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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



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KwaZulu-Natal Legislature MEC: Education  
KwaZulu-Natal Provincial Government



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





# STRATEGIC PLAN 2020-2024/25

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## MEMBER OF EXECUTIVE COUNCIL (MEC)



**Mr. K.I. Mshengu, MPL**

The KwaZulu-Natal Department of Education (KZNDOE) has just concluded 5 years of the strategic cycle where the focus was on approaches of teaching, and on enhancing learning in the classroom while tracking learner performance each month throughout the year in order to identify relevant interventions both curriculum and subject specific. As we begin the new strategic cycle, the Department is appealing to all stakeholders to work together and assist in achieving the human resource development goals and to improve the quality of public services as a critical means to achieve transformation as stated in the NDP 2030. In the light of the NDP goals in education, a radical change in the way basic education is provided is required in terms of urgency, agency and efficiency.

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, better education and greater freedom to pursue opportunity.

To achieve this vision, we need to ensure that our learners have access to a quality education, which is key to an improved quality of life. Our focus going forward will be the classroom where quality teaching and learning takes place. Various initiatives have been put in place to improve quality education.

The year 2019 has been a year where we upped the ante and made sure that we do things differently as the Department. Amongst other things, we had our eyes fixed on the acceleration of 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.

We also put in a lot of effort 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 each term 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. The school functionality visits played an important role in setting



the tone for each term and helped to check and confirm the availability of necessary resources in schools.

We envisage the 2020 academic year to be year characterized by teamwork that we started seeing in 2019 when we successfully defeated the individuality mentality that previously existed in the Department. We want to ensure that we motivate all our employees to maximize their strength and continue working hard to accelerate the upward trajectory of the performance of the Department.

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 the 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 operating 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: 30 June 2020

## STATEMENT BY ACCOUNTING OFFICER



**Dr. E.V. Nzama**

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 a 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 also providing nutritious meals for learners. All these are factors which are indirectly linked to the provision of access to education.

In 2019 there were many activities designed to ensure that quality teaching and learning that takes place in schools is 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 Numeracy/Mathematics and Literacy/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 1300 out of the 6498 posts are fully funded.

Presently the Department does not have 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.

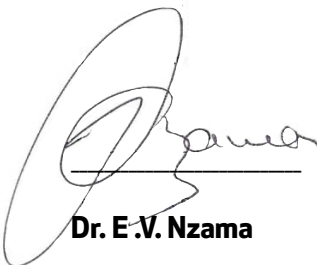
Whilst we have made headway in improving access to learning, we acknowledge the continuing challenges, especially in respect of: equity and redress; the drop-out rates; the levels of literacy and numeracy; the performance of our learners in the subjects of maths and science; teacher support and development; 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 6<sup>th</sup> Administration. Infrastructure will respond to the new vision of the Department. To promote Reading more libraries must be built with e-Learning Facilities. The Department will build schools that are in line with the 3 Streams Model such as Focus Schools specialising in Hospitality and Tourism

Going forward the Department will ensure that in this strategic cycle there are quantifiable milestones towards the achievements of the priorities of the 6<sup>th</sup> 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.



**Dr. E.V. Nzama**

Head of Department: Education

Date: 30 June 2020

## OFFICIAL SIGN-OFF



It is hereby certified that this Strategic Plan:




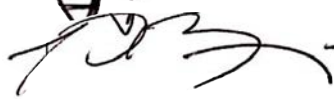





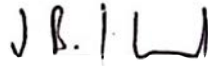




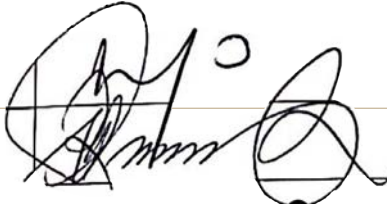

Was developed by the management of the Department of Education under the guidance of the Honorable MEC for Education, Mr. K.I. Mshengu, MPL.

Was prepared in line with the current Annual Performance Plan of the KwaZulu-Natal Department of Education.







Accurately reflects the performance targets which the KwaZulu-Natal Department of Education will endeavor to achieve given the resources made available in the budget for the 2020/21 financial year.

### Name and Signature of each Programme Manager

Program	Name	Signature
Program Manager for Program One:	Mr S.F Khanyi	
	Mr. S. Halimana	
	Ms. BP Nkosi	
	Mr A.B Zwane	
	Mr. N.E Mpanza	

Program Manager for Program Two:	Dr S.P. Radebe	
	Mr S.F. Khanyi	
	Mr D.J. Sibisi	
	Mr B.P. Majozi	
	Mr SD Manganye	
	Mr AB Zwane	
	Ms SLN Mbatha	
	Ms TA Gumede	
	Mr T.J.C. Cele	
	Mr VB. Khumalo	
	Mr N. Bridglall	
Program Manager for Program Three:	Ms. BP Nkosi	
Program Manager for Program Four:	Dr S.P. Radebe	
Program Manager for Program Five:	Ms B.T. Dlamini	
Program Manager for Program Six:	Ms W. Hadebe	
Program Manager for Program Seven:	Mr RC Penniston	

## Signatories to the Strategic Plan:

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

- Was developed by the Management of the KwaZulu-Natal Department of Education under the guidance of the MEC: Education
- Takes into account all relevant policies, legislation and other mandates for which the KwaZulu-Natal Department of Education is responsible.
- Accurately reflects the Impact and Outcomes which the KwaZulu-Natal Department of Education will endeavour to achieve over the period of 1 April 2020 to 31 March 2025





## PART A: **OUR MANDATE**



# 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.

# 2. LEGISLATIVE AND POLICY MANDATES

## **2.1 LEGISLATIVE MANDATES:**

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

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

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

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

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

The South African Schools Act (SASA) provides access, quality and democratic governance in the schooling system. SASA provides a framework for all learners to exercise their right of access to quality education

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

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

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

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

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

- Composition and Election of Governing Bodies of Public Schools for Learners with Special Education Needs No. 118 published in Provincial Gazette No. 1895
- Notice relating to the Election of Members of Governing Bodies for Public Ordinary Schools No. 119 published in Provincial Gazette No. 1895.
- Code of Conduct for Members of School Governing Bodies of Public Schools No. 1 of 2018 published in the Provincial Gazette No. 1914.

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

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

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

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

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

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

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

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

## **THE ANNUAL DIVISION OF REVENUE ACT**

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

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

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

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

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

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

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

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

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

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

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

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

**The Department will not permit release of Confidential Personal Information of their staff, learners and partner stakeholders without their explicit permission. Information received in confidence will be kept and maintained in that condition until permission is granted for it to be released to third party/ parties.**

## **2.2 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.

### 3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE YEAR PLANNING PERIOD.

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



## / 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)

## 4. Relevant Court Rulings

### 1. **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.

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

### 3. **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.

### 4. **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.

### 5. **ORGANISASIE VIR GODSDIENSTE-ONDERRIG EN DEMOKRASIE VS LAERSKOOI RANDHART AND 8 OTHERS- 29847/2014 (2017) ZAGP 160**

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

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

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

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

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

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

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

## **PLANNED POLICY INITIATIVES**

### **National Development Plan**

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

The section on early childhood development stresses the need to deal with the very basics of early childhood development. In South Africa, high numbers of children suffer from physical stunting as a result of poor nutrition in the early years – one in five children are affected according to the NDP (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.

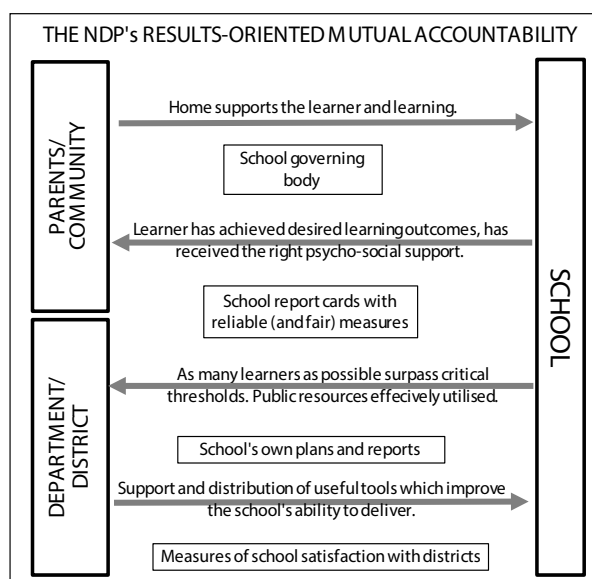
(9) Proposals for results oriented mutual accountability. The NDP envisages a strengthening of two-way accountability between districts and schools: districts need to provide support and services which schools find useful, and schools need to account to districts for the quality of the schooling offered 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.

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 5.

Figure 1: The NDP's envisaged accountability system



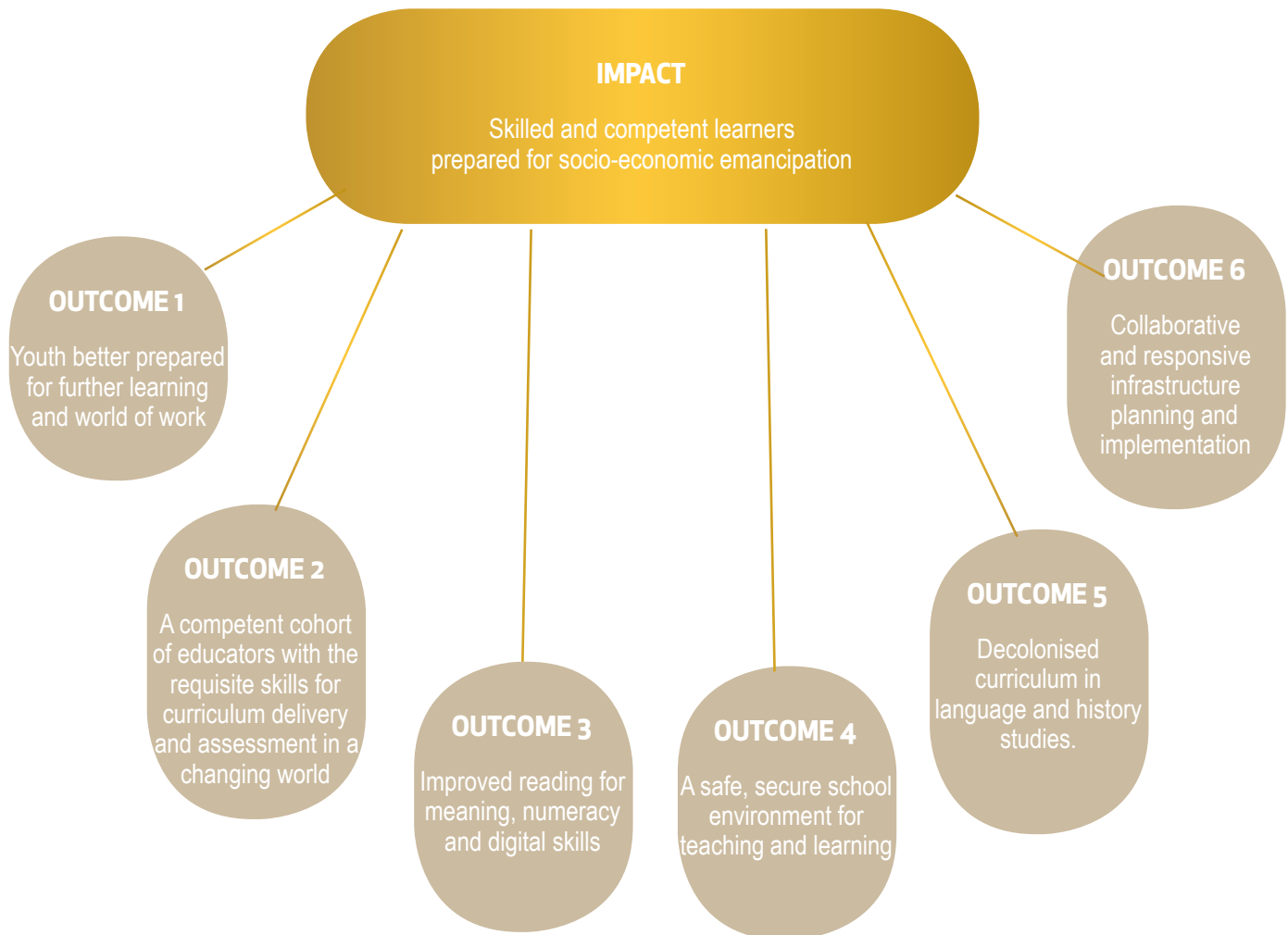
(10) Proposals to improve school infrastructure. How poor infrastructure, including a lack of access to information and communication technologies (ICTs), exacerbate disadvantage in poorer parts of the country is emphasised in the NDP. In solving these problems, better coordination between various organisations, 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.



## 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:



## OUTCOMES AND RELATED INTERVENTIONS

### 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 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)

## 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.

## 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.

## **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.

## **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.

## **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 1705 schools are fitted with digital learning boards and resources.
- Five thousand eight hundred and ninety seven (5897) 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).



## PART B

# OUR STRATEGIC FOCUS

## 5. VISION

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

## 6. MISSION STATEMENT

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



## 7. 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 cause without the expectation of reward.
- Selflessness and dedication to the national cause 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.

## 8. SITUATIONAL ANALYSIS

### Introduction and Background

It is now more than 360 years since the first formal school was established in South Africa. This was a school opened by colonialists in the Western Cape on the 17th April 1658. The formal education system was used as an instrument for the subjugation of African people to serve the interests of an exclusive white economy. The foundation of Apartheid-Colonial education were built from this moment onwards. This legacy is such that it imposes a responsibility in the Department to both consistently determine the purpose of planning in education and to continuously produce plans that are aligned with undoing the impact of colonialism and an institutionalised apartheid education system.

In this context 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 keep African people as cheap labour of an exclusively white economy. The Department continues from the 1994 democratic breakthrough to be an organising and coordinating body in the provision of relevant skills and knowledge base for the country. This means that as a Department, we have a task which includes having plans that respond to the present and future economic demands of the country. This also includes addressing the fundamental issues of human capital which was limited by the imposition of 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 situational analysis below is anchored on this reality.

### Education Landscape

KwaZulu-Natal Department of Education (KZNDOE) has twelve (12) education districts made up of 5850 public ordinary schools and seventy four (74) public special schools. The Department operational district 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. 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 pull resources and programmes which will have a multiplier effect, such as in roll out of ICT , 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. The recent report by StatsSA ( 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 with 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 the

lowest population compared to Pinetown and Umlazi. Another major factor that influences planning and provisioning in education is the enrollment of learners. Over recent years the increase in enrollment 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 the higher education sector and basic education.

Whilst the exiting no fee school policy in basic education has responded sufficiently but it is not linked or aligned to the no fee in higher education system, it poses a danger of suffocating the economy. For an example, the provinces which are mainly rural such as KZN, EC and Limpopo needs to be catered for differently by the post school regime. A quarter system may need to be considered

### **Demand for services**

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 1300 out of the 6498 posts are fully funded.

Presently the Department does not have 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 6<sup>th</sup> Administration. Infrastructure will respond to the new vision of the Department. To promote Reading more libraries must be built with e-Learning Facilities. The Department will build schools that are in line with the 3 Streams Model such as Focus Schools specialising in Hospitality and Tourism

## 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 four (4) years in succession.



## Factors contributing to the achievement of unqualified audit reports

Due to the size of the Department, the Department opted to be audited twice in a financial year which is at 30 September and as at 31 March. This helps in ensuring that 50% of the work is audited by the 30th September and any areas that would impact on the audit outcome is attended to before the final audit at the end of the year. To this end areas of qualifications are identified early in the year and a turnaround strategy developed with the Auditor's findings to mitigate the probable qualification.

In the past years areas that required assistance were capped leave, infrastructure commitments, accruals, misstatements on the financials, assets and areas of irregular and fruitless expenditure .

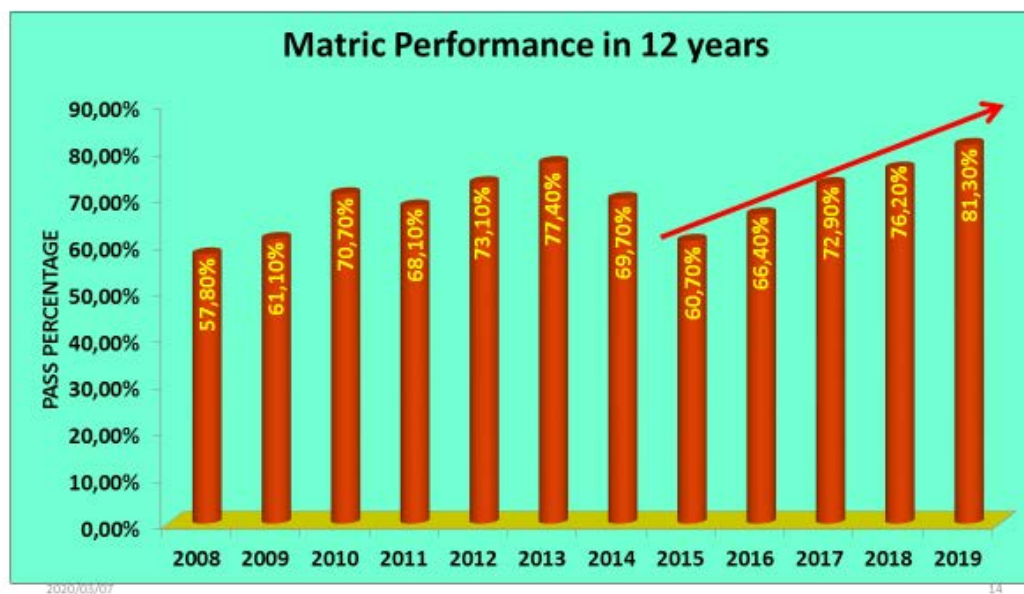
To ensure unqualified audits without findings in these areas, the Department will focus on filling critical vacancies urgently, ensure all Debts are accounted for, prioritise debt collection and at the same time minimize or eradicate any increase on debts.

The accuracy of Performance Information is of great concern and a turnaround strategy is being implemented to ensure that the Department does not receive a disclaimer.

## 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 as depicted in the Graphs that follow:



OVERALL PERFORMANCE OF DISTRICTS IN KWAZULU-NATAL		
DISTRICT	2018	2019
UGU	79.60%	86.30%
AMAJUBA	81.70%	85.20%
PINETOWN	77.40%	83.00%
UMGUNGUNDLOVU	77.50%	82.80%
UMLAZI	76.76%	82.60%
ILEMBE	71.10%	80.90%
UMKHANYAKUDE	78.10%	80.60%
KING CETSHWAYO	73.90%	79.30%
UTHUKELA	76.13%	79.20%
ZULULAND	73.80%	79.10%
UMZINYATHI	73.10%	77.40%
HARRY GWALA	71.90%	77.30%
PROVINCE	76.20%	81.30%

2020/03/07

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OVERALL PERFORMANCE OF DISTRICTS IN KWAZULU-NATAL		
DISTRICT	2018	2019
UGU	79.60%	86.30%
AMAJUBA	81.70%	85.20%
PINETOWN	77.40%	83.00%
UMGUNGUNDLOVU	77.50%	82.80%
UMLAZI	76.76%	82.60%
ILEMBE	71.10%	80.90%
UMKHANYAKUDE	78.10%	80.60%
KING CETSHWAYO	73.90%	79.30%
UTHUKELA	76.13%	79.20%
ZULULAND	73.80%	79.10%
UMZINYATHI	73.10%	77.40%
HARRY GWALA	71.90%	77.30%
PROVINCE	76.20%	81.30%

2020/03/07

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The Progress in International Reading Literacy Study (PIRLS) found that South Africa ranked last out of 50 countries in a test that assessed reading comprehension of grade 4 learners. The key findings of the PIRLS indicate that 78% of South African grade 4 learners do not reach the international benchmarks and therefore do not have basic reading skills by the end of the grade 4 school year, in contrast to only 4% of learners internationally. More than 80% of learners who were tested in an African language could not read for meaning. About 84% of boys could not read for meaning compared to 72% of girls.

The main recommendations of PIRLS speak to strengthening of the teaching of reading by training teachers to improve their pedagogical content knowledge in the Foundation Phase (FP) and African languages. In addition to increasing the time that learners spend on reading in the Foundation and Intermediate phases (IP), good reading habits and extra-mural reading must be promoted. Resources such as school libraries and classroom libraries must be available. Interventions must be designed for high-risk populations including boys and learners living in remote rural areas and townships.

The Provincial Academic Improvement Strategy has a focus area which addresses the promotion of reading with meaning. The Provincial Strategy gives a clear framework to guide initiatives to improve reading. The framework directs the province in the implementation of the plan at all levels.

### **Human Resources Landscape**

The Human Resource Landscape of the Department is characterised by amongst others, a high vacancy rate in the administration, and the inability of the Department to attract and retain suitably qualified educators in rural schools.

Severe financial constraints have led to the organogram not being fully funded at all levels especially at District Level. Support staff at schools, including special schools, hostels, administration, security and cleaning staff are not fully funded. There is also insufficient funds to provide learner transport for qualifying learners. There is a backlog on the maintenance of administration buildings and schools.

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.

Accurate datasets will be developed to ascertain the human resource required for the strategic plan cycle after the review of the organisational structure. The need for contract employees will be reviewed against available financial resources, redundant staff will be identified and re-skilled for effective use, a financial viability assessment will be conducted based on medical reports of staff on prolonged sick leave for decisions that will enhance cost saving. Critical management posts that have been vacant for some time where approved and filled during the 2015/16 – 2019/20 MTEF cycle with a view to improving controls and management of critical areas. It should be noted that the non-filling of posts has had a negative impact on service delivery in districts, as functions such as finance, human resource, asset management and supply chain management, as well as administrative tasks were decentralised in the department. It is not anticipated that the voluntary severance package will have a significant impact on reducing the compensation budget due to the fact that the majority of the department's staff are educators that already have the option of leaving at fifty.



The Department is currently reviewing its organisational structure. The Minister of Basic Education, after consultation with the Council of Education Ministers (CEM), approved the “Amended Policy on the Organisation, Roles and Responsibilities of Education Districts” on 19 January 2018. The policy provides a national framework for the organization and staffing of education district offices and the delegated authority, roles and responsibilities of district officials for the institutions within their scope of operation. In essence the policy provides a clear delineation of the roles and responsibilities of district officials with a view to augmenting both administrative and managerial efficacy within the multifarious areas of operations and overall district functionality. All Provincial Education Departments are expected to fully implement the policy within a period of 7 years from the effective date of the policy, i.e. 19 January 2018 and finalized by January 2025.

Recruitment / Human Resources		AGE	PL 1	HOD'S	DEP PR	PRINC	TOTAL
What personnel do we have/need? Can they take us forward?	EDUCATORS AS AT APRIL 2019	16 TO 19	0	0	0	0	0
		20 TO 29	8501	80	1	1	8583
		30 TO 39	18100	896	106	109	19211
		40 TO 49	22469	4130	857	1644	29100
		50 TO 59	18301	5064	1330	3115	27810
		60 TO 66	1599	429	191	447	2666
		TOTAL	68970	10599	2485	5316	87370

AGE	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	TOTAL
16 TO 19	0	0	0	0	0	0	0
20 TO 29	0	0	0	0	0	0	0
30 TO 39	0	5	12	0	0	0	17
40 TO 49	0	39	248	0	71	18	376
50 TO 59	0	19	319	0	271	54	663
60 TO 66	0	4	57	0	60	16	137
TOTAL	0	67	636	0	402	88	1193

AGE	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	TOTAL
16 TO 19	0	0	0	0	0	0	0
20 TO 29	0	0	0	0	0	0	0
30 TO 39	0	5	12	0	0	0	17
40 TO 49	0	39	248	0	71	18	376
50 TO 59	0	19	319	0	271	54	663
60 TO 66	0	4	57	0	60	16	137
TOTAL	0	67	636	0	402	88	1193

## Recruitment cont...

Age demographics for **PUBLIC SERVANTS** per post level as at April 2019

AGE	PL1	PL2	PL3	PL4	PL5	PL6	PL7	PL8	PL9	PL10	PL11	PL12	PL13	PL14	PL15	PL16	TOTAL
16-24	1	5	5	1	9	3	0	0	0	0	0	0	0	0	0	0	24
25-34	8	455	289	25	1163	12	53	34	13	1	1	4	0	0	0	0	2058
35-44	25	1250	1436	112	1825	24	97	53	14	10	2	17	2	2	0	1	4870
45-54	10	1325	1457	114	850	219	97	100	11	28	8	23	19	3	1	0	4265
55-59	3	530	643	42	145	301	16	78	4	11	1	17	12	3	1	0	1807
60-66	2	244	348	36	47	123	3	31	4	12	0	6	3	2	0	1	862
TOTAL	49	3809	4178	330	4039	682	266	296	46	62	12	67	36	10	2	2	13886

## Evaluations

### Monitoring & Evaluation demands

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

- Valid and reliable;
- Capable of revealing longitudinal trends and dynamics; and
- An internal tool for learning and improvement premised on ethos of 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.

### Progress report on MPAT 1.8

According to the MPAT 1.8 Evaluation the Department is fully compliant with legal/regulatory requirements in terms of Strategic Planning and the integration of performance monitoring, reporting and strategic management.

In the areas of Governance and Accountability, Human Resource Management and Financial Management the Department is partially compliant with legal/regulatory requirements. The areas of need to improve by entrenching good governance and administrative systems

### Evaluation by Public Service Commission (PSC)

The Public Service Commission conducted an audit of the Department of Education for the 2017/18 financial year. The following findings were made by the PSC:

The Department has managed to achieve between 31% and 52% of its planned strategic objectives for the 2015/16, 2016/17 and 2017/18 financial years. In the principle of efficient, economic and effective use of resources, the DoE has achieved its pre-determined objectives while spending against the allocated budget has generally been within the accepted margin of 2% set by National Treasury throughout the three financial years (2015/16, 2016/17 and 2017/18). For the past four financial years, the DoE obtained unqualified audit opinions with findings from the Auditor-General (AG). Furthermore, the DoE is performing poorly in the area of payment of invoices as a number of invoices for service providers had been paid after the regulated 30 days, with highest number being 4838, during the 2017/18 financial year. Delays in paying suppliers on time impacts negatively on service providers operations as they rely largely on available cash flow.

The state of accountability at the DoE is satisfactory. The principle on professional ethics focused on how the Department handled discipline cases, including financial misconduct, complaints on service delivery, NACH issues of fraud/corruption or maladministration and compliance with the financial disclosure framework. The average time spent in dealing with cases of misconduct is 33 days. Less than 80% of grievances are finalized within 30 days. The finalization of grievances within 30 days remains low at a rate between 23% and 37% during the above-mentioned period.

This demonstrates non-compliance with period of resolving grievances of employees in the public service. This has a potential of demoralizing the entire workforce that has lodged the grievances.

The DoE needs to develop effective mechanisms (good human resource practices) as it has been struggling to reach its targets for employment equity, both for female Senior Management Services (SMS) and employment for People with Disabilities (PwD's). Women at SMS is at 30% for 2017/18 financial year, while percentage for PwD's is at 0.03%.

The Department has taken bold steps to eradicate fraud and corruption. It receives a number of reports of fraud and corruption internally or externally through the Office of the Premier, the Public Service Commission and the public which is investigated by the Forensic Unit within the Internal Control & Risk Management Directorate of the Department. Due to the capacity constraints within this unit which has resulted in a backlog of cases for investigation, the Department is in the process of appointing a panel of forensic investigators.

The Department also has conducted a fraud risk assessment and has developed a fraud risk register with action plans and the implementation of these action plans are monitored on a quarterly basis and reported monthly to the audit and risk committee. The Department is also currently revising its Fraud Prevention Plan.

The Department has recently revised its risk register and has conducted risk assessments and developed risk registers for Occupational Health & Safety, Business Continuity Management and Information Technology with action plans. The progress on the implementation of these action plans are monitored on a quarterly basis. A school risk register has also been developed as it is the Department's Strategy to inculcate a culture of risk management throughout the Department – from schools level to Head Office.

In line with the Department's endeavour to introduce an e-Administration System, we are piloting the automation of business systems such as e-Submissions. Furthermore, a reliable, elastic and effective records management system in line with the digital era is required and will be commissioned to manage records for the department of education in a manner that will constantly improve its image in how it is perceived by the public as both its internal and external clients. This is a priority for the department as it is responsible for the largest number of employees in the province.

The department will focus on rationalisation or closure of small and non-viable schools with learner enrolment of less than 50 in primary schools. The main focus of the schools rationalisation process is to ensure that where possible schools that are operating below the minimum threshold of Learner enrolment Figure less than 135 in primary and 200 in secondary schools are closed or merged with nearby schools. This process seeks to improve the quality of education offered in such schools and to reduce the cost of providing education and to ensure return on investment that is associated with the provision and maintenance of school facilities. Curriculum intervention programmes of the previous strategic cycle will be maintained, but the main aspect of curriculum delivery and support will focus on the role of circuit managers

as curriculum delivery supervisors, the audit of curriculum delivery, re-skilling of teachers through improved teacher development strategies, as well as improvement of assessment strategies in the General Education and Training band. To improve the quality of ECD the Department will upscale provision for the training of practitioners, payment of stipends for practitioners in community-based centres with Grade R classes and the provision of core material. The maintenance portfolio will be increased to be in line with the Education Infrastructure grant (EIG) framework as 20% of the allocated budget in 2019/20 MTEF is for maintenance. There will be a focus on attracting young teachers with the requisite skills to the teaching profession. In addition there will be engagements with DHET with a view to encourage more young people to register for Mathematics and Science qualifications. Support to educators will be provided as part of the overall curriculum content implementation, management and delivery.

The department is planning to complete 10 new and replacement schools in 2019/20 as part of implementing norms and standards guidelines for school infrastructure. The focus will be on schools with over-crowding, creating new teaching and learning spaces and those requiring specialist classrooms.

Projects relating to new schools, curriculum support classrooms, laboratories, multi-purpose classrooms, as well as electrification, sanitation and water projects will continue so that basic functionality can be achieved in all 6 175 schools in KZN.

## 8.1 External Environment analysis

### Macro-economic realities

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

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

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

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

Given the intersection between stubborn unemployment and low economic performance, the reality facing the department and other government departments that rely on the fiscus is to either succumb to the chilly winds of a shrinking economy or reprioritize programmes and review expenditure patterns without sacrificing the developmental objectives of the system. Therefore this challenge poses a need to engage with social partners regarding for an example the impact on salary adjustments, benefits and reprioritization of programs.

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

- a. The National benchmark for Compensation of Employees is set at 80 per cent of the total budget and the department currently exceeds this at 85 per cent of the budget. This situation is exacerbated when the conditional grant funding is removed and increases the percentage to 91 which results in an operational budget of 8.9 per cent remaining for the provision of services to schools.
- b. The result of this is that almost all categories of schools are underfunded. Buildings and other fixed fixtures are affected as well in the light of pressures with other budget categories. In fact, the education infrastructure grant funds 84.1 per cent of infrastructure budget.
- c. Furthermore, the Machinery and Equipment budget for the MTEF is below 1 per cent which results in massive service delivery implications and once again the bulk of the funding here is against the conditional grants.
- d. In recent times the Department has been faced with several litigations that have escalated the Contingency Liabilities of the Department. These are mainly based on claims from parents for cases such as the administration of corporal punishment and claims from service providers as well as those related to SASA Section 14 Schools. Awards arising out of these cases place even greater pressure on the shrinking education budget thus impacting negatively on service delivery priorities.

### **Is there hope that remains for the future?**

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

### **Stakeholder engagement**

As a department we are not operating as an Island and 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 it works. The stakeholders that are interfacing with the department include the following:

Stakeholders	Purpose
Parents	Improved learning and teaching outcomes
School Governing Bodies	Improved school management, governance and functionality.
School Governing Body Associations	Improved educational delivery
Sport Councils, Confederations, Statutory bodies,	Integrated delivery of sport programs. Increased number of learners involved in sport
Arts and Culture: Councils, e.g. PACOFS, Theatres, etc.	Increased learner participation in Arts and Culture
Library Associations, e.g. LIASA	Improved reading. Increased access to library services by learners and educators.
Higher Education Institutions	Pre- and in-service training of Educators
Sector Education Training Authorities (SETA)	Delivery of Capacity Building programs for employees.
SACE (South African Council of Educators)	Professionalization of education
Subject specific organisations, e.g. Maths Association	Professionalization of the subject. Improved learning and teaching in the subject.
Professional Organisations, e.g. Physio Therapists, Psychologists.	Professionalization of the subject. Improved learning and teaching in the subject. Looking after the interests of their members.
Organisations, structures and statutory bodies for the Disabled	Increased access to education by learners with disabilities. Increased employment of people with disabilities in education. Improved governance of institutions for the disabled.
Organisations, interest groups and statutory bodies for learners with special educational needs	Improved access to education by learners with special educational needs. Professionalization of employees responsible for learners with special needs.
Associations and interest groups focussing on HIV/ Aids	Increasingly addressing the societal issues regarding HIV/Aids.
Organised labour	Inputs into Policy Monitor service delivery
Chapter 9 Institutions: Auditor General, Human Rights Commission, Gender Commission and Public Service Commission	Oversight. Specialised support.
EXCO, Legislature, Portfolio Committees	Political Direction Oversight
Other Government Departments, e.g. Social Development, Health, SAPS, etc.	Integrated and improved service delivery Delivery on the National Development Plan Improved learner outcomes.
Community Based Organisations, including Faith Based Organisations	Involvement in the Quality of Learning and Teaching Structures and Campaigns. Improved learner outcomes.
Non-Governmental Organisations	Sharing best practices. Shared service delivery.
International Governments' Development arms, e.g. VVOB	Providing technical support and development opportunities for learners and educators.
Audit Committee	Oversight
Umalusi	Ensuring credible Assessments and Examinations
Municipalities	Providing services to our schools and educational facilities. Integrated planning.



The Department continues to work closely with all stakeholders e.g. to implement assessment policies and systems to monitor the success of learners, and administer an effective and efficient examination and assessment services. Co-operation received from other political heads is important, e.g. 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 e.g. Electricity & water.

The Department of Health has Environmental Health Inspectors to assist the department to ensure compliance with health regulations. The SAPS assist in distribution and security of examination material, whilst the SA Defence Force provides assistance with distribution to inaccessible areas due to inclement weather.

Unforeseen circumstance e.g. service delivery protests, labour unrest and inclement weather causes disruptions of the examinations. Contingency plans are developed, e.g. SA Defence Force on standby. Examinations are prioritised in terms of budgetary allocations which enhances the prospects of delivering a creditable examination. In view of the magnitude of examination related functions job creation is enhanced e.g. University Students and contract employees 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.

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. Township schools and rural schools are homogenous and do not create the necessary space for social cohesion initiatives.

### 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.

Quintiles	Schools	Learners	Provincial Allocation	National Allocation	Allocation	Nat Allocation	Variance
1	2 041	558 937	955	1 394	R 534 775 246	<b>R 779 158 178</b>	R 244 382 932
2	1 736	663 355	955	1 394	R 633 951 596	<b>R 924 716 870</b>	R 290 765 274
3	1 295	803 647	955	1 394	R 767 592 629	<b>R 1 120 283 918</b>	R 352 691 289
4	380	278 224	522	699	R 148 543 207	<b>R 194 478 576</b>	R 45 935 369
5	370	264 927	179	241	R 48 917 012	<b>R 63 847 407</b>	R 14 930 395
<b>Total</b>	<b>5 822</b>	<b>2 569 090</b>			<b>R 2 133 779 690</b>	<b>R 3 082 484 949</b>	<b>R 948 705 259</b>



## 8.2 Internal Environment Analysis

Due to attrition, key personnel are exiting the system giving rise to gaps in service delivery. This is exacerbated by the lack of career pathing, succession planning and skills development coupled with financial constraints for the filling of key positions

The Department ensures that these temporary employees are skilled and that they are not lost due to other institutions recruiting them.

The environment in which examinations and assessments are conducted has stabilised in the Province. Direct access to the classrooms, as a result of lesson observation and rigorous training at all levels has resulted in an increase number of Bachelor and Diploma Passes which has increased the number of University entrants. Consequently more skilled, better qualified and accredited workforce is available to perform highly technical and sophisticated processes involved in examinations.

The involvement of private companies in the education system e.g. refurbishing science laboratories, upgrading Information Technology Equipment improves the quality of instruction offered to candidates resulting in improved results. Due to accelerated Urbanization, there is an improvement in education levels and access to essential educational facilities are giving rise to better public perceptions, attitude and practice. The standard of examinations are in keeping with these improvements.

The Department has advanced and sophisticated printing equipment which alleviates the risk of irregularities. Data capturing systems are designed with security features preventing manipulation and interference with critical data related to examination results.

A Hi-Tech security system is in place in provincial examination section. Recently on-line registration was implemented thus reducing tedious processes of manual registration. This saves time and effort whilst improving efficiency, e.g. reduces queries and corruption. Personnel are trained on the Exam System (SITA)

Whilst many functions which were centralised previously have been devolved to the districts, functions, namely; printing, resulting etc. are still centralised for security purposes. As a result The Chief Directorate Examination, Assessment and Quality Assurance are housed in a conducive environment and promote productivity and security. Visitation which may compromise security is restricted. All components within the chief directorate are housed in single building promoting synergy.

Policies and prescriptions govern the conduct and administration of the examinations. Outputs can therefore be readily managed. Legalistic processes may become cumbersome and hamper expeditious finalisation of tasks. Clear processes and procedures are available to efficiently conduct examination and investigate and resolve irregularities. Legal Action taken by candidates may lead to expensive litigation processes and delay the release of the valid results

There are many macro-environment factors that affect the strategic planning of the Department, viz.; new laws, tax changes, trade barriers, demographic change. The Draft policy for the provision of quality education and support for learners/children with severe to profound disability September 2017, has recognized the needs of children that have been marginalized previously by providing therapeutic support and meaningful education. In addition, these services also orientate and empower communities/parents in support of these learners.

The Policy on screening, Identification, Assessment and Support (SIAS) policy 2014, has provided a framework for the standardization of the procedures to identify, assess and place learners in their

appropriate institutions. The special funding for the implementation of the Draft policy for the provision of quality education and support for learners/children with severe to profound disability September 2017, has provided relief with provision of human resources, tools of trade and assistive devices.

Communities are aware of facilities and opportunities available for learners/children with disabilities. Special Schools in rural areas struggle to get connectivity with networks thus compromising the education of learners. Newly built or transformed schools must consider the location, environmental and geographical factors including accessibility, to ensure sustainability of the institution.

### **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. Only 20 schools are not yet implementing due to the shortage of human resources and these are provided with IIAL materials. They will implement in 2020.

### **Social security net programmes contributing to academic achievement**

#### **Sanitary Towels Programme**

In order to advance the constitutional commitment to equality and address the sanitary dignity of indigent female learners, the Department together with the Department of Women, Youth and Persons with Disabilities makes provision for effective and appropriate measures. Sanitary Towels are supplied to all deserving learners. This progressive and forward-looking decision was informed by the fact that some girl learners tended to miss classes during their cycles. This initiative has resulted in a decline in absenteeism and an improvement in learner attainment.

#### **Learner Transport**

The Department has put systems in place to monitor the learner transport programme in the province. A Memorandum of Agreement was concluded with the Department of Transport, which is managing the programme on behalf of KZNDOE. The Learner Transport Policy is in its final stages of drafting, and regular monthly meetings with all stakeholders in the provinces are to be scheduled. The Department is also able to timeously pay for the contracts that it currently manages.

There are serious weaknesses and threats experienced within the programme. In the 2019/20 financial year, there are 58 908 learners benefiting from the learner transport programme. The budget that has been allocated this financial year is R218. 206 million. This budget is not enough to allow government to meet its contractual obligations in terms of the payment of service providers for the whole of the financial year. There is a projected shortfall of R130 million, which means that the required budget for this financial year is R348. 206 million.

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

The National School Nutrition Programme (NSNP) aims to provide nutritious meals to learners comprising starch, protein and vegetable/fruit with a view to mitigate short term hunger, contribute in the improvement of concentration, influence the learning process positively and ultimately improve levels of performance at all levels.

The Department is ready to provide meals on time to approximately 2 332 514 targeted learners in quintiles 1 to 5 including special schools in approximately 5288 schools. In January 2020, the Department would have increased schools by 30 more accounting for approximately 2, 4 million learners.

The Department has good systems in place for the delivery of food items on time, a good system for daily monitoring of feeding in all feeding schools, Volunteer Food Handlers are paid by the Department and there is stability in their payment and all schools have been provided with cooking equipment and utensils as well as gas stoves. The Department does not foresee any challenges in the implementation of the programme as all challenges have been mitigated and the new suppliers who would have been successful in the re-advertised tender will only resume duties during the new financial year (2020/21).

### **LTSM Provision**

The provisioning of LTSM contributes significantly to the achievement of learners in the province. Learners are provided with stationery and textbooks from grade R to 12

The department will opt for an alternative LTSM delivery in e-books which will mitigate numerous retrieval challenges, and will focus in the implementation of the retrieval policy whilst the e-learning approach is rolled out. It may be necessary to investigate alternative video and conferencing methods to be utilised to provide physical onsite support in order to reduce Travel and Subsistence costs. The department will continue to look at ways to gradually increase the Norms and standards allocations to Public Ordinary schools and address the pressures on rising domestic account costs.

### **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 which 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. Easter classes are held during Easter vacation. During winter vacation all districts held different categories of Supplementary Tuition Programmes.

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 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.

### **Human resource challenges**

The non-filling of vacant critical posts over many years has negatively affected performance of the department. The problem is exacerbated by an ageing workforce with many employees exiting the system. The Department had to find creative ways to respond to this challenge, which included the development of a HR Turnaround Strategy. With the support of Provincial Treasury, the Department was granted approval to advertise vacant critical posts.

### **Gender issues**

The Department is committed towards addressing the imbalances between the number of male and female employees within its ranks. The Province has designed the following province specific indicators to monitor women's empowerment and gender equity: Percentage of office-based women in Senior Management Service; and Percentage 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 Senior Management Service while there are 40% women school principals in the province. School Governing Bodies and interview panels are being apprised to ensure that appointments of the candidates are effected with due regard to the equity targets of the Department, which is 50% of women in promotion posts.

As the National School Nutrition Programme's (NSNP) contribution to poverty alleviation 300 women co-operatives have been established to provide meals to schools. There are approximately 10 113 women food handlers employed in the programme to prepare meals for the learners earning a fixed stipend of R900 per month at a ratio of 1:200 learners.

### **Strategic focus of the Department over the five year planning period**

The Department has a limited functioning IT System that complements the holistic workings of the Department i.e. its service delivery mandates, however there is technological advancements in school laboratories and libraries with the introduction of e-Learning. KZNDOE has a paper-based and manual IT system and lacks adequate ICT Support Personnel, funding and Broadband connectivity for schools. The department will review ICT Support Organogram and strategy, Deployment model and source additional funding through establishment of partnerships and other methods.

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.
- Increasing support of schools by all stakeholders.

The Department will ensure that during this strategic cycle there are quantifiable milestones towards the eradication of a dual schooling system through a combination of the transformation of the schooling system and learner performance improvement programmes. The impact envisaged is that there will be well governed and managed schools, active community participation in education, adequate resources of high quality, adequate teacher supply which meets the demand, efficient and responsive districts, confident and engaged learners, and satisfied and supported teachers in a province which offers an empowering curriculum.

Staffing of schools will be prioritized with appropriately qualified educators teaching the subjects they are qualified to teach, especially in gateway subjects. Critical vacant posts will be filled while managing the COE and employment equity will be achieved by meeting race, gender and disability targets. Performance

management and accountability will be improved, labour peace will be promoted and employee discipline will be better managed. The organogram will be streamlined and aligned with 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. There will also be youth development and empowerment through the recruitment of recently qualified graduates into internship programmes as well as in-service training opportunities to provide youth with work experience.

In March 2020, there will be compulsory Grade R. This will require provision of appropriately qualified teachers, grade R classrooms, and provision of norms and standards equivalent to that of grade 1 per capita rate. Due to financial constraints over the past MTEF, the Department will not be able to provide this at 100% at once. This will be achieved incrementally over the 5 year period.

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

The Department will continue to improve learner outcomes at exit grades 3, 6, 9 and 12 through focus intervention at GET band.

The Department will focus on the Improvement of reading with comprehension at foundation phase. Reading enhancement programmes will be introduced incrementally, starting in Grade 1 in 2020. The programme will be a comprehensive response targeting the provision of resources, training of teachers and mobilization of stakeholders to support the culture of reading.

Skills and Competencies for the changing worlds will be achieved through: the expansion of schools doing Technical Vocational and Technical Occupational subjects; the provision of human and physical resources, introduction of new subjects like coding and robotics; and the expansion of focus schools in Maritime and Agricultural Science. The reskilling of excess teachers will provide the necessary personnel.

The Department will gradually implement the provision of e-learning through e-content and interactive equipment. This will however require connectivity and provision of hardware. The provision of preloaded e-content will mediate the situation.

### 8.3 COVID-19 Impact on KZNDOE

The outbreak of coronavirus disease (COVID-19) has been declared a Public Health Emergency of International Concern (PHEIC). The protection of children and educational facilities is particularly important. KZNDOE has taken necessary precautions to prevent the potential spread of COVID-19 in school settings; however, we have 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. 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 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 interventions:

- 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.).

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 have been reduced to allow for more teaching and learning time. The November examination for Grade 12 learners has been re-scheduled 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 time-tabling 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:

**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.

**Alternative days**

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

**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)

There-engineering of the schooling system demands that schools re-work their time tables 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.

KZND OE 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 time table. 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 home-school 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 includes:

- 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 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 effected 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.

## 8.4 COVID-19 INTERVENTIONS

Budget Programme	Intervention	Indicator	Outcome
Programme 1	Grant leave to educators with comorbidities due to their medical condition.	No. of educators with comorbidities that are on leave due to their medical condition.	A safe, secure school environment for teaching and learning
	Provide replacement educators for educators that are on leave due to comorbidities.	No. of replacement educators provided for educators that are on leave due to comorbidities.	
	Appoint and allocate cleaners to schools	Number of cleaners appointed and allocated to schools.	
	Disinfect offices	Number and Percentage of offices disinfected	
	Disinfect schools	Number and Percentage of schools disinfected	
	Provide learners with masks	Number and percentage of learners provided with masks	
	Provide educators with masks	Number and percentage of educators provided with masks	
	Provide educators with face shields	Number and percentage of educators provided with face shields	
	Provide non-educators with masks	Number and percentage of non-educators provided with masks	
	Provide schools with hand sanitisers	Number and percentage of schools provided with hand sanitisers	
	Provide schools with thermometers	Number and percentage of schools provided with thermometers	
	Provide schools with disinfectant spray pumps	Number and percentage of schools provided with disinfectant spray pumps	
Programme 2	Implement COVID-19 adjusted time-tables at schools	Percentage of schools with COVID-19 adjusted time tables.	
	Provide schools with revised curriculum for all grades.	Percentage of schools provided with revised curriculum for all grades.	
	Provide learners with COVID-19 material that they understand at their level of development	Percentage of learners that received COVID-19 material that they understand at their level of development	
	Provide mobile kitchens in identified schools	Number of mobile kitchens provided in identified schools	
	Provide additional buses for beneficiaries of learner transport	Number of additional buses provided for beneficiaries of learner transport	
	Provide learners with COVID-19 Psycho-social support	Number and percentage of learners provided with COVID-19 Psycho-social support	
	Establish School Health and Safety Committees.	Number of schools with School Health and Safety Committees.	
Programme 6	Monitor subsidised independent schools for COVID-19 compliance.	No. of Subsidised independent schools monitored for COVID-19 compliance.	
	Provide identified schools with water supply (including the building of boreholes).	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 identified 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.	
Programme 7	Monitor the number of full time learners registered for the NSC examinations	Number of full time learners registered for the NSC examinations	



## PART C

# MEASURING OUR PERFORMANCE



## 1. OUTCOMES, OUTCOME INDICATORS AND TARGETS

OUTCOME	OUTCOME INDICATORS	BASELINE	5 YEAR TARGET	NATIONAL PRIORITY	MTSF OUTCOME	ACTION PLAN GOAL
Youth better prepared for further learning and world of work	Percentage of learners achieving Bachelor Passes in NSC	33%	60%	Improving foundational skills of Numeracy and Literacy, especially Reading which should be underpinned by a Reading Revolution. Work with Higher Education and Training to equip teachers	Outcome 4: Youth leaving the schooling system more prepared to contribute to prosperous and equitable South Africa	Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
	Percentage of Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.	New	30%	(Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world. Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools (Three Stream Model (Academic, Technical Vocational and Technical Occupational)).		Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.
	Percentage of learners enrolled in S. A. Sign Language	New	1%	Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data.	Equal opportunities, inclusion and redress	Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world	Percentage of educators with qualifications in the subject they are currently teaching.	New	100%	Promote quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such as General Education Certificate before the grade 12 exit qualification.	Outcome 1-Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.	Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
	Percentage of educators who perform above 70% in competency to teach the subject they are teaching.	New	100%			
	Number of public schools reporting effective curriculum coverage.	New	5 957			Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Improved reading for meaning, numeracy and digital skills	Percentage of 10 year olds able to read for meaning	New	100%	Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4 year olds from Social Development to Basic Education.	Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning	Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
A safe, secure school environment for teaching and learning.	Number of public schools benefitting from the schools' social security programmes	New	5957	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.	Equal opportunities, inclusion and redress	Goal 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
Decolonised curriculum in language and history studies.	Number of public schools offering isiZulu home language	New	5 957	Increase the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs.		Goal 25: Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
Collaborative and responsive infrastructure planning and implementation	Percentage of public schools refurbished and/or renovated in rural and township areas	New	50%	Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced.	Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach	Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.
	Number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities.	New	1 000			
	Number of public schools with pit latrines.	New	0			
	Number of public schools with infrastructure that match the current digital skills requirements in teaching and learning	New	1000		Outcome 5: Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCdT	Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education

## INSTITUTIONAL PERFORMANCE INFORMATION

### 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.

#### RESOURCE CONSIDERATION

The programme's budget reflects strong growth over the MTEF as a result of reprioritisation to ease pressures against Compensation of employees and Goods and services relating to the carry-through costs associated with the higher than budgeted annual wage adjustments, and the re-grading of posts for security guards. This programme has borne the brunt of cost-containment measures over the years, as funds were moved from Goods and Services to ease pressures against Compensation of employees in Programme 2. As a result, the budget growth was low due to continuous reprioritisation to fund core programmes. By 2024 the Department will ensure that all schools will use South African School Administration and Management System (SASAMS) to provide data to the national unit record tracking system. The schools that can be contacted electronically by e-mail will be increased to cover all public schools in the Province. The percentage of current expenditure going towards non-personnel items will be increased from an estimated 10% in 2019/20 to an estimated 15% in 2024/25.





Payments for capital assets	32 183	6 007	4 137	5 955	18 571	18 576	29 178	30 579	32 047	33 585
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-
Machinery and equipment	32 128	5 869	2 979	5 955	13 324	13 324	23 678	24 815	26 006	27 254
Heritage Assets	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	55	138	1 158	-	5 247	5 252	5 500	5 764	6 041	6 331
Payments for financial assets	31 893	31 892	-	-	-	-	-	-	-	-
Total economic classification	1 888 567	1 843 402	1 749 845	1 852 867	1 937 406	1 948 600	1 951 813	2 038 347	2 136 185	2 238 722

## Key Risks

Outcome	Key Risk	Risk Mitigation
Youth better prepared for further learning and world of work.	Lack of adequate capacity to provide leadership and strong management of personnel.	The department will implement an Integrated System to enhance communication for integration of functions thus improving management and service delivery.
A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.		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.
Improved school readiness at the age of 6.		Development of 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.
A safe, secure school environment for teaching and learning.		The department will improve recruitment of suitably qualified personnel at management level by identifying skilled workforce to be deployed in critical managerial positions
Collaborative and responsive infrastructure planning and implementation	Integrity of the workflow of documentation	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
	Lack of accountability of line managers on managing personnel	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
		All performance agreements will contain specific targets and outputs. The performance agreements should indicate clear roles, responsibilities and core management criteria regarding personnel management.

### Programme 1: 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 finishing's, replacement of ceiling panels, alterations of internal walls and painting of internal walls	Construction 51% - 75%	20 may 2019	25 April 2020	
2	41 Voortrekker street	Refurbishment and rehabilitation	Conversion of residential quarters to registry	Project initiation	29 august 2020	25 April 2021	
3	Dokkies office	Refurbishment and rehabilitation	Phase 1: repairs, renovations & upgrade to former ikhwezi building and ex Olivier residence to teaching rooms /offices and accommodation for teachers /lectures , inclusive of all external works (sewer reticulation, water mains, storm water reticulation drainage & parking areas), new water tower, new guardhouse, access control, mechanical works, electrical upgrade and it infrastructure.	Design	01 may 2020	30 September 2021	
4	New Stanger district circuit offices	Refurbishment and rehabilitation	Repairs and renovations	Project initiation			
5	Saidi CMC office	Refurbishment and rehabilitation	Storm damage to roof to 5 offices	Design			
6	Truro house office	Upgrades and additions	Provision of non-school	Design			
7	"uMkhanyakude district office	Refurbishment and rehabilitation	Repairs and renovations	Design			

## 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.

## RESOURCE CONSIDERATION

The department reprioritised funds in respect of Compensation of employees, Transfers and subsidies to: Non-profit institutions, as well as Machinery and equipment over the 2020/21 MTEF. This was undertaken to address various pressures within the Vote against Goods and services and Transfers and subsidies to: Households. Also, the reprioritisation was undertaken to ensure that the business plan activities are adequately funded in line with the respective conditional grant frameworks. The department is endeavouring to curtail spending pressures on various items, as well as address the Personnel Provisioning Norm (PPN) in schools where there are excess educators based on the school enrolment.

The budget for Public Ordinary School Education was increased by R10 million in both 2020/21 and 2021/22, mainly against Transfers and subsidies to Households to cater for staff exit costs. This reprioritisation was based on past year trends which reflect pressures against this category.

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

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

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

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

	Outcome	Main appropriation				Adjusted appropriation	Revised estimate	Medium-term estimates			
		2016/17	2017/18	2018/19		2019/20		2020/21	2021/22	2022/23	2023/24
<b>R thousand</b>											
1. Public Primary Level	21 096 233	22 602 301	23 892 881	25 839 771	25 367 243	25 345 669	25 345 669	27 202 743	28 235 751	29 593 175	31 013 647
2. Public Secondary Level	15 163 441	16 011 249	16 568 784	17 605 540	18 056 531	18 033 368	18 033 368	19 193 423	20 114 291	21 079 778	22 091 607
3. Human Resource Development	175 847	87 550	71 992	107 888	118 488	149 380	149 380	108 442	113 647	119 102	124 819
4. School Sport, Culture And Media Services	50 012	27 559	25 362	45 720	29 720	29 720	29 720	33 115	34 704	36 371	38 117
5. National School Nutrition Programme Grant	1 246 976	1 437 448	1 647 325	1 621 291	1 638 181	1 638 181	1 638 181	1 717 512	1 804 538	1 894 765	1 985 714
6. Epwp Integrated Grant For Provinces	2 844	2 123	2 025	2 028	2 028	2 028	2 028	2 180	-	-	-
7. Social Sector Epwp Incentive Grant For Provinces Grant	27 365	4 297	31 473	24 814	24 814	24 814	24 814	22 842	-	-	-
8. Maths, Science And Technology Grant	63 468	55 512	67 015	64 638	64 974	64 974	64 974	65 701	69 208	71 974	75 429
<b>Total payments and estimates</b>	<b>37 826 186</b>	<b>40 228 039</b>	<b>42 306 857</b>	<b>45 311 690</b>	<b>45 301 979</b>	<b>45 288 134</b>	<b>45 288 134</b>	<b>48 345 958</b>	<b>50 372 139</b>	<b>52 795 165</b>	<b>55 329 333</b>

### Summary of payments and estimates by economic classification: Programme 2: Public Ordinary Schools

	Outcome		2017/18	2018/19	Main appropriation	Adjusted appropriation 2019/20	Revised estimate	2020/21	2021/22	Medium-term estimates	
	2016/17	2016/17								2022/23	2023/24
<b>R thousand</b>											
<b>Current payments</b>	<b>36 240 565</b>	<b>38 704 290</b>	<b>40 815 413</b>	<b>43 597 815</b>	<b>43 761 824</b>	<b>43 747 979</b>	<b>46 601 482</b>	<b>48 543 929</b>	<b>50 879 442</b>	<b>53 321 657</b>	
Compensation of employees	33 747 306	35 993 428	38 004 541	40 769 303	40 769 351	40 755 506	43 807 641	45 616 283	47 794 267	50 088 394	
Goods and services	2 493 158	2 710 856	2 810 870	2 828 512	2 992 473	2 992 471	2 793 841	2 927 646	3 085 175	3 233 263	
Interest and rent on land	101	6	2	-	-	2	-	-	-	-	
Transfers and subsidies to:	1 585 607	1 519 093	1 490 552	1 692 293	1 524 302	1 524 302	1 727 060	1 809 958	1 896 837	1 987 885	
Provinces and municipalities	-	-	70	-	-	-	-	-	-	-	
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-	-	
Higher education institutions	-	-	-	-	-	-	-	-	-	-	
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-	-	
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-	-	
Non-profit institutions	1 446 314	1 375 777	1 313 958	1 616 338	1 353 647	1 353 647	1 644 837	1 723 789	1 806 531	1 893 244	
Households	139 293	143 316	176 524	75 955	170 655	170 655	82 223	86 169	90 306	94 641	
Payments for capital assets	14	4 656	892	21 582	15 853	15 853	17 416	18 252	18 886	19 792	
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-	
Machinery and equipment	14	4 656	866	21 082	3 853	3 853	4 816	5 047	5 047	5 289	
Heritage Assets	-	-	-	-	-	-	-	-	-	-	
Specialised military assets	-	-	-	-	-	-	-	-	-	-	
Biological assets	-	-	-	-	-	-	-	-	-	-	
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-	
Software and other intangible assets	-	-	26	500	12 000	12 000	12 600	13 205	13 839	14 503	
Payments for financial assets	-	-	-	-	-	-	-	-	-	-	
<b>Total economic classification</b>	<b>37 826 186</b>	<b>40 228 039</b>	<b>42 306 857</b>	<b>45 311 690</b>	<b>45 301 979</b>	<b>45 288 134</b>	<b>48 345 958</b>	<b>50 372 139</b>	<b>52 795 165</b>	<b>55 329 334</b>	



## Public Ordinary School – Resourcing to be affected via the school funding norm (2019/20)

Poverty Quintiles	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner ( R )
<b>Public Primary Schools</b>				
<b>Non Section 21 Schools</b>				
Quintile 1 (poorest)	85	52 506	71 675	955
Quintile 2	59	11 390	11 754	955
Quintile 3	25	20 410	21 369	955
Quintile 4	21	12 448	13 024	522
Quintile 5 (least poor)	27	5 457	10 290	179
<b>Total</b>	<b>217</b>	<b>2 801</b>	<b>15 238</b>	
Section 21 Schools				
Quintile 1 (Poorest)	1 329	298 978	312 268	955
Quintile 2	1 045	331 492	346 771	955
Quintile 3	807	437 351	457 867	955
Quintile 4	206	72 239	135 594	522
Quintile 5 (least poor)	204	24 447	132 629	179
<b>Total</b>	<b>3 591</b>	<b>1 164 508</b>	<b>1 385 129</b>	
<b>Total Primary</b>	<b>3 809</b>	<b>1 167 309</b>	<b>1 400 367</b>	

<b>Public Combined Schools</b>				
Poverty Quintiles	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner ( R )
<b>Non Section 21 Schools</b>				
Quintile 1 (poorest)	5	1 198	1 254	955
Quintile 2	9	2 489	2 606	955
Quintile 3	2	634	664	955
Quintile 4	0	0	0	522
Quintile 5	1	274	1 533	179
<b>Total</b>	<b>17</b>	<b>4 595</b>	<b>6 057</b>	
Section 21 Schools				
Quintile 1 (Poorest)	167	59 185	61 940	955
Quintile 2	134	54 837	57 421	955
Quintile 3	63	34 269	35 884	955
Quintile 4	25	10 944	20 391	522
Quintile 5 (least poor)	11	1 646	9 195	179
<b>Total</b>	<b>400</b>	<b>160 881</b>	<b>184 831</b>	
<b>Total Combined</b>	<b>417</b>	<b>165 475</b>	<b>190 888</b>	

## 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>	Inadequate acquisition of foundational skills by learners.	<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>
	Deployment and keeping of suitably qualified educators for gateway subjects in rural schools	The department will explore the provision of teacher cottages in rural schools to ensure the retention of teachers with qualifications in gateway subjects
<p>Improved school readiness at the age of 6.</p> <p>A safe, secure school environment for teaching and learning.</p> <p>Collaborative and responsive infrastructure planning and implementation</p>	Lack of relevant content knowledge by educators for specific content subjects including maths and science.	<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>Insufficient educator support by subject advisors (Curriculum implementation)</p> <p>High dropout rate as a result of various factors including social ills:</p> <ul style="list-style-type: none"> <li>- Substance abuse</li> <li>- teenage pregnancy</li> <li>- Malnutrition</li> <li>- Inadequate security</li> </ul>	<p>The Department will also work in collaboration with other organizations to ensure that the education Centres are supported in assisting teachers and schools to improve their results.</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>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>
	Recruitment of suitable candidates to serve in school governing bodies	<p>Conduct credible SGB elections</p> <p>The department will conduct intensive capacity building workshops and specialised school governance training</p>

## Programme 2: Infrastructure Project

No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated costs - R000
1	Agricultural school of excellence (Dabulamanzi)	New school	New school	Project initiation	20 September 2020	21 November 2021	4 400
2	Albert falls intermediate school	New school	24 standard classrooms, 3 multipurpose, laboratories and specialist rooms, 1 media centres, 1 computer rooms, 7 offices, 6 storerooms, 1 strong rooms, 1 SNP kitchen, 14 girls' toilet seats, 10 boys' toilet seats and urinal spaces, 6 teacher toilet seats and 2 disabled toilets	Design	15 December 2019	25 May 2021	28 995
3	J g zuma secondary school	New school	40 standard classroom, 6 multipurpose classrooms including laboratories and specialist rooms, 1 media centre, 7 office(s), 8 storeroom(s), 1 strong room, 1 snp kitchen/tuck-shop, 8 girls' toilet seats, 7 boys' toilet seats and urinal spaces, 4 teacher toilet seats, 2 disabled toilets,	Tender	30 July 2019	30 June 2022	107 900
4	Maritime school of excellence : acton road	New school	New school with hostels	Project initiation	15 August 2019	30 August 2021	47 772
5	Siphumelele secondary school (meer-en-see)	New school	14 standard classroom, 1 media centre, 1 computer room(s),	Construction 26% - 50%	02 May 2016	30 October 2019	121 561
6	Solomon mahlangu primary school	New school	Construction of a new school	Construction 1% - 25%	15 July 2019	20 April 2021	35 391
7	Umtamtengwayo primary school : makhanya primary school	New school	Contruction of 7 classrooms, 1 admin block, 1 computer room, 1 media centre, 2 multipurpose room, 1 team teaching room, 24 toilets seat 15 parking bays and sport field	Construction 26% - 50%	17 October 2017	30 November 2019	47 795
8	Inhlwathi primary school	Storm damage	Storm damages to school	Construction 1% - 25%	09 January 2019	08 July 2019	1 900
9	Qhamuka high school	Storm damage	Storm damages to school	Construction 1% - 25%	17 January 2019	16 July 2019	8 558
10	Sigananda primary school	Renovations, rehabilitation or refurbishments	Refurbishment and rehabilitation	Construction 76%-99%	01 February 2017	14 October 2018	3 117
11	Velabusha primary school	Storm damage	Storm damages to school	Construction 1% - 25%	10 December 2018	08 June 2019	6 936
12	Vuthela primary school	Renovations, rehabilitation or refurbishments	Renovations, rehabilitation or refurbishments	Construction 1% - 25%	22 August 2019	18 April 2020	3 450
13	Amathuli primary school	Water and sanitation	Sanitation programme (phase 3), cluster umg-24 existing structure, construction of new ( 6g 2b, 4urinal, 3staff & 2urinal, 1d, 4r, 1rt)	Tender	15 August 2019	30 April 2020	3 899

14	Asande secondary school	Water and sanitation	Sanitation programme (phase 3), cluster umg-24 existing structure, construction of new (8g, 4b, 4urinal, 3staff & 2urinal, 1d)	Tender	01 May 2020	20 October 2020	4 400
15	Bhaqa primary school	Water and sanitation	Construction of boys and girls toilet block,	Tender	27 April 2019	27 October 2019	250
16	Blackbank primary school	Upgrade and additions	Replacing roof structures, broken windows and doors, plastering and paint works, stormwater drainage improvement	Construction 1% - 25%	23 August 2019	19 April 2020	2 000
17	Chief Ilokothwayo primary school	Water and sanitation	Construction of 4 boys, 6 urinals 12 girls, 2 disabled, staff 1m, 2 urinals, 3f and toilets	Construction 1% - 25%	03 January 2020	30 October 2020	2 400
18	Dingkwazi secondary school	Upgrade and additions	Construction of 24 classrooms, 4 multipurpose classrooms, 1 media centre, 1 computer room, 1 admin block, 1 kitchen, 9 toilets seats, 49 parking and sport field.	Construction 1% - 25%	10 June 2019	30 June 2020	12 000
19	Ingqungqulu high school	Water and sanitation	Construction of boys and girls toilets	Construction 26% - 50%	11 January 2019	20 January 2020	2 300
20	Lloyd primary school	Upgrade and additions	5 standard classroom, 5 grade r, 4 multipurpose classrooms including laboratories and specialist rooms, 1 media centre, 1 computer room(s), 6 office(s), 7 storeroom(s), 1 strongroom, 1 teacher toilet seats, 2 disabled toilets,	Construction 1% - 25%	05 November 2018	14 December 2019	42 350
21	Mashesheleng intermediate school	Upgrade and additions	0.5 computer room(s), 3 office(s), 3 storeroom(s), 1 strongroom, 1 snp kitchen/tuckshop, 6 girls' toilet seats, 4 boys' toilet seats and urinal spaces, 4 teacher toilet seats, 1 disabled toilets, electrification provisioning,	Construction 26% - 50%	08 April 2020	08 April 2021	10 855
22	Mntwanungamizwe secondary school	Upgrade and additions	2 multipurpose classrooms including laboratories and specialist rooms, 1 media centre, 1 computer room(s), 4 storeroom(s), 1 snp kitchen/tuckshop, 8 girls' toilet seats, 6 boys' toilet seats and urinal spaces, 4 teacher toilet seats, 1 disabled toilets,	Construction 1% - 25%	26 July 2017	15 December 2019	35 219
23	Nkalaneni primary school	Water and sanitation	Demolish existing defective ablution block; construct new 5 x seater staff and disabled ablution facility; construct new 4 x seater ablution boys; construct new 4 x seater ablution girls; construct new 3 x seater ablution girls and construct new 3 x seater ablution for grade r	Construction 1% - 25%	27 April 2019	27 October 2019	2 400
24	Ogagwini primary school	Water and sanitation	Construction of boys and girls toilet block,	Construction 1% - 25%	01 May 2019	08 April 2020	2 840
25	Ohlange secondary school	Water and sanitation	Construction of boys and girls toilets	Construction 1% - 25%	07 September 2019	20 May 2020	2 000
26	Sinenhlanhla primary school (Inanda)	Water and sanitation	Construction of boys and girls toilets	Construction 1% - 25%	07 September 2019	15 February 2020	2 700
27	Tinley primary school	Upgrade and additions	Upgrade and additions	Construction 1% - 25%	01 October 2018	28 November 2019	35 400
28	Untunjambili primary school	Upgrade and additions	Upgrades and additions	Construction 1% - 25%	13 September 2019	10 May 2020	4 946

## **PROGRAMME 3: INDEPENDENT SCHOOLS SUBSIDIES:**

### **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

### **RESOURCE CONSIDERATION**

The purpose of Programme 3 is to support independent schools in accordance with the South African Schools Act. One of the main aims of this programme is to ensure timely and orderly registration of independent schools in terms of the South African Schools Act, as well as other legislative frameworks. These schools are evaluated and monitored by the Department, and their capacity is developed to ensure the effective functioning of these schools and their governing bodies. The Department has a duty to support independent schools, (especially in catering for poor communities). Independent schools provide education and training to learners in the same way as public schools do, but they are not governed by the same legislation as public schools. For quality purposes, independent schools are registered with the Association for Independent Schools, and have an Independent Examination Board.

Independent School Subsidies reflects a steady growth over the MTEF period. This programme has previously experienced pressures due to the increase in the number of schools that require subsidies, whereas the subsidies are based on the available budget.

The budget for Independent School Subsidies was reduced by R10 million in 2020/21 and 2021/22, from Transfers and subsidies to: Non-profit institutions due to cost cutting measures. The funds were moved to Transfers and subsidies to: Households, to cater for staff exit costs in Programme 2.

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

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19	2019/20				2020/21	2021/22	2022/23	2023/24
1. Primary Level	52 153	50 787	52 957	55 879	58 989		55 879	57 233	59 980	62 859	65 876
2. Secondary Level	28 747	32 193	30 064	30 246	37 136		30 246	34 178	35 819	37 538	39 340
Total payments and estimates	80 900	82 980	83 021	86 125	96 125		86 125	91 411	95 799	100 397	105 216

### Summary of payments and estimates by economic classification: Programme 3: Independent Schools

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19	2019/20				2020/21	2021/22	2022/23	2023/24
Current payments	-	-	-	-	-	-	-	-	-	-	-
Compensation of employees	-	-	-	-	-	-	-	-	-	-	-
Goods and services	-	-	-	-	-	-	-	-	-	-	-
Interest and rent on land	-	-	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	80 900	82 980	83 021	86 125	96 125	86 125	86 125	91 411	95 799	100 397	105 216
Provinces and municipalities	-	-	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-	-	-
Non-profit institutions	80 900	82 980	83 021	86 125	96 125	86 125	86 125	91 411	95 799	100 397	105 216
Households	-	-	-	-	-	-	-	-	-	-	-
Payments for capital assets	-	-	-	-	-	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-	-	-
Heritage Assets	-	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-	-	-
<b>Total economic classification</b>	<b>80 900</b>	<b>82 980</b>	<b>83 021</b>	<b>86 125</b>	<b>96 125</b>	<b>86 125</b>	<b>86 125</b>	<b>91 411</b>	<b>95 799</b>	<b>100 397</b>	<b>105 216</b>

<b>BT302(a) Primary</b>		<b>INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2019/20)</b>		
<b>Subsidy Level</b>	<b>Schools</b>	<b>Total expenditure (thousand rands)</b>	<b>Learners</b>	<b>Expenditure per learner</b>
60 % (poorest)	30	25 872	5 992	4 318
40%	38	21 227	7 374	2 879
25%	26	6 950	3 863	1 799
15%	18	3 185	2 951	1 079
0% (least poor)	0	0	0	0
<b>TOTAL</b>	<b>112</b>	<b>57 233</b>	<b>20 179</b>	<b>10 075</b>

<b>BT302 (b) Secondary</b>		<b>INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2019/20)</b>		
<b>Subsidy Level</b>	<b>Schools</b>	<b>Total expenditure (thousand rands)</b>	<b>Learners</b>	<b>Expenditure per learner</b>
60 % (poorest)	9	7 710	1 304	5 913
40%	30	19 433	4 930	3 942
25%	13	2 928	1 189	2 464
15%	15	4 107	2 778	1 478
0% (least poor)	0	0	0	0
<b>TOTAL</b>	<b>67</b>	<b>34 178</b>	<b>10 200</b>	<b>13 797</b>

## Key Risks

<b>Outcome</b>	<b>Key Risk</b>	<b>Risk Mitigation</b>
<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 school readiness at the age of 6.</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>



## 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) School sport, culture and media services

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

#### a) Conditional Grants

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

### RESOURCE CONSIDERATION

Public Special School Education reflects strong growth over the MTEF. The department will continue to make the provision of special schools' infrastructure an area of focus in order to grant access to education for learners with special needs. This includes projects such as the construction of new special schools which include boarding facilities.

The 2019/20 MTEF provides for an increase in the allocation for the Learners with Profound Intellectual Disabilities grant, which seeks to address learners with disabilities in public special schools. This was allocated against Compensation of employees for the appointment of therapists, chief psychologists, as well as deputy chief education specialists. Also, the budget provides for the transfers to special schools for the purchase of LTSM for the S21 schools who can purchase their own, operational costs, as well as the purchase of vehicles for school and district monitoring, including tools of trade such as office furniture and computers.

The Department commits to broaden access to learners requiring mild, moderate and high levels of support in ordinary, full-service (FSS) and special schools as resource centres (SSRCs) respectively.

### 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			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
1. Schools	1 047 901	1 121 070	1 171 385	1 231 132	1 263 132	1 289 814	1 353 853	1 418 837	1 486 942	1 558 315	
2. Human Resource Development	42	730	1 232	3 861	3 861	3 861	4 348	4 557	4 776	5 005	
3. Osd For Therapists Conditional Grant	-	-	-	-	-	-	-	-	-	-	-
4. Learners With Profound Intellectual Disabilities Grant	-	2 696	22 992	32 279	37 617	37 617	32 586	34 543	35 863	37 584	
Total payments and estimates	1 047 943	1 124 496	1 195 609	1 267 272	1 304 610	1 331 292	1 390 787	1 457 937	1 527 581	1 600 904	

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

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
Current payments	898 518	988 010	1 050 817	1 099 183	1 151 634	1 174 520	1 229 667	1 289 083	1 350 651	1 415 481	
Compensation of employees	897 252	980 791	1 039 169	1 089 300	1 112 164	1 138 846	1 204 751	1 262 820	1 322 295	1 385 764	
Goods and services	1 266	7 219	11 648	9 883	39 470	35 674	24 916	26 263	28 356	29 717	
Interest and rent on land	-	-	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	134 830	135 946	141 612	152 609	144 803	144 803	145 520	152 505	159 826	167 498	
Provinces and municipalities	-	-	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-	-	-

Non-profit institutions	130 964	133 488	137 844	150 682	139 076	139 076	140 520	147 265	154 334	161 742
Households	3 866	2 458	3 768	1 927	5 727	5 727	5 000	5 240	5 492	5 756
Payments for capital assets	14 595	540	3 180	15 480	8 173	11 969	15 600	16 349	17 104	17 925
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-
Machinery and equipment	14 595	540	3 180	15 480	8 173	11 969	15 600	16 349	17 104	17 925
Heritage Assets	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-	-
<b>Total economic classification</b>	<b>1 047 943</b>	<b>1 124 496</b>	<b>1 195 609</b>	<b>1 267 272</b>	<b>1 304 610</b>	<b>1 331 292</b>	<b>1 390 787</b>	<b>1 457 937</b>	<b>1 527 581</b>	<b>1 600 904</b>

## Key Risks

Outcome	Key Risk	Risk Mitigation
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 school readiness at the age of 6. A safe, secure school environment for teaching and learning. Collaborative and responsive infrastructure planning and implementation	Inadequate non-educator professional staff in rural special schools	The department will redeploy excess non-educator professional staff from urban to rural schools and ensure proper accommodation is provided

#### Programme 4: Infrastructure Project

No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated costs R'000
1	Durban school for the hearing impaired	Learners with special educational needs	Upgrades and additions	Design	03 May 2020	30 November 2021	3 500
2	Himmelberg special school	Learners with special educational needs	Upgrades and additions	Design	04 June 2020	15 November 2022	7 103
3	New school	Construction 26% - 50%	25 May 2017	25 September 2019	31 May 2016		
4	Learners with special educational needs	Design	15 July 2019	01 November 2021	20 April 2020		
5	Learners with special educational needs	Construction 26% - 50%	17 July 2017	17 March 2019	58 818		
6	Learners with special educational needs	Construction 51% - 75%	16 October 2018	29 May 2020	66 142		
7	Thakazela primary school	Learners with special educational needs	Construction of support centre, repairs, renovations and upgrades to existing ramps.	Design	10 September 2019	30 July 2021	7 771
8	Tongaat special school	Learners with special educational needs	"hostels, dining hall, workshops, laundry therapy rms., teacher's accom. Admin. Block, media, computer, 3 m/purpose, 15 c/rooms, 22 store rms., 34 ablutions, g/house,	Tender	20 September 2019	20 January 2023	38 410
9	Ywca special school	Learners with special educational needs	On of specialized learner facilities"	Construction 1% - 25%	03 October 2019	14 October 2021	75 011

## **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.

### **RESOURCE CONSIDERATION**

In order to achieve the objectives of increasing the number of children participating in a pre-Grade1 programmes before starting school, the Budget for ECD will increase significantly, which will result in an increased provision of resources, infrastructure and qualified personnel.

The current budget provides mainly for training of ECD practitioners, transfers to ECD centres and the purchase of LTSM. The stipends to ECD practitioners are paid through the Social Sector EPWP Grant for Provinces in Programme 2.

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

Outcome	Main appropriation				Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19		2019/20		2020/21	2021/22	2022/23	2023/24
<b>R thousand</b>										
1. Grade R In Public Schools	858 448	908 751	1 000 254	1 184 215	1 155 943	1 169 480	1 277 242	1 338 550	1 402 800	1 470 134
2. Grade R In Early Childhood Development Centres	70 612	46 588	164 297	85 246	87 428	83 069	94 130	98 648	103 383	108 345
3. Pre-Grade R Training	44 463	15 912	8 007	58 122	96 612	63 403	70 017	73 378	76 901	80 592
4. Human Resource Development	-	-	-	1 803	1 803	1 803	2 177	2 282	2 391	2 506
Total payments and estimates	973 523	971 251	1 172 558	1 329 386	1 341 786	1 317 755	1 443 566	1 512 858	1 585 475	1 661 577

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

Outcome	Main appropriation				Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19		2019/20		2020/21	2021/22	2022/23	2023/24
<b>R thousand</b>										
Current payments	954 521	941 579	1 143 503	1 292 933	1 310 346	1 286 315	1 410 808	1 478 528	1 549 498	1 623 874
Compensation of employees	874 192	934 359	1 042 105	1 165 129	1 176 029	1 151 998	1 270 000	1 330 960	1 394 848	1 461 801
Goods and services	80 329	7 220	101 398	127 804	134 317	134 317	140 808	147 568	154 650	162 073
Interest and rent on land	-	-	-	-	-	-	-	-	-	-
Transfers and subsidies to:	19 002	29 672	29 055	36 453	31 440	31 440	32 758	34 330	35 977	37 703
Provinces and municipalities	-	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-	-
Non-profit institutions	18 851	29 404	28 578	36 453	29 940	29 940	31 458	32 968	34 550	36 208
Households	151	268	477	-	1 500	1 500	1 300	1 362	1 427	1 495
Payments for capital assets	-	-	-	-	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-

Machinery and equipment	-	-	-	-	-	-	-	-	-	-	-
Heritage Assets	-	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-	-	-
<b>Total economic classification</b>	<b>973 523</b>	<b>971 251</b>	<b>1 172 558</b>	<b>1 329 386</b>	<b>1 341 786</b>	<b>1 317 755</b>	<b>1 443 566</b>	<b>1 512 858</b>	<b>1 585 475</b>	<b>1 661 577</b>	

## 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 school readiness at the age of 6.</p> <p>A safe, secure school environment for teaching and learning.</p> <p>Collaborative and responsive infrastructure planning and implementation</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 stipend to community centres</p>



### Programme 5: Infrastructure Project

No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated costs R'000
1	Emthunzini Primary School	Early Childhood Development	1 X Ecd, 4 Toilets And 1 Jungle Gym	Design	01 August 2019	28 February 2020	3 600
2	Enyanisweni Primary School	Early Childhood Development	1 Ecd Classroom, 4 Toilets, 01 Jungle Gym	Design	03 June 2020	03 August 2021	2 651
3	Esiphahleni Primary School	Early Childhood Development	Construction Of Earlychildhood Facilities	Design	04 October 2019	02 March 2020	3 300
4	Gqumeni Primary School	Early Childhood Development	Construction Of Earlychildhood Facilities	Design	04 October 2019	02 March 2020	3 300
5	Mahlekehathini Primary School	Early Childhood Development	1 X Ecd, 4 Toilets And 1 Jungle Gym	Design	01 August 2019	28 February 2020	2 360
6	Mandlamasha Intermediate School	Early Childhood Development	1 X Ecd, 4 Toilets And 1 Jungle Gym	Design	01 August 2019	28 February 2020	5 060
7	Saligna Primary School	Early Childhood Development	1 X 75m <sup>2</sup> Unit, Ecd Toilets, Play Equipment And Fencing	Design	15 November 2019	30 October 2020	2 719
8	Simanjalo Primary School	Early Childhood Development	Construction Of Earlychildhood Facilities	Design	13 July 2021	10 March 2022	4 000
9	Vusindaba Primary School	Early Childhood Development	2 Ecd Classroom, 4 Toilets, 01 Jungle Gym	Design	22 March 2020	17 November 2020	1 657

## 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:

### ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

Programme	No.	Sub-Programme	Purpose	Performance Measure
Administration (Programme 1)	1.1	Non-school building	To provide appropriate administration spaces and ensure sustainable maintenance of existing spaces.	No. of administration spaces provided Percentage of budget spent on maintenance
Public Ordinary Schools (Programme 2)	2.1	New Schools	To provide new public primary & public secondary schools in response to planned developments or growth, complete with all supporting learning spaces & facilities	No. of new schools planned No. of new schools under construction No. of classrooms provided No. of toilets provided Expenditure vs. budget Procurement targets EPWP requirements
	2.2	Upgrades & Additions	To add to or improve existing structures in terms of learning spaces, water & sanitation facilities, support spaces &/or civil works (fencing, drainage, etc.)	No. of projects planned No. of projects under construction No. of classrooms provided No. of toilets provided No. of support spaces provided Expenditure vs. budget Procurement targets EPWP requirements
	2.3	Curriculum Redress	To provide new support &/or learning spaces in response to curriculum requirements	No. of projects planned No. of projects under construction No. of support spaces provided Expenditure vs. budget Procurement targets EPWP requirements
	2.4	Water & Sanitation	To provide water & sanitation facilities to those schools where none is currently available	No. of projects planned No. of projects under construction No. of schools provided with water No. of toilets provided Expenditure vs. budget Procurement targets EPWP requirements
	2.5	Mobile Classrooms	To provide temporary learning & support spaces as a response to emergency situations until such time as permanent structures can be provided	No. of classrooms provided Expenditure vs. budget ..... Procurement targets
	2.6	Fencing	To improve security in schools as part of basic functionality	No. of schools fenced Expenditure vs. budget Procurement targets

	2.7	Technical High Schools	Recapitalisation of technical high schools by improving existing and proving new infrastructure	No. of technical schools upgraded No. of new workshops provided Expenditure vs. budget Procurement targets
	2.8	Electrification	To provide electricity as part of basic functionality	No. of schools electrified Expenditure vs. budget Procurement targets
	2.9	Model Schools	Provide optimum facilities to encourage optimum education opportunities and performance	No. of model schools provided Expenditure vs. budget Procurement targets
	2.10	Repairs & Renovations	To improve the condition of existing buildings (including replacement) that have deteriorated due to neglect or damage in order to ensure a safe learning & teaching environment	No. of projects planned No. of projects under construction No. of classrooms repaired/provided No. of toilets repaired/provided Expenditure vs. budget Procurement targets EPWP requirements
	2.11	Emergency Repair Response	To improve the condition of existing buildings that have been damaged by "acts of God", within a short space of time, in order to reinstate a safe learning & teaching environment	No. of schools affected No. of projects under construction Expenditure vs. budget Procurement targets
	2.12	Special Projects	To provide special projects on request from the MEC's Office	No. of new schools planned No. of new schools under construction No. of classrooms provided No. of toilets provided Expenditure vs. budget Procurement targets EPWP requirements
	2.13	Technical Support	To allow the procurement of external consulting support on a contract basis to assist the Department's Physical Planning staff	No. of resources contracted
	2.14	Maintenance	To ensure that the condition of existing infrastructure & buildings is sustained & not allowed to deteriorate	No. of schools planned No. of schools in programme Expenditure vs. budget Procurement targets EPWP requirements
Public Special School Education (Programme 4)	4.1	Full Service Schools	To establish Full Service Schools as centres of care and support	No. of Full Service Centres provided at Public Ordinary Schools Access for disabled
	4.2	Learners with Special Education Needs (LSEN)	To provide appropriate spaces for LSEN	No. of classrooms provided Expenditure vs. budget Procurement targets
Early Childhood Development (Programme 5)	5.1	Early Childhood Development (ECD)	To provide spaces for grade R learners.	No. of ECD classrooms provided Expenditure vs. budget Procurement targets

## RESOURCE CONSIDERATION

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

The areas of priority are:

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

In 2020/21 the infrastructure budget is expected to increase by around R1billion to approximately R3, 7 billion. With this budget the Department intends to further advance its provision of school infrastructure as follows:

- Schools without Grade R will be provided with new Grade R Classes
- existing schools with Grade R will be provided with additional classes
- Increase the number of schools that offer Grade R from 3 901 to around 3 911

In 2019/20 the Department has prioritised to increase the provision of:

- Provision of water in about 1000 schools
- Provision of sanitation facilities in around 1000 schools
- Provision of electricity in around 500 schools
- Provision of around 7000 classrooms
- Provision of more than 5000 specialist classrooms
- Schools that have no computer rooms will be decreased by 10% from 88% to 98% through Dinaledi intervention.
- Schools that have no fencing will be reduced to 5%.
- Schools that have no access to library services will be reduced to 15%.

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

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
1. Administration	234 447	85 726	59 633		90 831	95 831	100 342	109 716	96 742	98 412	103 136
2. Public Ordinary Schools	2 109 678	2 241 285	2 150 093		2 282 630	2 277 630	2 041 301	2 034 150	2 125 233	2 353 572	2 466 543
3. Special Schools	64 879	115 334	132 180		109 949	109 949	341 767	207 616	196 803	196 803	206 250
4. Early Childhood Development	120 196	49 210	32 179		62 962	62 962	62 962	26 197	29 176	29 176	30 576
Total payments and estimates	2 529 200	2 491 555	2 374 085		2 546 372	2 546 372	2 546 372	2 377 679	2 447 954	2 677 963	2 806 505

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

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
Current payments	358 511	545 231	550 637		521 722	521 722	519 325	545 050	568 779	579 938	607 775
Compensation of employees	19 351	22 582	28 653		31 591	31 591	31 591	34 118	36 847	36 847	38 616
Goods and services	339 160	522 649	521 984		490 131	490 131	487 734	510 932	531 932	543 091	569 159
Interest and rent on land	-	-	-		-	-	-	-	-	-	-
Transfers and subsidies to:	-	62	-		-	-	-	-	-	-	-
Provinces and municipalities	-	-	-		-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-		-	-	-	-	-	-	-
Higher education institutions	-	-	-		-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-		-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-		-	-	-	-	-	-	-
Non-profit institutions	-	-	-		-	-	-	-	-	-	-

Households	-	62	-	-	-	-	-	-	-	-	-	-	-
Payments for capital assets	2 170 689	1 946 262	1 823 448	2 024 650	2 024 650	2 024 650	2 027 047	1 832 629	1 879 175	2 098 025	2 198 730	-	-
Buildings and other fixed structures	2 170 374	1 946 262	1 823 129	2 024 650	2 024 650	2 024 650	2 024 650	1 832 629	1 879 175	2 098 025	2 198 730	-	-
Machinery and equipment	123	-	-	-	-	-	2 397	-	-	-	-	-	-
Heritage Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	192	-	319	-	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total economic classification</b>	<b>2 529 200</b>	<b>2 491 555</b>	<b>2 374 085</b>	<b>2 546 372</b>	<b>2 546 372</b>	<b>2 546 372</b>	<b>2 546 372</b>	<b>2 377 679</b>	<b>2 447 954</b>	<b>2 677 963</b>	<b>2 806 505</b>	-	-

## Key Risks

Outcome	Key Risk	Risk Mitigation
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 school readiness at the age of 6. A safe, secure school environment for teaching and learning. Collaborative and responsive infrastructure planning and implementation	Insufficient budget to meet infrastructural needs Population migration to urban areas	The Department through intergovernmental relations will explore and implement other alternative building methods and materials and also exploring alternative funding strategies for infrastructure delivery.

## **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.

##### **a) Conditional Grants**

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

### **RESOURCE CONSIDERATION**

The KwaZulu-Natal Department of Education provides internal and external examination services for all public ordinary schools.

The expenditure for this programme is influenced by the number of learners writing matric. The budget grows in anticipation of increased learner numbers for public ordinary schools, as well as provision for strengthening the marking processes.

The expenditure and estimates for this programme show a steady increasing trend.



### 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			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
1. Payments To Seta	83 257	89 497	-		34 169	34 169	34 169	38 623	40 477	42 420	44 456
2. Professional Services	621 394	638 474	649 363		703 638	636 988	636 988	679 607	712 228	746 413	782 241
3. External Examinations	556 513	782 529	758 234		817 841	833 680	833 680	864 909	906 426	949 933	995 531
4. Conditional Grants	55 074	64 262	54 357		62 155	65 237	65 237	62 450	65 555	65 961	69 127
Total payments and estimates	1 316 238	1 574 762	1 461 954		1 617 803	1 570 074	1 570 074	1 645 589	1 724 686	1 804 727	1 891 355

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

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
Current payments	1 211 158	1 480 183	1 455 139		1 578 634	1 531 213	1 530 861	1 602 581	1 679 613	1 757 491	1 841 852
Compensation of employees	945 489	978 723	991 913		1 145 861	1 065 996	1 065 996	1 154 349	1 210 218	1 266 558	1 327 354
Goods and services	265 665	501 456	463 226		432 773	465 217	464 864	448 232	469 395	490 933	514 498
Interest and rent on land	4	4	-		-	-	1	-	-	-	-
Transfers and subsidies to:	104 752	94 549	6 684		39 169	38 399	38 399	42 823	44 879	47 033	49 290
Provinces and municipalities	-	-	-		-	-	-	-	-	-	-
Departmental agencies and accounts	83 257	89 497	-		34 169	34 169	34 169	38 623	40 477	42 420	44 456
Higher education institutions	-	-	-		-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-		-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-		-	-	-	-	-	-	-
Non-profit institutions	15 680	-	-		-	-	-	-	-	-	-
Households	5 815	5 052	6 684		5 000	4 230	4 230	4 200	4 402	4 613	4 834
Payments for capital assets	328	30	131		-	462	814	185	194	203	213

Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-
Machinery and equipment	328	30	-	131	462	814	185	194	203	213
Heritage Assets	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-	-
<b>Total economic classification</b>	<b>1 316 238</b>	<b>1 574 762</b>	<b>1 461 954</b>	<b>1 617 803</b>	<b>1 570 074</b>	<b>1 570 074</b>	<b>1 645 589</b>	<b>1 724 686</b>	<b>1 804 727</b>	<b>1 891 355</b>

## 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 school readiness at the age of 6.</p> <p>A safe, secure school environment for teaching and learning.</p> <p>Collaborative and responsive infrastructure planning and implementation</p>	<p>Credible 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>

### Summary of provincial payment and estimates by economic classification: Education

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates				Grants	Equitable Share		
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	%		%	2020/21	%
Current payments	41 467 331	44 442 185	46 733 851		49 913 988	50 153 824	50 147 274	53 276 261	55 530 012	58 181 661	93.07%	2 173 291	55.73%	51 102 970	95.80%
Compensation of employees	37 608 395	40 061 215	42 269 607		45 543 414	45 409 361	45 409 361	48 844 657	50 896 868	53 323 663	85.34%	376 977	9.67%	48 467 680	90.87%
Goods and services	3 858 408	4 379 734	4 461 906		4 370 574	4 744 463	4 731 182	4 431 604	4 633 144	4 857 998	7.73%	1 796 314	46.07%	2 635 290	4.93%
Interest and rent on land	528	1 236	2 338		-	-	6 731	-	-	-	-	-	-	-	-
Transfers and subsidies to:	19 455 524	18 844 913	17 782 290		20 398 860	18 668 819	18 668 819	20 755 534	21 755 159	22 795 567	3.62%	-	0.00%	2 075 534	3.88%
Provinces and municipalities	1 331	2 561	2 151		1 359	2 100	2 100	2 350	2 463	2 581	0.00%	-	0.00%	2 350	0.00%
Departmental agencies and accounts	83 257	89 497	-		34 169	34 169	34 169	38 623	40 477	42 420	0.07%	-	0.00%	38 623	0.07%
Higher education institutions	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Non-profit institutions	16 927 09	16 216 49	15 634 01		18 995 98	16 087 88	16 087 88	19 082 26	19 998 821	20 958 12	3.33%	-	0.00%	19 082 26	3.57%

Households	168 227	171 206	212 738	104 734	221 762	221 762	2 074 259	1895 008	132 398	138 754	0.22%	-	0.00%	126 335	0.24%
Payments for capital assets	2 217 809	1 957 495	1 831 788	2 067 667	2 067 709	2 074 259	1895 008	1 944 549	2 166 265	2 166 265	3.31%	1726 162	44.27%	168 846	0.32%
Buildings and other fixed structures	2 170 374	1 946 262	1 823 129	2 024 650	2 024 650	2 024 650	1832 629	1879 175	2 098 025	2 098 025	3.20%	1720 746	44.13%	111 883	0.21%
Machinery and equipment	47 188	11 095	7 156	42 517	25 812	32 357	44 279	46 405	48 360	48 360	0.08%	5 416	0.14%	38 863	0.07%
Heritage Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	247	138	1 503	500	17 247	17 252	18 100	18 969	19 880	19 880	0.03%	-	0.00%	18 100	0.03%
Payments for financial assets	31 893	31 892	-	-	-	-	-	-	-	-	0.00%	-	0.00%	-	0.00%
<b>Total economic classification</b>	<b>45 662 557</b>	<b>48 316 485</b>	<b>50 343 929</b>	<b>54 021 515</b>	<b>54 088 352</b>	<b>54 088 352</b>	<b>57 246 803</b>	<b>59 649 720</b>	<b>62 627 493</b>	<b>62 627 493</b>	<b>100.00 %</b>	<b>3 899 453</b>	<b>100.00%</b>	<b>53 347 350</b>	<b>100.00%</b>

### Summary of Provincial Payments and estimates by economic Classification: Education

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
1. Administration	1 888 567	1 843 402	1 749 845		1 852 867	1 937 406	1 948 600	1 951 813	2 038 347	2 136 185	2 238 722
2. Public Ordinary School Education	37 826 186	40 228 039	42 306 857		45 311 690	45 301 979	45 288 134	48 345 958	50 372 139	52 795 165	55 329 334
3. Independent School Subsidies	80 900	82 980	83 021		96 125	86 125	86 125	91 411	95 799	100 397	105 216
4. Public Special School Education	1 047 943	1 124 496	1 195 609		1 267 272	1 304 610	1 331 292	1 390 787	1 457 937	1 527 581	1 600 904
5. Early Childhood Development	973 523	971 251	1 172 558		1 329 386	1 341 786	1 317 755	1 443 566	1 512 858	1 585 475	1 661 577
6. Infrastructure Development	2 529 200	2 491 555	2 374 085		2 546 372	2 546 372	2 546 372	2 377 679	2 447 954	2 677 963	2 806 505
7. Examination And Education Related Services	1 316 238	1 574 762	1 461 954		1 617 803	1 570 074	1 570 074	1 645 589	1 724 686	1 804 727	1 891 355
Total payments and estimates	45 662 557	48 316 485	50 343 929		54 021 515	54 088 352	54 088 352	57 246 803	59 649 720	62 627 493	65 633 613

### Summary of Provincial Payments and estimates by economic Classification: Education

R thousand	Outcome				Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates			
	2016/17	2017/18	2018/19					2020/21	2021/22	2022/23	2023/24
Current payments	41 467 331	44 442 185	46 733 851		49 913 988	50 153 824	50 147 274	53 276 261	55 530 012	58 181 661	60 974 382
Compensation of employees	37 608 395	40 061 215	42 269 607		45 543 414	45 409 361	45 409 361	48 844 657	50 896 868	53 323 663	55 883 200
Goods and services	3 858 408	4 379 734	4 461 906		4 370 574	4 744 463	4 731 182	4 431 604	4 633 144	4 857 998	5 091 182
Interest and rent on land	528	1 236	2 338		-	-	6 731	-	-	-	-
Transfers and subsidies to:	1 945 524	1 884 913	1 778 290		2 039 860	1 866 819	1 866 819	2 075 534	2 175 159	2 279 567	2 388 986
Provinces and municipalities	1 331	2 561	2 151		1 359	2 100	2 100	2 350	2 463	2 581	2 705
Departmental agencies and accounts	83 257	89 497	-		34 169	34 169	34 169	38 623	40 477	42 420	44 456
Higher education institutions	-	-	-		-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-		-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-		-	-	-	-	-	-	-
Non-profit institutions	1 692 709	1 621 649	1 563 401		1 899 598	1 608 788	1 608 788	1 908 226	1 999 821	2 095 812	2 196 411
Households	168 227	171 206	212 738		104 734	221 762	221 762	126 335	132 398	138 754	145 414
Payments for capital assets	2 217 809	1 957 495	1 831 788		2 067 667	2 067 709	2 074 259	1 895 008	1 944 549	2 166 265	2 270 245
Buildings and other fixed structures	2 170 374	1 946 262	1 823 129		2 024 650	2 024 650	2 024 650	1 832 629	1 879 175	2 098 025	2 198 730
Machinery and equipment	47 188	11 095	7 156		42 517	25 812	32 357	44 279	46 405	48 360	50 681
Heritage Assets	-	-	-		-	-	-	-	-	-	-
Specialised military assets	-	-	-		-	-	-	-	-	-	-
Biological assets	-	-	-		-	-	-	-	-	-	-
Land and sub-soil assets	-	-	-		-	-	-	-	-	-	-
Software and other intangible assets	247	138	1 503		500	17 247	17 252	18 100	18 969	19 880	20 834
Payments for financial assets	31 893	31 892	-		-	-	-	-	-	-	-
<b>Total economic classification</b>	<b>45 662 557</b>	<b>48 316 485</b>	<b>50 343 929</b>		<b>54 021 515</b>	<b>54 088 352</b>	<b>54 088 352</b>	<b>57 246 803</b>	<b>59 649 720</b>	<b>62 627 493</b>	<b>65 633 613</b>

### Personnel Numbers and Cost by Programme

Personnel numbers	As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020	As at 31 March 2021	As at 31 March 2022	As at 31 March 2023
1. Administration	4 894	2 694	2 694	4 894	4 894	4 894	4 894
2. Public Ordinary School Education	98 742	98 742	98 742	98 742	113 263	113 263	113 263
3. Independent School Subsidies	-	-	-	-	-	-	-
4. Public Special School Education	3 136	3 136	3 136	3 136	3 136	3 136	3 136
5. Early Childhood Development	5 919	5 919	5 919	5 919	5 919	5 919	5 919
6. Infrastructure Development	223	223	223	223	223	223	223
7. Examination And Education Related Services	2 721	2 721	2 721	2 721	2 721	2 721	2 721
<b>Total provincial personnel numbers</b>	<b>115 635</b>	<b>113 435</b>	<b>113 435</b>	<b>115 635</b>	<b>130 156</b>	<b>130 156</b>	<b>130 156</b>
<b>Total provincial personnel cost (R thousand)</b>	<b>37 608 395</b>	<b>40 061 215</b>	<b>42 269 607</b>	<b>45 409 361</b>	<b>48 844 657</b>	<b>50 896 868</b>	<b>53 323 663</b>
<b>Unit cost (R thousand)</b>	<b>325</b>	<b>353</b>	<b>373</b>	<b>393</b>	<b>375</b>	<b>391</b>	<b>410</b>



## Summary of Departmental Personnel Numbers and costly by components

R thousands	Actual				Revised estimate				Medium-term expenditure estimate					
	2016/17		2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
	Personnel numbers <sup>1</sup>	Costs	Personnel numbers <sup>1</sup>	Costs	Personnel numbers <sup>1</sup>	Costs	Filled posts	Additional posts	Personnel numbers <sup>1</sup>	Costs	Personnel numbers <sup>1</sup>	Costs	Personnel numbers <sup>1</sup>	Costs
Salary level 1 – 7	21,224	4,942,017	21,224	4,808,574	21,224	4,534,593	1,572	19,652	21,224	4,934,149	21,224	5,245,003	21,224	5,926,688
8 – 10	83,730	29,590,124	83,730	32,114,748	83,730	34,562,823	706	83,024	83,730	37,253,120	83,730	39,990,674	83,730	43,434,545
11 – 12	2,428	1,968,069	2,428	2,015,653	2,428	1,987,248	365	2,063	2,428	2,112,446	2,428	2,245,529	2,428	2,537,379
13 – 16	51	60,188	51	63,431	51	56,659	51	–	51	60,229	51	64,022	51	72,344
Other	8,202	1,047,997	6,002	1,058,809	6,002	1,128,284	2,200	6,002	8,202	1,049,417	22,723	1,299,429	22,723	1,352,707
Total	115,635	37,608,395	113,435	40,061,215	113,435	42,269,607	4,894	110,741	115,635	45,409,361	130,156	48,844,657	130,156	53,323,663
Programme 1. Administration	4,894	1,124,805	2,694	1,151,332	2,694	1,163,226	4,894	–	4,894	1,265,038	4,894	1,373,798	4,894	1,508,848
2. Public Ordinary School Education	98,742	33,747,306	98,742	35,993,428	98,742	38,004,541	–	98,742	98,742	40,705,000	113,263	43,807,641	113,263	47,794,267
3. Independent School Subsidies	–	–	–	–	–	–	–	–	–	–	–	–	–	–
4. Public Special School Education	3,136	897,252	3,136	980,791	3,136	1,039,169	–	3,136	3,136	1,165,707	3,136	1,204,751	3,136	1,322,295
5. Early Childhood Development	5,919	874,192	5,919	934,359	5,919	1,042,105	–	5,919	5,919	1,176,029	5,919	1,270,000	5,919	1,394,848
6. Infrastructure Development	223	19,351	223	22,582	223	28,653	–	223	223	31,591	223	34,118	223	36,847
7. Examination and Education Related Services	2,721	945,489	2,721	978,723	2,721	991,913		2,721	2,721	1,065,996	2,721	1,154,349	2,721	1,266,558
Direct charges	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total	115,635	37,608,395	113,435	40,061,215	113,435	42,269,607	4,894	110,741	115,635	45,409,361	130,156	48,844,657	130,156	53,323,663
Employee dispensation classification	14,087	2,476,287	13,615	2,738,267	14,833	2,717,945	14,876	–	14,876	3,075,892	14,876	3,245,066	14,876	3,646,075
Public Service Act appointees not covered by OSDs														
Public Service Act appointees still to be covered by OSDs	1,399	250,016	1,128	249,046	1,092	230,100	1,026	–	1,026	279,753	1,026	295,139	1,026	331,611

Professional Nurses, Staff Nurses and Nursing Assistants	28	10,525	27	13,026	26	11,895	219	-	219	14,632	219	15,437	219	16,286	219	17,345
Legal Professionals	4	3,150	4	3,377	4	3,727	3	-	3	3,793	3	4,002	3	4,222	3	4,496
Social Services Professions	18	2,947	3	3,067	4	2,955	3	-	3	3,445	3	3,635	3	3,835	3	4,084
Engineering Professions and related occupations	10	6,249	9	16,728	9	8,030	13	-	13	18,791	13	19,824	13	20,914	13	22,273
Medical and related professionals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapeutic, Diagnostic and other related Allied Health Professionals	166	68,393	174	75,913	172	82,778	-	-	-	85,273	-	89,963	-	94,911	-	101,080
Educators and related professionals	91,721	33,742,831	91,185	35,902,982	91,293	38,083,893	91,293	-	91,293	40,575,944	91,293	43,790,105	91,293	45,585,153	91,293	48,549,747
Others such as interns, EPWP, learnerships, etc	8,202	1,047,997	7,281	1,058,809	8,202	1,128,284	8,202	-	8,202	1,351,838	22,723	1,381,486	22,723	1,436,630	22,723	646,952
<b>Total</b>	<b>115,635</b>	<b>37,608,395</b>	<b>113,426</b>	<b>40,061,215</b>	<b>115,635</b>	<b>42,269,607</b>	<b>115,635</b>	<b>-</b>	<b>115,635</b>	<b>45,409,361</b>	<b>130,156</b>	<b>48,844,657</b>	<b>130,156</b>	<b>50,896,868</b>	<b>130,156</b>	<b>53,323,663</b>



## PART D **ANNEXURES**

## ANNEXURE A

### 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.

<b>SUSTAINABLE DEVELOPMENT GOAL AND INDICATORS</b>		
<b>Goal 4: Ensure inclusive and quality education for all and promote lifelong learning</b>		
<b>Indicator</b>	<b>International Indicators and Targets for Goal 4</b>	<b>Provincial Intervention</b>
<b>1</b>	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.
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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 B

### 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 outcomes focussed planning and accountability system	Strengthen school management and promote functional schools	Nurture respected principals with trusted leadership Develop a school valued by community, Employ good time management 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 C

### 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.

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

<b>Goal 14</b>	Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
<b>Goal 15</b>	Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
<b>Goal 16</b> «««	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
<b>Goal 17</b>	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
<b>Goal 18</b>	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
<b>Goal 19</b> «««	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
<b>Goal 20</b>	Increase access amongst learners to a wide range of media, including computers, which enrich their education.
<b>Goal 21</b> «««	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.
<b>Goal 22</b>	Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
<b>Goal 23</b>	Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
<b>Goal 25</b>	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.
<b>Goal 24</b>	Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
<b>Goal 26</b>	Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
<b>Goal 27</b> «««	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 D

### CONDITIONAL GRANTS

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

Name of Grant	EDUCATION INFRASTRUCTURE GRANT
<b>Purpose</b>	Ameliorate the challenges with regards to backlogs in infrastructure, in schools, laboratories, special classrooms, libraries and eradication of inappropriate structures.
<b>Performance indicator</b>	Provision of Grade R Mobile/brick and mortar classes /alternative structures added and Indoor schools provided with Water schools provided with Sanitation schools provided with Electricity schools fenced classrooms built specialist rooms to be built in public ordinary schools All new schools and upgrades built using the regulations governing the new Norms and Standards for School Infrastructure Model schools planned and constructed Agricultural schools planned and constructed Technical schools planned and constructed Sports fields constructed
<b>Continuation</b>	The grant will cover the MTEF.
<b>Motivation</b>	It assists in the delivery of infrastructure to address backlogs and inappropriate structures. This grant will also ensure that new schools are built. It will assist in the delivery of programmes as detailed in Strategic Objective 1.2.

Name of Grant	EPWP INTEGRATED GRANT FOR PROVINCES
<b>Purpose</b>	Delivery of EPWP Infrastructure Incentive programmes.
<b>Performance indicator</b>	Unemployed women and youth
<b>Continuation</b>	Continuation of the grant is for the MTEF.
<b>Motivation</b>	It assists in the delivery of infrastructure programmes

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

Name of Grant	NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) GRANT
<b>Purpose</b>	To provide nutritious meals to needy learners.
<b>Performance indicator</b>	Establish food production units in schools Selection and appointment of service providers within the programme Identify opportunities and develop strategies for the inclusion of primary and secondary coops in the programme 2,264,420 learners benefitting 225 000 will be added during this strategic cycle totaling 2,489,420
<b>Continuation</b>	The grant will cover the MTEF.
<b>Motivation</b>	The grant assists in enhancing learning capacity amongst disadvantaged learners. It contributes to the improvement of food security. The provision of meals contributes to the broadening of access to education through improved school attendance as well as improved knowledge and attitudes of school communities towards nutrition.



<b>Name of Grant</b>	<b>HIV and AIDS GRANT</b>
<b>Purpose</b>	To provide sexuality and reproductive health education as well as care and support services for learners, educators, school support staff and officials.
<b>Performance indicator</b>	<p>School community members mobilised to support and participate in My Life My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>SMT &amp; SGB members trained in the development &amp; implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>educators trained in the implementation of MLMF school programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>Learners trained as peer educators in implementation of MLMF through, life skills &amp; SRH curricular &amp; co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.</p> <p>learners benefiting from care and support school programmes aimed at mitigating the impact of HIV and AIDS</p> <p>schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM</p>
<b>Continuation</b>	The grant will cover the MTEF.
<b>Motivation</b>	<p>1. The KwaZulu-Natal Province is the epicentre of the pandemic.</p> <p>2. The rate of infection in both teachers and learners as well as the prevalence of orphans and vulnerable children and child-headed households warrants a significant injection of Resources.</p>

<b>Name of Grant</b>	<b>MATHS, SCIENCE AND TECHNOLOGY GRANT</b>
<b>Purpose</b>	<p>The purpose of the grant is to promote the teaching and learning of and improve performance in mathematics and Physical Science in line with the Action Plan to 2019.</p> <p>This will include revitalisation of Agricultural High Schools and introduction of Maritime Studies. The grant will also fund 51 primary schools. The Grant will also fund the Maths, Science and Technology Strategy for improving learner attainment in collaboration with other stakeholders. The grant will also assist in the establishment of science centres and provide Dinaledi schools with funding for one year.</p>
<b>Performance indicator</b>	<p>Implementation of Maths, Physical Science, and Technology Strategy for Grade 10, 11 &amp; 12 educators from schools including Dinaledi schools</p> <p>Train lead teachers across districts</p> <p>Train teachers in 12 districts to enhance classroom management</p> <p>The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and science practicals</p> <p>To increase the number and interest of learners who choose Maths, Physical Science and Life Sciences in the FET phase.</p> <p>To improve the performance in Maths, Physical Science, Technology and Life Sciences.</p> <p>To overcome Mathematics Anxiety, which results to math avoidance and low achievement in the subjects</p> <p>To increase the number of graduates in Maths and Science that are currently far below the required levels.</p> <p>To overcome the challenge of few science laboratories. This situation perpetuates the teaching of maths and science without practical experiments.</p> <p>To strengthen teacher content knowledge and methodology in the teaching of Maths and Science</p> <p>Establish and utilise 9 science centres throughout the province and 45 science rooms in Resource Centres as satellites for science centres</p> <p>Employ 54 science tutors in collaboration with ETDP SETA to facilitate maths and science teaching in the identified science centres as well as provide onsite support to schools.</p> <p>Supply schools with (thin client) ICT laboratories</p> <p>Funding Maritime Studies in 4 schools</p> <p>Funding and revitalizing Agricultural schools in four schools</p>
<b>Continuation</b>	The grant will cover the MTEF.
<b>Motivation</b>	<p>The Dinaledi Grant and Secondary Schools Recapitalisation Grant have been merged. Project Initiative was started in 2001 by DBE giving effect to the National Strategy for Mathematics, Science and Technology Education (2001). In a ten-year reflection evidenced by among others the DBSA evaluation study, the ministry of education, through HEDCOM and CEM has approved its continuation. The overall purpose was and still is to improve participation and performance in mathematics and science.</p> <p>Hitherto, the project was largely funded by the provincial departments. As from this year, the Conditional Grant was approved for the next three years. In addition to the Dinaledi schools, their feeder primary schools have been incorporated. In KwaZulu-Natal we have 88 FET schools and feeder primary schools.</p> <p>The grant should help improve MST resource levels, connectivity and e-resources as well as educator capacity in both primary and FET/Secondary schools.</p> <p>To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills.</p> <p>In terms of the transformation of the schooling system, the recapitalisation of the technical high schools, revitalisation of the Agricultural High Schools as well as introduction of the Maritime Studies form core of the strategy.</p>

## ANNEXURE E

### **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 F

### ACRONYMS

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

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

## ANNEXURE G

### GLOSSARY OF PLANNING TERMS

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

<b>Inputs</b>	The resources that contribute to the production and delivery of an output.
<b>Activities</b>	The processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes.
<b>Outputs</b>	The goods and services produced by an institution for delivery.
<b>Outcomes</b>	The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs.
<b>Impacts</b>	The developmental results of achieving specific outcomes.
<b>Programme Performance Measure [PPM]</b>	Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic.
<b>Performance Target [PT]</b>	A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.
<b>The baseline</b>	The base line refers to the current level of performance that the institution aims to improve. The initial step in setting performance targets is to identify the baseline, which in most instances is the level of performance recorded in the year prior to the planning period.
<b>Performance targets</b>	It is a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period.
<b>Programme Performance Measure</b>	Is a nationally determined indicator with specific numerical that tracks progress towards the achievement of a sector priority?
<b>Performance standards</b>	Express the minimum acceptable level of performance, or the level of performance that is generally expected.
<b>Cost or Price indicators</b>	Important in determining the economy and efficiency of service delivery.
<b>Distribution indicators</b>	Relate to the distribution of capacity to deliver services and are critical to assessing equity across geographical areas, urban rural divides or demographic categories. Such information could be presented using geographic information systems
<b>Quantity indicators</b>	Relate to the number of inputs, activities or outputs. Quantity indicators should generally be time bound; e.g. the number of inputs available at a specific point in time, or the number of outputs produced over a specific time period.
<b>Quality indicators</b>	Reflect the quality of that which is being measured against predetermined standards. Such standards should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standards could include legislated standards and industry codes.

<b>Dates and time frame indicators</b>	Reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround times, time frames for service delivery and timeliness of service delivery.
<b>Adequacy indicators</b>	Reflect the quantity of input or output relative to the need or demand. They respond to the question: "Is enough being done to address the problem?"
<b>Accessibility indicators</b>	Reflect the extent to which the intended beneficiaries are able to access services or outputs. Such indicators could include distances to service points, traveling time, waiting time, affordability, language, accommodation of the physically challenged.
<b>Economy indicators</b>	Explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical.
<b>Efficiency indicators</b>	Explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input: Output ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets.
<b>Effectiveness indicators</b>	Explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals.
<b>Equity indicators</b>	Explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on.
<b>Performance Indicator</b>	Identify specific numerical that tracks progress towards the achievement of a goal.
<b>Baselines</b>	The current performance levels that the institution aims to improve when setting performance targets



## ANNEXURE H

### TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	Percentage of learners achieving Bachelor Passes in NSC.
<b>Definition</b>	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
<b>Source of data</b>	National Senior Certificate database
<b>Method of Calculation / Assessment</b>	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.
<b>Means of verification</b>	List of National Senior Certificate learners
<b>Assumptions</b>	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
<b>Indicator Responsibility</b>	Examinations and Assessment Directorate

Indicator Title	Percentage of Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences.
<b>Definition</b>	Number of Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences expressed as a percentage of the total number of learners enrolled in Grade 10.
<b>Source of data</b>	Register of Grade 10 learners enrolled in technical related fields
<b>Method of Calculation / Assessment</b>	Count the number of Grade 10 learners enrolled in technical related fields and express it as a percentage of the total number of learners enrolled in Grade 10.
<b>Means of verification</b>	Database from Branch Curriculum
<b>Assumptions</b>	Schools will be equipped to offer technical related subjects
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All learners should be offered the opportunity to pursue technical related fields should they wish to do so.
<b>Indicator Responsibility</b>	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator Title	Percentage of learners enrolled in S. A. Sign Language
<b>Definition</b>	The number of learners enrolled in S. A. Sign Language expressed as a percentage of the total number of learners enrolled in all public schools.
<b>Source of data</b>	Inclusive Education database
<b>Method of Calculation / Assessment</b>	Count the number of learners enrolled in S. A. Sign Language and express it as a percentage of the total number of learners enrolled in all schools.
<b>Means of verification</b>	List/Schedule of all learners enrolled in S.A. Sign Language
<b>Assumptions</b>	Schools will have trained personnel to teach S.A. Sign Language
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All schools should offer S.A. Sign Language
<b>Indicator Responsibility</b>	Inclusive Education Directorate

Indicator Title	<b>Percentage of educators who perform above 70% in competency to teach the subject they are teaching.</b>
<b>Definition</b>	The number of educators who perform above 70% in competency to teach the subject they are teaching expressed as a percentage of all teachers who take competency test to teach the subject they are teaching.
<b>Source of data</b>	Teacher Development Database.
<b>Method of Calculation / Assessment</b>	Count the number educators who perform above 70% in competency to teach the subject they are teaching and express it as a percentage of all educators who wrote that particular competency test.
<b>Means of verification</b>	Mark sheet with names and marks of educators who wrote the competency test
<b>Assumptions</b>	Once trained all educators will be competent to teach the subject they are teaching.
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All educators should be fully competent to teach the subject they are teaching.
<b>Indicator Responsibility</b>	Branch Curriculum/ Directorate Teacher Development

Indicator Title	<b>Number of public schools reporting effective curriculum coverage.</b>
<b>Definition</b>	Effective curriculum coverage refers to full curriculum coverage in all subjects being competently taught. Public Schools: Refer to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	Circuit Managers and Subject Advisers keep records of curriculum coverage in the schools visited per quarter, according to the benchmarks set in CAPS and provide Districts Management with reports. FET subject advisors keep records of moderation of Grade 12 subjects and internal assessments of which curriculum coverage is part of. Data collated by District and Curriculum Management (GET and FET).
<b>Method of Calculation / Assessment</b>	The number of schools that cover everything in the curriculum for their current year subjects on the basis of records kept by teachers and evidence of practical exercises done by learners as determined by subject advisors for each subject. Each subject advisor submits a percentage for each of the grades and subjects that they are responsible for. The provincial office then calculates a percentage for the province for that subject and grade. Thereafter an overall provincial average percentage is calculated by end November of each year.
<b>Means of verification</b>	Annual reports submitted by Districts to the Provincial Office.
<b>Assumptions</b>	All educators teach effectively and cover all aspects of the curriculum.
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All schools have covered the curriculum in all grades and subjects as required by CAPS
<b>Indicator Responsibility</b>	Branch Curriculum

Indicator Title	<b>Percentage of 10 year olds able to read for meaning</b>
<b>Definition</b>	Number of 10 year olds able to read for meaning in either isiZulu or English expressed as a percentage of all 10 year olds registered at public schools.
<b>Source of data</b>	Records of the assessments of 10 year olds reading for meaning capacity
<b>Method of Calculation / Assessment</b>	Count the number of 10 year olds able to read for meaning in all schools and express this as a percentage of total number of 10 year olds at all schools
<b>Means of verification</b>	Annual reading reports submitted by Branch Curriculum.
<b>Assumptions</b>	All 10 year olds are provided with opportunities to read for meaning.
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	100% of 10 year olds are able to read for meaning.
<b>Indicator Responsibility</b>	Branch Curriculum

Indicator Title	<b>Number of public schools benefitting from the schools' social security programmes. Public Schools: Refer to ordinary and special schools. It excludes independent schools.</b>
<b>Definition</b>	Schools' social security programmes refer to either one of the following or a combination of two or more: National School Nutrition Programme; Learner Transport Programme; No Fees Schools' Programme; or any other introduced by the Province.
<b>Source of data</b>	Resource target and Provincial data warehouse
<b>Method of Calculation / Assessment</b>	Count the number of learners benefitting from the National School Nutrition Programme; Learner Transport Programme; No Fees Schools' Programme; or any other introduced by the Province.
<b>Means of verification</b>	Resource targeting table (this could be known by different names in various other provinces)
<b>Assumptions</b>	Learners benefitting from the schools' social security programmes will perform better in academics and extra-curricular activities
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All public schools benefitting from the schools' social security programmes.
<b>Indicator Responsibility</b>	All Branches

Indicator Title	<b>Number of public schools offering isiZulu home language</b>
<b>Definition</b>	Schools offering isiZulu home language refer to schools that offer isiZulu home language either as a subject or as a medium of instruction. Public Schools: Refer to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	Database from Branch Curriculum indicating schools offering isiZulu home language
<b>Method of Calculation / Assessment</b>	Count the number of public schools offering isiZulu home
<b>Means of verification</b>	List of public schools offering isiZulu home language
<b>Assumptions</b>	All schools have educators qualified to teach isiZulu home language.
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	100% of public schools in KZN offer isiZulu home language.
<b>Indicator Responsibility</b>	Branch Curriculum

Indicator Title	<b>Percentage of public schools refurbished and/or renovated in rural and township areas</b>
<b>Definition</b>	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. Public Schools: Refer to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	School Infrastructure database; and Completion certificates.
<b>Method of Calculation / Assessment</b>	The number of public schools refurbished and/or renovated in rural and township areas expressed as a percentage of all public schools in rural and township areas.
<b>Means of verification</b>	Database of schools refurbished and/or renovated in rural and township areas. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates etc.
<b>Assumptions</b>	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	Schools to be conducive for learning and teaching
<b>Indicator Responsibility</b>	Schools Infrastructure Directorate

Indicator Title	<b>Number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities.</b>
<b>Definition</b>	Facilities and requirements for the delivery of a world class curriculum and extra-curricular activities include amongst others specialist equipment and learning spaces such as computer laboratories, science laboratories, media centres with digital facilities for eLearning and sports and extra-curricular facilities complemented by suitably qualified educators for all subjects.  Public Schools: Refer to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	School Infrastructure database
<b>Method of Calculation / Assessment</b>	Count the number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities.
<b>Means of verification</b>	Database of public schools facilities.
<b>Assumptions</b>	Funds are available to provide public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities.
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities.
<b>Indicator Responsibility</b>	Schools Infrastructure Directorate

Indicator Title	<b>Number of public schools with infrastructure that match the current digital skills requirements in teaching and learning</b>
<b>Definition</b>	Infrastructure that match the current digital skills requirements in teaching and learning include two or more of the following: computer laboratories, digital media centres, Smartboards, facilities for connectivity and broadband to provide access to the internet.  Public Schools: Refer to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	School Infrastructure database
<b>Method of Calculation / Assessment</b>	Count the number of public schools with infrastructure that match the current digital skills requirements in teaching and learning
<b>Means of verification</b>	Database of public schools facilities.
<b>Assumptions</b>	Funding is available for providing public schools with infrastructure that match the current digital skills requirements in teaching and learning
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All public schools are provided with infrastructure that match the current digital skills requirements in teaching and learning
<b>Indicator Responsibility</b>	Schools Infrastructure Directorate

Indicator Title	<b>Number of public schools with pit latrines</b>
<b>Definition</b>	A pit latrine, also known as pit toilet or long drop, is a type of toilet that collects human feces in a hole in the ground. Urine and feces enter the pit through a drop hole in the floor, which might be connected to a toilet seat or squatting pan for user comfort.  Public Schools: Refer to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	School Infrastructure database
<b>Method of Calculation / Assessment</b>	Count the number of schools with pit latrines.
<b>Means of verification</b>	Database of public schools facilities.
<b>Assumptions</b>	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	All public schools have proper sanitation (flushing toilets)
<b>Indicator Responsibility</b>	Schools Infrastructure Directorate





