year to provincial camps of techno girl which has produced 190 graduates from different universities throughout the country.

- Radical Economic Transformation (RET) (empowerment and entrepreneurship)

Operation Vula: In line with radical economic transformation directed at addressing the racially inspired economic disparities of the pre-1994 regime, the department aims at improving its contribution to the transformation agenda through procurement systems that support emerging black enterprises. The national school nutrition programme contributes to poverty alleviation. 300 Women cooperatives have been established to provide meals to schools and there are approximately 10 113 women food handlers earning fixed stipends of R900 at a ratio 1:200 learners. The learners continue to make the province proud in entering and winning at international stages in science, mathematics and entrepreneurship competitions adding to the opportunity for us to produce our own business people employing other young people.

➤ **School Related Gender based Violence (SRGBV)**

School-related gender-based violence (SRGBV) is a phenomenon that affects millions of children, families and communities in South Africa and the province of KwaZulu-Natal is no exception to this scourge. In an attempt to uphold the constitutional right of children to be protected against any form of violence particularly in the teaching and learning environment, the department will continue to strengthen its school related gender based violence interventions within all its ranks. Gender workshops, anti-bullying campaigns and psycho-social help is offered in many forms.



Source: Adapted from UNESCO (2016)

Figure 19: School Related Gender based Violence

➤ **People with Disabilities**

In our quest to ensure that all learners with special needs are also taken care of in our crusade to change the face of education in KwaZulu-Natal, we have dedicated much of our energies and resources for improving many of our Special Schools. This is evidenced by the fact that in the last couple of years we have been able to build and improve many of the 74 special schools we have in the Province.

The Department continue with special support for LSEN Learners in the province during Covid-19. The department had taken special steps to ensure the safety of learners with special needs. All 74 special schools in KZN have cleaners appointed. Cleaning and sanitizing as per the Covid-19 have been done. Special measures have been implemented to ensure social distancing in these schools.

Special concessions have been made for those LSEN Learners that cannot attend schools. Learners with comorbidities are provided with relevant support at home. In addition, educators have WhatsApp or email



groups to communicate with parents and learners. Parents also fetch home-learning resource support packs or workbooks every 2 to 4 weeks. Work submitted by learners is marked and follow up meetings with parents are held either telephonically or via WhatsApp. Some schools provide data to teachers and therapists as well as to parents for communication. Social workers, school nurses and therapists are on telephonic standby for support and queries. Home visits are undertaken if learners need physical and occupational therapy. District Transversal Teams provide home based therapeutic support to LSPID.

6.8. COVID-19 IMPACT ON KZND OE

The schools built under apartheid for black children in both urban and rural settings still have chronic infrastructure shortages. Pit latrines are the only form of sanitation in some schools and projects to refurbish these pit latrines are still under-way. The disruption of schooling in South Africa started with the declaration of COVID-19 as a global pandemic by the World Health Organisation. Subsequently the President of the Republic of South Africa, President Cyril Ramaphosa declared COVID-19 as a national disaster on 14 March 2020. This led to schools being closed from Wednesday 18 March 2020 just before the end of Term 1. At that time schools in KwaZulu-Natal were completing their term 1 assessments and preparing for Easter holiday extra tuition for Grade 12.

The COVID-19 pandemic brought with it many challenges such as the interruption of the curriculum and education service delivery in general. School closures affected learners, teachers and families and had far-reaching economic and social effects. This is especially the case for our fragile education system and the negative effects are more severe for disadvantaged learners and their families. Financial pressure increased as a result of the Department having to procure personal protection equipment and provide water and sanitation to schools that required them to be COVID-19 compliant. The disinfection and sanitisation of schools and offices placed an even greater burden on the shrinking budget. As a result of the academic break necessitated by the Corona Virus Lockdown, the Department of Education provided alternative support programmes for learners during this period of school closure.

These included radio lessons in gateway subjects for Grade 12; curriculum support material in KZNFUNDA platform; workbooks for lower grades; previous common assessment instruments and answering guidelines for FET phase; and video lessons recorded at the departmental studio located at the KZN Institute for Teacher Development. Despite all these efforts the department is aware that some of the learners did not access all the alternative programmes. The announcement in May 2020 by Government of the gradual re-opening of schools brought home the fact that many schools were not in a condition to welcome pupils back in a way that ensures their health and safety. Many schools in KZN could not re-open due to the lack of water, proper sanitation and poor infrastructure. The virus has forced the Department to “re-engineer” the basic education system.

This announcement of the re-opening of schools by the government raised many concerns among teacher unions and governing body fora. The unions’ and governing bodies’ concerns revolved around:

- Proper school infrastructure in the form of proper toilet facilities and classrooms;
- Observance of social distancing inside the classroom and in courtyards;
- Reduction of class sizes;
- The provision of soap, sanitisers and masks; and
- The screening of learners, teachers and support personnel.

The Department responded to the COVID-19 pandemic by implementing the following safe school operations:

- Updated school emergency and contingency plans;
- Reinforced frequent handwashing and sanitation and procured needed PPE supplies;
- Prepared and maintained handwashing stations with soap and water, and where possible, placed alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunchrooms and toilets; and
- Cleaned and disinfected school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.).

Water tanks provision

The overall water tanks to be supplied by the Department is 4 170, however 3 401 water tanks were installed on water tank stands provided through the appointed Implementing Agents. The Programme was responding to the request by Districts in preparing for the school re-opening subsequent to the National COVID-19 lockdown. The water tanks were provided to various schools across the Province off KwaZulu-Natal. The Distribution per District is tabled shown in figure 20 below.

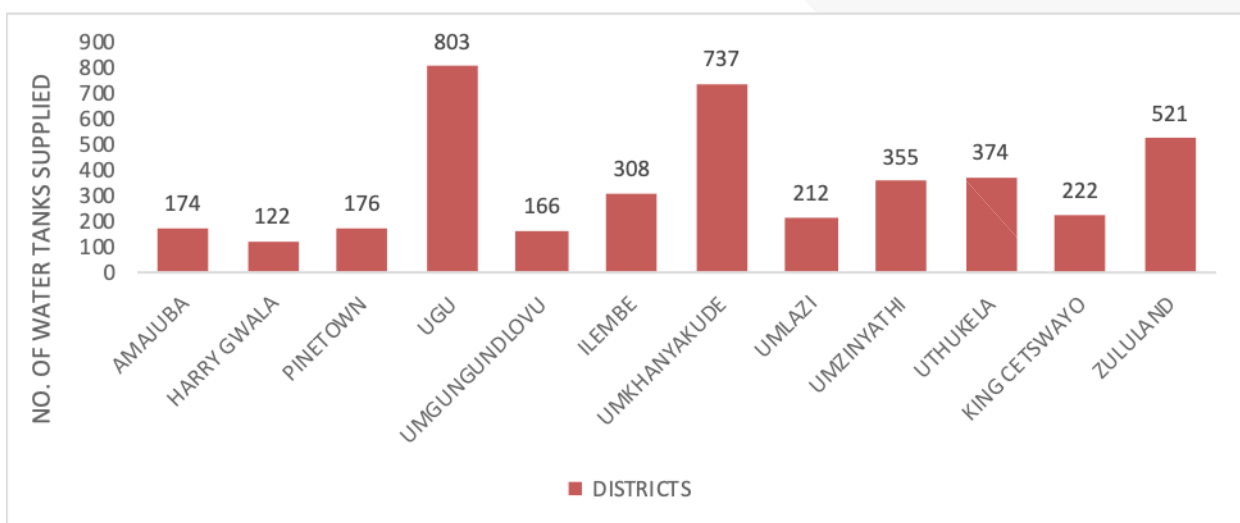


Figure 20: Water Tanks Provision per District

As a result of the Lockdown forty three (43) teaching days were lost. There is a need for recovering the days which were not used (especially in Grade 12). In light of the amount of teaching time lost curriculum re-organisation and trimming had to be implemented by the Department. Assessments are re-aligned to ensure that summative assessments focus only on key points in the learning process. There is an emphasis on formative assessment to ensure that learners master the core competencies and skills. The main focus is on School Based Assessment (SBA) for learning (formative assessment). In this way summative assessments were reduced to create space for curriculum coverage. In all grades the June examination was cancelled for more teaching time. Schools will administer the final examinations in key subjects in grade 4 to 11. This will be done to identify skills and learning gaps for attention in the subsequent grades. The Grade 12 curriculum had to be re-organised but not trimmed. The curriculum has been re-organised to allow for more efficient utilisation of the available time. School Based assessment has been reduced to allow for more



teaching and learning time. The November examination for Grade 12 learners has been rescheduled and the new arrangements will be communicated to schools and examination centres.

The trimming and re-organisation of the curriculum is an interim programme for 2020 and in 2021 schools must revert to the original curriculum. COVID-19 has necessitated curriculum re-engineering in KZN. There are 3 identified approaches to timetabling to ensure that the schools implement physical distancing well while ensuring that teaching and learning is not compromised.

The province has considered the following models in terms of observing physical distancing:

6.8.1. Platooning/shift

A school or system in which classes use limited class-room space in turns on a rotational basis, being taught out of doors for the remainder of the school day. It is an arrangement where one group/grade of learners attends classes in the morning till midday and the next group/grades in the afternoon.

6.8.2. Alternative days

Groups/Grades of learner's alternate classes/lessons on different days of the week (e.g. alternate days).

6.8.3. Bi-weekly

It is a weekly rotational arrangement where groups/grades attend school on alternate weeks.

The province noted that the Platooning Model will have many challenges (pedagogical, transportation and teaching quality)

The Bi-weekly was considered problematic because it takes learners away from school for a long time and they may come back having lost the psychological momentum). The model of choice is the Alternative Days Model because it accommodates all learners equally without compromising pedagogical issues, transportation issues and quality of teaching) The re-engineering of the schooling system demands that schools re-work their timetables to accommodate a re-engineered schooling set-up in all grades. Schools have to ensure that all subjects are catered for to afford each subject completion of the re-organised and trimmed curriculum. There must be compliance with the notional time per individual subject as per policy as far as possible. Schools must ensure that the teaching and learning time is protected at all levels of daily operation. Revised assessment and examination times must be accommodated to ensure that what is taught in class is sufficiently assessed. Each school must create breaks to accommodate the natural concentration span of learners and to avoid fatigue and burn-out caused by work overload. Teachers must be provided with free periods so as to increase their efficiency and also to provide time for their correction and remedial work.

KZNDOE has implemented various social distancing practices. Where classes are split to accommodate social distancing, the timetable has to take this into consideration to ensure that both classes are allocated teaching time. For lower primary schools the principle of play and recreation has been factored in during the re-working of the timetable. Careful consideration is given to provide for rest and recreation to avoid monotony. Reduced classroom size, in relation to the number of learners per class, has to be considered so as to promote social distancing. More mentally demanding subjects like numeracy and sciences have to be taught in the early periods of the day. Assemblies, sports and other events that create crowded conditions cannot take place during the current COVID-19 crisis.

With the onslaught of the COVID-19 pandemic there has been a growing demand from parents to homeschool



their children. The Department has also established procedures if learners or staff become unwell. We are working closely with the Department of Health. Due to the COVID-19 pandemic closer monitoring of school attendance has become absolutely necessary. The Department is tracking learner and staff absence and comparing this against usual absenteeism patterns at schools. Local health authorities are notified about large increases in learner and staff absenteeism due to respiratory illnesses. Despite the many challenges brought about by the pandemic, the Department has plans for continuity of learning. In the case of absenteeism/sick leave or temporary school closures, we have programmes to support continued access to quality education. This can include:

- Use of online/e-learning strategies
- Assigning reading and exercises for home study
- Radio, podcast or television broadcasts of academic content
- Assigning teachers to conduct remote daily or weekly follow up with learners
- Review/develop accelerated education strategies

The Department of Education has implemented the introduction of “Five + One” programme for the class of 2020. The programme requires learners to attend school on Saturday for revision after receiving tuition from Monday to Friday. Learner attendance on Saturdays can be effective if they stay at school for longer i.e. a full day. This demand screening of learners when they arrive at school in the morning. For sanitisation and other COVID-19 prevention products schools rely on available stock.

The Department also has a plan to implement targeted health education. Disease prevention and control will be integrated in daily activities and lessons. The content will be age-, gender-, ethnicity-, and disability responsive and activities are built into existing subjects. During Life Orientation as well as during all other subjects educators will address mental health/psychosocial support needs of learners. Children are encouraged to discuss their questions and concerns. Educators provide information in an honest, age-appropriate manner. Learners are also guided on how to support their peers and prevent exclusion and bullying. Educators are aware of local resources for their own well-being. Schools are encouraged to work with school health workers/social workers to identify and support learners and staff who exhibit signs of distress.

The COVID-19 pandemic has ushered in a new type of collaboration between the Department and various stakeholders. To ensure the safe return of learners to schools there is a greater degree of co-operation between all stakeholders. We have worked closely with the Departments of Health, Social Development, Transport, and COGTA as well with Teacher Unions, SGB Associations, Principals’ Associations, NGO’s and Faith Based Organisations to ensure that schools are prepared and monitored for the phased-in return of learners after the lockdown. As new Grades are being introduced, there is always going to be a need to provide more essentials thus over-stretching an already miniscule budget.

During stage 5 of the lockdown 467 schools were vandalised. To date the Department has repaired 251 schools out of the 467 vandalised schools which equated to 54%. It must be noted that although schools were vandalised, the level of damage did not impact on them re-opening. The remaining 216 schools are currently being repaired. The Department has developed revised guidelines for the appointment of substitute educators in schools and office-based personnel in the light of the impact of the corona virus



on the workforce. Currently the Department has 2 020 posts which are allocated for the appointment of substitute educators in schools to replace educators who will be absent from work of a period of 30 days or more as a result of illness/temporary incapacity/maternity leave etc. All illnesses or conditions other than COVID 19 will be dealt with in terms of the normal procedures of the department.

Substitute posts are first filled utilizing additional educators who meet the requirements of the post. Thereafter, substitute educators are appointed as per the existing measures and procedures for the appointment of substitute educators. The leave forms together with other supporting documents will need to be submitted as per the normal procedure for the approval of the appointment by the Head of Department. In the case of illness linked to COVID 19 there will be a relaxation in respect of the normal appointment processes with the view to expedite the appointment of the substitute. An assessment will be conducted on the impact of the Coronavirus within 30 days period with the view to source additional funding where necessary.

In respect of social distancing measures, challenges may be experienced with respect to available resources and the required infrastructure as social distancing will necessitate the reduction in the number of learners per class. The result of reducing class sizes will mean more classrooms will be required and more educators to cover the new classes. In many instances teachers may be required to teach additional classes as a result they will be over-stretched. In both instances, the situation may not be sustainable or affordable. With regard to office-based personnel, acting appointments will be affected for junior and middle management posts. Lastly, in respect of staff at production level, the Department will utilise the services of the interns to provide the necessary support.

6.8.4. COVID-19 Interventions

Table 4: COVID-19 Interventions

| Budget Programme | Intervention | Indicator | Outcome |
|------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Programme 6 | | | A safe, secure school environment for teaching and learning. |
| | Provide identified schools provided with water supply | Number of identified schools provided with water supply (including the building of boreholes). | |
| | Deliver and install water tanks in identified schools. | Number of water tanks delivered and installed in identified schools. | |
| | Fill water tanks filled with water in all identified schools with insufficient water supply. | Number of water tanks filled with water in all identified schools with insufficient water supply | |
| | Deliver portable water containers to identified schools. | Number of portable water containers delivered to identify schools. | |
| | Provide identified schools with mobile classrooms. | Number of identified schools provided with mobile classrooms | |
| | Provide mobile toilets to identified schools. | Number of mobile toilets provided to identified schools | |
| | Repair damaged schools. | Number of damaged schools repaired. | |



PART C: MEASURING OUR PERFORMANCE





7. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

7.1. PROGRAMME 1: ADMINISTRATION

Purpose:

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

Sub-Programme

This programme has six sub-programmes analyzed as follows:

- (i) **Office of the MEC**
To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook.
- (ii) **Corporate Services**
To provide management services which are not education specific for the education system.
- (iii) **Education Management**
To provide education management services for the education system
- (iv) **Human Resource Development**
To provide human resource development for office-based staff
- (v) **Education Management Information System (EMIS)**
To provide education management information in accordance with the National Education Information Policy
- (vi) **Conditional Grants**
To provide for projects under programme 1 specified by the Department of Basic Education and funded by conditional grants.



7.1.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------|-----------------------|-------------|---------|---------|---------|
| | | | Audited/Actual Performance | | Estimated performance | MTEF Period | | | |
| | | | 2017/18 | 2018/19 | | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Youth better prepared for further learning and world of work. A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world. Improved reading for meaning, numeracy and digital skills A safe, secure school environment for teaching and learning Collaborative and responsive infrastructure planning and implementation. Decolonized curriculum in language and history studies. | Public schools using the South African Schools Administration and Management Systems (SA-SAMS) to electronically provide data Public schools contacted electronically (e-mail) Expenditure going towards non-personnel items To promote employment equity | SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. SOI 102: Number of public schools that can be contacted electronically (e-mail). SOI 103: Percentage of education expenditure going towards non-personnel items. NSOI 1.1: Percentage of women in Senior Management Service. | 6 023 | 5 862 | 5 881 | 5 957 | 5 957 | 5 957 | 5 957 |
| | | | 3 310 | 5 340 | 5 340 | 5 340 | 5 540 | 5 840 | 5 840 |
| | | | 8.07% | 9.6% | 9.14% | 8.54% | 10.79% | 11.52% | 11.92% |
| | | | 38% | 38% | 45% | 50% | 50% | 50% | 50% |
| | | | 42% | 40% | 43% | 40% | 40% | 40% | 40% |



7.1.2. Output indicators: annual and quarterly targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|-------|-------|--------|
| SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. | 5 957 | 5 957 | 5 957 | 5 957 | 5 957 |
| SOI 102: Number of public schools that can be contacted electronically (e-mail). | 5 540 | 5 540 | 5 540 | 5 540 | 5 540 |
| SOI 103: Percentage of education expenditure going towards non-personnel items. | 10,79% | - | - | - | 10,79% |
| NSOI 1.1: Percentage of women in Senior Management Service. | 50% | - | - | - | 50% |
| NSOI 1.2: Percentage of women school principals. | 40% | - | - | - | 40% |



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

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

The sub-programme: Office of the MEC reflects a steady trend over the seven year period. The steady growth over the 2021/22 MTEF provides for various activities including communication through radio and television for broadcasting departmental programmes, such as reports from unannounced school functionality monitoring visits, as well as community engagements. The growth over the 2021/22 MTEF is inflationary, and is minimally impacted by the budget cuts effected against this sub-programme.

The sub-programme: Corporate Services reflects fluctuations from 2017/18 to 2020/21, due to competing pressures within the Vote. The fluctuations against the 2020/21 Main Appropriation, Adjusted Appropriation and Revised Estimate relate to budget adjustments in response to Covid-19 and projected high spending against Compensation of employees. Furthermore, additional funding was provided to deal with the costs relating to the Covid-19 pandemic, such as distribution of PPE to district offices and schools, the appointment of independent consultants to verify co-morbidities, as well as property payments for the fumigation and disinfection of office buildings. The 2021/22 MTEF includes reprioritisation to assist with pressures against Goods and services on items such as, fleet services, property payments and operating leases for buildings which are high pressure areas for the department. The MTEF provides for operating leases for office buildings, domestic accounts for district offices, replacement and purchase of tools of trade, property payments including cleaning and security services, among others. The sub-programme was affected by budget cuts and this will result in the unaffordability of public service posts and operational costs such as operating leases for office buildings.

The sub-programme: Education Management is inclusive of all costs related to education delivery requirements, such as district monitoring of school functionality, teaching and learning, as well as monitoring of the payment of office-based educator salaries. The increase in the 2020/21 Adjusted Appropriation relates to in-year reprioritisation that was undertaken in response to Covid-19 for delivery of PPE to circuit offices. However, the Revised Estimate is low due to anticipated savings against Compensation of employees due to the wage freeze. The 2021/22 MTEF reflects gradual growth due to the budget cuts related to the wage freeze. The reduction will result in the unaffordability of public service posts. This sub-programme includes costs relating to property payments for circuit offices, travel costs for district monitoring and communication costs such as, telephone and fax in various district and circuit offices, as well as training and guidance of educators in respect of curriculum changes.

The Human Resource Development sub-programme provides for the training of administration support personnel on good governance and other policy developments. The low spend in 2018/19 was due to enforced savings against training and development in line with the turnaround strategy to reduce pressures within the Vote. The low 2020/21 Adjusted Appropriation and Revised Estimate relate to the savings in respect of training that was undertaken due to national lockdown regulations which place restrictions on the gathering of people. The significant growth over the 2021/22 MTEF relates to the alignment of the budget back to one per cent of the salaries and wages bill in line with the DPSA directive and the incorporation of bursaries into this sub-programme.

The EMIS sub-programme provides for the roll-out of the SA-SAMS together with the LURITS to enable the department to have up-to-date learner data. The programme has a strong EMIS focus to assist schools



in the completion of the Annual School Survey which informs the indicative budget allocations to schools based on learner numbers. The low 2020/21 Adjusted Appropriation was due to in-year reprioritisation from items such as, non-purchase of tools of trade, as well as lower travel costs due to the national lockdown. The 2021/22 MTEF is affected by budget cuts in respect of the wage freeze and provides for the maintenance of these systems in order to ensure that accurate school information is provided by the schools.



7.1.4. PROGRAMME RESOURCE CONSIDERATIONS

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

| R thousand | Outcome | | | | | Main appropriation | | | Adjusted appropriation | | | Revised estimate | | | Medium-term estimates | | |
|--------------------------------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|------------------------|------------------|------------------|------------------|------------------|------------------|-----------------------|------------------|------------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2020/21 | 2021/22 | 2022/23 | 2020/21 | 2021/22 | 2022/23 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 |
| 1. Office Of The Mec | 8 131 | 12 484 | 21 732 | 19 815 | 19 815 | 19 815 | 19 815 | 19 815 | 19 815 | 19 815 | 19 815 | 19 815 | 19 815 | 24 021 | 23 093 | 24 021 | |
| 2. Corporate Services | 1 045 222 | 1 052 062 | 1 170 645 | 1 092 521 | 1 094 947 | 1 094 947 | 1 127 614 | 1 107 720 | 1 076 998 | 1 107 720 | 1 107 720 | 1 076 998 | 1 107 720 | 1 156 462 | 1 107 720 | 1 107 720 | 1 156 462 |
| 3. Education Management | 708 434 | 650 303 | 726 256 | 787 273 | 799 667 | 799 667 | 741 617 | 749 865 | 724 644 | 749 865 | 749 865 | 724 644 | 749 865 | 782 858 | 749 865 | 749 865 | 782 858 |
| 4. Human Resource Development | 50 996 | 4 246 | 20 501 | 6 471 | 1 471 | 1 471 | 1 471 | 9 018 | 10 038 | 9 018 | 9 018 | 10 038 | 9 018 | 9 415 | 9 018 | 9 018 | 9 415 |
| 5. Education Mgt Information System (Emis) | 30 619 | 30 750 | 29 790 | 45 733 | 34 233 | 34 233 | 34 233 | 48 606 | 46 495 | 48 606 | 48 606 | 46 495 | 48 606 | 50 744 | 48 606 | 48 606 | 50 744 |
| Total payments and estimates | 1 843 402 | 1 749 845 | 1 968 924 | 1 951 813 | 1 950 133 | 1 950 133 | 1 924 750 | 1 938 302 | 1 880 350 | 1 938 302 | 1 938 302 | 1 880 350 | 1 938 302 | 2 023 500 | 1 938 302 | 1 938 302 | 2 023 500 |



7.1.6. Summary of payments and estimates by economic classification: Programme 1: Administrative

| | Outcome | | | | | Main appropriation | | Adjusted appropriation | | Revised estimate | Medium-term estimates | | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------------|------------------|------------------|-----------------------|--|--|--|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | | 2023/24 | | | |
| R thousand | | | | | | | | | | | | | | |
| Current payments | 1 782 892 | 1 718 342 | 1 888 094 | 1 886 673 | 1 885 658 | 1 865 280 | 1 806 260 | 1 866 658 | 1 948 704 | | | | | |
| Compensation of employees | 1 151 332 | 1 163 226 | 1 249 841 | 1 373 798 | 1 283 798 | 1 263 529 | 1 253 798 | 1 308 965 | 1 366 558 | | | | | |
| Goods and services | 630 334 | 552 780 | 631 518 | 512 875 | 601 860 | 601 716 | 552 462 | 557 693 | 582 146 | | | | | |
| Interest and rent on land | 1 226 | 2 336 | 6 735 | 0 | 0 | 35 | 0 | 0 | 0 | | | | | |
| Transfers and subsidies to: | 22 611 | 27 366 | 64 797 | 35 962 | 30 462 | 25 348 | 37 688 | 39 497 | 41 235 | | | | | |
| Provinces and municipalities | 2 561 | 2 081 | 1 820 | 2 350 | 5 350 | 5 350 | 5 163 | 5 581 | 5 827 | | | | | |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Non-profit institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Households | 20 050 | 25 285 | 62 977 | 33 612 | 25 112 | 19 998 | 32 525 | 33 916 | 35 408 | | | | | |
| Payments for capital assets | 6 007 | 4 137 | 16 033 | 29 178 | 33 819 | 33 928 | 36 402 | 32 147 | 33 561 | | | | | |
| Buildings and other fixed structures | 0 | 0 | 33 | 0 | 250 | 250 | 0 | 0 | 0 | | | | | |
| Machinery and equipment | 5 869 | 2 979 | 10 747 | 23 678 | 29 309 | 29 418 | 31 402 | 26 106 | 27 254 | | | | | |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Software and other intangible assets | 138 | 1 158 | 5 253 | 5 500 | 4 260 | 4 260 | 5 000 | 6 041 | 6 307 | | | | | |
| Payments for financial assets | 31 892 | 0 | 0 | 0 | 194 | 194 | 0 | 0 | 0 | | | | | |
| Total economic classification | 1 843 402 | 1 749 845 | 1 968 924 | 1 951 813 | 1 950 133 | 1 924 750 | 1 880 350 | 1 938 302 | 2 023 500 | | | | | |



7.1.7. Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation</p> | <p>Lack of adequate capacity to provide leadership and strong management of personnel.</p> <p>Integrity of the workflow of documentation</p> <p>Lack of accountability of line managers on managing personnel</p> | <p>The department will implement an Integrated System to enhance communication for integration of functions thus improving management and service delivery.</p> <p>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.</p> <p>The Department will develop an information management system that will establish workflow ensuring responsibility and accountability at all levels and all spheres of management to improve performance in schools.</p> <p>The department will improve recruitment of suitable qualified personnel at management level by identifying skilled workforce to be deployed in critical managerial positions.</p> <p>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</p> <p>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</p> <p>All performance agreements will contain specific targets and outputs. The performance agreements should indicate clear roles, responsibilities and core management criteria regarding personnel management.</p> |

7.1.8. Infrastructure Project

| No | Project Name | Programme | Project Description | Outputs | Project Start Date | Project Completion Date | Total Estimated Costs |
|----|---------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|-------------------------|-----------------------|
| 1 | 247 Burger Street (Head Office) | Refurbishment And Rehabilitation | Replacement Of Floor Finishings, Replacement Of Ceiling Pannels, Alterations Of Internal Walls And Painting Of Internal Walls | Construction 76% - 99% | 20 March 2020 | 15 Sept 2021 | R6 800 000 |
| 2 | Bowden House Generator | Upgrades And Additions | Generator | Design | 17 June 2020 | 25 November 2022 | R2 500 000 |



7.2. PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

Programme Purpose

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

ANALYSIS BY SUB-PROGRAMME

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

(i) Public Primary Schools

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

(ii) Public Secondary Schools

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

(iii) Human Resource Development

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

(iv) In-school Sport and Culture

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

(v) Conditional Grant

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



7.2.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|-----------------------|-------------|-----------|-----------|
| | | | Audited/Actual Performance | | Estimated performance | MTEF Period | | |
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | Schools provided with multi-media resources. | SOI 201: Number of schools provided with multi-media resources. | 214 | 185 | 73 | 120 | 120 | 120 |
| | Learners in public ordinary schools benefiting from the "No Fee Schools" policy. | SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School policy. | 2 010 132 | 1 974 320 | 2 025 939 | 2 072 272 | 2 122 680 | 2 122 680 |
| | Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies. | SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies. | New | New | 4.6% | 10% | 10% | 10% |
| | Learners are funded at a minimum level. | SOI 204: Percentage of learners in schools that are funded at a minimum level. | New | New | 100% | 100% | 100% | 100% |
| | To provide access in the public ordinary schooling system | NSOI 2.1: Percentage of learners benefitting from school nutrition programme. | 81% | 94% | 81.5% | 82% | 83% | 83% |
| To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools | NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered. | New | New | New | 95% | 100% | 100% | |
| To measure access to free education in the current financial year | NSOI 2.3: Percentage of learners benefitting from no fee policy. | 87% | 71.2% | 78% | 78% | 80% | 80% | |
| To measure the number of learners accessing the dedicated learner transport provided by department | NSOI 2.4: Number of learners benefitting from learner transport. | 55 000 | 58 816 | 58 908 | 59 000 | 60 000 | 61 000 | |
| To provide support and guidance to learners in mainstream schools | NSOI 2.5: Number of learners benefitting from Psycho-social support programmes | New | New | New | New | 30 000 | 32 000 | |



7.2.2. Output Indicators: Annual and Quarterly Targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------|----|-----------|--------|
| SOI 201: Number of schools provided with multi-media resources. | 120 | - | - | - | 120 |
| SOI 202: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy. | 2 122 680 | - | - | 2 122 680 | - |
| SOI 203: Percentage of Funza Lushaka bursary holders in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies. | 10% | 10% | - | - | - |
| SOI 204: Percentage of learners in schools that are funded at a minimum level. | 100% | - | - | 100% | - |
| NSOI 2.1: Percentage of learners benefitting from school nutrition programme. | 83% | - | - | 83% | - |
| NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered. | 100% | - | - | - | 100% |
| NSOI 2.3: Percentage of learners benefitting from no fee policy. | 80% | - | - | 80% | - |
| NSOI 2.4: Number of learners benefitting from learner transport. | 60 000 | 60 000 | - | - | - |
| NSOI 2.5: Number of learners benefitting from Psycho-social support programmes | 30 000 | - | - | - | 30 000 |



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

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

This programme comprises the largest share, on average, of at least 83.2 per cent of the department's allocation. Spending pressures in respect of Compensation of employees are expected to remain over the 2021/22 MTEF as a result of equitable share fiscal consolidation budget cuts which were implemented entirely against this programme's Compensation of employees budget, as well as the public service wage freeze reduction. This programme was thus affected by significant budget cuts with carry-through over the 2021/22 MTEF and this was effected largely against Compensation of employees and, to a lesser extent, against Goods and services. The cut was proportionately effected against five sub-programmes.

The Public Primary Level and Public Secondary Level sub-programmes increase steadily from 2017/18 to 2020/21, largely influenced by the various wage agreements and adjustments of salaries to that effect. The low growth over the 2021/22 MTEF relates to the implementation of budget cuts due to the public service wage freeze, as well as fiscal consolidation cuts. The MTEF provides for the following:

- Given the current pressure on the fiscus, the department will continue to strive to ensure that the implementation of the PPN responds adequately and effectively to the teaching needs of every school. The approval process for the appointment of temporary educator posts was centralised under the Office of the Head of Department since January 2018 to minimise the risk of over-staffing, and to ensure that the PPN is maintained in schools. However, the recent budget cuts due to fiscal consolidation and the wage freeze will place further strain on these sub-programmes and is estimated to result in the unaffordability of educator posts over the MTEF which will have a severe impact on teaching and learning in schools. The department indicated that this will also impact on the number of reserved educator posts that are utilised as substitutes or temporary educators, in situations where the educator is on maternity or long sick leave.
- Goods and services shows a substantial increase in the 2020/21 Adjusted Appropriation due to additional funding provided for the Covid-19 pandemic for the procurement of PPE, provision of water to schools and fumigation. The 2021/22 MTEF includes funding for tools of trade for the school security programme. The processes for the procurement of textbooks and stationery commenced in 2020 to ensure that schools receive their learner materials before the commencement of the new school year. These will include, among others, kits for learners who are enrolled in Mathematics and Science, as well as consumables for practical work. In addition, the budget provides for the management agent fees for central procurement, warehousing and distribution to schools. The baseline includes additional amounts with carry-through for the sanitary dignity project, which was provided in the 2020/21 MTEF. The department will continue to participate in the national transversal contract to purchase the sanitary towels. The targeted number of learners is 956 000 from quintile 1 – 3, but there are also requests from some quintile 4 and 5 schools. Also, the budget provides for assistance with domestic accounts for S14 schools building leases for schools which are on privately owned property, the purchase of inventory equipment to be distributed to the agricultural schools, maritime schools and technical schools, as well as printing costs for LTSM such as teaching and learning trackers, posters and books for Jika Imfundo (PILO) in respect of early reading for Intermediate Phase Grade 1 – 3 including e-learning LTSM, such as white boards, interactive workbooks, mini-wireless



servers, tablets and laptops, etc. It should be noted that the allocated funding for the procurement of PPE, Primary School/Early Reading Improvement project and the School Security project also fall under these sub-programmes. It should be noted that although the budget cuts were entirely against Compensation of employees the full attainment of these programmes will be affected as the department will have to undertake continuous in-year reprioritisation to remain within the budget.

- These two sub-programmes cater for Transfers and subsidies to: Non-profit institutions to provide schools with LTSM and other non-LTSM materials, including minor maintenance for schools. The transfers show substantial increase in 2020/21 Adjusted Appropriation due to funds received from the Presidential Employment Initiative Fund. The per learner allocation could not be increased due to baseline budget cuts in previous MTEFs due to fiscal consolidation and further cuts over the 2021/22 MTEF. The department took a decision to cap the per learner subsidy within the available budget. The allocation for transfers include compensation for full time equivalent learners who attend fee paying schools, but come from a disadvantaged background.

The Human Resource Development sub-programme largely provides for the Skills Development Act in respect of the training of Circuit Managers, SMTs and educators on good governance, curriculum and ethics and intervention programmes. It should be noted that this sub-programme was previously affected by enforced savings to offset pressures with the vote. The significant growth over the 2021/22 MTEF relates to the alignment of the budget back to one per cent of the salaries and wages bill in line with the DPSA directive and the incorporation of bursaries into this sub-programme.

The School Sport, Culture and Media Services sub-programme shows a decrease in the 2020/21 Adjusted Appropriation as a result of the suspension of sporting and cultural activities due to the Covid-19 pandemic. The inflationary growth over the MTEF is impacted by the budget cuts due to the wage freeze. The department has budgeted to undertake various activities to ensure that the department delivers on its social cohesion goal through the promotion of sport, arts and culture. This includes travelling costs, purchases of sports kits and personnel costs. The department indicated that co-curricular programmes will be intensified in schools through programmes like youth development, which teaches learners to be responsible, responsive and creative through role-playing to improve learning the English language and Mathematical problem-solving.

The NSNP grant reflects strong growth over the seven-year period, in order to allow for inclusion of quintiles 4 – 5 schools as dictated by the conditions of the grant. The growth over the 2021/22 MTEF is largely to accommodate inflationary costs and increased participation, as previously mentioned.

The EPWP Integrated Grant for Provinces is aimed at utilising community members to work on projects, where appropriate, thus assisting with job creation and poverty alleviation. The 2021/22 allocation shows negative growth and provides for the creation of 108 work opportunities.

The Social Sector EPWP Incentive Grant for Provinces is utilised for the appointment of 1 527 Chief Food Handlers and three data capturers for the NSNP grant, thus assisting in job creation and poverty alleviation. The 2021/22 allocation shows growth in line with the incentive allocation.

The MST grant reflects low 2020/21 Adjusted Appropriation due to budget reductions implemented in response to the Covid-19 pandemic. The 2021/22 MTEF allocation grows steadily and is impacted by fiscal consolidation cuts and will be utilised to assist schools focusing on Mathematics, Science and Technology, etc.



7.2.4. PROGRAMME RESOURCE CONSIDERATIONS

7.2.5 Summary of payments and estimates by sub-programme: Programme 2: Public Ordinary Schools.

| R thousand | Outcome | | | Main appropriation | | | Adjusted appropriation | | | Revised estimate | | | Medium-term estimates | | |
|------------------------------------------------------------------|------------|------------|------------|--------------------|------------|------------|------------------------|------------|------------|------------------|---------|---------|-----------------------|---------|---------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 |
| | 22 602 166 | 23 886 721 | 25 446 639 | 27 202 743 | 26 493 569 | 27 118 788 | 24 326 434 | 24 183 194 | 24 188 261 | | | | | | |
| 1. Public Primary Level | 16 011 249 | 16 568 784 | 18 070 237 | 19 193 423 | 19 032 188 | 19 421 755 | 17 661 581 | 17 417 365 | 17 509 860 | | | | | | |
| 2. Public Secondary Level | 87 685 | 78 152 | 104 256 | 108 442 | 122 684 | 132 684 | 225 699 | 236 084 | 246 474 | | | | | | |
| 3. Human Resource Development | 27 559 | 25 362 | 28 688 | 33 115 | 25 115 | 25 115 | 34 039 | 35 618 | 37 183 | | | | | | |
| 4. School Sport, Culture And Media Services | 1 437 448 | 1 647 325 | 1 628 447 | 1 717 512 | 1 727 246 | 1 727 246 | 1 831 602 | 1 893 312 | 1 967 842 | | | | | | |
| 5. National School Nutrition Programme Grant | 2 123 | 2 025 | 2 028 | 2 180 | 2 180 | 2 180 | 2 110 | 0 | 0 | | | | | | |
| 6. Epwp Integrated Grant For Provinces | 4 297 | 31 473 | 30 441 | 22 842 | 22 842 | 22 842 | 28 543 | 0 | 0 | | | | | | |
| 7. Social Sector Epwp Incentive Grant For Provinces Grant | 55 512 | 67 015 | 67 200 | 65 701 | 60 632 | 60 632 | 67 855 | 70 244 | 71 193 | | | | | | |
| 8. Maths, Science And Technology Grant | 40 228 039 | 42 306 857 | 45 377 936 | 48 345 958 | 47 486 456 | 48 511 242 | 44 177 863 | 43 835 817 | 44 020 813 | | | | | | |
| Total payments and estimates | | | | | | | | | | | | | | | |



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

| Outcome | Main appropriation | | | | | Adjusted appropriation | Revised estimate | Medium-term estimates | | | | |
|-----------------------------------------------------|--------------------|-------------------|-------------------|-------------------|-------------------|------------------------|-------------------|-----------------------|-------------------|--|--|--|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | | | 2022/23 | 2023/24 | | | |
| R thousand | | | | | | | | | | | | |
| Current payments | 38 704 290 | 40 815 413 | 43 817 786 | 46 601 482 | 44 634 576 | 45 637 011 | 42 362 858 | 41 933 933 | 42 035 469 | | | |
| Compensation of employees | 35 993 428 | 38 004 541 | 40 827 616 | 43 807 641 | 40 445 645 | 41 448 080 | 39 315 259 | 38 734 868 | 38 697 771 | | | |
| Goods and services | 2 710 856 | 2 810 870 | 2 990 162 | 2 793 841 | 4 188 931 | 4 188 930 | 3 047 599 | 3 199 065 | 3 337 698 | | | |
| Interest and rent on land | 6 | 2 | 8 | 0 | 0 | 1 | 0 | 0 | 0 | | | |
| Transfers and subsidies to: | 1 519 093 | 1 490 552 | 1 543 468 | 1 727 060 | 2 845 842 | 2 868 193 | 1 809 958 | 1 896 837 | 1 980 297 | | | |
| Provinces and municipalities | 0 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Non-profit institutions | 1 375 777 | 1 313 958 | 1 353 777 | 1 644 837 | 2 763 619 | 2 763 619 | 1 723 789 | 1 806 531 | 1 886 018 | | | |
| Households | 143 316 | 176 524 | 189 691 | 82 223 | 82 223 | 104 574 | 86 169 | 90 306 | 94 279 | | | |
| Payments for capital assets | 4 656 | 892 | 16 682 | 17 416 | 6 038 | 6 038 | 5 047 | 5 047 | 5 047 | | | |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Machinery and equipment | 4 656 | 866 | 3 911 | 4 816 | 6 038 | 6 038 | 5 047 | 5 047 | 5 047 | | | |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Software and other intangible assets | 0 | 26 | 12 771 | 12 600 | 0 | 0 | 0 | 0 | 0 | | | |
| Payments for financial assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Total economic classification | 40 228 039 | 42 306 857 | 45 377 936 | 48 345 958 | 47 486 456 | 48 511 242 | 44 177 863 | 43 835 817 | 44 020 813 | | | |



7.2.7. PUBLIC ORDINARY SCHOOL RESOURCING TO BE EFFECTED VIA THE SCHOOL FUNDING NORMS

| Poverty Quintiles | Schools | Total Expenditure (R'000) | Learners | Expenditure per learner (R) |
|------------------------------------|--------------|---------------------------|------------------|-------------------------------|
| 2.1. Public Primary Schools | | | | |
| Non Section 21 Schools | | | | |
| Quintile 1 (poorest) | 69 | 9 231 | 9 502 | 955 |
| Quintile 2 | 44 | 14 727 | 15 415 | 955 |
| Quintile 3 | 20 | 10 176 | 10 627 | 955 |
| Quintile 4 | 28 | 7 545 | 14 274 | 522 |
| Quintile 5 (least poor) | 21 | 2 124 | 11 814 | 179 |
| Total | 182 | 43 803 | 61 632 | |
| Section 21 Schools | | | | |
| Quintile 1 (Poorest) | 1 340 | 298 949 | 312 168 | 955 |
| Quintile 2 | 1 067 | 339 717 | 355 324 | 955 |
| Quintile 3 | 814 | 443 692 | 464 465 | 955 |
| Quintile 4 | 210 | 74 069 | 139 235 | 522 |
| Quintile 5 (least poor) | 188 | 22 791 | 123 472 | 179 |
| Total | 3 619 | 1 179 217 | 1 394 664 | |
| Total Primary | 3 801 | 1 223 019 | 1 456 296 | |

| | | | | |
|-------------------------------------|------------|----------------|----------------|-----|
| 2.2. Public Combined Schools | | | | |
| Non Section 21 Schools | | | | |
| Quintile 1 (poorest) | 5 | 1 216 | 1 273 | 955 |
| Quintile 2 | 5 | 1 478 | 1 548 | 955 |
| Quintile 3 | 2 | 619 | 648 | 955 |
| Quintile 4 | 0 | 0 | 0 | 522 |
| Quintile 5 | 1 | 291 | 1 627 | 179 |
| Total | 13 | 3 604 | 5 096 | |
| Section 21 Schools | | | | |
| Quintile 1 (Poorest) | 167 | 59 002 | 61 734 | 955 |
| Quintile 2 | 138 | 56 037 | 58 678 | 955 |
| Quintile 3 | 63 | 35 147 | 36 803 | 955 |
| Quintile 4 | 26 | 11 531 | 21 516 | 522 |
| Quintile 5 (least poor) | 10 | 1 525 | 8 521 | 179 |
| Total | 404 | 163 243 | 187 252 | |
| Total Combined | 417 | 166 847 | 192 348 | |



| | | | | |
|----------------------------------|-------|-----------|-----------|-----|
| 2.3 Public Secondary Schools | | | | |
| Non Section 21 Schools | | | | |
| Quintile 1 (poorest) | 22 | 4 117 | 4 311 | 955 |
| Quintile 2 | 22 | 10 155 | 10 633 | 955 |
| Quintile 3 | 20 | 13 444 | 14 069 | 955 |
| Quintile 4 | 9 | 3 718 | 7 122 | 522 |
| Quintile 5 (least poor) | 15 | 2 275 | 12 712 | 179 |
| Total | 88 | 33 709 | 48 847 | |
| Section 21 Schools | | | | |
| Quintile 1 (Poorest) | 448 | 182 879 | 191 442 | 955 |
| Quintile 2 | 461 | 235 349 | 246 409 | 955 |
| Quintile 3 | 393 | 312 888 | 327 631 | 955 |
| Quintile 4 | 111 | 56 008 | 104 595 | 522 |
| Quintile 5 (least poor) | 92 | 15 668 | 83 826 | 179 |
| Total | 1 505 | 802 791 | 953 903 | |
| Total Secondary | 1 593 | 836 500 | 1 002 750 | |
| Total for Non Section 21 schools | 283 | 81 116 | 115 575 | |
| Total for Section 21 schools | 5 528 | 2 145 251 | 2 535 819 | |
| Total for Quintile 1 | 2 051 | 555 394 | 580 430 | 955 |
| Total for Quintile 2 | 1 737 | 657 463 | 688 007 | 955 |
| Total for Quintile 3 | 1 312 | 815 965 | 854 243 | 955 |
| Total for Quintile 4 | 384 | 152 870 | 286 742 | 522 |
| Total for Quintile 5 | 327 | 44 674 | 241 972 | 179 |
| Grand total | 5 811 | 2 226 366 | 2 651 394 | |



7.2.8. Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | <p>Low output of maths and science learners</p> <p>Inadequate acquisition of foundational skills by learners.</p> | <p>The department will roll out Maths and Science improvement programme through establishing institutions which will serve as maths and science centres.</p> <p>The department has developed and will implement Academic Improvement Plan which forms part of the Service Delivery Improvement Plan</p> |
| | <p>Deployment and keeping of suitably qualified educators for gateway subjects in rural schools</p> | <p>The department will explore the provision of teacher cottages in rural schools to ensure the retention of teachers with qualifications in gateway subjects.</p> <p>The Department will offer incentives to attract and retain suitably qualified educators for gateway subjects in rural schools.</p> |
| | <p>Lack of relevant content knowledge by educators for specific content subjects including maths and science.</p> | <p>The department will implement interactive white boards system to ensure common well-planned lessons are taught in schools.</p> <p>The department will use education centres as satellite maths and science centres</p> |
| | <p>Poor results/outcomes at school level</p> <p>- Insufficient educator support by subject advisors (Curriculum implementation).</p> | <p>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.</p> <p>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.</p> |
| | <p>High dropout rate as a result of various factors including social ills:</p> <ul style="list-style-type: none"> - Substance abuse - teenage pregnancy - Malnutrition - Inadequate security | <p>The department will be filling critical vacant posts including subject advisors posts</p> <p>The department will work with other departments through intergovernmental relations in addressing the challenges of social ills</p> |
| <p>Recruitment of suitable candidates to serve in school governing bodies</p> | <p>Conduct credible SGB elections</p> <p>The department will conduct intensive capacity building workshops and specialised school governance training</p> | |



7.2.9. Infrastructure Project

| No | Project name | Programme | Project description | Outputs | Project start date | Project completion date | Total estimated costs-R000 |
|----|--------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------|-------------------------|----------------------------|
| 1 | Mgai PS | Upgrades and Additions | 1 x administration block, 1 x team teaching centre and 4 x classrooms, 1 x New multipurpose centre, 1 x computer room and 1 x media centre with stores, 2 x Grade R classrooms, 8 x girls, 6 x boys and 6 x teachers Ablution, Renovation of 2 x classroom blocks, Demolitions to existing buildings and all associated external works including Assembly area, parking, netball court, storm water management, electrical work. | Construction 1% - 25% | 30-SEP-20 | 20-May-21 | R54 611 755,31 |
| 2 | MARITIME SCHOOL OF EXCELLENCE : ACTON ROAD | Upgrades and Additions | DEMOLISH EXISTING PREFABRICATED STRUCTURES & ASBESTOS STRUCTURES; UPGRADE EXISTING: 2 x BOYS & GIRLS TOILETS, 14 CLSSRMS, 1 HALL, 1x COURTYARD & PARKING, 1x ADMIN, GUARD HOUSE, 3 MULTI PURPOSE, ,KITCHEN, BATHROOMS, COMBI COURT, EXTERNAL WORK AND FENCING | Construction 1% - 25% | 01-NOV-20 | 03-FEB-2022 | R41 708 255,26 |
| 3 | Ekucabangeni S | Upgrades and Additions | CONSTRUCTION OF 32 STANDARD CLASSROOMS, 6 MULTI-PURPOSE CLASSROOMS, 1 MEDIA CENTRE, 1 COMPUTER ROOM, 1 TEAM TEACHING, ADMIN BLOCK | Construction 1% - 25% | 17-NOV-2019 | 09-JUNE-2021 | R63 803 451,05 |
| 4 | Xoloxolo PS | Upgrades and Additions | UPGRADES AND ADDITIONS: COMPLETION CONTRACT OF: 027291 | Construction 1% - 25% | 2019/06/06 | 2021/12/17 | R63 103 624,25 |
| 5 | COLLINGWOOD PRIMARY SCHOOL | New Schools | Removal and replacement of roof structures. Repairs and Renovations to the Entire School | Construction 1% - 25% | 2019/10/29 | 2021/06/05 | R87 284 013,09 |
| 6 | VEZUKUSA PRIMARY SCHOOL | Upgrades and Additions | Demolish existing structures. Construction of 8 x classrooms ,Grade R, Multi-Purpose Room, Compter Room, SNP Kitchen , Ablutions and External Works | Construction 76% - 99% | 2018/12/10 | 2019/06/08 | R19 557 640,00 |
| 7 | CACA PS | Upgrades and Additions | Upgrading of existing school infrastructure to meet the DBE Norms and Standards | Construction 1% - 25% | 2019/08/23 | 2020/04/19 | R28 158 205,29 |
| 8 | Cosmo P | New Schools | Construction of 2 ECD, 1 admin block, 15NP kitchen, 1 computer room, 1 media centre, abluition facilities, 21 classrooms, renovation of 2 existing classrooms, external works, sportsfield | Construction 76% - 99% | 2016/06/06 | 2017/09/28 | R52 356 944,16 |
| 9 | EZULWINI C | Upgrades and Additions | 1 multipurpose, 1 Science Lab, 1 media center, 1 chemical store, 1 equipment store, 1 general store, Admin block, guard house, abluitions and parking | Construction 51% - 75% | 2015/11/13 | 2016/09/13 | R12 942 619,21 |
| 10 | Fundokuhle | Upgrades and Additions | 15 Classrooms, 3 Multipurpose, 1 Media Centre, 1 Lab, 1 Computer room, 1 team teaching, 1 Kitchen, 1 Admin and Support Spaces, 1 guard house, abluitions, sports field, combi court, fencing and parking bays | Construction 1% - 25% | 2018/07/09 | 2021/02/22 | R67 114 682,61 |



7.3 PROGRAMME 3: INDEPENDENT SCHOOLS

Programme Purpose

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

ANALYSIS BY SUB-PROGRAMME

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

- (i) **Primary Phase**
To support independent schools offering Grades 1 to 7
- (ii) **Secondary Phase**
To support independent schools offering Grades 8 to 12



7.3.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------|---------|-----------------------|-------------|---------|---------|---------|---------|
| | | | Audited/Actual Performance | | Estimated performance | MTEF Period | | | | |
| | | | 2017/18 | 2018/19 | | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | To ensure that quality education occurs in subsidized independent schools. | NSOI 3.1: Number of funded independent schools visited for monitoring purposes. | 127 | 127 | 128 | 128 | 130 | 130 | 130 | 130 |

7.3.2. Output indicators: annual and quarterly targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|---------------------------------------------------------------------------------|---------------|----|----|-----|----|
| NSOI 3.1: Number of funded independent schools visited for monitoring purposes. | 130 | - | - | 130 | - |

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

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

Overall, there is inflationary growth from 2017/18 to 2023/24. The subsidies to independent schools are based on learner numbers as verified at the beginning of each school year and thereafter on a quarterly basis throughout the year. The peak in 2020/21 Adjusted Appropriation relate to funds from the Presidential Employment Initiative Fund. The growth over the 2021/22 MTEF shows inflationary increases. The allocation per school is based on the available budget provided to the programme, learner numbers and the number of schools that qualify.

7.3.4. PROGRAMME RESOURCE CONSIDERATIONS

7.3.5. Summary of payments and estimates by sub-programme: Programme 3: Independent Schools

| R thousand | Outcome | | 2019/20 | Main appropriation 2020/21 | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|-------------------------------------|---------------|---------------|---------------|-------------------------------|------------------------|------------------|-----------------------|----------------|----------------|
| | 2017/18 | 2018/19 | | | | | 2021/22 | 2022/23 | 2023/24 |
| 1. Primary Level | 50 787 | 52 957 | 57 151 | 57 233 | 125 842 | 125 842 | 59 980 | 62 859 | 65 625 |
| 2. Secondary Level | 32 193 | 30 064 | 28 123 | 34 178 | 76 282 | 76 282 | 35 819 | 37 538 | 39 190 |
| Total payments and estimates | 82 980 | 83 021 | 85 274 | 91 411 | 202 124 | 202 124 | 95 799 | 100 397 | 104 815 |



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

| | Outcome | | Main appropriation | | Adjusted appropriation | | Revised estimate | | Medium-term estimates | | |
|-----------------------------------------------------|---------|---------|--------------------|---------|------------------------|---------|------------------|---------|-----------------------|---------|---------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 |
| R thousand | | | | | | | | | | | |
| Current payments | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Compensation of employees | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Goods and services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers and subsidies to: | 82 980 | 83 021 | 85 274 | 91 411 | 202 124 | 95 799 | 100 397 | 104 815 | 95 799 | 100 397 | 104 815 |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 82 980 | 83 021 | 85 274 | 91 411 | 202 124 | 95 799 | 100 397 | 104 815 | 95 799 | 100 397 | 104 815 |
| Households | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Payments for capital assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Payments for financial assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total economic classification | 82 980 | 83 021 | 85 274 | 91 411 | 202 124 | 95 799 | 100 397 | 104 815 | 95 799 | 100 397 | 104 815 |

7.3.7. INDEPENDENT SCHOOL RESOURCING TO BE EFFECTED VIA THE SCHOOL FUNDING NORMS

| BT302(a) Primary | | | | | | |
|---------------------|------------|----------------------------|---------------|-------------------------|--|--|
| Subsidy Level | Schools | Total expenditure (R '000) | Learners | Expenditure per learner | | |
| 60 % (poorest) | 30 | 26 170 | 5 859 | 4 467 | | |
| 40% | 39 | 22 104 | 7 423 | 2 978 | | |
| 25% | 27 | 8 226 | 4 420 | 1 861 | | |
| 15% | 18 | 3 479 | 3 116 | 1 117 | | |
| 0% (least poor) | 0 | 0 | 0 | 0 | | |
| TOTAL | 114 | 59 980 | 20 816 | - | | |
| BT302 (b) Secondary | | | | | | |
| Subsidy Level | Schools | Total expenditure (R '000) | Learners | Expenditure per learner | | |
| 60 % (poorest) | 9 | 8 113 | 1 331 | 6 097 | | |
| 40% | 30 | 20 580 | 5 063 | 4 065 | | |
| 25% | 13 | 2 906 | 1 144 | 2 541 | | |
| 15% | 15 | 4 220 | 2 769 | 1 524 | | |
| 0% (least poor) | 0 | 0 | 0 | 0 | | |
| TOTAL | 67 | 35 819 | 10 306 | - | | |

7.3.8 Updated Key Risks

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



7.4. PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION

Programme Purpose

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

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analyzed as follows:

(i) Schools

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

(ii) Human Resource Development

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

(iii) Conditional Grants

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



7.4.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------|-----------------------|-------------|---------|---------|---------|---------|
| | | | Audited/Actual Performance | | Estimated performance | MTEF Period | | | | |
| | | | 2017/18 | 2018/19 | | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | <p>Learners enrolled in public special schools.</p> <p>Therapists/specialist staff employed in public special schools.</p> <p>To screen, identify, assess, and support learners with barriers to learning for placement and concession.</p> <p>To measure number of educators employed at public special schools.</p> | <p>SOI 401: Number of learners in public special schools.</p> <p>SOI 402: Number of therapists/specialist staff in public special schools.</p> <p>NSOI 4.1: Number of teachers trained on SIAS Policy.</p> <p>NSOI 4.2: Number of educators employed in public special schools.</p> | 20 180 | 20 180 | 19 790 | 20 190 | 20 590 | 21 190 | 21 190 | 21 190 |
| | | | 172 | 182 | 193 | 192 | 192 | 192 | 212 | 212 |
| | | | NEW | NEW | 2 682 | 7 000 | 4 000 | 5 000 | 5 000 | 5 000 |
| | | | 1 690 | 1 697 | 1 912 | 1 890 | 1 967 | 2 067 | 2 067 | 2 067 |



7.4.2. Output indicators: annual and quarterly targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|----------------------------------------------------------------------------------|---------------|----|----|----|--------|
| SOI 401: Number of learners in public special schools. | 20 590 | - | - | - | 20 690 |
| SOI 402: Number of therapists/specialist staff in public special schools. | 192 | - | - | - | 192 |
| NSOI 4.1: Number of teachers trained on SIAS Policy. | 4 000 | - | - | - | 4 000 |
| NSOI 4.2: Number of educators employed in public special schools. | 1 967 | - | - | - | 1 967 |

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

This programme administers one grant i.e. LPID grant over the 2021/22 MTEF. This programme was impacted on by the equitable share budget cuts with carry-through and the cut was effected against Compensation of employees. Although there were cuts, the programme reflects healthy growth over the seven-year period, indicative of the focus on granting access to education for learners with special needs.

The sub-programme: Schools shows an upward trend over the period 2017/18 to 2020/21. The increase in the 2020/21 Adjusted Appropriation relate to funds from the Presidential Employment Initiative Fund. The low Revised Estimate in 2020/21 relate to the vacant posts in respect of specialists against the grant as there were delays in the recruitment processes. The steady growth over the 2021/22 MTEF despite the budget cuts against Compensation of employees as a result of the public service wage freeze. The department indicated that this will result to pressures and unaffordability of filling specialist posts. Over the MTEF, the Goods and services budget provides for the maintenance of buses, purchase of braille LTSM and the provision of training in this sector. The transfers to special schools provide for operational costs, including the purchase of LTSM and non-LTSM materials. This shows inflationary growth over the 2021/22 MTEF. The Machinery and equipment budget provides for the purchase of specialised buses for special schools. The department indicated that a policy with regard to the transportation of learners from special schools through the learner transport function has not yet been finalised, and the department has thus provided for the purchase of these buses.

The Human Resource Development sub-programme fluctuates from 2017/18 to 2020/21 due to enforced savings to offset budget pressures within the Vote in line with the turnaround strategy to manage pressures. The budget provides for the training of Education Specialists in special schools in areas such as Screening Identification Assessment and Support. This training will assist educators to identify and assist learners with disabilities. The significant growth over the 2021/22 MTEF relates to the alignment of the budget back to one per cent of the salaries and wages bill in line with the DPSA directive.

The LPID grant is utilised to employ Therapists, Chief Psychologists, as well as Deputy Chief Education Specialists. The 2021/22 MTEF provides for travelling and accommodation by the outreach teams in the province to monitor the DSD special care centres and identified special schools for children with profound disabilities, purchase of LTSM toolkits for the development of fine motor skills (puzzles, crayons, beads, etc.) and gross motor skills (skipping rope, jungle gyms, tennis rackets, etc.) for learners, including training and development for various specialists. Also, the allocation provides for the purchase of tools of trade such as, laptops and office furniture. Also, provided for is the procurement of psychological assessment tools to facilitate the psychological assessment for the correct support and placement of learners.



7.4.4. PROGRAMME RESOURCE CONSIDERATIONS

7.4.5. Summary of payments and estimates by sub-programme: Programme 4: Public Special Schools Education

| R thousand | Outcome | | | Main appropriation | | Adjusted appropriation | | Revised estimate | Medium-term estimates | | |
|-----------------------------------------------------------|------------------|------------------|------------------|--------------------|------------------|------------------------|------------------|------------------|-----------------------|--|--|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | | 2023/24 | | |
| 1. Schools | 1 121 070 | 1 171 385 | 1 278 889 | 1 353 853 | 1 361 263 | 1 360 207 | 1 331 263 | 1 420 794 | 1 483 308 | | |
| 2. Human Resource Development | 730 | 1 232 | 1 132 | 4 348 | 948 | 7 463 | 948 | 7 791 | 8 134 | | |
| 3. Osd For Therapists Conditional Grant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 4. Learners With Profound Intellectual Disabilities Grant | 2 696 | 22 992 | 42 237 | 32 586 | 32 586 | 32 576 | 32 586 | 33 564 | 34 534 | | |
| Total payments and estimates | 1 124 496 | 1 195 609 | 1 322 258 | 1 390 787 | 1 394 797 | 1 400 246 | 1 364 797 | 1 462 149 | 1 525 976 | | |



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

| Outcome | Outcome | | | | Main appropriation | | | Adjusted appropriation | | Revised estimate | Medium-term estimates | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|------------------------|------------------|------------------|-----------------------|------------------|------------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 |
| R thousand | | | | | | | | | | | | | |
| Current payments | 988 010 | 1 050 817 | 1 165 218 | 1 229 667 | 1 165 218 | 1 229 667 | 1 220 963 | 1 232 741 | 1 286 323 | 1 342 413 | 1 232 741 | 1 286 323 | 1 342 413 |
| Compensation of employees | 980 791 | 1 039 169 | 1 134 338 | 1 204 751 | 1 134 338 | 1 204 751 | 1 199 326 | 1 203 812 | 1 256 863 | 1 312 190 | 1 203 812 | 1 256 863 | 1 312 190 |
| Goods and services | 7 219 | 11 648 | 30 880 | 24 916 | 30 880 | 24 916 | 21 637 | 28 929 | 29 460 | 30 223 | 28 929 | 29 460 | 30 223 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers and subsidies to: | 135 946 | 141 612 | 145 211 | 145 520 | 145 211 | 145 520 | 151 904 | 152 505 | 159 826 | 166 859 | 152 505 | 159 826 | 166 859 |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 133 488 | 137 844 | 139 085 | 140 520 | 139 085 | 140 520 | 146 904 | 147 265 | 154 334 | 161 125 | 147 265 | 154 334 | 161 125 |
| Households | 2 458 | 3 768 | 6 126 | 5 000 | 6 126 | 5 000 | 5 000 | 5 240 | 5 492 | 5 734 | 5 240 | 5 492 | 5 734 |
| Payments for capital assets | 540 | 3 180 | 11 829 | 15 600 | 11 829 | 15 600 | 21 930 | 15 000 | 16 000 | 16 704 | 15 000 | 16 000 | 16 704 |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 540 | 3 180 | 11 829 | 15 600 | 11 829 | 15 600 | 21 930 | 15 000 | 16 000 | 16 704 | 15 000 | 16 000 | 16 704 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Payments for financial assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total economic classification | 1 124 496 | 1 195 609 | 1 322 258 | 1 390 787 | 1 322 258 | 1 390 787 | 1 394 797 | 1 400 246 | 1 462 149 | 1 525 976 | 1 400 246 | 1 462 149 | 1 525 976 |



7.4.7. Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation</p> | <p>Inadequate non-educator professional staff in rural special schools</p> <p>Inadequate teaching and learning resources for special schools.</p> | <p>The department will redeploy excess non-educator professional staff from urban to rural schools and ensure proper accommodation is provided.</p> <p>The conditional grant for special schools will be optimally utilized to resource special schools.</p> |

7.4.8. Infrastructure Project.

| No | Project name | Programme | Project description | Outputs | Project start date | Project completion date | Total estimated costs R'000 |
|----|--------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|-------------------------|-----------------------------|
| 1. | Open gate Special School | Learners with special educational needs | 1x computer room, 2x therapy rooms, 1x storeroom, 1x cookery room, 1x wood work room, 1x multipurpose, 1x hostel dome for 20 girls and 20 boys | Construction 51% - 75% | 17-Jul-17 | 25-October-21 | R60 427 106,78 |
| 2. | Phangindawo LSEN | Learners with special educational needs | Construction of Support Centre and 1X Grade R classroom, 1x admin block with HOD offices, 1x principal's office 1x admin clerk office. New toilets for 330 pupils and 12 pupils and paved driveway | Construction 76% - 99% | 26-May-16 | 10-November -17 | R23 284 357,03 |
| 3 | YWCA | Learners with special educational needs | 20x standard classrooms with storerooms, 3 x Multipurpose classrooms with storerooms, 1 x Workshop with storeroom, 3 x therapy suite attached to classrooms, 1 x Media center with storeroom, 1x Computer room with storeroom, 1 x Activity room, 1 x Administration block, 4 x offices outside admin, 4 x Small storerooms outside admin, 1 x Large storeroom outside admin, 1 x Garden stores and changerooms, 1 x Garage for Bus and Vehicle storage, 1 x Guardhouse, 1 x Tuck-shop, 6x teachers toilets, 5 x Girls toilets, 3 x Boys toilet, 1 x BOYs Hostel with 25 beds, 1 x GIRLS Hostel with 25 bedspaces, 1 x Kitchen with Cooking Area, Prep Area Storage, Scullery, Refuse areas, and Dining hall with 300 seating's, Paving from gate to admin block and towards the new building, general renovation to existing buildings. | Construction 1% - 25% | 3-Oct-19 | 14-Oct-21 | R126 164 629,02 |
| 4 | INANDA SPECIAL SCHOOL | Learners with special educational needs | 20 CLSSRMS, 3M/PURPOSE, 1 M/CEN, 1 COMP RM, 1 ACTIVITY RM, 2 THERAPY SUITE, 1 ADMIN, KITCHEN, DINING HALL, LAUNDRY, 120 STUDENT ACCOMMODATION, TOILETS, 2 STAFF QUARTERS, GUARD HOUSE | Construction 76% - 99% | 2017/05/25 | 2020/02/13 | R217 723 249,36 |



7.5. PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

Programme Purpose

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

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

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



7.5.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------|---------|-----------------------|---------|-------------|---------|---------|
| | | | Audited/Actual Performance | | Estimated performance | | MTEF Period | | |
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | Public schools offer Grade R. | SOI 501: Number of public schools that offer Grade R. | 4 008 | 3 941 | 3 982 | 3 892 | 3 902 | 3 912 | 3 922 |
| | To measure the expansion and provision of grade R in subsidized community-based centers. | NSOI 5.1: Number of subsidized community-based centers offering Grade R. | 53 | 46 | 27 | 27 | 27 | 27 | 27 |
| | Measure the quality of provision of grade R programmes in public schools. | NSOI 5.2: Number of Grade R practitioners employed in public ordinary schools. | 5 149 | 5 229 | 5 246 | 5 256 | 5 266 | 5 276 | 5 286 |

7.5.2. Output indicators: annual and quarterly targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|---------------------------------------------------------------------------------|---------------|----|----|----|-------|
| SOI 501: Number of public schools that offer Grade R. | 3902 | - | - | - | 3902 |
| NSOI 5.1: Number of subsidized community-based centers offering Grade R. | 27 | - | - | - | 27 |
| NSOI 5.2: Number of Grade R practitioners employed in public ordinary schools. | 5 266 | - | - | - | 5 266 |



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

This programme was impacted on by the equitable share budget cuts effected against Compensation of employees as a result of the wage freeze.

The sub-programme: Grade R in Public Schools shows steady growth from 2017/18 to 2023/24 largely due to the various wage adjustments and the implementation of the progressively increasing payments to ECD practitioners. The MTEF caters for the ECD educators and qualified ECD practitioners, the purchase of LTSM via the management agent to ensure consistency in the material procured, and transfers to schools.

The Grade R in the ECD Centres sub-programme fluctuates over the seven-year period. The policy (White Paper 5 on ECD) allows for a maximum of 15 per cent of the budget to be allocated toward Grade R in community-based centres, and the department is within this threshold. The allocation for these centres includes provision for the stipends payable to the practitioners. Provision has been made over the 2021/22 MTEF for training requirements of ECD practitioners.

The responsibility of the department, as far as the Pre-Grade R sub-programme is concerned, is to offer training (skills training to ECD management staff, and other personnel such as care-givers and support staff working in the crèches) and, as such, the budget that is provided in this regard is for that purpose. The President, in the 2019 SONA, announced the migration of ECD from DSD to DOE, which will be phased in until 2030. It should be noted that there has not yet been any finalised agreement with regards to this movement and it is therefore not included in the department's budget for now. The allocations over the 2021/22 MTEF are in line with the objectives of this sub-programme in terms of purchasing toolkits (teachers' guides, lesson plans, etc.) for training.

The Human Resource Development sub-programme's budget is allocated to priorities such as encouraging the uptake of bursaries with regard to employees that wish to focus on ECD, and thus counter the shortage of qualified educators in this area. The significant growth over the 2021/22 MTEF relates to the alignment of the budget back to one per cent of the salaries and wages bill in line with the DPSA directive.

The limited growth against Compensation of employees in 2021/22 is as a result of budget reductions implemented due to the public service wage freeze as well as pay progression. The budget caters for the payment of the monthly stipends of ECD practitioners, as well as annual salary for ECD educators. The significant reductions applied to the department of the 2021/22 MTEF may result in the department not being able to fill any critical vacant posts.



7.5.4. Programme resource considerations

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

| R thousand | Outcome | | | 2019/20 | Main appropriation | | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---------------------------------------------------|----------------|------------------|------------------|------------------|--------------------|------------------|------------------------|------------------|-----------------------|---------|--|
| | 2017/18 | 2018/19 | 2019/20 | | 2020/21 | 2021/22 | | | 2022/23 | 2023/24 | |
| 1. Grade R In Public Schools | 908 751 | 1 000 254 | 1 217 108 | 1 277 242 | 1 277 242 | 1 201 077 | 1 283 655 | 1 340 694 | 1 399 685 | | |
| 2. Grade R In Early Childhood Development Centres | 46 588 | 164 297 | 84 275 | 94 130 | 102 130 | 85 632 | 94 186 | 98 335 | 102 662 | | |
| 3. Pre-Grade R Training | 15 912 | 8 007 | 34 295 | 70 017 | 62 017 | 54 680 | 66 315 | 69 395 | 72 448 | | |
| 4. Human Resource Development | 0 | 0 | 0 | 2 177 | 577 | 577 | 7 742 | 8 083 | 8 439 | | |
| Total payments and estimates | 971 251 | 1 172 558 | 1 335 678 | 1 443 566 | 1 441 966 | 1 341 966 | 1 451 898 | 1 516 507 | 1 583 234 | | |



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

| | Outcome | | | | Main appropriation | | | Adjusted appropriation | | Revised estimate | | Medium-term estimates | | |
|-----------------------------------------------------|-----------------|-------------------|-------------------|------------------|--------------------|------------------|------------------|------------------------|-------------------|------------------|------------------|-----------------------|------------------|------------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 |
| R thousand | | | | | | | | | | | | | | |
| Current payments | 9 415 79 | 11 433 503 | 13 048 90 | 14 092 08 | 14 108 08 | 13 092 08 | 14 175 68 | 15 456 74 | 1 417 568 | 1 480 530 | 1 545 674 | 1 417 568 | 1 480 530 | 1 545 674 |
| Compensation of employees | 934 359 | 1 042 105 | 1 143 878 | 1 270 000 | 1 270 000 | 1 170 000 | 1 325 880 | 1 384 220 | 1 270 000 | 1 325 880 | 1 384 220 | 1 270 000 | 1 325 880 | 1 384 220 |
| Goods and services | 7 220 | 101 398 | 161 012 | 139 208 | 140 808 | 139 208 | 154 650 | 161 454 | 147 568 | 154 650 | 161 454 | 147 568 | 154 650 | 161 454 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers and subsidies to: | 29 672 | 29 055 | 30 788 | 32 758 | 32 758 | 32 758 | 35 977 | 37 560 | 34 330 | 35 977 | 37 560 | 34 330 | 35 977 | 37 560 |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 29 404 | 28 578 | 29 890 | 31 458 | 31 458 | 31 458 | 34 550 | 36 070 | 32 968 | 34 550 | 36 070 | 32 968 | 34 550 | 36 070 |
| Households | 268 | 477 | 898 | 1 300 | 1 300 | 1 300 | 1 427 | 1 490 | 1 362 | 1 427 | 1 490 | 1 362 | 1 427 | 1 490 |
| Payments for capital assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Payments for financial assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total economic classification | 9 712 51 | 11 725 558 | 13 335 678 | 14 419 66 | 14 435 66 | 13 419 66 | 15 165 07 | 15 832 34 | 14 451 898 | 15 165 07 | 15 832 34 | 14 451 898 | 15 165 07 | 15 832 34 |



7.5.6. Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | <p>Unqualified practitioners teaching 0-4 year olds in independent Subsidised community centres</p> | <p>The department will train and monitor the deployment of qualified practitioners receiving stipends to community centres</p> |

7.5.7. Infrastructure Project

| No | Project name | Programme | Project description | Outputs | Project start date | Target Project completion date | Total estimated costs R'000 |
|----|--------------|-----------------------------------|-----------------------------------------------------------------------------|---------------------------|--------------------|--------------------------------|-----------------------------|
| 2 | Ithubalethu | Early Childhood Development (ECD) | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | Construction 1% - 25% | 13-Jun-20 | 13-Mar-22 | R3 624 789,39 |
| 8 | Osuthu PS | Early Childhood Development (ECD) | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | Construction 51% - 75% | 13-Jun-20 | 13-Mar-22 | R3 964 901,13 |
| | Phumela | Early Childhood Development (ECD) | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | Construction 25% - 50% | 13-Jun-20 | 13-Mar-22 | R4 013 054,02 |
| | Emkhandlwini | Early Childhood Development (ECD) | 1 ECD, 1 Classroom, 1 toilet, 1 Jungle Gym and fencing | Construction 76% - 99% | 13-Nov-19 | 10-Aug-21 | R1 848 104,16 |
| | OVICENI | Early Childhood Development (ECD) | 1 ECD, 1 Classroom, 1 toilet, 1 Jungle Gym and fencing | Construction 76% - 99% | 15-Nov-19 | 10-Aug-21 | R1 784 583,36 |



7.6 PROGRAMME6: INFRASTRUCTURE DEVELOPMENT

Programme Purpose

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

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



7.6.1. Outcomes, Outputs, Performance Indicators and Target

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------|---------|---------|-------------|---------|---------|---------|
| | | | Audited/Actual Performance | | | MTEF Period | | | |
| | | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| Youth better prepared for further learning and world of work. A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world. Improved reading for meaning, numeracy and digital skills A safe, secure school environment for teaching and learning Collaborative and responsive infrastructure planning and implementation. Decolonized curriculum in language and history studies. | Public ordinary schools provided with water infrastructure. | SOI 601: Number of public schools provided with water infrastructure. | 175 | 158 | 150 | 1500 | 300 | 200 | 200 |
| | Public ordinary schools provided with electricity infrastructure. | SOI 602: Number of public schools provided with electricity infrastructure. | 33 | 50 | 109 | 30 | 30 | 20 | 20 |
| | Public ordinary schools supplied with sanitation facilities | SOI 603: Number of public schools supplied with sanitation facilities. | 159 | 157 | 150 | 500 | 300 | 200 | 200 |
| | Schools provided with new or additional boarding facilities. | SOI 604: Number of schools provided with new or additional boarding facilities. | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| | Scheduled maintenance projects completed in schools | SOI 605: Number of schools where scheduled maintenance projects were completed. | 308 | 330 | 273 | 150 | 100 | 150 | 150 |
| | To create job opportunities for women, youth and disabled persons. | NSOI 6.1: Number of women benefitting from EPWP programmes. | 186 | 204 | 176 | 150 | 80 | 80 | 100 |
| | Youth benefitting from infrastructure projects. | NSOI 6.2: Number of youth benefitting from infrastructure projects. | 190 | 146 | 178 | 130 | 50 | 50 | 60 |
| | Disabled people benefitting from EPWP programmes. | NSOI 6.3: Number of disabled people benefitting from EPWP programmes. | 0 | 2 | 3 | 4 | 2 | 2 | 2 |



7.6.2. Output Indicators: Annual and Quarterly Targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|----------------------------------------------------------------------------------------|---------------|----|----|----|-----|
| SOI 601: Number of public schools provided with water infrastructure. | 300 | - | - | - | 300 |
| SOI 602: Number of public schools provided with electricity infrastructure. | 30 | - | - | - | 30 |
| SOI 603: Number of public schools supplied with sanitation facilities. | 300 | - | - | - | 300 |
| SOI 604: Number of schools provided with new or additional boarding facilities. | 1 | - | - | - | 1 |
| SOI 605: Number of schools where scheduled maintenance projects were completed. | 100 | - | - | - | 100 |
| NSOI 6.1: Number of women benefitting from EPWP programmes. | 80 | - | - | - | 80 |
| NSOI 6.2: Number of youth benefitting from infrastructure projects. | 50 | - | - | - | 50 |
| NSOI 6.3: Number of disabled people benefitting from EPWP programmes. | 2 | - | - | - | 2 |



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

The sub-programme: Administration reflects a fluctuating trend from 2017/18 to 2023/24, largely due to the re-direction of the budget to Public Ordinary Schools, to address spending pressures caused by the high demand for the rehabilitation of schools. The low Revised Estimate relates to prioritisation of school infrastructure in response to Covid-19 and aggravated by the budget cut to the EIG in the Special Adjustments Estimate. The budget for the 2021/22 MTEF provides for Compensation of employees for officials appointed through DORA. There is negative growth for Compensation of employees in 2021/22 and 2022/23, and this is attributed to the budget cut due to the wage freeze.

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

- The fluctuation between 2017/18 to 2019/20 relates to the decreasing equitable share portion which was utilised to address pressures against Compensation of employees for the Vote, additional funding was provided in 2017/18 for the improvement of water and sanitation in schools, as well as the incentive portion provided for the EIG.
- The department indicated that in 2021/22, an incentive allocation was allocated against this sub-programme. In 2020/21, there were 575 schools where new ablution facilities were under construction and these will be carried over to 2021/22 MTEF. These ablution facility projects are currently implemented through various implementing agents namely Development Bank of South Africa (DBSA) with 352 schools, DOPW with 165 schools, Independent Development Trust (IDT) with 165 schools, Ethekewini municipality with eight schools and 26 projects implemented within other infrastructure programmes. Currently, there are 171 projects at tender stage with the aim of appointing by March 2021 and implementation is anticipated to proceed in 2021/22. The implementing agents have been advised to formally consult with the department prior to commencing with these projects. An additional 273 projects are currently at design stage. The implementation of these 273 is mainly being done by DBE and are funded at a national level. The projects are earmarked to be advertised for tender by April 2021 and commence with construction by mid-year of 2021/22.

The Special Schools sub-programme reflects significant growth from 2017/18 to 2018/19 and relates to the focus on special schools. This includes the completion of projects, such as Inanda special school in Pinetown district which is at 84 per cent completion, Open Gate special school in uMgungundlovu district at 76 per cent completion. The Pholela Special School has reached practical completion. The high amount in the 2020/21 Revised Estimate relates to additional pressures in implementing programmes related to the Covid-19 pandemic. The 2021/22 MTEF includes the completion of schools like Tongaat Special School in Pinetown district, YWCA Special School and Musa School for the Deaf in Amajuba district, Phangindawo LSEN in uMgungundlovu district, among others. These schools will be implemented in support of ensuring that learners with special needs have quality education. The department indicated that the high growth in 2021/22 relates to commissioning costs, including provision of school furniture, electrification and IT connectivity.

The sub-programme: Early Childhood Development reflects a fluctuating trend relating to the reprioritisation undertaken from this sub-programme to offset pressures against the Public Ordinary Schools sub-programme, mainly from projects which were at the feasibility and design phase. The department is planning to complete the upgrade of 20 ECD schools in 2021/22. These projects provide for Grade R classrooms and facilities in schools in various districts, such as Bazaneni primary school and Fukula primary school in uMkhanyakude district, Imfihlo primary school in King Cetshwayo district, Zavela primary school in Harry Gwala district, among others.



7.6.4. PROGRAMME RESOURCE CONSIDERATIONS

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

| R thousand | Outcome | | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|--------------------|------------------------|------------------|-----------------------|------------------|------------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | | | | 2021/22 | 2022/23 | 2023/24 |
| Current payments | 545 231 | 645 314 | 672 988 | 754 286 | 545 050 | 754 286 | 753 889 | 565 730 | 576 376 | 605 456 |
| Compensation of employees | 22 582 | 28 653 | 32 809 | 34 118 | 34 118 | 34 118 | 34 065 | 33 798 | 33 285 | 38 469 |
| Goods and services | 522 649 | 616 661 | 640 179 | 720 168 | 510 932 | 720 168 | 719 824 | 531 932 | 543 091 | 566 987 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers and subsidies to: | 62 | 0 | 44 | 0 | 0 | 0 | 53 | 0 | 0 | 0 |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Households | 62 | 0 | 44 | 0 | 0 | 0 | 53 | 0 | 0 | 0 |
| Payments for capital assets | 1946 262 | 1728 771 | 2 085 994 | 1 276 175 | 1 832 629 | 1 276 175 | 1 445 519 | 1 957 243 | 2 098 025 | 2 185 533 |
| Buildings and other fixed structures | 1 946 262 | 1 728 452 | 2 082 269 | 1 276 175 | 1 832 629 | 1 276 175 | 1 445 175 | 1 957 243 | 2 098 025 | 2 185 533 |
| Machinery and equipment | 0 | 0 | 3 725 | 0 | 0 | 0 | 344 | 0 | 0 | 0 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 319 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Payments for financial assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total economic classification | 2 491 555 | 2 374 085 | 2 759 026 | 2 030 461 | 2 377 679 | 2 030 461 | 2 199 461 | 2 522 973 | 2 674 401 | 2 790 989 |



7.6.6. Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | <p>Insufficient budget to meet infrastructural needs</p> <p>Population migration to urban areas.</p> <p>Ageing/unsafe school infrastructure</p> | <p>The Department through intergovernmental relations will explore and implement other alternative building methods and materials and also explore alternative funding strategies for infrastructure delivery.</p> <p>The department will undertake an audit of school infrastructure to identify ageing/unsafe buildings and implement appropriate remedial measures.</p> |



7.7 PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

Programme Purpose

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

ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes analysed as follows:

- (i) **Payments to SETA**
To provide human resource development for employees in accordance with the Skills Development Act.
- (ii) **Professional Services**
To provide educators and learners in schools with departmentally managed support services.
- (iii) **Special Projects**
To provide for special departmentally managed intervention projects in the education system as a whole.
- (iv) **Examination**
To provide for departmentally managed examination services.
- (v) **Conditional Grants**
To provide for projects specified by the department that is applicable to more than one programme and funded with conditional grants



7.7.1. Outcomes, Outputs, Performance Indicators and Targets

| Outcome | Outputs | Output Indicators | Annual Targets | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------|---------|-----------------------|-------------|---------|---------|---------|
| | | | Audited/Actual Performance | | Estimated performance | MTEF Period | | | |
| | | | 2017/18 | 2018/19 | | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | Learners passing National Senior Certificate Examination (NSC) | SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) Examination. | 72.87% | 76.2% | 81.3% | 86.3% | 88% | 90% | 90% |
| | Grade 12 learners passing at Bachelor Pass level | SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level. | 28.71% | 33.2% | 37.8% | 40% | 43% | 46% | 46% |
| | Grade 12 learners achieving 60% or more in Mathematics | SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics. | 16.72% | 17.6% | 16.5% | 17% | 18.5% | 19% | 19% |
| | Grade 12 learners achieving 60% or more in Physical Sciences | SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences | 26.72% | 29.3% | 32.7% | 34% | 36% | 38% | 38% |
| | Secondary schools achieving a National Senior Certificate (NSC) pass rate of 60% and above | SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above | 1 223 | 1 350 | 1 523 | 1 550 | 1 600 | 1 650 | 1 650 |
| | To attain the highest possible educational outcomes amongst learners in public ordinary schools | NSOI 7.1: Number of schools with an NSC pass rate below 60% | 531 | 415 | 239 | 200 | 180 | 150 | 150 |
| | | | | | | | | | |



7.7.2. Output indicators: annual and quarterly targets

| Output Indicator | Annual Target | Q1 | Q2 | Q3 | Q4 |
|---------------------------------------------------------------------------------------------------------------|---------------|----|----|----|-------|
| SOI 701: Percentage of learners who passed the National Senior Certificate Examination (NSC). | 88% | - | - | - | 88% |
| SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level. | 43% | - | - | - | 43% |
| SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics. | 18.5% | - | - | - | 18.5% |
| SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences | 36% | - | - | - | 36% |
| SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above | 1600 | - | - | - | 1600 |
| NSOI 71: Number of schools with an NSC pass rate below 60% | 180 | - | - | - | 180 |



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

It should be noted that reductions with carry-through were applied to this programme over the MTEF against Compensation of employees as a result of the wage freeze. Furthermore, reprioritisation was undertaken from Programme 2 over the MTEF to this programme which relates to the alignment of the budget back to one per cent of the salaries and wages bill in line with the DPSA directive.

The sub-programme: Payments to SETA shows a drastic decrease from 2017/18 to 2020/21. As previously mentioned, the budget was reduced to zero in 2018/19 due to the implementation of the turnaround strategy to manage Compensation of employees pressures and address other inefficiencies within the Vote. The steady increase over the 2021/22 MTEF is due to the DPSA directive issued in 2015 that 30 per cent of the training budget must be paid over to SETA to allow for the implementation of the DPSA directive to contribute towards the Teacher Union Collaboration project as discussed earlier.

The sub-programme: Professional Services shows an upward trend from 2017/18 to 2019/20. The low 2020/21 Adjusted Appropriation is due to the public service wage freeze. This budget reduction was carried through over the 2021/22 MTEF. The 2021/22 MTEF allocations grow steadily, and provide for curriculum advisory services and visits to schools for support and monitoring in areas such as enhancement of curriculum delivery, teaching and learning support for Grades 1 – 9 and Grades 10 – 12, travel and subsistence for school functionality monitoring, etc.

The sub-programme: External Examinations fluctuates over the period, indicative of the varying number of learners admitted for matric exams, as well as the expansion in the range of courses offered to learners. This sub-programme provides for the marking arrangements for the NSC examinations, including the payments for markers, the marking centres, as well as security arrangements, accommodation and catering linked thereto. The upward trend over the 2021/22 MTEF relates to provision for the increasing printing costs for continuous assessments and NSC examinations. Furthermore, the allocation provides for operating payments attributed to a high volume of printing for June and September supplementary exams, answer books for NSC, printing of memos for Adult Education and Training (AET) and NSC, printing of Grades 10 and 11 common tests, mark sheets, travel and subsistence costs for monitoring of examinations. Additional funds were provided in the Adjusted Appropriation relating to the Covid-19 pandemic. The funds were required to be used for the appointment of additional staff in order to adhere to health and safety regulations in respect of social distancing with regard to marking the November/December exams. This includes overtime for additional markers, invigilators and assistants. Furthermore, this was allocated to allow for social distancing regulations to be effected and the resultant need to hire additional marking venues, as well as catering, purchase of PPE for these officials, additional vehicle hire and security services for the marking venues, and the delivery of materials to additional venues.

The HIV and AIDS (Life-Skills Education) grant fluctuates from 2017/18 to the 2020/21 Adjusted Appropriation due to approved roll-overs and budget reductions applied to the grant due to the effects of the Covid-19 pandemic. The 2021/22 MTEF reflects inflationary growth. allocation makes provision for activities relating to this grant in line with the framework, including the payment of stipends to learner support agents to undertake on-site peer education and care support programmes in schools on a day-to-day basis, advocacy campaigns, payment of staff linked to the grant and undertaking teacher and learner training and development, among others.



7.7.4. PROGRAMME RESOURCE CONSIDERATIONS

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

| R thousand | Outcome | | | | Main appropriation | | Adjusted appropriation | | Revised estimate | Medium-term estimates | | |
|-------------------------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------------|------------------|------------------|-----------------------|--|--|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | | | | |
| 1. Payments To Seta | 89 497 | 0 | 17 085 | 38 623 | 38 623 | 110 718 | 115 590 | 120 676 | | | | |
| 2. Professional Services | 638 474 | 649 363 | 652 701 | 679 607 | 643 988 | 649 067 | 678 011 | 707 844 | | | | |
| 3. External Examinations | 782 529 | 758 234 | 822 044 | 864 909 | 882 528 | 833 676 | 871 749 | 910 104 | | | | |
| 4. Conditional Grants | 64 262 | 54 357 | 72 570 | 62 450 | 47 362 | 61 450 | 61 095 | 62 910 | | | | |
| Total payments and estimates | 1 574 762 | 1 461 954 | 1 564 400 | 1 645 589 | 1 612 501 | 1 654 911 | 1 726 445 | 1 801 534 | | | | |

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

| | Outcome | | | | Main appropriation | | | Adjusted appropriation | | Revised estimate | Medium-term estimates | | |
|-----------------------------------------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|------------------------|------------------|------------------|-----------------------|------------------|------------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2021/22 | 2022/23 | 2023/24 | 2022/23 | 2023/24 |
| R thousand | 1 480 183 | 1 455 139 | 1 542 703 | 1 602 581 | 1 628 789 | 1 538 439 | 1 606 039 | 1 675 830 | 1 567 670 | 1 606 039 | 1 675 830 | 1 606 039 | 1 675 830 |
| Current payments | 978 723 | 991 913 | 1 027 109 | 1 154 349 | 1 168 789 | 1 069 204 | 1 116 447 | 1 167 647 | 1 108 789 | 1 116 447 | 1 167 647 | 1 116 447 | 1 167 647 |
| Compensation of employees | 501 456 | 463 226 | 515 592 | 448 232 | 460 000 | 469 235 | 489 592 | 508 183 | 458 879 | 489 592 | 508 183 | 489 592 | 508 183 |
| Goods and services | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| Interest and rent on land | 94 549 | 6 684 | 20 973 | 42 823 | 42 823 | 115 120 | 120 203 | 125 492 | 42 823 | 120 203 | 125 492 | 120 203 | 125 492 |
| Transfers and subsidies to: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Provinces and municipalities | 89 497 | 0 | 17 085 | 38 623 | 38 623 | 110 718 | 120 676 | 120 676 | 38 623 | 115 590 | 120 676 | 115 590 | 120 676 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Households | 5 052 | 6 684 | 3 888 | 4 200 | 4 200 | 4 402 | 4 816 | 4 816 | 4 200 | 4 613 | 4 816 | 4 613 | 4 816 |
| Payments for capital assets | 30 | 131 | 724 | 185 | 889 | 1 352 | 212 | 212 | 2 008 | 203 | 212 | 203 | 212 |
| Buildings and other fixed structures | 0 | 0 | 87 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 30 | 131 | 637 | 185 | 889 | 1 352 | 212 | 212 | 2 008 | 203 | 212 | 203 | 212 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Payments for financial assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | |
| Total economic classification | 1 574 762 | 1 461 954 | 1 564 400 | 1 645 589 | 1 672 501 | 1 654 911 | 1 726 445 | 1 801 534 | 1 612 501 | 1 726 445 | 1 801 534 | 1 726 445 | 1 801 534 |



7.7.6 Updated Key Risks

| Outcome | Key Risk | Risk Mitigation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Youth better prepared for further learning and world of work.</p> <p>A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.</p> <p>Improved reading for meaning, numeracy and digital skills</p> <p>A safe, secure school environment for teaching and learning</p> <p>Collaborative and responsive infrastructure planning and implementation.</p> <p>Decolonized curriculum in language and history studies.</p> | <p>Credibility and integrity of examination processes</p> | <p>The department will deploy permanent examination monitors from high levels of management in all examination centres to monitor from the beginning to the conclusion of the paper.</p> |
| | <p>Inadequate skills on the implementation of policies with regards to compliance issues.</p> | <p>Train educator and non-educator corps in relevant skills</p> |

8. PUBLIC ENTITIES

The department does not have public Entities.

9. PUBLIC-PRIVATE PARTNERSHIPS (PPPS)

The department does not have public private partnerships agreements.



PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDS)





10. Programme 1: Administration

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



| | |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | SOI 102: Number of public schools that can be contacted electronically (e-mail). |
| Definition | Number of public schools that can be contacted electronically, particularly through emails or any other verifiable means e.g. Human Resource Management Systems (HRMS). Public Schools: Refers to ordinary and special schools. It excludes independent schools. |
| Source of data | Provincial EMIS/ data warehouse/ ICT database |
| Method of Calculation/ Assessment | Count the total number of public schools that can be contacted electronically. |
| Means of verification | Master-list of schools (EMIS number, name of school and email address e.g. HRMS user access reports). |
| Assumptions | PED created email address for each school (principal) makes a school contactable. E-mails in schools will improve communication between educators and management at school, district and National Office |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | If schools are contactable electronically this will allow better support to schools in deep rural areas. |
| Calculation type | Non-cumulative (maximum output) |
| Reporting cycle | Quarterly |
| Desired performance | All public schools to be contactable through emails or by any other verifiable means. On or above target. |
| Indicator responsibility | IT Directorate |

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



| Indicator title | NSOI 1.1. Percentage of women in Senior Management Service |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | This measure attempts to check the redress in terms of employment equity according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service, that emphasises the need for suitable qualified women to be appointed in senior management positions. Therefore, for the purposes of trying to control measurability of this measure was confined to percentage of office based women in senior management positions. The demographic profile of all Provincial Education Departments will differ according to race. Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. School principals are excluded from this PM. To bring about effective management at all levels. Employment Equity Act |
| Source of data | PERSAL |
| Method of Calculation/ Assessment | The following formula should be used to compute this PM. $WSMS = \frac{NWSM}{TSM} * 100$ Where: WSMS is the percentage of Women in Senior Management Service in the Department NWSM is the number of women who hold Director posts and above in the Department TSM is the total number of all employees in senior management positions in the Department |
| Means of verification | Approved PERSAL Database |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | The increase the percentage of office-based women in Senior Management Services to 50% |
| Indicator responsibility | Corporate Branch Senior General Manager |



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



Programme 2: Public Ordinary School Education

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



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



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| Indicator title | SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies. |
| Definition | Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. “Placed” is defined as: securing appointment at a school in a permanent capacity. Note: based on the allocated provincial list, PEDs should report in the academic year (percentage of 2020 graduates placed by the end of June 2021) |
| Source of data | Human Resource Directorate – PERSAL |
| Method of Calculation/ Assessment | Numerator: total number of Funza Lushaka bursary graduates placed in schools Denominator: total number of qualified Funza Lushaka bursary graduates (as per allocated provincial list) Multiply by 100 |
| Means of verification | PERSAL; and Database of Funza Lushaka bursary holders |
| Assumptions | Students who have received a Funza Lushaka Bursary are to be employed to meet the bursary conditions. |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | Ensure the equitable distribution of qualified educators in under performing schools in townships. |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools. |
| Indicator responsibility | Directorate: Human Resource Management or Administration |



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| Indicator title | SOI 204: Percentage of learners in schools that are funded at a minimum level. |
| Definition | This indicator measures the total number of learners funded at the published adequacy level expressed as a percentage of the total number of learners in public ordinary schools. |
| Source of data | School Funding Norms and Standards database. |
| Method of Calculation/ Assessment | Numerator: total number of learners enrolled at public ordinary schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in public ordinary schools Multiply by 100. |
| Means of verification | Budget transfer documents (these documents list number of schools, number of learners and budget allocation per learner). |
| Assumptions | All learners are funded in line with the National Norms and Standards for School Funding as Amended. |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | Distribution of the funding norms are per quintile (Pro-Poor Distribution.) |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All qualifying schools to be funded according to the minimum standards for public school funding. |
| Indicator responsibility | Office of the Chief Financial Officer (CFO). (Provinces may insert the more relevant Responsible Manager) |

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



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|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered. |
| Definition | <p>This is the percentage of core Learning and Teaching Support Material (LTSM) delivered against orders placed for public ordinary schools. Core LTSM refers to textbooks; stationery; workbooks and Grade R manipulatives which are considered as the basic enablers of effective teaching and learning.</p> <p>For section 21c schools which undertake school-based purchasing, funds are transferred to the bank accounts of these schools and they buy their own textbooks and stationery. Orders and deliveries are monitored by quotation and related compliance documents which are sent to District Offices. For non-section 21c schools, funds are controlled by the Department on their behalf. They are provided with requisition forms and learner enrolment data forms by the Province or by the district office, which they will then complete as per circular directives and submit it to the District Office. The province then place their orders with and make payments to selected suppliers through the contracted LTSM managing agent. The LTSM managing agent's performance in terms of orders placed and deliveries made is monitored by the Province and/or District Office through the inspection of order documents and proofs of delivery. To determine the level of efficiency in the supply of LTSM to public ordinary schools. South African Schools' Act</p> |
| Source of data | Provincial Programme Manager shall consolidate data received from District Offices and the LTSM Managing Agent |
| Method of Calculation/ Assessment | The total units/value of Core LTSM ordered shall serve as the denominator and the total units/value delivered per invoices and proofs of deliveries shall serve as the numerator, multiplied by 100 and expressed as a percentage. |
| Means of verification | Quotations and invoices in respect of school-based purchasing plus Orders and proofs of deliveries in respect of central procurement through the LTSM managing agent. |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | <p>Target for Women: N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p> |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | Schools have the targeted deliveries of LTSM on the first day of school. |
| Indicator responsibility | Curriculum Management and Delivery Branch |



| Indicator title | NSOI 2.3: Percentage of learners benefiting from the No Fee policy |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | Percentage of learners attending public ordinary schools who are not paying any schools fees in terms of "No fee schools policy". The government introduced the no-fee schools policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources. To measure access to free education in the current financial year. Constitution, SASA and No fee schools Policy |
| Source of data | Resource target and EMIS database |
| Method of Calculation/ Assessment | Record all learners that are not paying schools fees in line with "No Fee Schools Policy" divided by the total number of learners at these school and multiply by 100. |
| Means of verification | Resource targeting table (this could be known by different names in various other provinces) |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All eligible learners to benefit from No Fee Schools Policy. Target met or exceeded. |
| Indicator responsibility | Budget Manager (provinces may insert the more relevant Responsibility Manager) |

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



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|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | NSOI 2.5: Number of learners benefiting from Psycho-social support programmes |
| Definition | Provision of three or more of the following awareness programmes addressing psycho-social ills affecting learners :-Child Abuse, Substance Abuse, Learner Pregnancy, Bullying, Human Trafficking, COVID-19 (Stress & Anxiety) and Cyber Safety |
| Source of data | School and District Office (SNES Section) |
| Method of Calculation/ Assessment | A simple arithmetic count of learners participating in the Psycho-social Support Programme |
| Means of verification | School endorsed (signature of SMT member and school stamp) of: (i) daily Learner Attendance Register of the participating grade/s or (ii) a List of Learner participants |
| Assumptions | Informed learners would avoid risky behaviours and situations Informed learners would make life choices that do not impact negatively on their ability to attend and stay in school, and achieve scholastically. |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | Learners across 12 educational districts |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| Desired performance | Target for year to be met or exceeded |
| Indicator responsibility | Institutional Development Support Branch |



Programme 3: Independent School Subsidies

| Indicator title | NSOI 3.1: Number of funded independent schools visited for monitoring purposes |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | <p>This is the number of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.</p> <p>Further specifications:</p> <p>This is the number of independent schools that, received at least one monitoring visit in a year from the Provincial Education Department. The monitoring visits that are of interest in this PM are specifically described in the National Norms and Standards for School Funding for independent schools. All independent schools that request funding from the Department should be subjected to a management checklist which will determine whether the school is able to manage public funding responsibly. After the initial approval has been granted, the Department also has the responsibility to carry out unannounced inspections to ensure that the school's practices are up to date in terms of the checklist. The checklist should include items relating to the school's capacity to handle and account for public funds, the capacity to meet ongoing contractual obligations to suppliers of goods and services and the ability to make financial decisions that are educationally sound. The monitoring visits that this PM intends to track are therefore related to specifically checking enrolment figures against subsidy claims and ensuring that quality education is being delivered.</p> <p>If public funds are used to subsidize these independent schools, the Department has a responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to the Department when a subsidy is approved, but is something that the Department should monitor on an ongoing basis. To ensure that quality education occurs in subsidized independent schools. South African Schools' Act</p> |
| Source of data | Provincial Programme Manager |
| Method of Calculation/ Assessment | The following formula should be used to compute this PM. A simple arithmetic count of subsidised independent schools. |
| Means of verification | Budget Transfers on BAS |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired performance | 100% subsidised independent schools monitored. |
| Indicator responsibility | Institutional Development Support |



Programme 4: Public Special School Education

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

| Indicator title | SOI 402: Number of therapists/ specialist staff in public special schools |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | This indicator measures the total number of professional non-educator/ specialist staff employed in public special schools. Professional non-educator/ special staff are personnel who are classified as paramedics, social workers, therapists, nurses, but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act, these should all be included in the total. |
| Source of data | PERSAL database |
| Method of Calculation/ Assessment | Count the total number of professional non-educator/ specialist staff employed in public special schools. |
| Means of verification | PERSAL database |
| Assumptions | Learners with disabilities having access to staff with specialist training in special schools |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | Improvement of access to education for persons with disabilities |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| Desired performance | All public special schools to have the requisite number of school-based professional staff |
| Indicator responsibility | Human Resource and Management Directorate/ Corporate Services – HR Administration (Provinces may insert the more relevant Responsible Manager) |



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

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|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | NSOI 4.2: Number of educators employed at public special schools |
| Definition | This indicator measures the total number of educators employed at public special schools. To measure number of educators employed at public special schools. White Paper 6 |
| Source of data | PERSAL database |
| Method of Calculation/ Assessment | Count the total number of educators employed at public special schools. |
| Means of verification | Responsibility Manager for Special Schools and PERSAL database |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All public special schools to have the requisite number of educators |
| Indicator responsibility | Responsibility Manager for Special Schools; Human Resource and Management Department / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit) |



Programme 5: Early Childhood Development

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

| Indicator title | NSOI 5.1: Number of subsidised community based centres offering Grade R |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | Total number of subsidised community based centres that offer Grade R to measure the expansion and provision of Grade R in subsidised community based centres in the current financial year. White Paper 5 |
| Source of data | EMIS database |
| Method of Calculation/ Assessment | Record the number of subsidised community based centres offering Grade R |
| Means of verification | Signed-off declaration by Responsibility Manager for ECD indicating information received from Department of Social Development pertaining to the number of subsidised community based centres offering Grade R (electronic or hardcopy of the number of subsidised community based centres offering Grade R) |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | Accurate record of all subsidised community based centres offering Grade R for monitoring purposes. |
| Indicator responsibility | ECD Directorate |



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|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | NSOI 5.2. Number of Grade R practitioners employed in public ordinary schools. |
| Definition | Total number of Grade R practitioners that are employed in public ordinary schools. Grade R practitioners are defined as formally and non-formally trained individuals providing an educational service in Grade R and are currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994). Practitioners are not covered by the Employment of Educators' Act, hence their being under abnormal appointments in PERSAL. This indicator assists in measuring the quality provision of Grade R programme in public schools. White Paper 5 |
| Source of data | Human Resource and Management database/ ECD Programme Manager |
| Method of Calculation/ Assessment | Record the total number of ECD practitioners employed by the Department of Education for teaching Grade R. |
| Means of verification | List of Grade R practitioners |
| Assumptions | |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All Grade R classes in public schools to have Grade R practitioner |
| Indicator responsibility | ECD/ Human Resource and Management Department |



Programme 6: Infrastructure Development

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



| Indicator title | SOI 602: Number of public schools provided with electricity infrastructure |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | This indicator measures the total number of public schools provided with electricity infrastructure. This measure applies to existing schools where a new source of reticulation is provided and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators. |
| Source of data | School Infrastructure database |
| Method of Calculation/ Assessment | Count the total number of existing public schools that were provided with electricity supply in the year under review. |
| Means of verification | Completion certificate and/ or practical completion certificates and/ or works completion certificates. |
| Assumptions | All schools must have access to electricity infrastructure in line with the Norms and Standards for School Infrastructure |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | Schools in rural nodes must be provided with electricity |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All public schools to have access to electricity infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock. |
| Indicator responsibility | Schools Infrastructure Directorate |

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



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

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



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

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



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



Programme 7: Examination and Education Related Services

| | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination |
| Definition | This indicator measures the total number of learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate. |
| Source of data | National Senior Certificate database |
| Method of Calculation/ Assessment | Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the NSC Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | List of National Senior Certificate learners |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities. |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | To increase the number of Grade 12 learners that are passing the NSC examinations. |
| Indicator responsibility | Examinations and Assessments Directorates |

| | |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level |
| Definition | Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enables NSC graduates to enrol for degree courses in universities. |
| Source of data | National Senior Certificate database |
| Method of Calculation/ Assessment | Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC Denominator: total number of Grade 12 learners who wrote NSC examinations Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | List of National Senior Certificate learners |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities. |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations |
| Indicator responsibility | Examinations and Assessment Directorate |



| | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics |
| Definition | Number of Grade 12 learners passing Mathematics with 60% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (NSC) examinations. |
| Source of data | National Senior Certificate database |
| Method of Calculation/ Assessment | Numerator: total number of Grade 12 learners who passed Mathematics in the NSC with 60% and above Denominator: total number of learners who wrote Mathematics in the NSC examinations Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | List of National Senior Certificate learners |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities. |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | To increase the number of NSC learners who are passing Mathematics with 60% and above |
| Indicator responsibility | Examinations and Assessment Directorate |

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



| | |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title | SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above |
| Definition | This indicator measures the total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC). |
| Source of data | Primary Evidence: National Senior Certificate database; and Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report. |
| Method of Calculation/ Assessment | Count the total number of schools with a pass rate of 60% and above in the NSC examinations. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | National Senior Certificate database |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A |
| Spatial Transformation (where applicable) | NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities. |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| Desired performance | All public ordinary schools to perform at 60% and above in the NSC |
| Indicator responsibility | Curriculum Branch and Assessment and Examinations Directorate (Province may insert the more relevant Responsible Manager) |

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



ANNEXURES





ANNEXURE A: AMENDMENTS TO THE STRATEGIC PLAN

No Amendment



ANNEXURE B: CONDITIONAL GRANTS

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

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



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



ANNEXURE C: CONSOLIDATED INDICATORS

| Institution | Output indicator | Annual targets | Data source |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KZND0E | SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. | 5 957 | Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution |
| KZND0E | SOI 102: Number of public schools that can be contacted electronically (e-mail). | 5 540 | Provincial EMIS/ data warehouse/ ICT database |
| KZND0E | SOI 103: Percentage of education expenditure going towards non-personnel items. | 8,52% | Basic Accounting System (BAS) system |
| KZND0E | NSOI 1.1: Percentage of women in Senior Management Service. | 50% | PERSAL |
| KZND0E | NSOI 1.2: Percentage of women school principals | 40% | PERSAL |
| KZND0E | SOI 201: Number of schools provided with multi-media resources. | 120 | Primary Evidence: School Library Information Service database Delivery notes kept at schools and district offices of media resources provided. |
| KZND0E | SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School policy. | 2 122 680 | List of no-fee schools as per the resource target list. List of learners enrolled in no-fee schools as per the resource target list (proposed) |
| KZND0E | SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies. | 10% | Human Resource Directorate – PERSAL |
| KZND0E | SOI 204: Percentage of learners in schools that are funded at a minimum level. | 100% | School Funding Norms and Standards database. |
| KZND0E | NSOI 2.1: Percentage of learners benefitting from school nutrition programme. | 83% | Provincial Programme Manager |
| KZND0E | NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered. | 100% | Provincial Programme Manager shall consolidate data received from District Offices and the LTSM Managing Agent |
| KZND0E | NSOI 2.3: Percentage of learners benefitting from no fee policy. | 80% | Resource target and EMIS database |



| Institution | Output indicator | Annual targets | Data source |
|-------------|----------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------|
| KZND0E | NSOI 2.4: Number of learners benefiting from learner transport. | 60 000 | Responsibility Manager for Learner Transport; EMIS database |
| KZND0E | NSOI 2.5: Number of learners benefiting from Psycho-social support programmes. | 30 000 | School and District Office (SNES Section) |
| KZND0E | NSOI 3.1: Number of funded independent schools visited for monitoring purposes. | 130 | Provincial Programme Manager |
| KZND0E | SOI 401: Number of learners in public special schools. | 20 690 | Provincial data warehouse |
| KZND0E | SOI 402: Number of therapists/specialist staff in public special schools. | 192 | PERSAL database |
| KZND0E | NSOI 4.1: Number of teachers trained on SIAS Policy. | 4 000 | PERSAL database |
| KZND0E | NSOI 4.2: Number of educators employed in public special schools. | 1 967 | PERSAL database List of educators trained on SIAS policy |
| KZND0E | SOI 501: Number of public schools that offer Grade R. | 3902 | Provincial data warehouse |
| KZND0E | NSOI 5.1: Number of subsidized community-based centers offering Grade R. | 27 | EMIS database |
| KZND0E | NSOI 5.2: Number of Grade R practitioners employed in public ordinary schools. | 5 266 | Human Resource and Management database/ECD Programme Manager |
| KZND0E | SOI 601: Number of public schools provided with water infrastructure. | 300 | School Infrastructure database |
| KZND0E | SOI 602: Number of public schools provided with electricity infrastructure. | 30 | School Infrastructure database |
| KZND0E | SOI 603: Number of public schools supplied with sanitation facilities. | 300 | School Infrastructure database |
| KZND0E | SOI 604: Number of schools provided with new or additional boarding facilities. | 1 | Infrastructure database; and Completion certificates of new schools |



| Institution | Output indicator | Annual targets | Data source |
|-------------|---------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KZNDOE | SOI 605: Number of schools where scheduled maintenance projects were completed. | 100 | School Infrastructure database; and Completion certificates. |
| KZNDOE | NSOI 6.1: Number of women benefitting from EPWP programmes. | 80 | Infrastructure database with schedule of all women benefitting from EPWP programmes. |
| KZNDOE | NSOI 6.2: Number of youth benefitting from infrastructure projects. | 50 | Infrastructure database with schedule of all youth benefitting from infrastructure projects |
| KZNDOE | NSOI 6.3: Number of disabled people benefitting from EPWP programmes. | 2 | Infrastructure database with schedule of all disabled people benefitting from EPWP programmes. |
| KZNDOE | SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) Examination. | 88% | National Senior Certificate database |
| KZNDOE | SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level. | 43% | National Senior Certificate database |
| KZNDOE | SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics. | 18,5% | National Senior Certificate database |
| KZNDOE | SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences | 36% | National Senior Certificate database |
| KZNDOE | SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above | 1 600 | Primary Evidence: National Senior Certificate database; and Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report. |
| KZNDOE | NSOI 7.1: Number of schools with an NSC pass rate below 60% | 180 | Provincial Programme Manager [NSC Grade 12 Examination Datasets] |



ANNEXURE D: DISTRICT DEVELOPMENT MODEL (DDM)

| Areas of intervention | Project description | District Municipality | Location: GPS coordinates | Project leader | Social partners |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------|----------------|-----------------|
| Mgai PS Upgrades and Additions | 1 x administration block, 1 x team teaching centre and 4 x classrooms, 1 x New multipurpose centre, 1 x computer room and 1 x media centre with stores, 2 x Grade R classrooms, 8 x girls, 6 x boys and 6 x teachers Ablution, Renovation of 2 x classroom blocks, Demolitions to existing buildings and all associated external works including Assembly area, parking, netball court, storm water management, electrical work. | UGu District Municipality | -30.38396, 30.475805 | DOE | |
| MARITIME SCHOOL OF EXCELLENCE : ACTON ROAD Upgrades and Additions | Demolish existing prefabricated structures & asbestos structures: upgrade existing, 2 x boys & girls toilets, 14 classrms, 1 hall, 1x courtyard & parking, 1x admin, guard house, 3 multipurpose, kitchen, bathrooms, combi court, external work and fencing | eThekwin Metro | -29.903902, 31.00970 | DOE | |
| Ekucabangeni S Upgrades and Additions | Construction of 32 standard classrooms, 6 multi-purpose classrooms, 1 media centre, 1 computer room, 1 team teaching, admin block | uMzinyathi District Municipality | -28.211054, 30.6607597 | DOE | |
| Xoloxolo PS Upgrades and Additions | UPGRADES AND ADDITIONS: COMPLETION CONTRACT OF 027291 | Harry Gwala District | -30.545295, 29.4387236 | DOE | |
| Collingwood Primary School Upgrades and Additions | Removal and replacement of roof structures. Repairs and Renovations to the Entire School | eThekwin Metropolitan | -29.94460, 30.978750 | DOE | |
| Open gate Special School Learners with special educational needs | 1x computer room, 2x therapy rooms, 1x storeroom, 1x cookery room, 1x wood work room, 1x multipurpose, 1x hostel dome for 20 girls and 20 boys | uMgungundlovu District Municipality | -29.736358, 30.7637750 | DOE | |
| YWCA | 20x standard classrooms with storerooms, 3 x Multipurpose classrooms with storerooms, 1 x Workshop with storeroom, 3 x therapy suite attached to classrooms, 1 x Media center with storeroom, 1 x Computer room with storeroom, 1 x Activity room, 1 x Administration block, 4 x offices outside admin, 4 x Small storerooms outside admin, 1 x Large storeroom outside admin, 1 x Garden stores and changerooms, 1 x Garage for Bus and Vehicle storage, 1 x Guardhouse, 1 x Tuck-shop, 6x teachers toilets, 5 x Girls toilets, 3 x Boys toilet, 1 x BOYS Hostel with 25 beds, 1 x GIRLS Hostel with 25 bedspacs, 1 x Kitchen with Cooking Area, Prep Area Storage, Scullery, Refuse areas, and Dining hall with 300 seating's, Paving from gate to admin block and towards the new building, general renovation to existing buildings. | | | DOE | |



| Areas of intervention | Project description | District Municipality | Location: GPS coordinates | Project leader | Social partners |
|-------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------|---------------------------|----------------|-----------------|
| Ithubalethu Early Childhood Development (ECD) | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | Umzinyathi District Municipality | -28.574808, 30.2480373 | DOE | |
| Osuthu PS Early Childhood Development (ECD) | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | ILembe District Municipality | -28.794795, 30.4301726 | DOE | |
| Phumela Early Childhood Development (ECD) | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | uMzinyathi District Municipality | -28.709259, 30.5056194 | DOE | |
| Emkhandlwini Early Childhood Development (ECD) | 1 ECD, 1 Classroom, 1 toilet, 1 Jungle Gym and fencing | King Cetshwayo District Municipality | -28.519574, 31.6960274 | DOE | |
| OVICENI Early Childhood Development (ECD) | 1 ECD, 1 Classroom, 1 toilet, 1 Jungle Gym and fencing | Zululand District Municipality | -28.5173592, 31.6065857 | DOE | |



ANNEXURE E: SUSTAINABLE DEVELOPMENT GOALS (SDGs)

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

| SUSTAINABLE DEVELOPMENT GOAL AND INDICATORS | | |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 4: Ensure inclusive and quality education for all and promote lifelong learning | | |
| Indicator | International Indicators and Targets for Goal 4 | Provincial Intervention |
| 1 | By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes | Increase the number of learners benefitting from the “No-Fee” schooling The Department will pay the schools at a recommended national funding norm Pro-poor resource allocation To redress the imbalances of the past The Department will provide equitable access to learners by: Maintaining the no-fee schools at 75% Attend to contestations on quintile ranking of schools. |
| 2 | By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education | Increase the number of learners enrolled in ECD centres |
| 3 | By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university | Increase the number of girl learners participating in maths, science, technical and vocational subjects |
| 4 | By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship | Ensure that the vocational and technical elements of the Transformation of the Schooling System are implemented |
| 5 | By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations | Implement “My Life My Future Campaign” in all districts |
| 6 | By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy | |



| | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development | Establish a Youth Department that will implement structured youth development programmes. |
| 8 | Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all | Implement the infrastructure plan to comply with the norms and standards for school infrastructure |
| 9 | By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries | Provide bursaries to deserving students who pursue a teaching qualification in prioritised subjects |
| 10 | By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states | Provide the adequate number of teachers for all learning areas All learners to be provided with adequately qualified educators for all subjects |



ANNEXURE F: DELIVERY / PERFORMANCE AGREEMENT

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

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



ANNEXURE G: THE SECTOR PLAN – ACTION PLAN TO 2019: TOWARD REALISATION OF VISION 2030

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

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

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



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

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



ANNEXURE H: INTERDEPARTMENTAL LINKAGES

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

Linkages are maintained with the following Departments:

The Office of the Premier

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

Department of Treasury

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

Department of Art, Culture, Sports & Recreation

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

Department of Human Settlements and Public Works

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

Department of Health

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

Department of Transport, Community Safety and Liaison

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



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

Department of Cooperative Governance and Traditional Affairs

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

Department of Minerals and Energy (National Competence)

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

Department of Labour (National Competence)

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

Department of Agriculture and Rural Development

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

Department of Economic Development (National Competence)

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

Department of Home Affairs (National Competence)

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

Department of Cooperative Governance and Traditional Affairs

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



District Municipalities

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

Department of Higher Education (National Competence)

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



ANNEXURE I: MTSF IMPLEMENTATION PLAN 2021/22

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| MTSF Priority: | 3: Health and Education |
| MTSF Area of Emphasis: | 6: Education and skills for a changing world |
| Provincial Priority: | 5: Education and Skills Development |
| National Targets : Extracted from MTSF Implementation Plan (2021-22) Phase 1; (Phase 2 will extract balance of MTSF) | |
| 2024 IMPACT: | <ol style="list-style-type: none">1. Access to Pre-schooling expanded to 95% and quality improved2. More children in foundation phase acquire levels of literacy and numeracy required for meaningful lifelong learning by 20243. Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 20244. More learners obtain a National Senior Certificate (NSC) with Excellent mark in critically important subjects by 20245. Learners and teachers feel respected and learning improves by 2024 |



| MTSF Outcomes | MTSF Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | Output Indicators | Targets |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------|--------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------|---------|
| School physical infrastructure and environment that inspires learners to learn and teachers to teach | Increase the number of schools which reach minimum physical infrastructure norms and standards. | DBE to provide | 95% | Proportion of schools identified through the eradication of asbestos programme | number of schools identified through the eradication of asbestos programme meeting minimum infrastructure norms | provincial programme | provincial programme | SOI 601: Number of public schools provided with water infrastructure. | 300 |
| | | | | | | | | SOI 602: Number of public schools provided with electricity infrastructure. | 30 |
| | | | | | | | | SOI 604: Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools) | 1 |



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|-----|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|------------------------------------|--------------------------------------------------|
| 100 | SOI 605: Number of additional specialized rooms built in public schools (includes specialist rooms built in new and replacement schools). | 100 | 80 | 50 | 2 | 363 | 100 |
| | | Number of schools where asbestos has been eradicated- 100 | Number of women benefitting from all EPWP programmes - | Number of Youth benefitting from all infrastructure programmes | Number of disabled people benefitting from all EPWP programmes | Number of pit latrines eradicated- | Number of schools provided with water facilities |
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| <p>Youth better prepared for further studies and the world of work beyond Grade 9</p> | <p>Average score obtained by Grade 4 learners in PIRLS by 2020</p> | <p>320 average score in PIRLS (2016)</p> | <p>355 average score in PIRLS by 2021</p> | <p>Improved collaboration with universities and funza lushaka bursary programme to ensure that enough young teachers with the right skills join the teaching profession</p> | <p>% of funza lushaka bursary holders place in schools within 6 months upon completion</p> | <p>84 percent</p> | <p>90 percent by 2024</p> | <p>Number of security guards at placed schools</p> | <p>2511 security guards paid a stipend</p> |
| | | | | <p>% of funza lushaka bursary holders place in schools within 6 months upon completion</p> | <p>12 500 students enrolled for the initial teacher education approved by DBE for Funza Lushaka bursary programme by March 2021</p> | | | <p>Number of Funza Lushaka bursaries awarded</p> | <p>478</p> |
| | | | | | | | | <p>Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies.</p> | <p>10%</p> |



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|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p>Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa</p> | <p>The number of youths obtaining Bachelor-level passes in NSC by 2024</p> | <p>Bachelor-level passes in NSC: 172 043 (33.6%) in 2018</p> | <p>Bachelor-level passes: 190 000 by 2024</p> | <p>Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering, and computing</p> | <p>Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)</p> | <p>Pilot results (not released yet by DBE)</p> | <p>Coding, robotics and other 4IR subjects in place by 2024</p> | <p>Technology, and Technical Sciences. SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level.</p> | <p>43%</p> |
| | <p>the number of youths obtaining 60% and above in mathematics and physical science by 2024</p> | <p>Youths passing maths at 60% and above: 28 151 (12%) in 2018</p> | <p>Youths passing maths at 60% and above: 35 000</p> | <p>Programmes for improvement of teacher subject knowledge and teaching skills</p> | <p>Number of teachers trained in maths and language content and methodology</p> | <p>New</p> | <p>All teachers qualifying for training trained by 2024</p> | <p>SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics.</p> | <p>18,50%</p> |
| | | | | | | | | <p>Number of educators trained in Literacy/ Language content and methodology</p> | <p>18 190 educators</p> |
| | | | | | | | | <p>Number of educators trained in Numeracy/ Mathematics content and methodology</p> | <p>10 500 educators</p> |
| | | | | | | | | <p>Number of districts in which teacher development has been conducted as per district improvement plan.</p> | |



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| <p>Professional meritocratic and ethical public administration</p> | <p>% of SGB's trained on school policies and code of conduct /CO</p> | <p>80%</p> | <p>80%</p> | <p>Promote participation in community-based governance processes (Active citizenship bodies)</p> | <p>% of SGB's trained on school policies and code of conduct (CO)</p> | <p>352</p> | <p>80% Training of SGB members trained on school policies and code of conduct to reflect on the following: democratic values Inclusive Approach social justice</p> | <p>Number of SGB members trained on the code of conduct</p> | <p>516</p> |
| | | | | | | <p>6159</p> | | <p>preparation for SGB elections</p> | |
| <p>10 year old learners enrolled in publicly funded schools reading with meaning</p> | <p>Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024</p> | <p>new indicator</p> | <p>Grade 3 performance in the new Systemic Evaluation: Reading (targets to be determined after first assessment)</p> | <p>distribution of home language and maths workbooks provided by National</p> | <p>home language and maths national reading plan for primary schools implemented by 2020</p> | <p>new</p> | <p>Code of conduct on Integration and Racism</p> | <p>Number of Grade 3 learners provided with reading material in indigenous languages.</p> | |
| | | | | | | <p>2000</p> | | | |
| | | | | | | | | <p>Number of underperforming schools provided with classroom support</p> | |



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| <p>Menstrual health and hygiene management for all women and girls achieved</p> | <p>Level of compliance with Sanitary Dignity Framework</p> | <p>0% of indigent girls and women in schools (quintile 1, 2 and 3; farm and special schools) and TVET colleges and public universities receiving free sanitary towels from the Sanitary dignity programme</p> | <p>100% by 2024</p> | <p>Provide sanitary towels to indigent girls and women in schools (quintile 1, 2 and 3; farm and special schools) and TVET colleges and public universities</p> | <p>Percentage of indigent women and girls in quintile 1, 2 and 3; farm schools and special schools; TVET colleges and public universities receiving free sanitary towels</p> | <p>0% of indigent girls and women in schools (quintile 1, 2 and 3; farm and special schools) and TVET colleges and public universities receiving free sanitary towels from the Sanitary dignity programme</p> | <p>100% by 2024</p> | <p>Number of girls provided with sanitary towels</p> | <p>20</p> |
| <p>Reviving a culture of reading</p> | <p>Reading with meaning programme</p> | <p>new indicator</p> | | <p>number of reading clubs established and operational</p> | <p>provincial programme</p> | <p>provincial programme</p> | <p>provincial programme</p> | <p>Number of reading clubs established</p> | |
| | <p>Libraries maintenance and relevance</p> | | | <p>progress and impact of library programme and national libraries partnerships</p> | <p>programme</p> | | | <p>number of reading competitions beginning from circuit to district and culminating to provincial level</p> | |
| | | | | | | | | <p>KZN reading strategy launched</p> | |



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|------------------------------------------------------------|-----------------------------------------------------|------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|--|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase access to quality ECD services and support | Access to ECD universally for 4-year olds and above | Children's Act of 2007 | 90% of all 4 years olds accessing ECD by 2024 | Provide quality ECD services to children (0-4) | number of practitioners trained | provincial programme | provincial programme | Number of practitioners trained in National Curriculum Framework 0-4 years | Number of practitioners trained in NQF L4 ECD qualification | | | 5 957 | |
| Improved school readiness of children | | | | Migrate the responsibility for pre-schooling to the Department of Basic Education | Amendment of legislation to regulate the new ECD land scape | 2487599 | 3.6 million children accessing ECD services | Amendments of NEPA, SASA and Children's Act within 9 months of cabinet proclamation on change | | | | | SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. |
| | | | | Develop and operationalise an ECD planning and funding registration and information system | Develop new funding models for ECD delivery | | report on investigation into ECD funding models | | | | | | |
| | | | | develop and operationalise an ECD education management information system (EMIS) | Operationalise an ECD Education Management system | | report on national audit conducted on ECD education management information system | | | | | | |



ANNEXURE K: GLOSSARY OF PLANNING TERMS

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

| Name: | Definition |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standardised Output Indicator (SOI) | Standardised Output Indicator are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic. |
| Performance Target [PT] | A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system. |
| The baseline | The base line refers to the current level of performance that the institution aims to improve. The initial step in setting performance targets is to identify the baseline, which in most instances is the level of performance recorded in the year prior to the planning period. |
| Performance targets | It is a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period. |
| Performance standards | Express the minimum acceptable level of performance, or the level of performance that is generally expected. |
| Cost or Price indicators | Important in determining the economy and efficiency of service delivery. |
| Distribution indicators | Relate to the distribution of capacity to deliver services and are critical to assessing equity across geographical areas, urban rural divides or demographic categories. Such information could be presented using geographic information systems |
| Quantity indicators | Relate to the number of inputs, activities or outputs. Quantity indicators should generally be time bound; e.g. the number of inputs available at a specific point in time, or the number of outputs produced over a specific time period. |
| Quality indicators | Reflect the quality of that which is being measured against predetermined standards. Such standards should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standards could include legislated standards and industry codes. |
| Dates and time frame indicators | Reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround times, time frames for service delivery and timeliness of service delivery. |
| Adequacy indicators | Reflect the quantity of input or output relative to the need or demand. They respond to the question: "Is enough being done to address the problem?". |



| Name: | Definition |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accessibility indicators | Reflect the extent to which the intended beneficiaries are able to access services or outputs. Such indicators could include distances to service points, traveling time, waiting time, affordability, language, accommodation of the physically challenged. |
| Economy indicators | Explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical. |
| Efficiency indicators | Explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input: Output ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets. |
| Effectiveness indicators | Explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals. |
| Equity indicators | Explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on. |
| Activities | The processes or actions that use a range of inputs to produce an output and ultimately an outcome. |
| Inputs | The resources that contribute to the production and delivery of an output. |
| Outputs | The goods and services produced by an institution for delivery. |
| Outcomes | The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs. |
| Performance Indicator | Identify specific numerical that tracks progress towards the achievement of a goal. |
| Baselines | The current performance levels that the institution aims to improve when setting performance targets |



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