



Gauteng Department of Education



**Strategic Plan (Revised)
2020 – 2025**



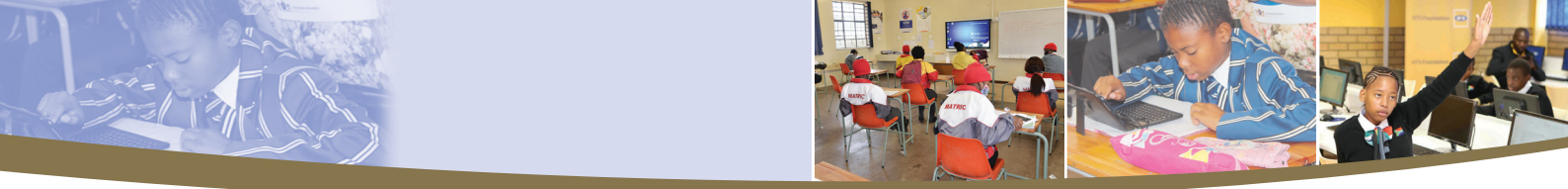


Vision

***Every learner feels valued and inspired
in our innovative education system.***

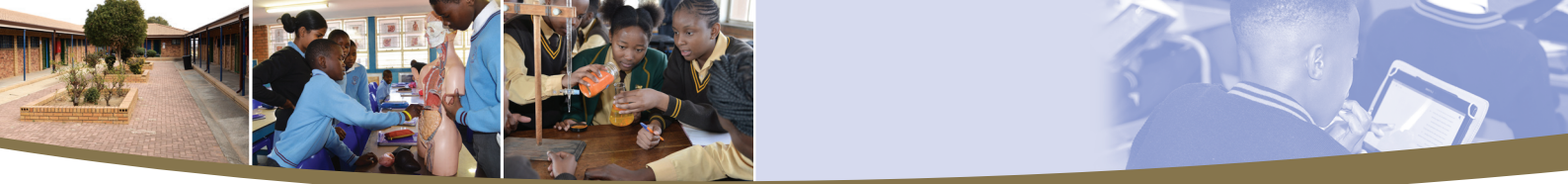
Mission

***We are committed to provide functional and
modern schools that enable quality teaching and
learning to protect and promote the right of
every learner to quality, equitable
and relevant education.***



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Executive Authority Statement

The quality of learning is directly associated to the development and advancement of our people and to our country therefore, basic education will continue to be our number one priority in government. Over the last two decades, we have made significant improvements in expanding access, participation and equity in our education system in Gauteng. The Sixth Administration of the province will continue to further consolidate, expand and accelerate our educational mandate, to further bolster the groundwork that was implemented during the past five years in ensuring that education remains the supreme concern in accelerating the social transformation and modernisation agenda that was enunciated as part of the Transformation, Modernisation and Reindustrialisation (TMR) programme at the start of the 5th Administration. During the next five years, this administration will aspire to ensure that all learners in Gauteng will be competently enriched with the necessary skills that are required for the changing economy and the Fourth Industrial Revolution (4IR).

Gauteng's Education Roadmap to 2024, aligned to national and provincial priorities, responds to the global transition in production towards a Fourth Industrial Revolution. This redirection has necessitated the adoption of radical, progressive and innovative approaches to curriculum and schooling that challenges the conventional, traditional schools of thought, normally associated within the educational and learning environment. The Education Roadmap 2024 together with necessary operational adjustments prompted by the COVID-19 pandemic will continue to emphasise the need for quality education delivered within the context of a rapidly evolving economy and society. As the custodians of education in Gauteng, we will implement our visionary strategy, focussing on Early Childhood Development and our sustained commitment to support young learners throughout their schooling career, thereby ensuring an effortless progression to post-schooling opportunities.

The Education Roadmap generated in the pre-COVID context has been adjusted to focus on long-term priorities of our province that we hope will make a significant and invaluable difference in the lives of our learners, teachers and communities. The provincial mandate for the Sixth Administration in Gauteng has been widened to include:

- Addressing the immediate effects of the COVID-19 Pandemic.
- Transforming the economy to serve all people.
- Advancing social transformation including quality education.
- Keeping our communities safe.
- Stepping up the fight against corruption.
- Re-building and renewing a capable and developmental state.
- Advancing nation-building and social cohesion.
- Building a better Africa and a better world.

The Sixth Administration will be guided by nine strategic outcomes that affirm the Education Roadmap 2024. These outcomes are strategically centred on the sustained delivery of quality education and developing the creativity of Gauteng's young and working people, by building their skills and capacities. Skill development amongst our youth is critical to eradicate poverty, unemployment and inequality. Quality



education and skills development will form the core of all aspects of the Department's plans, through the following outcomes:

- **Outcome 1** will focus on Early Childhood Development. The core elements of this goal will focus on the Grade R universalisation and will begin the preparations for the introduction of Grade RR in all Public Ordinary Schools. Delivering high quality Basic Education Services across the Foundation, Intermediate, Senior and the Further Education and Training Phases.
- **Outcome 2** will focus on the promotion of quality education in the foundation phase with the main emphasis on Literacy and Numeracy, expanding access to Special schools whilst improving the quality of programmes for Learners with Special Educational Needs and the introduction of multi-certification programmes for our learners.
- **Outcome 3** will focus on the promotion of quality education in the Intermediate Phase with the main emphasis on Language and Mathematics.
- **Outcome 4** will focus on the promotion of quality education in the Senior Phase with the main emphasis on Language, Mathematics and Science.
- **Outcome 5** will focus on 'defending the crown' by continuing with the improvement of quality learning at Grade 10-12 level, promoting a modern skills-based curriculum; expanding and enhancing Schools of Specialisation.
- **Outcome 6** will focus on access to relevant curriculum offerings through Schools of Specialisation, Technical High Schools and Special Schools.
- **Outcome 7** will seek to create a safer schooling environment that will embody social cohesion, patriotism and non-violence in Public Ordinary Schools. This goal will further school sports, school health, anti-drugs programmes, girl-child support and guidance.
- **Outcome 8** will focus on changing the educational landscape to accelerate relevant and quality learning through twinning, resource optimisation, new improved school infrastructure, repositioning of principals and educator development and support, increasing and intensifying School Governing Body support and advisory work, improving District support and labour dispute mechanisms and finally resolving education disputes and implementing the necessary resolutions.
- **Outcome 9** will address the needs of the Gauteng youth through development programmes and increasing youth employability by developing a Master Skills Programme aligned to the requisite skills of the Fourth Industrial Revolution, continue with the Bursaries Programmes targeting poor and critical skills and promoting young writers and publications for use in schools.

The beginning of the Sixth Administration has been affected by a global pandemic that has gripped the world. In just over eight months, a global contagion that originated in Wuhan, China has spread to all corners of the globe. The novel Corona virus indiscriminately infects all in its path and has wrought havoc on once stable and steadily improving states and governments. Gauteng with its high density residential sites and the hub of economic activity has become the site of one of the fastest zones of infection. At the current time, we rate among the five fastest sites of infection in the world and the progress of the pandemic in the province has been rapid and unyielding. While at its core, the virus has generated a health crisis, the impact of the Corona virus has been wide-spanning.



Education and schooling across the country has been disrupted and we are in the throes of probably the first of many peaks, as the search for a vaccine continues with little success. We remain hopeful in this province and will be guided by a five-year plan that will attempt to tackle the worst effects of the pandemic head-on.

The Gauteng Department of Education's (GDE's) 2020-25 Strategic Plan will continue the quest for performance excellence, fully conscious of the immediate need to provide care and support for those infected by the virus and to provide uninterrupted curriculum delivery as we break the stranglehold of the virus. We will endeavour to take education beyond the confines of the traditional classroom and support teaching and learning in remote locations through the provision of necessary curriculum support and by expanding the utilisation of digital and Information Communication and Technology (ICT) resources to reach all our learners. We envisage that the new GDE Five-Year Plan will provide the necessary certainty and hope to all the education stakeholders in our province.

Despite the COVID-19 pandemic, education remains one of the most important activities organised in modern societies. It creates a demanding but rewarding environment in which individuals may realise their creative and intellectual potential. Education is not an end in itself. It serves broader objectives. We cannot continue to view education in isolation from its own environment – the community, business and government.

The strides that we have made in the last political term has placed us on a firm footing in establishing a world class basic education system that will deliver high quality education and skills for the changing world. This administration will now seek to further intensify our efforts in building a great education system on the solid foundation that the provincial government has created over the last 25 years in Gauteng. We will refocus our energies in strengthening the performance of the provincial education system in the full knowledge that our immediate priority will be centred on securing the safety of all our learners and educators, and overcoming a pandemic that threatens to reverse some of the gains that we have made for the last quarter of a century.

Mr. Andrek Panyaza Lesufi, MPL
Gauteng Department of Education



Accounting Officer Statement

Education and skills development coupled with strong, cohesive communities are the key factors that lead to a more equitable society and to better social and economic wellbeing. Quality education equips people with the necessary knowledge, skills and values that will enable and empower them to undertake a wide range of social and economic roles whilst becoming effective citizens. Quality education also leads to research and to the production of knowledge that results in an economy with the capacity to innovate, adapt and advance. The TMR vision provides the framework for identifying and developing the skills required to fuel the GCR's development and economic growth trajectory for the province. It is premised on the imperative of ensuring that the poor and the marginalised fully participate in and benefit from the mainstream economy.

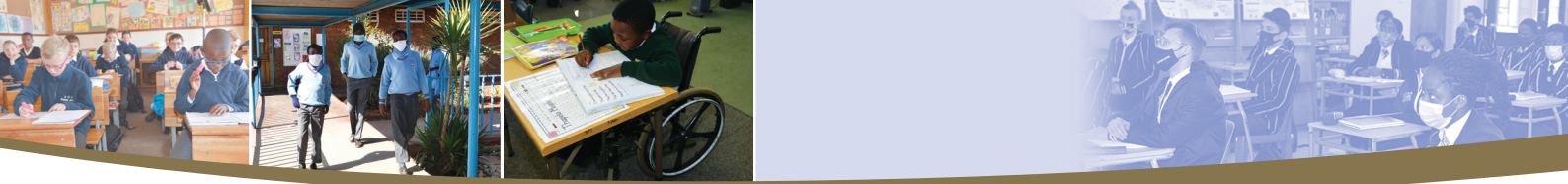
The education roadmap coupled with our rapid adjustment to the COVID-19 realities remains faithful to the National Development Plan (NDP) and the provincial mandates. We will focus on creating a new system that will achieve the new educational and training needs of the Fourth Industrial Revolution and achieve such goals within the context of a caring and supportive basic education system in Gauteng. The new three-stream curriculum of the Department will respond to the demands of the new economy, where most of jobs entail knowledge work that requires learners to master such skills as communication, problem-solving, critical thinking and teamwork.

The last 25 years has resulted in many accomplishments in education, such as, the creation of a single non-racial education system, the success of almost universal enrolment in the early years of school, the substantial expansion of enrolment in higher education and the recent growth of our first childhood development programme. The focus has now shifted towards the quality of education whilst improving access. Quality education must lead to higher learner progression through institutions, and higher completion rates in schools, Technical and Vocational Education and Training (TVET) colleges and universities.

The GDE 2020-25 Five-Year Plan coincided with the arrival of a National State of Disaster never experienced in the history of this country or even globally. The province and country have for the first time been wracked by a pandemic that has probably exerted the greatest pressure on our prevailing systems. The education sector has not escaped this scourge.

The impact of COVID-19 on schooling has and will continue to be immense. It is envisaged to have a marked impact on the strategy and operations of the Department. The focus of the Department will therefore shift in some ways towards orienting the system to manage and contain the pandemic, at least over the medium-term.

A major reorientation of schooling and routine GDE operations will also ensue so that we confront the harsh realities presented by COVID-19. We are prepared for the rapid reconfiguration of calendars, timetables, classroom spaces and the curriculum to accommodate these new demands. We will prepare the schooling sector for the mental and psychological adjustment of staff, learners, school governing bodies (SGBs) and the parent community to confront the pandemic head-on. We are cognisant of the human, physical, financial and infrastructural resources that will be required to manage the environment over the period of the pandemic and over the next five years.



The GDE will focus on reinforcing key educational interventions to stabilise the school sector in the province until a suitable vaccine is developed and the infection rate is brought under control. We are hopeful that the country and education will return to some level of normalcy over the duration of this five-year plan. However, we are equally confident that some of the changes introduced over the immediate term to contain the spread of the COVID-19 virus will have lasting value and will assist in creating a more caring and compassionate schooling system in a constant state of readiness to adjust to any further calamities that may befall us.

In the immediate context of a global pandemic, our focus will be on unlocking the energy and the creativity of Gauteng's young and working people, by building their skills and capacities which are critical in the eradication of poverty, unemployment and inequality. The Department will ensure that education and skills development will be the catalyst in all aspects of our strategy. Key priorities of the Department will include:

- Managing and containing the spread of the COVID-19 pandemic through mobilising all available resources to achieve this end.
- Ensuring that all teaching and learning occurs in a safe space, and that all required COVID-19 related health protocols are maintained as the single biggest over-riding consideration in implementing all of our plans.
- Prioritising policies and strategies that target the achievement of quality teaching and learning outcomes by enhancing the skills and competencies of educators, including the school management teams that comprise of the school principal, deputy principal and subject heads.
- The preparation to make two years of Early Childhood Development compulsory for all children.
- The appointing of adequately qualified educators whose subject content knowledge is at the required levels.
- The development of educator skills and enforcing accountability.
- The replacement of unsafe and inadequate school buildings and sanitation facilities.
- Implementing a mass apprenticeship programme across the economy.
- Achieving universal access to two years of Early Childhood Development (ECD), which would include two years of compulsory quality pre-school enrolment for four and five-year olds before Grade 1.
- The execution of new innovative ways of assessing learners through the National Integrated Assessment Framework for Grades 3, 6 and 9 as a replacement for Annual National Assessment (ANA).
- Amending the curriculum and providing the necessary resources to prepare learners for the Fourth Industrial Revolution.
- The continuation of replacing inappropriate school structures and sanitation facilities across the province.



The Department will continue to work in partnership and collaborate with key stakeholders to deliver on the strategies and plans to ensure that our priorities are transformed into meaningful outcomes that will ensure our youth are equipped with the necessary skills and educational attributes that will prepare them for a better life ahead. Above all, we will continue to ensure that we promote the mantra of ‘Safety First’ in the delivery of Education and that we continue to prioritise the health and wellness of all our staff and learners. The revised GDE Five-Year Plan will reflect both the adjustments made by the Department to manage the new COVID-19 realities and our commitment to achieve service delivery excellence.

Mr. Edward Mosuwe
Gauteng Department of Education




Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the management of the Gauteng Department of Education under the guidance of the Member of the Executive Council (MEC) for Education, Mr. Andrek Lesufi, MPL.
- Takes into account all the relevant policies, legislation and other mandates for which the Gauteng Department of Education is responsible.
- Accurately reflects the Impact and Outcomes which the Gauteng Department of Education will endeavour to achieve over the period 2020–2025.


Mr. Johan van Coller
Chief Financial Officer

Signature:  _____

Mr. Albert Chanee
**Deputy Director-General:
Education Planning**

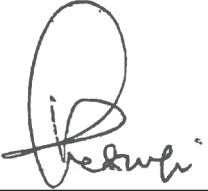
Signature:  _____

Mr. Edward Mosuwe
Head of Department

Signature:  _____

Approved by:

Mr. Andrek P. Lesufi, MPL
Executive Authority

Signature:  _____



PART A:
OUR MANDATE





The National Minister of Education has overall political and legislative responsibility for education while the responsibility for school education rests with provincial governments which includes determining provincial expenditure on education from the equitable share of national revenue allocated to provinces. Provinces have identified Education Districts and established District Offices (as part of the Provincial Sphere) closer to schools in an effort to strengthen support to the schools and improve service delivery. Education Districts have no original powers or functions prescribed by law but operate within the policy and legislative environment created by the National Department of Education and the Provincial Department of Education, including delegations from the provincial department.

It is imperative to note that basic education is a concurrent competence of both national and provincial government, except for Higher Education and Training Institutions, which fall under the jurisdiction of the National Minister of Higher Education. Areas of concurrent functions include policy-making, legislation, implementation, monitoring, management of human resources and performance assessment. Through a system of co-operative governance that promotes the standardisation, alignment and harmonisation of policies and programmes, the national and provincial spheres of government complement each other as they work towards fulfilling their mandate.

A.1 Constitutional mandate

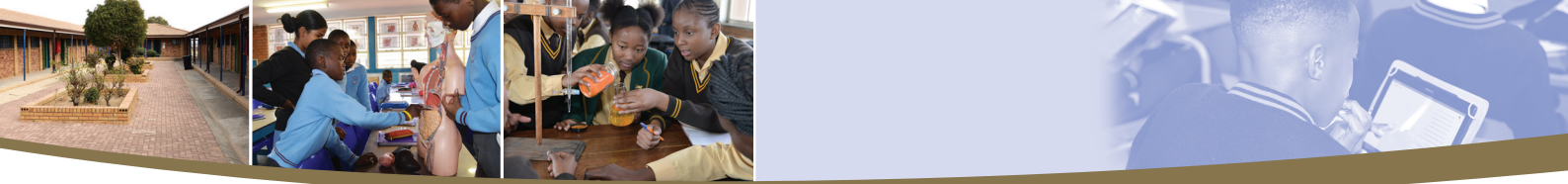
The Constitution of the Republic of South Africa (Act 108 of 1996), as amended, mandates the Gauteng Department of Education to provide compulsory basic education to all learners in the province, progressively. This right to education is enshrined in the Bill of Rights as contained in the South African Constitution, section 29. The rights contained therein emphasise the rights of everyone to basic education and also requires the state to make further education progressively available and accessible through reasonable measures. This section also emphasises that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. Furthermore, section 29 provides for the right of everyone to establish and maintain at their own expense, independent educational institutions provided that they: do not discriminate on the basis of race; are registered with the state and maintain standards that are not inferior to standards at comparable public education institutions.

A.2 Legislative and policy mandates

To realise the Constitutional mandate, the Department uses the following programmes: Administration, Public Ordinary Schools, Independent School Subsidies, Public Special Schools, Early Childhood Development, Infrastructure Development and Examination and education related services.

The Department is primarily responsible for providing educational services to:

- Public Ordinary Schooling (POS): This involves the provision of Public Ordinary schooling to all learners in Gauteng (primary and secondary schools).
- Independent Schooling: This involves providing subsidies to qualifying independent schools and monitoring the conditions that are pre-requisites for continued funding.



- Special Schools Education: This involves providing schooling to all learners with special education needs from Grade 1 to Grade 12, and non-formal education programmes.
- Early Childhood Development: This programme focuses on providing Grade R in state, private and community centres. The programme also provides support for pre-Grade R learners.
- Skills Development: This entails the improvement of skills in the province.

A.2.1 Education legislation

The National Education Policy Act (Act 27 of 1996) (NEPA), as amended

This Act provides a basic framework to the Minister, with powers to determine national policy for the planning, resourcing, management, governance, programmes, monitoring and evaluation of the general well-being of the education system.

The Act embodies the principle of co-operative governance. In addition, it serves to advance and protect the rights of every person as guaranteed in Chapter Two (Bill of Rights) of the Constitution and international conventions.

Some of the principles of the National Education Policy Act are to provide opportunities for and encourage lifelong learning, achieve equitable education opportunities and redress past inequalities in education, which includes the promotion of gender equality and the advancement of women.

The South African Schools Act (Act 84 of 1996), as amended

The South African Schools Act (Act 84 of 1996) (SASA) provides a comprehensive framework for the provision of basic education to all those who live in the country.

This Act provides for a uniform set of norms and standards for a public schooling system, based on the principles of access, redress, equity, democracy and quality. The object of this Act is to ensure that all learners have access to the provision of high-quality education. The Act further provides school governing bodies of Public Ordinary Schools with responsibilities to perform certain functions relating to democratic governance and resourcing at school level. In addition, the Act makes school attendance compulsory for all learners aged seven to 15, or when a learner reaches the ninth grade – whichever comes first. In line with the Constitution, the Act makes provision for two types of schools, namely public and independent schools. It further makes provision for learner representative councils to represent the interest of learners in educational matters at school level.

The Amended Norms and Standards for School Funding provides the legislative framework for maximising learner access through the introduction of the No Fee Policy, and further describes the rights and obligations of schools and the State with regards to the financial allocations granted to Public Ordinary Schools. In principle, the Norms and Standards for School Funding deals with the funding of public schools, the exemption of parents who are unable to pay school fees and public subsidies to independent schools.



Early Childhood Education

The Education White Paper 5 (May 2001) on Early Childhood Development provides a legislative framework to expand access to all learners, with the focus on attaining universalisation of Grade R.

In essence, the White Paper protects the rights of children to develop their full cognitive, emotional, social and physical potential from birth to nine years. The Department of Education is only responsible for the delivery of Early Childhood Development programmes to children in Grade R, up to the period of compulsory schooling. To reaffirm the Department's commitment to transforming the provision of early childhood education, the Department has provided policy guidance through the publication of a notice titled, Transforming ECD in Gauteng: Early Childhood Development Policy (General Notice 5807 of 2001).

The Reception Year (Grade R) programme has been progressively introduced to begin delivering on the government's commitment to providing 10 years of basic and compulsory education (Grades R-9). The Reception Year programme has been informed by the process and findings of the National ECD Pilot project (1998-2000) and Education White Paper 5 on Early Childhood Development. The progressive phasing-in of the Reception Year as a compulsory school year begins to address the Department's commitment to the key constitutional principles of access, redress, equity and the provision of quality education.

The National Norms and Standards for School Funding for Grade R was promulgated in January 2008 to determine how funding for Grade R in public schools will be provided. The model favours schools in previously disadvantaged communities, in line with the Pro-Poor Policy of government and supports the attainment of universalisation of the Early Childhood Development, as indicated in the goals of the White Paper 5, which includes, among others, the provision of quality services to all the Grade R learners.

Education of learners with special educational needs

The Education White Paper 6 (July 2001) on Special Needs Education, – Building an Inclusive Education and Training System, provides access to all learners who experience systemic, intrinsic and socio-economic barriers to learning. The Policy on Screening, Identification, Assessment and Support (SIAS), 2014, provides a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.

E-learning education

According to the e-Education White Paper (2003/04), e-Learning is about learning and teaching philosophies and methodologies within the context of Outcomes-Based Education, using Information and Computer Technology (ICTs) in the learning environment. Enriching the learning environment through the use of ICTs is a continuum; it is a process that takes learners and teachers through learning about ICTs (i.e. exploring what can be done with ICTs), learning with ICTs (i.e. using ICTs to supplement normal processes or resources), and learning through the use of ICTs (i.e. using ICTs to support new ways of teaching and learning).



E-learning is an alternate way of teaching and learning. It includes instructions delivered through all electronic media, including the internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TV and CD-ROMs. The success of e-Learning depends on how effectively learning takes place online, that is, the underlying pedagogy and the real value of e-Learning lies in our ability to deploy its attributes to train the right people to gain the right knowledge and skills at the right time.

The Employment of Educator's Act 76 of 1998, as amended and the Public Service Act (Proclamation 103 of 1994), as amended

These Acts provide for the employment of educators and public service staff and the conditions of service, discipline, retirement and discharge of educators and public service staff, respectively.

South African Council for Educators Act 31 of 2001, as amended

The Gauteng Department of Education is also responsible for effecting the provisions of the South African Council for Educators (SACE) Act 31 of 2001. The purpose of this Act is to promote the professional development of educators by ensuring that all educators are appropriately certified to carry out their professional duties. In addition, the Act attempts to ensure that all educators observe the SACE code of conduct and conduct themselves within the ethical and professional standards established for educators.

Policy on Learner Attendance, 2010

This policy was developed in response to the need for national norms and standards for the recording, management and monitoring of learner attendance. It provides schools with standardised procedures to manage these processes, with a view to ensuring equity in the treatment of learners across provinces. This policy promotes regular and daily attendance of all learners to schools before, during and after examinations. The policy adopts a zero-tolerance approach to learners who are absent from school without a valid reason for 10 consecutive school days. The policy also emphasises the responsibility of parents/caregivers to ensure that their children attend school regularly.

National Policy for the Creation of an Enabling School Physical Teaching and Learning Environment, 2010

This policy aims to provide an equitable teaching and learning environment for all learners, thus enriching the teaching and learning experience of learners, resulting in improved learner performance.

Regulations Relating to the Minimum Uniform Norms and Standards for Public School Infrastructure, 2013

This regulation provides the minimum uniform norms and standards for public school infrastructure and seeks to ensure that there is compliance with the minimum uniform norms and standards in the design and construction of new schools and addition, alterations and improvement to schools in order to address and eradicate infrastructure backlogs.



The National Curriculum Statement (Grades R to 12), 2011

The National Curriculum Statement (Grades R-12) comprises three policy documents:

- The Curriculum and Assessment Policy Statements (CAPS) for all approved subjects for Grades R-12.
- The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statements Grades R-12.
- The National Protocol for Assessment Grades R-12.

The National Curriculum Statement (NCS) aims to develop the full potential of all learners as citizens of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent; literate, numerate and multi-skilled; and compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen.

National Education Information Policy, 2004

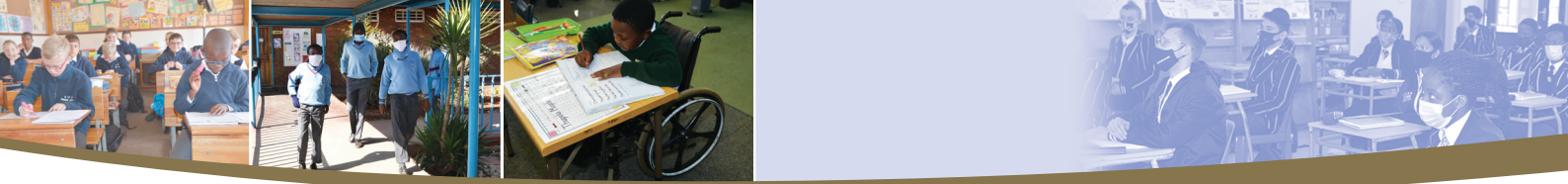
The effective gathering, analysis and dissemination of information in the education system is critical for sound education planning, monitoring and delivery. This policy creates an environment for advancing democracy, transparency, efficiency and effectiveness in the South African education system. It allows for the coordinated and sustainable development and use of the education information systems of institutions and education departments. Information systems increasingly yield more valuable data and statistics needed for planning and monitoring purposes, and therefore allows for better quality information to be distributed to the public. This promotes greater accountability at all levels of the education system – from the individual institutions and provincial education departments to the National Department of Basic Education.

A.2.2 Provincial legislative mandate

The development and amendments of the legislative framework at the national level has resulted in the Department having to align the provincial legislation with the national legislation. This resulted in a review of the provincial primary legislation, including the repeal of the Examination and Assessment Act, (Act No. 7 of 1997).

Gauteng School Education Act, 1995 (Act 6 of 1995), as amended

Given the context of the concurrent nature of education service delivery within the South African context, the Gauteng province passed the Gauteng School Education Act, 1995 (Act 6 of 1995) that, in essence, preceded the passage of SASA. This Act provided the first national attempt, to devising an organisation funding and governance model for schools within the province. It further served as a blueprint for the development of SASA and all subsequent legislative attempts by other provincial education departments to formalise the delivery of school education within their individual provinces. The 2011 amendments to this legislation did not change the essence of the Act but ensured its alignment with the national legislation.



Regulations under this Act include Governing Body Regulations for Public Schools, 1997, as amended and Admission of learners to Public Schools Regulations, 2001, as amended. The Governing Body Regulations for public schools was amended in 2012 to tighten up on the election processes, align with national legislation and to provide for a handover process that ensures continuity between the outgoing governing body and the newly elected incoming governing body. This timely review coincided with the 2012 governing body elections and assisted in ensuring a free and fair election process. The amendments to the Admissions Regulations, in the same year, greatly improved admissions processes.

In view of the repeal of the Examination and Assessment Act, 1997 (Act No. 7 of 1997), all efforts at improving efficiency in conducting examination was directed by the National Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate, Notice 1044 of 21 October 2005, which was complied with, in the financial year under review.

In 2013, the Department ensured the promulgation of the Notice on Registration and Subsidy of Independent Schools, the purpose of which was to improve the management and administration of independent schools in the province.

Gauteng Education Policy Act (Act 12 of 1998)

The Gauteng province complemented the National Education Policy Act (Act 27 of 1996) by promulgating a provincial equivalent, the Gauteng Education Policy Act (Act 12 of 1998) (GEPA) to enhance the policy development processes in the province.

The 2011 amendments removed the provisions pertaining to the establishment of the Gauteng Education and Training Council (GETC), the District Education and Training Councils (DETCs) and the Local Education and Training Units (LETUs), in order to encourage broader stakeholder participation in policy debates.

The Department is bound by policy mandates that stem from both the national and provincial domains. In this regard, the admission of all learners to the school system is fundamentally determined in terms of the National Admission Policy for Ordinary Public Schools (General Notice 2432 of 1998). In addition, the National Policy on HIV/AIDS for Learners and Educators in Public Schools and Further Education and Training Institutions (General Notice 1926 of 1999) also provides a basis for the Department to impact on the issues of access for learners and to consider all relevant issues related to the provision of support, treatment and care for educators and learners either infected with or affected by HIV and AIDS.

A.2.3 Good governance and legislative responsibilities

In addition to National and Provincial Legislation governing Education, the following legislations are promoted to ensure good governance at all levels of government:

The Department is bound by the **Public Finance Management Act, 1999 (Act 1 of 1999), as amended**, to ensure that all revenue, expenditure, assets and liabilities are managed efficiently and effectively. As part of good governance, financial management responsibilities have been entrusted to accounting officers within the Department. The Department is therefore directly responsible for ensuring that it complies with Provincial Treasury regulations in its routine business, that it compiles its annual budgets and manages these on a monthly basis, and that financial systems and procedures to manage risk and internal controls are in place.



The Department employs public service staff and educator staff, these staff members are employed in terms of the **Public Service Act, 1994 (Proclamation No. 103 of 1994)** and the **Employment of Educators Act, 1998 (Act No. 76 of 1998)**, respectively. These Acts provide for the conditions of service, discipline, retirement and discharge of employees.

The Skills Development Act, 1998 (Act No. 97 of 1998), as amended, allows the Department to provide an institutional framework to devise and implement national, sectoral and workplace strategies to develop and improve the skills of its employees. These strategies must be integrated into the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995. In this regard, the Department formulated a Skills Development Plan and continuously embarks on upgrading employee skills.

The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000) compels the Department to provide access to information that it possesses, to anyone who requires such information to exercise or protect any of her or his rights. The Act is in line with the provision of section 32 (1) (a) of the Constitution which states that everyone has the right of access to any information held by the State, and section 32 (1) (b) which provides for the horizontal application of the right of access to information held by another person to everyone, when such information is required for the exercise or protection of any rights. The Department has appointed two Deputy Information Officers to address queries related to requests for information. This is to ensure transparency and accountability is promoted and respected by the Department.

The Batho Pele White Paper, 1997 is based on eight transformation principles. The Department recognised that transforming its service delivery is important in guaranteeing that the basic needs of citizens in Gauteng are met, and, as such, set out to be more effective in improving its service delivery programmes. Programmes within the Department are aligned to the principle of redirecting resources to groups that were previously under-resourced; defining service standards with defined outputs, targets and performance indicators; human resource and organisational capacity development to support service delivery needs; seeking potential partnerships with the private sector, non-governmental organisations and community-based organisations; and the development of customer care services that is sensitive to issues of race, gender and disability.

The Department recognises that everyone has the right to administrative action that is lawful, reasonable and procedurally fair, as is provided for in the **Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000)**, strives to ensure total compliance to the legislation.



A.3 Institutional policies and strategies governing the five-year planning period

This Strategic Plan takes cognisance and is based on the National Development Plan (NDP), the NDP Five-year Implementation Plan, the Medium Term Strategic Framework (MTSF), Spatial Development Plan, the provincial priorities, sector priorities, local priorities and all medium and long-term plans, some of which are mentioned below:

A.3.1 Institutional policies

For the planning period, the Department has put in place a number of internal policies and circulars to support teaching and learning, these are:

- a) Learner Teacher Support Material (LTSM) Policy, which provides for the management, selection, procurement and provision of LTSM to schools, types of LTSM that schools may procure, the roles and responsibilities of the various stakeholders in the selection and procurement of LTSM and the retrieval of the LTSM.
- b) Scholar Transport Policy, which stipulates how the Department will go about providing scholar transport for eligible learners.
- c) Policy on the use of Tablet Devices and 3G/Wi-Fi Connectivity supplied to schools in terms of the e-Learning solutions programme, which promotes the effective management and use of ICT at schools.
- d) Gauteng Education Management Information Systems (EMIS) Policy and the South African School and Administration Management System (SA-SAMS) and the Learner Unit Record Information and Tracking System (LURITS) Policy, which promotes the use of information within the Department for policy, planning, decision-making, monitoring and evaluation and provides a basis for the collection of accurate information from schools.
- e) The GDE Recruitment and Selection Policy, which puts in place proper recruitment and selection processes to ensure that suitably qualified candidates are employed at schools to assist the Department to fulfil its mandate.
- f) GDE Policy for the Delimitation of Feeder Zones, which provides for a fair, transparent and equitable basis for the Department to determine feeder zones for schools.
- g) GDE Policy on the Configuration and Establishment of Full-Service Schools and Special School Resources Centres, which promote the establishment of functional Full-Service Schools and Special School Resources Centres.
- h) Circular 4 of 2019 on Implementation Guideline on Voluntary food handlers, seeks to put in place systems for the recruitment and management of voluntary food handlers to improve the implementation of the Department's School Nutrition programme.



- i) Circular 1 of 2018 on the implementation of Employment Equity Plan, promotes the employment of equitable representation on all levels of the work force and promotes equal opportunities and fair treatment in employment.
- j) Circular 9 of 2016 on Planning, Reporting and Accounting Framework for Public Schools, is still relevant in that it provides schools with a framework for planning that leads to school improvement and promotes reporting and accountability.

A.3.2 Strategies

In support of Quality Teaching and Learning, the Department has introduced support strategies to improve all phases of the curriculum:

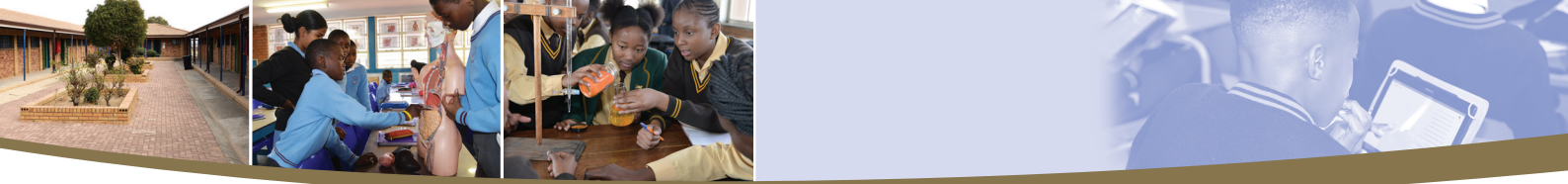
General Education and Training Language and Mathematics Strategy – which incorporates the Reading component

This strategy intends to lock in gains made in language and mathematics through the implementation of the LITNUM Strategy in the Foundation Phase, which include the Read to Lead Campaign, Library Services, the Book Flood Campaign and the Grades 8 and 9 Mathematics Strategy. Key focus areas of the strategy includes monitoring and supporting the utilisation of mathematics and language lesson plans provided, supporting teachers to use resources such as wordlist, readers, posters and the introduction of the Drop All and Read Campaign. The Read to Lead Campaign will ensure that all learners can demonstrate age-appropriate levels of reading. The Department will work with community-based ambassadors for reading; the Publishers Association of South Africa; celebrities/prominent members of communities and authors to read the stories to learners and to share the advantages of reading. The Department will also use social media to promote reading activities and a Read to Lead application will also be created.

Further Education and Training

The FET strategy is aimed at intensification of its mandate to ensure high and improved learner performance is evident in the tough measures that the provincial department takes to ensure that it performs above the national average and is NDP goal driven. The strategy continues to build into innovative teaching methodologies through its ICT infrastructural enhancements and digital curriculum and assessment resourcefulness by supporting learners to progress in a diverse and purposeful manner. The FET strategy has a key focus on school visits to ensure all schools comply with national policies, CAPS in particular, and are aided with instructional tools such as Annual Teaching Plans (ATPs), assessment guidelines and concomitant resource toolkits that support policy implementation with a strong focus on diagnostic and remedial activities.

The FET strategy will place emphasis on discipline at the school level and a high responsive service delivery model. This model includes ensuring that curriculum support structures are sustainable and focused on driving high performance support outputs and building capacity. The teacher development programmes are responsive to teacher subject needs and are sustainable ensuring content, methodology and skills focus aided by Just in Time digital material development, distribution and utilisation. Through this strategy, the use of data to inform decision-making is being expanded at all levels and critical partnerships are formed to support subject improvements.



Secondary School Improvement Programme Strategy

The Secondary School Improvement Programme (SSIP) follows an integrated approach to ensure alignment to the school programme. Activities are aimed at monitoring the delivery of curriculum in underperforming schools and in establishing systems to ensure the synchronised delivery of curriculum. This intervention programme is aimed at supplying adequate and effective electronic and printed resources for learners and teachers by providing the Just in Time teacher training, and the Holiday and Pre-exam Camps.

The Department implemented the SSIP that focused on providing additional support and materials to learners in secondary schools. Learners, through the SSIP programme, attended extra classes on weekends and during school holidays. The purpose of the intervention is to achieve a Grade 12 pass rate of not less than 90% while preparing Grade 10 and 11 learners for the interim and final examinations, targeting Mathematics, Physical Science, Accounting and English First Additional Language (FAL) or Home Language (HL). In addition, the focus is on achieving a pass rate of at least 50% in respect of progressed learners and high-risk learners.

Maths Science and Technology Strategy

The focus of the Maths Science and Technology (MST) strategy is to strengthen the implementation of the National Development Plan (NDP) and the Action Plan 2019 by increasing the number of learners taking Maths, Sciences, Engineering and Technology (STEM) subjects, improving the success rates in the subjects and improving teacher capabilities. This strategy is funded by an MST Conditional Grant that aims to provide support and resources to schools, teachers and learners in line with the curriculum in public schools.

Technical High School Strategy

The Gauteng Department of Education has developed a strategy for schools offering technical subjects that will guide its activities over the next five years to address the skills shortage and unemployment crisis among the youth in the country. It is envisaged that the objectives of the strategy would be achieved by turning around Technical Schools into centres of excellence that would equip learners with the skills and knowledge to give them the best chance of success in the academic, career pathing in technical vocational fields and entrepreneurship. The strategy is also geared towards career advocacy programmes, ongoing teacher training and resourcing schools with modernised equipment that is similar to those used in industry. The GDE acknowledges that these objectives cannot be successful without industry and private partnerships that will provide learners with workplace experience, learnerships, and artisanal and entrepreneurial skills to promote social and economic development.

Schools of Specialisation

The GDE has taken a policy decision for learners to have access to a specialised, modern, relevant, dynamic and responsive curriculum, an alternative to the traditional academic curriculum. The Schools of Specialisation (SOS) seek to nurture the development of top talent in Gauteng across various disciplines, producing the country's future generation of economic and industrial entrepreneurs and leaders.



Schools of Specialisation seek to address the mismatch between the skills with which learners exit the system and the requirements of industry. There is currently a need to expanded learner opportunities within the system by providing an alternative pipeline to the world of work, post-matric.

The SOSs respond to the provincial TMR programme of the Gauteng province by addressing critical skills shortages in prioritised skills areas. The skills areas that have been prioritised to the specific economic sectors in each of the province's five economic corridors. The skills shortages in prioritised in skills areas are required to build the provincial economy by serving as a catalyst to revitalise the townships economy. There is a current bias towards academic learning using a 'chalk and talk' methodology and there is a deficit in higher order, critical, inductive and deductive thinking which characterises the traditional curriculum.

Special Needs Education

The inclusive education model actively promotes and places emphasis on society adjusting to the person and removing obstacles in the environment, attitudes and services, rather than disabilities or difficulties in the development of the child, by providing quality and continuous support at all levels with the aim of achieving educational outcomes and recognising individual potential.

The Department's Inclusive and Special Schools Strategy sets the directions for the development of education of learners with special education needs. This strategy covers expanding access to Special Schools by redressing issues as part of the National Development Plan and the Provincial Strategic Goals. Further expansion is dependent on additional infrastructure, funding and resourcing. Key aspects relate to stakeholder participation, capacity building resourcing, expanding access and Whole School Improvement.

This strategy addresses the principles and theoretical and practical achievements in developing the potential of children with special needs in education whilst also raising awareness in communities and supporting parents. This strategy includes support related to the Autism Spectrum Disorders (ASD), introducing awareness and basic knowledge of South African Sign Language (SASL) in Grade 5, the implementation of the SIAS Policy and expanding the sector as a whole.

One of the ways to expand access to decentralise learner support is by introducing Full-Service Schools (FSSs). Full-Service Schools are Public Ordinary Schools that provide support to learners with mild to moderate support needs. FSSs are not expected to mimic Special Schools but are required to provide continuous support and expert assistance to learners with mild to moderate support needs as well as to provide a stimulating and non-restrictive environment for optimal development and education.

School Safety

The Department's School Safety and Security Policy encompasses all measures taken to combat threats to learners, teachers and school staff including school property. This policy also focuses on the sheltering of learners from violence and bullying, as well as exposure to harmful elements such as drugs and gang activity. The Safe Schools priority promotes the protection of learners from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds and surrounding areas.



Safety issues facing the schooling system covered under this policy includes environmental risks related to health and safety issues and to the location of the school. It also includes traffic flow, surrounding facilities and amenities as well as the condition and management of scholar transport. The focus of the policy covers criminal acts against school infrastructure and movable assets including acts of theft, vandalism and arson, as well as criminal acts against learners, educators and school managers including homicide, assault, corporal punishment, rape, gangsterism and robbery on school premises, in the immediate environment of the school and in aftercare programmes and hostels linked to the school.

A.4 Relevant court rulings

In the past five years, the following court judgments were made, the nature of the case, the judgement and the implications for the education sector is provided on a case by case basis below:

Names of parties involved	EQUAL EDUCATION V MINISTER OF BASIC EDUCATION AND OTHERS
Brief facts	The applicants brought this application against the Minister and all MECs. The applicants applied to the court declaring that certain sub-regulations of Regulation 4 of the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure is inconsistent with the Constitution and is unlawful and invalid, in the alternative reviewed and set aside.
Judgement	The Court set aside certain sub-regulations of Regulation 4 on the basis that the sub-regulations are, amongst others, unconstitutional in that it breaches learners' right to basic education. An application for leave to appeal was lodged with the Constitutional Court. The Constitutional Court concluded that the application for condonation should be granted, but that the application for leave to appeal should be dismissed as it bears no prospects for success.
Implications	The judgment has serious implications for National DBE and PDE, in that billions should be found to eradicate unsafe school buildings not limited to toilets, classrooms, staff rooms, etc. within a reasonable time. It is a well-known fact that the Department alone cannot do this entire infrastructure but is dependent on other departments.

Names of parties involved	THE FEDERATION OF GOVERNING BODIES OF SOUTH AFRICA (FEDSAS) V GAUTENG DEPARTMENT OF EDUCATION
Brief facts	FEDSAS was challenging the validity of the Gauteng Admissions Regulations and questioned the rationality and reasonableness of the Admission Regulations.
Judgement	Judgement was handed down on 16 October 2015 in favour of GDE which meant that the Department may enforce the Admissions Regulations, except for Regulation 2(2) A which was nullified. FEDSAS applied for leave to appeal at the Constitutional Court against the whole judgment. Judgment was made in favour of the Department on 20 May 2016, wherein the Regulations were found to be rational and reasonable, not ultra vires the Constitution. The Department was directed to determine feeder zones by 20 May 2017 in consultation with stakeholders.
Implications	This judgement may have implications for other provinces to determine feeder zones for schools in their provinces to facilitate admissions.



PART B: OUR STRATEGIC FOCUS





B.1 Vision

Every learner feels valued and inspired in our innovative education system.

B.2 Mission

We are committed to provide functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to quality, equitable and relevant education.

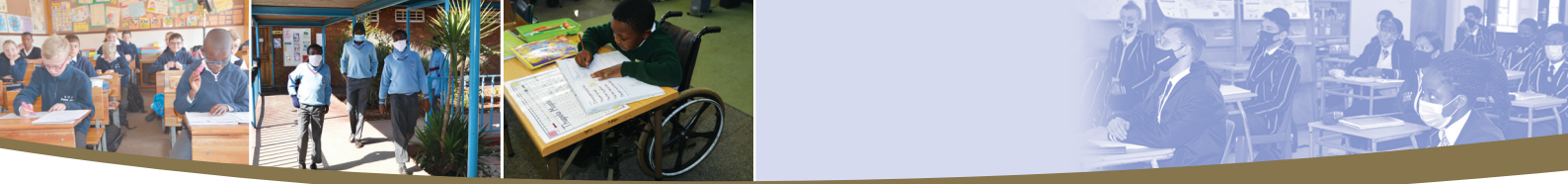
B.3 Values

We uphold the following core institutional values that are focused on **Learner IMPACT**:

- Integrity (honesty and truth)
- **M**otivated
- **P**assionate
- **A**ccountable
- **C**ommitted
- **T**ruth

B.4 Situational analysis

This situation analysis presents key aspects of the Gauteng context and challenges, schooling indicators, quality and management of education provision and the cost and financing of the education system. The province has made great strides in achieving primary education for all male and female children. The massive influx from other provinces and other countries over the last few years, however, has increased the demand for education and presents multiple challenges that must be addressed in order to provide access to education for all children in Gauteng. In addition, the education system continues to work towards improving and fostering the quality of education in line with the government's objectives to foster a knowledge economy. This revision of the Strategic Plan takes into consideration the outbreak of the COVID-19 pandemic and its impact on education.



B.5 External environment analysis

First: Development Context

South Africa is classified as a medium human development country. According to the United Nations Development Programme (UNDP), South Africa's Human Development Index (HDI) value for 2017 was 0.699, the Country is ranked at 113 out of 189 countries and territories. The rank is shared with Philippines. Between 1990 and 2017, South Africa's HDI value increased from 0.618 to 0.699, an increase of 13.1%. Between 1990 and 2017, South Africa's life expectancy at birth increased by 1.3 years, mean years of schooling increased by 3.6 years and expected years of schooling increased by 1.9 years. South Africa's Gross National Income (GNI) per capita increased by about 27% between 1990 and 2017. Table 1 reviews South Africa's progress in each of the HDI indicators.

Table 1: South Africa's HDI trends based on consistent time series data and new goalposts

	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP\$)	HDI value
1990	62.1	11.4	6.5	9,391	0.618
1995	61.2	13.0	8.2	8,885	0.649
2000	56.3	13.0	8.8	9,340	0.630
2005	52.6	12.9	8.9	10,590	0.614
2010	55.9	12.8	10.0	11,639	0.649
2015	62.0	13.3	10.1	12,073	0.692
2016	62.8	13.3	10.1	11,948	0.696
2017	63.4	13.3	10.1	11,923	0.699

Source: UNDP, Briefing note for countries on the 2018 Statistical Update – South Africa

This means that South Africans today enjoy a longer, healthier life; have better access to education and a more decent living standard. The National Development Plan identifies human development as a critical part of inclusive growth and acknowledges its inadequate improvement in relation to education, health and safety.

South Africa has a good story developing, indicated by the steady improvement of its HDI score over the last years.

Gauteng has an HDI value of 0,735 and is comparable to Jordan which ranks 86 out of 189 countries and is categorised as a high human development country.

Table 2: South Africa's HDI relative to Gauteng based on consistent time series data

	Human Development Index						
	1990	1995	2000	2005	2010	2015	2017
Gauteng	0.684	0.719	0.695	0.666	0.694	0.727	0.735
South Africa	0.618	0.649	0.630	0.614	0.649	0.692	0.699

Source: Sub-national HDI – Area Database – Global Data Lab. hdi.globaldatalab.org.



According to the 2017/18 Gauteng City Region Observatory Quality of Life Survey, access to basic services is much higher and more inclusive than it was in 1994.

Several ground-breaking reforms and initiatives were introduced as part of TMR to improve the quality of life of Gauteng residents. Formal dwelling is at 81%; piped water at 91%; electricity at 92%; sanitation at 91% and refuse removal at 83%. These basic services were ranging between 50% and 65% in 1994. Since 1994, the Gauteng government has built 1.2 million government-subsidised houses, providing more than 3 million people with decent shelter.

The size of the public education system has also doubled – from 1.2 million learners in 1994 to 2.4 million learners today. In the past four years, we increased access to Early Childhood Development to more than four times from 83 000 children to 483 000 children. We have also invested significant resources in expanding access to education by learners with special needs.

The cumulative developmental impact of all the investments being made in education, health, housing and basic services can be seen in the sustained improvement in the human development index and quality of life index.

However, poverty remains prevalent in peripheral areas of Gauteng, in particular, the west, south and north-western parts of the province. Low economic activity in these areas limits access to income opportunities, hence compromising households' ability to access better livelihood opportunities and amenities. For example, Soshanguve in the north served predominantly as a dormitory township during the apartheid era, and consequently today has fewer economic opportunities and lower levels of service. Even in economically stronger municipalities, such as the three metros of Johannesburg, Ekurhuleni and Tshwane, there is evidence of multidimensional poverty. Wards in areas such as Alexandra (Johannesburg), Tembisa and Daveyton (Ekurhuleni), and Mamelodi (Tshwane) exhibit high levels of poverty in spite of their relatively central locations. In some of these areas, the intensity of poverty is higher than on the periphery.

Unemployment was the most prevalent dimension of poverty on the bank of indicators used in this analysis. Lack of access to jobs limits the ability of a household to access other amenities and opportunities, trapping the household in poverty.

Population and Demographics

Gauteng Population Dynamics

South Africa's mid-year population is estimated to have increased to 58.78 million in 2019, according to the report released by Statistics South Africa today. Gauteng continues to record the largest share of South Africa's population, with approximately 15.2 million people (25.8%) living in this province.

According to the report, about 28.8% of the population is younger than 15 years and approximately 9.0% (5.3 million) is 60 years or older. Of those younger than 15 years of age, the majority reside in Gauteng (21.5%) and KwaZulu-Natal (21.1%). Of the elderly (those aged 60 years and older), the highest percentage 23.9% (1.27 million) reside in Gauteng.

About 22% of the Gauteng population is of school going age ranging from 5-19 years.



The population of Gauteng increased by 17.7% from 2014 to 2019. The average provincial growth in population during the six-year period is 3% as compared to the national average growth during the same period which is 1.7%.

The middle age of the province of Gauteng is 27 years. For every 100 females, there are 101.2 males. For every 100 females over 18, there are about 102 males.

The population density of Gauteng is 680 people per square kilometre. The most recent masses reports demonstrate that the province is the quickest developing area in the nation, and in addition, makes up around a fourth of the whole population.

Gauteng is the area with the second highest life expectancy in the nation, with females having a life expectancy of 63 years and men of 61 years. During birth, life expectancy for the year 2013 is at 57 years and 61 years for men and women individually.

The growth in the population is largely due to in-migration. Migration is an important demographic process, as it shapes the age structure and distribution of the provincial population. For the period 2016-2021, Gauteng is estimated to experience the largest inflow of migrants of approximately, 1 643 590.

The huge influx of children from other provinces and neighbouring countries in classrooms has strained teaching resources, created crowded classrooms and reduced the contact time of schooling in some public schools

Learner migration

According to an investigation by the National Council of Provinces and Gauteng Provincial Legislature, 47% of international migrants settle in the Johannesburg Metropolitan municipality as well as a large number of migrants from other provinces, notably KwaZulu-Natal, Limpopo and Eastern Cape. Learners from other provinces increased by 9.3% from 73 418 in 2018 to 80 244 in 2019, an increase of 6 826 learners. Learners from foreign countries increased by 9.1% from 24 220 in 2018 to 26 412 in 2019, an increase of 2 192 learners.

The Department of Education reflected that the large influx of learners into the province is putting strain on the limited resources and aging infrastructure of Gauteng schools and the limited resources of the Department. The unplanned influx of learners into the province disrupts the planning process and schools reach capacity, leaving unplaced learners at the start of every academic year. The overcrowding of schools strain the security and safety by many anti-social activities including bullying, gangsterism and learner-on-learner violence and learner-on-teacher violence, theft at schools, amongst other.

Economy and employment in Gauteng

As per National Treasury growth forecast, South Africa's Gross Domestic Product (GDP) growth slowed from 1.3% in 2017 to an estimated 0.7% in 2018. The medium-term outlook is weaker than projected in the 2018 Medium Term Budget Policy Statement (MTBPS). Economic growth is expected to reach 1.5% in 2019, rising to 2.1% by 2021. Gauteng province remains the largest contributor to the South African economic output, contributing 35% to the GDP, but is growing slower than the population, creating a



disproportionate burden on infrastructure and basic services, including health and schools in the province. For 2018, the HIS estimated that Gauteng's economy increased by 1.4 % in 2018.

The Gauteng youth are the most vulnerable in the labour market in the province as the unemployment rate among this age group is 49.4%. This indicates that the province has in excess of 2 million youth aged between 15 and 24 years that are unemployed as at the first quarter of 2019.

Second: Education context

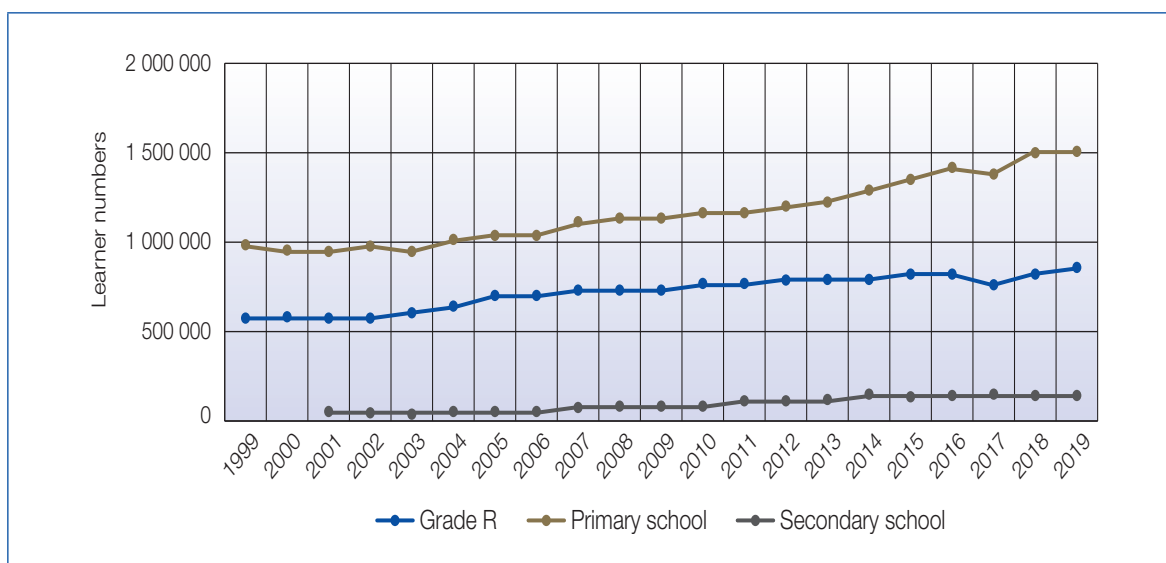
The national education system in Gauteng is well-developed. Gauteng has achieved near universal basic education for both boys and girls and rates are high in terms of expected years of schooling (13.2 years) and mean years of schooling (11.2 years) as of 2017¹.

Education transformation through programmes aligned to the NDP and ongoing efforts to introduce improvements have contributed to these achievements. As mentioned, however, the education system still faces major challenges in providing education for all children residing in Gauteng and improving the quality of education. In addition, Schooling 2030 and Growing Gauteng Together 2030 outlines a strategy to overcome external and internal challenges in the provincial education sector, in terms of access, quality, accountability, innovation, and mind-set.

Schooling Patterns

The majority of learners in Gauteng are enrolled at the General Education and Training (GET) level (Grades 1-9). Fewer children are enrolled at the Grade R and pre-Grade R and Further Education and Training (FET) levels as illustrated in Figure 1.

Figure 1: Enrolment by level, 1999 – 2019



¹ Source: 2017 UNDP HDI data retrieved from Globaldatalab.org

Table 3: Learner enrolment in basic and secondary education, 2009-2019

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Grade R	64 632	74 853	85 054	89 716	104 508	116055	115 185	120 374	118 163	126 593	126 285
Primary School	1 115 448	1 148 214	1 162 997	1 193 493	1 232 183	1 286 219	1 345 745	1 400 981	1 383 555	1 493 866	1 514 621
Secondary School	714 134	740 867	759 971	771 619	774 422	787 835	804 668	808 972	760 529	827 819	860 146

The number of learners enrolled in basic and secondary education has exceeded 2.5 million children over the last three years (see Table 3). This has resulted in over-crowding in some schools, which has increased the pressure on the infrastructure and the school environment, decreased the number of hours of instruction for children in those schools, and eventually has led to a decline in the quality of education.

Table 4: Percentage of children attending educational institutions by age nationally relative to Gauteng, 2008-2017

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
7 to 15-year olds (Compulsory Ed)	GP	98.7	98.9	98.9	99.3	99.0	99.2	99.6	99.2	99.5
	National	97.9	98.5	98.7	98.8	98.8	99.0	98.8	98.8	98.9
7 to 13-year olds (Primary Ed)	GP	98.7	99.0	99.2	99.1	99.0	99.3	99.7	99.6	99.6
	National	98.2	98.9	99.1	99.0	99.2	99.3	99.2	99.2	99.3
14 to 18-year olds (Secondary Ed)	GP	91.2	92.5	89.9	89.5	90.5	92.0	91.9	89.8	90.5
	National	89.2	89.0	88.7	90.1	90.5	90.7	90.2	89.6	90.4

Table 4 shows the percentage of children attending educational institutions by age and per phase. As shown, universal education for Gauteng is nearly achieved except for pre-Grade R, which is one of the government's priorities for the next five years. In terms of access to education, the situation for Gauteng boys and girls is significantly better and gender parity is equal.

Gauteng children have reached gender parity at the basic education levels. At the secondary level, the enrolment rate for boys is lower than for girls in later years. This is probably due to poverty and the need for boys to join the labour market as unskilled labourers, causing boys to drop out at a higher rate.



Third: Early Childhood Development

Access to ECD programmes – 0 to 4-year olds

The Sustainable Development Goal 4 states that “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.” Numerous studies show the long-term benefits of early education. Early childhood development, starting at birth, lays the foundation for children’s long-term development, well-being and health. Early childhood development builds the competencies and skills that enable people to learn throughout life and to earn a livelihood, hence, policymakers and educators are starting to place more emphasis on high-quality pre-school and childcare programmes.

Early childhood programmes also enables early identification of disabilities and children at risk of disability, which allows parents, health care providers and educators to better plan for, develop and implement timely interventions to address the needs of children with disabilities, minimising developmental delays, improving learning outcomes and inclusion, and preventing marginalisation.

Currently, over 56% of children under the age of four in Gauteng are enrolled in a pre-school programme. Research continues to point toward the importance of these kinds of programmes in the cognitive, social and academic development of children. During these formative years, the brain is still growing and developing – making those first few years an important opportunity for education to begin.

Table 5: Percentage of 0 to 4-year-olds attending ECD facilities nationally relative to Gauteng, 2009-2017

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017
GP	44.3	44.3	44.6	45.7	59.3	69.6	65.6	56.2	55.3
National	30.4	32.8	35.0	36.5	44.7	48.3	45.7	40.4	42.2

The province is experiencing an increasing demand for ECD services as a result of the growing population, increased awareness of the importance of ECD, and an increase in the number of working families. Enrolment ratios in pre-Grade R are low and have increased slightly in recent years due to the increased migration.

The major obstacles to improving access to ECD are the limited availability of pre-schools throughout the country, the increasing parental interest in enrolling their children and the limited availability of financial resources to expand the sector.

Gauteng province is committed to improving Early Childhood Development and more children are accessing this crucial building block of learning. Investment in ECD is well-documented to be one of the most effective, long-term strategies for poverty eradication.



Access to Grade R

The Sustainable Development Goal 4 states that “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.” Numerous studies show the long-term benefits of early education. Early childhood development, starting at birth, lays the foundation for children’s long-term development, well-being and health. Early childhood development builds the competencies and skills that enable people to learn throughout life and to earn a livelihood, hence, policymakers and educators are starting to place more emphasis on high-quality pre-school and childcare programmes.

Table 6: Percentage of children 5–6 years old attending educational institution nationally relative to Gauteng, 2008-2017

Province	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
GP	74.6	87.6	91.5	90.0	90.5	90.2	91.9	94.6	93.1	94.5
National	75.3	86.8	89.6	90.1	90.3	90.6	91.5	92.1	92.9	92.4

Table 7: Percentage of learners in Grade 1 who attended Grade R nationally relative to Gauteng, 2009-2017

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017
GP	96.4	90.7	92.4	80.9	93.6	90.8	88.6	90.0	92.8
National	97.1	94.8	95.0	92.2	94.9	94.8	94.8	93.9	94.4

Early childhood programmes also enables early identification of disabilities and children at risk of disability, which allows parents, health care providers and educators to better plan for, develop and implement timely interventions to address the needs of children with disabilities, minimising developmental delays, improving learning outcomes and inclusion, and preventing marginalisation.

Quality of ECD – Literacy, Numeracy and Science inadequacies in later years

The Department has developed quality standards in terms of both administrative and technical matters for all levels of education. According to these standards, the quality of Grade R education in Gauteng has improved over the past few years. By the end of 2018, only 66 public schools did not offer Grade R.

Quality learning outcomes are impacted by factors such as school facilities, curriculum, support and supervision for Grade R practitioners and learners, and practitioners’ qualifications and professional development. Grade R is the one area within the education system where an established and functioning pre-service teacher education programme is not in place. As a result, a large percentage of public Grade R practitioners were un- or under-qualified. As of 2019, nearly 60% of children in Grade R classes also benefited from the school feeding scheme.

Other promising initiatives by the Department and its partners are helping to improve the quality of early childhood education. For instance, there is a programme encouraging the participation of parents in their children’s education. Another programme was set up for the employment of technology in Grade R and



enriching educational software. Furthermore, an Early Grade Reading and Mathematics Project has been developed and will be made available in order to raise the readiness of children to learn, to improve learning materials, and to better prepare ECD practitioners and administrators to provide effective instruction.

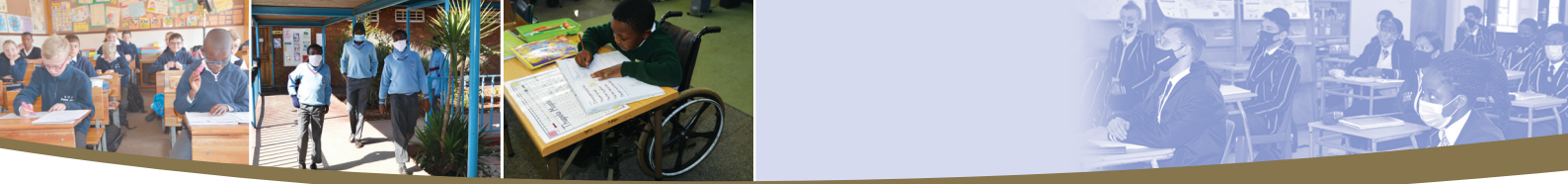
Quality improvements are still needed at the Grade R level. First, the curriculum requires review in order to modernise the provision of early childhood education. Secondly, there is poor monitoring, evaluation and accountability at the Grade R level. Third, while most practitioners are improving their qualifications, existing practitioners need on-going professional development opportunities to continue to upgrade their skills. This should include strategies for children with development delays, and children at risk. Coordination between universities and colleges in the preparation, training and upgrading of skills of kindergarten teachers, who are all females, is also poor and will need to be strengthened in order to improve the quality of practitioners. Fourth, most Grade R classes and teachers make limited use of information and communication technology.

Fourth: COVID-19 and the impact on Education

The GDE's plans remain in line with the Five-Year Strategic Plan as revised, The COVID-19 outbreak has resulted in the disruption of schooling, the closure of schools and the staggered reopening of schools on grade by grade basis. This situation is likely to persist into the foreseeable future and will account for a considerable amount of energy being exerted to manage the worst effects of the pandemic.

The COVID-19 pandemic has ravaged the province, the country and indeed the World. The global outbreak has severely impacted the education sector. The impact of COVID-19 on schooling has and will continue to be immense. It is envisaged to have a marked impact on the strategy and operations of the Department over the medium-term horizon. The focus in most schools will involve full compliance with the protocols and the effective utilisation of available resources to function under COVID-19 conditions. A major reorientation of schools will ensue that will include the reconfiguration of physical classroom space to manage social distancing. The schooling sector will require a major mental and psychological adjustment of staff, learners, SGBs and the parent community, to the realities presented by COVID-19. This will be marked by an increasing number of reported COVID positive cases, compounded by pre-existing underlying health conditions, which will increase the vulnerability of the various stakeholders in the environment. In response to the outbreak of the COVID-19 pandemic, the GDE plans over the medium- to long-term will include key interventions to stabilise the school sector in the province. These interventions will continue until a suitable vaccine is developed and the infection rate is brought under control.

The Department will continue to persist with the quality enhancement and service delivery obligations over the course of the next few years. The Department remains committed to improving the quality of education across all phases in our schools and to track progress towards the achievement of our outcomes and outputs. In this regard, we will continue to collect, analyse and report key performance information to determine progress and improve outcomes. In addition to these crucial commitments to secure optimal performance levels across the system at large, the GDE will be focussing on key issues related school functionality, infrastructure provisioning, human resources provisioning, curriculum interventions and education support interventions.



The impact of the COVID-19 pandemic will remain at the forefront of the GDE's priorities so that the schooling of learners in the province may be secured over the short-term. Given the pervasive nature of the pandemic and the unpredictability this poses for the promotion of an uninterrupted schooling environment in the province, the management of school closures and the subsequent reopening of schools will be systematically addressed. As part of the COVID-19 standard operating procedures for the education sector, we will continue to engage our sister departments and social partners to support schools in the management of the pandemic. This will include working with the health and social development authorities to certify the full or partial closure of a school, overseeing individual case management, contact tracing and the provision of psycho-social support.

School functionality in the context of COVID-19 will be meaningfully addressed through:

- Effective management of the closure and resumption of schools.
- The monitoring and control of the attendance of learners and educators.
- The management and support offered to those infected.
- The management of comorbidities.

The Department will continue to improve the state of school infrastructure. COVID-19 has highlighted areas of need across the system that is characterised by aging infrastructure, historical infrastructure backlogs and the need to address specific infrastructure requirements that schools need to adhere to in order to be COVID-19 compliant.

In terms of infrastructure, we will continue to prioritise the following interventions over the immediate to long-term:

- Conduct emergency repairs and undertake renovation that may result due to burglaries, vandalism and arson attacks.
- Improve the supply of water and sanitation.
- Provide mobile classes to create additional learning spaces and promote appropriate physical distancing.
- Provide secure perimeter fencing to manage access to the school premises.

The health and safety of our employees, whether school or office-based, will continue to remain a top priority over the next few years. In this regard, we will continue to intensify all occupation, health and safety (OHS) measures, provide appropriate psycho-social support and avail medical screening and supportive medical facilities to ensure we maintain an optimal working environment for all employees. For the immediate future, this will include the provision of necessary support in the event of a COVID-19 infection or related illness.

With regard to human resources, we have prioritised the following interventions over the forthcoming years:

- The appointment and placement of additional teachers and support staff.
- The appointment and placement of substitute teachers and support staff.
- The provision of additional office-based staff.



The COVID-19 outbreak has necessitated curriculum adjustments and the increased reliance on alternative modes of curriculum delivery. Flexible schooling arrangements will be adopted and encouraged to accommodate the disaster management scenario that we are likely to confront over the medium-term. Given the immediate context of the loss of contact time by learners and the short to medium-term growth, stabilisation and reduction of COVID infections with possible further waves of infections will create relatively unstable schooling environments in the province. The GDE Five-Year Plan will focus on managing the Department's response to the COVID-19 pandemic. The plan will guide the effective management of learners and educators with declared comorbidities and will support and guide learners that will participate in supported distance learning.

A wide variety of curriculum focussed interventions will characterise the five-year vision of the GDE. Key focus areas marked for enhancement and further strengthening will include, amongst others, the following:

- Purposeful teacher development and training.
- Support and facilitation of curriculum delivery in the context of a national or localised disaster.
- ICT integrated learning.
- The promotion and development of distance learning approaches.
- An adjusted and refined Secondary Schools Improvement Programme (SSIP) to enhance the performance of learners in the National Senior Certificate examinations.
- Examination and Assessment interventions to align to the shift towards ICT integration and distance learning.

To promote and widen access to quality education, the Department will continue to prioritise key support interventions related to school nutrition, learner transport, school safety and school health. Going forward, these changes will play a crucial role in ensuring that schools remain safe spaces for all learners and educators, fully COVID-19 compliant and consistent with all approved health and safety protocols.

Education support interventions in this regard will focus on the following interventions over the next five years:

- Intensification of the School Nutrition Programme.
- Optimisation of the Learner Transport Programme.
- Widening of the School Health Programme.
- Bolstering of the School Safety and Security Programme.

The five-year journey that the GDE has just begun has been overtaken by a global pandemic that has shaken the very foundations of education and society at large. All sectors of society have been impacted in the most direct way, and in a manner, that very few have experienced before. All institutions, both private and public have been forced to manage the disaster in completely new ways. Innovative and creative solutions that allow for adaptable and flexible approaches have become necessary. Old ways of dealing with completely new realities have become redundant. The pandemic has spurred new modes of thinking that require greater speed and urgency. With the looming reality of loss of life and increased isolation of people more generally, all government departments globally have been forced to shift towards the delivery of vital services from remote locations. This will be reality for the foreseeable future. It is also an unfortunate



reality that until an effective vaccine is discovered, deployed and made meaningfully accessible to all, large swathes of the population will be infected by the virus while even more will succumb to it before calm and normalcy is obtained. It is in this context that the GDE will rollout a five-year plan that will mitigate against the worst effects of a global pandemic, provide relief and support to all that form part of the Gauteng basic education sector and deliver a quality schooling experience to all the children of the province.

B.6 Internal environment analysis

Fifth: Basic and Secondary Education

The system of GET and FET education is well developed in Gauteng with universal enrolment at the primary and secondary levels for learners in Gauteng. The challenges facing the education system in the previous years have led to more pressures on the infrastructure of the education system, including the increase in population, migration from the region and their impact on cultural diversity and the geographic distribution.

The strategic focus of all our transformation strategies is centred on the learner and the quality of learning that is provided and attained for effective and lifelong growth, sustainable development and well-being of the learner. This focus clearly guides our thinking on what must be done to ensure that we are creating an enabling environment for effective teaching and learning, thus ensuring that all our citizens are empowered to effectively participate and contribute meaningfully in society and to the economy of the province.

Access and Equity

The number of learners enrolled in primary and secondary education has increased to 2 476 490 learners, and over the last three years an average annual growth to the system is at 1.8%. This has resulted in over-crowding in some schools and has increased the number of mobile and Alternate Construction Technology (ACT) schools, schools, which has increased the pressure on the infrastructure and school environment, decreased the effective hours of instruction for children in overcrowded schools and eventually has led to a decline in the quality of education.

The province has struggled with the competing demands of ensuring access to education for all children despite the high cost of infrastructure (both construction and maintenance). The increasing number of learners has led to bussing learners to school to increase learners' access to education, particularly in areas of high-density population where there is a shortage of land owned by the government or it is an informal settlement. Mobile school buildings, however, do not meet the government standards for schools and do not have the same facilities as other brick and mortar schools. The government has been working to decrease the number of mobile schools, which account for approximately 3% of the public schools, and has succeeded in doing away with them in favour of ACT schools.

High maintenance costs and the low performance of small schools have led to the integration of small schools. Five years ago, there were about 200 schools with fewer than 100 learners. These schools represented 6% of the total number of schools in the province but accommodated only 4% of public-school learners. Consequently, the Department has been working to reduce the number of small schools through its current rationalisation plan.



The Department began to establish and distribute the school feeder zones and adopted a policy of establishing a more equitable system of school access, considering learners' residential address and special circumstances of the areas. Due to this approach, it is expected that in the 2020 academic year, the number of schools with fewer learners will decrease. The Department is also working to improve its school zoning processes in order to more accurately assess the extent of overcrowding in some areas and the distance from schools to population centres. This will enable the Department to develop a more coherent strategy for constructing new school facilities.

Improving Literacy and Numeracy can greatly improve many factors in a learner's life including employability, logical thinking and reasoning in everyday activities. In addition, Literacy and Numeracy skills are crucial for accessing the broader curriculum because it used in many aspects of our lives.

Inclusive Education

Access to Special Needs and Autism education in township schools have improved. A total of 18 special needs schools have been established, mostly offering support programmes to learners with autism, severe intellectual disability, including pre-vocational skills. In 2019, the Department established additional Special Schools with the aim of creating a learning environment that is conducive to effective learning and teaching.

Based on global trends in education for people with disabilities, the ministry has adopted a comprehensive approach to inclusive education. Gauteng adheres to the Convention on the Rights of Persons with Disabilities (CRPD) and has adopted the Integrated National Disability Strategy which necessitates that the Department ensures the right to education for persons with disabilities without discrimination. On an equal basis with others, provide an inclusive educational environment responsive to the needs of children with disabilities, with access to educational programmes and services and maximum academic achievement. As at 2019, the total number of children with special educational needs (visual, hearing, learning disabilities) was estimated at 55 794.

The Department caters for a total of 19 different types of disabilities in our schools. This disabilities ranges from the Autistic Spectrum Disorder to Severe Intellectually Disabled. The most prominent disability in Public Schools is learners who are Mild/Moderate Intellectually Disabled (MID). Other common disabilities are Severe Intellectually Disabled, Cerebral Palsied and Autistic Spectrum Disorder. Over 10 419 (26.7%) learners in our schools are Severely Intellectually Disabled and 12 281 children are suffering from MID, while another 1 433 children are on the Autistic Spectrum Disorder (3.7%), 1 184 Attention Deficit Disorder (3.0%), 1 269 Behavioural Disorder (3.3%) and 1 573 are deaf or profoundly hard of hearing (4.0%). The three least prevalent types of disabilities are Aphasic/Dyslectic, Dyscalculia and Psychiatric Disorder. A total of 5 243 children (13.5%) has specific learning disorders, while another 909 children (2.3%) are physically disabled.

Fully integrating children with special needs into the education system requires adequate data to provide a clear and accurate basis for informed decision-making processes. There is also the need for a comprehensive database and reliable educational indicators that reflect the reality of learners with educational disabilities, disaggregated by both genders. Accurate data related to children with disabilities is not available. Finally, the limited availability of specialised diagnostic centres for persons with disabilities,

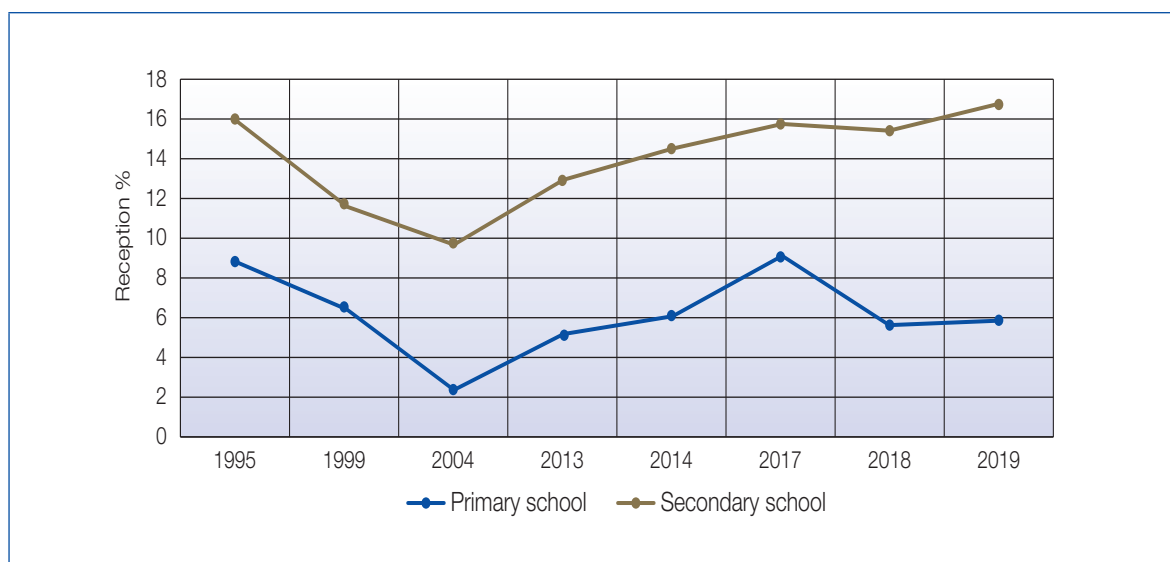


the lack of qualified male and female specialists, the absence of appropriate diagnostic tools, and the lack of specialised curricula and appropriate learning environments are major obstacles to inclusive learning for children with disabilities.

To increase personnel capacity to provide specialised services in the sector, the Department organised training for educators to be able to deal with a variety of disabilities. In total, 400 township school educators were trained to increase support for learners with severe intellectual disabilities and a further 192 educators completed training to increase support provisioning for learners with mild to moderate intellectual disabilities. An additional 150 educators commenced training to increase support provisioning for learners with Autism.

Sixth: Internal Efficiency

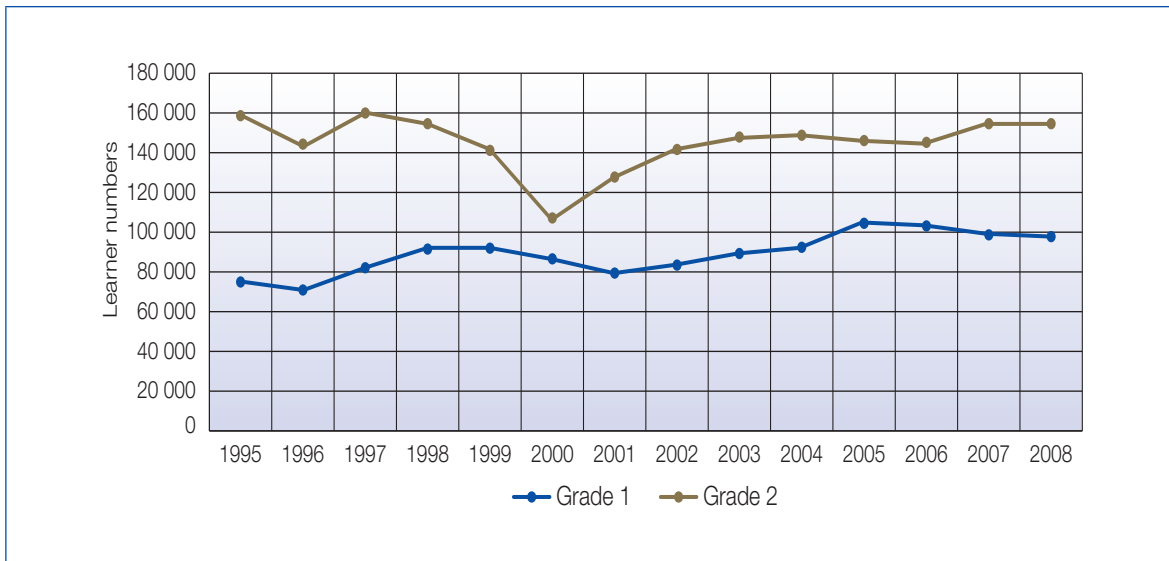
Figure 2: Repetition rate, 1995-2019



The repetition rate refers to the rate at which learners repeat Grades taking into consideration the dropout rate and promotion rate. The repetition rate for both the primary and secondary levels has been on a decline since 1995 to 2004. However, after 2004, the rate started increasing steadily in both primary and secondary levels. More learners were opting to repeat grades rather than dropping out. This is evident in the figures on learners leaving the system. Learner repetition has been erratic and started decreasing in 2017. The overall repetition rate in the Public Ordinary School sector indicates in 2019 a 5.9% repetition rate in the primary school sector and 16.7% repetition rate at the secondary school level.



Figure 3: Flow through rate, 1995-2018



The flow through rate of learners in POS in 2018 is at 63.3%, indicating that learners that started schooling in 2006 reached matric in 2018. The Gauteng Department of Education has improved the flow through rate of learners from 46% in 1995 to 63.3% in 2018. The highest flow through rate that the Department achieved was in 2000 with 81% and in 2011 where 70.5% of the initial cohort reached matric in the prescribed period.

Over-aged learners

The term over-aged learners have been construed as all learners above the age-grade norm e.g. all learners in Grade 1 that were over seven years of age were regarded as over-aged. The calculation ignores repetition even though existing assessment policies do permit grade repetition (failures). Given this context, the calculations may result in over-stating the percentage of over-aged learners.

The average percentage of over-aged learners in primary schools (Grades 1-7) has improved since 2004 to just below 25%. The percentage of over-aged learners amongst secondary school learners has hovered around 40% mark since the 2004. In 1995, the average rate stood at 54%. The rate dropped to its lowest level of 32% in 2009. The rate seems to have stabilised at around 42% over the last three years. At the primary school level, the highest percentage of over-aged learners was recorded in 1999 at 35% in Grade 6. The rate declined and has stabilised at 25% over the last three years.

When the data is disaggregated by grade, an increasing trend was observed in primary schools from 2013 to 2016, except for Grade 5. The secondary schools have the greatest percentage of over-aged learners in Grades 10 and 11. At the Grade 10 level, the over-aged rate stands at 44% while at the Grade 11 level, the rate stands at 43%. There is an 11% difference between Grades 9 and 10 in 2016, however, between Grades 10 and 12, the rate only differs by 4%. A similar trend prevails in the secondary school GET band (Grades 8-9) and FET band (Grades 10-12) over the five-year period.



Although there remains a high percentage of over-aged learners in the system, it should be noted that the calculation of over-aged learners does not filter in the factor of repetition. Given the context of repetition and the placement of learners across various age bands, an acceptable age range over the respective Grades needs to be considered.

Seventh: Vocational Education

The Premier stressed the importance of developing an advanced system of technical and vocational education to ensure a qualified work force in various fields of the labour market. Technical Vocational Education (TVE) occupies a prominent position in formal and informal educational systems in most parts of the world. This importance was emphasised in other sectoral plans such as Education 2030, the National Skills Strategy and the National Strategy for Human Resource Development, which focused on the need for sectoral coordination of VE between relevant ministries and national sectors and relevance to national operational needs.

Although progress has certainly been made over the last 15 years, as in many countries across the world, the negative perceptions of TVET among learners and families persist. TVET is regarded as a second-class route for learners, who continue to display clear preferences for academic and university education and public sector careers, even when this means almost certain periods of extended unemployment following graduation. “Low performing learners are transferred to vocational and technical branches”, this perception needs more action to enhance the status of TVET and to make this sector an attractive opportunity of learning at an early age.

A review of vocational education streams offered to females is required so as to enhance female participation in the technical and engineering fields.

Vocational Education – the Three-Stream Model

The Three-Stream Model is a diversion from the historical pathway of academic education. In this model, the Department is gearing schools to deal with technological challenges of the Fourth Industrial Revolution. The Three-Stream Model will cater for the diverse needs of the learners in the province and respond to the skills need in the country. This will also include the rollout of coding and robotics curriculum approved by DBE, beginning in Grade R across all grades.

The Three-Stream Model is delineated into three pathways – academic, technical vocational and technical occupational, using Grade 9 as an exit examination to stream learners into one of the pathways for Further Education and Training. The Department of Basic Education, in collaboration with industry partners, have developed a curriculum for TVET colleges that will assist the technical vocational stream is to improve the production of artisans in the economy as part of the National Development Plan.



Eighth: Quality of the Education System

The Department has implemented a set of standards, procedures and decisions with the aim of improving the learning environment. These standards comprise educational institutions of varying forms and with different governing frameworks.

While quality standards and procedures vary from institution to institution, they all focus on the same final outcome – the quality of learning. Quality in the Department, is integral to all aspects of the educational system, however, several aspects will be addressed and emphasised here including: assessments, curricula, information and communication technology in education, school leadership and community participation, accountability, a safe and stimulating school environment and the school feeding programme. The Service Excellence in Education and National Teaching Awards recognises the best practices of teachers to improve education quality. These best practices are used by the Department to identify areas for further research and to inform policy discussions and the educational development process. In this way, the investment of individual teachers in education quality, informs the general policies and programmes of the Department.

Assessments

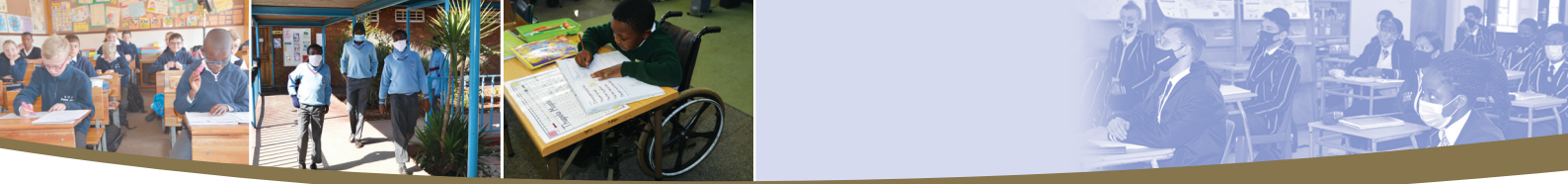
One indicator of quality is related to the results of the system as measured by learner performance on both national and international assessments. At the international level, Gauteng participates in the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) regional tests as well as both the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) and works towards improving the results of learners in Gauteng in these tests.

In 2015, the International TIMSS study showed that South Africa performed at number 38 of 39 countries in Mathematics and 39 of 39 countries in Science. However, in the Grade 9 TIMSS study, Gauteng performed above the national average and performed tops in both Mathematics and Science. The Department is also participating in the 2019 TIMSS assessment.

Learner performance in the Foundation Phase (Grades 1, 2 and 3) and Intermediate Phase (Grades 4, 5 and 6) is on standard, however, the performance in Grade 9 Mathematics, is a challenge both nationally and in Gauteng. In the 2018 School Based Assessment (SBA), only 19.3% of learners in Gauteng achieved 50% or more in Mathematics in this Grade.

The Department has produced outstanding matric performances and overall high quality of schooling since 2014. The provincial pass rate in matric in 2014 was 84.69% whereas in 2018 was 87.9%. The matric pass rate for the province has generally shown a steady increase over the past five-year period. The average pass rate for Grade 12 learner over the period 2014-2018 is 84.8% and the quality of passes was reflected in the number of Bachelor passes attained. In the 2018 academic year, the Department achieved 22 563 Bachelor passes. The Department has also managed to reduce the number of schools achieving below 60% in the NCS examination from 49 schools in 2016 to only three schools in 2018.

The Department is making steady progress in learner performance across the schooling spectrum, with an average improvement of 2% in critical subjects like Language and Mathematics in Grades 1-11.



Curriculum

Literacy, Numeracy and Science inadequacies

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ICT in Education

As part of the strategic reorientation of education in the province, Gauteng has adopted the e-Learning and ICT strategy in education. The implementation of the ICT and e-Learning programmes in identified schools and Grades, which is the first of its kind nationally, has greatly enhanced teaching and learning in our schools. The purpose of the Fourth Industrial Revolution, ICT and e-Learning is to ensure e-Learning capabilities is available in Gauteng classrooms.

To date, the Department has 56 Full ICT schools and have transitioned 1 889 Grade 12 and 2 669 Grade 11 classrooms in No Fee Secondary Schools to be ICT enabled. A further 5 549 LED boards and 641 Micro Servers were installed in no fee-paying and fee-paying Gr 10 phase 1, Gr 11, 12 and Full ICT Schools. A total of 354 No Fee Secondary Schools were visited to ensure that the e-content is loaded in all devices deployed to schools.

In light of the province's interest in keeping abreast with the rapid development of ICTs and its continuous efforts to integrate technology into education, the Department studies and evaluates the existing ICT tools annually to determine their effectiveness. However, despite efforts to integrate technology into education in Gauteng, the effective employment of ICT is still limited. The Department implements various specialised teacher development projects to promote technology competency. A specialised committee led by the MEC from within and outside the Department has developed an integral strategy to apply to technology.



Whole School Improvement: Profiling and Re-profiling of schools

Profiling of school is aimed at supporting schools with the view to improve their functionality and ensure a progressive migration of schools from categories of 'poor', 'fair' and 'good' to great schools, based on the basket of criteria. The methodology used in profiling of schools is derived from the National Policy of Whole School Evaluation that is designed to ensure that school evaluations are carried out according to an agreed national model. The model and methodology for assessing schools employs nine areas of evaluation and is embedded within the Whole School Improvement (WSE) processes of School Self Evaluation (SSE), School Improvement Planning (SIP), quarterly profiling to reprofiling and categorisation.

This policy indicates ways in which very good schools should be recognised and under-performing schools supported. It makes clear the links between those at national and provincial level who is responsible for the quality of education including supervisors, schools and local support services.

Re-profiling of schools takes place quarterly, based on the interventions given to the school in the areas of need.

A common understanding of community partnerships and educational development processes should be promoted by encouraging the exchange of experiences, lessons learned, success stories and a genuine partnership between schools and the community. The Department school governing bodies are organised by school clusters and circuits. These circuits prepare and implement development plans to improve school performance. The aim of these circuits is to support decentralisation in the management of learning and education processes and involve the school community in supporting and evaluating the performance of public schools. They also examine the common needs of the school clusters and identify priority areas such as learner achievement, learner behaviour, school violence, inclusion of learners with disabilities, infrastructure problems, vocational development and others, and present them to the development team in the District. These circuits usually provide reports on general issues of interest to the school and local community and identify problems and solutions.

Accountability

School functionality through whole school improvement

In addition to achieving outstanding learner performance outcomes during this term, the Department has started focusing on a more intensive whole school improvement and improved school functionality strategy. This strategy will transform the entire teaching and learning environment and sustain the change that will continue to produce great results. In 2016, a total of 103 school were rolled out to test the methodology and progress measured against the evaluation criteria. Lessons learnt from this initial rollout will inform the blueprint for a future education system in Gauteng, post 2019.

Introduction of the first provincial on-line learner admission system

In 2016, The Department in collaboration with the Department of e-Government, introduced the first provincial on-line learner admission system, which is an unqualified success for Grade 1 and 8 learner admissions.



Feeder zones

Following the Constitutional Court ruling that the Department determined feeder zones for schools in the province, the Department undertook to fulfil this mandate based on the principles of access, redress, equity and fairness to ensure that learners, no matter where they are, will have access to quality education. The process is completed and will be in full effect for the admissions process, commencing in the 2020 academic year.

Safe and stimulating school environments

To build a safe and inclusive school, the Department and schools need to deal with creating an environment that promotes inclusivity and becomes a safe zone for children. This requires the school to put into place measures to ensure that children are safe and to introduce programmes to promote character building and respect for others. This will require the school to deal with school safety. The reduction in provincial budgets will hamper the programme of the Department which will result in increased learner discipline challenges.

School infrastructure

Buildings

The Department's infrastructure portfolio consists of 2 207 public schools, 19 office buildings and 17 teacher centres and several vacant land sites. The schools comprise of 1 396 primary schools, 616 secondary schools, 65 combined schools and 128 special schools. The schools in the province accommodates 2 186 701 learners. More than 80% of the school infrastructure was built prior to 1994 and the physical conditions require major restorative work or replacement to keep them in a functional state.

The Department is faced with a number of problems, including overcrowding due to the annual increase in learner enrolment, over utilisation, poor maintenance, natural disasters and insufficient funds for infrastructure delivery capacity.

Basic Services

The availability of basic services across schools is key in relation to the norms and standards for school infrastructure. All schools in Gauteng have access to basic services, however, where the services are not adequate, the Department delivers services to the schools.

The Department has made enormous strides in the delivery of school infrastructure, maintenance and providing basic services to schools, with a focus on ensuring that all schools have running water, electricity and functional toilets. Since 2014, a total of 190 schools underwent planned maintenance and 611 school underwent unplanned maintenance. A total of 51 new schools were built since 2014-2017, in addition to the 266 alternate construction technology (ACT) classrooms that were provided in existing schools. In addition, 607 ECD classrooms were built.



Lack of resources for basic education and quality of infrastructures

The Department receives funds from national and provincial revenue funds in the form of the equitable share and conditional grants, (Equitable Share (95.1%) and conditional grants (4.9%)).

The budget increased with R539 million from 2019/20 to R50.3 billion which amounts to a 1.1% increase. The budget grew by 27.8% from 2016/17 to 2020/21, an increase of R10.9 billion over a period of five years. The Provincial Treasury envisages budget cuts of 5%, 6% and 7% in 2020/21, 2021/22 and 2022/23, respectively. These cuts will affect Public Ordinary Schools (Programme 2) Compensation of Employees.

The impact of the envisaged budget cuts will affect curriculum delivery. The ensuing learner migration into Gauteng will result in large classes and overcrowding, impacting educator burn-out which in turn leads to high educator absenteeism.

Pro-Poor Interventions

A large majority of learners in Gauteng live in poverty which can be a barrier to schooling and education. As a result, the amended Norms and Standards for School Funding is designed to make education affordable to poor children and have access to schools through the No Fee Schools Policy. Learners at schools in poor areas have access to a number of poverty alleviation programmes, such as, the National School Nutrition Programme and a number of projects and interventions supporting these schools to improve learner performance.

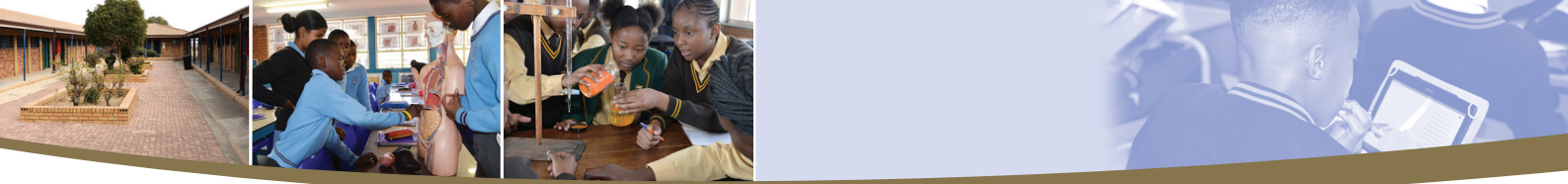
Table 8: Number of learners benefitting from pro-poor interventions

No. of learners	2009	2019	% learner increase
			2009-2019
Learners in No Fee Schools	823 238	1 462 738	77.68
Scholar Transport	49 589	137 691	177.66
School Nutrition	608 189	1 501 736	146.92

Gauteng had increased the number of learners in No Fee Schools from 823 238 in 2009 to 1 462 738, an increase of 77.6 %. The percentage of learners using scholar transport has increased from 49 589 in 2009 to over 137 691 (177.66%), while learners receiving a warm meal at school increased from 608 189 to over 1 501 736, an increase of 146%.

Ninth: Human Resources Management

The Department has placed great emphasis on human resources through developing successive plans and strategies because it believes strongly in the benefits of this investment. Therefore, the development of human resources is critical to realising the Department's vision. This focus stated that Gauteng has to have a competitive human resource system of good quality to provide all people with life-long learning experiences, relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce.



The Department made tangible efforts in qualifying and training teachers during the education reform through the provision of training on the developed curricula, teaching and evaluation strategies and educational technology programmes within the framework of in-service teacher development. The Department developed and adopted a general framework for teachers' recruitment and training, addressing the recruitment policies and pre-service training, teachers' continuous professional development and their career path and effort utilisation. Moreover, the Department is working with organised labour to promote and institutionalise professional development.

The Department started implementing the components of the National Teacher Policy Framework, even though it faced significant challenges that led to the slow implementation of some of its components. However, the Department continues with the development of its human resources within the Human Resource Development (HRD) strategy, referencing HR as its own independent domain. The following is an analysis of the situation in the detailed cores of human resources.

In-service Professional Development

Since 2014 to date, 44 419 educators were trained in technical subjects, Science, ICT, curriculum content and assessment, and a further 8 536 educators were trained in Language content and methodology. As part of the Mathematics Improvement Strategy, 9 453 educators and 810 Special School educators were trained in Mathematics content and methodology. Teacher training is important to support curriculum delivery. In total 4 750 SMT members received Leadership and Management training, with over 500 curriculum facilitators trained annually to improve support offered to educators at school level.

Teacher training in Robotics and Coding

The Department together with the National Department of Basic Education is offering teacher training courses to equip teachers to teach content in robotics and coding and help them understand how to use the programmes.

District Capacity

The Gauteng Department of Education consists of a Head Office and 15 Districts. The Districts are located within local government boundaries. The GDE structure is focused on aligning GDE business processes and streamlining its value chain, which is made up of functions and processes at Head Office and District Offices. The functions of District Offices are geared to respond to the needs of GDE schools. The District structure is designed as a District Service Delivery Model, based on Circuit Support Teams and Clusters ensuring that all functions and activities provide end-to-end support to schools. The District model is based on an activist administration advocating that District support staff spend more time supporting schools and less time in the office (80% support and 20% compliance).



Tenth: Management of the Education System/Governance

The NDP 2030 highlights the importance of the commitment of all government departments and institutions to the rules of good governance that guarantee the integrity and efficiency of government regulations, enhance the efficiency of government performance, increase the trust of citizens in government services and contribute to the preservation of public money. The Department has identified all legislation, regulations and instructions as well as the institutional objectives and the key tasks through the Gauteng School Education Act, the South African Schools Act and its amendments, followed by the National Educational Policy Act. The Department follows the internal monitoring system to achieve institutional governance and the administrative quality system which unifies the procedures, as well as human resources systems that are fair to both sexes and all employees. The Department applies a specific basis for educational supervision and accountability, in addition to the management of high-level financial resources for financial control and operations. The Department is constantly working on updating legislation according to developments and changes. It was necessary for the Department to define a unified framework of institutional governance to control the laws and foundations that are measured for compliance periodically.

Strategic Planning

The Department has made tangible efforts in the field of policies and strategic planning, including the preparation of the Strategic Plan and intensive public participation process. The Department has also convened the Education Roadmap 2024 Consultation Summit with wide participation from all sectors involved in the educational process. This summit worked to develop various recommendations that aimed at improving the quality of education in Gauteng as well as the performance of the educational system in general. The Department is still working on building the capacities and the provision of qualified human resources as well as bridging the gaps in performance in these areas. The Department believes in the role of effective planning as a means to improve the performance of the educational system. In addition, the Department will diagnose the current situation of the education system, analyse its performance through adopting the current strategic planning track, and will work on developing the programmes, the projects and operational plans to achieve its vision, mission and strategic objectives in cooperation with all the supporting parties.

Institutional Performance

In order to achieve quality and excellence in institutional performance as well as ensure high performance levels that meet the needs and expectations of all relevant stakeholders, the Department has applied the basic concepts of international quality systems and excellence in its main operations, services and basic practices. The Department has worked to build and implement the quality management system at the Department's Head Office, the Districts Offices and Public Schools according to established standards in public sector legislation and education management principles. In addition, the Department has in the Management Performance Assessment Tool (MPAT) evaluations since its inception. Department has achieved excellent results and received recognition for the quality of the Strategic Planning KRA. In addition, the Department participated in the Individual Excellence Awards, such as the distinguished employee and the ideal employee. The Department prepared supportive strategies such as: Knowledge Management and Risk and Disaster Management.



Despite these achievements, the Department is facing some challenges in its attempt to realise the highest levels of performance in quality, excellence and creativity, namely, lack of awareness of the concepts of global excellence, the need to develop an accredited quality system according to modern global systems, and weak adoption of the results of studies on satisfaction and recommendations in the development of institutional performance.

Information Systems

To continue the Department's efforts to provide technological solutions that serve the decision-makers at the levels of school, District and Head Office, the Education Management Information System (EMIS) was repositioned at the beginning of the academic year, 2016. The purpose of the EMIS is to unify the data sources for planning, monitoring and reporting in one database in order to provide accurate, timely and comprehensive data on learners, teachers and schools as well as educational indicators to serve decision-makers at all administrative levels. In line with the national LURITS project, the Department will further develop EMIS to include digitisation of the work of the Districts; activate the role of the managing directorates at Head Office in auditing and updating data; and integrate EMIS with other systems inside and outside the Department in order to support an informed, evidence-based decision-making process. The Department is also further developing its use of the Geographic Information System to integrate educational data into the educational reality of the country. By overlaying data collected through EMIS with digital maps, educational information and indicators can be mapped and visualised to support decision-making. This includes the identification of appropriate locations for the construction of new school buildings, for the expansion of education infrastructure, and for increasing the enrolment rate taking into account the distribution of learners, the areas' needs, the population density and growth, and the availability of lands registered under the name of the province.

Risk Management

Risks are defined as internal or external threats that hinder the achievement of its institutional objectives. The Department developed a risk management strategy and is periodically reviewing the risk, business continuity and disaster management strategy in order to develop and update it, based on the feedback received. The relevant managing directorates at the Department follow the risk management procedures according to the risk profile facing the Department, which refers to the administrative and technical activities that aim to control the degree of risk and reduce them to lower levels or control them.

The Department prepares and disseminates the emergency plan and has ensured training on occupational, health and safety procedures. The multiplicity and diversity of risks facing the education sector at the provincial level, their regular and random occurrence, the geographical distribution of schools across the province, and the diversity of risks facing the educational field and system calls for more focus on identifying and forecasting risks facing the educational process.

There is also a need to institutionalise risk management at the administrative structural level within an institutional framework that ensures the follow-up and response to risks in modern methods that keep up with the changes and threats at the level of the Department and partners, the preparation of alternative scenarios and the provisions of necessary visualisations, mechanisms and budgets to encounter risks at the required pace and professionalism at all the educational system levels.



Woman, Children, Youth and People with Disabilities

This Strategic Plan spells out the Department's commitment to the advancement of woman, children, youth and people with disabilities. The Department has demonstrated deliberate commitment to develop policies and programmes that facilitate the participation of all citizens in the advancement of quality education. The Department envisages to promote gender equality, equity of women and girls' empowerment as well as people with disabilities as normative by mainstreaming all role players into all strategic interventions and by promoting women, youth and people with disabilities into socio-economic development and business participation in the plight for quality education.

Tenth: Government Education Expenditures

The Structure of Government Spending on Education

Despite the tough economic conditions facing the country, the provincial education budget has seen above inflation growth. The Department's total budget for the 2019/20 financial year amounts to R49.2 billion. This represents an increase of R4.5 billion or (10.1%) from the 2018/19 financial year. The budget grew by 57% from 2014/15 to 2019/20, an increase of R18.1 billion over a period of six years. The budget is anticipated to grow at an average annual rate of 8.4% over the medium-term. The budget grew by 37.2% from 2015/16 to 2019/20, an increase of R13.5 billion over a period of five years.

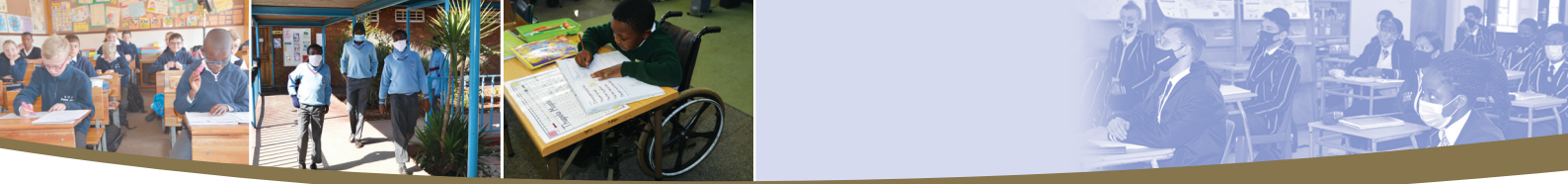
In 2019/20, R2.4 billion or 4.9% is funded through conditional grants. Conditional grants mainly comprise of the Education Infrastructure Grant (58% of the total conditional grant funding) and the National School Nutrition Programme (35% of the total conditional grant funding).

The Department spends 75% of its budget on the Compensation of Employees, this is the largest cost centre of the education budget. The Public Ordinary schooling sector remains the largest sub-sector of the provincial education system, being allocated the lion's share. The remaining funds are spent on Public Special Schools, Infrastructure Development, Independent Schools, Examinations and Education-related Services and Early Childhood Development.

Table 9: Per Capita Expenditure per Sector

	2015/16	2016/17	2017/18	2018/19	2019/20
Public Ordinary Schools	14 471	15 407	16 196	17 038	18 075
Independent Schools Subsidies	5 732	5 882	6 028	6 045	7 003
Early Childhood Development	5 398	5 239	5 283	4 969	8 230
Public Special School Education	51 348	54 889	54 463	53 729	64 871

Expenditure per learner/expenditure per capita indicates the amount of money spent by the government in schooling an individual learner in a particular year. It is calculated as the aggregate amount of money spent on education, divided by the total number of learners who benefited from such spending.



In the period 2015/16 to 2019/20, the learner per capita increased by an average of 5.7% in Public Ordinary Schools from R14 471 to R18 075. Independent School subsidies increased by an average of 5.3% from R5 732 to R7 003 per learner.

Learners in public Special Schools' per capita expenditure increased from R51 348 in 2015/16 to over R64 871 in 2019/20, that is, an increase of 20.33%. Learners in the Early Childhood Development programme received an average increase of 53.78% in the four-year period. This shows an increase from R5 398 to over R8 230 per learner.



PART C: MEASURING OUR PERFORMANCE





C.1 Institutional performance information

The key focus of the 2020-2025 Strategic Plan is provide access to quality education that leads to improved quality of life by eliminating poverty and reducing inequality, employability and social cohesion. We will also place an increased emphasis on information management and use and analysis of data. This will be a key part of building an evidence-base to identify areas for targeted interventions to support learner, educators and parents, as well as identifying potential performance improvements across the school.

The Department developed a strategic framework that integrates the national, broad provincial and education strategies with the strategic priorities of the Department. The process commenced with the Senior Management, Executive Management Team (EMT) and Executive Management translating the strategic operational roadmap by devising outcomes to achieve the Department’s Impact Statement, including identifying interventions and targets to ensure the operationalisation of planned outcomes.

This process was followed by the Broad Management Team (BMT) retreat to validate the desired Impact Statement. The BMT also engaged in reviewing and concluding the task of target setting and activities using scenario planning.

A detailed budget review will be undertaken to support the five-year plan resulting in a Resourcing Plan and Budget Bid Proposals. The following activities were conducted in the consultation and planning processes:

- Change management processes
- Middle management engagement
- Engagements with other stakeholder.

C.2 Impact statement

Impact statement	Access to quality education that leads to improved quality of life (eliminating poverty and reducing inequality), employability and social cohesion
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C.3 Measuring Outcomes

Outcomes	Outcome Indicators	Baseline	Five-year target
1. All children completing Grade R should be school-ready	OCI-01: Percentage of Grade 1 learners that completed Grade R	85%	95%
2. Every learner completing the Foundation Phase with the required Language and Mathematics competencies	OCI-02: Every 10-year old is able to read for meaning (Reading standard in Systemic Evaluation and PIRLS)	Literacy competencies (70.8%) Numeracy competencies (73.4%)	Literacy competencies (75%) Numeracy competencies (76%)
3. Every learner completing the Intermediate Phase with the required Language and Mathematics competences	OCI-03: Every Grade 6 learner is performing above the midpoint in Language and Mathematics (SAQMEQ Standard)	Language competencies (70.5%) Mathematics competencies (51.7%)	Language competencies (82%) Mathematics competencies (57%)
4. Every learner completing the Senior Phase with the required Language and Mathematics competences	OCI-04: Every Grade 9 learner is performing above the midpoint in Mathematics and Science (TIMSS standard)	Language competencies (38%) Mathematics competencies (4%)	Language competencies (53%) Mathematics competencies (25%)
5. Youth better prepared for further learning and world of work	OCI-05: Percentage of matriculants accessing post-schooling opportunities	43.7% Bachelor passes	48% Bachelor passes
6. Access to relevant curriculum offerings	OCI-06: Number of Schools of Specialisation established	9	32
7. Create Safe Schools that embody social cohesion, patriotism and non-violence	OCI-07: Number of identified high risk schools implementing a safe school programme	No baseline	125
8. Change the education landscape to accelerate relevant and quality learning	OCI-08: Number of pairs of schools twinned in the twinning programme	6 pairs	114 pairs
9. To address the needs of Gauteng youth through development programmes and increasing youth employability	OCI-09: Number of youth supported for employability through learnerships and internships	4 500	25 000



C.3.1 Explanation of planned performance over the five-year planning period

The Gauteng Provincial Government (GPG) has designated the Sixth Administration as the delivery period for 'Growing Gauteng Together'. The GPG Roadmap to 2030 envisions a prosperous Gauteng, characterised by a strong economy, reduced crime, reduced poverty, reduced inequality, high rates of employment and a healthy citizenry. The Gauteng that will be realised by 2030 will ensure the provision of suitable and adequate housing and infrastructure, health services, education, social services and a thriving economy, resulting in an improved quality of life of citizens, including higher levels of educational attainment.

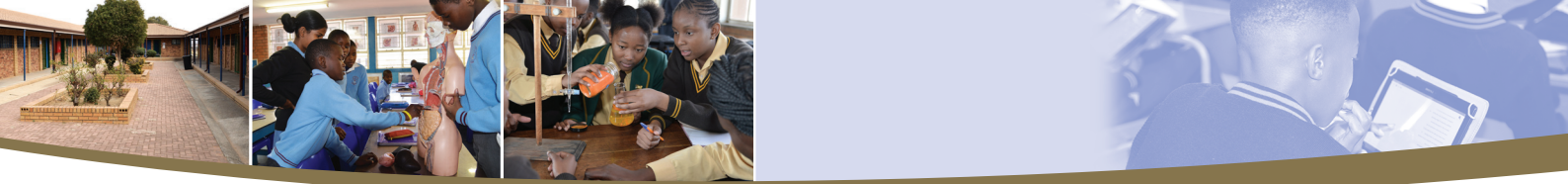
The approach that we will adopt to achieve the socio-economic and educational outcomes will rest on several interventions. The foundations on which the production of appropriately qualified Gauteng Grade 12 learners' rests, involves the effective management of system inefficiencies that prevent learners from moving swiftly through the various phases of schooling or acquiring the appropriate competencies. Thus, learner drop-out and repetition rates must be reduced to an absolute minimum such that transition and throughput rates across the system remain optimal. Achieving such high levels of efficiency relies on ensuring that the provisioning of basic education across the Early Childhood Development (Grade R and Grade RR) band and the Foundation, Intermediate, Senior and Further Education and Training (FET) Phases meet desired standards, using national and international benchmarks.

Broadly, the interventions will focus on maximising key educational outputs in the following areas:

1. Providing quality Early Childhood Development (ECD) services.
2. Delivering high quality basic education services across the Foundation, Intermediate, Senior and the Further Education and Training Phases.
3. Creating safe schools and promoting social cohesion.
4. Changing the education landscape.
5. Facilitating the transition to post-schooling opportunities and the world of work.

The outcomes are strategically centred around the sustained delivery of the Department's Impact Statement of "Access to quality education that leads to improved quality of life (eliminating poverty and reducing inequality), employability and social cohesion" by:

- *Providing quality Early Childhood Development (ECD) services* focusing on Early Childhood Development (Outcome 1). The core elements of this goal will focus on the Grade R universalisation and will begin the preparations for the introduction of Grade RR in all Public Ordinary Schools.
- *Delivering high quality basic education services across the Foundation, Intermediate, Senior and the Further Education and Training Phases (Outcomes 2, 3, 4, 5 and 6)*. This centres around the promotion of quality education across all classrooms and schools with the main emphasis being on the strengthening of the critical foundations in the early Grades; 'defending the crown' by continuing with the improvement of quality learning at Grades 10-12 level, promoting a modern, skills-based curriculum; expanding and enhancing Schools of Specialisation; expanding access to Special Schools whilst improving the quality of programmes for Learners with Special Educational Needs and the introduction of multi-certification programmes for our learners.



- *Creating safe schools and promoting social cohesion (Outcome 7)* will seek to create a safer schooling environment that will embody social cohesion, patriotism and non-violence in Public Ordinary Schools. This goal will further school sports, school health, anti-drug programmes, girl-child support and guidance.
- Changing the education landscape (Outcome 8) focuses on changing the educational landscape to accelerate relevant and quality learning through twinning, resource optimisation, new improved school infrastructure, repositioning of principals and educator development and support, increasing and intensifying School Governing Body support and advisory work, improving District support and labour dispute mechanisms and finally resolving education disputes and implementing the necessary resolutions.
- Facilitating the transition to post-schooling opportunities and the world of work (Outcome 9) will address the needs of the Gauteng youth through development programmes and increasing youth employability by developing a Master Skills Programme aligned to the requisite skills of the Fourth Industrial Revolution, continue with the bursaries programmes targeting poor and critical skills and promoting young writers and publications for use in schools.

The significance of a quality education system for building the Gauteng Global City Region

Across the world, quality education that gives young people the best chance of success in adult life is regarded as a critical factor in achieving sustainable economic growth and social justice.

In the Gauteng province, government and citizens agree that our twin problems of high rates of youth unemployment and a serious skills shortage could be solved by achieving better outcomes in education which is important not only for Gauteng but for South Africa as a whole. The Gauteng province contributes 33.7% to the GDP of South Africa and represents 10% of the GDP of Africa. The Gauteng Global City Region strategy notes that Gauteng is the largest regional economy in Africa, making it the global gateway to the economic development of South Africa and the African continent.

The Growing Gauteng Together 2030 highlights the contribution of skills shortages to retarding the province's growth and development and concludes that although Gauteng has South Africa's finest skills development infrastructure, a significant provincial skills mismatch threatens to undermine the growth.

It is not surprising therefore that Gauteng identifies improved educational outputs and one of the five key pillars to promote economic growth and development in the province. Our 2030 plan clearly highlights the demand for quality education when it concludes that in the global economy, especially for a small open economy like South Africa, there is a need for a contemporary society to adapt to fast changing national and international market forces. To do this, firms need to access a skilled workforce that can acquire the new skills and so compete in the global arena. The competitive dynamics that arise from globalisation and the rising knowledge economy makes it necessary for South Africa, and therefore Gauteng, to educate, train, and develop skills and capabilities of the existing and future workforce.

The social consequences of poor educational outcomes on young people between the ages of 15 and 35 are dire. Forty percent of young people are unemployed. Unemployment among those who achieve a university degree stands at 10%; those who drop out of school before matric stands at between 70% and 80% and unemployment among those who only achieve a matric stands at about 50%.



At the Gauteng Education Roadmap Consultation Summit, the MEC for Education spelt out the vision for improving outcomes in education for the five-year term. He said: *“Education will be a key priority for the next five years. We want our teachers, learners and parents to work with government to turn our schools into thriving centres of excellence.”*

The Gauteng Education Roadmap to 2024, consisting of five new strategic goals and 20 priorities, and is our blueprint for education delivery in Gauteng in the Sixth Administration.

We set out five strategic goals to guide our work in the Sixth Administration in support of the NDP 2030 targets. The Department’s goals will focus on quality education and developing the creativity of Gauteng’s young and working people, by building their skills and capacities. Skill development amongst our youth is critical to the eradication of poverty, unemployment and inequality. Quality education and skills development will form the core of all aspects of the Department’s plans through the following goals:

- Early Childhood Development, which will focus on Grade R universalisation, and begin the preparations for the introduction of Grade RR.
- Promote quality education across all classrooms and schools, with a focus on building foundations in the early Grades, ‘defending the crown’ at Grade 12, promoting a modern skills-based curriculum and the multi-certification of our learners.
- Create safe schools that will embody social cohesion, patriotism and non-violence.
- Change the education landscape to accelerate relevant and quality learning, through twinning and resource optimisation and new school infrastructure.
- Increase youth employability through youth development programmes.

Whilst our strategies and priorities capture a bold vision of a future Gauteng education system, this can only be realised through investment in the right resources for the right purpose.

Getting the implementation strategies right – some key assumptions

In order to address educational backlogs in and across the provincial education system, we need a combination of strategies. Without underestimating the need to manage short-term constraints or disregarding the need to transform our system, it must be emphasised that there is a need for a more long-term approach if transformation is to succeed. At the same time, we must be cautious of policy overload since they do not allow the system the time to absorb the change and to ensure buy-in by all stakeholders.

A systemic approach is premised on the considered assumption that urgent relief to the system from the debilitating learner performance cited above will come from tackling macro, systemic aspects first, before attention is paid to the micro aspects. This makes sense particularly in the context where the majority of schools in the broader education system are dysfunctional. The model that we have adopted proposes that in a situation where the majority of institutions are underperforming, a systemic approach is required to fix the failing systems. It makes sense too, in terms of resource allocation by tackling key aspects that will have wide and longer-term effects across the system, and in terms of change management where the focus is on ensuring system functionality before focusing on how to secure excellence in the subsystems. While this approach does not suggest a ‘revolution’, it proposes, instead, planned widespread reform that includes defining and rolling out the necessary support and monitoring systems.



The systemic approach recognises that schools are part of a complex system and that transformation plans must include the various key and related factors at play. The idea is that when all the functions of the system are aligned, transformation will occur.

The model recognises that the provincial level needs to lead in the implementation of policy through the provision of clear frameworks that spell out policy implementation expectations for the districts, circuits and schools. These frameworks should cover, as a minimum, curriculum management, learning programmes and common assessments, to be rolled out consistently in every district, circuit and institution within agreed timeframes.

Furthermore, frameworks shared across the system bring transparency in terms of expectations among teachers, school managers and education managers and therefore serve as the basis for enforcing accountability in the system. For example, Districts without curriculum work schedules have no basis to enforce appropriate pacing. There can be no effective enforcement of accountability in systems if there are no clear, agreed and practical expectations recognised among the different levels of the system. The expectation that this could be done simply on the basis of broad policy, is set up for failure.

Over and above the provision of leadership on policy implementation, the province should facilitate basic resourcing in schools – including the reskilling of educators and provision of classrooms, desks and reading materials.

The five-year plan and the education strategy that began in 2009 has two main components, namely, a commitment to improving primary school literacy and numeracy outcomes, and a commitment to increasing the matric pass rate. These priorities were chosen because public confidence in and support for education depends on demonstrated achievement of good outcomes for learners. These core goals are each supported by a large-scale strategy based substantially. There is extensive research to support this approach, most notable of these, is the work of Michael Fullan in his book, “The new meaning of educational change.”

Early Childhood Development (Outcome 1)

During early childhood years, more than at any other time in life, learning is holistic. It is a complex interplay between children’s physical, social-emotional, communication and cognitive development. To grow and thrive, young children require nurturing, responsive, stable, predictable and stimulating environments.

A number of studies are showing the long-term benefit of early childhood education. Policymakers and educators are starting to place more emphasis on high quality pre-school and childcare programmes as well as making them access them universally. Currently, less than 30% of children under the age of four in Gauteng are enrolled in a pre-school programme. Research continues to point toward the importance of programmes which develop the cognitive, social and academic level of children. During these formative years, the brain is still growing and developing – making those first few years an important opportunity for education to begin.

The NDP focuses on maximising the capabilities of the people and of the country and emphasises that action should be taken to improve ECD services. Investment in ECD is critical to ensure better performance



in formal schooling which will result in improved post-schooling outcomes, including employment. Thus, the NDP recognises quality ECD as one of the measures to reduce the acute impacts of poverty. Policy developments in the last two years provide clear direction for the scaling up of ECD provision. Government has committed to making ECD a public good and accelerating access to essential components of a comprehensive package of services from conception to formal school-going age.

Gauteng is committed to improving early childhood development and more children are accessing this crucial building block of learning. Investment in ECD is well-documented to be one of the most effective, long-term strategies for poverty eradication. Children learn the skills that will help them flourish, early in life, when the brain has the maximum capacity to develop. Across government policies, ECD is a national priority programme included to support the principle of investment in young children.

Priority: Complete the universalisation of Grade R and begin the preparations for the introduction of Grade RR

The Department will be expanding Grade R to all public primary schools regardless of their socio-economic status. In addition, private Grade R sites will be registered through the introduction of provincial regulations. This is being done to ensure that there is an adequate mix of public, private and community-based Grade R sites. In order to ensure that effect is given to the vision of the NDP, with regards to changing the leadership and institutional arrangements for Early Childhood Development, it is imperative that this should take priority in the short- to medium-term. It should be noted that the policy promotes Grade R and ECD through mixed delivery systems through public provision, community-based sites (CBS) and private ECD centres. The Department will work with the Gauteng Department of Social Development (GDSD) and municipalities to identify targeted private Grade R centres registered with GDSD and local government and provide them with curriculum support and training. The Department will put in place a process and criteria for funding of only targeted CBSs.

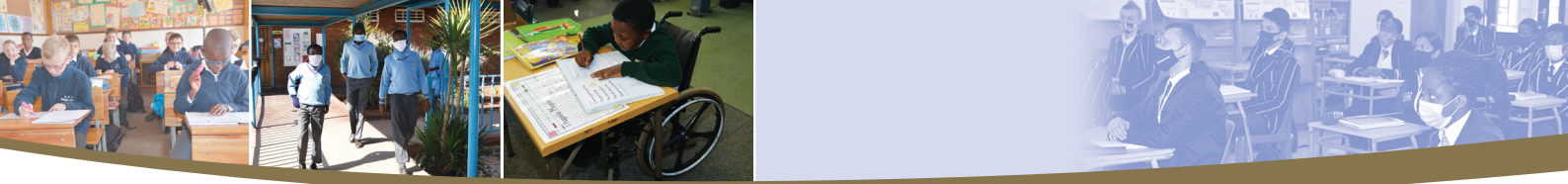
In line with the mandate from our President, ECD will migrate from the Department of Social Development to the Department of Education. The introduction of pre-Grade R or Grade RR will be introduced in all public schools, however, the support of children aged 0-4 years will remain the competence of the Department of Social Development.

To complete the universalisation of Grade R and begin the preparations for the introduction of Grade RR, we expect to spend to R133 million. The resourcing for Grade RR still needs to be geared as part of the planning phase.

The benefits of early childhood education will assist in reaching our goal of Growing Gauteng Together.

Promote Quality Education across all classrooms and schools (Outcomes 2, 3, 4, 5 and 6)

Our approach in Gauteng is multi-faceted and is directed to address the quality of learning through quality improvement strategies to improve the classroom performance of teachers and the active learning of children in classrooms across all schools in the province, and at the same time we are introducing interventions that compensates for poor family literacy level and the impact of poverty in a large percentage of our communities in Gauteng.



Gauteng is considered a moderate to good performing education “system” in the South African context. Gauteng education interventions are focused on supporting learners in achieving Literacy and Numeracy basics. This includes providing scaffolding for low-skill teachers, fulfilling all basic learner needs and bringing all schools up to a minimum threshold.

To ensure effective teaching and learning, the focus of our strategies in Gauteng are geared towards the learners and the classroom as a unit of change. To ensure effective teaching and learning to take place, we have to ensure that classrooms are fully functional. We must continue to demand accountability for results, particularly in chronically failing schools. The purpose is not to punish the management, teachers and learners but to provide the right combination of incentives, support and resources that will accelerate the changes needed to improve the quality of education in those schools.

Our five-year plan is designed to move our province towards being a moderate to good performing system. Gauteng must be a performing system, focusing on consolidating the system foundations. This includes the production of high-quality performance data, and ensuring teacher and school accountability.

The five-year plan and the Education Roadmap to 2024 has three main components, namely, a commitment to improving primary school Literacy and Numeracy outcomes, a commitment to increasing matric pass rates and a commitment to address the needs of learners for survival post-schooling. These priorities were chosen because public confidence in and support for education depends on demonstrated achievements of good outcomes by learners.

Key to the approach of the new five-year plan is ensuring that all phases in education are progressively targeted and that all grades will benefit from interventions that are designed to ensure that the root causes that are peculiar to that phase and that grade are designed. We are not implementing a one size fits all solution to the challenges experienced in each phase. At the centre of the framework is a commitment to deliver quality education in the classroom every day. To do this, we need to ensure that the inputs for learners, teachers and management are provided and that these programmes compensate for the ravages of poverty and poor family literacy.

Priority: Strengthening foundations across all GET Grades

This priority will focus on improving learner test scores in Literacy/Language and Numeracy/ Mathematics in Grades 3, 6 and 9. The Department has prioritised the development of the General Education and Training (GET) strategy (Grade 1-9) to ensure the seamless implementation and synergy of programmes and interventions across the system. Major focus is on the quality of outcomes, moving learners from average (Level 3 and 4) to good and great performance (Level 5, 6 and 7). The following programmes have been foregrounded to improve learner performance in exit grades (Grade 3, 6 and 9):

- Improvement of Grade 1 learner performance.
- Early Grade Reading Assessment.
- Drop All and Read (DAR) and Read to Lead Campaign.
- Incremental Introduction of African Languages (IIAL).
- Mathematics Intervention.



Priority: Defending the “crown” – continuing the improvement of quality learning in the FET Band

The Department aims to improve the matric pass rate for Gauteng in line with the national mandate of 90% of candidates passing the NSC by 2019, and improving the quality of the pass rate by focusing on increasing the proportion of Bachelor passes to 44% of learners writing the NSC examinations.

The GDE will also endeavour to:

- increase the number of Grade 12 learners registered to write Science to 42 000.
- decrease the percentage pass rate between no-fee and fee-paying schools to 70%.
- increase the number of learners including female learners who pass Mathematics and Physical Science in the NSC examinations to 70% and 75%, respectively.
- Improve the learner performance to ensure 85% of the female learners pass the NSC examination.

These targets are linked to the Grade 10 and 11 performances.

Priority: Expand and enhance Schools of Specialisation

Establishing Schools of Specialisation (SOS) to Strengthen Our Skills Base – The SOS seeks to nurture the development of top talented learners across a subset of disciplines and to breed South Africa’s future generation of leaders. The SOS will ensure access to top academic performers that show aptitude in a chosen field. The SOS implementation plan is to eventually establish and phase in 35 schools as Schools of Specialisation across the five regions of Gauteng.

Priority: Provincial, National, Regional and International Learner Assessments

The Department will also implement new and innovative ways of assessing learners through the National Integrated Assessment Framework for Grades 3, 6 and 9 as a replacement for ANA. Gauteng schools and learners have actively participated in various assessment studies and Olympiads, motivating learners to excel at various subjects and disciplines and stimulating an interest and motivation to pursue certain study fields and possible careers. The Department will continue to identify talented learners to participate in Olympiads and various educational competitions through their respective schools.

Priority: Skills for a Changing World including Technical High Schools

The Department will introduce several new technology subjects and specialisations in identified Technical Secondary Schools. This will also ensure increased access among learners in township schools. The new subjects include Technical Mathematics, Technical Sciences, Maritime Sciences, Aviation Studies and Mining Sciences.

The province will focus on:

- Increased participation and success rates in MST subjects.
- Technical schools in each circuit across all districts.
- Schools of Specialisation across all districts.
- GEC qualification framework and GEC examination.



The Department will continue to create an enabling environment for the implementation of the three-stream model in identified schools. The model is delineated into three pathways – academic, technical vocational and technical occupational. The programme will be part of the Department's Multi-Certification Programme. The Department envisaged that it could subject learners to public exams at the end of Grade 9, which would be helpful in terms of streaming learners into the Further Education and Training field.

Priority: Fourth Industrial Revolution, ICT and E-learning

Societal shifts involving technology are beginning to have a profound impact on teaching, infrastructure, resources, stakeholder relations and our learners. The opportunities include greater access to rich, multimedia content; and the increasing use of online courses that offer classes not otherwise available. Schools adopt educational technology to increase learner engagement in learning; improve learning (i.e., higher standardised test scores); improve the economic viability of learners (i.e., increasing learners' abilities to succeed in a twenty-first-century work environment through teaming, technology fluency, and high productivity); close the digital divide by increasing technology literacy in all learners; increase relevance and real-world application of academics; and build twenty-first-century skills such as critical thinking and sound reasoning, global awareness, communication skills, information and visual literacy, scientific reasoning, productivity and creativity.

The Department will consolidate and finalise the ICT-readiness of all Grade 11 and 12 classrooms and complete Grade 10 before the end of the 2019/20 financial year. Learners in Full ICT Schools will be provided with learner tablets pre-loaded with content. Teachers will be provided with teacher laptops as part of the e-Learning rollout for 2019/20. The Department will further accelerate ICT infrastructure in Grades 10-12 by providing 415 mobile classrooms with mobile teaching and learning solutions. The use of technology will enhance teaching quality by giving learners access to digital content in the form of e-Books and interactive multimedia digital content which is supported by audio and 2 and 3-D animations. The use of ICT will support teachers in planning their lessons and assessment activities on laptops that are fully equipped with access to a variety of digital resources, including lesson plans, e-Books, Multimedia Digital Content and Assessment Banks. The lessons will be presented digitally through Interactive LED Boards. The GDE e-Content Platform will also be implemented and will progressively form the basis for a mass digital learning programme. This will provide a central reporting and collaborative platform for educators to co-create content, share experiences and collaborate around the use of educational resources. The content will include online modules such as coding, data analysis and data management.

Priority: Expand access to Special Schools and improve quality of programmes for Learners with Special Needs

The Department will focus on expanding access to quality education for all Learners with Special Educational Needs by focusing on:

- Increasing the number of Full-Service Schools and Special Schools that are serving as Resource Centres.
- Upgrade the infrastructure of township Special Schools and hostels.
- Eliminate the backlog of learners needing to access special education.



- Increasing the percentage of learners with access to at least one educator with inclusion-specific competencies and qualifications. This will be done by offering continued training in accredited courses relating to inclusive education practices, curriculum differentiation, accommodations and universal access.
- Continued training in the Policy on Screening, Identification, Assessment and Support to outline and raise awareness. This will also help clarify the nationally determined processes and procedures for learner support and improve the quality of programmes across schools.
- Review the capacity and efficacy of SMTs and SGBs and build the capacity of educators and support staff in Braille and South African Sign Language (SASL) at the relevant schools.
- Expanding access to education for learners with Autism.
- Implementing the learning programme for Learners with Severe to Profound Intellectual Disabilities (LSPID) as per conditional grant requirements.

Create safe schools that embody social cohesion, patriotism and non-violence (Outcome 7)

Priority: Safe Schools and Social Cohesion

A safe learning environment is essential for learners of all ages. Without it, they are unable to focus on learning the skills needed for a successful education and future. When violence is part of the educational setting, all learners are affected in some way. Even though your child may not be the actual victim of violence in a school, there is a very good chance that he or she will witness violent acts throughout the educational years. Research continues to illustrate children who feel unsafe at school perform worse academically and are more at risk for getting involved in drugs and delinquency.

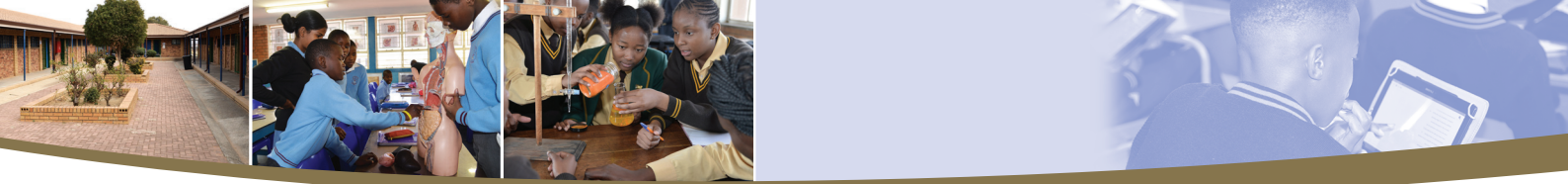
Every child should feel safe from violence in their school, yet there are many that do not. Today, it is not unusual for learners to violently attack other learners, teachers, security guards and school personnel, showing a complete lack of respect for authority. These attacks often result in injury and at times, death. Witnessing these acts can also cause intense fear and anxiety within other learners as well as staff members, making the school environment a psychologically distressing place to be.

Building safer schools is more than physical security, it is about building character in all learners and for all learners to become upstanding members of society. We must deal with this as an integrated approach to reclaiming schools as safe and conducive environment for learning.

The Department will embark on a reconstitution of a broad coalition comprised of government and civil society, including the business sector that will actively and proactively address issues of crime prevention and mitigation in our schools and communities.

Priority: School Sports: Tournaments Soccer, Rugby, Cricket, Netball and Athletics

The Department will strengthen school and community-based measures to engage learners and youth productively, including building of recreation activities and promoting sport, arts and culture, as well as life skills education in our schools and communities. A Gauteng School Sports league will start in the next academic year, and an agreement will be entered into with municipalities to maintain playing fields. An



agreement with the Department of Sports, Art, Recreation and Culture will be required to provide the support and understanding on this strategy. Key to this, is to increase competitive sports across schools, provinces and nationally and to consciously promote and ensure sports across race and class.

Priority: School Health, Anti-Drug Programmes, Girl-Child Support and Guidance, Girl-Child Support and Guidance Programme

In the coming year, in-school psycho-social support services are being enhanced to create safe learning environments for our children. This support, in collaboration with the Department of Social Development (DSD) will enable the learner to attain age-appropriate support for substance abuse, teenage pregnancy and girl/boy-child support programmes. In 2016 it was resolved by the Department that all boys and girls of No Fee Schools must receive dignity packs, and for this number to increase to one million by 2019. The Department hopes that with the support of the DSD and our other partners, it will still be able to meet this target.

An effective school health programme can be one of the most cost-effective investments a nation can make to simultaneously improve education and health. In this financial year, the Department envisages establishing on-site health and psycho-social facilities at schools to provide health, education and social services to all children, including learners with mental health or substance abuse issues. These in school-clinics are aimed at reducing the leading causes of fatalities, diseases and disability in our schools.

Priority: Pro-Poor Interventions

The Department will continue with its pro-poor interventions by creating access to education through the No Fee School Policy, School Nutrition and Scholar Transport. These measures contributed greatly to reducing the marginalisation of our children.

- The Department's poverty alleviation programme feeds 1 468 477 million learners from Quintile 1-5, benefitting from the No Fee School Policy.
- The Department is servicing 1 404 No Fee Schools with approximately 1 424 270 learners. The national threshold for No Fee Schools is increased to R1 390 per learner.
- The pro-poor policies have made it possible for approximately 124 752 learners to have access to scholar transport to 419 schools in the province.

Change the education landscape to accelerate relevant and quality learning (Outcome 8)

Priority: Rationalising under-subscribed schools

To further strengthen the education in the province, the Department will undertake extensive internal validation of the recommended approaches to optimise each of the small, hybrid and under-subscribed schools identified. The Department envisages eradicating mobile schools in the province and replacing it with structures that are conducive to teaching and learning. All derelict structures will be replaced and the Department, together with school governing bodies and principals must work together to ensure that schools are well maintained. Schools and their SGBs must undertake the role of dealing with the minor and emergency repairs which is critical in securing a safe learning environment for teachers and learners.



Priority: Twinning and Resource Optimisation, small schools and normalisation of grade structure of schools

A significant component of the Reorganisation of Schools strategy is the twinning programme, which is a partnership between schools from different socio-economic backgrounds. It aims to create an environment in which best practices and resources are shared across schools, thereby address the lingering apartheid representation of the schooling system. The intention is to twin well-resourced schools with poor schools. The programme aims to improve academic performance by enabling schools to share their infrastructure and skills sets in terms of leadership and school governance. With regard to governing bodies, for example, professional skills like legal, accounting, etc. are currently concentrated in certain types of schools, typically schools in well off communities. The programme seeks to achieve a better distribution of these skills. This is about getting the best educators and the best leaders to where there is a need. It will also relieve current pressures. Currently there is an unsustainable trend – everyone rushes to a few of the best schools. On the schools sharing infrastructure, there is simply insufficient funding to build facilities like a swimming pool, cricket field, science laboratory, etc., in every township school, at least not in the short-term.

Priority: New Improved School Infrastructure – Adhering to National Norms and Standards

The Department will improve conditions at schools by focusing on functionality of schools. This work will also be in support of national programmes such as SAFE. The Department plans to replace 29 asbestos schools with 17 asbestos schools planned to be completed by the end of the 2019/20 financial year. In line with the Norms and Standards, the Department will improve and accelerate infrastructure delivery by replacing 84 mobile schools, upgrading water provisioning at 513 schools, upgrading electricity supply at 210 schools and upgrading sanitation provisioning at 726 schools. The unblocking and resourcing of infrastructure projects will be implemented in conjunction with the Gauteng Provincial Treasury and Premier's Office.

Priority: Reposition Principals and Educator Development and Support

The national priorities to be implemented in the 2019/20 financial year include the training and development of teachers in the maths and Sciences, Technology, English First Additional Language, African Languages, Reading, the utilisation of ICTs to promote quality teaching and learning and new subjects related to the 4IR, this includes portable skills relevant to the 4IR. The provincial priorities would include training and development interventions and the reskilling and upskilling of educators in the Schools of Specialisation (SoS). The Department will further prioritise the preparation of women leaders for career progression, including training of female educators through an NQF Level 8 Leadership Programme for Women Leaders.

Priority: Increase and intensify SGB Support and Advisory Work

SGBs, SMTs and RCLs will undergo training during this financial year. The Department will also increase and intensify SGB support and advisory work. The advisory work will include policy recommendations on school governance related matters.



Priority: Improve District Support and Labour Dispute Resolution Mechanisms

Strategic and Operational Planning

The Department will facilitate and coordinate the strategic planning framework and related processes to ensure alignment between statutory mandates, plans, budgets and resource utilisation.

Priority: Resolve Education Disputes and implement Resolutions – Intervention Unit

The Head Office directorate Dispute Management, in conjunction with District Offices and other managers will manage the speedy resolutions of labour disputes in the Department. The Department will intervene urgently to stabilise schools, and to minimise the loss of teaching and learning time. The Department will conduct a special investigation into these issues in order to stabilise the situation, thereby promoting improved performance of institutions. All the flashpoints are responded to and advice and guidance is given in relation to services, policies, systems and development.

Increase youth employability through youth development programmes (Outcome 9)

Priority: Youth employability

As the Department of Education, we have focussed on building strong foundations throughout a child's schooling career and we have demonstrated excellent results at the Grade 12 level. But we did not stop there. The Premier of Gauteng announced that the Youth function would be located under the Department of Education in the Sixth Administration. Since we are at the coalface of developing and nurturing young minds, we are also well-positioned to contribute to improving the skills, employment opportunities and social inclusion of our youth and eliminating all barriers to such access.

In Gauteng, fewer people enter employment with diplomas and degree while majority struggle to accumulate post-school qualifications. The introduction of the technical and vocational education system is a means to prepare the youth to enter the labour market. The labour market in Gauteng is relatively inefficient as there is a massive skills shortage in a society where the larger population have skills that are not in line with the demands of the labour market. Career guidance plays a significant role in shaping the career path of many learners, however, this has been seen to be imperceptible. This is partly fuelled by a lack of information that is current unavailable in the sector that addresses where opportunities for employment exist.

For Gauteng to sustain its required levels of employment, higher growth targets should be the order of operations within the government. For the education and skills system to respond, it requires all social role players to engage actively and collaborate with one another to prepare learners for the world of work. There should be collective effort by all sectors to work together towards a common goal of capacitating the youth to take their rightful place and move the Gauteng City Region forward. There should be a balance in all sectors of the economy with a clear programme on the role and responsibility of every sector to contribute towards youth development and employment.



The province takes a youth approach that seeks to provide young people with developmental assets that provide opportunities, experiences and support, to promote school success, enhance employability and bridge the gaps through education, skills training, and matching, and increase positive economic outcomes. This will be achieved through focused apprenticeship, learnership, internship and bursary programmes, focusing on artisanal trades and skills gaps identified through workforce planning. The internship programmes include short courses for unemployed youth with or without a matric pass.

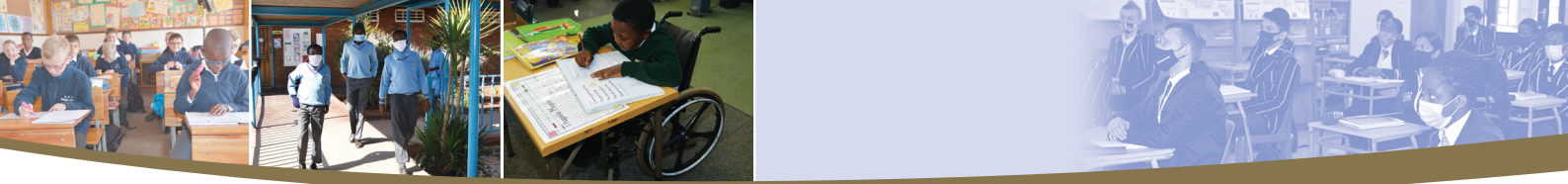
Our goal is to develop our children into global citizens, children with agile and inventive minds, socially integrated and responsive to social and environmental concerns.

The strategic focus of all our transformation strategies is the learner and the quality of learning attained for effective and lifelong growth, development and well-being. This focus clearly guides our thinking on what has to be done to ensure that we are creating an enabling environment for effective teaching and learning to ensure that all our citizens are empowered to effectively participate in society and the economy.

In many parts of the world, educational change might aim for the right results – better outcomes for students, including students from groups that had previously lagged behind average achievement levels. However, many of these efforts have used wrongheaded approaches or failed to pay enough attention to what we are learning about effective large-scale change. In particular, many strategies place too much emphasis on test results as the main way to drive improvement.

In contrast, Gauteng's education change strategy embodies vital principles, grounded in research that are associated with meaningful and sustainable change. Changes are respectful of professional knowledge and practice. Main elements of change are coherent and aligned at the provincial, district and school level. Key partners – the Provincial Department of Education, school governing bodies, schools, and provincial organisations of teachers, and other partners – work together. Change strategies are comprehensive and emphasise professional learning and strong leadership.

To ensure effective teaching and learning, the focus of our strategies is geared towards the learners and the classroom as a unit of change. For effective teaching and learning to take place, we have to ensure that classrooms are fully functional. We must continue to demand accountability for results, particularly in chronically failing schools. The purpose is not to punish the management, teachers and learners but to provide the right combination of incentives, support and resources that will accelerate the changes needed to improve the quality of education in those schools.



C.4 Key risks and mitigations

Outcomes	Key risks	Risk mitigations
<p>1. All children completing Grade R should be school-ready</p>	<ul style="list-style-type: none"> • Migration of the ECD policy function not clearly defined • Migration of learners into the province • Grade R practitioners do not have the competence to teach Numeracy and Literacy • Different levels of training and competence among Grade R practitioners • Lack of norms and standards for resourcing • Insufficient monitoring and accountability in Grader R and ECD centres 	<ul style="list-style-type: none"> • Consultative engagements with Social Development, Health, Municipalities and all other ECD stakeholders in relation to the sector • Cabinet Memo for Grade RR implementation • Audit of space in old pre-primary schools • Intensify advocacy for the registration of Grade R and Grade RR • Continuous provision of classrooms • Continuous placement of learners • Increase the percentage of qualified Grade R practitioners • Accountability system for Grade R and Grade RR • Adopt norms and standards for resourcing • Promulgation of the Provincial Grade RR Regulations
<p>2. Every learner completing the Foundation Phase with the required Language and Mathematics competencies</p>	<ul style="list-style-type: none"> • Un-resourced and under-utilised Teacher Development Centres 	<ul style="list-style-type: none"> • Implementation of the Teacher Development Strategy • Increase capacity of Teacher Centres to be more responsive to teacher development needs • Explore the resourcing options for Teacher Development Centres • Implement, monitor and evaluate capacity building programmes for teachers
<p>3. Every learner completing the Intermediate Phase with the required Language and Mathematics competences</p>	<ul style="list-style-type: none"> • The curriculum does not respond to global and national issues (gender, violence, human rights, life skills) • The weak financing related to the authorship of textbooks and teachers' guides for all subjects • The promotion of values and patriotism are not adequately taught in the classroom • Educators are not adequately trained to teach learners life skills, professionalism, gender sensitivity and 21st century skills 	<ul style="list-style-type: none"> • Mainstream gender, disability and life skills into LTSM • Continue with teacher training to raise the efficiency of curriculum management, implementation and assessment • Develop a system for monitoring and evaluating educational outcomes for Grades 3, 6 and 9 • Develop and adopt a national assessment strategy that includes learner with disabilities • Awareness programmes for education stakeholders on International Assessment Programmes (PIRLS, TIMMS)



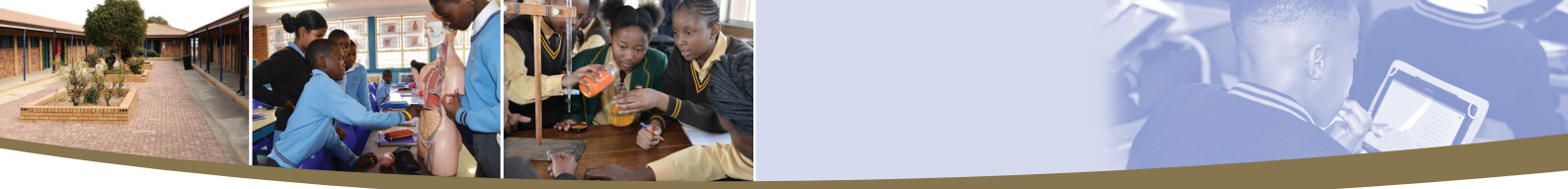
Outcomes	Key risks	Risk mitigations
	<ul style="list-style-type: none"> • The general secondary examination is still the only test for assessing the performance of learners of both sexes in public education, despite the risks it involves • No national assessment strategy • School Based Assessment results are not reliable • School Based Assessment does not measure learner performance comprehensively, lacking in measuring skills and knowledge. 	
<p>4. Every learner completing the Senior Phase with the required Language and Mathematics competences</p>	<ul style="list-style-type: none"> • The curriculum does not respond to global and national issues (gender, violence, human rights, life skills) • School curriculum is not adequately managed and implemented • No national assessment strategy 	<ul style="list-style-type: none"> • Mainstream gender, disability and life skills into LTSM • Improved SMT training • Develop system for monitoring and evaluating educational outcomes for Grades 3, 6 and 9
<p>5. Youth better prepared for further learning and world of work</p>	<ul style="list-style-type: none"> • The curriculum does not respond to global and national issues (gender, violence, human rights, life skills) • The weak financing related to the authorship of textbooks and teachers' guides for all subjects • The promotion of values and patriotism are not adequately taught in the classroom • Educators are not adequately trained to teach learners life skills, professionalism, gender sensitivity and 21st century skills • The general secondary examination is still the only test for assessing the performance of students of both sexes in public education, despite the risks involved 	<ul style="list-style-type: none"> • Mainstream gender, disability and life skills into LTSM • Continue with teacher training to raise the efficiency of curriculum management, implementation and assessment



Outcomes	Key risks	Risk mitigations
<p>6. Access to relevant curriculum offerings</p>	<ul style="list-style-type: none"> • ICT • The Department is not keeping up with the rapid development of ICTs • The Department lacks in developing and sustaining e-Learning resources and modern equipment for learners, educators and officials • Weak infrastructure supporting the implementation of ICT in the classroom, hampers curriculum implementation and management, and requires maintenance and updating • Weak capacity and skills of school SMTs and educators in the use of ICTs • Special schools • Public Ordinary Schools avoid implementing the SIAS policy • Districts find it difficult to deal with the demand for assessments of learners due to the limited number of Educational Psychologists in the system • Special School hostels are in desperate need of refurbishment • Access to hostels is still dependent on the parents' abilities to pay hostel fees • Most members of SMTs do not participate in training opportunities and are actually ill-informed about SIAS, the new curriculum and the LSEN sector • SBSTs are not as functional as expected, the deepened internalisation of learner support is still missing • Curriculum differentiation and accommodation support at FSSs are still limited • The PAM therapist allocation formula is not aligned to the SIAS policy, with the result that not all schools are allocated the required therapeutic support or hostel support staff • The PS-staff component at Special Schools have not been adjusted since 2017, even though the number of learners per special school has changed • Limited number of posts for Social Workers and Educational Psychologists at Special Schools 	<ul style="list-style-type: none"> • ICT • Connect more school to the internet • Provide more primary schools with ICTs (computer equipment) • Train more SMTs and educators in the use of ICTs • Maintain ICT infrastructure to support education, learning and administrative operations • Develop e-Learning content to enhance curricula • Activate the BI System • Develop the capacities of support staff and administrators in the ICT field • Special schools • SIAS Policy be strictly implemented and appointed PATSS members be held accountable for placements in the District. • Build capacity of IDSOs and Circuit Managers. • Review hostel staff allocations and subsidy allocations • Infrastructure to assess all Special School hostels with the view to develop a refurbishment plan • Continued support with additional capacity building opportunities • Improve therapist allocation funding • Review funding model for Special Schools and hostels • HR: OD must lead the recruitment at Special Schools • Appoint school infrastructure managers to enable schools to become more accessible

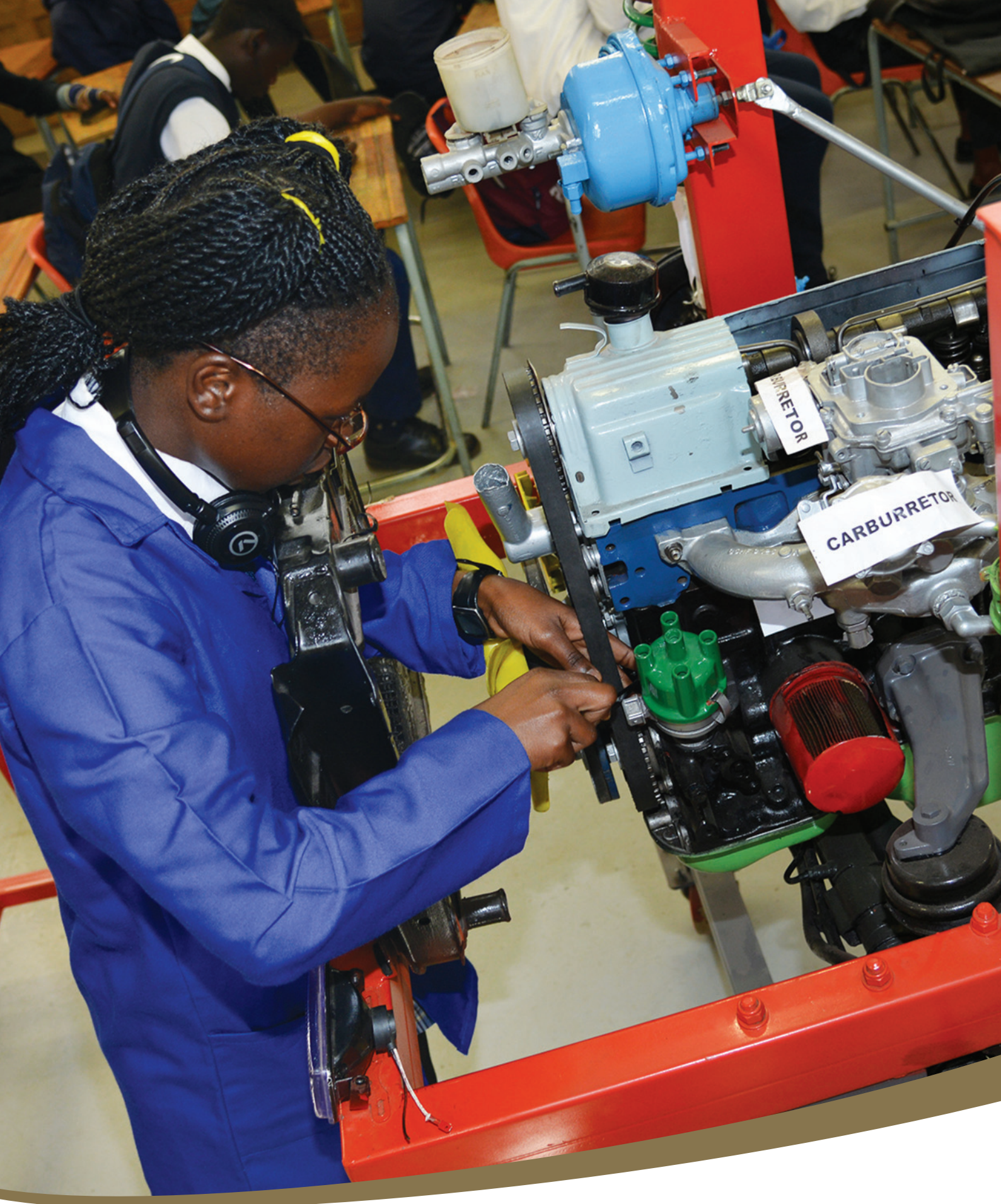


Outcomes	Key risks	Risk mitigations
<p>7. Create Safe Schools that embody social cohesion, patriotism and non-violence</p>	<ul style="list-style-type: none"> • The curriculum lacks basic elements that provide learners with life skills, professionalism, gender sensitivity and 21st century skills • The promotion of values and patriotism are not adequately taught in the classroom • Educators are not adequately trained to teach learners life skills, professionalism, gender sensitivity and 4IR skills • Lack of programmes and activities that support talented learners in sport, arts and culture • Sport programme do not develop and enhance the abilities and skills of talented learners to take part at district, provincial, national and international levels • Lack of programmes that provides education and guidance to support behavioural and psychological aspects of learners in schools • Lack of sport fields and sporting equipment • Sport fields are poorly maintained 	<ul style="list-style-type: none"> • Review and revise curriculum for all grades to include local and global concepts, such as human rights, social development, gender equality and sustainable development • Train educators to teach learners' life skills, professionalism, gender sensitivity and 4IR skills • Develop lesson plans across different subjects to promote values and patriotism
<p>8. Change the education landscape to accelerate relevant and quality learning</p>	<ul style="list-style-type: none"> • Schools are overcrowded • Migration of learners into the province • Many schools have urgent and comprehensive maintenance needs • Learners with disabilities are in some cases not catered for – ramps and other facilities • Many schools do not receive preventive maintenance due to the lack of funds • Slow pace of programme implementation 	<ul style="list-style-type: none"> • Activate preventative maintenance programmes in schools • Make schools accessible to children with disabilities
<p>9. To address the needs of Gauteng youth through development programmes and increasing youth employability</p>	<ul style="list-style-type: none"> • No partnerships with the private sector • Weak financial incentives for internships and learnerships 	<ul style="list-style-type: none"> • Restructure and improve the management of the placement and adoption system of learners and interns in the various industries • Policy review of incentives and rewards for the different industry streams • Study/survey assessing the latest labour market needs to identify new training streams to be included in the curriculum



C.5 Public Entities

The Department does not have public entities



PART D:
TECHNICAL INDICATOR
DESCRIPTIONS





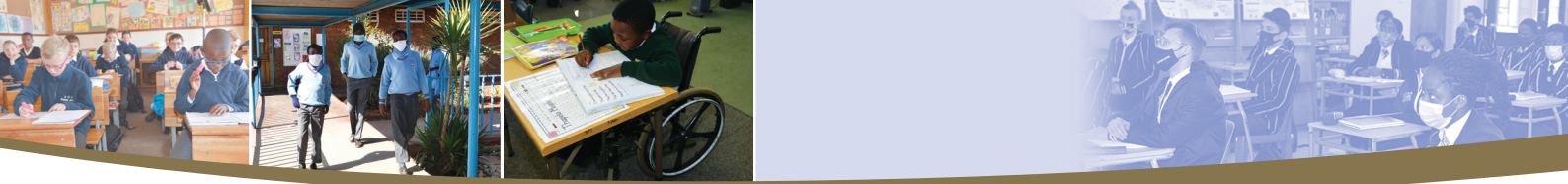
Outcome Indicator	
Indicator title	OCI 01: Percentage of Grade 1 learners that completed Grade R
Definition	Number of Grade 1 learners in public schools who have attended Grade R in Public Ordinary and/or special schools and registered independent schools/ ECD sites expressed as a percentage of total number of learners enrolled in Grade 1 for the first time, excluding learners who are repeating
Source of data	Provincial data warehouse
Method of calculation or assessment	Numerator: total number of Grade 1 learners in Public Ordinary School who had formal Grade R in the previous year Denominator: total Grade 1 learners enrolled in Public Ordinary Schools, for the first time, excluding learners who are repeating Multiply by 100
Assumptions	Measure the readiness of learners entering the schooling system and record children who were exposed to Early Childhood Development stimuli in the prior financial year
Disaggregation of beneficiaries (where applicable)	Target for Woman: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired Performance	All eligible children to have access to Grade R. Target for year to be met or exceeded
Indicator Responsibility	Chief Directorate: Education Planning and Research (EMIS)
Indicator title	OCI 02: Every 10-year old is able to read for meaning (Reading standard in Systemic Evaluation and PIRLS)
Definition	This indicator measures percentage of 10-year-old learners who can read for meaning as per Systemic Evaluation or Progress in International Reading Literacy Study (PIRLs)
Source of data	Systemic Evaluation or PIRLS Database/Report
Method of calculation or assessment	Numerator: total number of 10-year-old learners who can read for meaning as per Systemic Evaluation or PIRLS Denominator: total number of 10-year-old learners who were tested to read for meaning as per Systemic Evaluation or PIRLS Multiply by 100
Assumptions	10-year-old learners will have basic skills to read, improve performance and ensure that reading extends beyond the language of reading lessons
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired Performance	To increase the number of 10-year-oldS who can read for meaning
Indicator Responsibility	Directorate: Coordination of Curriculum Implementation/Examinations and Assessment



Indicator title	OCI 03: Every Grade 6 learner is performing above the midpoint in Language and Mathematics (SAQMEQ Standard)
Definition	Percentage of Grade 6 learners performing above the midpoint or more in Language and Mathematics, expressed as a percentage of the total number of learners who wrote Language and Mathematics as per SAQMEQ Standard
Source of data	SAQMEQ Standard Database/Report
Method of calculation or assessment	Numerator: total number of Grade 6 learners performing above the midpoint or more in Language and Mathematics using SAQMEQ Standard Denominator: total number of learners who wrote Language and Mathematics using SAQMEQ Standard Multiply by 100
Assumptions	All Grade 6 learners will have basic skills to perform above midpoint in Literacy and Numeracy
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired Performance	To increase the number of Grade 6 learners who are passing Language and Mathematics at midpoint and above
Indicator Responsibility	Directorate: Coordination of Curriculum Implementation/Examinations and Assessment
Indicator title	OCI 04: Every Grade 9 learner is performing above the midpoint in Mathematics and Science (TIMSS standard)
Definition	Percentage of Grade 9 learners performing above the midpoint or more in Mathematics and Science, expressed as a percentage of the total number of learners who wrote Mathematics and Science as per Trends in Mathematics and Science Study (TIMSS) examinations standard
Source of data	TIMSS Standard Database/Report
Method of calculation or assessment	Numerator: total number of Grade 9 learners performing above the midpoint or more in Mathematics and Science using TIMSS examinations standard Denominator: total number of learners who wrote Mathematics and Science using TIMSS evaluation standard examinations Multiply by 100
Assumptions	All Grade 9 learners will have basic skills to perform above midpoint in Mathematics and Science
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A



Desired Performance	To increase the number of Senior Phase learners who are passing Mathematics and Science at midpoint or more
Indicator Responsibility	Directorate: Coordination of Curriculum Implementation/Examinations and Assessment
Indicator title	OCI05: Percentage of matriculants accessing post-schooling opportunities
Definition	The percentage of matriculants that passed with a Bachelor pass that can access post-schooling opportunities. Post-schooling opportunities refers to all learning and teaching that happens after school. This includes private, public, formal and informal training at universities, TVET colleges, private institutions, apprenticeship programmes, and in-service training
Source of data	National Senior Certificate Database
Method of calculation or assessment	Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC examinations Denominator: total number of Grade 12 learners who wrote NSC examinations Multiply by 100 The figure used is based on the announcement of the Minister in January of each year
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired Performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator Responsibility	Directorate: Examinations and Assessment
Indicator title	OCI 06: Number of Schools of Specialisation established
Definition	This indicator measures the total number of Schools of Specialisation that are established. The Schools of Specialisation will assist in addressing critical skills shortages in South Africa. These schools will be focusing on educating cohorts of top talent (academic and non-academic) learners. The schools of specialisation will also serve as laboratories to deepen teaching and learning methods that can be extended to nearby schools, instead of being islands of excellence in a sea of mediocrity. Schools of Specialisation seeks to nurture the development of top talent across a sub-set of disciplines, and breed South Africa's future generation of leaders. These Schools of Specialisation will ensure access to top academic performers who show aptitude in a chosen field
Source of data	List of all gazetted Schools of Specialisation
Method of calculation or assessment	Count the total number of Schools of Specialisation
Assumptions	Increased number of Schools of Specialisation will nurture the development of top talent across a sub-set of disciplines and breed South Africa's future generation of leaders



Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Children: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Established/Built Schools of Specialisation in all 15 Districts
Desired Performance	Equip each school and student with the resources needed to excel at their chosen discipline
Indicator Responsibility	Coordination of Curriculum Implementation: Re-Organisation of Schools (ROS)
Indicator title	OCI 07: Number of identified high risk schools implementing a safe school programme
Definition	This indicator measures the number of identified high risk schools implementing a safe schools programme
Source of data	List of schools implementing the Safe School Policy
Method of calculation or assessment	Count the total number of schools implementing the Safe School Policy
Assumptions	A safe school environment that leads to a culture of hyper-vigilance in our schools
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired Performance	All schools in the province to have a safe environment and violence free
Indicator Responsibility	Directorate: School Safety
Indicator title	OCI 08: Number of pairs of schools in the twinning programme
Definition	This indicator measures the number of secondary and primary public schools from different socio-economic backgrounds that are paired to share resources, that is, a partnership between schools Section 17 GB of the SASA Policy provides for the governance of two schools through a single School Governing Body, if in the best interest of both the schools
Source of data	List of all schools that share resources
Method of calculation or assessment	Count the pairs of schools that share resources
Assumptions	Create an environment for cultural exchange in which to share best practices and resources across schools
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Children: N/A Target for Youth: N/A Target for People with Disabilities: N/A



Spatial transformation (where applicable)	N/A
Desired Performance	All schools function in an environment in which best practices and resources are shared across schools
Indicator Responsibility	Coordination of Curriculum Implementation: Re-Organisation of Schools (ROS)
Indicator title	OCI 09: Number of youth supported for employability through learnerships and internships
Definition	The Master Skills Plan will offer learnerships and internships to learners' completing a post-school qualification. These skills programmes include auxiliary and technical learnerships that lead to a qualification. This will improve the employability of youth in the province and will be undertaken in partnership with the SETAs and the private sector
Source of data	List of companies offering learnership programmes Attendance Registers/timesheets or payslips (or stipends) or employment schedule signed by the private sector Dataset – List of learners in learnership programmes at companies
Method of calculation or assessment	Count the number of learners in learnership/internship programmes
Assumptions	The youth are equipped with the skills that meet the requirement of employment and contribute towards the economic development of the province and the country
Disaggregation of beneficiaries (where applicable)	Target for Youth: N/A
Spatial transformation (where applicable)	N/A
Desired Performance	To increase the number of youth in employment
Indicator Responsibility	GCRA
Indicator Responsibility	Directorate: School Safety

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