**KWAZULU-NATAL PROVINCE**

**EDUCATION**
REPUBLIC OF SOUTH AFRICA

# STRATEGIC PLAN

## 2019/20 - 2024 /25

GROWING KWAZULU-NATAL TOGETHER - VOTE 5

# KWAZULU-NATAL
# DEPARTMENT OF EDUCATION

GROWING KWAZULU-NATAL TOGETHER



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

# KWAZULU-NATAL DEPARTMENT OF EDUCATION

GROWING KWAZULU-NATAL TOGETHER

**Hon. Mrs Angie Motshekga**

*Minister for Department of Basic Education*

# KWAZULU-NATAL
# DEPARTMENT OF EDUCATION

GROWING KWAZULU-NATAL TOGETHER



**Hon. Mr Sihle Zikalala, MPL**

*Premier of the Province of KwaZulu-Natal*

# KWAZULU-NATAL
# DEPARTMENT OF EDUCATION

GROWING KWAZULU-NATAL TOGETHER



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

# KWAZULU-NATAL
# DEPARTMENT OF EDUCATION

GROWING KWAZULU-NATAL TOGETHER



**Mr. G.N. Ngcobo**

*Head of Department: Education*
*KwaZulu-Natal Provincial Government*

# STRATEGIC PLAN

## 2019/20 - 2024 /25

## MR. K.I. MSHENGU, MPL
### *MEC FOR EDUCATION*

As we enter the mid-term period of the MTSF timeline, we reflect on the journey the Department has traversed in terms of the planned outcomes. While we have made great inroads in many areas, there still remains a lot to be done in others. Good corporate governance and accountability certainly needs beefing up. We need to eradicate non-compliance and inefficiencies that manifest themselves throughout the system. Consequence management needs to gain traction to the extent that the system rids itself of the scourge of fraud and corruption. Over recent years there has been an increase in legal claims against the Department. This is partly due to the lack of accountability. We will be tightening our grip around good governance, policy implementation and compliance thereof. We will do our best to reverse the trend of soaring legal claims made against the Department. We must ensure that all our resources are directed at the optimal benefit of our learners. Good corporate governance must lead to optimal service delivery throughout the system.

The Department needs to develop efficient, effective and integrated systems to manage all areas of governance. We need to reduce and eliminate in service and out of service debts which plague us. Financial and Non-Financial Information will be closely monitored. The Performance Management System for all employees will be strictly implemented and managed. Performance Information will be closely monitored ensuring that it is the product of evidence-based reporting. Both Standardised Output Indicators and Non-Standardised Output Indicators for all programmes will be institutionalised and underpinned by strong ethics and values. Whereas we admit to the deficiencies within our system, one should not lose sight of the many successes which we have achieved in the sphere of teaching and learning.

As part of the drive to make our schools innovative hubs for quality teaching and learning, the past year saw the department piloting two e-learning solutions in selected schools in the province. These are Microsoft Office 365 and the Gamma Solution. The former works with connectivity whilst the latter works offline and was piloted in 100 schools in the districts of uThukela and uMzinyathi.

The Department is now in a better position to determine what will work for us. As such, we have decided to roll out integrated e-Education to 54 selected schools in the 2021/22 financial year. The key features of these schools will be the following:

- Access to digital content and cloud based learning aids and applications;

- Access to internet services targeting 10MB upload and download capabilities in all classrooms;

- Replacement of all chalkboards with interactive smart whiteboards;

- Media/Computer centres;

- Fully-equipped smart classroom for virtual teaching;

- Digital Libraries;

- Science Laboratories;

- Resourcing all educators with laptops; and

- Training all educators on the use of ICT in their lesson plans and delivery.

The Department has implemented the Provincial Academic Improvement Plan to improve the quality of passes in matric to offer our youth a better chance to prosper at higher education institutions and the world of work. There is also a concerted effort to promote STEM subjects, Coding and Robotics, Three Streams Model ((Academic, Technical Vocational and Technical Occupational), and Focus Schools.

All children should have equal education irrespective of where they were born, their gender and family income. The Department's primary focus is prioritising rural and township schools where resources are lacking the most. We remain committed to modernizing the methods of teaching, learning and governance at all our schools. All new schools to be built and those to be renovated will have to comply with these features of our New Generation Schools. Facilitating ease of governance in our schools is crucial in turning our schools into innovative hubs. Principals, as managers of schools, should spend greatest part of their time within the school premises. For this to happen, principals need to be properly resourced to manage schools effectively. We have since launched a programme of One Principal One laptop with an aim of ensuring that principals are able to work online and reduce travelling time for submission of reports and attending workshop/meetings that can be done online. This will further make it easy for principals to effectively use the HR App in the process of appointing educators thereby reducing the time it takes to fill a post.

The availability of budget will determine the pace of the rolling out of this massive project of modernizing ways of teaching, learning and governance. Whatever it takes, we are determined to succeed for failure is not an option.

As a nation we recognize that not all our young people are academically-inclined; there are some who are technical in orientation as well as those who are suited for vocational/occupational skills. In response to this, we have embraced the three-stream model where the focus is on Academic, Technical-Vocational and Occupational Streams. The Occupational stream is relatively new, and is to be piloted for the first time in the mainstream schools as from this year, 2021. The focus for the Occupational Stream is on low-intensity occupational skills which individuals can master to start small-scale businesses and to assist them to earn a living straight from school. The Academic, on the other hand, is intended for those who wish to pursue academic and professional qualifications, mostly in traditional universities.  The Technical-Vocational stream is explored in the technical schools, mostly aimed at pursuing technically-oriented qualifications in TVET colleges and Universities of Technology.

The Department's conceptualization of new generation schools includes well trained educators who are also steeped in the culture of lifelong learning. We are conscious of the fact that for teachers to perform, they also need to be supported. Since the latter part of 2021, we have resolved that teacher development will be at the centre of our school transformation agenda…

The Skills Development Plan is being reviewed to ensure that the 1% skills levy should be utilized fully and wholly for skills development of the workforce. The Department is reviewing and refining priority areas of development. In 2020/21 the focus areas of development have been reduced to 18 areas so that we are able to measure the impact of teacher development programmes.

We are also working hard to institutionalize Professional Learning Committees across the province. These committees will see educators meeting to share experiences and best practices in terms of curriculum delivery and management. They will also provide platforms for the interfacing of primary and secondary school educators in relation to the type of learners that primary schools feed into secondary schools.

Over the remaining MTEF we will strive to fulfil our purpose of upholding the system where our learners are provided with the skills they need to succeed in a world dominated by competition and the scourge of pandemics, and helping them grow the confidence to practice those skills.

**Mr. K.I. Mshengu, MPL**
*MEC for Education*
**Date: 28/03/2022**

## MR. G.N. NGCOBO
### *HEAD OF DEPARTMENT: EDUCATION*

The core function of the Department of education is teaching and learning. In 2021 this function was carried out in spite of all challenges that our system is facing as the COVID-19 pandemic is holding us to ransom. In the 2021 academic year the Department of Education resisted the pandemic pandemonium in many ways. Whilst the challenges faced by the Department of Education in 2021cannot be ignored, the year was successful from a point of view of curriculum delivery and its concomitant assessments activities.

The Department of Education supported Early Childhood Development (ECD) through the provision of guidance for teaching and learning, teacher support in mathematics teaching, teacher support in language teaching and life skills teaching and classwork support material. In the General Education and Training (GET) band, interventions included diagnosis of challenges facing primary school teaching, teacher orientation, management of curriculum delivery, support on assessment practices, learning and teaching support material, curriculum related workshops, relating School Based Assessment (SBA) to curriculum coverage, Early Grade Reading Assessment and subject choices. In the Further Education and Training (FET) band, interventions were in the form of orientation workshops, curriculum related engagements with subject advisors, management of learning losses and recovery, subject improvement plans, school support visits, subject specific interventions, content and methodology workshops, mathematics clinics and district engagements by the MEC for Education.

The purpose of the interventions was to improve the attainment of learning outcomes. An analysis of the final examination results from Grades 1 to 12 show that Grade 3 has the highest performance (93.6%) followed by Grade 5 and Grade 4 with 92.8% and 92% respectively. Grade 1 obtained 91.74%. Grade 6 and Grade 2 obtained 91.1% and 90,5% respectively. Results were somewhat different in Grade 7 where the

pass percentage was below 89.8%. The results show that in the senior phase the pass rates begin to get lower. The senior phase shows the pass rates of 80%+. In Grade 7 the pass percentage is 89.8%. In Grade 8 the pass percentage is 89.6%. In grade 9 the pass rate is 89.2%. In the FET phase the pass percentages are even lower. In Grade 10 the pass rate is 87.8% and in Grade 11 it is 81.7%. In Grade 12 the pass percentage is 76.8% as shown in the graph below.

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.

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.

The need to increase inclusive education facilities for disabled learners remains a key priority. In response, the Department has instructed districts to identify non-viable schools for conversion to special schools, especially in districts where there is inadequate provisioning and where learners have to travel long distances to attend existing schools. Mvundlana Primary School in King Cetshwayo District is presently being converted to a special school. It is hoped that 10 additional schools will be converted during the next financial year.

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.

Our plans for the MTEF have been severely hindered by the tough economic times within which we operate. Budget cuts over the MTEF mean that the available budget does not sufficiently cater for both filled and vacant personnel numbers currently on the system. This is mainly due to the budget cuts attributed to fiscal consolidation and the budget reductions implemented as a result of the public service wage freeze against compensation of employees. The impact of the budget cuts of R6.3 billion will severely be felt by learners in the classroom. Due to these budget cuts, it is now a reality that we will have classrooms that will be left without educators; schools will not be sufficiently supported by districts offices; and head office will not be able to effectively support the entire system.

The pace of building new schools, renovations and additions will be severely impaired. Whilst the Department has introduced stringent cost cutting measures which include cutting off unnecessary and un-approved travelling of staff members; limiting approved travelling kilometres to 1 750; capping KZN cars petrol cards to R3000 a month; cutting back on legal costs, proper management of staff leave and exit packages; and consolidation of small and non-viable schools, it is anticipated that these measures will not fully mitigate against the impact of budget cuts.

Our key priorities going forward will be to:

- Increase MST participation and success rate, increase the number of focus schools of Aviation, Maritime, ICT, MST, Arts etc. as well as converting more of the existing schools into Technical High Schools and School of Skills coupled with the introduction of General Education Certificate;

- Implementing a Coding and Robotics curriculum;

- Training educators on inclusion;

- Operationalising an ECD Education Management Information System;

- Implementing a better accountability system for district and school management;

- Increasing the number of schools with access to ICT devices including tablets; and

- Implementing programmes to enhance performance in second chance NSC examinations.
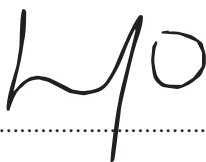
**Mr. G.N. Ngcobo**
*Head of Department: Education*
**Date: 22/03/2022**

# 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 2019/20 - 2024/25 financial year.
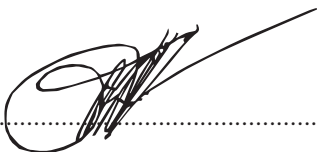
Signature: .......................................................

**Ms. W. Hadebe:** Acting Deputy Director- General: Branch IDS

Signature: .......................................................

**Dr. M.J.B. Mthembu:** Deputy Director- General: Branch Curriculum

Signature: .......................................................

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

Signature: .......................................................

**Mr. L. Rambarran:** Chief Financial Officer

Signature: .......................................................

**Mr. G.N. Ngcobo:** Accounting Officer

Approved by:
Signature: .......................................................

**Mr. K.I. Mshengu, MPL:** Executive Authority

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# ACRONYMS

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| **ACE** | Advanced Certificate in Education |
| **AET** | Adult Basic Education and Training |
| **ASER** | Age Specific Enrolment |
| **AFS** | Annual Financial Statement |
| **BREPRCO** | Budget Review Expenditure Performance and Risk Committee |
| **CAPS** | Curriculum Assessment Policy Statement |
| **CASS** | Continuous Assessment |
| **CPF** | Community Policing Forum |
| **DBE** | Department of Basic Education |
| **DTC** | Departmental Training Committee |
| **ECD** | Early Childhood Development |
| **EMIS** | Education Management Information System |
| **EPWP** | Expanded Public Works Programme |
| **EFA** | Education for All |
| **ETDP** | Education, Training and Development Practices |
| **GET** | General Education and Training |
| **GETC** | General Education and Training Certificate |
| **HEDCOM** | Heads of Education Departments' Committee |
| **ICT** | Information and Communication Technology |
| **IQMS** | Integrated Quality Management System |
| **LSEN** | Learners with Special Education Needs |
| **LTSM** | Learning and Teaching Support Materials |
| **LURITS** | Leaner Unit Record Information and Tracking System |
| **MDGs** | Millennium Development Gaols |
| **MEC** | Member of the Executive Council |
| **MTEF** | Medium-Term Expenditure Framework |
| **MTSF** | Medium Term Strategic Framework |
| **MST** | Mathematics, Science and Technology |
| **NEIMS** | National Education Infrastructure Management System |
| **NEPA** | National Education Policy Act |
| **NQF** | National Qualifications Framework |
| **NSC** | National Senior Certificate |
| **NSNP** | National School Nutrition Programme |
| **NSOI** | Non-Standardized Output Indicator |
| **PAJA** | Promotion of Administrative Justice Act |
| **PEDs** | Provincial Education Departments |
| **PFMA** | Public Finance Management Act |
| **PGDP** | Provincial Growth Development Plan |
| **PGDS** | Provincial Growth Development Strategy |

| | |
|---|---|
| **PPP** | Public-Private Partnership |
| **PSA** | Public Service Act |
| **RCL** | Representative Council of Learners |
| **SACMEQ** | Southern Africa Consortium for Monitoring Educational Quality |
| **SIAS** | Screening, Identification, Assessment and Support (SIAS) Strategy |
| **SASA** | South African Schools Act |
| **SASAMS** | South African School Administration and Management System |
| **SBAs** | School Based Assessments |
| **SDGs** | Sustainable Development Goals |
| **SDIP** | Service Delivery Improvement Plan |
| **SDP** | School Development Plan |
| **SGB** | School Governing Body |
| **SITA** | State Information Technology Agency |
| **SOI** | Standardized Output Indicator |
| **Stats-SA** | Statistics South Africa |
| **SMT** | School Management Team |
| **WSE** | Whole-School Evaluation |

# GLOSSARY OF PLANNING TERMS

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

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

# 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, nonracism 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:

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 bought 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, disciple, retirement and discharge of members of the public service.

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

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

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

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

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

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

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

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

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

The purpose of POPI is to-

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

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.

## 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 GOVERNING 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 1of 1999;
- Preferential Procurement Framework Act No 5 of 2000;
- Treasury Regulations;
- Children Act 38 of 2005;

- Promotion of Administrative Justice Act No 3 of 2000;

- Promotion of Access to Information Act No 2 of 2000;

- Protection of Personal Information Act No 4 of 2013;

- Protected Disclosures Act No 4 of 2000;

- Occupational Health and Safety Act No. 85 of 1993;

- Language in Education Policy, 1997;

- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000;

- National Policy on Whole School Evaluation (July 2001);

- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002);

- National Policy on Religion and Education, 2003;

- Policy Document on Adult Basic Education and Training (12 December 2003);

- National Education Information Policy (Government Notice 1950 of 2004);

- National policy regarding Further Education and Training Programmes: Approval of the amendment to the programme and promotion requirements for the National Senior Certificate:A Qualification at Level 4;

- Intergovernmental Relations Framework Act No. 13 of 2005;

- Addendum to FET Policy document, National curriculum Statement on National Framework regulating learner with Special Needs (11 December 2006);

- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification;

- Framework (NQF) [Gazette 29851 of April 2007];

- National Policy on the conduct, administration and management of assessment for the National Certificate (vocational), 2007;

- National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007);

- National Policy Framework for Teacher Education and Development in South Africa (26 April 2007);

- Regulation pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008);

- National Planning on an Equitable Provision of an Enabling School Physical Teaching andLearning Environment (21 November 2008); and

- Construction Industry Development Board (Act 38 of 2000).

## 4. RELEVANT COURT RULINGS

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

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

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

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

a. **HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;**

b. **HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. WELKOM HIGH SCHOOL AND ANOTHER;**

c. **EDUCATION AND ANOTHER vs. HOëRSKOOL ERMELO AND ANOTHER (2009) ZACC 32; 2010 (2) SA 415 (CC); 2010 (3) BCLR 177 (CC);**

d. **MEC FOR EDUCATION vs. GAUTENG PROVINCE AND OTHERS vs. GOVERNING BODY OF RIVONIA PRIMARY SCHOOL AND OTHER (CCT 135/12) (2013) ZACC 34.**

• The 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 Leaners. 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 is reviewable under the provisions of the Promotion of Administrative Justice Act 2000.

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

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

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

The court emphasized throughout its four concurring judgments that targets should not be pursued so rigidly that they amount to quotas and although the appointment of a candidate from a designated group should be

preferred deviations are permitted where for example a candidate from a nondesignated group has special skills or where operational requirements require it.

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

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

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

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

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

The Guateng 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 schoolsto 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.

## 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 rightto 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. 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.
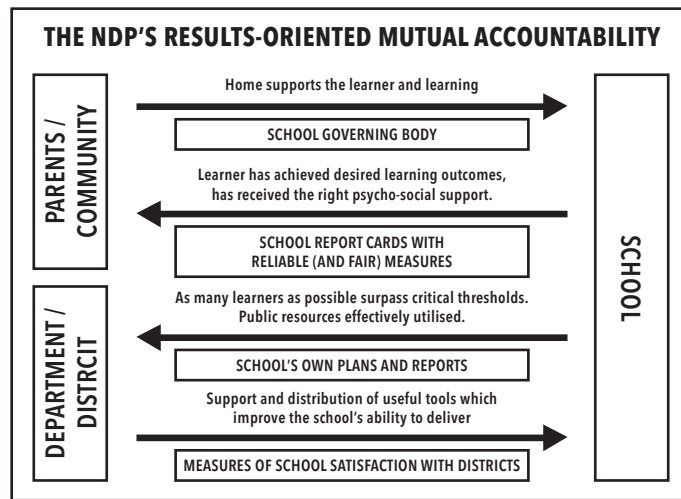


*Figure 1:NDP's envisaged accountability system*

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.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

- GROWING KWAZULU-NATAL TOGETHER -

11. The education pact.

The NDP recognises that social buy-in for school improvement is crucial, but can also be difficult to achieve. It envisages ongoing efforts, led by the DBE, and guided by an education pact, that promotes a common understanding among stakeholders and recognises and supports the work of all parties.

## NATIONAL PRIORITIES

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

- Improving foundational skills of Numeracy and Literacy, especially Reading which should be underpinned by a Reading Revolution.

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

- Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world.

- Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world.

- Deal decisively with quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and dropout rates and introduce multiple qualifications such General Education Certificate before the grade 12 exit qualification.

- Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data.

- Urgent implementation of two years of ECD before Grade 1, and the migration of the 0 - 4 year olds from Social Development to Basic Education.

- Decolonization of Basic Education through the teaching and promotion of African Languages, South African and African History to all learners up to grade 12, and national symbols.

- Work with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety.

- Complete an Integrated Infrastructure Development Plan informed by Infrastructure delivery and regular maintenance which is resourced.

- Increase the Safety Net through pro poor policies to cover learners who are deserving such as ECD, and Learners with Special Education Needs.

- Strengthen partnership with all stakeholders, private sector, and promote integrated governance, intergovernmental relations, and labour peace.

STRATEGIC PLAN      23      2019/20 - 2024/25
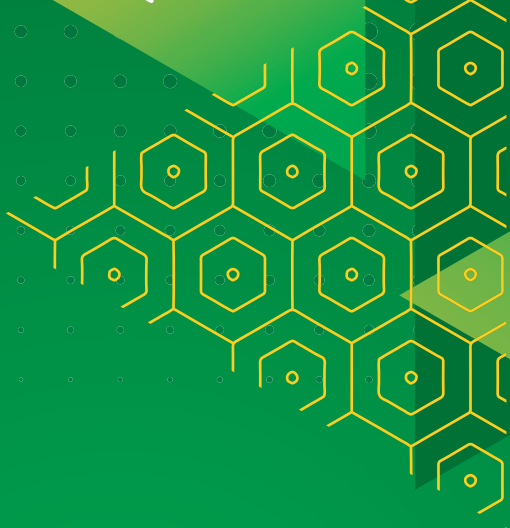
# PART B
## OUR STRATEGIC FOCUS

# 5. OUR STRATEGIC FOCUS

## 5.1. VISION

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

## 5.2. MISSION STATEMENT

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

## 5.3. VALUES

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

i.   Teamwork

   • Striving to be together with one's team at all times and promote 'Team Education'.

   • Striving to bring everyone together to support, embrace and excel in whatever we do.

   • Being part of a collective in everything we do and learning to support one another than to let one another dow.

   • Establishing and maintaining shared goals.

   • Working together towards improving service delivery.

   • Focusing the Department on improving cooperation through shared common goals.

ii.  Altruism

   • Displaying unselfish concern for the welfare of others.

   • Doing work for a greater course without the expectation of reward.

   • Selflessness and dedication to the national course in the delivery of service and putting people first.

iii. Empathy

   • Discharging our duties with kindness and generosity.

   • Being mindful of the circumstances of others, their needs, special requirements.

   • Sharing another's concerns, emotions and feelings.

   • Doing the right thing the first time around.

   • Vicarious identification with other employees' concerns, emotions and feelings through demonstrations of compassion, consideration and care.

iv.  Professionalism

   • Producing the highest standard of work and demonstrating the highest standard of conduct in our professions.

- Being at the most acceptable behaviour all the times under all conditions.

- Showing emotional maturity.

- Respect for self and others.

- Uplifting the Department to higher performance with high degree of commitment and responsibility.

v.    Integrity

- Consistency of actions and conduct with the highest ethical and moral conduct.

- Abiding by the unwritten rules and doing the right thing even when no one is watching.

- Displaying honesty, intolerance to fraud, corruption, nepotism and maladministration.

- Straightforward communication, saying what needs to be said without withholding information.

- Treating all (employees, stakeholder and others) in a manner that is fair and just.

- The backbone to efficiency and upholding responsibility in a corrupt free environment.

vi.   Openness and Transparency

- Taking conscious steps to share information that is relevant to a particular level uniformly.

- Treating all (employees, stakeholders and others) in a manner that is fair and just.

vii.  Excellence

- Maintaining high standards of performance and professionalism by aiming for quality and avoiding mediocrity in everything we do.

- Performing above minimum requirements the first time around without delays and avoiding repeats.

viii. Ubuntu

- Ubuntu refers to respect, patience, tolerance, humility and caring; all of which should be embedded within every employee in performing everyday duties.

- Being open and available to others.

- Affirming others without feeling threatened.

- Belonging to a greater whole.

- Recognising that we are all bound together in ways that are invisible to the eye.

- Recognising that we achieve our individual selves by sharing ourselves with others, and caring for those around us.

## 5.4. STRATEGIC MAPPING OF PROVINCIAL PRIORITIES

**IMPACT**

Skilled and competent learners prepared for socio-economic emancipation

**OUTCOME 1**

Sound corporate governance and accountability

**OUTCOME 2**

Youth better prepared for further learning and world of work

**OUTCOME 3**

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

**OUTCOME 4**

Improved reading for meaning, teacher level and digital skills

**OUTCOME 5**

Collaborative and responsive infrastructure planning and implementation

*Figure 2:Strategic Mapping of Provincial Priorities*

## 5.5. IMPACT

Skilled and competent learners prepared for socio-economic emancipation

## 5.6. OUTCOMES AND RELATED INTERVENTIONS

**Sound corporate governance and accountability**

The Department will:

- Strive towards the attainment of clean audits;

- Set policies, controls and procedures for good corporate governance and accountability;

- Arrange effective compliance oversight;

- Conduct due diligence;

- Provide information and training on good corporate governance and accountability;

- Monitor and audit behaviour;

- Deal decisively with fraud and corruption;

- Use law to deal with violations;

- Ensure that all appointments are done in strict compliance with relevant acts and policies;

- Improve Supply Chain Management processes;

- Institutionalise risk management at all levels of the system;

- Establish an ethics committee and gender equity structures;

- Develop an effective financial management automated system;

- Implement procedures to promote organisational effectiveness and efficiency; and

- Ensure that all its services offer maximum utilitarian value.

**Youth better prepared for further learning and world of work**

The Department will:

- Improve the level of language and mathematics in all schools;

- Increase the number and quality of passes in the National Senior Certificate;

- Increase the quality of education provision in our poorer communities;

- Provide more social and economic opportunities for our youth;

- Increase access to niche subjects such as STEM subjects for historically disadvantaged learners;

- Gradually introduce Coding and Robotics in schools;

- Implement a curriculum with skills and competencies for a changing world in all public schools by adequate provisioning for and implementation of the Three Streams Model ((Academic, Technical Vocational and Technical Occupational);

- Implement programmes to ensure safe school environment for teachers and learners;

- Implement National School Safety Framework in all schools;

- Increase the number of public schools benefiting from social security programme;

- Ensure that all learners irrespective of the special needs will have access to quality education by promoting inclusivity in schools;

- Increase the number of learners participating in Departmental extra-curricular activities, sports, social and cultural activities;

- Increase the number of learners participating in Departmental extra-curricular activities, sports, social and cultural activities; and

- Strengthen partnership with all stakeholders as well as the private sector, and promote integrated governance, intergovernmental relations, and labour peace.

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

The Department will:

- Develop competent teachers who are qualified and skilled to teach existing and new technological subjects;

- Train teachers in the concept of differentiated teaching and learning;

- Introduce summary writing assessments in Grades 7, 8, 9, 10, 11 and 12;

- Ensure that systems in planning and supervision are strengthened;

- Ensure that PLC's are revived to create a platform for engagement on curriculum related matters;

- Strengthen the capacity of district offices;

- Strengthen school management and promote functional schools; and

- Train Heads of Departments, School Principals, Circuit Managers and all other relevant District Officials on leadership, management as well as quality monitoring and support of curriculum implementation.

**Improved reading for meaning, numeracy and digital skills**

The Department will:

- Provide 100% access to Grade R;

- Strengthen curriculum implementation in Grade R;

- Gradually provide fully funded posts for Grade R;

- Ensure that all primary schools have specialized Grade R facilities;

- Provide digital equipment and trained teachers in Grade R classes;

- Ensure that all public schools have Grade R classes;

- Plan for the migration of 0-4 year olds to the formal schooling system;

- Provide access to e-content at no cost to teachers and learners i.e. E-books, on-line library;

- Focus on reading with understanding across all Grades, improvement of classroom teaching, learner attainment and performance across the system;

- Introduce quarterly standardized comprehension assessment instruments with results analyzed to inform the system;

- Train teachers on assessment practices related to reading with understanding;

- Adapt the "Reading Promotion Programmes" to "Promotion of Reading with Meaning"; and

- Promote Reading for Meaning for 10-year olds in both English and isiZulu.


**Collaborative and responsive infrastructure planning and implementation**

The Department will:

- Strive to provide al 5 957 schools with adequate sanitation, electricity and water;

- Ensure that by 2024 there will be more focus schools in operation in the Province;

- Ensure 1 705 schools are fitted with digital learning boards and resources by 2024;

- Regularly maintain five thousand eight hundred and ninety-seven (5 897) schools in line with the school maintenance plan;

- Introduce an automated ICT system to support infrastructure planning, budgeting and implementation; and

- Introduce a functional Education Facilities Management System (EFMS).

## 5.7.  STRATEGIC MAPPING OF PROVINCIAL PRIORITIES

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

*Table 1:Strategic mapping of provincial priorities*

| OUTCOME | OUTCOME INDICATORS | BASELINE | 5 YEAR TARGET | NATIONAL PRIORITY | MTSF OUTCOME | ACTION PLAN GOAL |
|---|---|---|---|---|---|---|
| **Sound corporate governance and accountability** | Clean Audit Outcome | Unqualified audit opinion | Clean Audit | • Work towards results oriented mutual accountability. | Improved leadership, governance and accountability | Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment. |
| **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. | • 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% | • Work with Higher Education and Training to equip teachers (Quality Teachers) with skills and knowledge to teach Numeracy and Literacy in particular Reading; and promote their status to teach learners skills and competencies for a changing world. | | • 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% | • 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). | • 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. |

| OUTCOME | OUTCOME INDICATORS | BASELINE | 5 YEAR TARGET | NATIONAL PRIORITY | MTSF OUTCOME | ACTION PLAN GOAL |
|---|---|---|---|---|---|---|
| | | | | • Eliminate the digital divide by ensuring that within six years all schools, and education offices have access to internet and free data. | | |
| | • Percentage of public schools benefitting from the schools' social security programmes | New | 100% | • 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. | • 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. |
| | • Number of public schools offering isiZulu home language | New | 5 881 | • Work with Sports and Recreation, Arts and Culture, Health, and South African Police Services to teach and promote Social Cohesion, Health and School Safety.<br><br>• 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. |
| **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 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. |

| OUTCOME | OUTCOME INDICATORS | BASELINE | 5 YEAR TARGET | NATIONAL PRIORITY | MTSF OUTCOME | ACTION PLAN GOAL |
|---|---|---|---|---|---|---|
| | • 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 | 5 881 | | | • 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. |
| **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 | 2 000 | | | |
| | • 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 | 2 000 | | • 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 |

## 6.  UPDATED SITUATIONAL ANALYSIS

**Introduction and Background**

The quality of basic education particularly teaching and learning has become a priority in government and the KwaZulu-Natal Department of Education has an obligation to have a plan that responds to the present and future socio-economic demands of the province. This plan takes its cue from the national development plan which is executed through the medium term strategic framework as well as provincial priorities. The plan takes into account national and provincial planning with legislative frameworks such as the National Development Plan and Basic Education Sector Plan. The strategic focus is the realization of "skilled and competent learners prepared for socio-economic emancipation".

According to the SNAP survey the KwaZulu- Natal Department of Education has 6 150 Functional Schools in the Province.  5 806 are Public Ordinary Schools, 265 Independent Ordinary Schools and 75 Dedicated Public Special schools and 4 Independent Special schools, Primary Schools make up 63.8% of all schools in KwaZulu-Natal. 26.8% of schools are Secondary Schools and 8.1% are combined schools. Only 1.3% of schools are Special Schools (LSEN).

## Breakdown of Schools in KwaZulu-Natal in 2021
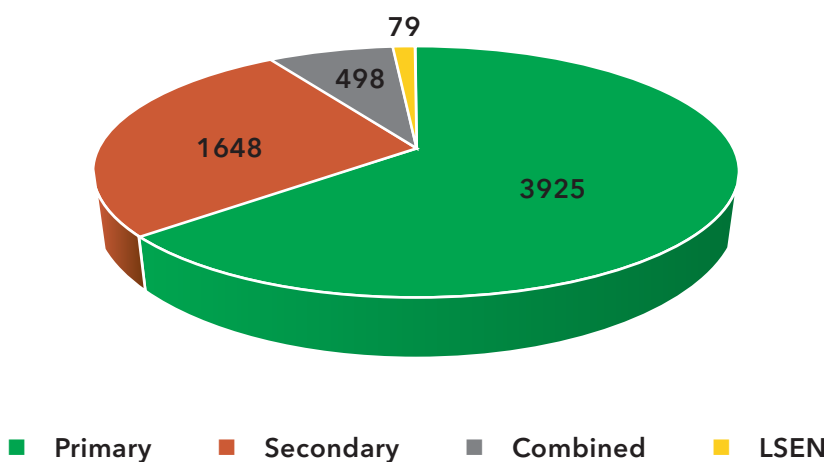


*Figure 3:Breakdown of schools in KwaZulu-Natal in 2021*

KwaZulu-Natal Department of Education (KZNDOE) has twelve (12) education districts made up of 5 806 public ordinary schools and seventy-five (75) public special schools. The Department's operational districts are well aligned with local government municipalities. The department's programmes are spread across all 12 educational districts in KwaZulu-Natal, with particular focus on rural areas.

## 6.2.    Stakeholder engagement

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

Stakeholders are important in implementing assessment policies and systems to monitor the success of learners, administer an effective and efficient examination and assessment services.  Co-operation is received from the Minister of Police for availability of police personnel and SAPS's leadership support when necessary and Local Municipalities provide support with regard to infrastructure and basic services such as electricity and water. The South African Police Services (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 such as service delivery protests, labour unrest and inclement weather causes disruptions of the examinations.  Contingency plans are developed to have the SA Defence Force on standby. Examinations are prioritised in terms of budgetary allocations which

enhances the prospects of delivering a credible examination.  In view of the magnitude of examination related function, job creation is enhanced e.g. University Students and contract employees are used for invigilation and other temporary tasks.

The Department of Transport in KZN as well as Provincial Treasury are crucial key stakeholders which contribute to Learner transport programme's ability to achieve its planned outcomes. In 2019/20 the Department started a sub-directorate for Stakeholder Engagement which deals with internal and external stakeholders and also focuses on establishing good rapport with potential partners to assist in the better implementation of the programme within the province. The plan to go all out and commence relations was halted by the pandemic in the 2020/21 financial year and it has been initiated this financial year with the International Nelson Mandela Day Celebrations.

*Table 2:Stakeholder Analysis*

| Stakeholders | Internal or External | Purpose | Role/ Interest |
|---|---|---|---|
| Parents | Internal | Improved learning and teaching outcomes | Parents offer support to the school and their children |
| School Governing Bodies | Internal | Improved school management, governance and functionality | Decide on an admissions policy for the school. Decide on the language policy of the school.<br><br>Decide on what religious practices will be followed at the school. Adopt a code of conduct for learners which sets out disciplinary procedures. |
| School Governing Body Associations | Internal | Improved educational delivery | Offers services to school governing bodies so that they can better contribute to quality teaching and learning in schools. |
| Sport Councils, Confederations, Statutory bodies | External | Integrated delivery of sport programs.<br><br>Increased number of learners involved in sport | Encourage a love of sport through leading exciting activities and competitions and develop ideas that will improve physical education at schools |
| Arts and Culture: Councils, e.g. PACOFS, Theatres, etc. | External | Increased learner participation in Arts and Culture | To leverage energy, partnerships and resources to develop, support, promote and advance the arts. |
| Library Associations, e.g. LIASA | External | Improved reading.<br><br>Increased access to library services by learners and educators. | Promotes the development of South Africa through access to information and contributes to the literacy of the country |
| Higher Education Institutions | External | Pre- and in-service training of Educators | Provides training to educators and research expertise to the education sector. |
| Sector Education Training Authorities (SETA) | Internal | Delivery of Capacity Building programs for employees | Managing and creating unit-based skills programmes for educators to improve teaching and learning |
| SACE (South African Council of Educators) | Internal | Professionalization of education | To register fit to practice educators & lecturers, promote their continuing professional development, and maintain the profession's professional teaching and ethical standards. |
| Subject specific organisations, e.g. Maths Association | Internal | Professionalization of the subject.<br><br>Improved learning and teaching in the subject. | Support and promote confidence and enjoyment in specific subjects by  interacting with teachers and those with an interest |

| Stakeholders | Internal or External | Purpose | Role/ Interest |
|---|---|---|---|
| Professional Organisations, e.g. Physio Therapists, Psychologists. | Internal | Professionalization of the subject.<br><br>Improved learning and teaching in the subject.<br><br>Looking after the interests of their members. | Supports unequivocally the provision of unitary health service and encourages all progress made in the integration of health care services |
| Organisations, structures and statutory bodies for the Disabled | External | Increased access to education by learners with disabilities.<br><br>Increased employment of people with disabilities in education.<br><br>Improved governance of institutions for the disabled. | Provide norms and standards of services and service delivery to persons with disabilities by having joint strategies and inclusive positions on cross-cutting issues affecting persons with disabilities and advocating and lobbying on issues affecting persons with disabilities |
| Associations and interest groups focussing on HIV/ Aids | External | Increasingly addressing the societal issues regarding HIV/Aids. | Creating an enabling environment for participation and ownership to ensure learners are agents of their own development . |
| Organised labour | Internal | Inputs into Policy<br><br>Monitor service delivery | Advocates for quality education and investment in education as a public good. This work performs a vital role in framing the narrative about public education and can help shift popular thinking about investment in the resources required to address the problems identified in this report. |
| Chapter 9 Institutions:<br><br>Auditor General, Human Rights Commission, Gender Commission and Public Service Commission | External | Oversight.<br><br>Specialised support. | Promote and protect those rights within the Bill of Rights which fall within their particular area thus ensuring impartiality, dignity and effectiveness. |
| EXCO, Legislature, Portfolio Committees, Audit committee | External | Political Direction<br><br>Oversight | To consider Bills, deal with departmental budget votes, oversee the work of the department they are responsible for, and enquire and make recommendations about any aspect of the department, including its structure, functioning and policy. |
| Other Government Departments, e.g. Social Development, Health, SAPS, etc. | External | Integrated and improved service delivery<br><br>Delivery on the National Development Plan<br><br>Improved learner outcomes. | Integrated planning, support, resource distribution and offer expertise in certain circumstances |
| Community Based Organisations, including Faith Based Organisations | External | Involvement in the Quality of Learning and Teaching Structures and Campaigns.<br><br>Improved learner outcomes. | Influence teaching and learning by keeping learners grounded and helping the learners to be focused with purpose |
| Non-Governmental Organisations | External | Sharing best practices.<br><br>Shared service delivery. | Supportive role of the system: Intermittent |
| International Governments' Development arms, e.g. VVOB | External | Providing technical support and development opportunities for learners and educators | Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process. |

| Stakeholders | Internal or External | Purpose | Role/ Interest |
|---|---|---|---|
| Umalusi | Internal | Ensuring credible Assessments and Examinations | Develop an education framework and manage the standard of qualifications for general and further education and training by developing and managing the sub-framework of qualifications for general and further education and training and for the attendant quality assurance. |
| Municipalities | External | Providing services to our schools and educational facilities.  Integrated planning. | Ensure participation |

*Table 3:National School Nutrition Programme Partners*

| NO. | PARTNER | FOCUS AREA | LOCATION | STATUS |
|---|---|---|---|---|
| 1 | Tiger Brands | Breakfast | 5 districts | Active |
| 2 | Milk Association | World School Milk Day | 1 District annual event | Active |
| 3 | Loudster Foundation | Nutrition Week | 1 District annual event | |
| 4 | Game stores | Mobile kitchens | 12 Districts | Not active |
| 5 | Unilever Hygiene | Hand wash and oral hygiene | 12 Districts | Active |
| 6 | Unilever Nutrition | Workshop on breakfast | Selected schools | Active |
| 7 | Kellogs Foundation | Breakfast | Selected schools | Active |

## 6.3.   PESTEL AND SWOT ANALYSIS

*Table 4:PESTEL and SWOT analysis*

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| **Political** | • Political support from oversight structures<br>• Political commitment and enthusiasm.<br>• Participation in all oversight programmes (Operation Sukhuma Sakhe,Safe School Programme,  School Functionality,etc.) | • Unfunded mandates.<br>• Unrealistic expectations and promises. | • High political and support from oversight structures.<br>• Political commitment and enthusiasm. | • Political gatekeeping<br>• Political instabilities<br>• Political interference which impacts operations and functionality of the department.<br>• Change in political leadership which impacts on administration progress. |
| **Economic** | • Experienced staff to manage finances and implement frugal expenditure. | • Inadequate budget for key programmes<br>• No effective financial management automated system. | • Public-private partnerships<br>• Sponsorships from Business and Industries<br>• Natural Resources | • Economic Recession<br>• Unemployment<br>• Fraud and corruption |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| **Social** | • Effective implementation of schools' social security programmes<br>• Strong special needs programme | • Inadequate budget<br>• Inadequate infrastructure and other resources to accommodate learners with special needs.<br>• Undocumented Learners | • Curriculum, Transformation, Three Streams Model, Safe School Programme, National School Safety Programme.<br>• Involvement of Department of Social Development, Home Affairs and other Departments. | • High illiteracy rate, social ills and crime<br>• Reduced leaners engagement<br>• Vandalism of property<br>• Increased dropout rate<br>• Demographics, rurality.<br>• In migration and out migration.<br>• Cross border migration |
| **Technological** | | • Paper bound system administrators | • Modernizing the methods of teaching, learning and governance through ict<br>• Technological advancement for Academic improvement<br>• Upskilling in new technologies for classroom teaching and learning.<br>• Digital resources for learners to attend televised lectures in their residence<br>• Growing need to educate specialists | • Lack of connectivity for schools<br>• Ageing hardware and software<br>• Shortage of specialists in STEM subjects |
| **Environmental** | • Integrated School Health Policy<br>• COVID-19 policies on control and prevention | • Lack of skills in to implement Green Technoloy<br>• Ageing Infrastructure.<br>• Lack of water and sanitation facilities. | • Boreholes<br>• Green technology<br>• Abundant sunlight for solar energy<br>• Vast Agricultural Land<br>• The Oceans Economy<br>• Support from Department of Health. | • COVID-19<br>• Climate change<br>• Storms<br>• Wild fires<br>• Drought |
| **Legal** | • Acts, Legislation, Policies, norms and standards, Memorandums of Understanding Agreements are in place. | • Under resourced legal department.<br>• Inadequate contract management.<br>• Poor SCM processes<br>• Lack of consequence management<br>• Fraud and corruption | • Use of external legal resource for representation. | • Unfavourable court judgments/rulings.<br>• Land ownership (especially for construction, radiation, risk based on cell towers on school premises.<br>• Lack of resources to implement court, judgments/awards with financial implications. |

## 6.1.  EXTERNAL ENVIRONMENT ANALYSIS

### 6.1.1.  FACTORS AFFECTING THE INSTITUTION'S PERFORMANCE RELATING TO THE POLICY AND REGULATORY ENVIRONMENT.

- **Political environment**

   While reviving the economy is the main challenge, political stability forms a basis for economic revival. The main challenge ahead for the government is to revive the economy after the massive adverse impact of the pandemic on South Africa. Job losses have sharply increased to 31.5% unemployment rate in 2021, and household incomes deteriorated, hitting a country that already recorded high levels of inequality, unemployment and poverty before the coronavirus outbreak. Popular dissatisfaction about the lack of social housing, employment opportunities and infrastructure shortages was also high even before the pandemic. This was also worsened by the social unrest particularly in KwaZulu-Natal and Gauteng. Learners in KwaZulu-Natal like the rest of South African schools have lost nearly a year of learning time. Political instabilities have aggravated the situation in schools and classrooms. In KwaZulu-Natal political violence in education has a unique legacy. There is also an increase in service delivery protests which have shifted to violent protest which are very destructive in nature as they cause great amount of damage to school infrastructure as they create no-go areas.

- **Social Environment**

   Being out of school not only leads to learning loss but mental distress, exposure to violence and abuse, missed school-based meals and reduced development of social skills. In the longer term, the skills needed to transition into working lives will be affected. The disruption of the education system due to the pandemic and later social unrest in the province of KwaZulu-Natal brought unique challenges which requires swift responses. These challenges include school infrastructure vandalism, school dropout, and decline in passes. KwaZulu-Natal being one of the worst performing provinces in terms of unemployment and job losses, having shed more than 33 000 jobs quarter on quarter during the first quarter of 2021. The budget cut on the education budget will put further strain in to the provincial education system. According to Quarterly Labour Force Survey 2021 there were increases in both unemployed and discouraged work seekers in quarter 2 of 2021.
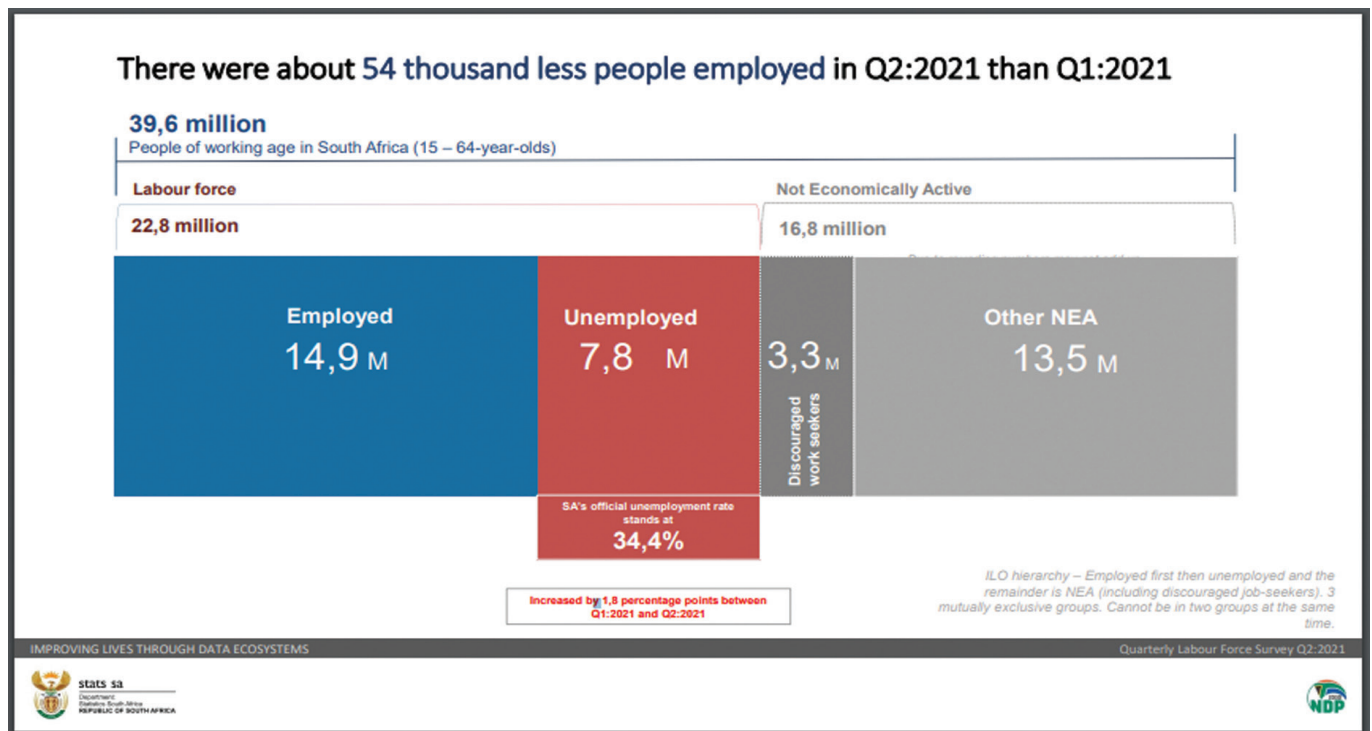


*Figure 4:Quarterly Labour Force Survey 2021*

- **Economic Environment**

  South Africa's economic outlook has been under pressure from, amongst other factors, continued lockdown restrictions and the continued risks of electricity load-shedding and social unrest. South Africa's economy is predicted to have sustained longer-term damage if domestic and international investors view the unrest as a sign that the country is not a safe destination for their capital. South Africa's economy was already in recession, and the recent instability have caused the economy to contract even further in to recession. The most affected by this will be South Africa's poor, many of whom will not be able to buy food at competitive prices at the township shopping centres that have been closed or burned. Key services provided by provinces such as employment of teachers will be affected greatly. The call for budget cuts leaves the KZN Department of Education unable to fulfil its policy mandate such as filling vacant teacher posts, with structural renovations halted and limited support now being offered by district offices.

- **Technological Environment**

  The emergence of new digital technologies and websites have accelerated new forms of human interaction through online forums; therefore, transforming education is paramount as it provides for the establishment of educational institutions and curriculum geared towards realization of technologically skilled teachers and learners. The need for such transformation has been more visible in 2020 going through to 2021 as Covid-19 pushed for alternative ways of teaching and learning outside of the classroom environment. The lack of new technological infrastructure in teaching and learning in order to meet the ever rising demand for the 4th industrial revolution is a conundrum. Online communication comes in different types and platforms which allows for easy access and flexibility.

- **Environmental**

  Chapter 2 of our Constitution enshrines the 'Bill of Rights', which is referred to as "a cornerstone of democracy in South Africa", and Section 24 outlines the environmental right. South Africa is a country that is rich in mineral resources. KwaZulu-Natal is no exception. The world is increasingly witnessing a frequent occurrence of extreme and unusual climate events such as heavy rain storms and draught. These unpredictable weather climate and weather conditions are impacting on the educational environment as it is one of the causes of damage to school infrastructure. South Africa's coastline and ocean ecosystem are important as they directly and indirectly impact on human livelihoods, food security and agriculture, trade and industry. Furthermore, teaching and learning does not only take place in classrooms that benefit fully from the positive environmental factors. Poor spatial planning often denies equal opportunities for access to good quality education in the province.

- **Legal Environment**

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

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

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

As part of the National Integrated Plan for ECD the Department has a responsibility to cater for children from birth to four years in registered ECD centres. The Department is currently preparing for the function shift of 0-4 year olds from the Department of Social Development to the Department of Education. In order to prepare for this function shift that takes place on 1 April 2022, the Department is amongst others busy carrying 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 mathematics and science; teacher support and development; and learner behaviour as well as 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.

According to General Household Survey 2019, there were approximately 14, 6 million learners at school in 2019. Participation in education institutions was virtually universal (96, 6%) by the age of 15 years (the last compulsory school age). Approximately two-thirds (64, 3%) of learners were still in school by the age of 18 which usually represents the age at which learners exit grade 12. A notable percentage of learners, however, remained in primary and secondary schools long after they should have exited those institutions. Almost one-quarter (24, 3%) of twenty-year olds were, for instance, still attending secondary school. While the percentage of learners who have achieved Grade 12 has been increasing, the survey shows that the percentage of individuals who attended post-school education has remained relatively low for youth aged 19 to 22 years of age. The percentage of students attending universities, technical and vocational colleges remain very similar throughout the reference period. The percentage of learners that attended no-fee schools increased from 21,4% in 2007 to 66,2% by 2019. More than one-fifth (21,6%) of learners who have dropped out of school before the age of 18 years, however, put forward a lack of money ('no money for fees') as the main reason. Other reasons included poor academic performance (22,6%), family commitments (8,6%) and a feeling that education is useless (8,0%).

*Table 5:Problems experienced by learners at the public schools they were enrolled at during the 2019 school year.*

| PROBLEMS EXPERIENCED IN PUBLIC SCHOOL | PROVINCE (PER CENT) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | WC | EC | NC | FS | KZN | NW | GP | MP | LP | SA |
| LACK OF BOOKS | 1,7 | 7,4 | 5,1 | 9,6 | 4,7 | 5,4 | 2,5 | 8,4 | 3,8 | 4,9 |
| CLASSES TOO LARGE | 7,7 | 6,0 | 3,2 | 2,5 | 4,3 | 6,2 | 5,1 | 2,8 | 1,1 | 4,5 |
| FEES TOO HIGH | 4,2 | 1,7 | 2,6 | 2,2 | 2,5 | 3,5 | 4,4 | 2,9 | 0,0 | 2,7 |
| FACILITIES BAD | 2,5 | 2,2 | 3,1 | 7,5 | 3,4 | 4,4 | 1,8 | 3,2 | 0,1 | 2,7 |
| LACK OF TEACHERS | 1,3 | 5,5 | 2,8 | 1,4 | 1,2 | 2,1 | 1,4 | 1,2 | 0,4 | 1,8 |
| TEACHERS ABSENTEEISM | 0,8 | 1,0 | 1,5 | 1,1 | 0,7 | 1,2 | 1,5 | 0,5 | 0,1 | 0,9 |
| POOR QUALITY OF TEACHING | 1,2 | 1,3 | 1,1 | 1,8 | 1,3 | 0,6 | 1,8 | 1,4 | 0,5 | 1,2 |
| TEACHERS STRIKING | 0,1 | 0,2 | 0,3 | 0,4 | 0,4 | 0,1 | 0,5 | 0,7 | 0,0 | 0,3 |

The table above presents some problems experienced by learners at the public schools they were enrolled at during the 2019 school year. Nationally, classes that were considered too large (4,5%), a lack of books (4,9%), and high fees (2,7%) were singled out as the most important problems. These were followed by lack of teachers (1,8%) and poor quality of teaching (1,2%). Learners in Western Cape (7,7%), North West (6,2%), and Gauteng (5,1%) were most concerned about large class sizes. Furthermore, learners in Western Cape (4,2%) and Gauteng (4,4%) were most likely to complain about high fees. Learners in Eastern Cape (7,4%) were most likely to complain about a lack of books.

While 13,6% of learners in Gauteng and 8,2% of learners in Western Cape attended private schools, only 3,5% of learners in KwaZulu-Natal and 3,8% in Eastern Cape attended such institutions. Large variations were also observed in terms of transport used to travel to school. Almost two-thirds (65,9%) of learners walked to school while 13,9% used private vehicles. Another 5,2% travelled to school by taxi or minibus taxi. The time it took the learners to get to school also formed part of the survey. This information revealed that more than eighty per cent of learners (85,8%) needed 30 minutes or less to get to school. In addition, it seemed that most learners (84,1%) preferred to attend the nearest institution of its kind to their place of residence.

### 6.1.3.   RELATED CHALLENGES

**Macro-economic realities**

The implementation of our country's priorities has been hampered by the low performance of the economy. The social development policy landscape and education have 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 that the Department wishes must be aligned to the 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 programmes.

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 light of pressures with other budget categories. In fact, the education infrastructure grant funds 84.1 per cent of the 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.

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 example, currently the province has introduced mechanized subjects to equip learners with scarce skills for the diversification of the economy, as part of the country's overarching curriculum changes.

Despite the serious challenges brought about by the COVID-19 pandemic, the Department is committed to the provision of decent sanitation in compliance with the Norms and Standards for Schools. The province however, still sees the existence of improper water and sanitation facilities such as pit latrines as a challenge.

Budget pressures were exacerbated by the effects of the Covid-19 pandemic. This included pressures on the personnel budget. A turnaround strategy was developed to manage the personnel budget where various areas that had shown spending pressures were addressed, such as payment of overtime, leave management, reduction of surplus educators, assessment of employees who are at a retirement age and are due to exit the system, and management of the PPN in schools where there are excess educators based on school enrolment.

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

South Africa's mid-year population in 2021 is estimated to have increased to 60, 1 million according to the report released by Statistics South Africa. This is up by 1.01% from the year 2020. The second largest population after Gauteng with approximately 11.5 million people has been recorded in KwaZulu-Natal. The report indicates that approximately 51, 1% (approximately 30, 5 million) of the population is female. According to the report about 28, 6% of the population is aged younger than 15 years and approximately 9, 1% (5, 4 million) is 60 years or older. Of those younger than 15 years of age, the majority reside in KwaZulu-Natal (21, 8%) and Gauteng (21, 4%). Of the elderly (those aged 60 years and older), the highest percentage 24, 1% (1, 31 million) reside in Gauteng. The proportion of elderly persons aged 60 and has grown from 7, 6% in 2002 to 9.1% in 2020. The population distribution of KZN by age and gender in 2020 reflects that an estimated 32.2 per cent of the population are children between 00 and 14 years of age, and about 35.2 percent is youth between the ages of 15 to 34 who are economically active. Collectively, children and youth account for an estimated 67.4 percent of the total provincial population. The total dependent population is estimated at 4 340 459, while the economically active population is estimated at 7 191 173. The 67.4 percent of children and youth combined therefore means education becomes central in order to provide a foundation for development on which a country's economic and social

well-being depends. More than 50% of the population is youth which should be in the education system hence bringing access to education through different means of transportation becomes paramount. The recent statistics in learner transportation reveal the familiar annual phenomenon of the ever increasing need for learner transport, where the number of beneficiaries increased from 62 383 in 2020 to 67 163 in 2021.
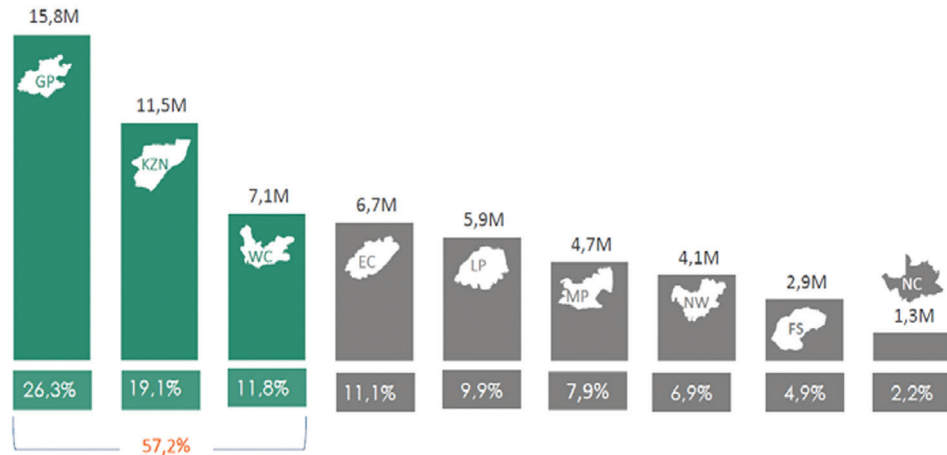


*Figure 5:Population per Province*

### 6.1.5.  TREND ANALYSIS BASED ON ANNUAL REPORTS

Below is the trend analysis for the output performance indicators for 2019/20 and 2020/2021 financial year respectively

*Table 6:Trend analysis for the output performance indicators for 2019/20*

| 2019/20 | | | | |
|---|---|---|---|---|
| Total Indicators | Achieved | Not Achieved | Achieved (Percentage) | Not Achieved (Percentage) |
| 67 | 36 | 31 | 53,73% | 46,27% |

*Table 7:Trend analysis for the output performance indicators for 2020/2021*

| 2020/21 | | | | |
|---|---|---|---|---|
| Total Indicators | Achieved | Not Achieved | Achieved (Percentage) | Not Achieved (Percentage) |
| 56 | 31 | 25 | 55,36 % | 44,64% |

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

Educators are a basic part of the educational system as they play an important and decisive role in the quality of education and how well learners perform. Various researchers have studied the effectiveness of educators and their contribution to producing high-quality education. In those studies, researchers focus on educator-learner interaction as an important aspect of a good education and academic achievement. Such researchers, viewed social and academic interaction between educators and learners as a crucial determinant of academic success. Budget cuts of R6.3 billion had impacted on the department's service delivery such as building new schools, renovations and additions. This situation has been aggravated by Covid-19 pandemic.

### 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 multi-fold. Unfortunately, there is very limited capacity to meet the emerging demand in terms of quantity, timeliness and quality. In addition, there is always scope for innovation and improvement of procedures and the underlying processes. Against this standpoint, the challenge is to develop an M&E system that is:

- Valid and reliable;

- Capable of revealing longitudinal trends and dynamics; and

- An internal tool for learning and improvement premised on ethos of collectively and that no individuals have a final and definitive answer to all challenges.

The department's contemporary M&E framework builds on the foundation laid down in the previous evaluation frameworks such as the Government Wide Monitoring and Evaluation (GWM&E) System and statutes such as Chapter 3(41) (1) (c) of the Constitution of the Republic of South Africa Act 108 of 1996 as amended and the National Public Education Act 76 of 1996 Section 8(1) (3) and (4) as amended. 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.

### 6.1.7. POLITICAL ENVIRONMENT WHICH MAY AFFECT IMPLEMENTATION OF THE APP.

While reviving the economy is the main challenge, political stability forms a basis for economic revival. The main challenge ahead for the government is to revive the economy after the massive adverse impact of the pandemic on South Africa. Job losses have sharply increased to 31.5% unemployment rate in 2021, and household incomes deteriorated, hitting a country that already recorded high levels of inequality, unemployment and poverty before the coronavirus outbreak. Popular dissatisfaction about the lack of social housing, employment opportunities and infrastructure shortages was also high even before the pandemic. This was also worsened by the social unrest particularly in KwaZulu-Natal and Gauteng. Learners in KwaZulu- Natal like the rest of South African schools have lost nearly a year of learning time. Political instabilities have aggravated the situation in schools and classrooms. In KwaZulu-Natal political violence in education has a unique legacy. There is also an increase in service delivery protests which have shifted to violent protest which are very destructive in nature as they cause great amount of damage to school infrastructure as they create no-go areas. This affected school functionality particularly curriculum delivery and ultimately impacting negatively on Grade 12 learners' performance.

### 6.1.8. Research findings relating to Women, Youth and People with Disabilities that will inform the institution's strategy

Gender-based violence (GBV) is a profound and widespread problem in South Africa, impacting on almost every aspect of life. GBV (which disproportionately affects women and girls) is systemic, and deeply entrenched in institutions, cultures and traditions in South Africa.

Although accurate statistics are difficult to obtain for many reasons (including the fact that most incidents of (Gender Based Violence) GBV are not reported, it is evident South Africa has particularly high rates of GBV, including Violence against women and girls (VAWG) and violence against LGBTQI people.

Moolman, B. Human Sciences Research Council (HRSC) (2016) contends that overall 36.1% women have experienced GBV while 40.5% men have perpetrated GBV in their lifetime in KwaZulu-Natal Province. The most common form of violence is intimate partner violence. Intimate partner violence and rape are hugely underreported both to police and to health care facilities. Only one in five women (3.9%) who were physical abused by intimate partners in their lifetime sought medical attention after injuries. An even lower proportion of women reported the incidents to the police. Only one in ten (2.0%) of physically abused women have reported to police. One in every seven (0.7%) women that were raped by non-partners in their lifetime reported to the police. A lesser proportion of women sought medical attention. One in eight women (0.6%) sought medical attention after non-partner rape.

Research by K. RAMCHUNDER entitled: Learners' experiences of gender-based violence at schools in Durban found that there was a high incidence of gender-based violence in the schools. This took the form of demeaning gendered comments, unfounded sexual rumours, sexualized gestures and jokes, sexual harassment, bullying and corporal punishment. Some school spaces, peer pressure, media and dominant discourses of gender were found to be some factors contributing to gender-based violence in this school. The findings indicate that boys are the group most culpable of continuing the cycle of gender based violence by perpetrating acts of aggression on others learners. Boys drew on dominant discourses of gender in this context, which generally accord power to masculinities, at the expense of femininities. The resultant inequitable gendered power relations played a vital role in the perpetuation of the cycle of gender-based violence in the school. The study also finds that school teachers too were implicated in acts of gender- based violence, which mainly took the form of assaulting learners, both male and female. In addition, teachers display a general acceptance of gender-based violence incidents as normal children's behaviour, and take no remedial actions to stop such abuses.

To counter some of the gender-related challenges at schools the National Department of Basic) Education has recently published a policy on the prevention and management of learner pregnancy in schools

## 6.2. INTERNAL ENVIRONMENT ANALYSIS

### Head Office Organogram

*Figure 6:Head Office Organogram*
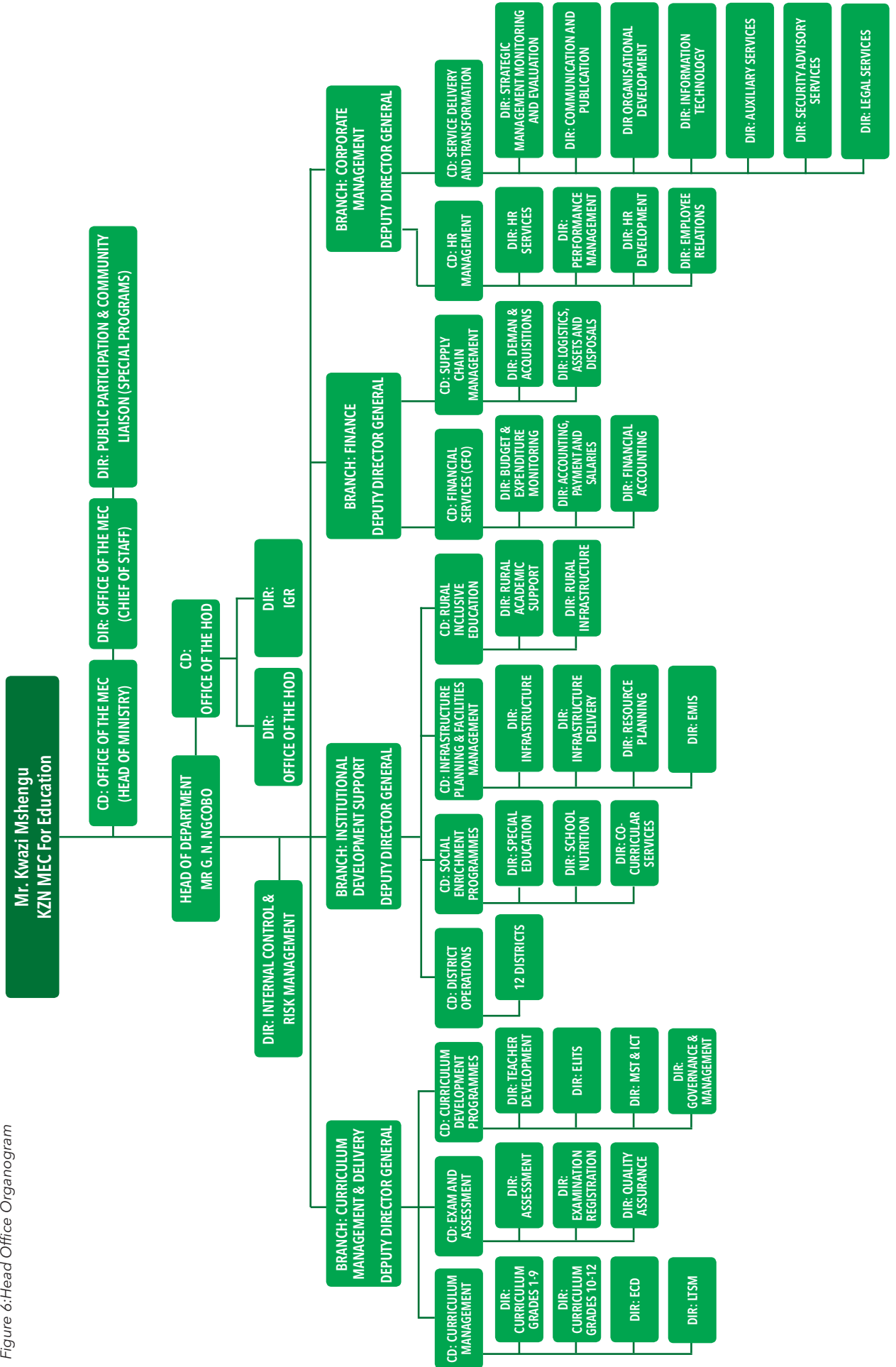
### 6.2.1.  HUMAN RESOURCES LANDSCAPE

The KwaZulu-Natal Department of Education has 85 184 educators employed in terms of the Employment of Educators Act who provide the core function towards ensuring a literate and skilled society through education. The Department also has employees who are employed in terms of the Public Service Act to provide support services.

*Table 8:Employment Equity*

| POST CLASS DESCRIPTION | FEMALE | | | | MALE | | | | TOTAL FILLED POSTS |
|---|---|---|---|---|---|---|---|---|---|
| | AFRICAN | COLOURED | INDIAN | WHITE | AFRICAN | COLOURED | INDIAN | WHITE | |
| SCHOOL BASED EDUCATORS | 53564 | 521 | 5603 | 1713 | 21440 | 158 | 1802 | 383 | 85184 |
| OFFICE BASED EDUCATORS | 525 | 7 | 16 | 12 | 490 | 3 | 55 | 1 | 1109 |
| EDUCATION THERAPISTS | 57 | 5 | 81 | 43 | 9 | 0 | 3 | 3 | 201 |

While there is sufficient supply of qualified educators in most of the fields, there is a difficulty in recruiting qualified educators for scarce skills such as Mathematics and Science. There is also a general lack of interest by skilled professionals e.g. Professional Nurses to seek employment within the education sector. Representations have been made to National Department of Basic Education for the awarding of Fundza Lushaka bursaries for this Province to target persons studying towards qualifications in the scarce subjects including Mathematics and Science as well as all other identified fields where the supply may not be sufficient.

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

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

The **attrition rate** is 2.8% and this shows that there is stability with most employees remaining in service until retirement.HR Planning is undertaken to ensure that there is a sufficient pool of suitable candidates to fill the vacancies which arise. The number of employees per type of termination is illustrated below:
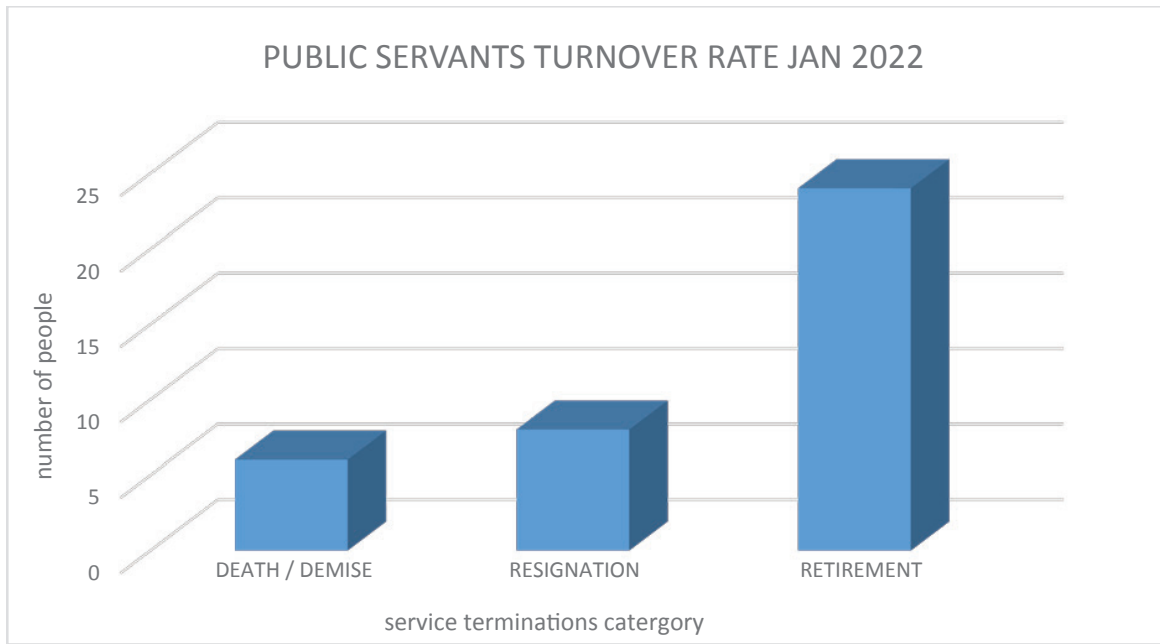
*Figure 7: Public servants turnover rate as at January 2022*
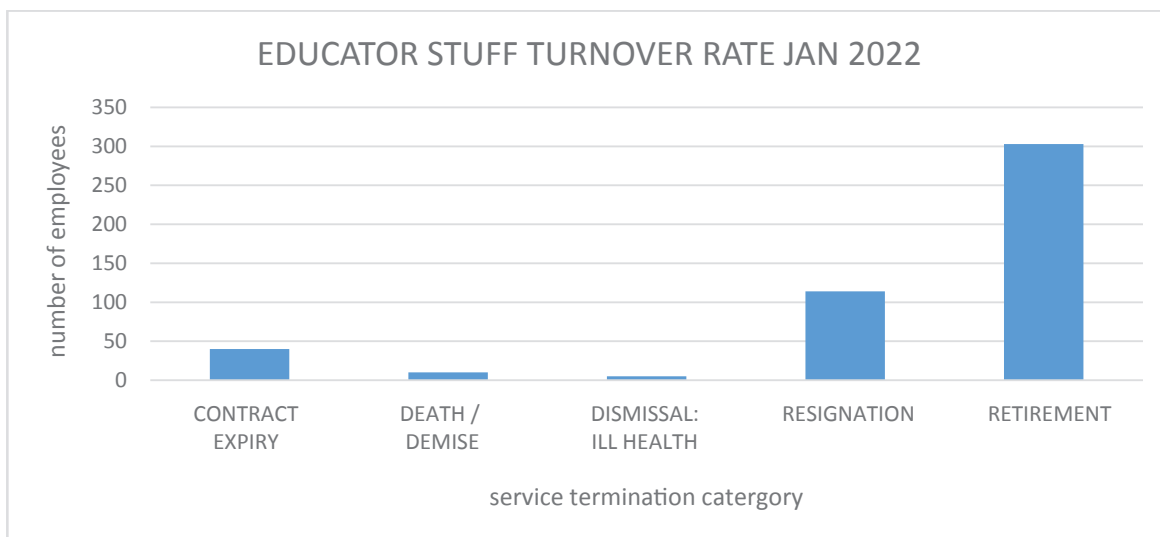


*Figure 8: Educator staff turnover rate as at January 2022*

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


EMPLOYMENT EQUITY.

The Employment Equity Plan for the stipulated 5-year period ranging from period 1 April 2019 to 31 March 2024 was developed. This enabled the Department to focus on the recruitment and development of the under-represented demographics. While emphasis must be placed on the attainment of employment equity of at least 50% in terms of females in SMS posts as well as the achievement of at least 2% of the workforce comprising of persons with disabilities, this Department has fallen short of the prescribed targets.  Whilst the workforce comprises of approximately 69% of women, only 38%% of SMS posts were occupied by women. More efforts will have to be made towards succession planning and developing women. In the filling of posts, there is also a need for compliance with the Employment Equity Act and the demographics of the Department must be borne in mind for this purpose. While the numbers fluctuate over time, the table below depicts the general workforce of the Department:

*Table 9: Employment Equity as at 31 January 2022*

| SALARY LEVEL | FEMALE | | | | MALE | | | | TOTAL FILLED POSTS |
|---|---|---|---|---|---|---|---|---|---|
| | AFRICAN | COLOURED | INDIAN | WHITE | AFRICAN | COLOURED | INDIAN | WHITE | |
| 1 | 6 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 10 |
| 2 | 1724 | 12 | 23 | 3 | 1087 | 5 | 36 | 6 | 2896 |
| 3 | 862 | 8 | 62 | 6 | 3023 | 9 | 34 | 4 | 4008 |
| 4 | 240 | 11 | 12 | 27 | 150 | 4 | 39 | 4 | 487 |
| 5 | 2489 | 28 | 165 | 97 | 837 | 0 | 58 | 2 | 3676 |
| 6 | 112 | 15 | 182 | 30 | 54 | 4 | 83 | 1 | 481 |
| 7 | 141 | 1 | 5 | 3 | 62 | 0 | 6 | 1 | 219 |
| 8 | 112 | 3 | 24 | 10 | 71 | 0 | 28 | 1 | 249 |
| 9 | 64 | 1 | 3 | 2 | 34 | 0 | 3 | 0 | 107 |
| 10 | 11 | 0 | 1 | 3 | 15 | 0 | 3 | 1 | 34 |
| 11 | 35 | 0 | 1 | 1 | 27 | 0 | 5 | 0 | 69 |
| 12 | 16 | 0 | 3 | 1 | 24 | 0 | 7 | 1 | 52 |
| 13 | 11 | 0 | 1 | 0 | 28 | 0 | 2 | 0 | 42 |
| 14 | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 14 |
| 15 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 4 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 5831 | 79 | 483 | 183 | 5423 | 22 | 305 | 22 | 12348 |

*Table 10:Vacancy Rate as at 31 January 2022*

| SALARY LEVEL | TOTAL NUMBER OF POSTS | FILLED | VACANT |
|---|---|---|---|
| 16 | 1 | 0 | 1 |
| 15 | 4 | 4 | 0 |
| 14 | 14 | 14 | 0 |
| 13 | 54 | 42 | 12 |
| TOTAL | 73 | 60 | 13 |

*Table 11:People With Disabilities*

| GENDER | TOTAL NUMBER OF EDUCATORS |
|---|---|
| MALE | 13 |
| FEMALE | 24 |
| TOTAL | 37 |
| % | 1.04% |

### 6.2.2.   FINANCIAL RESOURCES

The budget cut currently being implemented is exerting pressure on the department and the executive will continue to reprioritise financial resources through plans to deliver on the education mandate.

### 6.2.3. ICT CAPACITY AND OTHER FACTORS

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

In light of the department's interest in keeping abreast of the rapid development of ICTs and its continuous efforts to integrate technology into education, the department studies the existing ICT tools annually to determine their effectiveness. With the world changing very fast in the field of Information Communication and Technology (ICT) and the Fourth Industrial Revolution (4IR) taking centre stage, we have seen the importance of also catching up with the speed at which the advancements in these two areas are moving. It is for this reason that the department is serious about making strong investments in technology and internet connectivity to lay a solid foundation for a future that is underpinned by innovation and is digitally inclusive. The department has worked hard to build an integrated ICT package that will enable us to continuously modernize methods of teaching and learning. The department will continue its effort to provide devices to school principals in the province.

The COVID-19 pandemic has brought to the fore the weakness of ICT infrastructure in many schools and gaps with regard to digital content for learners and educators. South Africa is behind many similar countries in this regard. This gap must be closed. Learners, particularly those at the secondary level facing important national examinations, should become more accustomed to using online resources. If teachers are accustomed to using these resources, it becomes easier for this to be realised among learners. Technology innovation is important, whether or not we are faced with a health crisis.

### 6.2.4. CODING AND ROBOTICS

The department is committed to pilot the introduction of Coding and Robotics at foundation phase as part of aligning with the demands of the 4th Industrial Revolution. To this end, we would like to report that 60 primary schools, 55 multi-grade schools and 08 special and full-service schools in Grade 7 have been identified to pilot the teaching of these subjects. The training of subject advisors and teachers was undertaken in February 2020.

Coding and Robotics was an unfunded programme in the 2021/2022 financial year therefore piloting schools have not been resourced as yet. The subject is 75% practical and teaching the subject requires that schools have at least one fully resourced Coding and Robotics laboratory. Teaching has been compromised by learners being taught theory only in most piloting schools. Schools do not have reliable internet to access online programmes such as SCRATCH and PYTHON and open resources recommended in lesson plans as is required for the new subject. The project was welcomed by all stakeholders, including communities and teacher Unions; however, the absence of resources has affected the enthusiasm of parents, learners and teachers.

### 6.2.5. TREND 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.

*Table 12: Number of Schools by Sector and Level from 2017 to 2021*

| Year | Public Ordinary | Independent Ordinary | Total Ordinary | Public LSEN | Independent LSEN | Grand Total |
|------|-----------------|----------------------|----------------|-------------|------------------|-------------|
| 2017 | 5 844 | 249 | 6 093 | 74 | 4 | 6 171 |
| 2018 | 5 844 | 253 | 6 097 | 74 | 4 | 6 175 |
| 2019 | 5 824 | 254 | 6 078 | 74 | 4 | 6 156 |
| 2020 | 5 819 | 263 | 6 082 | 75 | 4 | 6 161 |
| 2021 | 5 806 | 265 | 6 071 | 75 | 4 | 6 150 |

## Distribution of Learners by Grade and Gender
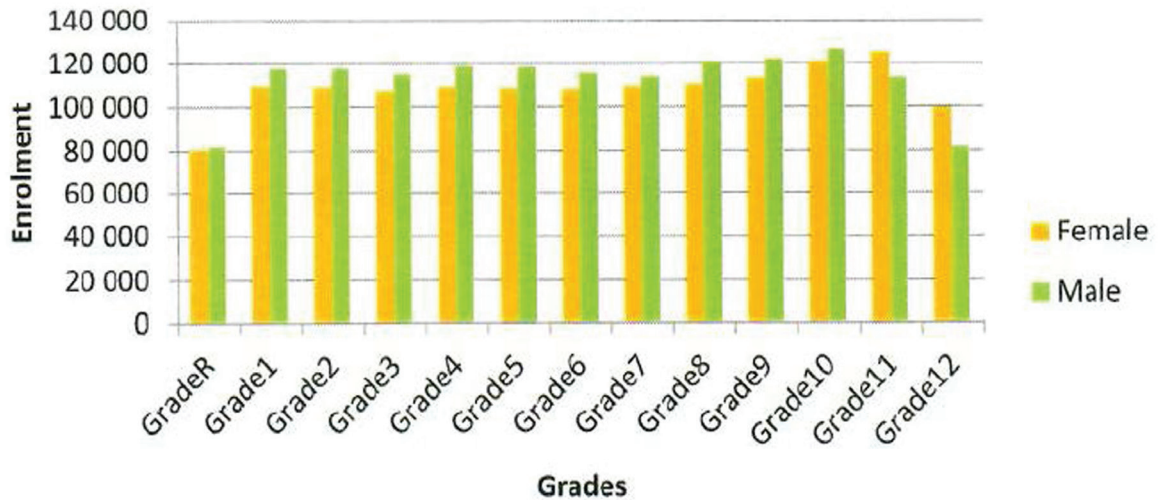


Figure 9:Distribution of learners based on gender from Grade R to 12

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

### National Senior Certificate Results in 2021

The National Senior Certificate (NSC) performance in KwaZulu-Natal is one of the most critical indicators of systems improvement. The Province of KwaZulu-Natal provided not only the largest number of candidates but also the biggest number of successful candidates in the 2021 National Senior Certificate Examinations. Of the 166 570 candidates who sat for the NSC, 127 990 (76%) achieved. The pass rate dropped by 0.8% in comparison to the 2020 pass rate. This drop was mainly due to the Covid-19 disruptions to schooling.

*Table 13:Overall Pass Rates by District and Year*

| DISTRICT | NUMBER WROTE | | | PASSED | | | PASS % | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 | 2019 | 2020 | 2021 |
| AMAJUBA | 6260 | 7156 | 9147 | 5332 | 5763 | 7291 | 85,2 | 80,5 | 79,7% |
| HARRY GWALA | 5306 | 6024 | 7229 | 4104 | 4515 | 5497 | 77,3 | 75 | 76,0% |
| ILEMBE | 6147 | 7145 | 9429 | 4972 | 5495 | 7135 | 80,9 | 76,9 | 75,7% |
| KING CETSHWAYO | 13713 | 15240 | 18914 | 10876 | 11396 | 14637 | 79,3 | 74,8 | 77,4% |
| PINETOWN | 13789 | 16957 | 19548 | 11444 | 12857 | 14626 | 83 | 75,8 | 74,8% |
| UGU | 7334 | 8617 | 10811 | 6330 | 7041 | 8696 | 86,3 | 81,7 | 80,4% |
| UMGUNGUNDLOVU | 9436 | 10652 | 13874 | 7816 | 8555 | 10613 | 82,8 | 80,3 | 76,5% |
| UMKHANYAKUDE | 12053 | 13433 | 16598 | 9711 | 10828 | 12500 | 80,6 | 80,6 | 75,3% |
| UMLAZI | 17391 | 18353 | 21235 | 14359 | 14855 | 16987 | 82,6 | 80,9 | 80,0% |
| UMZINYATHI | 6553 | 7956 | 10212 | 5071 | 5779 | 7320 | 77,4 | 72,6 | 71,7% |
| UTHUKELA | 7349 | 9763 | 12113 | 5821 | 7172 | 9033 | 79,2 | 73,5 | 74,6% |
| ZULULAND | 11606 | 13929 | 17460 | 9181 | 10682 | 13655 | 79,1 | 76,7 | 78,2% |
| PROVINCE | 116937 | 135225 | 166570 | 95017 | 104938 | 127990 | 81,3 | 77,6 | 76,8% |

The number of bachelor passes increased in 2021. The province improved the percentage of bachelor passes from 33.2% in 2020 to 37.1% in 2021. This represents an increase of 3.9%.

In 2020 the province obtained 36 5214 diploma passes and in 2021 the number increased to 42 128. The increase is 6 914. In 2021 the number of Higher Certificate passes reduced in favour of higher passes.

Performance in gateway subjects also improved in 2021. Mathematics improved from 51.2% in 2020 to 54.2% in 2021 while Physical Science improved from 69.7% in 2020 to 71.2% in 2021). Agricultural Sciences improved by 3.3%, Business Studies improved by 2.2% and Geography improved by 1.4%; however, Life Sciences declined by 0.6%, Accounting declined by 1.0%, Economics declined by 3.1%, History declined by 3.6% and Mathematical Literacy declined by 8.0%.

The province was also able to improve the overall number of distinctions from 49 999 to 61 887.

**Performance of special schools**

The province has worked had to improve education of learners with learning barriers. The majority of these learners are in special schools. In 2021 six special schools obtained 100%, two obtained between 95% and 96% respectively, one obtained 87.5% and another obtained 74.1%.

**Performance by gender**

In 2021 girl learners obtained an overall pass percentage of 77.1% whilst the boy learners obtained 76.1%.

*Table 14:Performance by gender*

| DISTRICT | FEMALE PASS | MALE PASS % | TOTAL PASS % |
|---|---|---|---|
| AMAJUBA | 79,40% | 80,10% | 79,70% |
| HARRY GWALA | 76,10% | 75,90% | 76,00% |
| ILEMBE | 77,30% | 73,70% | 75,70% |
| KING CETSHWAYO | 77,90% | 76,70% | 77,40% |

| DISTRICT | FEMALE PASS | MALE PASS % | TOTAL PASS % |
|---|---|---|---|
| PINETOWN | 76,30% | 73,10% | 74,80% |
| UGU | 80,40% | 80,50% | 80,40% |
| UMGUNGUNDLOVU | 77,50% | 75,30% | 76,50% |
| UMKHANYAKUDE | 74,70% | 76,10% | 75,30% |
| UMLAZI | 81,50% | 78,20% | 80,00% |
| UMZINYATHI | 70,90% | 72,70% | 71,70% |
| UTHEKELA | 74,70% | 74,40% | 74,60% |
| ZULULAND | 78,70% | 77,60% | 78,20% |
| PROVINCIAL AVERAGE | 77,12% | 76,19% | 76,69% |

### 6.2.7. AUDIT OUTCOMES

The Department has received unqualified audits for the past 5 years. The Department is striving towards obtaining clean audits in the future. The Provincial deliverable target is to achieve 90% unqualified audit outcomes in Provincial Departments by 2024. In order to achieve this The MEC for Education has institutionalised Provincial Operation Clean Audit Committee (POCAC) for the KZN Department of Education in line with a Cabinet resolution. The purpose of this Committee is to assist the Department in obtaining a clean audit. The main task of POCAC is to prepare an Audit Improvement Plan with an aim of addressing audit findings and follow-up with responsible action owners on the status of the implementation of the action plans in an efficient and effective manner. POCAC reports on a monthly basis to the MEC and HOD on progress.



**TRENDS IN AUDIT OUTCOMES** (AUDIT OPINIONS)     TYPES OF AUDIT OUTCOMES

| Unqualified with findings | Unqualified with findings | Unqualified with findings |
|---|---|---|
| 2020-21 | 2019-20 | 2018-19 |

Unqualified with no findings
Unqualified with findings
Qualified with findings
Adverse with findings
Disclaimed with findings
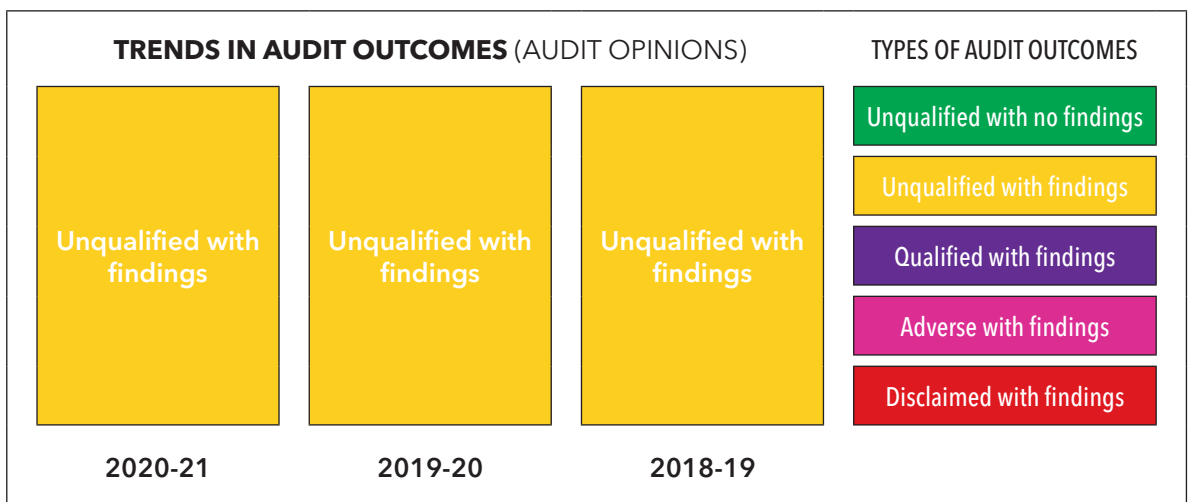
*Figure 10:Trends in audit outcomes*

### 6.2.8. NO FEE SCHOOLS

The KZN Department of Education provides equitable access to learning through the implementation of the pro-poor funding policy. The department allocation is the major source of funding for most KZN public ordinary schools.

Schools are ranked into five quintiles (quintiles 1-5) in line with poverty of the areas in which they are situated. The higher the area poverty, the lower the quintile. Quintiles 1-3 are declared no-fee schools and quintiles 4 and 5 are fee-paying. Quintiles 1-3 are all given the same per learner allocation of R955 with quintile 4 funded at R522 per learner and quintile 5 at R179 per learner.

The no-fee learners are currently 80% of the total population of learners in the KZN public ordinary schools, whereas according to the National target minimum percentage they should be at 65.5%.

Therefore, the National minimum percentage for KZN no-fee learners has been exceeded by 14.5%. According to the National Target poverty distribution table the province must have learners benefiting from no-fee policy at 65.6% of the population of learners in the Resource Targeting List (RTL).

The drastic increase in the unemployment rate in the country and the province, the "fees must fall" at institutions of higher learning and the adverse effect it presents throughout the education sector, the feeding scheme for no-fee schools, as well as the Covid-19 pandemic and its resultant impact have caused enormous challenges in the achievement of outputs related to No Fees schools.

For the past 10 years as KwaZulu-Natal Department of Education, we have been responsive to the plight and poverty challenges experienced by our school communities and schools. Through contestation adjustments over the past years a number of fee paying schools have benefitted from poverty re-assessment of geographic areas where these schools are located, resulting in them becoming no-fee. Whilst this policy compliance practice has assisted a lot of schools and communities as well poor households thereby widening our reach to the poor, it has had unintended consequences as the majority of schools in the province want to be no-fee schools regardless of their geographic area conditions.

NO FEE POLICY : SCHOOLS WITH LEARNERS BENEFITING FROM NO FEE POLICY

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA



**Legend**

**No_Fee_202**

| | |
|---|---|
| ■ | 192 - 206 |
| ■ | 320 - 424 |
| ■ | 478 - 602 |
| ■ | 716 |

Infrastructure Planning
Town Planning Sub-directorate
Date 2022/02/21

Kilometers
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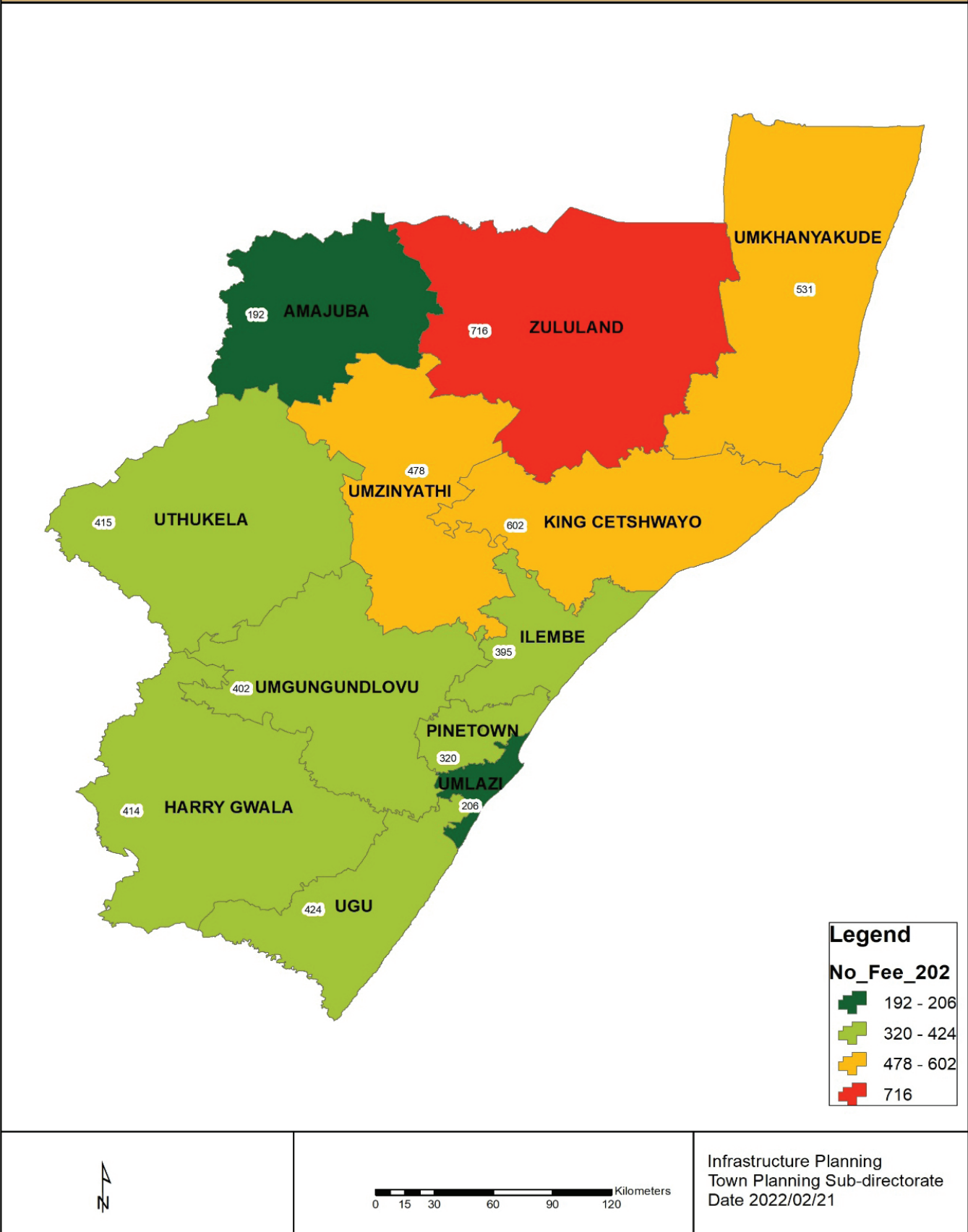
*Figure 11:Map showing schools benefiting from No Fee Policy*

### 6.2.9. LEARNER TRANSPORT

In KZN a learner who travels a minimum distance of three (3) kilometres to the nearest appropriate school qualifies for dedicated learner transport. The policy also states clearly that if, as a result of budgetary constraints, the Department cannot provide learner transport to all qualifying learners, it must prioritize schools which should receive learner transport. The Department does experience serious budgetary constraints when it comes to the implementation of the learner transport programme in the province.

The total number of learners benefiting from learner transport in KwaZulu-Natal in 2021 is 67 163, which includes learners who constitute overloads. If you juxtapose the number of vehicles operating the programme (595 buses, 220 taxis and 19 midi buses + 75 bus double trips and 28 taxi double trips) with the number of learners benefiting, this means that the Department officially transports 57 490 learners, with an additional 9 673 learners constituting unavoidable overloads which are beyond the Department's control.

Due to budgetary constraints, the Department cannot provide learner transport to all qualifying learners in the province. This means that the province has over 117 000 learners who qualify for learner transport but due to budgetary constraints, there are those learners who are currently not accessing this service and therefore remain on the waiting list.

In terms of the budget, the Department received R456 887 000 in the current financial year for the learner transport programme, with which it is transporting the 67 163 learners mentioned above. For the Department to be able to transport all the known learners who qualify for learner transport in KZN which include the 117 000 on the waiting list, over and above the current budget of R456 887 000, the Department would require an additional budget of R950 million, which takes the overall budget required for learner transport in KZN to R1.4 billion.

**LEARNER TRANSPORT: SCHOOLS WITH LEARNERS BENEFITING FROM LEARNER TRANSPORT**

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

UMKHANYAKUDE
30

AMAJUBA
25

ZULULAND
47

UTHUKELA
33

UMZINYATHI
63

KING CETSHWAYO
44

ILEMBE
33

UMGUNGUNDLOVU
32

PINETOWN
21

UMLAZI
19

HARRY GWALA
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UGU
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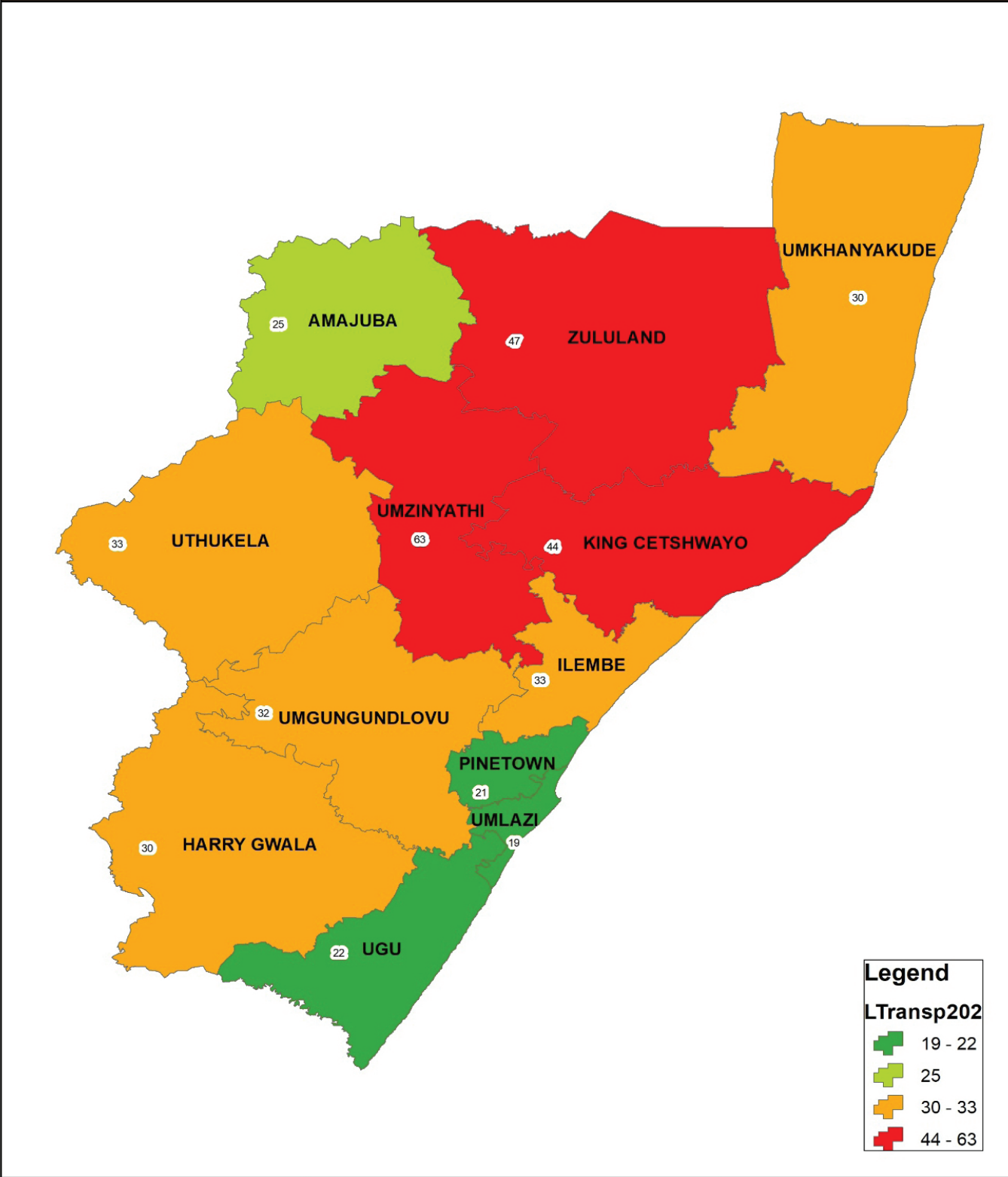
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Infrastructure Planning
Town Planning Sub-directorate
Date 2022/02/21

N

Kilometers
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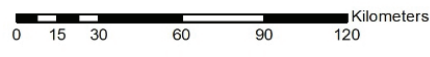
*Figure 12:Map showing schools benefiting from learner transport*

## 6.2.10. NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

In 2021/22 the programme is implemented under strict restrictions imposed by the COVID-19 pandemic and the stringent requirements of the Settlement Agreement which add to the normal administration heavy standardized monitoring and reporting requirements of the programme for internal, external and oversight quarterly reporting. The NSNP programme provides nutritious meals to 2 485 191 learners in 5 455 schools throughout the province. This accounts for 83% of learners that benefit from the programme in public primary, combined, secondary and special schools in the province. As part of promoting economic participation of small businesses and co-operatives, the programme has contracted a total of 2 055 service providers comprising 1 985 SMMEs and 70 Co-operatives to supply and deliver food items to participating schools. The NSNP programme also contributed to the improvement of livelihoods of poor communities through the creation of work opportunities for 14 940 Volunteer food handlers who are recruited from unemployed parents of learners to prepare meals for benefitting learners and are paid a monthly stipend of R1 566.00 from the NSNP Conditional Grant. All volunteer food handlers are appointed through persal and paid directly by the Department into their banking accounts and their two-year contract period can also be revised to not more than three years to ensure sustainability, skills transference and continuity. In 2020/21 the programme further achieved an increase in work opportunities by employing 1 527 Chief Food Handlers through the EPWP Incentive Grant. These chief food handlers were recruited from unemployed youth - primarily women, to provide administrative support to 29% of schools that were selected to participate in the NSNP EPWP Project and were receiving a monthly stipend of R1 397.00. However, constraints imposed by the COVID-19 pandemic forced the abandoning of this project to support the payment of 1466 COVID-19 screeners in schools for the 2021/22 financial year.

## NO FEE POLICY : SCHOOLS WITH LEARNERS BENEFITING FROM NO FEE POLICY

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

UMKHANYAKUDE

531

192   AMAJUBA

716   ZULULAND

478

UMZINYATHI

602   KING CETSHWAYO

415   UTHUKELA

ILEMBE
395

402   UMGUNGUNDLOVU

PINETOWN
320

UMLAZI
206

414   HARRY GWALA

424   UGU

**Legend**

**No_Fee_202**

| | |
|---|---|
| ■ | 192 - 206 |
| ■ | 320 - 424 |
| ■ | 478 - 602 |
| ■ | 716 |

N

0   15   30   60   90   120   Kilometers

Infrastructure Planning
Town Planning Sub-directorate
Date 2022/02/21

*Figure 13:Map showing schools with national school nutrition programme (NSNP)*

### 6.2.11. LTSM Provision

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

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

### 6.2.12. PROVINCIAL ACADEMIC IMPROVEMENT PLAN

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

Multi-disciplinary team visits were conducted in all Districts to support all underperforming schools, including serial underperforming schools which are secondary schools that have been achieving 65% and below for three years in succession. Some districts have also held stakeholder indabas with a view to solicit support from all stakeholders with an interest in education. All districts have forged partnerships with non-governmental organisations, non-profit organizations and the business sector and there are programmes aimed at supporting underperforming schools which are funded by these stakeholders.

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

- Total school management systems functionality and productivity.

- Effective teaching and learning supported by provision of critical resources.

- Focus on early childhood development.

- Creation of a supportive and open environment for inclusive   pedagogy.

- Track and analysis of learner performance & improvement interventions.

- High impact district and school monitoring and support.

- Arresting performance decline in the NSC examination and maintaining good performance as per 2018 results.

- Linking teacher development to curriculum management & delivery.

- Cultivation and promotion of a culture of reading with meaning.

- Compliance, accountability and consequence management.

- Stakeholder management   consultation and engagement.

- Bringing the fourth industrial revolution (4th IR) into curriculum management, leadership and delivery.

### 6.2.13. TEACHER DEVELOPMENT

The key mandate of the Provincial Teacher Development Institute (PTDI) is to be a physical site for

the co-ordination and delivery of national and provincial priority professional teacher development programmes. Similarly, District Teacher Development Centres (DTDCs) are delivery sites located in districts where teachers can receive needs-based training and access open resource materials for teaching, download curriculum and assessment policy statements and lesson plans. KZNDoE earmarked former Durban College of Education (ex-Dokkies) for the purpose of serving as a PTDI and the Teacher Development Directorate was relocated from Pietermaritzburg to Dokkies to help expedite co-ordination of teacher development programmes through the PTDI. There are 39 District Teacher Development Centres spread in all 12 districts throughout the province and each of these centres is led by a centre manager who reports directly to the District Chief Education Specialist: Teacher Development.

### 6.2.14. EARLY CHILDHOOD DEVELOPMENT (ECD)

The Department is committed to strengthening Early Childhood Development (ECD). Consistent with this, we have sought to ensure that we train ECD practitioners from ECD centres that cater for Pre- Grade R and so far we have trained 1 737 practitioners towards an NQF Level 4 qualification. There are already 1 300 substantive Grade R posts utilized. 2 769 Grade R practitioners are fully qualified yet they still receive a stipend. 202 Practitioners are studying towards a degree / diploma in teaching Grade R. New Grade R substantive posts need to be created to assimilate fully qualified Grade R practitioners. The 1179 substantive Grade R posts approved in 2017/18 have not been created due to the reported financial challenges.

Preparation for universal coverage

To prepare for universal coverage the following are enabling factors:

• Availability of teachers;

• Availability of LTSM;

• Availability of appropriate Norms and Standards; and

• Availability of proper infrastructure for Grade R

### Introduction of Pre-Grade R

To achieve the two years of compulsory formal schooling prior to grade 1, children aged 3-4years will be catered for by the Department of Basic Education through a function shift from Department of Social Development to the Department of Education on 01 April 2022. This function shift will happen gradually, and a complete audit of ECD Centres will be done to provide the necessary data. Pre-Grade R will be compulsory in 2024.

### Implications of the ECD Function shift

The president announced the introduction of a second year of compulsory early learning before school and the transfer of responsibility for ECD from DSD to DBE. A task team was established at National to deal with the transfer of responsibility and seamless transition from DSD to DBE. There is a provincial Inter-Sectoral Committee on ECD that deals with pre-Grade R issues. The transfer will have financial implications regarding human resources, infrastructure and practitioner training. Currently practitioners in ECD centres receive orientation workshops on the National Curriculum Framework (NCF) curriculum for birth to 4 years. The 1 737 ECD practitioners are currently being trained towards a NQF L4 ECD qualification. As from March 2022, 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 constrains over the past MTEF, the Department will not be able to provide this at 100% at once. This will be achieved incrementally over a 5year period.

**6.2.15.  RADICAL ECONOMIC TRANSFORMATION (RET), EMPOWERMENT AND ENTREPRENEURSHIP**

**Operation Vula:** In line with radical economic transformation directed at addressing the racially inspired economic disparities of the pre-1994 regime, the department aims at improving its contribution to the transformation agenda through procurement systems that support emerging black enterprises. The national school nutrition programme contributes to poverty alleviation. 300 Women cooperatives have been established to provide meals to schools and there are approximately 10 113 women food handlers earning fixed stipends of R900 at a ratio 1:200 learners.

Our learners continue to make the province proud in entering and winning at international stages in science, mathematics and entrepreneurship competitions adding to the opportunity for us to produce our own business people employing other young people.

**6.2.16. ERADICATION OF PIT LATRINES IN SCHOOLS ACROSS KWAZULU-NATAL PROVINCE**

53 Schools originally identified to require this intervention no longer need the intervention because they were either closed or non-viable. Non-viable Schools were provided with mobile toilets as an interim measure while the evolution of their enrolment is being closely monitored. This therefore leaves 1 324 Schools (1 377 less 53 Schools) on the Programme.

**6.2.17. BROAD-BASED BLACK ECONOMIC EMPOWERMENT (B-BBEE) COMPLIANCE**

In line with the empowerment and economic transformation agenda through compliance with the BBBEE Act, the Department through various employment and procurement processes addresses the legacy of apartheid and promotes the economic participation of Black People in the South African economy. The department will continue to prioritise the implementation of Broad-based Black Economic Empowerment (BBBEE). BBBEE is an integration programme launched by the South African government to reconcile South Africans and address the inequalities of apartheid.

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

Empowering women, youth and people with disabilities cuts across all policy priorities and programmes of the Department. In conceptualizing interventions for the youth, youth-targeted interventions are needed to enable all young South Africans to actively participate and engage in socio-cultural, economic and political life of the society. Some of the contributing factors amongst others include:

•    High drop-out rates and low transition from school to work;

•    Low skills levels and skills mismatch; and

•    Endemic and structural youth unemployment as well as low entrepreneurial spirit.

School-related gender-based violence (SRGBV) is a phenomenon that affects millions of children, families and communities in South Africa and the province of KwaZulu-Natal is no exception to this scourge. In an attempt to uphold the constitutional right of children to be protected against any form of violence particularly in the teaching and learning environment, the Department will continue rolling out programmes that emanate from the Provincial Youth Strategy to strengthen its school related interventions. This include the anti-drug campaign, teenage pregnancy, anti-bullying campaigns, second chance programme and Young Falcons.

**People with disabilities**

In our quest to ensure that all learners with special needs are also taken care of in our crusade to change the face of education in KwaZulu-Natal, we have dedicated much of our energies and resources to improving many of our special schools. This is evidenced by the fact that in the last

couple of years we have been able to build and improve many of the 74 special schools we have in the Province. In 2021 we provided 10 x 60-seater buses - adapted for disabled and modified for COVID-19 compliance. 500 Additional learners will benefit from this provision. The department had taken special steps to ensure the safety of learners with special needs. All 74 special schools in KZN have cleaners appointed. Cleaning and sanitizing as per the Covid-19 regulations have been done. Special measures have been implemented to ensure social distancing in these schools.

Special concessions have been made for those LSEN learners that cannot attend schools. Learners with comorbidities are provided with relevant support at home. In addition, educators have WhatsApp or email groups to communicate with parents and learners. Parents also fetch home-learning resource support packs or workbooks every 2 to 4 weeks. Work submitted by learners is marked and follow up meetings with parents are held either telephonically or via WhatsApp. Some schools provide data to teachers and therapists as well as to parents for communication. Social workers, school nurses and therapists are on telephonic standby for support and queries. Home visits are undertaken if learners need physical and occupational therapy. District Transversal Teams provide home based therapeutic support to LSPID.

### Inclusivity

The NDP envisages an education system that will build an "inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities". KZNDOE aligns itself with the social justice principles of access, redress, equity, efficiency, quality and inclusivity. Our policy obligations include the establishment of effective management, policy, planning and monitoring capacity to guide and support the development of an inclusive education and training system. This includes ensuring that learning difficulties are not only perceived as residing within a learner, but also within various aspects of the system.

Key programmes and projects planned for the next two years are:

• Provision of learner transport for Special Schools;

• Roll out of Coding and Robotics (4IR) in Special Schools;

• Provision of isiZulu textbooks in braille;

• Provision of assistive devices to learners with Severe to Profound Intellectual Disabilities in Special Care Centres;

• **Women:** Provision of sanitary towels to indigent girls who attend quintile 1, 2 and 3 schools, special schools and farm schools to ensure that they attend school without interrupted learning as a result of menstruation. This programme has a budget of R52 789 000 for the 2022/23 financial year;and

• **Youth:** According to the Mid-year population estimates 2021 there is a significant youth bulge aged 25-39 throughout the country. The department is aiming at employing of 750 out of school youth as Learner Support Agents to reduce social ills in schools whilst also providing job opportunities for the youth.

During the year 2021/2022 government, through the Presidential Youth Employment Initiative implemented by the Department of Education created short term employment opportunities to 64 117 youth between ages 18 to 35 years. These youths have been employed by the Department and placed as Teacher Assistants and General Assistants in schools for a period of 5 months starting November 2021 to March 2022. They are paid a monthly stipend of R 3 817, 44. This is in addition to the 73 566 youth employed during the previous financial year in the same project.

The possibility of government implementing the BEEI as an annual programme moving forward, to address the gaps identified through the department's participation in International Benchmark Assessment Studies as far as support to teachers is concerned, is presently being explored by the Department and National Treasury. This is however subject to the availability of funds. During the period of 2021/2022 a total of 16 365 youths were also employed by the Department and

deployed in schools as screeners, cleaners and security volunteers and are paid a monthly stipend in line with the determination on the EPWP.

The Department has established a forum for gender-based violence. This forum, amongst others conducts workshops and awareness campaigns with all districts and schools. The Department also has a deliberate strategy to involve women, youth and people with disabilities in its infrastructure and other programmes as indicated in the table below:

*Table 15:Projects for women, youth and people with disabilities in its infrastructure and other programmes.*

| PROJECT | OUTPUT |
|---|---|
| No. of schools where asbestos has been eradicated | 33 |
| Women: Number of women benefitting from all EPWP programmes | 150 |
| Youth: Number of Youth benefitting from all infrastructure programmes | 130 |
| People with disabilities: Number of disabled people benefitting from all EPWP programmes | 4 |
| No. of storm programme implemented | 46. |
| Women: Number of women benefitting from all EPWP programmes | 150. |
| Youth: Number of Youth benefitting from all infrastructure programmes | 130. |
| People with disabilities: Number of disabled people benefitting from all EPWP programmes | 4. |
| Number of pit latrines eradicated | 160 |
| Women: Number of women benefitting from all EPWP programmes | 150 |
| Youth: Number of Youth benefitting from all infrastructure programmes | 130 |
| People with disabilities: Number of disabled people benefitting from all EPWP programmes | 4 |
| No. of schools provided with water facilities | 1660 |
| Women: Number of women benefitting from all EPWP programmes | 150 |
| Youth: Number of Youth benefitting from all infrastructure programmes | 130 |
| People with disabilities: Number of disabled people benefitting from all EPWP programmes | 4 |
| No. of schools provided with sanitation facilities | 500 |
| Women: Number of women benefitting from all EPWP programmes | 150 |
| Youth: Number of Youth benefitting from all infrasructure programmes | 130 |
| People with disabilities: Number of disabled people benefitting from all EPWP programmes | 4 |

### 6.2.19. COVID-19 STRATEGY AND CHALLENGES

The years 2020 and 2021 were different from the previous years as they came with a number of complications caused by COVID-19. One of these complications was that teaching time had been lost whilst grade 12 learners were expected to write a full examination. The other complication was that schools were "stopping and starting" as a result of new infections; therefore, curriculum coverage was not very easy for the matric class of 2021 because of COVID-19 challenges.

In spite of the continued challenges that came with a "wave-after-wave" of COVID-19, the KZNDOE continued to protect teaching and learning time, monitor school functionality, support education delivery, provide scholar transport, roll out the school nutrition programme, build schools and implement policies as expected by the government.  As a result, all schools in 2021 were able cover the curriculum and to participate in quarterly formative assessments and to write the final examinations.

COVID-19 is unlikely to disappear quickly and beyond that there is a high likelihood that we could be struck by another pandemic. In future, the basic education system should be better prepared for

this risk. Good nutrition and hygiene are the backbone of effective learning, especially for younger learners. The NSNP needs to be better prepared to ensure that food continues to be available to learners from poor households, even during school closures. Understanding pandemics and basic hygiene should feature more strongly in the Life Orientation curriculum. There need to be emergency plans that school managers are familiar with and that can be put into effect at relatively short notice. School infrastructure needs to support hygiene. An uninterrupted supply of water, which has not been a reality for all schools, needs to be prioritised. There has been no change since 30 September 2021 and last case reported was on 21 September 2021. Below is the status of reported Covid-19 infections and fatalities.

*Table 16:Covid-19 Infections and Fatalities*

|  | INFECTIONS | FATALITIES |
|---|---|---|
| Teachers: | 4 436 | 263 |
| Learners: | 7 240 | 05 |
| Others | 813 | 52 |
| Total: | 12 489 | 320 |

## CHALLENGES AND MITIGATION MEASURES

| CHALLENGES | MITIGATION |
|---|---|
| Possible" Fifth Wave. | Involvement of DoH for guidance and support. Adherence to COVID-19 protocols. Vaccination of learners whom are 12 to 17 years old |

## COVID-19 INTERVENTIONS

*Table 17: COVID-19 Interventions*

| Budget Pro-gramme | Intervention | Geographic location (Province/ District/local municipal-ity) (Where Possible) | No. of benefi-ciaries (Where Possible) | Disag-grega-tion of Benefi-ciaries (Where Possible) | Total budget allocation per intervention (R'000) | Budget spent per intervention | Contribu-tion to the Outputs in the APP (where applicable) | Immediate outcomes |
|---|---|---|---|---|---|---|---|---|
| 6 | Number of identified schools provided with water supply. | All Districts | N/A | N/A | R53 000 000 | R10 533 048 | 1500 | Youth better prepared for further learning and world of work |
| 6 | Number of water tanks delivered and installed in identified schools. | All Districts | N/A | N/A |  |  | 1500 |  |
| 6 | Number of water tanks filled with water in all identified schools with insufficient water supply | All Districts | N/A | N/A |  |  | 1500 |  |
| 6 | Number of portable water containers delivered to identified schools. | All Districts | N/A | N/A |  |  | 1500 |  |

| Budget Pro-gramme | Intervention | Geographic location (Province/District/local municipal-ity) (Where Possible) | No. of benefi-ciaries (Where Possible) | Disag-grega-tion of Benefi-ciaries (Where Possible) | Total budget allocation per intervention (R'000) | Budget spent per intervention | Contribu-tion to the Outputs in the APP (where applicable) | Immediate outcomes |
|---|---|---|---|---|---|---|---|---|
| 6 | Number of identified schools provided with mobile classrooms. | All Districts | N/A | N/A | R154 881 000 | R191 960 113 | 1200 | |
| 6 | Number of mobile toilets provided to identified schools. | All Districts | N/A | N/A | R50 000 000 | R80 168 703 | 500 | |
| 6 | Number of damaged schools repaired. | All Districts | N/A | N/A | R50 250 000 | R53 911 499 | 467 | |

The Department of Health provides on-site support, guidance, screening and testing close contacts. As at 28 July 2021 we had 119 460 employees vaccinated which translates to 94% of the allocated 127 200 J & J doses allocated to the Department. This figure does not include the 60 years and above and 50 years and above employees who registered on their own for vaccination. COVID-19 vaccination is not mandatory so there will be employees that will not vaccinate due to their own circumstances and reasons. KZNDoE also continues with cleaning and decontaminating affected schools as we as provision of necessary PPE.

### 6.2.20. VANDALISED, LOOTED & BURNT SCHOOLS DURING THE JULY 2021 UNREST

The Unrest experienced in Gauteng and KwaZulu-Natal Provinces in July 2021 saw the vandalization, looting and burning of Schools. All the twelve (12) Districts of the KwaZulu-Natal Province experienced vandalization, looting and or burning of Schools. The recorded number of Schools affected currently is 144. Other Schools are still being inspected and assessed. This may therefore result in this number increasing.

Previously reported statistics

Figure below shows the distribution of the initially reported number of Schools as affected by the vandalised, looted and burnt schools. The initial number reported was 137 Schools.
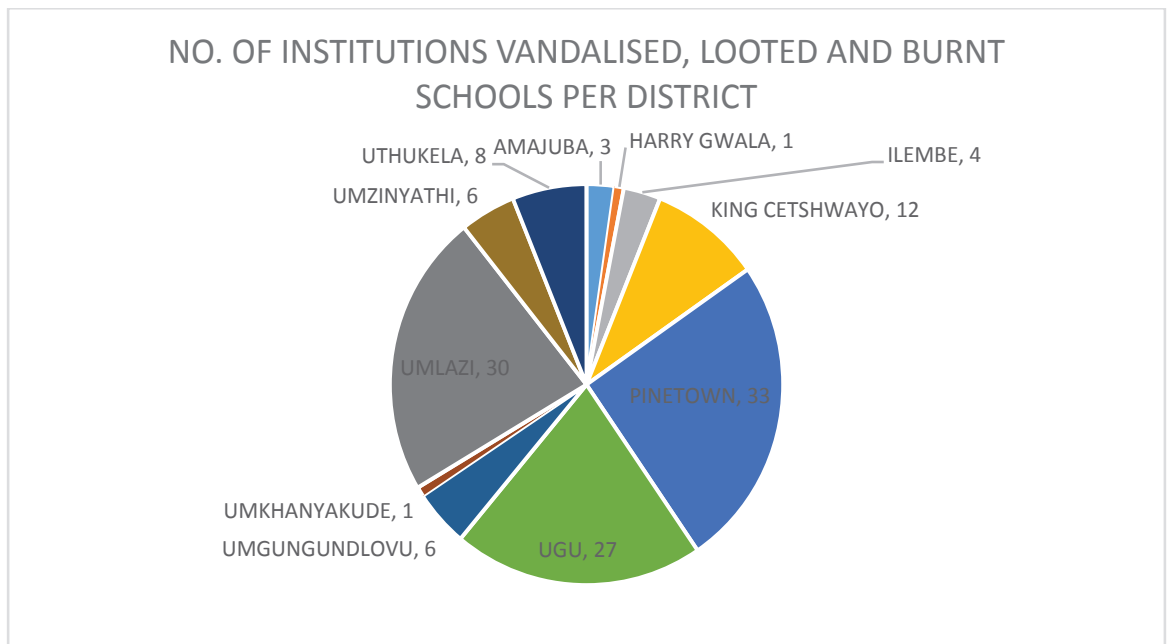


*Figure 14:Number of Schools vandalised, looted and burnt*

Following the report of the 137 schools, the Department deployed its Works Inspectors to assess and determine the extent and estimated repair costs of the damage to schools. This exercise saw some schools being removed as the previously reported damages were not attributed to the vandalism, looting and burning of schools during the July 2021 unrest. Consequently, other schools were reported and were added to the list.

The figure below shows the distribution of the number of schools previously reported and the current information as assessed by the Works Inspectors.
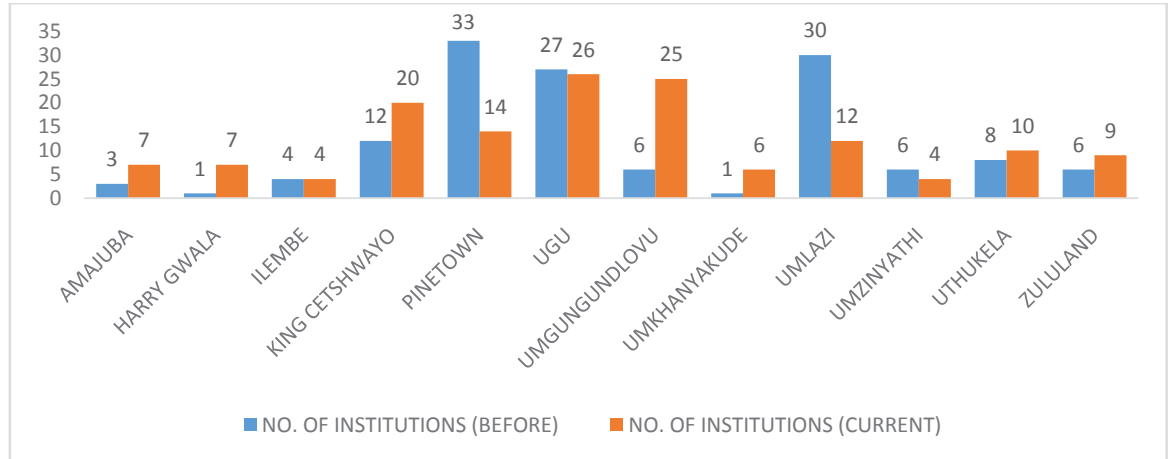


*Figure 15:Number of schools previously reported and the current information as assessed by the works Inspectors.*

*Table 18:Number of schools previously reported and the current information as assessed by the Works Inspectors*

| ITEM | DISTRICT | NO. OF INSTITUTIONS | ESTIMATED BUDGET REQUIRED |
|------|----------|---------------------|---------------------------|
| 1 | AMAJUBA | 7 | 1 248 508,95 |
| 2 | HARRY GWALA | 7 | 7 325 000,00 |
| 3 | ILEMBE | 4 | 37 407 200,00 |
| 4 | KING CETSHWAYO | 20 | 2 437 000,00 |
| 5 | PINETOWN | 14 | 18 940 000,00 |
| 6 | UGU | 26 | 2 442 000,00 |
| 7 | UMGUNGUNDLOVU | 25 | 38 615 000,00 |
| 8 | UMKHANYAKUDE | 6 | 572 400,00 |
| 9 | UMLAZI | 12 | 2 212 475,00 |
| 10 | UMZINYATHI | 4 | 37 150,00 |
| 11 | UTHUKELA | 10 | 615 245,75 |
| 12 | ZULULAND | 9 | 1 558 970,00 |
| REQUIRED BUDGET | | 144 | 113 410 949,70 |

It could be derived from the Table above that the estimated budget of R113.4 million is required to remedy the damages done to schools during the July 2021 unrest.

Though the highest number of projects affected are in Ugu District, the indicated required budget shows that the nature of the damages was minimal. UMgungundlovu, ILembe and Pinetown had schools damaged and one Circuit Office was burnt. These schools are namely;

Radha Roopsingh Primary School in ILembe, Sikhululiwe High School in UMgungundlovu and Siphosethu Primary School in Pinetown.

The Circuit Office of the Ixopo CMC was burnt. These therefore account for the estimated high budget required in the UMgungundlovu, ILembe, Pinetown and Harry Gwala Districts respectively.

## PROCUREMENT APPROACH

The table below gives an indication on the proposed procurement approach for the rehabilitation works on the damaged school infrastructure.

*Table 19:Proposed procurement approach for the rehabilitation works on damaged School infrastructure.*

| ITEM | DISTRICT | ESTIMATED VALUE LESS THAN R500 000 (<R500 000) | | ESTIMATED VALUE MORE THAN R500 000 (>R500 000) | |
|---|---|---|---|---|---|
| | | NO. OF INSTITUTIONS | ESTIMATED BUDGET REQUIRED | NO. OF INSTITUTIONS | ESTIMATED BUDGET REQUIRED |
| 1 | AMAJUBA | 7 | 1 248 508,95 | - | - |
| 2 | HARRYGWALA | 4 | 25 000,00 | 3 | 7 300 000,00 |
| 3 | ILEMBE | 3 | 247 200,00 | 1 | 37 160 000,00 |
| 4 | KINGCETSHWAYO | 19 | 1 837 000,00 | 1 | 600 000,00 |
| 5 | PINETOWN | 9 | 1 630 000,00 | 5 | 17 310 000,00 |
| 6 | UGU | 25 | 1 942 000,00 | 1 | 500 000,00 |
| 7 | UMGUNGUNDLOVU | 24 | 1 455 000,00 | 1 | 37 160 000,00 |
| 8 | UMKHANYAKUDE | 6 | 572 400,00 | - | - |
| 9 | UMLAZI | 12 | 2 212 475,00 | - | - |
| 10 | UMZINYATHI | 4 | 37 150,00 | - | - |
| 11 | UTHUKELA | 10 | 615 245,75 | - | - |
| 12 | ZULUALND | 7 | 130 970,00 | 2 | 1 428 000,00 |
| REQUIRED BUDGET | | 130 | 11 952 949,70 | 14 | 101 458 000,00 |

- **ANALYSIS:**

There are 130 Schools where the estimated rehabilitation cost is below the R500 000 threshold. It is proposed that this be implemented by the Districts. The procurement will be done through quotations and would be quicker and ensure that schools are ready to receive learners when schools re-open.

There are 14 Schools where the estimated rehabilitation costs exceed the R500 000 threshold. These will be allocated to and implemented by implementing agents.

- The three (3) burnt schools will be provided with mobile classrooms while capital works projects for the rehabilitation and refurbishment are being implemented.

## CHALLENGES / RISKS

- Insufficient budget for the implementation of the rehabilitation and refurbishment works to schools. The infrastructure budget for the 2021/22 financial year is committed and was restricted to projects on construction stage only.

- Capacity of implementing agents. There has been dwindling human resource capacity in implementing agents for the implementation of the Departmental infrastructure projects.

### 6.2.21. STORM DAMAGE

The list of storm damaged schools is ever increasing due to the adverse effects of climate change. The Department has put in place systems to record and document schools that are affected by storms as soon as such storm damages are incurred. There are however challenges with regard to the provision of funding to implement these projects. This is attributed to the backlog in the number of storm damaged schools that have to be rehabilitated.

The estimated cost to attend to damages will be two-fold where the Department will have to bear the cost of actual repairs to damages as well as the cost to supply mobiles as temporal relief. As at the January 2022, there were 288 mobiles required as indicated in the table below. The estimated cost to supply mobiles will be R72 million. There may be additional costs associated to the supply of mobiles like ground levelling, opening of temporal roads, retaining walls and extra mobile supports.

The overall estimated cost to repair 186 affected schools in all districts is R238 million.

*Table 20: Number of schools requiring mobiles per district*

| DISTRICT | NUMBER OF SCHOOLS AFFECTED | NUMBER OF MOBILS REQUIRED | PROPOSED SERVICE PROVIDER |
|---|---|---|---|
| AMAJUBA | 13 | 6 | IDT |
| HARRY GWALA | 15 | 13 | IDT |
| ILEMBE | 7 | 11 | IDT |
| KING CETSHWAYO | 60 | 106 | DOE |
| PINETOWN | 7 | 10 | DOE |
| UGU | 2 | 2 | DOE |
| UMGUNGUNDLOVU | 46 | 60 | IDT |
| UMKHANYAKUDE | 5 | 4 | DOE |
| UMLAZI | 2 | 4 | IDT |
| UMZINYATHI | 11 | 19 | DOE |
| UTHUKELA | 5 | 18 | IDT |
| ZULULAND | 16 | 35 | IDT |
| **TOTAL** | **189** | **288** | |

# PART C

## MEASURING OUR PERFORMANCE

# 7. INSTITUTIONAL PERFORMANCE INFORMATION

## MEASURING OUR OUTCOMES

| IMPACT STATEMENT | SKILLED AND COMPETENT LEARNERS PREPARED FOR SOCIO-ECONOMIC EMANCIPATION |
|---|---|

| OUTCOME | OUTCOME INDICATORS | BASELINE | 5 YEAR TARGET |
|---|---|---|---|
| Sound corporate governance and accountability | Clean Audit Outcome | Unqualified audit opinion | Clean Audit |
| Youth better prepared for further learning and world of work | 60% of learners achieve Bachelor Passes in NSC. | 33% | 60% |
| | Percentage of learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences. | New | 30% |
| | Percentage of learners enrolled in S. A. Sign Language | New | 1% |
| | Percentage of public schools benefitting from the schools' social security programmes | New | 100% |
| | Number of public schools offering isiZulu home language | New | 5 881 |
| 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% |
| | 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 | 5 881 |
| Improved reading for meaning, numeracy and digital skills | Percentage of 10 year olds able to read for meaning | New | 100% |
| Collaborative and responsive infrastructure planning and implementation | Percentage of public schools refurbished and/or renovated in rural and township areas | New | 50% |
| | Number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities. | New | 2 000 |
| | 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 | 2 000 |

## 7.1. PROGRAMME 1: ADMINISTRATION

### Purpose:

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

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

The sub-programme: Office of the MEC reflects a steady trend over the seven-year period. The steady growth over the 2022/23 MTEF provides for various activities including communication through radio and television for broadcasting departmental programmes, such as reports from unannounced school functionality monitoring visits, MEC's district champion of OSS/DDM responsibilities, as well as community engagements. The nominal growth in 2022/23 is largely due to reprioritisation that was undertaken to offset pressures in Programme 2. The two outer years reflect steady inflationary growth.

The sub-programme: Corporate Services fluctuates from 2018/19 to 2021/22, due to competing pressures within the Vote. The high growth in 2022/23 relates to reprioritisation undertaken from Programmes 2 and 6, to provide for the purchase of tools of trade such as 200 laptops and desktops in line with ICT modernisation projects for improving data management and reporting in schools. The budget includes the provision for renovation and rehabilitation of administrative buildings to be in line with safety standards, such as offices and boardrooms in the Dokkies Teacher Development Centre, Howard Avenue administration offices, etc. There was reprioritisation undertaken within the programme over the 2022/23 MTEF against Goods and services towards fleet services, property payments including maintenance of office buildings, cleaning and security services in districts and head office, and operating leases for

buildings in various districts which are high pressure areas. In addition, the MTEF provides for domestic accounts for district offices, as well as the replacement and purchase of tools of trade.

The sub-programme: Education Management is inclusive of all costs related to education planning, implementation of curriculum related interventions and programmes and general support to all schools in the province through the district and circuit offices. The programme is also responsible for professional and subject advisory services and provision of curriculum related resources to improve learner outcomes in subjects such as Mathematics and Science. The 2022/23 MTEF allocations reflect low growth of 1.3 per cent in 2022/23 and strong growth of 4.5 per cent in the outer years due to reprioritisation that was undertaken to offset pressures in Programme 2. This low growth will result in the unaffordability of filled and vacant critical public service posts which is a decision taken by the department to ensure educator posts are prioritised. The MTEF includes costs relating to property payments for circuit and district offices, travel costs for district monitoring and communication costs, such as telephone and faxes, as well as training and guidance of educators in respect of curriculum changes.

The Human Resource Development sub-programme provides for the training of administration support personnel on good governance and other policy developments, learnerships to school leavers and graduates, as well as bursaries for employees. The high growth in 2022/23 relates to reprioritisation that was undertaken to align the budget back to one per cent of the salaries and wages bill in line with the DPSA directive and the incorporation of bursaries into this sub-programme.

The EMIS sub-programme provides for the roll-out of the SA-SAMS together with LURITS to enable the department to have up-to-date learner data. The programme has a strong EMIS focus to assist schools in the completion of the Annual School Survey which informs the indicative budget allocations to schools based on learner numbers. The significant increase in 2022/23, mainly against Machinery and equipment, is to cater for the roll-out of the modernisation of information systems and support to ICT infrastructure. In this regard, the department has successfully upgraded data-line speeds in December 2021, from 2Mb to 10Mb thus improving business communication and business productivity across the department. This has also seen circuit and district offices directly benefitting from this initiative. Furthermore, the department is embarking on a project to introduce administrative software solutions in schools, districts and head office. This process is labelled as the "modernisation of information systems" and funds were reprioritised from Programmes 2 and 6 to provide for establishment costs for the project. Two software systems are planned to be introduced in 2022/23, namely e-submission and e-leave management systems. The e-submission system will be used to process all official documents through the departmental line functions to ensure system efficiency. The main focus will be documents related to Human Resources and the submission of SA-SAMS databases. A daily incident register will also be part of the e-submission system, whose aim is to be alerted on important occurrences within each school on a daily basis, as explained.

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | | 2022/23 | 2023/24 | 2024/25 |
| 1. Office Of The Mec | 12 484 | 21 732 | 18 645 | 22 175 | 22 175 | 18 488 | 22 593 | 23 521 | 24 579 |
| 2. Corporate Services | 1 052 062 | 1 170 645 | 1 163 259 | 1 076 998 | 1 146 860 | 1 130 155 | 1 258 276 | 1 156 462 | 1 208 503 |
| 3. Education Management | 650 303 | 726 256 | 736 371 | 724 644 | 810 756 | 755 801 | 733 865 | 766 858 | 801 366 |
| 4. Human Resource Development | 4 246 | 20 501 | 362 | 10 038 | 4 264 | 1 450 | 14 277 | 14 491 | 15 143 |
| 5. Education Mgt Information System (Emis) | 30 750 | 29 790 | 31 435 | 46 495 | 46 495 | 35 411 | 262 606 | 49 744 | 51 981 |
| **Total payments and estimates** | **1 749 845** | **1 968 924** | **1 950 072** | **1 880 350** | **2 030 550** | **1 941 305** | **2 291 617** | **2 011 076** | **2 101 572** |

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| **Current payments** | **1 718 342** | **1 888 094** | **1 881 609** | **1 806 260** | **1 964 460** | **1 881 927** | **1 992 703** | **1 936 004** | **2 023 154** |
| Compensation of employees | 1 163 226 | 1 249 841 | 1 257 223 | 1 253 798 | 1 293 798 | 1 293 798 | 1 270 465 | 1 328 058 | 1 387 819 |
| Goods and services | 552 780 | 631 518 | 624 337 | 552 462 | 670 662 | 587 977 | 722 238 | 607 946 | 635 335 |
| Interest and rent on land | 2 336 | 6 735 | 49 | 0 | 0 | 152 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | **27 366** | **64 797** | **27 417** | **37 688** | **29 688** | **29 008** | **40 217** | **41 955** | **43 810** |
| Provinces and municipalities | 2 081 | 1 820 | 4 647 | 5 163 | 5 163 | 5 163 | 5 581 | 5 827 | 6 089 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Households | 25 285 | 62 977 | 22 770 | 32 525 | 24 525 | 23 845 | 34 636 | 36 128 | 37 721 |
| **Payments for capital assets** | **4 137** | **16 033** | **31 863** | **36 402** | **36 402** | **30 370** | **258 697** | **33 117** | **34 608** |
| Buildings and other fixed structures | 0 | 33 | 58 | 0 | 164 | 461 | 11 550 | 0 | 0 |
| Machinery and equipment | 2 979 | 10 747 | 27 545 | 31 402 | 31 238 | 26 431 | 241 347 | 26 817 | 28 024 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 1 158 | 5 253 | 4 260 | 5 000 | 5 000 | 3 478 | 5 800 | 6 300 | 6 584 |
| **Payments for financial assets** | **0** | **0** | **9 183** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total economic classification** | **1 749 845** | **1 968 924** | **1 950 072** | **1 880 350** | **2 030 550** | **1 941 305** | **2 291 617** | **2 011 076** | **2 101 572** |

**Key Risks**

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| Sound corporate governance and accountability | Inadequate budget to meet deliverables (planned targets | Economic use of resources, minimising wastage. |
|  |  | Monitor compliance with cost cutting measures circular e.g., avoid unnecessary expenditure. Monitor compliance with cost cutting measures circular and institute consequence management for non-compliance |
| • **Good corporate governance and accountability.** | 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. |
| • **Youth better prepared for further learning and world of work.** |  | 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. |
| • **A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.** |  | The Department will develop an information management system that will establish workflow ensuring responsibility and accountability at all levels and all spheres of management to improve performance in schools. |
|  |  | The department will improve recruitment of suitable qualified personnel at management level by identifying skilled workforce to be deployed in critical managerial positions. |
|  |  | The department will strengthen the integrity of recruitment and placement processes by ensuring the correct capturing, safekeeping and processing of all applications as well as provision of constant feedback to applicants |
| • **Improved reading for meaning, numeracy and digital skills.** | Integrity of the workflow of documentation | The department will adopt a system to be utilized in capturing of leave records to ensure integrity of leave information on a PERSAL system to mitigate against irregular expenditure |
| • **Collaborative and responsive infrastructure planning and implementation.** | Lack of accountability of line managers on managing personnel | All performance agreements will contain specific targets and outputs. The performance agreements should indicate clear roles, responsibilities and core management criteria regarding personnel management. |

**Programme 1: Infrastructure Project**

| No | Project Name | Programme | Description | Outputs | Start Date | Completion Date | Total Estimated Costs | Total Project Expenditure to end of Previous financial year | Current year expenditure |
|----|--------------|-----------|-------------|---------|------------|-----------------|-----------------------|------------------------------------------------------------|--------------------------|
| 1 | 247 Burger Street (Head Office) | REFURBISHMENT AND REHABILITATION | Replacement Of Floor Finishing , Replacement Of Ceiling Pannels, Alterations Of Internal Walls And Painting Of Internal Walls | Construction 76% - 99% | 20-Mar-20 | 15-Sep-21 | R6 800 000 | R4 574 007,00 | R0 |
| 2 | Bowden House Generator | UPGRADES AND ADDITIONS | Generator | Design | 17-Jun-20 | 25-Nov-22 | R2 500 000 | R0 | R0 |
| 3 | ELITS – 15 SCOTT ST | RENOVATIONS, REHABILITATION OR REFURBISHMENTS | REPAIRS AND RENOVATIONS | PROJECT INITIATION | 01-Apr-22 | 25-Dec-22 | R4 724 000 | R0 | R0 |
| 4 | PROVINCIAL OFFICES - MPUMALANGA - BUTHELEZI ROAD | RENOVATIONS, REHABILITATION OR REFURBISHMENTS | REPLACEMENT OF BURST CAST IRON WATER SUPPLY PIPES | PROJECT INITIATION | 01-Apr-22 | 15-Jan-22 | R4 884 000 | R0 | R0 |

## 7.2. PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

**Programme Purpose**

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

### ANALYSIS BY SUB-PROGRAMME

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

i. **Public Primary Schools**

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

ii. **Public Secondary Schools**

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

iii. **Human Resource Development**

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

iv. **In-school Sport and Culture**

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

v. **Conditional Grant**

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

### RESOURCE CONSIDERATION

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

This programme comprises the largest share, on average, of at least 83.2 per cent of the department's allocation. Spending pressures in respect of Compensation of employees are expected to remain over the 2022/23 MTEF attributed to carry-through of the budget cuts which were implemented in the previous budget process, with these cuts implemented entirely against this programme's Compensation of employees. This programme was thus affected by the baseline budget cut of R8.888 billion in 2022/23, with carry-through. The cuts were offset to an extent by additional funds of R1.832 billion allocated by National Treasury in 2022/23 with carry-through to offset pressures in the Vote resulting in budget growth of 3.8 per cent in 2022/23. This was allocated to a large extent against the sub-programme: Public Primary Level (R1.087 billion) and the balance to Public Secondary Level sub-programme (R724.896 million), as mentioned. Also as explained, the department will undertake an in-depth analysis of the impact of the budget cuts made over the 2021/22 MTEF, the funds allocated by National Treasury over the 2022/23 MTEF to offset these budget cuts, the placement of surplus educators, the retirement of educators to be replaced by more junior educators who are paid at a lower rank, the efficiencies to be gained from the e-submission system, and so forth. Once this analysis has been finalised, it will be clearer to determine the number of posts that may remain unfunded over the MTEF.

The Public Primary Level sub-programme shows strong growth of 4.4 per cent in 2022/23 and 4.5 per cent in 2024/25 in line with additional funds from National Treasury. The negative growth of 0.1 per cent in 2023/24 relates to the lower additional amount provided in that year. The Public Secondary Level sub-programme shows low growth of 2.8 per cent from the 2021/22 Main Appropriation to 2022/23 and negative growth of 0.1 per cent in 2023/24, respectively and this relates to the effects of the carry-through implementation of the budget cuts. The MTEF allocations provide for the following:

- The department will continue to strive to ensure that the implementation of the PPN responds adequately and effectively to the teaching needs of every school. The approval process for the appointment of temporary educator posts was centralised under the Office of the Head of Department since January 2018 to minimise the risk of over-staffing, and to ensure that the PPN is maintained in schools. However, since there is low budget growth over the MTEF, this will continue to place further strain on these sub-programmes.

- Goods and services shows a substantial increase in 2020/21 due to additional funding provided to respond to Covid-19 for the procurement of PPE, provision of water to schools and fumigation. The 2022/23 MTEF includes funding for tools of trade for the school security programme. The processes for the procurement of textbooks and stationery commenced in 2021 to ensure that schools received their learner materials before the commencement of the new school year. These include, among others, kits for learners who are enrolled in Mathematics and Science, as well as consumables for practical work. In addition, the budget provides for the management agent fees for central procurement, warehousing and distribution of inventory: LTSM to schools. The baseline includes amounts of R52.789 million in 2022/23, R55.116 million in 2023/24 and R57.540 million in 2024/25, for the Sanitary Dignity project. The department will continue to participate in the national transversal contract to purchase the sanitary towels. Also, the budget provides for assistance with domestic accounts for S14 schools building leases for schools which are on privately owned property, the purchase of inventory equipment to be distributed to the agricultural schools, maritime schools and technical schools in line with the three-stream model, as well as printing costs for LTSM such as teaching and learning trackers, posters and books for Jika Imfundo programme to improve learning outcomes in respect of Early Reading for Intermediate Phase Grade 1 to 3 including e-learning LTSM, such as white boards, interactive workbooks, mini-wireless servers, tablets and laptops, etc. It should be noted that the allocated funding for the procurement of PPE, Primary School/Early Reading Improvement project and the school security project also fall under these sub-programmes.

- These two sub-programmes cater for Transfers and subsidies to: Non-profit institutions to provide schools with LTSM and other non-LTSM materials, including minor maintenance for schools. The transfers showed substantial increases in 2020/21 due to funds received for the PYEI Fund. As mentioned, the 2022/23 MTEF per learner allocation could not be increased because of the baseline budget cuts in the previous MTEF periods. The department took a decision to cap the per learner subsidy within the available budget. The allocation for transfers include compensation for full time equivalent learners who attend fee-paying schools, but come from a disadvantaged background.

- Transfers and subsidies to: Households provide for staff exit costs.

- Software and other intangible assets relates to the purchase of Microsoft software licences for primary and secondary schools as part of e-learning.

The Human Resource Development sub-programme largely provides for the Skills Development Act in respect of the training of Circuit Managers, SMTs and educators on good governance, curriculum and ethics and intervention programmes. It should be noted that this sub-programme was previously affected by enforced savings to offset pressures with the Vote. The low growth in 2022/23 and 2023/24 relates to the reprioritisation of funds to Programme 1 to provide for training of staff centrally.

The School Sport, Culture and Media Services sub-programme shows a decrease in 2020/21 and the 2021/22 Revised Estimate ascribed to the suspension of sporting and cultural activities due to the Covid-19 restrictions and precautions which were implemented to avoid contact sports to reduce the spread of the virus. The department has budgeted to undertake various activities over the 2022/23 MTEF to ensure that the department delivers on its social cohesion goal through the promotion of sport, arts and culture. This includes travelling costs, purchases of sports kits and personnel costs. The department indicated that co-

curricular programmes will be intensified in schools through programmes like youth development, which teaches learners to be responsible, responsive and creative through role-playing to improve learning the English language and Mathematical problem-solving.

The NSNP grant reflects strong growth over the seven-year period, in order to allow for inclusion of quintiles 4 – 5 schools as dictated by the conditions of the grant. The growth over the 2022/23 MTEF is largely to accommodate inflationary costs as previously explained under Section 8.4.

The EPWP Integrated Grant for Provinces is aimed at utilising community members to work on projects, where appropriate, thus assisting with job creation and poverty alleviation, as previously mentioned under Section 8.4.

The Social Sector EPWP Incentive Grant for Provinces is utilised for the appointment of screeners in schools, thus assisting in job creation and poverty alleviation as previously mentioned under Section 8.4.

The MST grant's 2022/23 MTEF allocation grows steadily and will be utilised to assist schools focussing on MST, etc. as previously mentioned under Section 8.4.

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| 1. Public Primary Level | 23 886 721 | 25 446 639 | 27 014 532 | 24 326 434 | 26 750 790 | 26 635 368 | 25 407 765 | 25 383 460 | 26 524 975 |
| 2. Public Secondary Level | 16 568 784 | 18 070 237 | 18 852 299 | 17 661 581 | 17 724 969 | 19 353 693 | 18 151 049 | 18 139 570 | 18 955 357 |
| 3. Human Resource Development | 78 152 | 104 256 | 74 120 | 225 699 | 115 699 | 65 264 | 227 682 | 231 056 | 241 453 |
| 4. School Sport, Culture And Media Services | 25 362 | 28 688 | 14 788 | 34 039 | 19 164 | 16 575 | 35 618 | 37 183 | 38 857 |
| 5. National School Nutrition Programme Grant | 1 647 325 | 1 628 447 | 1 573 575 | 1 831 602 | 1 985 276 | 1 985 276 | 1 952 312 | 1 967 842 | 2 056 217 |
| 6. Epwp Integrated Grant For Provinces | 2 025 | 2 028 | 2 182 | 2 110 | 2 110 | 2 110 | 2 193 | 0 | 0 |
| 7. Social Sector Epwp Incentive Grant For Provinces Grant | 31 473 | 30 441 | 22 975 | 28 543 | 28 543 | 28 543 | 30 508 | 0 | 0 |
| 8. Maths, Science And Technology Grant | 67 015 | 67 200 | 60 652 | 67 855 | 67 855 | 67 855 | 70 241 | 70 193 | 73 457 |
| **Total payments and estimates** | **42 306 857** | **45 377 936** | **47 615 123** | **44 177 863** | **46 694 406** | **48 154 684** | **45 877 368** | **45 829 304** | **47 890 316** |

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| **Current payments** | 40 815 413 | 43 817 786 | 44 879 900 | 42 362 858 | 45 147 291 | 46 529 473 | 44 105 484 | 43 843 960 | 45 815 860 |
| Compensation of employees | 38 004 541 | 40 827 616 | 41 380 380 | 39 315 259 | 41 882 662 | 43 383 917 | 40 825 310 | 40 474 468 | 42 281 737 |
| Goods and services | 2 810 870 | 2 990 162 | 3 499 488 | 3 047 599 | 3 264 629 | 3 145 555 | 3 280 174 | 3 369 492 | 3 534 123 |
| Interest and rent on land | 2 | 8 | 32 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | 1 490 552 | 1 543 468 | 2 731 770 | 1 809 958 | 1 541 746 | 1 619 842 | 1 766 837 | 1 980 297 | 2 069 409 |
| Provinces and municipalities | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 1 313 958 | 1 353 777 | 2 533 165 | 1 723 789 | 1 455 577 | 1 455 577 | 1 676 531 | 1 886 018 | 1 970 888 |
| Households | 176 524 | 189 691 | 198 605 | 86 169 | 86 169 | 164 265 | 90 306 | 94 279 | 98 521 |
| **Payments for capital assets** | 892 | 16 682 | 3 453 | 5 047 | 5 369 | 5 369 | 5 047 | 5 047 | 5 047 |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 866 | 3 911 | 3 453 | 5 047 | 5 369 | 5 369 | 5 047 | 5 047 | 5 047 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 26 | 12 771 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for financial assets** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total economic classification** | 42 306 857 | 45 377 936 | 47 615 123 | 44 177 863 | 46 694 406 | 48 154 684 | 45 877 368 | 45 829 304 | 47 890 316 |

**Public Ordinary School – Resourcing to be effected via the school funding norms**

| Poverty Quintiles | Schools | Total Expenditure (R'000) | Learners | Expenditure per learner (R) |
|---|---|---|---|---|
| **2.1. Public Primary Schools** | | | | |
| **Non Section 21 Schools** | | | | |
| Quintile 1 (poorest) | 66 | 8 962 | 9 247 | 955 |
| Quintile 2 | 44 | 14 603 | 15 286 | 955 |
| Quintile 3 | 20 | 10 105 | 10 555 | 955 |
| Quintile 4 | 28 | 7 662 | 14 486 | 522 |
| Quintile 5 (least poor) | 21 | 2 111 | 11 699 | 179 |
| Total | 179 | 43 443 | 61 273 | |
| **Section 21 Schools** | | | | |
| Quintile 1 (Poorest) | 1 338 | 291 492 | 304 361 | 955 |
| Quintile 2 | 1 066 | 331 712 | 346 941 | 955 |
| Quintile 3 | 815 | 431 946 | 452 109 | 955 |
| Quintile 4 | 210 | 73 992 | 139 116 | 522 |
| Quintile 5 (least poor) | 188 | 22 580 | 122 319 | 179 |
| Total | 3 617 | 1 151 723 | 1 364 846 | |
| **Total Primary** | **3 796** | **1 195 166** | **1 426 119** | |
| **2.2. Public Combined Schools** | | | | |
| **Non Section 21 Schools** | | | | |
| Quintile 1 (poorest) | 5 | 1 205 | 1 262 | 955 |
| Quintile 2 | 5 | 1 416 | 1 483 | 955 |
| Quintile 3 | 2 | 613 | 642 | 955 |
| Quintile 4 | 0 | 0 | 0 | 522 |
| Quintile 5 | 1 | 303 | 1 690 | 179 |
| Total | 13 | 3 537 | 5 077 | |
| **Section 21 Schools** | | | | |
| Quintile 1 (Poorest) | 166 | 57 068 | 59 699 | 955 |
| Quintile 2 | 138 | 54 786 | 57 368 | 955 |
| Quintile 3 | 63 | 35 666 | 37 347 | 955 |
| Quintile 4 | 26 | 11 907 | 22 216 | 522 |
| Quintile 5 (least poor) | 10 | 1 529 | 8 542 | 179 |
| Total | 403 | 160 957 | 185 172 | |
| **Total Combined** | **416** | **164 494** | **190 249** | |

| Poverty Quintiles | Schools | Total Expenditure (R'000) | Learners | Expenditure per learner ( R ) |
|---|---|---|---|---|
| **2.3 Public Secondary Schools** | | | | |
| **Non Section 21 Schools** | | | | |
| Quintile 1 (poorest) | 22 | 4 487 | 4 698 | 955 |
| Quintile 2 | 22 | 10 441 | 10 924 | 955 |
| Quintile 3 | 23 | 15 318 | 16 027 | 955 |
| Quintile 4 | 9 | 3 809 | 7 297 | 522 |
| Quintile 5 (least poor) | 16 | 2 419 | 13 447 | 179 |
| Total | 92 | 36 474 | 52 393 | |
| **Section 21 Schools** | | | | |
| Quintile 1 (Poorest) | 446 | 188 104 | 196 914 | 955 |
| Quintile 2 | 461 | 244 226 | 255 704 | 955 |
| Quintile 3 | 393 | 325 164 | 340 486 | 955 |
| Quintile 4 | 111 | 58 550 | 109 354 | 522 |
| Quintile 5 (least poor) | 92 | 16 064 | 85 836 | 179 |
| Total | 1 503 | 832 109 | 988 294 | |
| **Total Secondary** | **1 595** | **868 582** | **1 040 687** | |
| Total for Non Section 21 schools | 284 | 83 453 | 118 743 | |
| Total for Section 21 schools | 5 523 | 2 144 788 | 2 538 312 | |
| Total for Quintile 1 | 2 043 | 551 318 | 576 181 | 955 |
| Total for Quintile 2 | 1 736 | 657 185 | 687 706 | 955 |
| Total for Quintile 3 | 1 316 | 818 813 | 857 166 | 955 |
| Total for Quintile 4 | 384 | 155 920 | 292 469 | 522 |
| Total for Quintile 5 | 328 | 45 006 | 243 533 | 179 |
| **Grand total** | **5 807** | **2 228 242** | **2 657 055** | |

**Key Risks**

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| • Good corporate governance and accountability.<br><br>• Youth better prepared for further learning and world of work.<br><br>• A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.<br><br>• Improved reading for meaning, numeracy and digital skills.<br><br>• Collaborative and responsive infrastructure planning and implementation. | Inadequate acquisition of foundational skills by learners. | The department will roll out maths and science improvement programme through establishing institutions which will serve as maths and science centres.<br><br>The department has developed and will implement the Academic Improvement Plan which forms part of the Service Delivery Improvement Plan |
| | Deployment and retention of suitably qualified educators for gateway subjects in rural schools | The department will explore the provision of teacher cottages in rural schools to ensure the retention of teachers with qualifications in gateway subjects |
| | Lack of relevant content knowledge by educators for specific content subjects including maths and science. | The department will implement interactive white boards system to ensure common well planned lessons are taught in schools.<br><br>The department will use education centres as satellite maths and science centres |
| | Insufficient educator support by subject advisors (curriculum implementation)<br><br>High dropout rate as a result of various factors including social ills:<br><br>• Substance abuse<br><br>• teenage pregnancy<br><br>• Malnutrition<br><br>• Inadequate security | 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.<br><br>The department will strengthen School Based Assessments (SBA) by introducing Provincial Common Tests to set acceptable standards for learning. The Department will strengthen moderation practices with a view to strengthening School Based Assessment.<br><br>The department will be filling critical vacant posts including subject advisors' posts<br><br>The department will work with other departments through intergovernmental relations in addressing the challenges of social ills |
| | Recruitment of suitable candidates to serve in school governing bodies | Conduct credible SGB elections.<br><br>The department will conduct intensive capacity building workshops and specialised school governance training |

**Programme 2: Infrastructure Project**

| No | Project Name | Programme | Description | Outputs | Start Date | Completion Date | Total Estimated Costs | Total Project Expenditure to end of Previous financial year | Current year expenditure |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Mgai Primary School | Upgrades And Additions | 1 x administration block, 1 x team teaching centre and 4 x classrooms, 1 x New multipurpose centre, 1 x computer room and 1 x media centre with stores, 2 x Grade R classrooms, 8 x girls, 6 x boys and 6 x teachers Ablution, Renovation of 2 x classroom blocks, Demolitions to existing buildings and all associated external works including Assembly area, parking, netball court, storm water management, electrical work. | Construction 26% - 50% | 30-Jan-20 | 20-May-22 | R54 611 755,31 | R19 977 443.16 | R1,423,000.00 |
| 2 | Maritime School Of Excellence : Acton Road | Upgrades And Additions | Demolish existing prefabricated structures & asbestos structures: upgrade existing: 2 x boys & girls toilets, 14 clssrms ,1 hall, 1x courtyard & parking, 1x admin, guard house,3 multi purpose,, kitchen, bathrooms, combi court, external work and fencing | Construction 1% - 25% | 01-Nov-20 | 03-Feb-22 | R300  708 255,26 | R4 961 759.05 | R11 056 500.00 |
| 3 | Ekucabangeni Secondary School | Upgrades And Additions | Construction of 32 standard classrooms, 6 multi-purpose classrooms, 1 media centre, 1 computer room, 1 team teaching, admin block | Construction 26% - 50% | 17-Nov-19 | 09-Jun-22 | R63 803 451,05 | R19 853 556,07 | R1,146,000.00 |
| 4 | Collingwood Primary School | New Schools | Removal and replacement of roof structures.  Repairs and Renovations to the Entire School | Construction 1% - 25% | 29-Oct-19 | 05-Jun-22 | R87 284 013,09 | R4 230 787,75 | R0 |

| No | Project Name | Programme | Description | Outputs | Start Date | Completion Date | Total Estimated Costs | Total Project Expenditure to end of Previous financial year | Current year expenditure |
|---|---|---|---|---|---|---|---|---|---|
| 5 | Inkosi Mgwazeni High School | Upgrades And Additions | Repairs and renovation of exisitng . Construction of 5 x classrooms , 1xcomputer Room , 1xlibrary/ Media Centre, 1xscience lab , 1xadmin Block , New Fencing , Ablutions 3MF1D, 8G,6G,8B,4B and External Works . | Construction 26% - 50% | 22-Aug-19 | 18-Apr-22 | R29 620 758,15 | 15 136 646,15 | R0 |
| 6 | Cornubia Primary School | New School | 12 Classrooms,2 Multipurpose, 1 Media Centre,3 Grade R , 1 Admin and Support Spaces, 1 guard house, ablutions, sports field, combi court, fencing and parking bays | Construction 76% - 99% | 16-Sep-19 | 31-May-22 | R60 113 107,05 | 8 183 236,62 | R2 356 043 |
| 7 | J G Zuma High School | New School | 40 CLSSRMS, 6 M/PURPOSE LAB SR, 1 M/CEN, 4 COMP RM, 17 OFFICES, 6 STRE,1 STRONG,1 KIT,12 G/AB, 10 B/AB,6 TEACH AB, 2 D/AB, | Construction 1% - 25% | 16-Oct-20 | 04-Jan-24 | R84 349 368,47 | 6 436 931,29 | R989,132 |
| 8 | Fundokuhle Secondary School | Upgrades And Additions | 15 Classrooms, 3 Multipurpose, 1 Media Centre, 1 Lab, 1 Computer room, 1 team teaching, 1 Kitchen, 1 Admin and Support Spaces, 1 guard house, ablutions, sports field, combi court, fencing and parking bays | Construction 1% - 25% | 09-Jul-18 | 22-May-22 | R67 114 682,61 | R16 362 799,70 | R9,160,245 |
| 9 | Phumanyova High School | Upgrades And Additions | 10 Classrooms, Admin Block,1 Media Centre, 1 Computer Room, 1 SNP, 1 Guard House, 1 Team Teaching, Ablutions, 2 Science Labs, Storeroom, Parking and Electricity | Construction 50% -75% | 16-May-19 | 16-Aug-22 | R60 945 333,29 | R47 547 092 | R2,433,314 |

## 7.3. PROGRAMME 3: INDEPENDENT SCHOOLS

**Programme Purpose**

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

ANALYSIS BY SUB-PROGRAMME

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

**i.    Primary Phase**

To support independent schools offering Grades 1 to 7

**ii.    Secondary Phase**

To support independent schools offering Grades 8 to 12

**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.

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | | 2022/23 | 2023/24 | 2024/25 |
| 1. Primary Level | 52 957 | 57 151 | 69 912 | 59 980 | 59 980 | 59 980 | 59 980 | 59 980 | 62 679 |
| 2. Secondary Level | 30 064 | 28 123 | 41 075 | 35 819 | 35 819 | 35 819 | 35 819 | 35 819 | 37 431 |
| Total payments and estimates | 83 021 | 85 274 | 110 987 | 95 799 | 95 799 | 95 799 | 95 799 | 95 799 | 100 110 |

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| **Current payments** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Compensation of employees | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Goods and services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | **83 021** | **85 274** | **110 987** | **95 799** | **95 799** | **95 799** | **95 799** | **95 799** | **100 110** |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 83 021 | 85 274 | 110 987 | 95 799 | 95 799 | 95 799 | 95 799 | 95 799 | 100 110 |
| Households | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for capital assets** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for financial assets** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total economic classification** | **83 021** | **85 274** | **110 987** | **95 799** | **95 799** | **95 799** | **95 799** | **95 799** | **100 110** |

**BT302(a) Primary**

| Subsidy Level | Schools | Total expenditure (R'000) | Learners | Expenditure per learner |
|---|---|---|---|---|
| 60 % (poorest) | 29 | 28 443 | 7 147 | 3 980 |
| 40% | 42 | 22 159 | 8 352 | 2 653 |
| 25% | 26 | 6 273 | 3 783 | 1 658 |
| 15% | 18 | 3 104 | 3 120 | 995 |
| 0% (least poor) | 0 | 0 | 0 | 0 |
| TOTAL | 115 | 59 980 | 22 402 | - |

**BT302 (b) Secondary**

| Subsidy Level | Schools | Total expenditure (R'000) | Learners | Expenditure per learner |
|---|---|---|---|---|
| 60 % (poorest) | 11 | 10 979 | 1 722 | 6 376 |
| 40% | 30 | 17 232 | 4 054 | 4 251 |
| 25% | 14 | 3 180 | 1 197 | 2 657 |
| 15% | 15 | 4 428 | 2 778 | 1 594 |
| 0% (least poor) | 0 | 0 | 0 | 0 |
| TOTAL | 70 | 35 819 | 9 751 | - |

## Key Risks

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

**7.4.    PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION**

**Programme Purpose**

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

**ANALYSIS BY SUB-PROGRAMME**

This programme has four sub-programmes analyzed as follows:

**Schools**

To provide specific public special schools with resources (including e-Learning and inclusive education)

**Human Resource Development**

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

**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**

This programme administers one grant, namely the LPID grant over the 2022/23 MTEF. Tables 5.20 and 5.21 reflect payments and budgeted estimates for the period under review. The programme reflects healthy growth over the seven-year period, indicative of the focus on granting access to education for learners with special needs.

The sub-programme: Schools shows an upward trend over the period 2018/19 to 2021/22. There is nominal growth over the 2022/23 MTEF due to carry-through of the budget cuts made in the previous budget process, with the additional funding allocated by National Treasury in the 2022/23 MTEF budget process not being allocated to this programme. Also, reprioritisation was undertaken from this programme towards pressures in Programme 2. The department indicated that this low growth will result in pressures and unaffordability of filling specialist posts but, as mentioned, the department is yet to finalise an analysis in this regard to determine how many posts remain unaffordable. Over the MTEF, the Goods and services budget provides for the maintenance of buses in special schools, purchase of Braille LTSM and the provision of training in this sector. The transfers to special schools provide for operational costs, including the purchase of inventory: LTSM and non-LTSM materials. The Machinery and equipment budget provides for the purchase of 12 specialised buses for special schools. The department indicated that a policy with regard to the transportation of learners from special schools through the learner transport function was finalised in July 2021, and the department has thus provided for the purchase of adapted buses, to cater for learners with disabilities in line with the policy requirements.

The Human Resource Development sub-programme fluctuates from 2018/19 to 2021/22 due to enforced savings to offset budget pressures within the Vote in line with the turnaround strategy to manage pressures. The budget provides for the training of Education Specialists in special schools in areas such as Screening Identification Assessment and Support. This training will assist educators to identify and assist learners with disabilities. The negative growth in 2022/23 relates to the reprioritisation that was undertaken towards Programme 1, as mentioned. The LPID grant is utilised to employ Therapists, Chief Psychologists, as well as Deputy Chief Education Specialists. The growth over the 2022/23 MTEF is largely to accommodate inflationary costs and advocacy campaigns and monitoring of DSD centres, as previously mentioned under Section 8.4.

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | |
|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 |
| 1. Schools | 1 171 385 | 1 278 889 | 1 361 746 | 1 360 207 | 1 436 450 | 1 435 956 | 1 379 235 | 1 434 448 |
| 2. Human Resource Development | 1 232 | 1 132 | 195 | 7 463 | 1 220 | 21 | 7 078 | 7 184 |
| 3. Osd For Therapists Conditional Grant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Learners With Profound Intellectual Disabilities Grant | 22 992 | 42 237 | 33 000 | 32 576 | 32 576 | 32 576 | 33 564 | 34 534 |
| **Total payments and estimates** | **1 195 609** | **1 322 258** | **1 394 941** | **1 400 246** | **1 470 246** | **1 468 553** | **1 419 877** | **1 476 166** |

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

| R thousand | Outcome 2018/19 | Outcome 2019/20 | Outcome 2020/21 | Main appropriation 2021/22 | Adjusted appropriation 2021/22 | Revised estimate 2021/22 | Medium-term estimates 2022/23 | Medium-term estimates 2023/24 |
|---|---|---|---|---|---|---|---|---|
| **Current payments** | **1 050 817** | **1 165 218** | **1 197 328** | **1 232 741** | **1 288 497** | **1 286 804** | **1 248 999** | **1 304 909** |
| Compensation of employees | 1 039 169 | 1 134 338 | 1 163 861 | 1 203 812 | 1 270 812 | 1 270 812 | 1 221 863 | 1 277 190 |
| Goods and services | 11 648 | 30 880 | 33 467 | 28 929 | 17 685 | 15 992 | 27 136 | 27 719 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | **141 612** | **145 211** | **152 588** | **152 505** | **150 749** | **150 749** | **155 878** | **156 257** |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 137 844 | 139 085 | 149 310 | 147 265 | 145 509 | 145 509 | 150 386 | 150 523 |
| Households | 3 768 | 6 126 | 3 278 | 5 240 | 5 240 | 5 240 | 5 492 | 5 734 |
| **Payments for capital assets** | **3 180** | **11 829** | **21 504** | **15 000** | **31 000** | **31 000** | **15 000** | **15 000** |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 3 180 | 11 829 | 21 504 | 15 000 | 31 000 | 31 000 | 15 000 | 15 000 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for financial assets** | **0** | **0** | **23 521** | **0** | **0** | **0** | **0** | **0** |
| **Total economic classification** | **1 195 609** | **1 322 258** | **1 394 941** | **1 400 246** | **1 470 246** | **1 468 553** | **1 419 877** | **1 476 166** |

**Updated Key Risks**

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| • Good corporate governance and accountability.<br>• Youth better prepared for further learning and world of work.<br>• A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.<br>• Improved reading for meaning, numeracy and digital skills.<br>• 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 | Description | Outputs | Start Date | Completion Date | Total Estimated Costs | Total Project Expenditure to end of Previous financial year | Current year expenditure |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Open Gate Special School | Learners With Special Educational Needs | 1x computer room, 2x therapy rooms, 1x storeroom, 1 x cookery room, 1 wood work room, 1x multipurpose, 1x hostel dome for 20 girls and 20 boys | Construction 51% - 75% | 17-Jul-17 | 25-Oct-22 | R60 427 106,78 | R39,205,465 5 | R0 |
| 2 | Ywca | Learners With Special Educational Needs | 20x standard classrooms with storerooms,3 x Multipurpose classrooms with storerooms,1 x Workshop with storeroom,3 x therapy suite attached to classrooms,1 x Media center with storeroom,1x Computer room with storeroom,1 x Activity room, 1 x Administration block,4 x offices outside admin, 4 x Small storerooms outside admin,1 x Large storeroom outside admin, | Construction 51% - 75% | 03-Oct-19 | 14-Oct-22 | R126 164 629,02 | R9 690 702 | 1,327,522 |

| No | Project Name | Programme | Description | Outputs | Start Date | Completion Date | Total Estimated Costs | Total Project Expenditure to end of Previous financial year | Current year expenditure |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 x Garden stores and changerooms,1 x Garage for Bus and Vehicle storage,1 x Guardhouse,1 x Tuck-shop, 6x teachers toilets,5 x Girls toilets,3 x Boys toilet.1 x BOYs Hostel with 25 beds,1 x GIRLS Hostel with 25 bedspaces1 x Kitchen with Cooking Area, Prep Area Storage, Scullery, Refuse areas, and Dining hall with 300 seating's, Paving from gate to admin block and towards the new building ,general renovation to existing buildings. | | | | | | |
| 3 | Inanda Special School | Learners With Special Educational Needs | 20 Clssrms, 3m/Purpose, 1 M/Cen, 1 Comp Rm, 1 Activity Rm, 2 Therapy Suite, 1 Admin, Kitchen, Dining Hall, Laundry, 120 Student Accommodation, Toilets, 2 Staff Quarters, Guard House | Construction 76% - 99% | 25-May-17 | 13-Feb-22 | R217 723 249,3 | R202 258 051,74 | R0 |
| 4 | Tongaat Special School | Learners With Special Educational Needs | 2 Hostels (200 Rooms), 15 Clssrms, 3 M/Purpose, 4 Hod Offices, 22 Store Rooms, 2 Therapy Rooms, Workshops, Teachers Accomodation, Admin Block, Media Centre, Computer Room, Toilets, Tuckshop, Matrons Flat, Medical Facilities Laundry, Dining Hall, Teachers Accomodation, Guard House, Heat Pump Rooms, Pump Station, Retaining Wall And Fencing | Construction 26% - 50% | 13-Jul-20 | 12-Nov-23 | R147 905 398,27 | R13 367 408 | R14,600,177 |

**7.5.    PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT**

**Programme Purpose**

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

**ANALYSIS BY SUB-PROGRAMME**

This programme has four sub-programmes analysed as follows:

i.    **Grade R in Public Schools**

To provide specific public ordinary schools with resources required for Grade R.

ii.    **Pre-Grade R Training**

To provide training and payment of stipends of Pre-Grade R practitioners/ educators.

iii.    **Grade R in Grade R in early childhood development centres**

To support Grade R at early childhood development centres.

iv.    *Human Resource Development*

To provide departmental services for the development of practitioners/ educators and non-educators in grade R.

**RESOURCE CONSIDERATION**

This programme was impacted on by the previously mentioned equitable share budget cuts in the baseline with carry-through. However, part of the additional funds from National Treasury to offset pressures in the department were allocated in this programme against Compensation of employees, as mentioned.

The sub-programme: Grade R in Public Schools shows steady growth from 2018/19 to 2020/21 largely due to the various wage adjustments and the implementation of the progressively increasing payments to ECD practitioners. The negative growth of 2.6 per cent in 2022/23 relates to reprioritisation that was undertaken to Programme 2 to offset pressures in respect of the budget cut made in the previous budget process. The department indicated that the MTEF does not provide for the implementation of salary upgrades of qualified ECD practitioners to Grade R educator posts due to budget pressures in the Vote as a result of carry-through pressures related to the budget cuts. The MTEF allocations cater for filled posts for the ECD educators and qualified ECD practitioners, the purchase of LTSM via the management agent to ensure consistency in the material procured, and transfers to schools.

The Grade R in the ECD Centres sub-programme fluctuates over the seven-year period. The policy (White Paper 5 on ECD) allows for a maximum of 15 per cent of the budget to be allocated toward Grade R in community-based centres, and the department is within this threshold. The allocation for these centres includes provision for the stipends payable to the ECD practitioners. In 2020/21, there were 3 982 schools with Grade R classes and 27 subsidised community-based sites servicing 185 048 learners. Provision has been made over the 2022/23 MTEF for the training requirements of ECD practitioners, as well as the supply of the required equipment and materials.

The department's responsibility with regard to the Pre-Grade R sub-programme, is to offer training (skills training to ECD management staff, and other personnel such as care-givers and support staff working in the crèches) and, as such, the budget that is provided in this regard is for that purpose. The budget includes the function shift of ECD from DSD to DOE. In this regard, the MTEF budget includes the figures for the subsidy provided to NPOs in 3 169 ECD facilities. It should be noted that the historic figures were restated for comparative purposes. The officials that will be transferring to DOE consists of 63 Social

Workers and seven contract workers. These officials will be placed in the 12 district and circuit offices. At head office, the Finance section will be receiving two Administration Officers, one Deputy Director and two Assistant Directors. The data received shows that the province currently has 3 169 funded ECD centres. There are 146 206 children benefitting from the subsidies. The number of ECD practitioners that will be assisted through NCF curriculum training, monitoring and support visits and cluster meetings is 5 509. The allocations over the 2022/23 MTEF are in line with the objectives of this sub-programme in terms of purchasing toolkits (teachers' guides, lesson plans, etc.) for training. It should be noted that the equitable share portion for construction of ECD centres is included in Programme 6 due to an internal decision taken for effective management and reporting of the infrastructure activities. The Human Resource Development sub-programme's budget is allocated to priorities such as encouraging the uptake of bursaries with regard to employees that wish to focus on ECD, and thus address the shortage of qualified educators in this area in preparation for compulsory Grade R in 2022. The low growth over the 2022/23 MTEF relates to reprioritisation that was undertaken to Programme 1, as mentioned.

The ECD grant shows steady growth from 2018/19 to 2020/21. The 2022/23 MTEF shows inflationary growth. The grant allocation was split for effective reporting within the department. It should be noted that the subsidy portion for transfers to ECD centres and Compensation of employees remains in this programme, while the maintenance allocation was included in Programme 6 due to an internal decision taken for effective management and reporting of the infrastructure activities.

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| 1. Grade R In Public Schools | 1 000 254 | 1 217 108 | 1 263 605 | 1 283 655 | 1 202 242 | 1 202 242 | 1 250 694 | 1 309 685 | 1 368 622 |
| 2. Grade R In Early Childhood Development Centres | 164 297 | 84 275 | 82 235 | 94 186 | 84 186 | 83 324 | 74 835 | 79 162 | 82 724 |
| 3. Pre-Grade R In Early Childhood Development Centres | 309 880 | 336 393 | 346 011 | 66 315 | 41 168 | 40 517 | 422 769 | 437 599 | 457 290 |
| 4. Human Resource Development | 0 | 0 | 0 | 7 742 | 742 | 117 | 7 642 | 7 757 | 8 106 |
| 5. Early Childhood Development Grant | 96 222 | 102 873 | 189 880 | 0 | 0 | 0 | 174 191 | 181 585 | 189 760 |
| **Total payments and estimates** | **1 570 653** | **1 740 649** | **1 881 731** | **1 451 898** | **1 328 338** | **1 326 200** | **1 930 131** | **2 015 788** | **2 106 502** |

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | | 2022/23 | 2023/24 | 2024/25 |
| **Current payments** | **1 167 883** | **1 331 176** | **1 326 035** | **1 417 568** | **1 299 692** | **1 297 554** | **1 381 229** | **1 440 253** | **1 505 086** |
| Compensation of employees | 1 065 812 | 1 169 475 | 1 173 327 | 1 270 000 | 1 180 000 | 1 180 000 | 1 245 142 | 1 304 072 | 1 362 777 |
| Goods and services | 102 071 | 161 701 | 152 708 | 147 568 | 119 692 | 117 554 | 136 087 | 136 181 | 142 309 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | **402 770** | **409 473** | **508 733** | **34 330** | **28 646** | **28 646** | **548 476** | **575 060** | **600 920** |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 402 293 | 408 575 | 507 424 | 32 968 | 27 284 | 27 284 | 547 049 | 573 570 | 599 363 |
| Households | 477 | 898 | 1 309 | 1 362 | 1 362 | 1 362 | 1 427 | 1 490 | 1 557 |
| **Payments for capital assets** | **0** | **0** | **0** | **0** | **0** | **0** | **426** | **475** | **496** |
| Buildings and other fixed structures | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 0 | 0 | 0 | 0 | 0 | 0 | 426 | 475 | 496 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for financial assets** | **0** | **0** | **46 963** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total economic classification** | **1 570 653** | **1 740 649** | **1 881 731** | **1 451 898** | **1 328 338** | **1 326 200** | **1 930 131** | **2 015 788** | **2 106 502** |

## Key Risks

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| • Good corporate governance and accountability.<br><br>• Youth better prepared for further learning and world of work.<br><br>• A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.<br><br>• Improved reading for meaning, numeracy and digital skills.<br><br>• Collaborative and responsive infrastructure planning and implementation. | Unqualified practitioners teaching 0-4 year olds in independent subsidised community centres | The department will train and monitor the deployment of qualified practitioners receiving stipends to community centres |

## Programme 5: Infrastructure Project

| No | Project Name | Programme | Description | Outputs | Start Date | Completion Date | Total Estimated Costs | Total Project Expenditure to end of Previous financial year | Current year expenditure |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Gxalingenwa Primary School | ECD | 2 ECD classroom, 4 Toilets, 01 Jungle gym | Construction 1% - 25% | 30-Jul-20 | 30-Mar-22 | R4 062 871,40 | R309 621,14 | R50,887 |
| 2 | Ixopo Villages Primary School | ECD | 2 ECD classroom, 4 Toilets, 01 Jungle gym | Construction 51% - 75% | 17-Jul-20 | 7-Mar-22 | R4 791 835,96 | R592 425,32 | R2,287,378 |
| 3 | Mkhazeni Primary School | ECD | 1 x 75m² Unit, ECD Toilets, play equipment and fencing | Construction 1% - 25% | 31-Jul-20 | 31-Mar-22 | R2 505 277,41 | R533 364,69 | R50,887 |
| 4 | Nomandla Primary School | ECD | 1 ECD classroom, 4 Toilets, 01 Jungle gym | Construction 1% - 25% | 23-Jul-20 | 23-Mar-22 | R2 814 172,07 | R214 424,02 | R1,251,524 |
| 5 | Samaria Primary School | ECD | 2 ECD classroom, 4 Toilets, 01 Jungle gym | Construction 26% - 50% | 29-Jun-20 | 17-Feb-22 | R4 393 183,34 | R342 571,40 | R48,192 |
| 6 | Phumela Primary School | ECD | 1 ECD, 5 Toilets, 01 Classroom, 01 Jungle Jim, Sand Pit and isolating fence | Construction 1% - 25% | 17-Jun-20 | 17-Feb-22 | R4 321 750,48 | R226 575,69 | R177,628 |

### 7.6. PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

**Programme Purpose**

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

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

### ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

| Programme | No. | Sub- Programme | Purpose | Performance Indicator |
|---|---|---|---|---|
| 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. |

| Programme | No. | Sub- Programme | Purpose | Performance Indicator |
|---|---|---|---|---|
| | 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. |

| Programme | No. | Sub- Programme | Purpose | Performance Indicator |
|---|---|---|---|---|
| | 2.14 | Maintenance | To ensure that the condition of existing infrastructure & buildings is sustained & not allowed to deteriorate | No. of schools planned.<br><br>No. of schools in programme. Expenditure vs. budget. Procurement targets.<br><br>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.<br><br>Access for disabled. |
| | 4.2 | Learners with Special Education Needs (LSEN) | To provide appropriate spaces for LSEN | No. of classrooms provided.<br><br>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 sub-programme: Administration reflects a fluctuating trend from 2018/19 to 2024/25, largely due to the re-direction of the budget to Public Ordinary Schools, to address spending pressures caused by the high demand for the rehabilitation of schools. The 2022/23 MTEF allocations include provision for Compensation of employees for officials appointed through DORA. The high 2023/24 amount relates to the low baseline in 2022/23 due to reprioritisation that was undertaken to Programme 1 for the ICT infrastructure modernisation project. There is positive growth against Compensation of employees in 2022/23, and this is attributed to an additional allocation made by National Treasury for the once-off non-pensionable cash gratuity with this addition allocated against the EIG. However, this negative growth will not affect the affordability of vacant posts as the department will reprioritise funds in-year.

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

- The upward trend from 2018/19 to 2020/21 relates to additional funding provided for the improvement of water and sanitation in schools, as well as the incentive portion provided for the EIG. The high amount in the 2021/22 Adjusted Appropriation relates to additional funds from provincial cash resources allocated for repairs to 144 schools damaged during the July 2021 unrest, as well as water and sanitation projects in various schools including 496 projects on site and 404 borehole projects on site. In addition, various storms destroyed the roofs of some schools, and in some instances windows and doors required replacement as this affected teaching and learning. Therefore, the department had to provide mobile classrooms to these schools until the storm damage repairs were finalised.

- As mentioned, the incentive allocation of R105.043 million in 2022/23 and an inflationary increase of R100.245 million in 2024/25 was allocated against this sub-programme. In 2020/21, there were 575 schools where new ablution facilities were under construction and these will be carried over to the 2022/23 MTEF. The ablution facility projects are currently implemented through various implementing agents, including Development Bank of South Africa with 352 schools, DOPW with 165 schools, Independent Development Trust with 165 schools, eThekwini Metro with eight schools and 26 projects implemented within other infrastructure programmes. Currently there are 441 projects at construction stage and 108 projects at design development stage.

- Also, additional amounts of R144.783 million and R325.762 million in 2022/23 and 2023/24, respectively were allocated for disasters that occurred during 2019 and 2020 where there were floods and storms. These funds will be utilised towards the rehabilitation and refurbishment of 189 schools which were affected in the province, as previously explained. The additional funds were allocated entirely in this sub-programme.

The Special Schools sub-programme fluctuates from 2018/19 to 2020/21 and relates to the focus on special schools. The 2022/23 MTEF allocations include the completion of schools like Tongaat Special School (65 per cent complete) in the Pinetown District and YWCA Special School (55 per cent complete) in the Amajuba District. The other prioritised projects include completing the designs for the Musa and Bawelile Special Schools in the Zululand District where community pressure for the commencement of

these rehabilitation projects is high due to the current condition of these schools. It should be noted that Bawelile Special School is operating in rented buildings in the interim, but these facilities are not compliant with the basic norms and standards for special schools.

The sub-programme: Early Childhood Development fluctuates from 2018/19 to 2020/21 relating to the reprioritisation undertaken in 2019/20 from this sub-programme to offset pressures against the Public Ordinary Schools sub-programme, whereby the department was expected to address over-crowding in schools and to provide mobile classrooms where schools were affected by storm damage. The department completed the upgrade of 20 ECD schools in 2021/22. These projects provide for Grade R classrooms and facilities in schools in various districts, such as Ixopo Intermediate school, Vusindaba Primary School, Phumela Primary School in the Harry Gwala District, Ithubalethu Primary School in the uMzinyathi District, among others. Also, the allocation includes the funds from the ECD function shift which relates to the maintenance of 45 ECD facilities in various districts.

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | | 2022/23 | 2023/24 | 2024/25 |
| 1. Administration | 59 633 | 43 234 | 39 517 | 93 693 | 94 215 | 96 696 | 83 300 | 102 743 | 105 635 |
| 2. Public Ordinary Schools | 2 150 093 | 2 682 072 | 2 755 818 | 2 203 301 | 2 366 779 | 2 364 298 | 2 222 986 | 2 452 324 | 2 564 306 |
| 3. Special Schools | 132 180 | 33 720 | 71 384 | 196 803 | 196 803 | 196 803 | 196 803 | 205 462 | 214 708 |
| 4. Early Childhood Development | 66 671 | 16 609 | 26 992 | 29 176 | 29 176 | 29 176 | 51 873 | 40 777 | 42 591 |
| **Total payments and estimates** | **2 408 577** | **2 775 635** | **2 893 711** | **2 522 973** | **2 686 973** | **2 686 973** | **2 554 962** | **2 801 306** | **2 927 240** |

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

| R thousand | Outcome | | | Main appropriation | Adjusted appropriation | Revised estimate | Medium-term estimates | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| **Current payments** | **658 611** | **686 150** | **800 141** | **565 730** | **607 511** | **607 511** | **395 606** | **646 252** | **673 581** |
| Compensation of employees | 28 653 | 32 809 | 32 884 | 33 798 | 31 724 | 31 724 | 33 285 | 38 469 | 38 469 |
| Goods and services | 629 958 | 653 341 | 767 257 | 531 932 | 575 787 | 575 787 | 362 321 | 607 783 | 635 112 |
| Interest and rent on land | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | **0** | **44** | **52** | **0** | **0** | **0** | **0** | **0** | **0** |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Households | 0 | 44 | 52 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for capital assets** | **1 749 966** | **2 089 441** | **2 093 518** | **1 957 243** | **2 079 462** | **2 079 462** | **2 159 356** | **2 155 054** | **2 253 659** |
| Buildings and other fixed structures | 1 749 647 | 2 085 716 | 2 093 174 | 1 957 243 | 2 079 295 | 2 079 295 | 2 159 356 | 2 155 054 | 2 253 659 |
| Machinery and equipment | 0 | 3 725 | 344 | 0 | 167 | 167 | 0 | 0 | 0 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 319 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for financial assets** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total economic classification** | **2 408 577** | **2 775 635** | **2 893 711** | **2 522 973** | **2 686 973** | **2 686 973** | **2 554 962** | **2 801 306** | **2 927 240** |

## Key Risks

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| • Good corporate governance and accountability.<br><br>• Youth better prepared for further learning and world of work.<br><br>• A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.<br><br>• Improved reading for meaning, numeracy and digital skills.<br><br>• Collaborative and responsive infrastructure planning and implementation. | Insufficient budget to meet infrastructural needs<br><br>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. |

**7.7.    PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES**

**Programme Purpose**

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


**ANALYSIS BY SUB-PROGRAMME**

This programme has five sub-programmes analysed as follows:


i.    Payments to SETA

To provide human resource development for employees in accordance with the Skills Development Act.


ii.   Professional Services

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


iii.  Special Projects

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


iv.   Examination

To provide for departmentally managed examination services.


v.    Conditional Grants

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


**RESOURCE CONSIDERATION**

The programme shows below inflationary growth at 1.1 per cent in 2022/23 when compared with the 2021/22 Revised Estimate, with the outer years growing below inflation at 2.4 per cent and declining significantly in 2024/25, respectively. This low growth in 2022/23 is attributed to the once-off additional allocation in respect of the PYEI fund which is allocated in 2022/23 and 2023/24, only at this stage. Also there was reprioritisation that was undertaken from this programme mainly against Compensation of employees to offset pressures in Programme 2. This will largely affect the filling of posts which will remain at the current level over the MTEF.

The sub-programme: Payments to SETA shows negative growth of 0.6 per cent from the 2021/22 Main Appropriation to 2022/23, but significant growth from the 2021/22 Revised Estimate. This relates to reprioritisation that was undertaken to offset pressures within the programme and provide for operational costs against the sub-programme: Professional Services. As previously mentioned, the budget was reduced to zero in 2018/19 due to the implementation of the turnaround strategy to manage Compensation of employees pressures and address other inefficiencies within the Vote. There is nominal growth in 2023/24 and inflationary growth in the outer year. This budget will be reviewed in-year with relevant stakeholders in line with the pressures facing the department. It should be noted that there was an increase in the training and development budget in various programmes as reprioritisation was undertaken to align the various HRD budgets to ensure that the department complies with the requirement to budget one per cent of the salaries and wages bill towards training in line with the skills development levy requirements.

The sub-programme: Professional Services shows an upward trend from 2018/19 to 2020/21. The high 2021/22 Revised Estimate relates to the pressures against Transfers and subsidies to: Households for staff exit costs which

are difficult to budget for. There is low growth of 2 per cent in 2022/23 due to reprioritisation that was undertaken to offset pressures in Programme 2. The outer years show healthy growth and provide for curriculum advisory services and visits to schools for support and monitoring in areas such as enhancement of curriculum delivery, teaching and learning support for Grades 1 – 9 and Grades 10 – 12, travel and subsistence for school functionality monitoring, etc.

The sub-programme: External Examinations fluctuates over the period, indicative of the varying number of learners admitted for matric exams, as well as the expansion in the range of courses offered to learners. This sub-programme provides for the marking arrangements for the NSC examinations, including the payments for markers, the marking centres, as well as security arrangements, accommodation and catering linked thereto. The steady trend over the 2022/23 MTEF relates to provision for the increasing printing costs for continuous assessments and NSC examinations. Furthermore, the allocations provide for operating payments attributed to a high volume of printing for the June and September supplementary exams, answer books and memos for NSC, printing of memos for Adult Education and Training (AET), printing of Grades 10 and 11 common tests, mark sheets, travel and subsistence costs for monitoring of examinations, as well as catering, purchase of PPE for officials in marking venues, vehicle hire and security services for the marking venues, and the delivery of exam materials to venues. The HIV and AIDS (Life-Skills Education) grant sub-programme fluctuates from 2018/19 to the 2021/22 Adjusted Appropriation due to approved roll-overs and budget reductions applied to the grant due to the effects of the Covid-19 pandemic. The 2022/23 MTEF reflects inflationary growth in the outer year and makes provision for activities relating to this grant aligned to the grant framework, including the payment of stipends to Learner Support Agents to undertake on site peer education and care support programmes in schools on a day-to-day basis, advocacy campaigns, among others as mentioned under Section 8.4.

The sub-programme: Special Projects (Presidential Youth Employment Initiative) shows growth from the 2021/22 Adjusted Appropriation in line with the additional funds that were allocated for the PYEI Fund projects. Through this allocation, SGBs appointed education assistants responsible for various duties such as reading assistants, classroom assistants, handymen, etc. depending on the need of the school. This amount was specifically and exclusively allocated to appoint and train 64 117 assistants. The training and skills development incorporated skill courses on resilience and maturity, IT skills, as well as financial skills where educator assistants administered books for the schools. These funds are allocated in the two years of the MTEF with R1.480 billion in 2022/23 and R1.484 billion in 2023/24. The department indicated that the number of targeted educator assistants will remain as in 2021/22 until a final decision is reached by the sector on any new developments.

**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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | | 2022/23 | 2023/24 | 2024/25 |
| 1. Payments To Seta | 0 | 17 085 | 36 396 | 110 718 | 40 000 | 40 000 | 110 000 | 111 650 | 116 674 |
| 2. Professional Services | 649 363 | 652 701 | 712 452 | 649 067 | 649 067 | 651 625 | 661 811 | 691 644 | 722 768 |
| 3. External Examinations | 758 234 | 822 044 | 737 942 | 833 676 | 833 676 | 834 234 | 850 949 | 889 304 | 929 322 |
| 4. Conditional Grants | 54 357 | 72 570 | 47 490 | 61 450 | 61 450 | 61 450 | 61 095 | 62 910 | 65 678 |
| 5. Special Projects | 0 | 0 | 0 | 0 | 1 542 680 | 1 542 680 | 0 | 0 | 0 |
| Total payments and estimates | 1 461 954 | 1 564 400 | 1 534 280 | 1 654 911 | 3 126 873 | 3 129 989 | 1 683 855 | 1 755 508 | 1 834 442 |

**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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021/22 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| **Current payments** | **1 455 139** | **1 542 703** | **1 424 421** | **1 538 439** | **2 879 921** | **2 879 795** | **1 569 039** | **1 638 830** | **1 712 513** |
| Compensation of employees | 991 913 | 1 027 109 | 1 012 353 | 1 069 204 | 2 318 402 | 2 318 402 | 1 084 060 | 1 135 260 | 1 184 498 |
| Goods and services | 463 226 | 515 592 | 412 065 | 469 235 | 561 519 | 561 393 | 484 979 | 503 570 | 528 015 |
| Interest and rent on land | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Transfers and subsidies to:** | **6 684** | **20 973** | **45 014** | **115 120** | **245 500** | **248 616** | **114 613** | **116 466** | **121 707** |
| Provinces and municipalities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Departmental agencies and accounts | 0 | 17 085 | 36 396 | 110 718 | 40 000 | 40 000 | 110 000 | 111 650 | 116 674 |
| Higher education institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign governments and international organisations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public corporations and private enterprises | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-profit institutions | 0 | 0 | 0 | 0 | 201 098 | 201 098 | 0 | 0 | 0 |
| Households | 6 684 | 3 888 | 8 618 | 4 402 | 4 402 | 7 518 | 4 613 | 4 816 | 5 033 |
| **Payments for capital assets** | **131** | **724** | **2 019** | **1 352** | **1 452** | **1 578** | **203** | **212** | **222** |
| Buildings and other fixed structures | 0 | 87 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Machinery and equipment | 131 | 637 | 2 019 | 1 352 | 1 452 | 1 578 | 203 | 212 | 222 |
| Heritage Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialised military assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Land and sub-soil assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Software and other intangible assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Payments for financial assets** | **0** | **0** | **62 826** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total economic classification** | **1 461 954** | **1 564 400** | **1 534 280** | **1 654 911** | **3 126 873** | **3 129 989** | **1 683 855** | **1 755 508** | **1 834 442** |

**Key Risks**

| Outcome | Key Risk | Risk Mitigation |
|---|---|---|
| • Good corporate governance and accountability.<br>• Youth better prepared for further learning and world of work. | Credible and integrity of examination processes | The department will deploy permanent examination monitors from high levels of management in all examination centres to monitor from the beginning to the conclusion of the papers. |
| • A competent cohort of educators with the requisite skills for curriculum delivery and assessment in a changing world.<br>• Improved reading for meaning, numeracy and digital skills.<br>• Collaborative and responsive infrastructure planning and implementation. | Inadequate skills on the implementation of policies with regards to compliance issues | Train educator and non-educator corps in relevant skills. |

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

| R thousand | Outcome | | | 2019/20 | | | Medium-term estimates | | | | Grants | | Equitable Share | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016/17 | 2017/18 | 2018/19 | Main appropriation | Adjusted appropriation | Revised estimate | 2020/21 | 2021/22 | 2022/23 | % | 2020/21 | % | 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: | 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 | 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 | 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 | 3.33% | - | 0.00% | 1 908 226 | 3.57% |
| Households | 168 227 | 171 206 | 212 738 | 104 734 | 221 762 | 221 762 | 126 335 | 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 | 1 895 008 | 1 944 549 | 2 166 265 | 3.31% | 1 726 162 | 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 | 1 832 629 | 1 879 175 | 2 098 025 | 3.20% | 1 720 746 | 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 | 0.08% | 5 416 | 0.14% | 38 863 | 0.07% |
| Heritage Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| R thousand | Outcome 2016/17 | 2017/18 | 2018/19 | Main appropriation 2019/20 | Adjusted appropriation 2019/20 | Revised estimate 2019/20 | Medium-term estimates 2020/21 | 2021/22 | 2022/23 | % | Grants 2020/21 | % | Equitable Share 2020/21 | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | 0.03% | - | 0.00% | 18 100 | 0.03% |
| Payments for financial assets | 31 893 | 31 892 | - | - | - | - | - | - | - | 0.00% | - | 0.00% | - | 0.00% |
| Total economic classification | 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 | 100.00% | 3 899 453 | 100.00% | 53 347 350 | 100.00% |

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

| R thousand | Outcome 2016/17 | 2017/18 | 2018/19 | Main appropriation 2019/20 | Adjusted appropriation 2019/20 | Revised estimate 2019/20 | Medium-term estimates 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 | 2019/20 | 2019/20 | | 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 | - | - | - | - | - | - | - | - |
| **Total economic classification** | **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** |

## 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 |
| Total provincial personnel numbers | 115 635 | 113 435 | 113 435 | 115 635 | 130 156 | 130 156 | 130 156 |
| Total provincial personnel cost (R thousand) | 37 608 395 | 40 061 215 | 42 269 607 | 45 409 361 | 48 844 657 | 50 896 868 | 53 323 663 |
| Unit cost (R thousand) | 325 | 353 | 373 | 393 | 375 | 391 | 410 |

## 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 1 | Costs | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs | Filled posts | Additional posts | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs | Personnel numbers 1 | 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 | 5,575,439 | 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 | 41,505,852 | 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 | 2,386,999 | 2,428 | 2,537,379 |
| 13 – 16 | 51 | 60,188 | 51 | 63,431 | 51 | 56,659 | 51 | – | 51 | 60,229 | 51 | 64,022 | 51 | 68,057 | 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 | 1,360,521 | 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 | 50,896,868 | 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 | 1,439,740 | 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 | | 40,705,000 | 113,263 | 43,807,641 | 113,263 | 45,616,283 | 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 | | 1,165,707 | 3,136 | 1,204,751 | 3,136 | 1,262,820 | 3,136 | 1,322,295 |
| 5. Early Childhood Development | 5,919 | 874,192 | 5,919 | 934,359 | 5,919 | 1,042,105 | | 5,919 | | 1,176,029 | 5,919 | 1,270,000 | 5,919 | 1,330,960 | 5,919 | 1,394,848 |

| 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 1 | Costs | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs | Filled posts | Additional posts | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs | Personnel numbers 1 | Costs |
| 6. Infrastructure Development | 223 | 19,351 | 223 | 22,582 | 223 | 28,653 | – | 223 | 223 | 31,591 | 223 | 34,118 | 223 | 36,847 | 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 | 1,210,218 | 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 | 50,896,868 | 130,156 | 53,323,663 |
| Employee dispensation classification Public Service Act appointees not covered by OSDs | 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 | 3,423,545 | 14,876 | 3,646,075 |
| 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 | 311,372 | 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 |
| Total | 115,635 | 37,608,395 | 113,426 | 40,061,215 | 115,635 | 42,269,607 | 115,635 | – | 115,635 | 45,409,361 | 130,156 | 48,844,657 | 130,156 | 50,896,868 | 130,156 | 53,323,663 |

## 8. PUBLIC ENTITIES

The department does not have any public entities
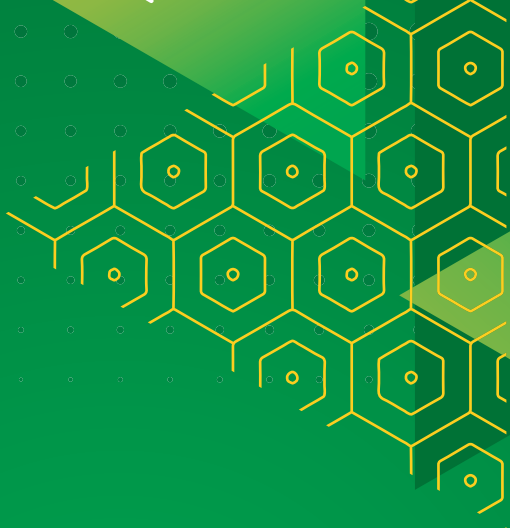
# PART D

## TECHNICAL INDICATOR DESCRIPTIONS (TIDS)

| Indicator Title | **Clean Audit Outcome** |
|---|---|
| Definition | The purpose of this indicator is to measure the compliance of the department with the key legislations governing its operations from budgeting, financial and human resource management, strategic management and performance information. |
| Source of data | Auditor General South Africa (AGSA)'s External Audit Report |
| Method of Calculation / Assessment | International Standards on Auditing (ISAs) used by AG to conduct the external audit. |
| Means of verification | External audit report from the AGSA |
| Assumptions | The report contains the overall audit outcome which is based on sampled testing and in some instances, extrapolated data. |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | To achieve Clean Audit Outcome |
| Indicator Responsibility | Chief Financial Officer |

| Indicator Title | **Percentage of learners achieving Bachelor Passes in NSC.** |
|---|---|
| Definition | Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enables NSC graduates to enrol for degree courses in universities |
| Source of data | National Senior Certificate database |
| Method of Calculation / Assessment | Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC Denominator: total number of Grade 12 learners who wrote NSC examinations<br><br>Multiply by 100<br><br>The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year. |
| Means of verification | List of National Senior Certificate learners |
| Assumptions | Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation |
| Calculation Type | Non-cumulative |
| Reporting Cycle | Annual |
| Desired performance | To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations |
| Indicator Responsibility | Examinations and Assessment Directorate |

| | |
|---|---|
| **Indicator Title** | **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.** |
| **Definition** | 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. |
| **Source of data** | Register of Grade 10 learners enrolled in technical related fields |
| **Method of Calculation / Assessment** | 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. |
| **Means of verification** | Database from Branch Curriculum |
| **Assumptions** | Schools will be equipped to offer technical related subjects |
| **Calculation Type** | Non-Cumulative |
| **Reporting Cycle** | Annual |
| **Desired performance** | All learners should be offered the opportunity to pursue technical related fields should they wish to do so. |
| **Indicator Responsibility** | 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** |
| **Definition** | 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. |
| **Source of data** | Inclusive Education database |
| **Method of Calculation / Assessment** | 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. |
| **Means of verification** | List/Schedule of all learners enrolled in S.A. Sign Language |
| **Assumptions** | Schools will have trained personnel to teach S.A.Sign Language |
| **Calculation Type** | Non-Cumulative |
| **Reporting Cycle** | Annual |
| **Desired performance** | All schools should offer S.A. Sign Language |
| **Indicator Responsibility** | Inclusive Education Directorate |

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

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

| Indicator Title | Percentage of educators who perform above 70% in competency to teach the subject they are teaching. |
|---|---|
| Definition | 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. |
| Source of data | Teacher Development Database. |
| Method of Calculation / Assessment | 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. |
| Means of verification | Mark sheet with names and marks of educators who wrote the competency test |
| Assumptions | Once trained all educators will be competent to teach the subject they are teaching. |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | All educators should be fully competent to teach the subject they are teaching. |
| Indicator Responsibility | Branch Curriculum/ Directorate Teacher Development |

| Indicator Title | Number of public schools reporting effective curriculum coverage. |
|---|---|
| Definition | Effective curriculum coverage refers to full curriculum coverage in all subjects being competently taught.<br><br>Public Schools: Refer to ordinary and special schools. It excludes independent schools. |
| Source of data | 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). |
| Method of Calculation / Assessment | 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. |
| Means of verification | Annual reports submitted by Districts to the Provincial Office. |
| Assumptions | All educators teach effectively and cover all aspects of the curriculum. |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | All schools have covered the curriculum in all grades and subjects as required by CAPS |
| Indicator Responsibility | Branch Curriculum |

| Indicator Title | **Percentage of 10 year olds able to read for meaning** |
|---|---|
| Definition | 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. |
| Source of data | Records of the assessments of 10 year olds reading for meaning capacity |
| Method of Calculation / Assessment | 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 |
| Means of verification | Annual reading reports submitted by Branch Curriculum. |
| Assumptions | All 10 year olds are provided with opportunities to read for meaning. |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | 100% of 10 year olds are able to read for meaning. |
| Indicator Responsibility | Branch Curriculum |

| Indicator Title | **Percentage of educators with qualifications in the subject they are currently teaching.** |
|---|---|
| Definition | Number of educators with qualifications in the subject they are currently teaching expressed as a percentage of all teachers teaching that particular subject.<br><br>* Qualifications refer to a relevant teaching diploma or degree. |
| Source of data | Persal |
| Method of Calculation / Assessment | Count the number of educators with qualifications in the subject they are currently teaching and express it as a percentage of all teachers teaching that particular subject. |
| Means of verification | List of educators and their respective qualifications in the subject they are currently teaching. |
| Assumptions | All educators are qualified to teach. |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | All educators should have qualifications in the subject they are currently teaching. |
| Indicator Responsibility | Branch Curriculum and Directorate: Human Resource Management or Administration |

| Indicator Title | **Percentage of public schools refurbished and/or renovated in rural and township areas** |
|---|---|
| Definition | The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the schools' property and buildings and grounds occupied by the schools, including boarding facilities.<br><br>Public Schools: Refer to ordinary and special schools. It excludes independent schools. |
| Source of data | School Infrastructure database; and Completion certificates. |
| Method of Calculation / Assessment | 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. |
| Means of verification | 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. |
| Assumptions | All infrastructure provision to be in line with the Norms and Standards for School Infrastructure |
| Calculation Type | Non-cumulative |
| Reporting Cycle | Annual |
| Desired performance | Schools to be conducive for learning and teaching |
| Indicator Responsibility | Schools Infrastructure Directorate |

| Indicator Title | **Number of public schools with all the facilities and requirements for the delivery of a world class curriculum** and extra-curricular activities. |
|---|---|
| Definition | 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.<br><br>Public Schools: Refer to ordinary and special schools. It excludes independent schools. |
| Source of data | School Infrastructure database |
| Method of Calculation / Assessment | Count the number of public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities. |
| Means of verification | Database of public schools facilities. |
| Assumptions | 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. |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | All public schools with all the facilities and requirements for the delivery of a world class curriculum and extra-curricular activities. |
| Indicator Responsibility | Schools Infrastructure Directorate |

| Indicator Title | **Number of public schools with infrastructure that match the current digital skills requirements in teaching** and learning |
|---|---|
| Definition | 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.<br><br>Public Schools: Refer to ordinary and special schools. It excludes independent schools. |
| Source of data | School Infrastructure database |
| Method of Calculation / Assessment | Count the number of public schools with infrastructure that match the current digital skills requirements in teaching and learning |
| Means of verification | Database of public schools facilities. |
| Assumptions | Funding is available for providing public schools with infrastructure that match the current digital skills requirements in teaching and learning |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | All public schools are provided with infrastructure that match the current digital skills requirements in teaching and learning |
| Indicator Responsibility | Schools Infrastructure Directorate |

| Indicator Title | Number of public schools with pit latrines |
|---|---|
| Definition | 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.<br><br>Public Schools: Refer to ordinary and special schools. It excludes independent schools. |
| Source of data | School Infrastructure database |
| Method of Calculation / Assessment | Count the number of schools with pit latrines. |
| Means of verification | Database of public schools facilities. |
| Assumptions | All infrastructure provision to be in line with the Norms and Standards for School Infrastructure |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annual |
| Desired performance | All public schools have proper sanitation (flushing toilets) |
| Indicator Responsibility | Schools Infrastructure Directorate |

## ANNEXURE A: DISTRICT DEVELOPMENT MODEL

| Areas of intervention | Project description | District Municipality | Location: GPS coordinates | Project leader | Social partners |
|---|---|---|---|---|---|
| Mgai PS Upgrades and Additions | 1 x administration block, 1 x team teaching centre and 4 x classrooms, 1 x New multipurpose centre, 1 x computer room and 1 x media centre with stores, 2 x Grade R classrooms, 8 x girls, 6 x boys and 6 x teachers Ablution, Renovation of 2 x classroom blocks, Demolitions to existing buildings and all associated external works including Assembly area, parking, netball court, storm water management, electrical work. | UGu District Municipality | -30.38396, 30.475805 | DOE | |
| MARITIME SCHOOL OF EXCELLENCE : ACTON ROAD Upgrades and Additions | Demolish existing prefabricated structures & asbestos structures: upgrade existing: 2 x boys & girls toilets, 14 clssrms, 1 hall, 1x courtyard & parking. 1x admin, guard house,3 multipurpose, kitchen, bathrooms, combi court, external work and fencing | eThekwini Metro | -29.903902, 31.00970 | DOE | |
| Ekucabangeni S Upgrades and Additions | Construction of 32 standard classrooms, 6 multi- purpose classrooms, 1 media centre, 1 computer room, 1 team teaching, admin block | uMzinyathi District Municipality | -28.211054, 30.6607597 | DOE | |
| Xoloxolo PS Upgrades and Additions | UPGRADES AND ADDITIONS: COMPLETION CONTRACT OF 027291 | Harry Gwala District | -30.545295, 29.4387236 | DOE | |
| Collingwood Primary School Upgrades and Additions | Removal and replacement of roof structures. Repairs and Renovations to the Entire School | eThekwini Metropolitan | -29.94460, 30.978750 | DOE | |
| Open gate Special School Learners with special educational needs | 1xcomputer room, 2x therapy rooms, 1xstoreroom, 1 x cookery room, 1wood work room, 1x multipurpose, 1 x hostel dome for 20 girls and 20 boys | uMgungundlovu District Municipality | -29.736358, 30.7637750 | DOE | |
| YWCA | 20 x standard classrooms with storerooms, 3 x Multipurpose classrooms with storerooms, 1 x Workshop with storeroom, 3 x therapy suite attached to classrooms, 1 x Media center with storeroom, 1x Computer room with storeroom,1 x Activity room, 1 x Administration block, 4 x offices outside admin, 4 x Small storerooms outside admin, 1 x Large storeroom outside admin, 1 x Garden stores and changerooms, 1 x Garage for Bus and Vehicle storage, 1 x Guardhouse, 1 x Tuck-shop, 6x teachers toilets, 5 x Girls toilets, 3 x Boys toilet. 1 x BOYs Hostel with 25 beds, 1 x GIRLS Hostel with 25 bedspaces1 x Kitchen with Cooking Area, Prep Area Storage, Scullery, Refuse areas, and Dining hall with 300 seating's, Paving from gate to admin block and towards the new building, general renovation to existing buildings. | | | DOE | |

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

## ANNEXURE B: SUSTAINABLE DEVELOPMENT GOALS (SDGs)

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

| SUSTAINABLE DEVELOPMENT GOAL AND INDICATORS | | |
|---|---|---|
| **Goal 4: Ensure inclusive and quality education for all and promote lifelong learning** | | |
| **Indicator** | **International Indicators and Targets for Goal 4** | **Provincial Intervention** |
| 1 | By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes | Increase the number of learners benefitting from the "No-Fee" schooling<br><br>The Department will pay the schools at a recommended national funding norm Pro-poor resource allocation<br><br>To redress the imbalances of the past<br><br>The Department will provide equitable access to learners by:<br><br>Maintaining the no-fee schools at 75%<br><br>Attend to contestations on quintile ranking of schools. |
| 2 | By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education | Increase the number of learners enrolled in ECD centres |
| 3 | By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university | Increase the number of girl learners participating in maths, science, technical and vocational subjects |
| 4 | By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship | Ensure that the vocational and technical elements of the Transformation of the Schooling System are implemented |
| 5 | By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations | Implement "My Life My Future Campaign" in all districts |
| 6 | By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy | |
| 7 | By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development | Establish a Youth Department that will implement structured youth development programmes |
| 8 | Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all | Implement the infrastructure plan to comply with the norms and standards for school infrastructure |
| 9 | By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries | Provide bursaries to deserving students who pursue a teaching qualification in prioritised subjects |
| 10 | By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states | Provide the adequate number of teachers for all learning areas All learners to be provided with adequately qualified educators for all subjects |

## ANNEXURE C: 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 <br><br>• 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. <br><br>• 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 <br><br>• 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, <br><br>• Eliminate overcrowding in Grade R classes by increasing classroom space. Appropriate Grade R classes to be gradually built. <br><br>• Provide workbooks to all children |
| 4. | Ensure a credible outcome focussed planning and accountability system | • Strengthen school management and promote functional schools | • Nurture respected principals with trusted leadership <br><br>• Develop a school valued by community, <br><br>• Employ good time management <br><br>• Address all aspects of teacher accountability <br><br>• Use WSE and attend to oversized classrooms. |
| | | • Strengthen the capacity of district offices | • Implement district policy <br><br>• use e-Education <br><br>• expand support to special needs education <br><br>• produce and evaluate Standardised Assessment Tests district report and enhance delivery of services valued by schools |

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

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

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

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

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

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

## ANNEXURE E: CONDITIONAL GRANTS

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

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

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

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

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

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

| Name of Grant | MATHS, SCIENCE AND TECHNOLOGY GRANT |
|---|---|
| Purpose | 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.<br><br>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. |
| Performance indicator | Implementation of Maths, Physical Science, and Technology Strategy for Grade 10, 11 & 12 educators from schools including Dinaledi schools<br><br>Train lead teachers across districts<br><br>Train teachers in 12 districts to enhance classroom management<br><br>The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and science practicals<br><br>To increase the number and interest of learners who choose Maths, Physical Science and Life Sciences in the FET phase.<br><br>To improve the performance in Maths, Physical Science, Technology and Life Sciences.<br><br>To overcome Mathematics Anxiety, which results to math avoidance and low achievement in the subjects To increase the number of graduates in Maths and Science that are currently far below the required levels.<br><br>To overcome the challenge of few science laboratories. This situation perpetuates the teaching of maths and science without practical experiments.<br><br>To strengthen teacher content knowledge and methodology in the teaching of Maths and Science<br><br>Establish and utilise 9 science centres throughout the province and 45 science rooms in Resource Centres as satellites for science centres<br><br>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.<br><br>Supply schools with (thin client) ICT laboratories Funding Maritime Studies in 4 schools<br><br>Funding and revitalizing Agricultural schools in four schools |
| Continuation | The grant will cover the MTEF. |
| Motivation | 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.<br><br>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.<br><br>The grant should help improve MST resource levels, connectivity and e-resources as well as educator capacity in both primary and FET/Secondary schools.<br><br>To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills.<br><br>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. |

## ANNEXURE F: 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 integratedplanning, the relationshipwith Local Government structuresatalllevelsis 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 G: OUTPUTS FROM IMPLEMENTING AGENTS

The Department implements all its infrastructure plans through Implementing Agents and the outputs are as reflected in the outputs table under programme six (6). The following are contracted implementing agents

1.  Department of Public Works (DPW)

2.  Development Bank of Southern Africa (DBSA)

3.  Independent Development Trust (IDT)

4.  COEGA development Corporation (CDC)

5.  EThekwini Municipality (EWS)

## ANNEXURE H: MTSF IMPLEMENTATION PLAN 2022/23

| MTSF Priority: | 3. Health and Education |
|---|---|
| MTSF Area of Emphasis: | 6. Education and skills for a changing world |
| Provincial Priority : | 5. Education and Skills Development |
| National Targets : Extracted from MTSF Implementation Plan (2022/23) Phase 1; (Phase 2 will extract balance of MTSF) | |
| 2024 IMPACT: | 1. Access to Pre-schooling expanded to 95% and quality improved<br><br>2. More children in foundation phase acquire levels of literacy and numeracy required for meaningful lifelong learning by 2024<br><br>3. Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024<br><br>4. More learners obtain a National Senior Certificate (NSC) with Excellent mark in critically important subjects by 2024<br><br>5. Learners and teachers feel respected and learning improves by 2024 |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| Improved school readiness of children | Proportion of 6 year olds (Grade R) enrolled in educational institutions by 2024 | 96,00% | 99% | Migrate the responsibility for pre-schooling to the Department of Basic Education | Amendment of legislation to regulate the new ECD land scape | New Indicator | Presidential and provincial Proclamations gazetted by 2022 and migration concluded by 2024 | Migrate the responsibility for pre-schooling to the DBE - provincial implementation of migration | MTSF | Contracts, SLA, MOU and litigations transferred from KZNDSD to KZNDOE. | New Indicator | N/A | Contracts, SLA, MOU and litigations transferred from KZNDOE. |
| | Proportion of 5-year olds (Grade RR) enrolled in educational institutions by 2024 | 88,00% | 95% | Develop and operationalise school readiness assessment system | Develop and operationalise an ECD planning and funding registration and information system | New Indicator | Approved funding model by 2023 | Develop and operationalise an ECD planning, funding, registration and information system | MTSF | Number of funding models for ECD delivery developed. awaiting rollout at national level | New Indicator | N/A | Number of funding models for ECD delivery developed. |
| | | | | | Operationalise an ECD Education Management Information system | New Indicator | ECD Education Management Information System operational by 2024 | Develop and operationalise school readiness assessment system | MTSF | Number of ECD Education Management system operationalised. awaiting rollout at national level | New Indicator | N/A | Number of ECD Education Management system operationalised. |
| | Proportion of Grade R learners that are school ready by 2024 | New Indicator | 15% increase of the baseline that will be established in 2022 | Develop and operationalise school readiness assessment system | school readiness assessment system | New indicator | System operational by 2022/2023 | Develop and operationalise school readiness assessment system | MTSF | Number of School readiness assessment system. awaiting rollout at national level | New Indicator | N/A | Number of School readiness assessment system. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | | | | | School Health Services | MTSF | School Grade R learners screened | New target | N/A | N/A |
| | | | | | | | | | | School Grade 1 learners screened | 66777 | N/A | N/A |
| | | | | | | | | | | School Grade 4 learners screened | 47284 | N/A | N/A |
| | | | | | | | | | | School Grade 8 learners screened | 33967 | N/A | N/A |
| | | | | | | | | | | School Grade 10 learners screened | 14836 | N/A | N/A |
| | | | | | | | | | | HPV Vaccine Dose 1 | 11401 | N/A | N/A |
| | | | | | | | | | | HPV Vaccine Dose 2 | 100744 | N/A | N/A |
| 10 year old learners enrolled in publicly funded schools reading with meaning | Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024 | new indicator | Grade 3 performance in the new Systemic Evaluation: Reading (targets to be determined after first assessment) | Rolling out the best practices such as lesson plans, graded reading books, individualised coaching of teachers learnt from Early Grade Reading Study for teaching reading and other innovations | Lesson plans for home language literacy in Grades 1-3 have been developed in all languages | New Indicator | All languages have Grade 1-3 home language literacy lesson plans | Provision of lesson plans, graded reading books, individualised training of teachers learnt from Early Grade Reading Study for teaching reading and other innovations | MTSF/ PGDS | Number of Lesson plans for home language literacy in Grades 1-3 have been developed in all languages. | New Indicator | | Number of Lesson plans for home language literacy in Grades 1-3 have been developed in all languages |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | | National Reading Plan for primary schools implemented | New Indicator | Roll-out of provincial programmes | Provision of lesson plans, graded reading books, individualised training of teachers learnt from Early Grade Reading Study for teaching reading and other innovations | MTSF/ PGDS | Number of National Reading Plan for primary schools implemented. | New Indicator | - | Number of National Reading Plan for primary schools implemented. |
| | | | | Implement innovative assessment approaches such as the Early Grade Reading Assessment so that teaching is facilitated | All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3 | New Indicator | 100% of schools have received the Early Grade Reading Assessment tools | Primary schools receiving Early Grade Reading Assessment (EGRA) tool kits | MTSF & (Also Lekgotla resolution) | Number of primary schools receiving the EGRA Toolkits | New Indicator | - | Number of primary schools receiving the EGRA Toolkits. |
| | | | | Introduction of Coding and Robotics curriculum for the foundation phase | Coding and Robotics curriculum implemented | New Indicator | Approved Curriculum in place by 2022 | Introduction of Coding and Robotics curriculum for the foundation phase | MTSF | Number of Pilot robotics and coding curriculum developed. | New Indicator | - | Number of Pilot robotics and coding curriculum developed. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | Invest in the development of reading material in indigenous languages for academic purposes, including workbooks | Availability of reading material for Grade 3 learners in indigenous languages | New Indicator | 100% of Grade 3 learners who learn through indigenous languages have graded reading books | Invest in the development of reading material in indigenous languages for academic purposes, including workbooks | MTSF | Number of reading material for Grade 3 learners in indigenous languages including workbooks provided. awaiting rollout at national level | New Indicator | - | Number of reading material for Grade 3 learners in indigenous languages including workbooks provided. |
| | | | | Implement reading programmes to promote reading with meaning amongst 10 year olds learners | number of reading programmes to promote reading with meaning amongst 10 year olds learners | New Indicator | Roll-out of provincial programmes | Programme to resuscitate the culture of reading in the form of reading clubs and competitions by DAC and DOE | (KZN Intervention) (SOPA, SONA and Lekgotla Resolution) | Number of reading clubs established. | New | - | Number of reading clubs established. |
| | | | | | | | | | | Number of Reading Clubs Competitions conducted (one per district) | | - | DAC |
| | | | | | | | | | | KZN reading strategy launched | | - | KZN reading strategy launched |
| | | | | | | | | | | Number of libraries maintenance and relevance programmes initiated in partnership with the national library services | | - | 4 programme implemented |
| | | | | | | | | Incrementally introduce African Languages in all schools | KZN Intervention | Number of public schools offering isiZulu home language. | 3253 schools | - | Number of public schools offering isiZulu home language. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) APP Indicator - Provide most relevant indicator and ref | Medium Term Expenditure Framework (MTEF 2021-24) OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | Professional teacher development provided for teaching, reading and numeracy | % of foundation phase teachers trained on teaching reading and numeracy | New indicator | 100% of foundation phase teachers trained in teaching reading & numeracy | Provision of professional teacher development provided for teaching, reading and numeracy | MTSF | Percentage of foundation phase teachers trained on teaching reading and numeracy. | New Indicator | - | Percentage of foundation phase teachers trained on teaching reading and numeracy. |
|  |  |  |  |  |  |  |  | Implementation of the National School Nutrition Programme KZN Intervention (Lekgotla Resolution) | LEKGOTLA RESOLUTION FEBRUARY 2020 | Number of learners provided with nutritious meals during schooling days. | 2 264 420 learners | Percentage of learners benefitting from school nutrition pro-gramme. | Number of learners provided with nutritious meals during schooling days. |
|  |  |  |  |  |  |  |  | Increase the number of learners benefitting from the "no-fee" schooling KZN Intervention | PGDP | Number of learners benefitting from the "no-fee" school policy | 1 974 656 learners | Number of learners in public ordinary schools benefitting from the No Fee School policy. | Number of learners in public ordinary schools benefiting from the "No Fee" School policy. |
|  |  |  |  |  |  |  |  | Increase the number of learners benefitting from the learner transport programme KZN Intervention | PGDP | Number of learners benefitting from the learner transport programme | 62 383 learners | Number of learners benefitting from learner transport. | Number of learners benefiting from learner transport |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | MTEF 2021-24: APP Indicator - Provide most relevant indicator and ref | MTEF 2021-24: OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Youths better prepared for further studies and the world of work beyond Grade 9 | Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024 | New Indicator | Grade 6 performance in the new Systemic Evaluation: Maths: Literacy: (targets to be determined after first assessment) | Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training | Number of districts in which teacher development has been conducted as per district improvement plan | New indicator | 2024: all districts | Implement effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology enhanced in-service training | MTSF | Number of districts in which teacher development workshops were conducted as per district improvement plan. | 5.7% | - | Number of districts in which teacher development workshops has been conducted as per district improvement plan. |
| | | | | Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs) | New Systemic Evaluation is operational | New indicator | In all provinces by 2024 | Implementation the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs) | MTSF | Number of assessment policy from Grade 1 - 12 implemented. | 200 | - | |
| | | | Grade 9 performance in the new Systemic Evaluation: Maths and Science (targets to be determined after first assessment) | Build on past successes in improving learner access to textbooks and workbooks with a view to ensuring that no learners are without the books they need | Percentage of learners with access to required maths and EFAL textbooks in Grades 6 and 9 | Grade 6: 85% (SMS 2017) Grade 9: 85% (SMS 2017) | 2024: 100% | Learners provided with access to required Maths and EFAL textbooks in Grade 6 and 9 | MTSF | Percentage of learners provided with Mathematics and EFAL textbooks in grades 3, 6, 9 and 12. | New | - | Percentage of learners provided with Mathematics and EFAL textbooks in grades 3, 6, 9 and 12. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) APP Indicator - Provide most relevant indicator and ref | Medium Term Expenditure Framework (MTEF 2021-24) OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Average score obtained by Grade 4 learners in PIRLS by 2021 | 320 average score in PIRLS (2016) KZN average score in PIRLS: 421 as of 2015 | 355 average score in PIRLS by 2021 KZN target: 500 | Introduction of Coding and Robotics curriculum at intermediate and senior phase | Coding and Robotics curriculum implemented | New indicator | Approved Curriculum in place by 2022 | Introduction of Coding and Robotics curriculum at intermediate and senior phases | MTSF | Number of Coding and Robotics curriculum implemented at intermediate and senior phases. | New Indicator | - | Number of Coding and Robotics curriculum implemented at intermediate and senior phases. |
|  |  |  |  |  |  |  |  | Incorporate the Watersmart Safety Education programme within the Life Orientation Curriculum in Schools | KZN Intervention - Lekgotla Resolution | Number of integrated water safety strategy implemented. | New Indicator | - | Number of integrated water safety strategy implemented. |
|  |  |  |  |  |  |  |  | Enhance Entrepreneurship integration into school curriculum | KZN Intervention - Lekgotla Resolution | Number of schools teaching the entrepreneurship curriculum. | New Indicator | - | Number of schools teaching the entrepreneurship curriculum. |
|  |  |  |  | Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession | Percentage of Funza Lushaka bursary holders placed in schools within 6 months upon completion | 84% (POA) | 90% by 2024 | Implementation of the Funza Lushaka bursary programme to ensure that enough young teachers with the right skills join the teaching profession | MTSF | Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies. | 5.7% | Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies. | Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursary has completed studies. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | Average score obtained by Grade 5 learners in TIMSS by 2023 | 376 average score in TIMSS (2015) KZN average score in Grade 5 TIMMS: Maths: 374 Science: 324 | 426 average score in TIMSS score by 2023 KZN target: 400 | | | | | | | | | | |
| | | | | number of students enrolled for the initial teacher education approved by DBE for Funza Lushaka bursary programme This indicator is not in the revised MTSF | | | 12 500 students enrolled by March 2021 | Teachers recruited through the District based Funza Lushaka Campaign | MTSF | Number of Funza Lushaka bursaries awarded | 200 | - | Number of Funza Lushaka bursaries awarded |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | Learning outcomes in Grade 6 Maths and Reading according to the international SACMEQ by 2020 | Average score for Grade 6 in the SACMEQ: Maths: 552 (2013) Literacy: 538 -2013, KZN Maths: 549 Literacy: 529 | Average score for SACMEQ by 2020 for: Literacy: 600 Maths: 600 KZN by 2024: Literacy: 540 maths: 560 | Introduce a better accountability system for principals, which should be fair, based on appropriate data, and consider the socio-economic context of schools | A better accountability system for district and school management agreed | Agree-ment not in place | A fully functional system is in place by 2024 | Implement a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools | MTSF | A better accountability system for district and school management agreed | New Indicator | - | A better accountability system for district and school management agreed |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa | The number of youths obtaining Bachelor-level passes in NSC by 2024 | Youths passing maths at 60% and above: 28 151 (12%) in 2018 KZN number: 6638 out of 56506 Percentage: 11,75% in 2020 Youths passing physical science at 60% and above: 30 368 (17.6%) in 2018 KZN number: 6514 out of 40402 Percentage: 16,12% | Youths passing maths at 60% and above: 35 000 KZN number: 10 736 Percentage: 19% Youths passing physical science at 60% and above: 35 000 KZN number: 15 353 Percentage: 38% | Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering | Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning) | Pilot results (not released yet by DBE) | Coding, robotics and other 4IR subjects in place by 2024 | Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering - Grade 10 learners enrolled in technical related fields such as Engineering Graphics and Design, Computer Applications Technology, Information Technology, Agricultural Technology, and Technical Sciences. | MTSF (SOPA Pronouncement) | 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 | - | 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. |
| | | | | | | | | Increase the percentage of learners achieving Bachelor Passes in NSC. Youth: 160 000 school going (16 - 24 ages old) | MTSF | Percentage of Grade 12 learners passing at the Bachelor Pass level | 33% | SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level. | Percentage of learners who passed National Senior Certificate (NSC) Examination. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | | | | | Improve NSC Pass Percentage to 80% and above | (One on One Meeting Resolution) | Number of schools with National Senior Certificate (NSC) pass rate of 80% and above | 70.7% | NSOI 7.1: Number of schools with an NSC pass rate below 60%. | Percentage of Grade 12 learners passing at the Bachelor Pass level. |
| | | | | Programmes for improvement of teacher subject knowledge and teaching skills | Number of teachers trained in maths and language content and methodology | New | All teachers qualifying for training trained by 2024 | Teacher development programmes implemented | MTSF | Number of educators trained in Literacy/Language content and methodology. | 21 171. | - | Number of educators trained in Literacy/Language content and methodology. |
| | | | | | | | | | | Number of educators trained in Numeracy/ Mathematics content and methodology | 8942 | - | Number of educators trained in Numeracy/ Mathematics content and methodology. |
| | | | | | | | | | | Percentage of educators meeting required content knowledge levels after support. | 50% | - | Percentage of educators meeting required content knowledge levels after support. |
| | | | | Better opportunities for second-chance NSC (improved) pass | Programmes implemented to enhance performance in second chance NSC pass | New indicator | All programmes fully functional | Increase the number of learners achieving subject passes towards a matric qualification in second chance programme | MTSF | Number of learners achieving subject passes towards a matric qualification in second chance programme. | New | N/A | Number of learners achieving subject passes towards a matric qualification in second chance programme. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | Ramp-up the introduction of the Three-Streams Curriculum Model | % of Schools of Skills implementing technical-occupational curriculum | Three Stream model pilot completed in 2020 | 100% of Schools by 2024 | Implementation of the Three-Streams Curriculum Model | MTSF & (Also Lekgotla 2020 Resolution) | Number of Schools of Skills implementing the pilot programme on technical occupational curriculum. | New Indicator | - | Number of Schools of Skills implementing the pilot programme on technical occupational curriculum. |
| | | | | | Number of ordinary schools implementing technical-occupational curriculum | New indicator | 1 007 schools by 2024 | | MTSF & (Also Lekgotla 2020 Resolution) | Number of public ordinary schools implementing the pilot programme on technical occupational curriculum. | New | - | Number of public ordinary schools implementing the pilot programme on technical occupational curriculum. |
| School physical infrastructure and environment that inspires learners to learn and teachers to teach | Increase the number of schools which reach minimum physical infrastructure norms and standards | New indicator | 95% | Proportion of schools identified through the eradication of asbestos programme | number of schools identified through the eradication of asbestos programme meeting minimum infrastructure norms | provincial pro-gramme | provincial programme | Eradication of Asbestos in 908 schools by March 2024 | MTSF | Number of schools where asbestos has been eradicated | New | - | Number of schools where asbestos has been eradicated. |
| | | | | Proportion of schools identified through the storm damage programm | number of schools identified through the storm damage programme meeting minimum infrastructure norms | provincial pro-gramme | provincial programme | Storm damage programme implemented in 1126 schools by March 2024 | MTSF | Number of storm damaged programmes implemented | New | - | Number of Storm damage programmes implemented |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Medium Term Expenditure Framework (MTEF 2021-24) Baseline | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Eradication of inappropriate sanitation facilities through the Sanitation Appropriate for Education SAFE Initiative | Number of schools that are provided with appropriate sanitation facilities through Sanitation Appropriate for Education Initiative | schools (Sanitation Appropriate for Schools (SAFE) report, 2018) | schools to have reached practical construction completion by 31 March 2022 | Eradication of pit latrines in 1377 schools by March 2023 | SOPA 2020 | Number of schools where pit latrines have been eradicated. | 218 | - | Number of schools with pit latrines. |
| | | | | proportion of schools identified through the SAFE project provided with appropriate sanitation facilities | number of schools identified through the SAFE project having sanitation meeting minimum infrastructure norms | provincial programme | provincial programme | provision of water facilities to schools | MTSF | Number of public schools provided with water infrastructure. | 300 | SOI 601: Number of public schools provided with water infrastructure. | Number of public schools provided with water infrastructure. |
| | | | | | | | | provision of sanitation facilities to schools | MTSF | Number of schools provided with sanitation facilities. | 150 | SOI 603: Number of public schools supplied with sanitation facilities. | Number of public schools supplied with sanitation facilities. |
| | | | | | | | | Provide 3 474 schools with water supply via the construction and maintenance of boreholes by 2024 | MTSF | Number of schools provided with water supply via the construction and maintenance of boreholes. | New | - | Number of schools provided with water supply via the construction and maintenance of boreholes. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT | 64% of schools have some connectivity (POA Q4: 2018/19) | 90% to be connected for teaching and learning | Leverage ICT related programmes to support learning | Number of special and multi-grade schools with access to electronic devices (including tablets) | DBE survey on electronic devices | Target to be determined after the survey (Survey to be conducted in 2021/22) | Provision of ICT related programmes to support learning | MTSF | Number of special and multi-grade schools with access to electronic devices (including tablets). | New Indicator | - | Number of special and multi-grade schools with access to electronic devices (including tablets). |
| | | | | | Schools with access to ICT devices | Access at different levels across provinces | All provinces meet their targets for ICT devices including tablets | | MTSF | Number ICT devices provided to schools to support teaching and learning. | DBE survey on electronic devices New: KZN baseline to be provided after conclusion of survey – Results not released by DBE | - | Number ICT devices provided to schools to support teaching and learning. |
| | | | | | Digitised text book | All high enrolment subject textbooks and workbooks digitised | Digitalise all state-owned textbooks | | MTSF | Digitised textbooks provided | New | - | Digitised textbooks provided |
| | | | | | | | | Implement and monitor the school safety strategy | (KZN Intervention - Lekgotla Resolution) | Number of school safety committees (SSC) established. | new | - | Number of school safety committees (SSC) established. |
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of schools successfully linked with local Police stations. | 843 | - | Number of schools successfully linked with local Police stations. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of schools monitored for functionality of school safety committees. | New | - | Number of schools monitored of functionality of school safety committees. |
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of school safety awareness campaigns conducted. | New | - | Number of school safety awareness campaigns conducted. |
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of school safety committees trained on National School Safety Framework. | 513 | - | Number of school safety committees trained on National School Safety Framework. |
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of school safety committees trained on disaster management. | 1200 | - | Number of school safety plans trained on disaster management. |
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of schools searched for drugs and alcohol. | 1200 | - | Number schools searched for drugs and alcohol. |
| | | | | | | | | | (KZN Intervention - Lekgotla Resolution) | Number of schools provided with fences. | 30 | - | Number of schools provided with fences. |
| | | | | | | | | | MTSF | Number of security guards placed at schools. | 365 | - | Number of security guards placed at schools. |

*Column group header:* **Medium Term Expenditure Framework (MTEF 2021-24)** spans the APP Indicator and OPS Plan Indicator columns.

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| Improved educational and health outcomes and skills development for all women, girls, youth and persons with disabilities | Educational status by age, gender and disability | N/A | 50% improvement of educational status | Mainstream gender, youth and disability issues in programs on access to universal education, life skills, skills development and training an in different field of study, including STEM | Level of mainstreaming in targeted programmes | New indicator | 100% compliance | Provide skills & create economic opportunities for learners with disabilities | MTSF | Number of learners with disability provided with skills to access economic opportunities. | 400 learners | - | Number of learners with disability provided with skills to access economic opportunities. |
| | | | | Enrol children with disabilities in appropriate formal education programmes | Number of learners with disabilities enrolled in formal education programmes. | New indicator | All learners with disabilities | Increase enrolment of children with disabilities in appropriate formal education programmes | MTSF | Number of learners with disabilities enrolled in formal education programmes. | 30690 | - | Number of learners with disabilities enrolled in formal education programmes. |
| | | | | | | | | Provision of buses to various schools with special needs learners | MTSF | Number of buses provided to special schools. | 15 buses | - | Number of School busses provided to special schools. |
| | | | | | | | | Learners enrolled in SA Sign Language | MTSF | Percentage of learners enrolled in S.A Sign Language. | 0.06% (1796 out of 2 844 764) learners enrolled in SA Sign Language | - | Percentage of learners enrolled in S.A. Sign Language. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| Menstrual health and hygiene management for all women and girls achieved | Level of compliance with Sanitary Dignity Framework | 0% of indigent girls and women in schools (quintile 1, 2 and 3; farm schools and special schools) and TVET colleges and public universities receiving free sanitary towels from the Sanitary dignity programme | 100% by 2024 | Provide sanitary towels to indigent girls and women in schools (quintile 1, 2 and 3; farm schools and special schools) and TVET colleges and public universities | Percentage of indigent women and girls in quintile 1, 2 and 3; farm schools and special schools; TVET colleges and public universities receiving free sanitary towels | 0% of indigent girls and women in schools (quintile 1, 2 and 3; farm schools and special schools) and TVET colleges and public universities receiving free sanitary towels from the Sanitary dignity programme | 100% by 2024 | Provide sanitary towels to indigent girls in schools (quintile 1, 2 and 3; farm schools and special schools as well as some girls in quintile 4 and 5) (Also one-on-one meeting resolution) | MTSF | Number of girls provided with sanitary towels. | 956 000 | - | Number of girls provided with sanitary towels. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | MTEF (2021-24) APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Promoting active citizeny and leadership | Active Citizenship Index | 79,00% | 85% by 2024 | Promote participation in community-based governance processes (Active citizenship bodies) | % of SGB's trained on school policies and code of conduct (CO) | 35200% | 80% Training of SGB members trained on school policies and code of conduct to reflect on the following: democratic values Inclusive Approach social justice | Capacitation of SGB members on school policies and code of conduct training | MTSF | Number of SGB members trained on the code of conduct. | 2000 | - | Number of SGB members trained on the code of conduct. |
|  |  |  |  | Promote participation in community-based governance processes (Active citizenship bodies) | Survey and monitor the development and implementation of mandatory policies and codes of conduct of SGBs for racial integration | New Indicator | 1000 schools surveyed and monitored annually | Promote participation in community-based governance processes (Active citizenship bodies) | MTSF | Number of schools surveyed and monitored annually. | New Indicator | - | Number of schools surveyed and monitored annually. |
| Fostering consti-tutional values | % of population aware of the constitution and its values | 51,00% | 90% of population aware of the consti-tution by 2024 | Promote the Constitution and its values in schools, awareness campaigns (print & electronic media), public engagements and dialogues | Distribute an annual circular statement to all 9 provinces to inculcate the culture of recital of the Preamble of the Constitution at all school assemblies | New indicator | 1 circular issued annually | Promote Constitution and its values in schools, awareness campaigns (print & electronic media), public engagements and dialogues | MTSF | Number of circulars issued to districts on the recital of the preamble (constitution) at all schools gathering. | New Indicator | - | Number of circulars issued to districts on the recital of the preamble (constitution) at all schools gathering. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Equal opportunities, inclusion and redress | Inequality Adjusted Human Development Index | 0.629 (National) 0.701 (2018 - KZN) | 10% improve-ment | Promote the study of history in schools | Number of Programmes that promote history, culture and national heritage | New indicator | 2 Programme annually | Promote the study of history in schools | MTSF | Number of programmes that promote history, culture and national heritage | New indicator | - | |
| | Gender Inequality Index | 0.389 (National) (KZN?) | 10% improve-ment | | Revise History Curriculum and Assessment Policy Statement for Grades 10-12 | New indicator | History Curriculum and Assessment Policy Statement revised for Grades 10-12 by 2023 | | MTSF | Number of revised History Curriculum and Assessment Policy Statement for Grades 10-12. | 259 schools | - | Number of revised History Curriculum and Assessment Policy Statement for Grades 10-12. |
| | Gender Pay Gap | 28% (National) (KZN) | 50% decline in the gender pay | | | | | | | | | | |
| Increased access to quality ECD services and support | Access to ECD universalised for 4-year-olds and below | Children's Act of 2007 | 90% of all 4-year olds accessing ECD by 2024 | Provide quality ECD services to children (0-4) | Quality assurance system in place | Children's Act of 2007 | Quality Assurance system approval by 2024 | Massification of the Early Childhood Development Programme through: 1. practitioners trained in National Curriculum Framework 0 - 4 years 2. Practitioners trained in NQF L4 ECD qualification 3. expension of ECD services and improvement of centre-based services | MTSF (Also Lekgotla 2020 Resolution) | Number of practitioners trained in National Curriculum Framework 0 - 4 years | 800 | - | Number of practitioners trained in National Curriculum Framework 0 - 4 years. |
| | | | | | Number of children accessing ECD services | 248 759 900% | 2.98 million children accessing ECD services by 2024 | | | Number of practitioners trained in NQF L4 ECD qualification. | 1737 | - | Number of practitioners trained in NQF L4 ECD qualification. |
| | | | | | | | | | | Number of non-center based ECD programmes registered. | 2913 | - | Number of non-center based ECD programmes registered. |
| | | | | | | | | | | Number of children accessing registered ECD programmes. | 124 565 | - | Number of children accessing registered ECD programmes. |
| | | | | | | | | | | Number of children subsidized through equitable share. | 80 849 | - | Number of children subsidized through equitable share. |

*Medium Term Expenditure Framework (MTEF 2021-24) spans the APP Indicator and OPS Plan Indicator columns.*

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | | | | | 4. increase in the number of children accessing ECD services especially in farming communities (Also Lekgotla 2020 Resolution) | | Number of Children subsidized through ECD Conditional Grant. | 25 792 | - | Number of Children subsidized through ECD Conditional Grant. |
| | | | | | | | | | | Number of children with disabilities accessing registered ECD Centres | 145 | - | DSD |
| | | | | | | | | | | Number of fully registered ECD Centres | 1490 | - | DSD |
| | | | | | | | | | | Number of conditionally registered ECD Centres | 1849 | - | DSD |
| | | | | | | | | | | Number of registered partial care facilities | New | - | DSD |
| | | | | | | | | | | Number of children accessing registered partial care facilities | New | - | DSD |
| | | | | | | | | | | Number of ECD centers assessed for the maintenance component of conditional grant | New | - | DSD |
| | | | | | | | | | | Number of centres upgraded from the maintenance component of the conditional grant | New | - | DSD |
| | | | | | | | | | | Number of low cost ECD centres constructed | New | - | DSD |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Develop and operationalise school readiness assessment system | School readiness assessment system | New indicator | School Readiness Tool Assessment system operational by 2021 | | | | | | |
| | | | | | | | | Grade R Teacher/practitioner trained and supported on content and methodology | MTSF | Number of teachers/practitioners trained in pre - Literacy content and methodology. | 1648 teachers/practitioner trained | - | Number of teachers/practitioners trained in pre - Literacy content and methodology. |
| | | | | | | | | Grade R Teacher/practitioner trained and supported on content and methodology | MTSF | Number of teachers/practitioners trained in pre - Numeracy content and methodology. | 1648 teachers/practitioner trained | - | Number of teachers/practitioners trained in pre - Numeracy content and methodology. |
| | | | | | | | | Capacitate Foundation Phase Department Heads on Grade R Curriculum content and methodology | SOPA 2020 | Number of Foundation Phase Department Heads (FP DHs) capacitated on Grade R Curriculum and methodology. | 996 teachers/practitioner trained | - | Number of Foundation Phase Department Heads (FP DHs) capacitated on Grade R Curriculum and methodology. |
| | | | | | | | | Departments to strengthen their internal control units | LEKGOTLA RESOLUTION FEBRUARY 2020 | Percentage vacancy rate. | | - | Percentage vacancy rate. |
| | | | | | | | | Reduce drop-out rates of learners in the system | LEKGOTLA RESOLUTION FEBRUARY 2020 | Number of Learners supported by Learner Support Agents (LSA) in programmes intended to reduce school dropout rates. | | - | Number of Learners supported by Learner Support Agents (LSA) in programmes intended to reduce school dropout rates. |

*Medium Term Expenditure Framework (MTEF 2021-24) spans the last two columns (APP Indicator and OPS Plan Indicator).*

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | ICT systems to be developed to link all schools, circuit offices, regional and district offices with the Head Office. This will improve the management of leave taken by employees, day-to-day matters of the department, employment of educators as well as resignations will be captured timeously. | ONE ON ONE | Number of ICT frameworks implemented. / Number of ICT projects rolled out. | | - | Number of ICT frameworks implemented. / Number of ICT projects rolled out. |
| | | | | | | | | A proposal to deal with non-viable schools is being finalised. In this proposal, a suggestion is made to combine these schools and provide transport, it even go as far providing or building accommodation facilities | ONE ON ONE | Number of schools closed. | | - | Number of schools closed. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | | | | | The department to intensify its school functionality programme to ensure that teachers are at school and proper teaching is taking place | ONE ON ONE | Number of schools visited at least twice a year by district officials for monitoring and support purposes. | | - | Number of schools visited at least twice a year by district officials for monitoring and support purposes. |
| | | | | | | | | The La Mercy School of Excellence is at 80% completion, and it will be viewed as the Institution as compared to it being the school (Also SOPA and Lekgotla 2020 Resolution) | ONE ON ONE | Percentage progress on completion of the La Mercy Mathematics, Science and Technology Academy. | | - | |
| | | | | | | | | Recover the curriculum and ensure the safety of educators and learners | COVID-19 | Number of Monitoring reports in relation to readiness of schools to re-open and operate. | | - | Number of Monitoring reports in relation to readiness of schools to re-open and operate. |
| | | | | | | | | | COVID-19 | Number of school supplied with PPEs. | | | Number of school supplied with PPEs. |

| Outcomes | Indicator | Baseline | Target | Interventions | Indicators | Baseline | National Targets | KZN Contribution (Intervention) | Source (Indicate whether Lekgotla, SOPA, SONA, One-One-One, COVID-19, Unrest, etc.) | Indicators | Baseline | Medium Term Expenditure Framework (MTEF 2021-24) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | APP Indicator - Provide most relevant indicator and ref | OPS Plan Indicator - Provide most relevant indicator and ref |
| | | | | | | | | | COVID-19 | Number of identified schools provided with mobile classrooms which were vandalised. | | - | Number of identified schools provided with mobile classrooms which were vandalised. |
| | | | | | | | | | COVID-19 | Number of schools damaged during lockdown repaired. | | - | Number of schools damaged during lockdown repaired. |
| | | | | | | | | | COVID-19 | Number of schools disinfected. | | - | Number of schools disinfected. |
| | | | | | | | | Repairing of damages in schools which were vandalised/looted/burnt during the civil unrest | RESPONSE TO CIVIL UNREST | Number of schools repaired damaged due unrest. | | - | Number of schools repaired damaged due unrest. |

# NOTES

# NOTES