

Annual Performance Plan 2023/2024



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER



Gauteng Department of Education

Annual Performance Plan 2023/2024



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***



EXECUTIVE AUTHORITY STATEMENT

The current administration will ensure that all 2023/24 education priorities and outputs are achieved and grounded in practices and solutions that drive equality, dignity, ethics, solidarity, and inclusion which are firmly in synergy with the GGT230 Action Plan. The Department's programmes and policies as stated in its 2020-2025 Strategic Plan will continue to provide equal access to educational opportunities for all learners with our core focus being the enhancement of the educational landscape in our townships, informal settlements and rural areas. Our efforts to provide quality education and equal access will be grounded in the provisioning of infrastructure investment, the strengthening of the Human Resource's capacity of the Department, prioritising the safety, health and holistic wellness of our learners and educators and a curriculum that drives critical 21st-century thinking skills which will accelerate the social cohesion initiatives in all schools whilst preparing our learners to be enablers of our economic recovery efforts.

The Gauteng Department of Education (GDE) remains at the forefront of providing quality education and is considered by many as one of the best performing provinces in the country. Despite the Department's achievements, it remains a difficult task to maintain the gains and standards from previous years. The province is at a turning point and is still reeling from the impact of the COVID-19 pandemic. For instance, educational inequalities have been exposed with particular concern for poor learners, especially those from rural and informal settlements. As a result, key concerns for the Department and educators alike comprised of learner health and welfare, nutrition and care. Education stakeholders will collectively take action and re-imagine the future of our learners and use the power of education to improve their lives.

The provisioning of Early Childhood Development (ECD) services and related policies and frameworks will be fast-tracked, taking into consideration curriculum development, resource provisioning and educator training and development. To ensure that this newly acquired function ascribes to the standards of excellence, learners in the phase will be provided with the required support, including nutrition. Existing infrastructure will be improved and where necessary, new classrooms and facilities will be constructed to ensure a conducive learning environment.

The Department's quality improvement programmes across all grades will be guided by the Curriculum Risk Adjusted Strategy and Multi-Year Curriculum Recovery Programme. The focus will be on Literacy, Numeracy and Science programmes intensifying the provision of educator support and learning resources. All learners in the province will continue to have access to Information, Communication and Technology (ICT) platforms that contain content material aligned with the curriculum. ICT and e-Learning expansion will continue to enable schools to be more ICT-ready through a massive programme of renovation and rehabilitation of existing township schools.

Quality Grade 12 learner attainment will remain a priority for the Department. The rollout of specialised Grade 12 intervention programmes and the training and development of educators to enhance the delivery of quality education will continue. Poorly managed and underperforming schools will be guided by a circuit intervention plan as well as Head of Department (HOD) accountability sessions with principals of affected schools, to ensure that all neighbouring schools operate at comparable levels and are equally attractive to learners and their parents. Together, with the support of school governing bodies (SGBs), parental involvement will be improved and strengthened through the introduction of more focused communication



regarding assessments and progress reports during the academic year. In addition, the twinning project will be accelerated per district and the live broadcasting of Grade 12 support-based programmes will be enhanced to improve quality and performance.

Special and inclusive education programmes will continue with the Screening, Identification, Assessment and Support (SIAS) Policy in all public schools. School Based Support Teams (SBSTs) and District Based Support Teams (DBSTs) will identify priority areas for further support. The Department will ensure that Public Special Schools meet a minimum benchmark of infrastructure standards, strengthen resourcing as well as improving the relationship and impact of resource schools and Full-Service Schools and the efficacy of DBSTs.

The development and implementation of an integrated infrastructure utilisation plan to manage overcrowding and promote optimal school utilisation will be the core focus for the next three years. The infrastructure plan will focus on utilising closed schools, maintaining current schools and building new environmentally friendly schools to meet provincial demands. The Department will reprioritise funding and work with implementing agencies to accelerate the delivery of planned new schools, major maintenance, and the rehabilitation of existing schools. The rehabilitation and repurposing of closed schools will also be undertaken after a conditional assessment and audit of the closed schools, are conducted.

All learners will have access to meaningful education underpinned by making available community schools in the vicinity of the learners' residence or parents' place of work. The Department will place emphasis on the Language of Learning and Teaching by identifying schools that are underutilised in relation to its capacity and continue with the rationalisation of small and underutilised schools. The online admissions system remains critical in the placement of learners and this system will be improved upon for the 2024 admissions process. The revised Feeder Zone Policy will give credence to the auditing of admission placement schedules and actual school enrolments. The audit findings and recommendations will be used to make enhancements to the policy to ensure that no learner is deliberately excluded or disadvantaged when applications for admissions are conducted. Research and policy development will guide the implementation of a multi-campus model for public schools and the operating model for large schools with the aim of institutionalising the MEGA school model with quality management and expanded administrative support.

The Department will conduct research, and develop a curriculum model that will support the establishment of multi-lingual schools that offer a maximum of three languages, guided by the necessary policy imperatives, resources, materials, educators and facilities.

The Department will continue with its social cohesion and diversity programmes, as well as pro-poor interventions, in all public schools across the province. Diversity training initiatives for school principals, school management teams, educators and school governing bodies will continue to subsequently lead to the development and implementation of a Social Cohesion Capacity Building programme that aims to achieve durable social justice and to eliminate all forms of inequities and disadvantages. The Department, through a structured collaborative approach, will introduce a programme that aims to place rehabilitated learners who have been in conflict with the law, back into the education system. Empowerment will continue by employing women and people with disabilities in management positions in both schools and offices.



The development of an accountability framework for schools and enforcing the implementation of the South African Council for Educators (SACE) code of conduct for educators will continue. School principals and districts will influence and determine the job description and workload of all officials, as well as behavioural indicators to assess performance. This will be guided by the relevant education legislation. Effective school governance will be further strengthened through SGB capacity building that will be directed at improving financial competency and ethical management of SGBs that complies with all relevant prescripts.

The Department will review the Provincial Education Policy to support school transformation. District oversight functions will be strengthened to ensure that the roles of district officials are aligned to the three statutory functions of regulatory compliance by schools, school development and school improvement.

The township economy will further be supported by increasing the procurement spend on women, youth and persons with disabilities, thus, increasing investment in the economic development of townships and peri-urban areas. The Gauteng City Region Academy (GCRA) will be restructured and repurposed to focus on organisational processes that will contribute to youth employability, skills development and economic growth in the province. Key programmes such as the awarding of bursaries; workplace and experiential learning; career counselling and guidance and entrepreneurship support to youth which are based on the current Master Skills Plan in support of GGT2030 and TISH will be improved upon. Through the GCRA, the Tshepo 1 million will be a comprehensive youth development programme that integrates all youth development initiatives in the three spheres of government

Change and innovation in the education system is possible. We will build a new social contract for education in our province through acts of courage, leadership, creativity and care whilst overcoming discrimination, marginalisation and exclusion of our people. We will dedicate and commit all our efforts to the provisioning of an education system that promotes gender equality and the rights of all regardless of race, ethnicity, religion, disability, sexual orientation, age, or citizenship status. By taking this critical step of forging a new social contract for education, we will be reimagining our futures together.

Mr. Matome Kopano Chiloane, MPL

Gauteng Department of Education



ACCOUNTING OFFICER STATEMENT

The Department's strategies and interventions align with the provincial plan "Growing Gauteng Together 2030", the "Revised 2019-2024 Medium Term Strategic Framework" and "Action Plan to 2020: Towards the Realisation of Schooling 2030".


The Department will be committed to consolidating its elevated priorities till the end of term. This will be achieved through accelerated top management support, the improvement of Grade 12 results and educational outcomes; the modernisation of the education system through further investment in infrastructure and the online admissions system; investment in future skills through the further expansion of Schools of Specialisation and the integration and incorporation of wellness programmes across the educational landscape that will focus on employee and learner well-being.

Through a system-wide data driven approach, the current curriculum interventions and education support programmes will focus on whole school improvement that reorganises the way in which teaching, learning and directed support are synergised to achieve improved and sustained academic performance in the province.

The 2023/2024 Annual Performance Plan (APP) provides output indicators and targets to measure the achievements against the priorities and interventions as stated in the Department's 2020-2025 Strategic Plan.

The Department will focus on the following key priorities:

- Early Childhood Development will always be a priority and remain a key foundation for all future learning. The Department will ensure that adequate funding and resources are allocated, keenly focussing on teacher development and the provision of suitable infrastructure to create a conducive learning environment. All initiatives within this sector will be guided and supported by the relevant operational frameworks that will be finalised.
- The Curriculum Risk Adjusted Strategy will continue to mitigate learning losses and gaps for each grade and subject through the development of recovery programmes. The recovery programmes will focus on the provision of learner and teacher resources, teacher training and development, and the streamlining of head office and district support. Numeracy, Literacy and Sciences flagship programmes and projects will be intensified across all grades. District-based subject specialists who are grounded in active pedagogies, which are collaborative, interdisciplinary and problem-posing, will strengthen teacher support.
- Appropriate, meaningful and well thought out assessments will form the foundation for all re-alignment activities and interventions. The multi-year recovery programme and Annual Teaching Plans will respond to the baseline assessments of learning for each grade. All examinations, tests and various other assessment instruments are streamlined with the Department's recovery programmes.

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- Grade 12 intervention programmes and material development will be guided by the analysis of data relating to School Based Assessment (SBA) completion and learner performance. The Department will strengthen the optimal utilisation of Grade 12 resources through interactive e-lessons available on the GDE portal and increased access to live broadcasts of revision programmes that will focus on all gateway subjects. Underperforming schools will be identified and intensified structured support will be given through initiatives such as team-teaching sessions conducted by subject advisors and coordinators. Focused mentoring and coaching to school management teams will be provided through specifically designed sessions by senior management teams from head office and districts. The implementation of all support initiatives will be monitored and evaluated on a monthly and quarterly basis.
 - Heads of Department and subject specialists will undergo ongoing specialist-targeted high-level training in curriculum content, assessment and intervention techniques. Necessary training and upskilling will occur throughout the academic year in core subjects across all phases.
 - The Department will facilitate capacity building of all public schools to support learners by tailoring its training programmes to enhance the effectiveness of teachers in the classroom and equip them to deal with issues such as health, nutrition, social services, mental health, and special needs teaching and support. School management teams and district officials will bolster the individual talents and abilities of teachers through mentoring, collaboration and support. Teacher developmental programmes will support teachers to work collaboratively with education specialists to provide learners with the support they need to learn. Employee wellness across the education sphere will be intensified through improved access to counselling facilities, workshops and seminars and, sport and recreational activities.
 - The Department will provide access across all phases of our schooling system. The on-line admission system and Feeder Zone Policies will be enhanced to ensure that no learner is prejudiced during the placement processes. Increased access to Special Schools in each district will be through the provisioning of Special School Resource Centres that serve as resource and support hubs, which provide vital services to Full-Service Schools as outlined in the SIAS Policy. Learners who are ready to re-enter the schooling system will be received in Public Ordinary Schools where scholastic baseline assessments will be conducted to understand the learners' curriculum support needs as per the SIAS Policy.
 - Infrastructure in these establishments will be fully ICT adaptable through the provisioning of ICT upgrades and resources such as electronic assistive devices, which will promote and support the delivery of high-quality education to learners with disabilities. Technical High Schools and Schools of Specialisation will be repositioned, expanded and transformed into schools of excellence that will further advance specialist technical subject offerings, the multi-certification programme and the Department's Three Stream Model that advocates the development of technical skills.



- The Reorganisation of Schools Strategy will continue to promote the principles of social cohesion in all schools. Learners will be equipped to be critical and creative in thought to confront and question power structures and relations that are gender biased, infringe on race, indigenous identity, language, religion, age, disability, sexual orientation and citizenship status. The Department will vigorously pursue gender inequality and racism across all levels of the education system through structured curricula offerings and promoting the principles of equality as a collective endeavour.
- The Department will utilise information technology to empower and connect learners to become global citizens, equipping them with knowledge and competencies associated with the Fourth Industrial Revolution (4IR).
- The Department's zero-rated digital platforms will continue to provide rich subject-specific content, assessment and intervention tools for learners that will be easily accessible through most ICT-enabled devices. In the same way, digital devices will be used to support innovative teaching and learning. The coding and robotics initiatives will be driven by a dedicated team of highly skilled officials who will work in synergy with the Department of Basic Education (DBE) in implementing programmes in selected schools in the province.
- Pro-poor interventions in this instance, scholar transport, school nutrition and the No-Fee School Policy will be expanded to early childhood development to ensure that learners have access to quality ECD programmes.
- The Department will continue with its infrastructure programme building new schools in high-pressure areas and intensify maintenance and rehabilitation in identified schools. In addition, the Department will audit and assess the condition of closed schools with a view of rehabilitation and repurposing.
- The Department will continue with its job creation initiatives and structured career counselling to the youth. The learnership, apprenticeship, work placement opportunities will assist in placing the youth as per their skills sets and qualifications in various industry sectors. The provisioning of bursaries to deserving learners will continue. Partnerships between secondary schools and tertiary institutions will be strengthened to assist learners who have completed their studies to integrate into the labour market, through meaningful career pathing and sustainable collaboration with industry experts.

Quality education will always be the catalyst to spearhead positive change in our learners and youth. The Department will allocate the required resources to implement its strategies and programmes in producing quality education services to transform the everyday activities and experiences of learners and teachers.

Mr. Edward Mosuwe

Gauteng Department of Education



OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Gauteng Department of Education under the guidance of Mr. Matome K. Chiloane, MPL.
- It is aligned to all the relevant policies, legislation and other mandates for which the Gauteng Department of Education is responsible.
- Accurately reflects the outcomes and outputs which the Gauteng Department of Education will endeavour to achieve over the period, 2023/24.

Mr. Johan van Coller
Chief Financial Officer

Signature: _____

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

Signature: _____

Mr. Edward Mosuwe
Accounting Officer

Signature: _____

Approved by:
Mr. Matome K. Chiloane, MPL
Executive Authority

Signature: _____



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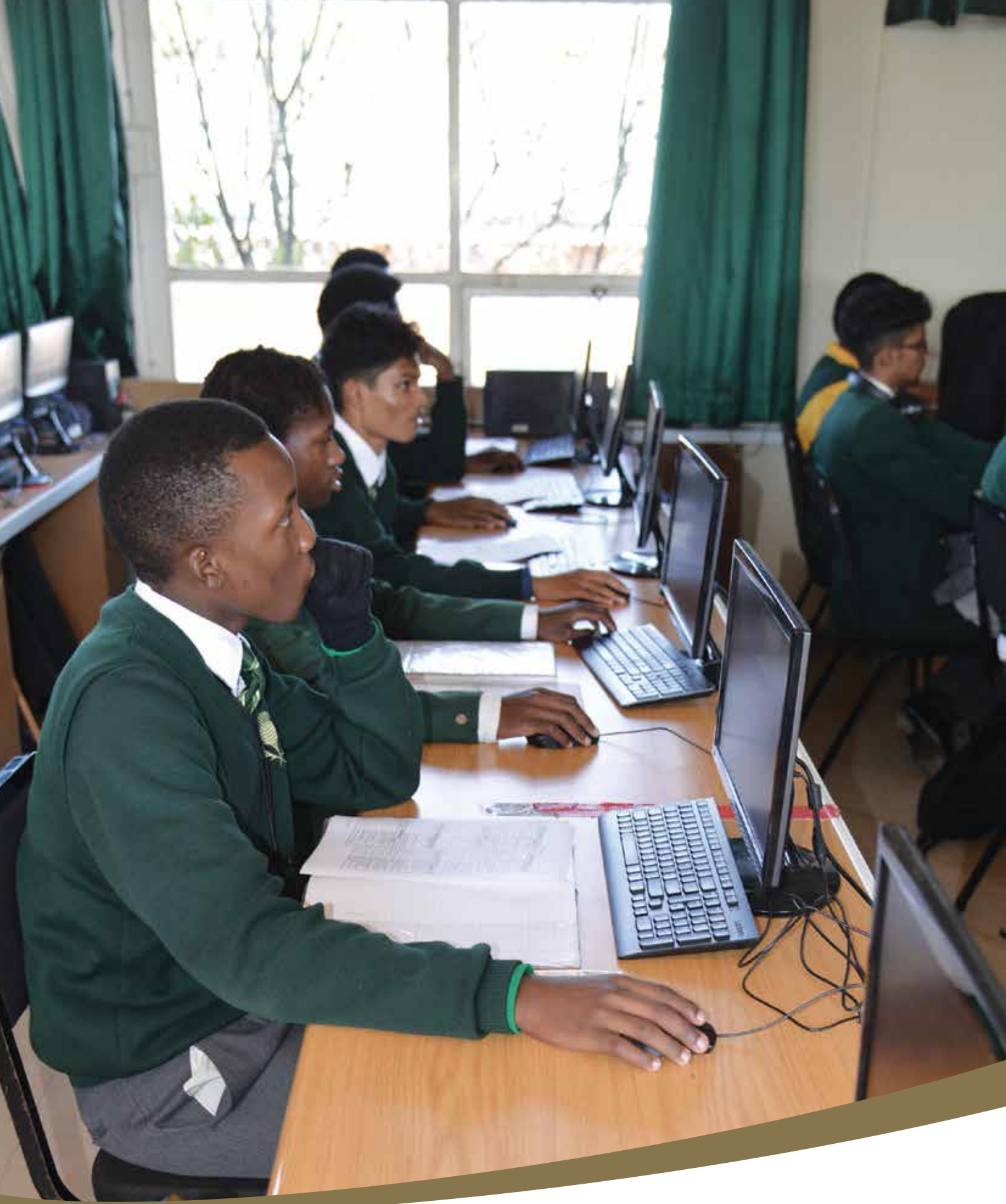
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PART A:
OUR MANDATE





A.1 Updates to the relevant legislative and policy mandates

The National Minister of Education has overall political and legislative responsibility for education. The responsibility for school education rests with provincial governments. Provincial expenditure on education is derived 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. Areas of concurrent functions include policy-making, legislation, implementation, monitoring, management of human resources and performance assessment. Through a system of cooperative 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.1.1 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 progressing in the province. This right to education is enshrined in the Bill of Rights as contained in the South African Constitution, in section 29. The rights contained in section 29 of the South African Constitution emphasises the rights of everyone to a basic education and 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 if 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.1.2 Legislative and policy mandates

- To realise the Constitutional mandate, the Department uses the following programmes: Administration, Public Ordinary School Education, Independent School Subsidies, Public Special School Education, 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.1.3 Education Legislation

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

This Act empowers the Minister 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 cooperative 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 (SASA) (Act 84 of 1996) provides the 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 for the establishment of 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 who 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 School 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 would begin 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 delivery of quality services to all the Grade R learners.

To affect the transfer of the ECD Partial Care function from the National Department of Social Development (DSD) to the Department of Basic Education (DBE), a Section 97 Proclamation was passed. The Proclamation was signed by the Ministers of DBE, Department of Social Development (DSD), the Department of Public Service and Administration (DPSA) and the President on 27 June 2021. The National Proclamation was gazetted on 30 June 2021. To give effect to the transfer at the provincial level, a Section 137 Proclamation was passed. The Proclamation was signed by the Member of the Executive Councils (MECs) for GDSD, the GDE and the Premier on 04 August 2021. The Provincial Proclamation is yet to be gazetted.

A function shift is generally recognised as a legal and administrative process where functions, or roles and responsibilities, are transferred from one Minister to another. The Proclamation does not impact the contents of an Act, but only changes the reference from one Minister to another. In the case of ECD, it will mean that on each occasion where reference is made to the Minister or MEC of Social Development in Chapter 5 and Chapter 6 of the Children' Act, the implication would be a direct reference to the Minister or MEC for Education. The DBE at the national level and the MEC for Education at the provincial level will be completely accountable for the delivery, funding, registering, monitoring, and support of the full ECD sector.

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 Technologies (ICTs) in the learning environment. Enriching the learning environment using 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. 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 Educators' Act, 1998 (Act No. 76 of 1998), as amended and the Public Service Act, 1994 (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 2000, 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 environments 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 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.

The Protection of Personal Information Act, 2013 (POPI) (Act No. 4 of 2013)

POPI Act promotes the protection of personal information processed by public and private bodies; to introduce certain conditions so as to establish minimum requirements for the processing of personal information; to provide for the establishment of an Information Regulator to exercise certain powers and to perform certain duties and functions in terms of this Act and the Promotion of Access to Information Act, 2000; to provide for the issuing of codes of conduct; to provide for the rights of persons regarding unsolicited electronic communications and automated decision making; to regulate the flow of personal information across the borders of the Republic; and to provide for matters connected therewith.

The main principles of the POPI Act are to document the flow of personal and sensitive data. Satisfy governance requirements. Ensure employee awareness of data privacy. Provide for data subject access requests.



According to POPI Act, personal information is information relating to an identifiable, living, natural person and, where applicable, an identifiable, existing juristic person. A juristic person includes a company, trust, or close corporation.

Whole School Evaluation, Government Gazette Vol. 433, No. 22512 of July 2001

Whole-school evaluation is the cornerstone of the quality assurance system in schools. It enables schools and external supervisors to provide an account of the school's current performance and to show to what extent it meets national goals and the needs of the public and communities. This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention. Whole-school evaluation implies the need for all schools to look continuously for ways of improving, and the commitment of Government to provide development programmes designed to support their efforts.

The National ECD Policy, 2015

The development of this policy was necessitated by two critical gaps in the governing ECD Policy and legal framework: the poor recognition of ECD services as a universal right; and the lack of acknowledgement of the significant benefits that ECD services can produce for individual children, their families and communities, and for the nation. This policy thus translates this recognition into associated responsibilities of the Government of the Republic of South Africa. It also seeks to provide clarity on definitional issues and to create an enabling, multi-sectoral framework to guide actions and ensure a coordinated response of public and private sector stakeholders, communities, parents and caregivers.

The policy covers the period from conception until formal school entry (until young children enter Grade R) or until they reach the age of 8 years in the case of children with developmental difficulties and/or disabilities, whichever occurs first.

Children's Act, 2005 (Act No. 38 of 2005), as amended

The Children's Act 38 Of 2005, as amended, gives effect to certain rights as contained in the Constitution; to set out principles relating to the care and protection of children; to define parental responsibilities and rights; to provide partial care for children; to provide early childhood development.

To realise the Children's Act 38 of 2005, the DSD will remain responsible for the functions related to social support and care, and support to ECD programmes similar to the support currently provided to learners in schools. The remaining DSD functions will include child protection; psycho-social services; the child support grant; access to social services to prevent and address risk factors; parental support programmes; and partial care facilities that relate to after-school services, private hostels and temporary respite care centres.

The Non-Profit Organisations Act, 1997 (Act No. 71 of 1997)

This Act provides for an enabling environment in which non-profit organisations (NPOs) can flourish by establishing an administrative and regulatory framework within which they can conduct their affairs; and to encourage NPOs to maintain adequate standards of governance, transparency and accountability by providing a voluntary registration facility for NPOs.



Disaster Management Act, 2002 (Act No. 57 of 2002)

This Act provides for an integrated and coordinated Disaster Management Policy (focusing on preventing or reducing the risk of disasters, mitigating the severity of disasters, emergency preparedness, rapid and effective response to disasters and post-disaster recovery); the establishment of national, provincial and municipal disaster management centres; disaster management volunteers; and other incidental matters.

A.1.4 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 No. 6 of 1995), as amended

Given 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 the 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 examinations 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, 1998 (Act No. 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) was promulgated 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), 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.1.5 Good governance 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, procedures to manage risk and internal controls are in place.

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 are 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)**, which strives to ensure total compliance to the legislation.

The advent of COVID-19 pandemic, brought with it a need to implement **the Disaster Management Act, 2002 (Act No. 57 of 2002)** in order to provide an integrated and coordinated Disaster Management Policy that focuses on preventing or reducing the risk of disasters, mitigating the severity of disasters, emergency preparedness, rapid and effective response to disasters and post-disaster recovery and the establishment of national, provincial and municipal disaster management centres.

A.2 Updates to institutional policies and strategies

A.2.1 Institutional Policies

The Department has produced a number of internal policies and circulars to support teaching and learning, these are:

- a) **GDE Learner Teacher Support Material (LTSM) Policy, 2021** 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) **GDE Scholar Transport Policy, 2019** which stipulates how the Department will go about providing scholar transport for eligible learners.
- c) **GDE Policy on the use of ICT e-Learning devices** which promotes the effective management and use of ICT at schools.
- d) **GDE SA-SAMS and Learner Unit Record Information and Tracking System Operational Policy, 2020** 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, 2020** 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, 2022** which provides for the Department to determine feeder zones for schools in a fair, transparent and equitable basis.
- g) **GDE Policy on the Configuration and Establishment of Full-Service Schools and Special School Resources Centres in Gauteng, 2020** 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 1 of 2020, on Whole School Improvement 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.
- k) **Circular 2 of 2021 on the Discontinuation of Cheques as a Method Payment and Migration to Electronic Payment System by Public Schools in Gauteng and the Related Internal Controls**. It provided schools with directives on the migration from cheques to EFT and the usage of debit cards. It also provided minimum internal controls to be implemented by schools when electronic systems have been put in place.
- l) **Circular 3 of 2021 on the Directives to Schools Regarding the Application for Approval for Leasing in respect of School's Property in terms of section 36(4) and (5) of South African Schools Act, 1996 (Act No. 84 of 1996)**. The circular provides the standard process when applying for leasing, burdening, converting or attending of school's property.
- m) **Circular 4 of 2021 on Implementation of the New Post Establishment for Public Service Personnel at Institutions with effect from 1 August 2021 (Public Ordinary and Public Special Schools)**.

It outlines the approved processes for the:

- (i) identification of staff additional to the 2021 approved PS post establishment
- (ii) redeployment of identified additional PS staff
- (iii) absorption of qualifying PS staff
- (iv) temporary appointment in vacant posts
- (v) advertisement of resultant posts in Public Ordinary as well as Special Schools with effect from 01 August 2021; and
- (vi) extension of all temporary(contract) employed PS staff for the period up to and including 31 July 2021.

Circular 5 of 2021 on the Application for Written Approval from the Member of the Executive Council in relation to loans, overdrafts, asset leases and investment of surplus funds. It provides procedures and guidelines to be followed when seeking approval from the MEC prior to entering into loans, overdraft, asset leases or investing surplus money in another account.

The COVID-19 pandemic ushered in a range of Circulars, key of which, are as follows:

- (i) **Circular 3 of 2020**, on measures for the containment and spread of COVID-19, provides schools with guidance for planning and operations management during this disaster period.
- (ii) **Circular 5 of 2020** on Schools with water supply and ablution facility challenges, inform schools of the procedures to be followed when challenges are experienced with bulk water supply and ablution facilities
- (iii) **Circular 6 of 2020** on Directives regarding the COVID-19 procedures for the cleaning and disinfecting of schools and provided standard operating procedures and processes for the cleaning and disinfecting of schools as well as for the maintenance of hygiene.



- (iv) **Circular 7 of 2020** on the implementation of social distancing in the classrooms, that intended to assist schools to reorganise their classrooms to comply with social distancing requirements.
- (v) **Circular 11 of 2020** on the prevention of learner dropout, that intended to discourage learners from dropping out of school by allowing learners to apply to pursue home schooling or lockdown learning as alternate models to the normal schooling.
- (vi) **Circular 1 of 2021** on the re-opening of schools in 2021 during COVID-19 adjusted level 3 lockdown and the measures for the containment and management of the spread of COVID-19 at schools. It communicated the new postponed dates and arrangements for reopening of schools and served as important resource to assist schools to make critical decision on schooling alternatives.
- (vii) Circular 2 of 2022 on the re-opening of Schools in 2022 for the daily return and attendance of all learners. It provides the schools with several changes to the adjusted alert level 1 of COVID-19 regulations, including the scrapping of social distancing measures in classrooms, thus prompting the daily return and full-time attendance of all learners to full-time teaching and learning.

A.2.2 Strategies

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

General Education and Training (GET) 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 includes 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 include 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 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.

Maths Science and Technology (MST) Strategy

Gauteng's Maths Science and Technology (MST) Strategy will align to the National MST Strategy and the implementation plan which has the following vision: "To build a sound foundation in Mathematics, Science and Technology that is empowered to meet South African scarce skills demands and to produce entrepreneurial, innovative and economically active citizens."



The strategy seeks to improve:

- Learner participation and success in MST subjects.
- Teacher demand, supply, utilisation and support.
- The provisioning of resources.
- The establishing of partnerships.
- The monitoring, evaluation, qualitative and quantitative research that informs the preceding four pillars.

This strategy is funded by the MST Conditional Grant, MST LA budget and FET LTSM intervention budget allocations that aim to provide support and resources to schools, teachers and learners in line with the curriculum in Public Schools.

Technical High School (THS) Strategy

The intent and purpose of the Technical High School (THS) Strategy is to expand participation by promoting and strengthening Technical High Schools (THS) for a “CHANGING WORLD” by 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’s 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.

Further Education and Training Strategy

The Further Education and Training (FET) Strategy is aimed at high and improved learner performance to ensure that it performs above the national average and is NDP goal driven. The strategy continues to build on innovative teaching methodologies through its ICT infrastructural enhancements, digital curriculum and assessment resources by supporting learners to progress in a diverse and purposeful manner. The FET Strategy has a key focus on school visits to ensure that all schools comply with national policies, and are aided with instructional tools such as Annual Teaching Plans (ATPs), assessment guidelines and concomitant resources support policy implementation with a strong focus on diagnostic and remedial activities.

The FET Strategy places emphasis on discipline at the school level and a responsive service delivery model. This model includes curriculum support structures focused on driving high performance 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 (JIT) 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 (SSIP)

The Secondary School Improvement Programme (SSIP) follows an integrated approach to ensure alignment to the school programme. There are activities 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 JIT teacher training, and the Holiday and Pre-exam Camps.

The Department implemented the SSIP that is focused on providing additional support and materials to learners in secondary schools. Learners, through the SSIP, attend 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 Sciences, 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.

Reorganisation of Schools Strategy

Schools of Specialisation (SoS)

The GDE has taken a policy decision for learners to have access to a specialised, modern, relevant, dynamic and responsive curriculum that is 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.

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

The Schools of Specialisation responds to the Provincial Transformation, Modernisation and Re-Industrialisation (TMR) Programme of the Gauteng province by addressing critical skills shortages in prioritised skills areas. The skills areas that have been prioritised are specific to economic sectors in each of Gauteng's five economic corridors. These skills areas are essential to building the provincial economy and serving as a catalyst to revitalise the township economy. There is a current bias towards academic learning that characterises the traditional curriculum. We seek to overcome the deficits in this area by focussing on higher order, critical, inductive and deductive thinking. The latter skills are critical to placing us on a higher growth economic pathway in the province.



A.3 Updates to relevant court rulings

In the past few 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, staffrooms, 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 Updated Situation Analysis

This updated situation analysis outlines the key aspects of the Gauteng Socio-Economic context and landscape.

B.1.1 External environment analysis

Global economic review

The Global economy projected to grow by 2.3% in 2023 (+0.4 percentage points from the January forecast) and 2.5% in 2024 (-0.2 %), a slight uptick in the global growth forecast for 2023. Despite this uptick, the growth rate is still well below the average growth rate in the two decades before the COVID-19 pandemic of 3.1%.

Global trade remains under pressure due to geopolitical tensions, weakening global demand and tighter monetary and fiscal policies. The volume of global trade in goods and services is forecast to grow by 2.3% in 2023, well below the pre-pandemic trend (Source: International Monetary Fund (IMF), March 2023).

Africa economic review

In Africa, the GDP per capita is projected to increase only marginally this year, reinforcing a longer-term trend of stagnating economic performance. The least developed countries are forecast to grow by 4.1% in 2023 and 5.2% in 2024, far below the 7.0% growth target set in the 2030 Agenda for Sustainable Development (Source: International Monetary Fund (IMF), March 2023).

South African economic review

The South African GDP growth is projected to decelerate sharply to 0.1% in 2023 mainly due to a significant increase in the intensity of power cuts, as well as the weaker commodity prices and external environment. In the medium term, growth is expected to rebound, though only to about 1.5% per year, with income per capita likely to stagnate as a result. This is because of long-standing structural impediments, such as product and labour market rigidities and human capital constraints, offsetting expected improvements in energy supply, higher private spending on energy-related infrastructure, and a more supportive external environment. The Inflation is expected to reach the target range mid-point of 4.5% in 2024 and remain there through the medium term (Source: International Monetary Fund (IMF), March 2023).

The results of the Quarterly Labour Force Survey (QLFS) first quarter of 2023, indicate that the official unemployment rate in South Africa has increased by 0,2 of a percentage point from 32.7% in the fourth quarter of 2022 to 32.9% in the first quarter of 2023. The number of unemployed first quarter of 2023 people in South Africa increased from 4.9 million in first quarter of 2013 to 7.9 million in first quarter of 2023.

The youth remain vulnerable in the labour market, with the first quarter of 2023 results showing that the total number of unemployed youth (15-34 years) increased by 241 000 to 4.9 million while there was an increase of 28 000 in the number of employed youth to 5,6 million during the same period. This resulted in an increase in youth unemployment rate by 1.1% to 46,5% in first quarter of 2023. (Source: Stats SA, QLFS first quarter of 2023).



Gauteng Socio-Economic Review

The Gauteng province economy is estimated to have grown by 2.1% in 2022 against an expectation of 1.8%. The province's economic output is projected to moderate to 1.5% this year before stabilising at an average annual rate of 2% in the period to 2026. (Source: Socio-Economic Review and Outlook, 2023).

The results of the Quarterly Labour Force Survey (QLFS) first quarter of 2023, indicate that the official unemployment rate in Gauteng has increased by 0.3% from 34.0% in the fourth quarter of 2022 to 34.3% in the first quarter of 2023. The unemployment rate in Gauteng non-metros is at 45.7%. The unemployment rate in the City of Johannesburg is 36.4% whilst the City of Tshwane has an unemployment rate of 38.6%. Ekurhuleni has the highest unemployment rate among the Metros which stands at 41.9%.

Enrolment Trends

The South African population growth has been increasing at an average rate of 1.5% each year. To some extent, this has created an adverse impact on the effectiveness of service delivery, especially in urban provinces such as Gauteng. South Africa has more people living in urban than in rural areas, with an urban population rate of about 65.0%. The migration of people to urban areas is mostly due to better job opportunities, education, health or business related.

According to the 2022 mid-year population estimates, South Africa's population is estimated to have increased by 640 074 people to 60.6 million between 2021 and 2022. The number of births were the main driver of the increase in population. When disaggregated by gender, females made up 51.1% (31.0 million) of the total population, while males accounted for 48.9% (or 29.6 million). About 28.1% of the population is aged younger than 15 years (17.01 million) and approximately 9.2% (5.59 million) is 60 years or older. The proportion of elderly persons aged 60 years and older in South Africa is increasing over time and, as such, policies and programmes to care for the needs of this growing population should be prioritised.

The Gauteng population has increased its share of the national total population by 5.7% to 26.6% in 2022 as compared to 20.9% in 2002. The migration pattern is a contributing factor to the population growth of the province. For the period 2021–2026, Gauteng is estimated to experience the largest inflow of migrants of approximately, 1 443 978. The population growth and the increased volume of migration into the province rapidly intensifies learner enrolment in the province, with most pressure being placed on the Public Ordinary school's system. The education sector has seen an increase in learner enrolment in both public and Independent Schools. These higher volumes of unplanned influx into the province continues to place severe pressure on educational resources relating to the provisioning of infrastructure, teaching materials and educators.

The provincial schools are burdened with overcrowding that adds strain on the security and safety of learners and educators. The Department's challenges are further compounded by many anti-social activities such as bullying, gangsterism, learner-on-learner violence, learner-on-teacher violence and theft at schools, which all have a negative impact on teaching and learning environment.

A total of 2 734 692 learners are enrolled across all the sectors of the education system in the Province, this number is inclusive of learners who attend special schools (LSEN). 86.4% (2 362 212) are enrolled in Public Ordinary School. 8.8% (240 082) of the learners are enrolled in Independent Non-subsidised Schools whilst 4.8% (132 398) of the learners are enrolled in Independent Subsidised Schools.

There are 3 232 schools that make up the Provincial education sector. Public Schools constitutes the largest portion of these institutions, with a total number of 2 212 schools. There are 247 Independent Subsidised Schools and 738 Independent Non-subsidised Schools. Learners with Special Educational Needs (LSEN) attend 185 institutions of which 150 are Public Schools and 35 belong to the Independent Schools sector.



Table 1: Learner in-migration for 2023

District	Eastern Cape	Free State	KwaZulu Natal	Limpopo	Mumalanga	Northern Cape	North West	Western Cape	Foreign Countries	Total
EN	1 011	427	2 656	5 167	1 048	252	99	108	2 195	12 963
ES	3 493	902	2 930	2 150	867	210	184	190	2 357	13 283
GE	573	563	2 418	1 203	1 120	159	68	79	1 915	8 098
GN	51	41	94	512	791	61	8	18	250	1 826
GW	2 454	842	792	773	327	2 025	95	317	1 199	8 824
JC	618	279	1 561	1 154	228	217	82	150	1 521	5 810
JE	2 165	893	3 905	3 115	1 503	503	462	306	3 490	16 342
JN	1 764	360	1 521	2 148	408	451	74	175	1 894	8 795
JS	695	430	1 803	864	415	384	64	122	2 352	7 129
JW	404	162	975	786	197	430	61	99	670	3 784
SE	405	502	316	137	128	55	21	20	329	1 913
SW	338	683	290	127	145	91	11	40	864	2 589
TN	72	49	257	1 191	383	952	23	26	1 093	4 046
TS	610	334	1 088	5 893	1 921	650	92	220	3 031	13 839
TW	226	243	675	2 075	606	2 394	129	108	2 071	8 527
Total	14 879	6 710	21 281	27 295	10 087	8 834	1 473	1 978	25 231	117 768

Data is based on enrollment between 2021/06/01 and 2022/08/03



Figure 1, provides learner in-migration information. The data indicates an increased by 7.5% from 109 554 in 2022 to 117 768 in 2023, an increase of 8 214 learners. Learners from other provinces increased by 8.7% from 85 118 in 2022 to 92 537 in 2023 indicating an increase of 7 419 learners. Learners from foreign countries increased by 3.3% from 24 436 in 2022 to 25 231 in 2023, an increase of 795 learners.

Figure 1: Learner Enrolment in Public Ordinary Schools from Grades 1 to 12

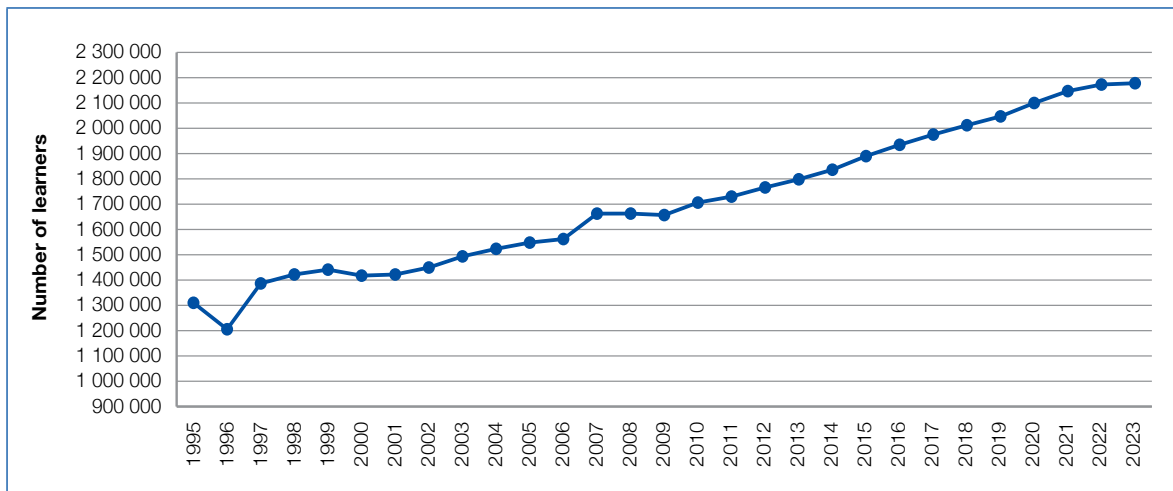


Figure 2, demonstrate learner enrolment in public ordinary schools. Grade 1 to 12 learner enrolment increased from 1 310 080 in 1995 to 2 182 972 in 2023. Learner enrolment in 2023 has increased by 9 551 (0.4%) from 2 173 421 in 2022. The continuous increase in learner enrolment, places severe strain on educational inputs, especially on educational infrastructure.

Figure 2: Learner enrolment per Phase and Grade

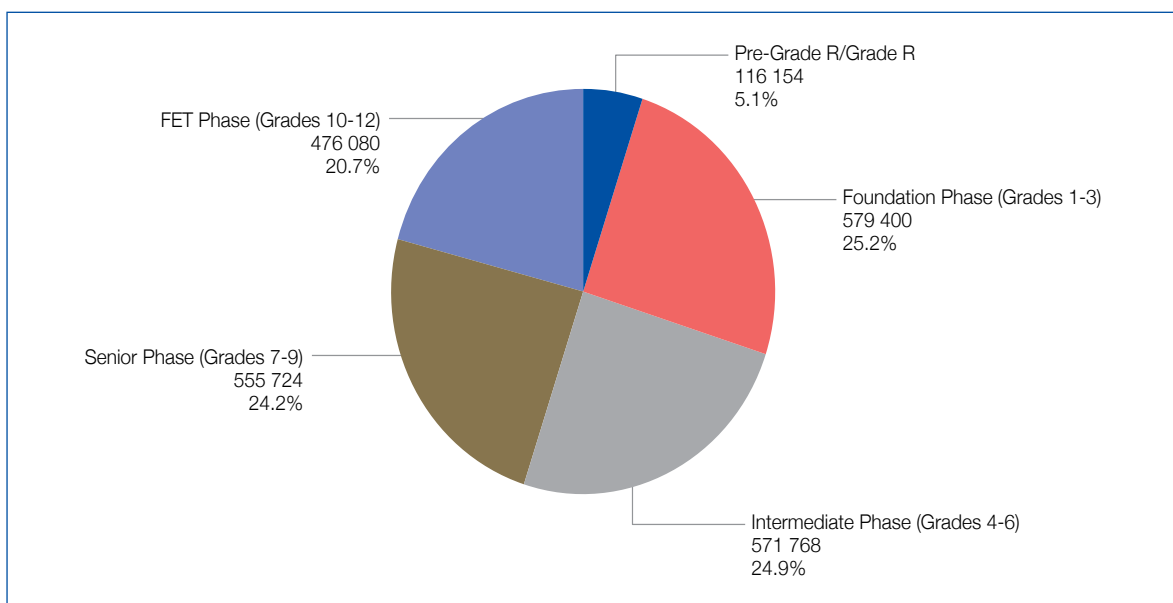


Figure 3 indicates the percentage distribution of learner enrolment per phase and grade. The majority of Gauteng learners (25.2%) are enrolled in the foundation phase, 24.9% are enrolled in the intermediate phase, and 24.2% are enrolled in the senior phase, and 20.7% in the FET Phase and 5.1% in Grade R and Pre-Grade R.



Figure 5 displays the 15 educational districts of the GDE, with 3 232 institutions across the sector. Of these, 2 212 institutions are Public schools.

Figure 5: Independent School distribution

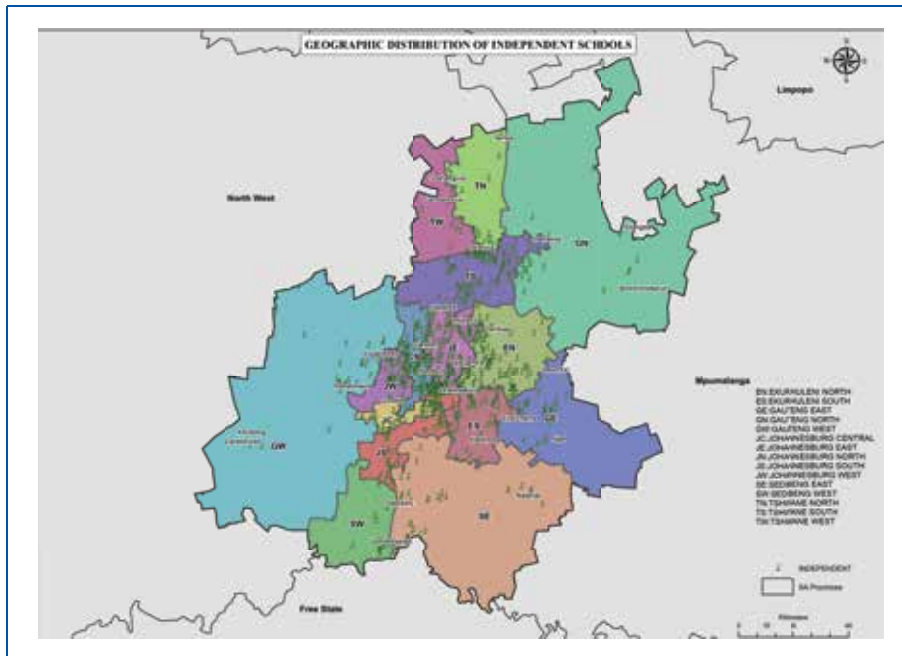


Figure 6 shows the distribution of the 985 Independent schools. Of these, 247 are Independent Subsidised schools and 738 establishments are in the Independent Non-subsidised sector.

Figure 6: LSEN School distribution

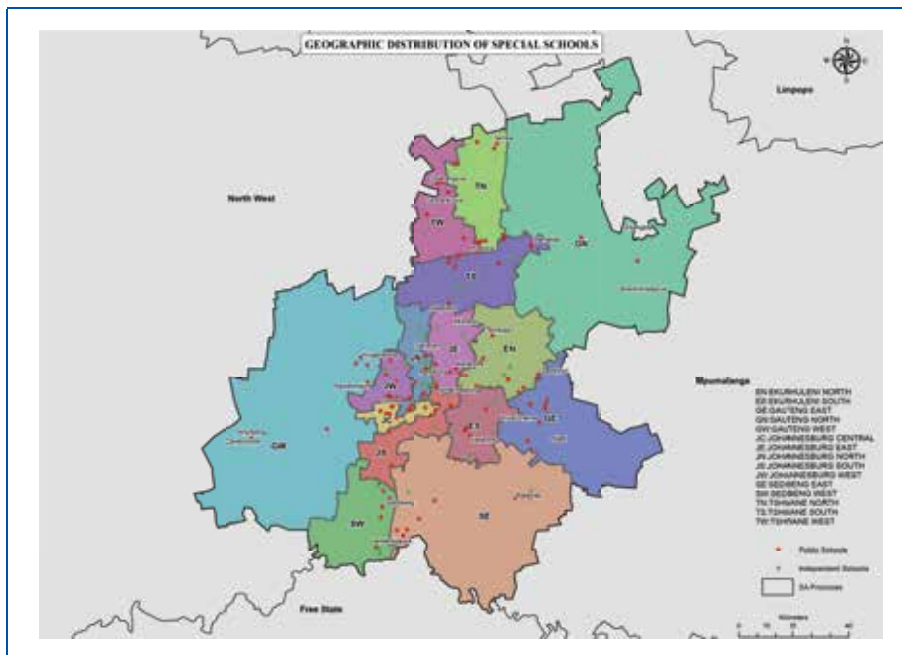


Figure 7 shows the distribution of LSEN institutions. Learners with special needs attend 185 institutions of which 150 are Public Schools and 35 belong to the Independent Schools sector.

Figure 7: Schools of Specialisation distribution:

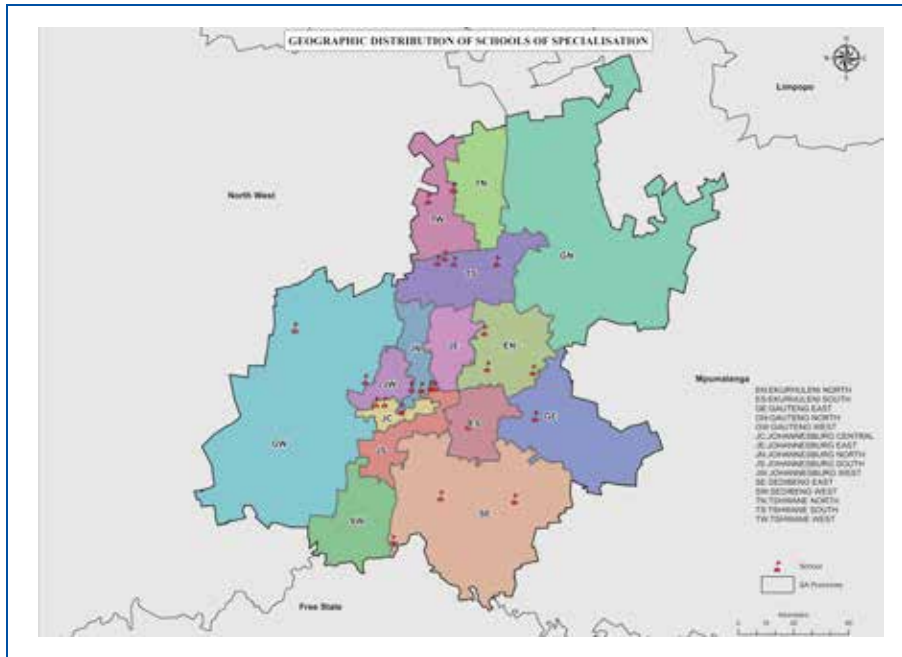


Figure 8 displays the 22 SoS (one to be formally launched in 2023) that are strategically placed within the five economic corridors and municipalities of the province. The SoS form part of the GDE’s Reorganisation of Schools (RoS) Programme.

Figure 8: Distribution of learners in No-Fee Paying Schools

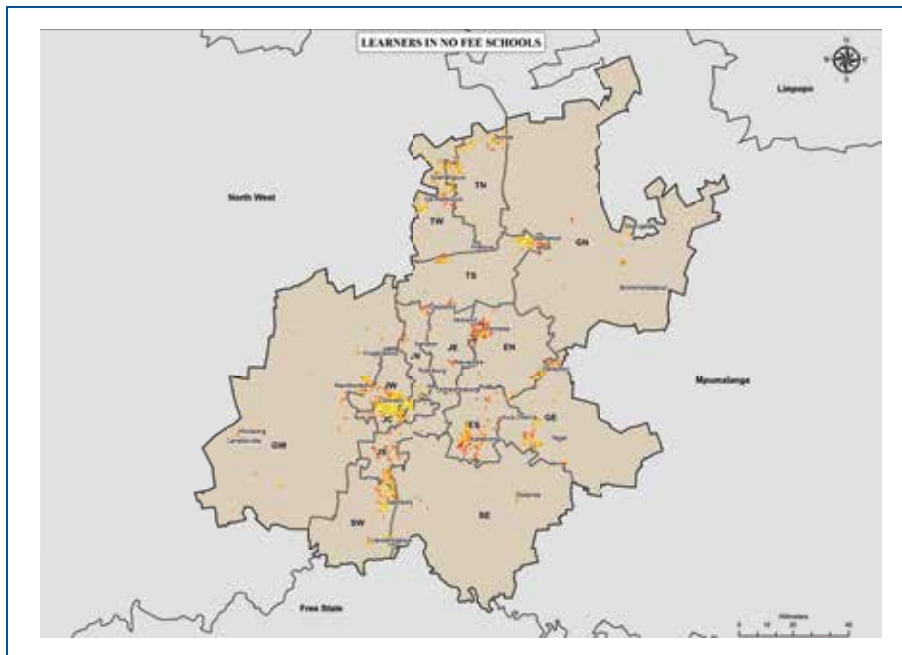


Figure 9 illustrates the 1 387 No Fee-Paying Schools which accounts for 1 542 174 learners in the province. The highest concentration of these schools are located within the townships – Temba, Soshanguve and Ga-Rankuwa (TW and TN); Mamelodi (TS); Tembisa and Alexandra (EN and JE); Daveyton and Kwa-Thema (GE); Katlehong (ES); Ratanda (SE); Sebokeng (SW and JS); Carltonville and Khutsong (GW); Randfontein (GW and JC) and Soweto (JW and JC).



Figure 9: Distribution of ECD Centres

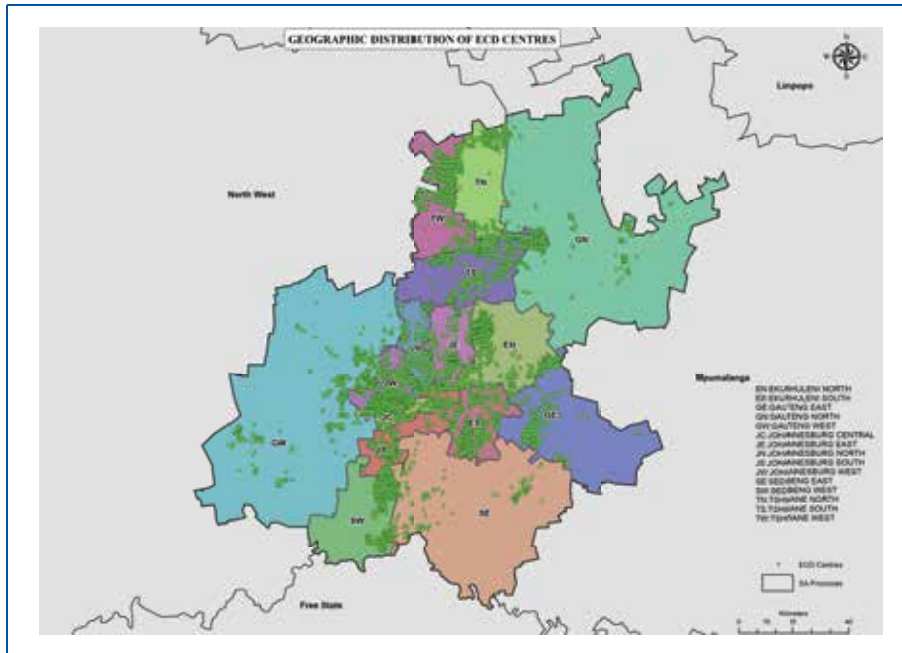


Figure 10 displays the 5 049 ECD centres in the province, which are primarily located within the City of Ekurhuleni, City of Johannesburg and City of Tshwane Metropolitan Municipalities.

Spatial reprioritisation of school infrastructure development

The Department has planned for 143 Infrastructure Programme projects that include new and/or replacement upgrades and/or additions and rehabilitation, renovations and/or refurbishments in the City of Johannesburg as spatially displayed on the map below.

Figure 10: New and Replacement projects planned for the next 10-years within the City of Johannesburg Metropolitan Municipality

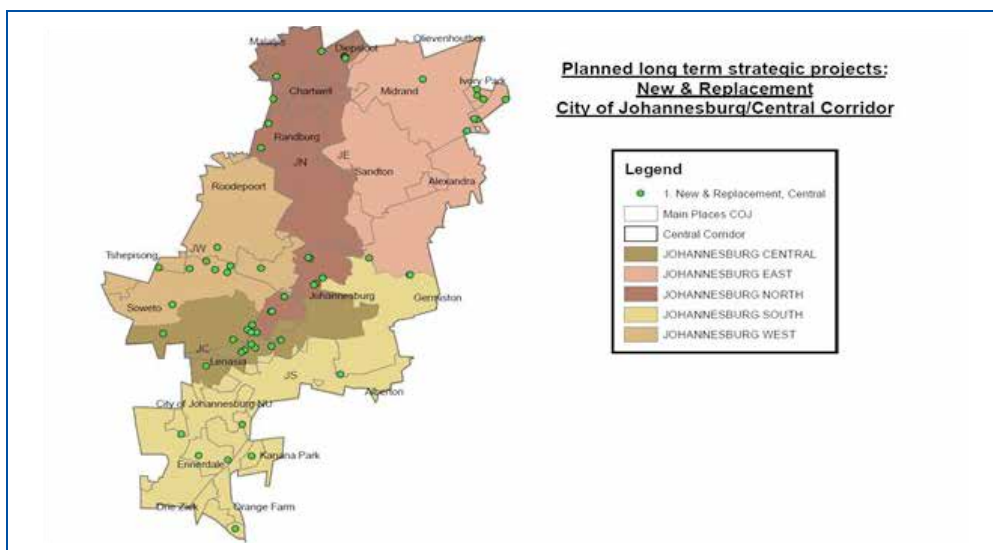


Figure 11 indicates that Johannesburg West and Johannesburg Central Districts will have more programmes for new and/or replacement upgrades and/or additions and rehabilitation.

Figure 11: New and Replacement projects planned for the next 10-years within the City of Tshwane Metropolitan Municipality

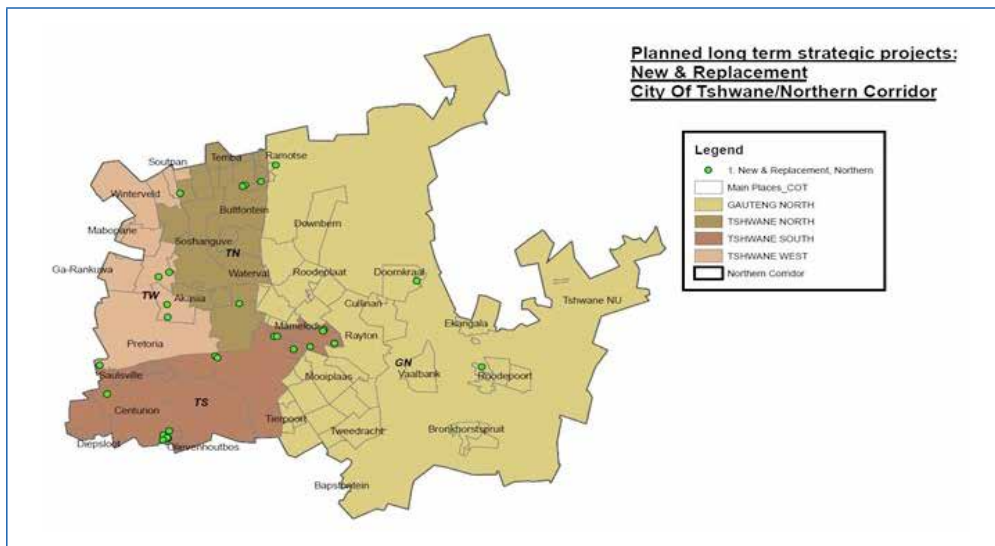


Figure 12 shows infrastructure projects which includes the new and/or replacement upgrades and/or additions and rehabilitation, renovations and/or refurbishments in the City of Tshwane as spatially displayed on the map below.

Most township schools around Tshwane West and Tshwane North, especially areas like Mabopane and Hammanskraal will be upgraded and also equipped with some infrastructure additions.

Figure 12: New and Replacement projects planned for the next 10-years within the City of Ekurhuleni Metropolitan Municipality

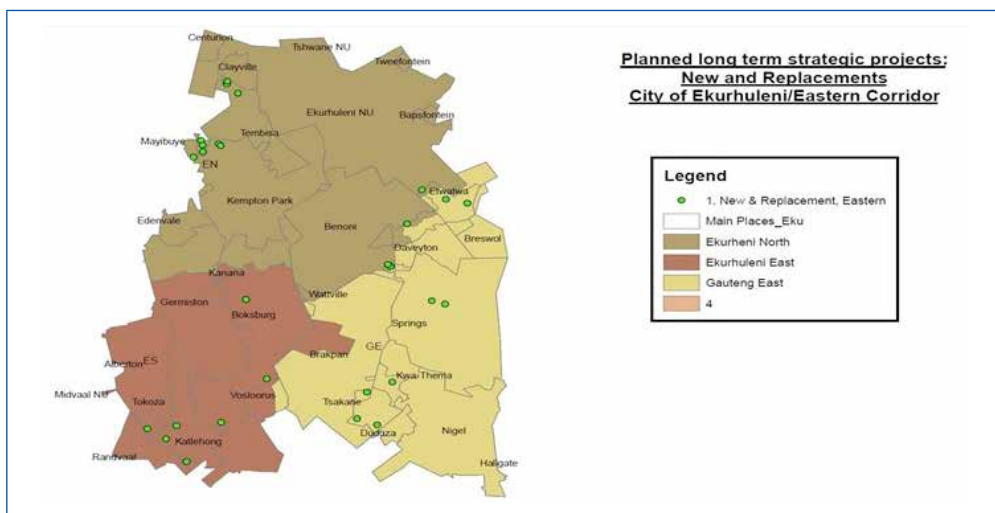


Figure 13 illustrates infrastructure programmes in the City of Ekurhuleni. The Department has planned to rollout 116 Infrastructure Programme projects which includes the new and/or replacement upgrades and/or additions and rehabilitation, renovations and/or refurbishments. The new and replacement projects will mostly be implemented in the Ekurhuleni South areas.



Figure 13: New and Replacement projects planned for the next 10-years within the Sedibeng District Municipality

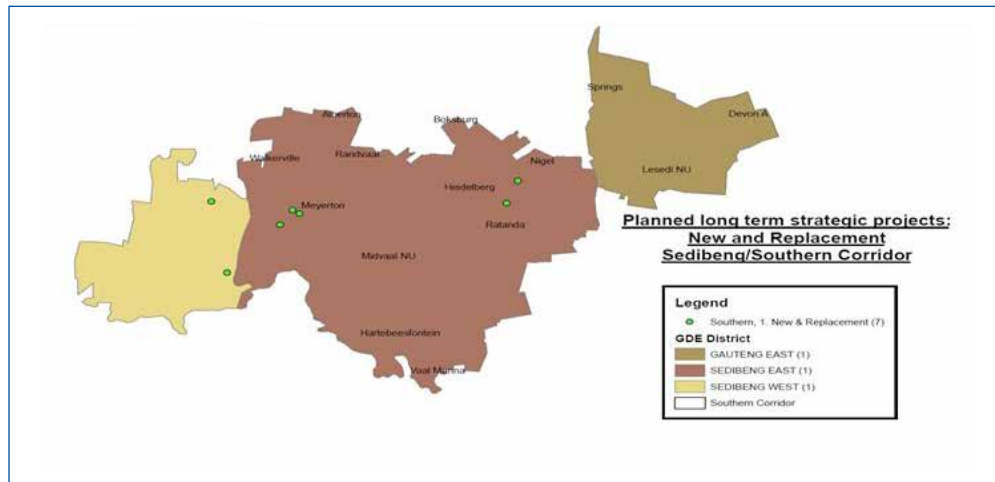


Figure 14 shows that in the Sedibeng District Municipality, especially in the Sebokeng area there are plans to have 44 Infrastructure programmes which includes the new and or replacement upgrades and/or additions and rehabilitation, renovations and/or refurbishments.

Figure 14: New and Replacement projects planned for the next 10-years within the West Rand District Municipality

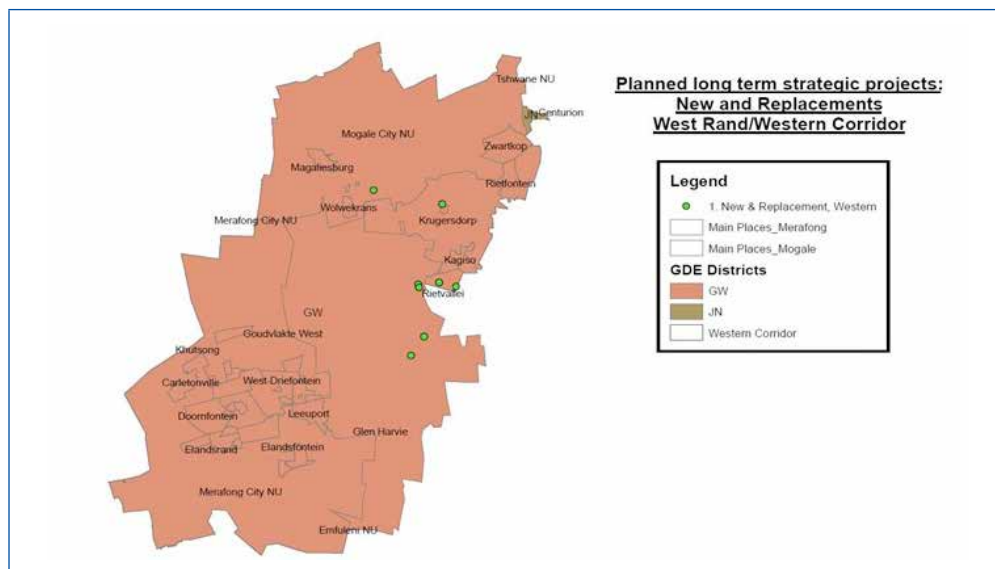


Figure 15 shows Infrastructure development programmes in the West Rand District Municipality which includes the new and or replacement upgrades and/or additions and rehabilitation, renovations and/or refurbishments.



B.1.2 Internal environment analysis

Matric Performance:

Figure 15: Gauteng Matric Pass rate 2022

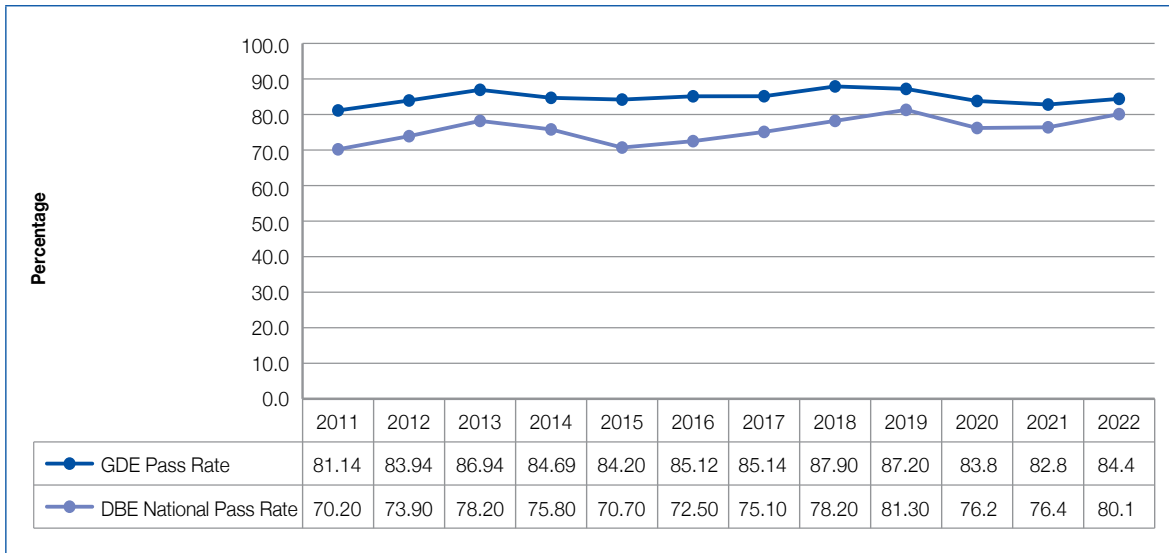


Figure 16, illustrates the Gauteng Department of Education’s matric pass rate. The GDE continues to produce an outstanding matric performance with a pass rate of 84.4% in 2022, which represents an improvement of 1.6% as compared to the 82.8% pass rate that was obtained in 2021.

The GDE pass rate has consistently been higher than the national pass rate and this trend still continues. The average GDE pass rate from 2011 to 2022 was 84.7% as opposed to the national average of 75.7%.

Figure 16: Gauteng Bachelor passes 2022

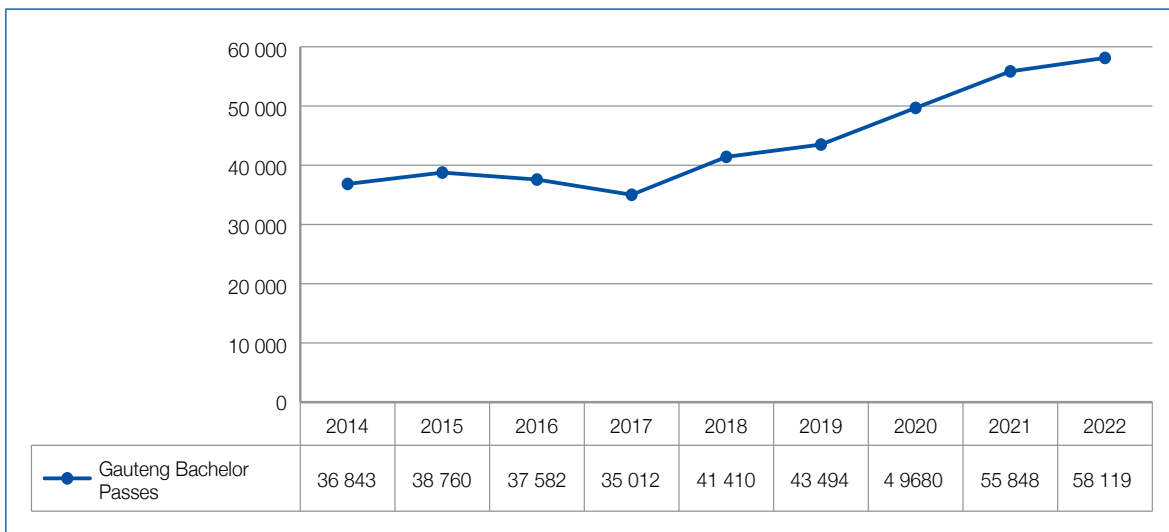


Figure 17, illustrates the Gauteng Department of Education’s bachelor pass rate. The Department continues to improve the quality of learner performance in the FET Phase through the increase of learners achieving Bachelor passes. During the period of 2014 to 2022, Bachelor passes have increased from 36 843 to 58 119. The number of learners achieving a Bachelor pass has improved by 4.1% from 2021 to 2022.



2021/22 Annual Report Analysis

The Department's Annual Report analysis shows that the Department performed well in the 2021/22 financial year.

The key achievements included the following:

- Ability to both save the academic year and ensure stability to achieve an excellent matric pass under the unprecedented conditions imposed by the COVID-19 pandemic.
- Successful management of a COVID-19 compliant teaching and learning environment to ensure the safety of learners, teachers and support staff.
- Measures to support remote teaching and learning, including specialised teacher training as well as additional online and digital and print resources for learners not in school due to COVID-19.
- The promotion of youth employment opportunities in line with Tshepo 1 Million and the Master Skills Plan II, as part of the Presidential Youth Employment Initiative.
- The facilitation of SGB elections, supported by capacity building and support for the incoming SGBs in service of improved financial management and good governance at the school level.
- Participation in structures to prepare for the transition of ECD for children aged 0-4 years, from Social Development to Basic Education as mandated for the sector.
- The realisation of operational efficiencies arising from an increasingly digitised work environment; and
- Effective maintenance of internal financial and non-financial controls, risk management and good governance in the context of an extremely challenging operational environment.

However, there are some performance indicators that the Department needs to improve on, which include:

- Percentage of female employees in top management due to fewer suitably qualified female applicants applying for advertised positions, during recruitment.
- Percentage of learners who passed the National Senior Certificate (NSC) examination. Grade 12 learner performance was negatively impacted by the effects of the COVID-19 pandemic. The loss of teaching time resulted in a decline in performance in high-risk subjects, despite supplementary learner support programmes.
- Inability to meet increasing demand for learning space timeously due to the migration of learners into the province, Introduction of ECD as mainstream (provision of learning space for Grade Rs) and
- Inadequate public ordinary classroom space and classroom space for learners with special needs.



The Department is planning to improve on the underperformed indicators during the 2023/24 financial year. Some of the improvements will include:

- Improvement on the Recruitment Strategy through larger scale job advertisements that will attract and target more female applicants.
- Rolling out of mobile classrooms to the pressured schools to address the growing demand for additional space.
- Offer supplementary learning support programmes for Grade 12 learners to improve the National Senior Certificate (NSC) examination performance.

Key factors relating to the policy and regulatory environment that are affecting the Department's performance include:

- Budget constraints.
- Unresolved issues on IDSOs.
- Dependence on implementing agencies.
- Gaps in legislation for current realities.
- Governance in schools.
- Service delivery protests and related matters.
- Unfunded mandates.
- Lack of effective mediation (silo approach in delivery).
- Interference from organised labour.
- Infrastructure – stakeholders.

Apart from the above-mentioned challenges, the Department performed well on most of the set performance indicators. Some of the notable achievements includes:

- Increased percentage of employment of people with disabilities.
- Continued pro-poor intervention learner support through the provision of the National School Nutrition programme and learner transport.
- Consistency of LTSM provision.
- Provided more schools with multi-media resources.
- Increased percentage on the placement of Funza Lushaka bursary holders.
- Quality NSC results especially on of Bachelor passes.
- Successful ECD function shift.
- Enrolled more learners in Grade R in promoting school readiness for all eligible children.
- Refurbished more classrooms as smart classrooms.



The GDE Enterprise Risk Management Unit together with Gauteng Provincial Treasury Transversal Risk Management undertook the strategic risk assessment for the Gauteng Department of Education. The objective of the Risk Assessment was to assist Management with the identification and assessment of all risks that could impact the achievement of strategic outcomes.

The following 12 risks were identified during the Risk Assessment process.

- Delayed response in case of a disaster.
- Inability to meet the increasing demand for learning space timeously.
- Inadequate implementation of new ECD functions at head office and the 15 districts.
- Unsafe and unhealthy learning and teaching environment (including HO and districts).
- Delay in the implementation of classroom ICT programmes (ICT integration with content).
- Inability to timeously respond to educators' developmental needs on skills for the changing world (new mandates on the three Streams, Coding and Robotics, etc.).
- Inadequate integration and coordination of information, information processes and systems to support decision-making.
- Late payments of service providers.
- Project disruptions.
- Curriculum learning loss.
- Poor governance at the school level.
- Unsafe and unhealthy working environment.

The Department has developed an action plan to respond to the identified risks. Some of the action plans, include:

- The continuous rollout of mobile classrooms to address the growing demand for schooling.
- Implementing the infrastructure programme according to the approved I-AMP.
- Participating and making inputs in the development of the Service Delivery Model/ECD Structure.
- Capacity building for districts & HO staff on the management and the coordination of the new ECD operational functions.
- Ongoing provision of Psycho-Social Support services in partnership with DSD, DoH, and other service providers.
- Monitoring and supporting the implementation of ICT integration.
- Ongoing reskilling and upskilling programmes for educators, continuously monitor the work of the Community Liaison Officer through the implementing agents.
- Continuous training of district officials on financial management to improve capacity for monitoring school finances; and continuous monitoring and reporting on non-compliance to the Occupational Health and Safety (OHS) regulations.



Governance and Systems

The Department has identified all key national and provincial legislation, regulations, instructions, institutional objectives and key tasks when compiling the 2023/24 Annual Performance Plan to ensure that the rules of good governance will guarantee the integrity and competence of government regulations, thus enhancing the proficiency of government performance. The internal monitoring systems adopted will ensure compliant institutional governance, as prescribed by law.

Key Systems/Governance Drivers of the GDE	
Driver	Key Focus Areas
Strategic Planning & Management	Set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards common goals, establish agreement around intended outcomes, and assess and adjust the organisation's direction in response to a changing environment. Agreed activities will transform the plan into a system that provides strategic performance feedback to decision-making and mechanisms will enable the plan to evolve and grow as requirements and other circumstances change.
Institutional Performance	Performance indicators, which are monitored and evaluated through Quality Management Systems, will drive the Department's accountability on the provisioning of quality educational services to the public. All planning efforts will be responsive to the educational demands and expectations of the province. Policies that reflect these demands and expectations will be effectively designed accordingly and implemented. The quality of institutional performance will be assessed in terms of responsiveness and efficiency.
Information Systems	Education Management Information Systems (EMIS) will unify the data sources for planning, monitoring and reporting to provide accurate, timely and comprehensive data on all required elements of the educational landscape. High quality, specialised data mining will drive and inform institutional performance.
Risk Management	Processes of identifying, assessing and controlling threats to outcomes is integrated in all operational plans, at all levels of the organisation thereby enabling the Department to anticipate, understand and adopt relevant measures to mitigate risks. Using this holistic approach, risks are turned into opportunities for the organisation, by processes of avoidance and impact minimisation.
Human Resources Management	Human capital will be managed effectively and efficiently, to align it with operational activities. This will be implemented through best practice methods relating to recruitment, performance appraisals, development and compensation. Continuous annual revisions to the strategy will occur as per changing policies and legislations within the internal and external environments.
In-service professional development	Emphasis will be on the training and development of educators in languages; technical subjects; Mathematics and Sciences across all phases of schooling focussing on content, methodology, ICT content integration and Annual Teaching Plans (ATPs). Leadership and management training will be directed at SMTs and district officials.
Teacher training for teachers in Coding and Robotics	Programmes will be offered in synergy with the National Department and other external role players that will drive implementation of the discipline in selected schools across the province.
District capacity	The District Service Delivery Model will drive support-based activities to all schools through the efforts of circuit and cluster support teams in the 15 districts. District support staff will spend more time supporting schools and less time in the office (80% support and 20% compliance).



Broad-Based Black Economic Empowerment

The Department will continue to implement Broad-Based Black Economic Empowerment (B-BBEE) projects (skills development, preferential procurement, supplier development, enterprise development and socio-economic development) that is based on the criteria as informed by the B-BBEE Act and Codes of Good Practice. All B-BBEE projects will be geared towards the increased participation of black people in the mainstream of the economy of the province, thereby demonstrating the increased involvement of previously disadvantaged groups in key sectors of the Gauteng economy. Further to this, the Department will continue to procure in line with the revised Preferential Procurement Regulations which is aligned to the Provincial Procurement Strategy that includes TISH, military veterans, female owned, blacked owned people with disabilities.

Township Economy and preferential procurement processes

The GDE, as guided by the Township Economy Revitalisation programme aims to increase economic investment in townships, deteriorating areas and peri-urban areas by procuring goods and services from Small Medium Micro Enterprises (SMMEs) and township businesses. This will be undertaken with the primary goal of increasing procurement spending on women, youth, and persons with disabilities. The Department has developed output indicators and has set targets in its approved 2023/24 GGT2030 Consolidated Plan for implementation.

Women Empowerment and Gender-Based Budgeting

According to the transaction services multinational Mastercard's Index of Women Entrepreneurs (MIWE), despite the gender gap and the impact of the COVID-19 pandemic, women in South Africa have displayed a strong desire to succeed by having made significant progress in entrepreneurship and the economic activities of the country.

However, while South Africa moved up one place from 2020 to rank 37th in 2021, with a score of 54.9, women's advancement remains hampered by less supportive entrepreneurial conditions compared with other global economies.

South Africa ranked 55th in the Knowledge Assets and Financial Access component of the MIWE, which is an area where the country has room for improvement. Women are constrained by poor access to finance, down four places to rank 40th, and government SME support, which was stable at rank 54.

The Gauteng Strategic Policy Framework on Gender Equality and Women Empowerment aligned with the Growing Gauteng Together, seeks to root out patriarchal ideology, practices or tendencies, and everyday norms, beliefs and stereotypes based on sex, gender or sexual orientation, which may result in inequalities and discrimination in the Gauteng City Region. The framework will outline the priorities and strategic levers that seeks to promote, protect and attain gender equality, to remove unfair discrimination based on sex, gender and sexual orientation, and to implement redress strategies. The framework also focusses on various areas like preferential procurement, Education, ICT, gender-based violence and gender-responsive budgeting.



Preferential procurement is intended to stimulate the process of participation of previously disadvantaged groups in the economy, thus leading to increased economic growth. In 2019, the target for procurement spend on women owned companies was put at 40%. Over the past five years, there has been a challenge of reaching the 30% target spend on women owned companies.

With the exciting emergence of the digital age, the ICT sector holds many opportunities for women and young entrepreneurs to build successful future SMMEs. The challenges facing women SMMEs within the ICT sector is related to the lack of access to evolving technologies, the lack of access to potential clients, and the lack of education and skills development. The world of work is undergoing a revolutionary change with advances in technology, artificial intelligence (AI) and the use of 'big data'. Automation in productive sectors is placing women's employment at risk, as they are largely found in low-skill and routinised professions.

The advent of the Fourth Industrial Revolution aims to reduce the gender gap, by encouraging girls to pursue professions in the fields of Science, Technology, Technical Sciences and Mathematics. Women in Science, Technology, Engineering, and Mathematics (STEM) have an important role to play in this regard, which includes debunking the gender stereotypes regarding women, Science and Technology. More attention must be given to capacitate women and other target groups to acquire computer skills.

Empowerment of vulnerable groups, elderly, the disabled, military veterans and LGBTQI+

The Department will continue with its efforts in contributing to the implementation of the National Strategic Plan on Gender-Based Violence and Femicide (2020-2030) which is aimed at addressing the scourge of Gender-Based Violence and Femicide (GBVF) against women and children, and vulnerable groups like the LGBTQQIP25A sector. The Department's programmes will support vulnerable groups, the elderly, the disabled, military veterans and LGBTQQIP25A throughout the organisation as per national and provincial legislations and policies and the White Paper on the Integrated National Disability Strategy. Focussed support will be directed to individuals regarding improvements to their health, safety and well-being. Delivering quality education, quality primary health and supporting a skills revolution is an important strategy to promote women's empowerment.

Gender imbalances, pertaining to the active role of women in the mainstream economy, are inhibited by the following factors:

- Lack of follow-up on training initiatives.
- Inadequate flow of information particularly to women in the remote areas.
- Women's multiple responsibilities in families and society.
- Gender inequality; and
- The inability of small companies to regularly release women for training and development.

Despite gender parity in education in Gauteng, many challenges remain that contribute to undermining the gains made in the education sector. Sexual violence and exploitation of learners in schools have a lasting effect on the life and well-being of girl-children and boy-children.



Poverty remains a huge barrier for many learners in Gauteng. A poor state of school sanitation severely hinders girls' ability to learn, places them at increased health risks, infringes on their safety and security, and denigrates their dignity.

The Department will continue to intervene on the intolerance of LGBTQQIP25A community (Homophobia) by conducting advocacy workshops on human rights and protection of the LGBTQQIP25A groups.

Research findings

Satisfaction survey findings

The Department administered a survey to measure the satisfaction level of GDE employees regarding their health, safety and welfare within the workplace during the 2021 financial year. The survey was aimed to establish whether COVID-19 protocols were adhered to by the GDE as the employer and office-based employees without compromising service delivery.

The survey findings indicated that the majority of the employees were satisfied with the cleanliness and lighting in the workplace, although the findings did reveal that there is still room for improvement. Based on these findings, the Department will improve working conditions by ensuring that all buildings are maintained to provide employees with a safe and secure environment.

The findings from the GDE internal research on the school twinning programme revealed that there is a performance gap in MST subjects, especially in Mathematics. These results indicate the need for the Department to provide further educational resources to improve subject performance.

Drop-out rate findings

In 2021, close to 3.0% of 15-year-olds and nearly 9.0% of 17-year-olds dropped out of school. The General Household Survey, 2021, released by Statistics South Africa, indicates that although most 18- and 19-year-olds were still attending secondary school, almost three out of ten pupils aged 18 years (29.3%) and four out of nine (46.3%), 19-year-olds had dropped out of school.

The most prominent reasons for non-attendance of school in 2021 included illness and disability (22.7%), poor academic performance (21.2%) and lack of money for fees (19.6%). The reasons attributed to school dropout differs by gender. A total of 13.4% of female learners stopped attending school due to family commitment whilst close to 5.0% of males stopped attending due to a lack of or no interest in education.

The school dropout rate is of particular concern because students who drop out of school prematurely will experience a lack of access to higher education, fewer job opportunities and lower wages than their peers who finished their schooling. According to the report, the 20-year-old age group is the largest group attending tertiary education, followed by the 21-year-olds (20.4%). By age 24, close to 8.0% were attending a tertiary educational facility with close to 90% of youth not in education.

Part B: Our Strategic Focus



In 2020, a rapid increase in the number of out-of-school children and youth in South Africa was noted. This was mainly due to school closures during the COVID-19 lockdown in 2020. Distance learning was not an effective measure in South Africa as access to digital learning was limited. In 2021, when schools could still not be fully opened, most schools settled for in-school learning with some form of hybrid model, entailing instructions of rotational attendance, combined with distance education. However, the percentage of out-of-school children aged 5–18 remained high in 2021 compared to 2019.

The Department intends to reduce the learner dropout rate to an absolute minimum such that the 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 (Pre-Grade R) band and the Foundation, Intermediate, Senior and Further Education and Training (FET) Phases meet desired standards, as guided by National and International benchmarks.



B.2 National and Provincial Policy Frameworks

The Department's 2020–2025 Strategic Plan and 2022/23 Annual Performance Plan are aligned with the Growing Gauteng Together 2030 (GGT2030), National Development Plan to 2030, 2019–2024 Medium Term Strategic Framework (2019-2024 MTSF) and Action Plan to 2024: Towards the realisation of Schooling 2030.

B.2.1 GGT2030 – Growing Gauteng Together, is a plan of action that will deliver the Gauteng of our dreams.

To be more specific:

- It is about building a sustainable future for all.
- It is about creating a society based on human solidarity, where no one is left out or left behind.
- It is about delivering a society that protects and cares for the poor and the most vulnerable.
- It is about ending crime, including Gender-Based Violence (GBV), to create a safe secure environment for all.
- It is about growing an economy that includes everyone and creates jobs for all.
- It is about delivering quality education, skills and quality health care for all.
- It is about changing apartheid urban planning and connecting housing to economic opportunities.
- It is about ending hunger and disease.
- It is about ending all forms of discrimination: racism, sexism, xenophobia and homophobia.

GGT 2030 is executing seven priorities, 28 strategies and 160 interventions that will provide significant improvements to the lives of our citizens.

The Department's plans will align all its activities and efforts to realise the seven provincial priorities which include:

- Priority 1: Economy, Jobs, and Infrastructure.
- Priority 2: Education, Skills Revolution and Health.
- Priority 3: Integrated Human Settlements, Basic Services and Land Release.
- Priority 4: Safety, Social Cohesion and Food Security.
- Priority 5: Building a Capable, Ethical and Developmental State.
- Priority 6: Building a Better Africa and World.
- Priority 7: Sustainable Development for Future Generations.

All the GDE's programmes will contribute directly to "Priority 2: Education, Skills Revolution and Health."



B.2.2 National Development Plan 2030

The Department is also committed to advancing the National Development Plan 2030. The NDP states that if we are to overcome the legacy of apartheid it is essential that everyone has access to education at a high standard, regardless of who they are and where they live. The NDP's vision for education and training is to ensure that all children have the benefit of a high-quality education, especially with regards to Languages, Maths and Science – with the aim of ensuring that 90% of learners pass these subjects with at least 50% by 2030.

By 2030, South Africa needs an education system with the following attributes:

High quality, universal early childhood school education, with globally competitive literacy and numeracy standards.

- Further and higher education and training that enables people to fulfil their potential.
- An expanding higher-education sector that can contribute to rising incomes, higher productivity and the shift to a more knowledge-intensive economy.
- A wider system of innovation that links universities, science councils and other research and development role players with priority areas of the economy.

B.2.3 Revised Medium-Term Strategic Framework (2019-2024)

The Revised Medium-Term Strategic Framework 2019-2024 continues to reflect government's plan of action over the remaining term of the Sixth Administration. The Revised MTSF 2019-2024 also prioritises government's commitments to mitigate the impact of the coronavirus pandemic and to work towards recovery.

These commitments were outlined in the 2023 State of the Nation Address and include the following focus areas:

- To reduced red tape to make it easier to do bussiness
- To accelerate our economic recovery.
- To implement economic reforms to create sustainable jobs and drive inclusive growth.
- To fight corruption and strengthen the capacity of the state.
- To direct at least 40% of public procurement to women owned bussinesses.

The MTSF 2019-2024 lays out a package of interventions and targets needed to support the achievement of the overarching goals of the NDP of reducing unemployment, poverty and inequality.

It rests on the three foundational pillars of the NDP which are:

- A Strong and Inclusive Economy.
- Capable South Africans.
- A Capable Developmental State.



The three pillars set out above underpin the Seven Apex Priorities which will be achieved through the joint efforts of all government institutions, are as follows:

- **Priority 1:** A capable, ethical, and developmental state.
- **Priority 2:** Economic transformation and job creation.
- **Priority 3:** Education, skills and health.
- **Priority 4:** Consolidating the social wage through reliable and quality basic services.
- **Priority 5:** Spatial integration, human settlements and local government.
- **Priority 6:** Social cohesion and safe communities.
- **Priority 7:** A better Africa and world.

Through the MTSF, the GDE will be implementing the following outcomes that are aligned to the DBE outcomes:

- **Outcome 1: will focus on Early Childhood Development. The core elements of this goal will focus on the universalisation of Grade R, the introduction of Pre-Grade R and the provision of quality early childhood development.**
- **Outcome 2, 3 and 4:** will centre around the promotion of quality education in the Foundation Phase, Intermediate Phase and Senior Phase with the main emphasis on Language, Mathematics and Science.
- **Outcome 6:** will focus on providing access to relevant curriculum offerings through Schools of Specialisation, Technical High Schools and Special Schools.
- **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.
- **Outcome 9:** will address the needs of the Gauteng Youth through development programmes and increase youth employability through a master skills programme aligned to the requisite skills of the Fourth Industrial Revolution, continue with the bursary programmes targeting poor and critical skills and promote young writers and publications for use in schools.

The Department will continue to focus on:

1. Improving the foundational skills of Numeracy and Literacy, with emphasis directed towards all skills related to reading and Mathematics.
2. Curriculum enhancements and implementation that drive skills and competency developments for a changing world, with the focus being on:
 - The Three Stream Model.
 - Entrepreneurship Education.
 - Focus Schools.
 - Coding and Robotics.
 - Implications of the Fourth Industrial Revolution.



3. Taking decisive action on quality and efficiency through the implementation of standardised assessments to reduce failure, repetition and dropout rates, and the introduction of the General Education Certificate at the Grade 9 level.
4. Ensuring the availability of resources for the provisioning of two years of ECD before Grade 1 and successfully migrating the education related services for 0–4-year-olds from GDSD to GDE.
5. Developing, implementing and monitoring of an Infrastructure Development Plan that will focus on the delivery and regular maintenance of school infrastructure, all within sound and viable financial costing.
6. Continuing the working relationship with Sport and Recreation, Arts and Culture, Health, and the South African Police Services to teach and promote social cohesion, health and school safety.

Cross-cutting focus areas

The NDP Vision 2030 prioritises the significant role of women, youth and persons with disabilities in our society.

Women

The MTSF will target inequalities and gaps related to economic inclusion, labour force participation, entrepreneurship, equal pay for work of equal value, working conditions, social protection, and unpaid domestic and care work.

In order to support the transition to post-schooling and employment for women, the Department aims to develop and sustain more partnerships with the private sector, civil society and academia by ensuring that these organisations increase their intake of women in learnership and internship programmes, vocational training, experiential learning and workplace experience to further develop the innovative technological knowledge and digital skills that women require to thrive within the knowledge economy and the Fourth Industrial Revolution.

The Department aims to improve female Grade 12 performance by:

Increasing the percentage of females passing Mathematics and Physical Science, and matric in general.

- The Department aims to improve the skills of female educators in schools by:
 - o Increasing the number of female educators trained in South African Sign Language.
 - o Increasing the number of female SMT members trained.
 - o Increasing the number of female educators trained in Numeracy/Mathematics content and methodology.
 - o Increasing the number of female teachers reskilled with ICT skills.

Youth

All sectors of society, from the government to business and civil society organisations will rally together and make a more meaningful contribution to addressing the youth challenge. This will require the effective



mainstreaming of youth development across all priority areas, including through institutionalising youth-responsive planning, budgeting, monitoring and evaluation in the period to 2024.

The Department, together with the GCRA will continue with the Presidential Youth Employment Initiative as well as, increasing the number of interns in youth programmes, experiential learning and workplace experience and further increasing bursary allocations to qualifying youth.

Persons with disabilities

Improving the economic security of persons with disabilities and their families requires a concerted and coordinated effort by all government departments, municipalities, employers, labour unions, financial institutions, statistical bodies, education and research institutions, organisations of and for persons with disabilities, skills development agencies, regulatory bodies, institutions promoting democracy, as well as international development agencies. Working together, these organisations need to align legislation, policies, systems, programmes, services, and monitoring and regulatory mechanisms aimed at the creation of decent work, employment schemes, skills development, social protection, environmental accessibility and the reduction of inequality. Persons with disabilities can and should be active players in building the economy.

The Department aims to increase access to education and support for learners with special needs by:

- Increasing the number of learners in public Special Schools.
- Increasing the number of learners undergoing early identification for barriers in Grade R annually.
- Increasing the number of ordinary schools converted to Full-service Schools.
- Increasing the number of new schools that have full access for disabled learners.
- Increasing the number of Special Schools provided in the townships.
- Increasing the number of female educators trained in South African Sign Language (SASL).

B.2.4 Action Plan to 2024: Towards the realisation of Schooling 2030

Action Plan to 2024 takes stock of key developments in the basic education sector since its release in 2015. The current plan is directed at a broad range of stakeholders involved in the momentous task of transforming South Africa's schools. These stakeholders include parents, teachers, school principals, district officials, provincial and national levels, members of Parliament, leaders in civil society organisations, including teacher unions, private sector partners, researchers and international partner agencies, such as, United Nations Children's Fund (UNICEF) and the World Bank.

The 27 Schooling 2030 goals

This plan has 27 goals. Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments. Goals 14 to 27 deal with how the outputs are to be achieved. Five priority goals are indicated



by three stars ★★★ In the interests of continuity, the 27 goals are the same as those appearing in Action Plan to 2014 (the one exception is Goal 9, which refers to Grade 9, where the earlier plan referred to Grade 8).

- **Goal 11:** Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- **Goal 16:** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- **Goal 19:** Ensure that every learner has access to the minimum set of textbooks and workbooks required according to National Policy.
- **Goal 21:** Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
- **Goal 27:** Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

B.2.5 GDE's focus for the 2023/24 financial year

The following five key strategic areas will drive all priority interventions in our schools:

1. The provisioning of quality ECD services.
2. The delivering of high-quality basic education services across the Foundation, Intermediate, Senior and the Further Education and Training Phases.
3. The creation of safe schools' environment and the promotion of social cohesion.
4. The changing of the education landscape within the aftermath of the COVID-19 pandemic.
5. The facilitation of the transition to post-schooling opportunities and the world of work.

The five key strategic areas will be underpinned by the nine educational outcomes and priorities that will reinforce the principle of providing quality education in the province.

The nine outcomes and priorities for 2023/24, are as follows:

Outcome 1: will focus on Early Childhood Development. The core elements of this goal will focus on the universalisation of Grade R, the introduction of Pre-Grade R and the provision of quality early childhood development.

Priority: Complete the universalisation of Grade R

As of 1 April 2022, business related functions of ECD rests primarily with the Department. The Department aims to finalise the registration of all outstanding ECD sites by 2024/25 and has committed to building new ECD facilities, enhance and scale-up teacher training, provide subsidies and establish ECD centres to ensure that rural, informal settlement and unemployed families have access to early learning opportunities.



The Department will continue to prioritise accessible, quality ECD services and Grade R universalisation with the implementation of a compulsory two-years of ECD before Grade 1 by ensuring that 1 700 ECD centers are fully registered and provided with financial support by 2024/25. This will enable registered sites to further accommodate 200 000 more children over the next five years in addition to the 480 000 learners with access to ECD opportunities. Currently there are 7 074 registered ECD centres of which 1 561 are funded by the Department. There are five sites in Soshanguve, Bram Fischerville, Ratanda, Greater Tembisa and Bekkersdal, which have been identified to be 'ECDs of the Future' or 'Crèches of the Future'.

The Department will continue to expand Grade R to all public primary schools regardless of their socio-economic status, accelerating the progress toward the universalisation target. A total of 95.1% of public ordinary primary schools (1 406) in the province are currently offering Grade R, which will increase to 1 408 in 2023/24. The Department has planned for the enrolment of 130 500 Grade R learners across the sector in 2023/24. To ensure effective management by the GDE, the existing Grade R regulations will be modified to account for all Grade R learners in private ECD centers. The Department plans to have at least one standalone ECD center in each of the 15 districts by 2023/24. It is envisaged that 74.1% of all Grade 1 learners would have received formal Grade R during the 2023/24 financial year.

The Department will ensure that school infrastructure will be improved to ensure additional classrooms are available for the provisioning of Grade R at all Public Ordinary Schools. Infrastructure enhancements to existing buildings for additional learner space for Grade R and Grade RR and the supply of LTSM for learner and educator support will be strengthened during the MTEF. Currently six of the projected 15 new or replacement schools will provide additional Grade R classrooms to accommodate the growing demand.

The Department will be developing an ECD Human Resource Strategic Workforce Plan to guide improvements to the existing workforce. The core focus of the plan will be directed towards educator development by outlining the qualifications that are available for ECD practitioners which will be effected in 2023. To further improve the quality of Grade R teaching, all Grade R practitioners will be required to acquire qualifications and skills (as per Minimum Requirements for Teacher Education Qualifications). The number of Grade R practitioners with NQF level 6 is currently 2 467. A further 187 ECD practitioners will be trained to identify children with disabilities in 2023/24. The Department will continue to focus on training and developing educators in SIAS to strengthen standardised assessment practices for Grade R learners. The Department intends on registering approximately 500 Grade R practitioners for the Bachelor of Education Degree and the Diploma in Grade R teaching. A further 100 practitioners will be registered for the Higher Certificate in Education.

The following short programmes are planned for Grade R practitioners in 2023/24:

ECD and Foundation Phase practitioners to be trained in ECD curriculum matters.

- Foundation Phase Departmental Heads will be trained on Leadership and Management (Grade R focus).
- Practitioners are to be trained on Assessment Practices for Grade R.
- Practitioners will attend training in Home Language Improvement programmes.
- Practitioners to attend training in Mathematics Improvement programmes.
- Capacity building for community-based ECD practitioners.



Priority: The introduction of Pre-Grade R

The function shift of Pre-Grade R from the Department of Social Development to the Gauteng Department of Education ECD was formally implemented from t1 April 2022. The function shift has been accompanied by the transfer of relevant datasets that will be supplemented by the preparation and development of an Education Management Information System specifically for the ECD Pre-Grade R and Grade R community-based cohorts. It is anticipated that this solution will resemble a reduced SA-SAMS version that will ensure accurate data collection, recording and analysis for these target groups. An online survey was conducted to collect data to determine the size and shape of the sector. All necessary policies, processes and procedures will be streamlined to support the funding of targeted ECD centres that offer Grade R and Pre-Grade R services.

The function shift carried with it the transfer of funds and other concomitant resources including officials, posts, assets and tools of trades. A total of 177 posts linked to the ECD function were transferred to the GDE at head office and district levels. An interim organisational structure involving Social Work Managers will be placed at head office to exercise an oversight and management role in the delivery of Pre-Grade R and ECD services in the 15 districts.

To improve the quality of education, the Department will ensure that the ECD service delivery model will be realigned and remodelled to the Education sphere following the set frameworks for Curriculum, Quality Assurance, Moderation and Evaluation. The Department envisages training 500 Pre-Grade R practitioners to improve their ECD qualifications to NQF level 4. Pre-Grade R practitioners will be trained in curriculum development and curriculum support to be provided to ECD centres.

The vision for ECD will focus on:

- Increasing access for learners through an upscaling model.
- The strengthening of integrated nurturing care, early stimulation and learning
- The provisioning of a universal curriculum.
- The improvement of synergies with the other Departments to ensure the holistic support and development of the child.
- The reviewing of the current funding models through the Public Expenditure and Institutional Review (PEIR) which will inform our funding model.

The Department has identified the following five key strategies for improving the delivery of quality of ECD in the province:

- Implementing the NCF through curriculum-based early learning for all children from 0 to 5 years.
- Quality ECD programmes for all children 0 to 5 years
- Intensive and flexible career orientated training and development for all personnel in the ECD sector.
- Coordination and integration of all ECD services that will enhance service delivery and quality learning.
- A flexible funding and provisioning framework.



ECD governance structures, management and caregivers will be targeted for training to improve the quality of ECD programmes and to ensure accountability. The Department intends to expand its pro-poor interventions to provide school nutrition to the ECD 0-5 learners, wherever required.

Outcome 2, 3 and 4: will centre around the promotion of quality education in the Foundation Phase, Intermediate Phase and Senior Phase with the main emphasis on Language, Mathematics and Science.

Improvements to the provisioning of quality education will be founded in a system-wide data driven approach that will guide and inform all planning and programme interventions in the various phases of schooling. This approach will strengthen the educational profiling of schools which will ensure that a specific and realistic approach to sustained meaningful support is provided to inform provincial and district planning.

Effective learning will continue through the implementation of the Curriculum Risk-Adjusted Strategy. A variety of assessments, across all grades, will aid in identifying learning losses that will determine curriculum standards and the design of teaching and learning material which will support the implementation of recovery programmes. The provisioning of aligned learner resources, educator training and directed head office and district interventions, will support the implementation of all recovery programmes. District support by subject specialists for educators will be intensified through workshops and on-line activities focussing on active pedagogies, assessment for learning and self-directed learning. All support initiatives will be driven from a Branch and Chief Directorate level at head office.

Annual Teaching Plans (ATPs)

The Department will continue to address the learning losses through the ongoing revision of and implementation of grade specific Annual Teaching Plans (ATPs). The instructional design of the ATPs will focus on re-aligned time allocations and flexible delivery options that will ensure the achievement of assessment tasks. Optimum resources to reinforce content delivery in the ATPs will be provided to schools across the districts. An interactive electronic format version of the DBE workbook, containing programmes such as the Jump Strategy, mental strategies, and Base Ten Thinking will be available to teachers, parents and learners on the GDE website. The monitoring of the implementation of the recovery teaching plans and diagnostic assessments will be strengthened through additional support from district and head office officials.

The Incremental Introduction of African Languages (IIAL)

The Incremental Introduction of African Languages (IIAL) Policy aims to:

- Promote and strengthen the use of African languages by all learners in the school system by introducing learners incrementally to learning an African language from Grade 1 to 12 to ensure that all non-African home language speakers speak an African language.
- Strengthen the use of African languages at Home Language level.
- Improve proficiency in and utility of the previously marginalised African languages (at First Additional Language level).



- Raise the confidence of parents to choose their own languages.
- Increase access to languages by all learners beyond English and Afrikaans.
- Promote social cohesion by expanding opportunities for the development of African languages as a significant way of preserving heritage and cultures.

The Incremental Introduction of African Languages is being implemented in 356 primary schools across the province focussing on isiZulu, Sesotho, IsiXhosa, Setswana and Sepedi. A total of 200 itinerant teachers have been employed to teach at a maximum of three schools.

Reading Plan

The Department, through the implementation of the Language and Mathematics Strategy, will continue to ensure that the Reading Plan is at the forefront of its educational priorities thereby aiming to achieve the ideal that every 10-year-old learner in the province can read for meaning, thus, making certain that meaningful, sustainable, and successful learning is occurring across all grades and subjects in the Public Ordinary Schools sector. The Department will implement the programmes such as, PSRIP, CIPELT, Reading Norms, African Languages Reading manuals.

The Department of Basic Education's Primary School Reading Improvement Programme (PSRIP) will continue provincially in 277 schools. The core focus is on teaching reading and comprehension skills that is supported by relevant lesson plans, activities and assessment tasks. Further to this, schools will continue with daily and weekly activities such as reading clubs; cross curricular reading activities; weekly competitive spelling programmes across grades, schools and districts; and daily activities through various media platforms that will aim to make further inroads into the improvement of reading amongst our learners. The Department will strive to strengthen the Early Grade Reading Assessment (EGRA) implementation to effectively diagnose reading gaps. All intervention strategies will be driven and formulated by the outcomes of EGRA tools that is being utilised in our schools.

The Language educators in the province from Grade 1 to Grade 6 will continue to undergo training for the Certificate in Primary English Language Teaching (CIPELT), to further improve their ability to deliver more engaging lessons in English and ultimately improve literacy rates and learner retention in our schools. Teacher training and development will further be intensified through national training initiatives such as PSRIP training and district-initiated workshops and programmes.

Priority: Strengthening Foundations across all GET Grades

In emphasising the importance of benchmarking South African education against international assessments, the Department will strengthen the programmes such as the Progress in International Reading Literacy Study (PIRLS). The Department will continue its sustained focus on improving learner test scores in Literacy/Language and Numeracy/ Mathematics in Grades 3, 6 and 9 and will further enhance the implementation of the General Education and Training (GET) Strategy (Grades 1-9) that seeks to ensure the synergy of programmes and interventions across the system.

The EGRA, the GET Reading Programme Deck (Drop All and Read (DAR) and Read to Lead Campaign, the Incremental Introduction of African Languages (IIAL) and the Mathematics, Science and Technology



(MST) Intervention programmes are all geared towards improving learner test scores and improving the quality of learner outcomes.

Early Grade Reading

The Department considers reading as a National Priority to be supported in every school to create a reading culture. The Department will conduct baseline assessment to identify content gaps among Grade 1 learners in Literacy and Numeracy. Oral Reading Fluency (ORF) will be strengthened and subsequent recommendations from the previous reports will be fully implemented in all reading and intervention activities as well as the supplying of reading resources for Languages and Maths. The implementation of a 10-day Perceptual Programme to enhance readiness for teaching and learning in Grade 1 will continue.

To improve Language and Literacy teaching competencies, the Department will capacitate educators on content, teaching methodologies and assessment practices to enable learners to be better readers who can read for meaning across all texts. They will also be trained on African Languages content, teaching methodologies and practices and assessment practices hoped to make an impact on learner outcomes. Trainings will also include the use online media, such as WhatsApp and Video conferencing to mediate EFAL content to learners.

The educator training on EFAL: PSRIP will be implemented in partnership with the University of Johannesburg-Centre for African languages. The EFAL: PSRIP resources will be distributed to 85 schools that pilot the programme. The mediation of the African Languages Reading Framework will also be conducted and will include educators being trained on the approaches to African Languages learning, pedagogies and IIAL methodologies that will equip them to successfully rollout the initiative.

The Department envisages that by 2023, through the implementation of meaningful intervention programmes in Languages and Mathematics in the lower grades, learners will successfully make the transition to the Senior Phase (Grades 7-9) and that a minimum of 50% of Grade 9 learners will be academically competent in Languages and 23% in Mathematics. The Department will train 3 273 teachers in 2023/24 to improve Numeracy and Mathematics teaching competencies of which 1 303 will be female educators. A total of 700 Science and Technology teachers will be trained in the GET Strategy per annum.

Mathematics participation and performance

The Department's strategy to increase the Mathematics participation rate aims to ensure maximum provincial contribution to the NDP 2030 that prioritises Mathematics education as a key area for economic growth and thus increase the current average of 30% enrolment in Mathematics as compared to the 70% enrolment in Mathematics Literacy at Grade 12 level. To stem the decline in participation rates at Grade 10 level, continued efforts will be further strengthened in the Foundation and Primary phases of schooling. The emphasis on directed teacher development and the provisioning of critical resources focussing on key Mathematical skills and content will continue during the financial year. This will reinforce a solid Mathematical foundation for learners and develop critical analytical and problem-solving skills, thus forging a deeper, more meaningful understanding of Mathematics in the educational and global context.

Mathematics educators will be capacitated on Jump Strategy project which seeks to improve learner mental calculations and assist learners to be able to do calculations of 2-3 digits numbers with ease.



To effectively address the increase in participation in Mathematics and Science subjects, the Department will implement the Grades 8-10, Mathematics and Sciences Live Lesson Broadcasting project in 42 Technical High Schools and 103 Secondary Schools. The project will be funded through the MST conditional grant.

The Department of Science and Technology (DST) in partnership with Stellenbosch University will be rolling out the Talent Development Programme (TDP) for the selected Grades 11 and 12 learners. The main aim of the programme is to enhance the access of participating learners to enter science-based higher education studies and prepare learners for an academic environment in Science, Engineering and Technology. The programme entails tuition in Maths and Physical Science for Grade 11 and 12 learners during the holiday vacation camps as well as continuous engagement through the virtual classroom.

Priority: Provincial, National, Regional and International Learner Assessments

The National Integrated Assessment Framework will continue to be implemented for learners in Grades 3, 6 and 9 through School Based Assessments (SBAs). This will provide the Department with detailed assessments and data on learner performance in Literacy and Numeracy in the Foundation Phase, Language and Mathematics at the Intermediate Phase and Language, Mathematics and Science at the Senior Phase. The results of these assessments will be used to guide and develop appropriate strategies, interventions and training programmes for schools and teachers to improve learner performance. SBA implementation will be further strengthened through focussed support, quarterly SBA moderation and frequent feedback to enhance the system.

The Provincial, National and International Assessments will serve as the Department's benchmark relating to learner performance. Upon approval, learners in Grades 3, 6 and 9 will undertake the National Assessment. The Department will conduct Mathematics and Languages Systemic Evaluation during 2023 for learners in Grades 3, 6 and 9 in 400 sampled schools. The participation in both the Trends in International Mathematics and Science Study (TIMSS) and Progress in the International Reading Literacy Study (PIRLS) assessments will continue to ensure that our country is in line with international standards.

Outcome 5: will centre on 'defending the crown' by continuing to improve the quality learning at Grades 10-12 level, promoting a modern skills-based curriculum, expanding and enhancing Schools of Specialisation.

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

The matric class of 2023 will be the Department's 16th cohort of learners to sit for the NSC qualification and the 10th cohort to be exposed to the Curriculum and Assessment Policy Statement (CAPS), which was introduced in 2014. The 2023 group of matriculants, entered the formal schooling system in Grade 1, in January 2012 and is the fourth cohort of candidates to have been subjected to the COVID-19 pandemic. This is the sixth cohort to be offered a series of new subjects such as South African Sign Language Home Language (SASLHL), Technical Mathematics, Technical Science, Civil Technology, (Construction/Civil Services/Woodworking), Electrical, Technology (Digital Systems/Electronic/Power Systems) and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metal Work) in the Grade 12 NSC examinations.



The Department envisages to improve the matric pass rate for Gauteng in line with the National mandate of 90% of candidates passing the NSC by 2023 and reclaiming the number one position in NSC performance. Obtaining such a pass will afford learners the opportunity to access higher education or enter the world of work in either a full employment or self-employed (entrepreneurial) capacity. This will be achieved through optimal utilisation of resources, including interactive e-Lessons available on the GDE portal and LED boards and the implementation of FET Strategy.

The FET Strategy will continue to build on innovative teaching methodologies through its ICT infrastructural enhancements, digital curriculum and assessment resources, thus supporting learners to progress in a diverse and purposeful manner. The key focus will remain on school visits that will ascertain if schools are aided with the necessary instructional tools such as ATPs, assessment guidelines and related resources that support policy implementation which is centred on diagnostic and remedial activities.

The MST strategy, THS Strategy, Mathematics Participation and Performance Strategy, conditional grant funding and SSIP will guide the FET Strategy, thereby ensuring the attainment of improved quality of teaching and learning; better quality of educator development, curriculum and resource provisioning as well as support, resulting in enhanced learner achievement. Implementation will be carried out through resource provisioning for specialists' subjects and subjects with a practical application task (PAT) component, further implementation of ICTs to enhance teaching and learning in the classrooms and specific targeted learner interventions such as the SSIP, to improve learner performance in gateway subjects and Languages.

The GDE will also endeavour to:

- Increase the number of Grade 12 learners registered to write Physical Science to 42 000.
- Decrease the percentage pass rate between No-Fee and Fee charging schools to 70%.
- Increase the number of learners including female learners who pass Mathematics and Physical Science in the NSC examinations to 72.5% and 83.5%, respectively.
- Improve the learner performance to ensure 88% of the female learners pass the NSC examination.

Furthermore, the Department in collaboration with Sci-Bono Discovery Centre will continue hosting the Grade 12 Live Lesson Broadcast project during 2023 financial year. The purpose of this project is to enhance the academic support provided to Grade 12 learners in gateway subjects. The lessons will be broadcast daily Monday to Friday. The content lesson presented will be aligned to the Grade 12 Annual Teaching Plans.

Secondary School Improvement Programme

The Secondary School Improvement Programme (SSIP) is a GDE supplementary tuition programme, which is being implemented in 446 underperforming schools across the province. The SSIP programme is a vital strategy for improving learner performance in Grade 12. The programme offers learners with additional support during the year through Saturday tuition sessions for the consolidation of the curriculum and weekly live streaming of lessons to assist educators with challenging topics. The programme also offers walk-in and residential camps during school holidays that focuses on re-enforcing vital topics of the



curriculum. The core subject areas Mathematics, Technical Maths, Mathematical Literacy, Physical Science, Technical Science, Accounting, Business Studies, Economics, Geography, History, English First Additional Language (FAL) and Home Languages. The programme follows an integrated approach to ensure that educational support is aligned with the Annual Teaching Plan (ATP). Intervention programmes will provide learner-centered education and the provisioning of digital and hard copy material for both learners and educators. Educators will be fully equipped with the delivery of Just-in-Time teacher training.

The 2023 SSIP programme will be intensified through more focussed paper or ICT-based assessments, that will provide data on the impact of the programme. A revised Advocacy and Communication Strategy will be adopted through school management, parents and the community to improve learner attendance during the year. This strategy will also include consolidated weekly reports that will be shared with schools, districts and head office. District officials will guide schools to hold regular information sharing sessions with parents and learners regarding the SSIP rollout and all core operational functions, such as, teaching and learning resources, human resource management, transport and venue resourcing, will be improved upon, to ensure that the flagship matric support programme is operating optimally.

The Department will implement SSIP in 289 walk-in sites for all grade 12 learners across the province. The residential camps for SSIP are implemented in all 15 districts across the province and will target approximately 15 000 learners. The various targeted interventions of the SSIP campaign will contribute significantly to the achievement of the related objectives set by the Ministry for 2023. The basic assessment identifying vacancies in year 11 will be used to guide the development of coping resources and responses as well as educator development programmes. To further improve matric performance, the Department will train 1 200 FET teachers in 2023/24.

There will be a more concentrated integrated approach of ICT into key aspects of the SSIP through further resourcing and the provisioning of ICT enabled devices that support the blended learning approach. Together with identified and committed service providers, a broad range of interfaces, such as, zero-rated websites and media platforms will be extensively used to deliver quality learning and content to learners. The Department will implement the e-SSIP and subject integration. All re-aligned and revised FET content will be pre-loaded onto smartboards and learner tablets in all the ICT schools.

The Second Chance Matric Programme (SCMP) will continue to be offered during 2023/24 to young people who have failed to meet the requirements of the NSC, Senior Certificate (amended), as well as to those individuals who desire to upgrade their NSC results, a second chance, to obtain a matric pass or improved matric results thereby improving the quality of their life.

Outcome 6: will focus on providing access to relevant curriculum offerings through Schools of Specialisation, Technical High Schools and Special Schools.

Priority: Expand and enhance Schools of Specialisation (SoS)

The SoS forms part of the GDE's Reorganisation of Schools (RoS) programme that is guided by the NDP2030 and GGT2030 with the primary aim to address the skills shortages in the country's economy and to expand learner opportunities post-matric, so that the impact on employment is visible.



The curriculum of the SoSs will focus on:

- Mathematics, Science and IT.
- Engineering.
- Commerce.
- Entrepreneurship.
- Sport and the Arts.

These schools will aim to bridge the gap between Grade 12 and further education and employment, while leveraging partnerships to expand learner and teacher support. It also looks to expand learning opportunities so that the impact on employment is visible in municipalities and the province.

SoSs are strategically placed in the five economic corridors and municipalities, as they work toward the municipality's economic focus.

The Five Economic Corridors in Gauteng and their economic focus, is as follows:

1. Northern Corridor – located in Tshwane Municipality. Their economic focus relates to automotive research and innovation. SoSs in this area provide a curriculum offering Mathematics, Science and Technology as well as Technical and Engineering.
2. Central Corridor – located in the City of Johannesburg Municipality. Their economic focus is around Finance and Services. SoSs in this area focuses on a curriculum containing Commercial and Entrepreneurship as well as Performing and Creative Arts.
3. Western Corridor – located in the West Rand Municipality. Economic focus on Agro-processing, Tourism and Logistics. SoSs in this area provide a curriculum offering Mathematics, Science and Technology, Sport and Commercial and Entrepreneurship.
4. Southern Corridor – located in Sedibeng Municipality. Economic focus on Tourism and Entertainment, Agro-processing, Logistics. SoSs in this area provide a curriculum offering Performing and Creative Arts, Mathematics, Science and Technology and Commercial and Entrepreneurship.
5. Eastern Corridor – located in Ekurhuleni. Economic focus on Manufacturing, Transport and Logistics. SoSs in this area provide a curriculum offering Mathematics, Science and Technology and Technical and Engineering.

There are currently 21 schools in the province that have been gazetted as SoSs with a further 14 identified schools that will be launched as SoSs during 2023.

Priority: Skills for a Changing World including Technical High Schools

Technical High Schools

The Department will continue with its focus on Technical and Vocational education through the implementation of TSS-RG. The TSS-RG is a new provincial grant, meant to recapitalise schools offering technical subjects by providing workshop machinery, tools and equipment to improve the technical



environment and support the development of technical skills. A total of 20 schools were selected to participate in this grant for 2023/24 financial year.

The implementation of the recapitalisation of Technical High Schools (THS), will assist the GDE in redressing the imbalances between the township and suburban technical schools and improve on the Grade 12 learner performance. Increase learner participation and performance and educator capabilities in STEM subjects through the utilisation of the MST conditional grant.

The following resources will be provided:

- ICT resources.
- Laboratory apparatus and consumables to schools.
- Broadcasting of Maths and Sciences lessons in the classrooms for the 145 schools.
- Conducting of girl learner support activities.

The Technical High Schools Strategy will be implemented to transform schools into schools of excellence through the THS Strategy, thereby addressing and responding to the acute Engineering and technical skills shortage in the province and country, and to reposition technical education to meet the skills demand for a changing future.

To date, the Department has 120 schools in the province that offer technical subjects. Of these, 102 schools offer FET technical subjects, 11 POS schools are classified as THS whilst seven are classified as SoSs – three offer technical/engineering subjects whilst four of these schools specialise in Engineering. The Department will continue to provide increased access among learners in township schools through the continuation of new specialist subjects such as Technical Mathematics, Technical Sciences, Maritime Sciences, Aviation Studies and Mining Sciences in the province's 120 schools.

Furthermore, the Department will continue to strengthen vocational and further education and training. In partnership with Department of Infrastructure Development (DID), 10 new integrated digital learning and information centres will be fully constructed and be operational in the province's poorest localities.

Multi-Certification Programme

The Department's Three Stream Model (academic, technical vocational and technical occupational) aims to develop technical skills amongst learners and equip them with the necessary skills for post-schooling transition. This will be achieved through the building of vital sustainable partnerships with external stakeholders which will ensure that the objective of this programme is achieved. The Three Stream Model will be supported by expanding the offer of FET technical subjects in additional non-Technical Schools. Technical and Comprehensive Schools will be identified to pilot the technical occupational subjects in Grades 8 and 9. The plumbing Multi-Certification Programme will be offered to Grade 10 learners in nine schools across the province.



Priority: Fourth Industrial Revolution, ICT and e-Learning

Integration of e-Learning, ICT, and Innovation

The Department will continue to create an enabling environment for the integration of ICT and e-Learning in the curriculum recovery programmes through a dedicated budget and implementation plan for the rollout of ICT devices and connectivity to teachers and learners. All initiatives will be consolidated by finalising the ICT-readiness of all Grades 11 and 12 and complete Grade 10 before the end of the 2022/23 financial year to ensure e-Learning capabilities are available in schools. A total of 2 400 smartboards will be installed in Grade 10 classrooms. A total of 38 000 Grades 8–12 learners in 56 Full ICT Schools (37 secondary, 19 primary) will be provided with learner tablets containing educational content.

A total of 2 114 secondary school teachers will be provided with laptops for 2022/23. There will be further provisioning of mobile teaching and learning solutions to 415 mobile classrooms in the province. A total of 1 000 classrooms will be converted to smart e-Learning classrooms that will have smartboards, digital labs and full connectivity to further enhance teaching and learning. ICT specialists will be deployed to schools and teacher development centres to enhance support and on-site training and support will be afforded to 602 ICT implementing schools through a phased-in approach.

Educators will continue to guide learners in the utilisation of the RELAB booklets via specific electronic platforms and all remediations and interventions, where required, will still be done remotely. The upskilling of educators and district support staff will occur through webinars and face-to-face training during the MTEF. It is the Department's imperative to target female educators in IT-related training and upskilling to ensure that they are well equipped to provide the necessary core support to learners.

Coding and Robotics

The Department will further reposition the curriculum to prepare our learners with skills for the changing world through intensifying the implementation of Coding and Robotics that will integrate diverse skills such as creativity, collaboration and problem solving to groom our learners for future careers.

The Department has established a Provincial Project Management Team comprising of curriculum and content development specialists and e-Learning ICT officials that will drive the project. The Coding and Robotics programme will continue in the 62 MST conditional grant schools for Grade 7 learners and the eight twinned schools. A further 45 secondary schools and 92 educators were identified to pilot the Coding and Robotics programme in Grade 8 during 2022/23. Educators from Grades R-3 and Grade 7 were orientated and the provisioning of Coding and Robotics kits and tablet devices were allocated for 62 MST conditional grant primary schools.

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

Quality basic education must comprise of inclusive schooling, with educational opportunities and facilities providing for all school-going learners, including those with disabilities, special educational and medical needs. The Department will continue to mainstream support for LSEN in both special and ordinary schools



through increased resourcing of specific Special Schools to ensure the availability of required services and equipment to learners that experience barriers to learning and development.

Access to education for learners with special needs and Autism, will be increased through the optimal utilisation of existing Special Schools and increasing the number of Full-Service Schools through expanded support provisioning as per the SIAS Policy. Currently there are seven Autism-specific schools with 13 Autism-specific units at current Special Schools with just under 2 000 ASD learners enrolled in Special Schools. To date 1 900 LSPID are serviced in 62 Special Care Centers and 10 Special Schools. A total of 45 Public Ordinary Schools have been converted to Full-Service Schools and a further three new schools will be designated by the end of 2023/24. There are 65 Special Schools that are operational in townships across the province. A total of 58 954 learners attends Public Special Schools in the province and this is estimated to reach 59 500 during 2023/24.

Support to Full-Service Schools will be implemented through Special School Resource Centres that serve as district hubs, thus enhancing the implementation of the SIAS Policy. These centres will be manned by specialist trained District and School Based Support Teams to identify learners with moderate to high level needs that need placement in Full-Service and Special Schools, respectively.

There will be ongoing training and capacity building of educators, school management team members and school governing bodies on the National and Provincial Policies on screening, identification, assessment, and support (SIAS) to outline awareness, processes, and procedures of learner support and to clarify the roles and responsibilities of the different stakeholders. The Department will aim to train 1 000 educators on inclusion for 2023/24. A total of 70 educators and support staff will be trained in Braille and South African Sign Language (SASL) during 2023/24. The Department, through the Transformational Directorate has launched a Visually Impaired Educator Programme (MIEP) in mainstream schooling that aims to empower visually impaired employees through online and face-to-face sessions at five teacher development centres across the province. The modules offered include accessibility technologies, an introduction to digital learning and lesson plans for digital learning which entails Coding and Robotics.

During 2022/23, the Department expanded its screening programme to include Grades 7 and 8 learners to identify overage learners with the aim of ascertaining learner academic levels. The results thereof will be used to guide the academic progression of these learners in relation to curriculum and skills offerings as per the Technical Occupational Curriculum offerings. Thus far, 210 874 learners have been screened of which 8 566 are in Grade R; 150 281 are in Grade 1; 24 352 are in Grade 7 and 27 675 are in Grade 8.

The Differentiated CAPS, that provides clear direction for curriculum monitoring and support for learners who are Severely Intellectually Disabled (SID) in Grades R–5 will continue during 2023/24. The Department will continue piloting the Technical Occupation Curriculum (TOC) in 16 Special Schools. The provisioning of ICT upgrades and electronic assistive device resources to support the delivery of quality education to learners with disabilities will still occur during 2023/24.

The Department will continue with the upgrading of infrastructure needs of Special Schools through continued additional funding being allocated to schools that provide boarding facilities for learners. In 2023/24, the Department will ensure that all newly established schools meet the universal access specifications for learners with disabilities.



Outcome 7: will seek to create a safer schooling environment that embodies social cohesion, patriotism and non-violence in Public Ordinary Schools. This goal will further support school sports, school health, anti-drugs programmes, girl-child support and guidance.

Priority: Safe Schools and Social Cohesion

The Department will continue working with all internal and external stakeholders to ensure that our schools are a haven for learners, staff and parents, with the aim of protecting them from violence, bullying, harassment and substance abuse. Patrollers, which will be done in partnership with the Department of Community Safety, will be deployed at No-Fee Paying Schools to monitor and police access control and to report suspicious activities that occur on school premises to the police and relevant authorities. All No-Fee Paying Schools will continue the partnership with their local police stations. The appointment of private security personnel will assist in protecting identified high-risk schools, teacher centres and 54 ICT schools. The appointment of Youth Brigades will further assist in ensuring that safety standards at schools are upheld by providing necessary support and monitoring. Advocacy relating to safe schools will be undertaken through workshops and awareness campaigns focusing on National School Safety Strategy Framework.

Gender-based violence at all Public Ordinary Schools in the province will be addressed through the implementation of sustainable behavioural interventions, targeting the education community (SGBs, learners, educators, officials). Initiatives will also aim to raise gender awareness amongst management through the provisioning of training on gender issues and the institutionalisation of the gender, youth and people with disabilities (GEYODI) programmes. Educators will be trained to teach learners life skills, professionalism, gender sensitivity and 4IR skills.

GDE will collaborate with other sector Departments to ensure:

- The implementation of the Psycho-Social Support (PSS) Policy.
- The implementation of the Inter-Sectoral Shelter Policy, and review of policy to be more inclusive of all vulnerable groups (including provision of shelters for LGBTIQ+ and men).
- The shift in strategic focus to prevention of GBV, while still enhancing programmes that respond to cases of GBV.

The Safe Schools programme will integrate psycho-social and physical security in schools to specifically address the escalation of incidents of violence in schools and will be intensified during 2023/24 to include the training of occupational health and safety officers.

The Department, together with DSD, aims to assist with the rehabilitation of children who have conflicted with the law, by providing a structured re-entry into the schooling system. The Department will facilitate the capacity building of all identified stakeholders in public schools to further strengthen support to affected learners. Scholastic baseline assessments will be conducted to determine and guide the learners' curriculum support needs, that will inform the development of appropriate intervention programmes. Learner Psycho-Support Services (LPSS) will identify and refer learners for a 6–8-week programme to DSD/DoH registered centres during which time, social workers and mental health professionals will



conduct appropriate assessments to support and guide the recovery process. Educational psychologists from the Directorate: ISS will conduct scholastic assessments to determine the learners' readiness to be integrated into the education system and the necessary support required for such integration (SIAS).

The Directorate: Learners Psycho-Social Support will collaborate with the institution and school social workers to facilitate the assessment of the learners' home circumstances and subsequently plan for their social integration relating to the school and home environments. This process will be further strengthened and supported by the District and School-Based Support Teams (D/SBTS) and caregivers. The Department, through its reporting and monitoring and evaluation systems, will provide the necessary information relating to the rehabilitation and reintegration programme.

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

All schools will implement the school sports programme. The strengthening of school sports –tournaments in soccer, rugby, cricket, netball and athletics for Non-Fee Paying Schools will continue through the Wednesday Sport programme initiative. The Department has prioritised resources towards school sports programmes which covers multiple sporting disciplines for learners with special educational needs. LSEN school sports will focus on multiple-discipline for learners with special education needs and these sports comprises of athletic competitions, football and sporting programmes for the physically impaired, blind, deaf and intellectually impaired learners.

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

The School Health programme that is led by the Department of Health and supported by GDE and DSD, will continue to guide the provision of a comprehensive, integrated and collaborative school health programme, which is provided as part of the PHC package within the Care and Support for Teaching and Learning (CSTL) framework.

The specific objectives of the School Health programme that targets learners in Quintiles 1, 2 and 3 schools are to:

- Provide preventive and promotive services that address the health needs of school going children and youth regarding both their immediate and future health.
- Support and facilitate learning through identifying and addressing health barriers to learning.
- Facilitate access to health and other services where required.
- Support the school community in creating a safe and secure environment for teaching and learning.
- Enhance psycho-social support to educators, non-educators and learners throughout the 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



Priority: Pro-Poor Interventions

The No-Fee School Policy, School Nutrition and Scholar Transport programmes will continue during 2023/24. The School Nutrition programme will aim to provide nutritious meals to 1 651 619 learners in all participating schools across all 5 Quintiles. A total of 1 408 No-Fee Schools, that accounts for 1 542 500 learners will be serviced. The National threshold for No- Fee Schools has increased to R1 536 per learner. The Department estimates to provide learner transport to 210 000 learners from 598 schools over 2023/24.

The National School Nutrition programme is also sighted as a poverty alleviation tool that aims to create short-term employment through the engagement of parents/guardians as Volunteer Food Handlers who are responsible for the preparation and serving of meals to learners.

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.

Priority: Rationalising under-subscribed schools

The Department, through constant and meaningful interactions with all stakeholders, will intensify its efforts of ensuring equal access to educational opportunities for learners from all socio-economic and ethnic backgrounds in the province, through the rationalising of under-subscribed schools. This process will be guided by internal research and recommendations which pertain to the demographic location of schools; the language medium of schools; population dynamics of the community around the school and the state of management and governance of the school. The Department will subsequently identify all small schools that are being underutilised and the process for the rationalisation of the school will be initiated as it is deemed no longer viable to provide meaningful quality education to its learners.

Priority: Twinning and resource optimisation, small schools and normalisation of grade structure of schools

The Twinning programme is part of the GDE's wider strategic framework and its Re-organisation of Schools Strategy. The objectives of the Twinning programme are to improve learner outcomes and foster social cohesion in nurturing holistic learner development by creating an environment for cultural exchange through sharing expertise and resources across suburban and township schools.

The Twinning programme refers to the partnerships between schools from different socio-economic backgrounds and forms part of the RoS Strategy.



The programme aims to:

- Create an environment in which best practices and resources are shared across schools thereby responding to the lingering apartheid spatial representation.
- Twin well-resourced schools with poor schools.
- To improve academic performance by encouraging schools to share their infrastructure and skills sets in terms of leadership and governance.
- To achieve an optimal level of performance in both schools and to build a new non-racial education system.
- To ensure that learners are exposed to peers from diverse socio-economic backgrounds, improve equality of access to high-quality education, and strengthen the quality of education delivered compared to global best practice benchmarks.

There are currently 11 pairs of twinned schools across seven GDE districts that comprises of six primary schools and five secondary schools. A further eight schools have been identified for finalisation of twinning for 2022/23 financial year.

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

The GDE has a portfolio of over 2 212 schools and 17 Teachers' Centres in the province. The Department will continue to provide and maintain the educational infrastructure that supports quality teaching and learning processes in all public schools in the province as per the Regulations relating to the minimum uniform norms and standards for public school infrastructure. Of the 2 212 Public Ordinary Schools, 1 594 are in the township. Ageing infrastructure is another glaring challenge that plagues schools in the township. Many township schools are overcrowded due to a lack of learning spaces. It is against this background that the Gauteng Department of Education is deliberately investing more resources to turn around schools in the townships.

The Department will develop an integrated infrastructure utilisation plan to manage overcrowding and promote optimal school utilisation. The plan will focus on utilising closed schools, maintaining current schools and building new schools to meet demands. The Department will continue working with Treasury, GDID, GIFA and other implementing agencies to accelerate the delivery on planned new schools, major maintenance and the rehabilitation of existing schools.

The provincial schools experienced many vandalisms during and after the introduction of the Regulations on the Disaster Management Act (lockdown period) which affected the learning and teaching environment. The Department will continue to prioritise the maintenance at affected schools. The Department is intending to complete 400 scheduled maintenance projects during the 2023/24 financial year.



The Fourth Industrial Revolution, ICT and e-Learning is one of the Departmental priorities. The Department refurbishes classrooms as smart classrooms in No-Fee Schools to be technologically ready. The smart classroom refers to e-Learning-ready classrooms equipped with smart interactive boards to enhance the learning experience, the quality and delivery of education. The Department will continue with the refurbishment of classrooms in township high schools, to achieve the outcome of changing the education landscape to accelerate relevant and quality learning. The Department is planning to refurbish 700 classrooms into smart classrooms during the 2021/22 financial year.

Energy saving and curtailing costs should be explored and is cross-cutting in all clusters and other spheres of government. Five additional schools will be fitted with biobag-digestor green technology. The gas produced is enough for preparation of breakfast and lunch for the school learners and encourages the establishment of food gardens in the schools.

There will be a 10-new integrated digital learning and information centres fully constructed and operational in the province's poorest localities. In implementing the social infrastructure projects, the Department will complete seven capital infrastructure projects in Gate 8.

Priority: Reposition Principals and Educator Development and Support

Educators will undergo more vigorous teacher development programmes that will continue to focus on Mathematics, Science, 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 (Coding and Robotics).

Training and Development initiatives during 2023/24 will consist of:

- Prioritising the preparation of women leaders for career progression, including training of female educators through an NQF level 8 Leadership Programme for Women Leaders.
- A blended approach to deliver educator training and development interventions. Training of 150 educators from Schools of Specialisation in skills programmes.
- A new GDE online registration system for teacher training piloted in 34 underperforming schools.
- The online moderation of School Based Assessment (SBA) will continue in three districts with the remaining 12 districts to be included in 2023.
- 600 bursaries will be awarded to educators in 2022, to complete full qualifications.
- Management and Leadership Induction programme for 150 school principals and deputies.
- Induction of 250 newly appointed educators in the GET and FET Phases.
- Training of 400 curriculum development facilitators to ensure that they provide effective and efficient curriculum delivery and support to the teachers.



The Department will integrate and incorporate health and well-being of officials through programme initiatives such as:

- Employee wellness counselling services 24 hours daily throughout the year.
- Accelerated employee health and wellness marketing, advocacy sessions in schools, face-to-face counselling sessions and trauma counselling during traumatic incidents.
- Financial literacy sessions.
- Continuous workshops on financial wellness and open days in collaboration with financial institutions such as OM/SANLAM/FSB and Metropolitan at no direct cost to the Department.
- Mental health awareness workshops.
- Weekly sports activities and annual tournaments
- Teacher well-being seminars.

Priority: Increase and intensify SGB Support and Advisory Work

To strengthen school governance, the Department will train and capacitate the SMTs, SGBs and RCLs on leadership and management programmes.

SGBs will be further empowered and supported by district officials to improve advocacy among parents and the community through regular feedback sessions regarding learner academic performance, School Based Assessments plans for the year and identifying areas, together with SMTs for school and academic improvements. Further to this, SGB meetings will provide a platform for school principals to provide status reports on progress against the School Curriculum and Assessment Plan.

Priority: Improve District Support and Labour Dispute Resolutions Mechanism Strategic and Operational Planning

The Department will coordinate planning and other related processes to ensure alignment of statutory provisions, plans, budgeting and the utilisation of resources. SGB capacity building that will be directed at improving financial competency and ethical management of SGBs that complies with all relevant prescripts.

Priority: Resolve Education Disputes and Implement Resolutions: Intervention Unit

The Department will assist district offices to report real time incidents at school and will develop a programme that will compile a chronological report on disturbances/disruptions within Gauteng. The Department needs to be the first to identify and reflect on issues that could be raised by communities



Outcome 9: will address the needs of the Gauteng Youth through development programmes and increasing youth employability through 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.

Priority: Youth employability

The Department will accelerate programmes and projects that adds impetus to the revitalisation and modernisation of the economy. Our efforts, together with working with the Youth Employment Service (YES) initiatives through Tshepo 1Million, will continue to provide a sustainable platform for expanding youth empowerment initiatives by aligning employment and self-employment opportunities for the young people of Gauteng. Inclusive economic growth and meaningful economic opportunities for all, which focuses on SMMEs, cooperatives, township businesses, black-owned enterprises, and target groups (the youth, women, and persons with disabilities) will be further strengthened and supported by the relevant incubation programmes. There will be improved access to funding and grants as well as access to initiatives that is driven by the education sector.

The Department in collaboration with the Gauteng City Regional Academy (GCRA) will intervene in the skills revolution to build a skills base for future responses to the 4IR demands, the needs of the state, economy and society. The GCRA will be repositioned to accelerate and strengthen implementation programmes with the core focus directed towards vocational and further education and training. A learning centre organic to GCRA will be launched which will focus on the relevant skills training for public officials and youth,

The GCRA will support 5 000 Technical Vocational Education and Training (TVET) students in their theoretical studies and Work Integrated Learning initiatives. Strategic partnerships will be established with TVETs to co-deliver programmes and projects that are aligned to high-growth sectors as identified in GGT2030. All TVET bursary programmes will be aligned with placements to enable completion of qualifications.

The GCRA will also drive the Tourism sector skills initiatives in partnership with the Gauteng Tourism Authority and leverage the Artisan Skills programmes that will utilise the youth to upscale maintenance and road projects in the province which will form part of the work integrated learning programme. Partnerships will also be formed with the Department of Social Development and Department of Correctional Services in training youth in short skills while in schools of safety and correctional facilities.

The Out-of-School Youth programme which incorporates a blended learning approach will be implemented. This will provide beneficiaries with options to select from self-directed learning, online facilitated sessions or tutor supported sessions. Approximately 30% of GPG budget will be set aside for cooperatives for the youth that were previously trained and deployed in schools, districts and GPG Departments will be established to carry out projects relating to the maintenance and refurbishment of school furniture (steel frames). Trained artisans will act as teacher assistants and will be paired with teachers in Schools of Specialisation. The Sector Education Training Authorities SETAs and industry will be lobbied for support to train artisans as facilitators, assessors and moderators.



Youth empowerment programmes initiatives. Tshepo 1M

The Tshepo 1Million programme is aimed at empowering one million young people through skills training, job placement and entrepreneurship development, which will in turn help the youth to find sustainable jobs. Together with companies, such as Microsoft SA, Coca Cola, Hollard, Gijima, Shanduka Black Umbrellas, COFESA, ABSA, Broll, CCBSA, Nestle, Unilever, SABMiller/ Abinbev, GE, Cisco, Standard Bank, FNB/ First Rand, Arcelor-Mittal, Barloworld, MasterCard, Media 24, BPESA and SIEFSA, have committed to work with the provincial government and seeks to give hope to unemployed young people.

Some of the commitments made by the partners include the following:

- Microsoft SA will provide one million young people with training opportunities in digital skills. This partnership commits to a mass-scale deployment of the Microsoft Digital Literacy and Virtual Academy Platform.
- Coca-Cola has committed to pipeline young job seekers into internships, learnerships, enterprise/supplier development and jobs across ABI value chain.
- Shanduka Black Umbrellas is a lead implementing/coordinating project partner within the evolution and rollout of the Township Marketplace Platform and wider Tshepo 1Million Township Economy, township businesses will be assisted by partnership on condition they provide opportunities for young interns/employees.
- GLJIMA committed skills and opportunities in ICT value chain, especially data analytics, rolling out a skilled pipeline of young job seekers, sourced from Tshepo 1 Million, supporting a green building retrofit initiative trade financed against carbon credits or other suitable financing options, targeting properties under ownership and management by provincial government and participating private sector property management entities.
- Hollard committed to township panel beating shops serving Hollard drivable repairs, providing links to township marketplace platforms, pilot of a specific Hollard insurance product using the network of new panel beaters, to be sold by youth.
- Barloworld will partner with the township panel beater network pilot (OEM accreditation), create opportunities for young job seekers across the Barloworld value chain as interns and SED contracts (including technicians), and render support to township firms in mining and construction through concession-priced equipment.
- One thousand SMMEs identified through the township marketplace platform supported through FNB accelerator hosting interns/creating employment opportunities as condition of ongoing support, agency opportunity for youth linked to instant financial solutions/value adds.
- Standard Bank committed internships, job opportunities and supplier opportunities. They will also offer asset finance as support to township marketplace platforms, on condition firms create opportunity for youth, and they will also link skills and enterprise development programmes.



- Media 24 committed to an online training programme in writing skills and computer-aided research linked to Tshepo 1 Million learning lab, develop special internship programme targeting youth without matric qualifications.
- Power FM has also committed to give Tshepo 1 Million free advertising airtime worth one million rand.

The initiative will continue to highlight the opportunities that are available from Tshepo 1 Million as well the network of partners, through roadshows and collaborations across all GPG sector Departments that will occur during the MTEF.



PART C:
MEASURING OUR
PERFORMANCE





C.1 Programme 1: Administration

Programme Purpose:

- To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other policies.
- To provide for the functioning of the office of the Member of the Executive Council (MEC) responsible for education in line with the ministerial handbook.
- To provide management services which are not education specific for the education system.
- To provide administration and update of the online system in preparation for admissions.
- To provide education management services for the education system.
- To provide human resource development and health and well-being services for office-based staff.
- To provide an Education Management Information System in accordance with the National Education Information Policy.
- To provide for projects under Programme 1 specified by the Department of Basic Education and funded by conditional grants.

Sub-programmes

1.1 Office of the MEC

To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook, this includes Programme 1 goods and services offered to the office of the MEC for Education, including services relating to communications, research, planning, etc.

1.2 Corporate Services

To facilitate the macro education planning and to ensure alignment between statutory mandates, plans, budgets and resource utilisation as well as ensure that Budget and Expenditure planning is completed timeously.

1.3 Education Management

To deepen support to school management by head office and district offices. Human Resources (HR) and Finance will be a central function, enhanced by ICT. Managers will take responsibility for functions in supporting schools; also ensuring the resourcing to schools is provided timeously. Managers and officials will work with integrity and honesty in all respects including recruitment, appointments and procurement. They will also provide the necessary leadership to ensure statutory and policy compliance.



1.4 Human Resource Development

The Department will improve its HR functions by accelerating its recruitment and appointment processes. To ensure transparency and accountability, neutral and unbiased panels will be constituted to conduct middle management interviews and appointments. Human resource management functions will be streamlined to improve the quality of personnel information; data will be cleaned, processed and monitored. The turnaround time for the payment of salaries will be reduced and there will be prompt processing of leave applications. Gender equity and disability policies will be implemented and employees with disabilities will be encouraged to disclose their disabilities. Grievance, dispute management and labour dispute procedures will be implemented and managed by dedicated labour teams for speedy resolution of cases. Employee wellness across the education sphere will be intensified through improved access to counselling facilities, workshops and seminars and, sport and recreational activities.

1.5 Education Management Information Systems

Ensure the production of education information through the collection of data and information; facilitate the operational planning process, timeous completion and submission of the Annual Performance Plan in line with the National Education Information Policy and other mandates. An Education Management Information System specifically for the ECD Pre-Grade R and Grade R community-based cohorts will be developed to ensure accurate data collection, recording and analysis for these target groups.

1.6 Conditional Grants

The Department does not have conditional grants under programme 1.



C.1.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited/Actual Performance			Estimated Performance ¹	MTEF Period			
			2019/20	2020/21	2021/22		2022/23	2023/24	2024/25	2025/26
Outcome 8: Change the education landscape to accelerate relevant and quality learning	School Administration and Management System implemented	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data	2 211	2 211	2 212	2 213	2 212	2 212	2 212	2 212
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Effective School Communication System implemented	SOI 102: Number of public schools that can be contacted electronically (e-mail)	2 211	2 211	2 212	2 213	2 212	2 212	2 212	2 212



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance ¹	MTEF Period			
			2019/20	2020/21		2021/22	2022/23	2023/24	2024/25
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Optimal distribution of financial, physical and human resources across the system	SOI 103: Percentage of expenditure going towards non-personnel items	24.11% (11 578 913)	26.02% (13 307 269)	28.04% (15 761 070)	29.2% (17 449 398)	27.2% (17 240 913)	25.9% (16 051 323)	26.9% (16 830 961)
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Improve management and administration at all levels of the education system	POI 101: Percentage of female employees in top management	43.43%	42.11%	41.4%	46.3%	46.5%	47.0%	47.0%
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Improve management and administration at all levels of the education system	POI 102: Percentage of people with a disability employed in the Department	3.05%	3.21%	3.2%	3.15%	3.0%	3.0%	3.0%

¹Estimated performance is recorded as the progress of reported achievement at the end of the 3rd quarter of the 2022/23 FY.



C.1.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data	2 212	2 212	2 212	2 212	2 212
SOI 102: Number of public schools that can be contacted electronically (e-mail)	2 212	2 212	2 212	2 212	2 212
SOI 103: Percentage of expenditure going towards non-personnel items	27.2% (17 240,913)	-	-	-	27.2% (17 240,913)
POI 101: Percentage of female employees in top management	46.5%	-	-	-	46.5%
POI 102: Percentage of people with a disability employed in the Department	3.0%	-	-	-	3.0%

C.1.3 Explanation of planned performance over the medium-term period

The Department will optimise information collection, decision-making and communication. This will be achieved through the implementation of the SA-SAMS system and the provisioning of GDE email addresses to 2 212 schools in the province. Twenty-seven percent or R16,3 billion will be of the Department's total allocated budget for 2023/24 is estimated to be spent on non-personnel items with the intention to provide professional services and improve education outcomes.

The Department will advance the employment of women in management positions at office-based level by increasing the employment of women in top management to achieve a 44.0% representation.

Employment opportunities for females in top management will increase by 1.0% over the 2023 MTEF.

As per cross cutting focus areas of the revised MTSF, 3.0% of all individuals employed in GDE will be people with disabilities.

C.1.4 Programme resource considerations

Programme 1: Administration	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Financial Year							
OFFICE OF THE MEC	3 812	2 706	5 527	5 868	6 130	6 401	
CORPORATE SERVICES	2 022 336	2 282 401	2 456 606	2 830 689	2 935 181	3 106 205	
EDUCATION MANAGEMENT	1 462 024	1 544 170	1 904 458	2 060 276	2 053 816	2 147 147	
HUMAN RESOURCE DEVELOPMENT	57 756	48 902	86 251	88 606	89 808	98 012	
EDU MANAGEMENT INFORMATION SYSTEM (EMIS)	4 003	1 694	8 695	26 977	26 977	29 451	
CONDITIONAL GRANTS	-	-	-	-	-	-	
Total	3 549 931	3 879 873	4 461 537	5 012 416	5 111 650	5 387 216	
Economic classification							
Current payments	3 459 313	3 694 075	4 366 298	4 943 453	5 082 809	5 356 074	
Compensation of employees	2 787 374	3 005 408	3 746 254	4 028 099	4 151 988	4 340 104	
Salaries and wages	2 390 897	2 583 795	3 218 572	3 459 836	3 566 449	3 728 253	
Social contributions	396 477	421 613	527 682	568 263	585 539	611 851	
Goods and services	671 881	688 596	620 041	915 354	930 821	1 015 970	
Transfers and subsidies	37 429	57 179	48 409	7 458	7 538	7 876	
Payments for capital assets	35 356	107 528	46 830	61 505	21 303	23 266	
Total	3 549 931	3 879 873	4 461 537	5 012 416	5 111 650	5 387 216	

Part C: Measuring our Performance



Payments by Economic Classification (R'000)	Expenditure by item (2023/24)							Total
	1. Admin	2. POS	3. Ind. Schs	4. Spec. Schs	5. ECD	6. Infr. Dev	7. Exam Edu Serv	
Current payments	5 082 809	41 034 351	10 295	4 226 440	1 529 301	786 502	1 011 439	53 681 137
Compensation of employees	4 151 988	35 902 063	-	4 191 665	1 268 137	51 750	454 616	46 020 219
Salaries and wages	3 566 449	30 686 699	-	3 568 472	1 224 842	45 150	434 814	39 526 426
Social contributions	585 539	5 215 364	-	623 193	43 295	6 600	19 802	6 493 793
Goods and services	930 821	5 132 288	10 295	34 775	261 164	734 752	556 823	7 660 918
Total	5 111 650	44 552 500	1 038 819	5 249 199	2 329 305	2 460 712	2 679 453	63 421 638



The Administration budget increased from a main appropriation of R5.0 billion in 2022/23 to R5,1 billion in 2023/24 showing a rand value increase of R99,2 million which translates to a slight increase of 2.0%.

The Compensation of Employees budget under the administration programme increased from a main appropriation of R4,0 billion in 2022/23 to R4,1 billion in 2023/24, indicating an increase of 3.1% which translates to a rand value increase of R123 million. The budget growth makes provision for the appointment of additional personnel.

The Goods and Services budget remains the second largest cost item under current payments. The budget increased from R915 million in 2022/23 to R930 million in 2023/24. The budget increased by R15,4 million showing a growth of 1.7%. The Department is continuously implementing cost containment measures to improve its financial management processes and to realise efficiency gains.

The Transfers and Subsidies budget increased from R7,4 million in 2022/23 to R7.5 million. The budget increased by R80 000 which translates to an increase of 1.1%. This makes provision for injury on duty claims and leave gratuity payments as part of the exit package of employees when they resign or retire. It also makes provisions for legal claims to beneficiaries.

The Payments of Capital Assets budget decreased from R61,5 million in 2022/23 to R21.3 million in 2023/24. The budget decreased by 65.4% which translates to a rand value decrease of R40,2 million. The funds under this item are made available for the replacement of old, damaged, lost, and obsolete laptops and other IT equipment.

District Administration within the Corporate Services sub-programme receives an allocation of R87,6 million for the 2023/24 financial year. The Department is allocating a further R2.0 billion to the Education Management sub-programme.

The Education Management Information Systems sub-programme will receive an allocation of R26,9 million in 2023/24 to ensure connectivity in schools and to enable schools to provide learner data to the National Learner Tracking System through SA-SAMS.



C.2 Programme 2: Public Ordinary Schools Education

Programme purpose

- To provide public ordinary education from Grades 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education.
- To provide specific public primary ordinary schools with resources required for the Grades 1 to 7 levels.
- To provide specific public secondary ordinary schools with resources required for the Grades 8 to 12 levels.
- To provide Departmental services for the professional and other development of educators and non-educators in Public Ordinary Schools.
- To provide additional and Departmentally managed sporting, cultural and reading activities in Public Ordinary Schools.
- To provide for projects under Programme 2 specified by the Department of Basic Education and funded by conditional grants.

Sub-programmes

2.1 Public Primary Level

The priority will centre around the promotion of quality education with the main emphasis on improving learner test scores for School Based Assessments (SBAs) in Literacy/Language and Numeracy/Mathematics in Grades 3 and 6 in the Foundation and Intermediate Phases. The development of the General Education and Training (GET) Strategy (Grade 1-9) will ensure the seamless implementation and synergy of programmes and interventions across the system. A major focus will be on the achievement of quality outcomes, especially in Grade 1. The focus will be on the promotion and sustained re-enforcement of various reading activities throughout the year.

The strengthening of teaching Home Languages in the Foundation and Intermediate Phases will continue. To further promote the use of African languages by all learners in the school system, learners will be incrementally introduced to learning an African language from Grades 1 to 12 to ensure that all non-African home language speakers speak an African Language.



2.2 Public Secondary Level

The GET strategy includes the Read to Lead Campaign, Library Services, the Book Flood Campaign, and the Grade 8 and 9 Mathematics Strategy. Key focus areas of the strategy include 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.

Gauteng's Maths Science and Technology (MST) Strategy is funded by the MST Conditional Grant, MST LA budget and FET LTSM intervention budget allocations that aims to provide support and resources to schools, teachers, and learners in line with the curriculum in Public Schools. To effectively address the increase in participation in Mathematics and Science subjects, the Department will implement the Grades 8-10, Mathematics and Sciences Live Lesson Broadcasting project. Grade 8 and 9 educators will be trained on content knowledge and assessment practices to improve the quality of teaching and learning.

The FET Strategy focusses on school visits ensuring that all schools comply with National policies, CAPS, and are aided with instructional tools such as Annual Teaching Plans (ATPs), assessment guidelines and concomitant resources support policy implementation with a strong focus on diagnostic and remedial activities with the emphasis on discipline at the school level and a responsive service delivery model. The teacher development programmes are responsive to teacher subject needs and are sustainable ensuring content, methodology and skills.

The Secondary School Improvement Programme (SSIP) programme is a vital strategy for improving learner performance in Grade 12. The programme offers learners with additional support during the year through Saturday tuition sessions for the consolidation of the curriculum and weekly live streaming of lessons to assist educators with challenging topics.

2.3 Human Resource Development

Educators will undergo more vigorous teacher development programmes that will continue to focus on Mathematics, Science, 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 (Coding and Robotics). All training programmes will be aligned to the priorities as identified at a national level. Training will be extended to district facilitators in various fields for increased support to schools.



2.4 School Sport, Culture and Media Services

The strengthening of school sports – tournaments in soccer, rugby, cricket, netball, and athletics for Non-Fee-Paying Schools will continue through the Wednesday sports programme initiative. All schools will implement the school sports programme. The Department will work very closely with the Gauteng Department of Sport, Arts, Culture and Recreation (GSACR) in rolling out various programmes to promote mass participation among learners and educators in the various identified sports codes and cultural activities. The Department has prioritised resources towards school sports programmes which covers multiple sporting disciplines for learners with special educational needs. District facilitators will coordinate programmes that promote values and culture. These activities will promote mass participation, social cohesion and cultural diversity.

2.5 Conditional Grants

To augment the budget, the Department receives four conditional grants under this programme. The National School Nutrition Grant assists with increasing access to schools by providing learners with nutritious meals. The Mathematics, Science and Technology Grant provides learners in identified schools with equipment for practical exercises in Physical Science, Mathematics (scientific calculators) and Technology, including computers and training for teachers. The HIV/AIDS Grant is meant to raise awareness about healthy living and making responsible decisions. The grant may be used for procuring LSM for schools, hosting youth camps as well as training teachers and parents.

The Department will continue with its focus on Technical and Vocational education through the implementation of TSS-RG. The TSS-RG is a new provincial grant, meant to recapitalise schools offering technical subjects by providing workshop machinery, tools and equipment to improve the technical environment and support the development of technical skills.

C.2.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets								
			Audited/Actual Performance			Estimated Performance ²			MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26		
Outcome 3, 4, 5: Every learner completing the Foundation, Intermediate and Senior Phases with the required Literacy/ Language and Numeracy/ Mathematics competences	Multi-media resources provided to school and learners	SOI 201: Number of schools provided with multi-media resources	275	207	246	150	260	280	280		
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Learners in No-Fee Public Schools in line with the National Norms and Standards for school funding	SOI 202: Number of learners in No-Fee Public Ordinary Schools in line with the National Norms and Standards for School Funding	1 454 147	1 501 465	1 527 883	1 541 409	1 542 500	1 543 000	1 543 000		



Part C: Measuring our Performance



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance ²	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Funza Lushaka graduates placed	SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies	New Indicator	New Indicator	57.0%	49.05%	50.0%	50.0%	50.0%
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Learners in schools that are funded at a minimum level	SOI 204: Percentage of learners in schools that are funded at a minimum level	New Indicator	New Indicator	100.0%	100.0%	100.0%	100.0%	100.0%
	Capacitated Foundation Phase teachers on reading methodology	SOI 205: Number of Foundation Phase teachers trained in literacy content and methodology	New Indicator	New Indicator	New Indicator	New Indicator	2 500	2 500	2 500



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance ²	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	Capacitated Foundation Phase teachers in Numeracy content and methodology	SOI 206: Number of Foundation Phase teachers trained in Numeracy content and methodology	New Indicator	New Indicator	New Indicator	New Indicator	3 000	3 000	3 000
	Capacitated teachers in Mathematics and methodology	SOI 207: Number of teachers trained in Mathematics content and methodology	New Indicator	New Indicator	New Indicator	New Indicator	1 500	1 500	1 500
	Capacitated teachers in Language content and methodology	SOI 208: Number of teachers trained in Language content and methodology	New Indicator	New Indicator	New Indicator	New Indicator	1 500	1 000	1 000
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance through curriculum implementation and support programmes	POI 201: Number of SSIP residential camps	69	48	61	66	30	30	30

Part C: Measuring our Performance



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance ²	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance through curriculum implementation and support programmes	POI 202: Number of learners in SSIP camps	20 740	9 887	10 920	17 604	15 000	15 000	15 000
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Provide school nutrition to disadvantaged learners in Quintiles 1-5	POI 203: Number of learners with access to the National School Nutrition programme	1 527 410	1 598 600	1 640 841	1 640 841	1 651 619	1 651 619	1 651 619
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Provide learners with access to scholar transport	POI 204: Number of learners eligible to benefit from learner transport	138 838	161 038	170 073	170 720	210 000	217 000	236 000
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Increase the number of No-Fee Schools	POI 205: Number of Public Ordinary Schools declared as No-Fee Schools	1 404	1 408	1 409	1 407	1 387	1 409	1 410

²Estimated performance is recorded as the progress of reported achievement at the end of the 3rd quarter of the 2022/23 FY.



C.2.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 201: Number of schools provided with multi-media resources	260	-	-	-	260
SOI 202: Number of learners in No-Fee Public Ordinary Schools in line with the National Norms and Standards for School Funding	1 542 500	-	-	-	1 542 500
SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies	50.0%	-	-	-	50.0%
SOI 204: Percentage of learners in schools that are funded at a minimum level	100.0%	-	-	-	100.0%
SOI 205: Number of Foundation Phase teachers trained in Literacy content and methodology	2 500	-	-	-	2 500
SOI 206: Number of Foundation Phase teachers trained in Numeracy content and methodology	3 000	-	-	-	3 000
SOI 207: Number of teachers trained in Mathematics content and methodology	1 500	-	-	-	1 500
SOI 208: Number of teachers trained in Language content and methodology	1 500	-	-	-	1 500
POI 201: Number of SSIP residential camps	30	-	-	-	30
POI 202: Number of learners in SSIP camps	15 000	-	-	-	15 000
POI 203: Number of learners with access to the National School Nutrition programme	1 651 619	-	-	-	1 651 619
POI 204: Number of learners eligible to benefit from learner transport	210 000	-	-	-	210 000
POI 205: Number of Public Ordinary Schools declared as No-Fee Schools	1 387	-	-	-	1 387



C.2.3 Explanation of planned performance over the medium-term period

To further consolidate gains made from 2022/23, 110 more schools in the province will receive multimedia resources during 2023/24 financial year. This will help strengthen and reinforce support relating to the curriculum recovery programme and the blended learning model approach. Learners will also have access to a wider range of multimedia resources that will enhance and improve the quality of learning.

The access to quality education for all will be achieved through the Department's pro-poor interventions. During 2023/24, a total of 1 542 500 learners will be the beneficiaries of the POS's No-Fee Policy, with a 100% of learners in POS, funded in line with the National Norms and Standards for School Funding. Our aim of providing equal access to education is further strengthened 1 408 POSs that are declared No-Fee Paying Schools, where parents do not pay school fees for their child or children. This includes registration or activity fees that otherwise may be deemed as payable.

Access to schooling for learners who may have to walk 5km or more to their nearest school will be further improved through the provisioning of learner transport to 210 000 learners. A total of 1 651 619 learners will have access to free healthy meals at schools through the NSNP. Learners in qualifying Quintiles 1-5 schools will be the primary recipients of the nutrition programme.

The Department will implement SSIP in 289 walk-in sites, for all Grade 12 learners across the province. The residential camps for SSIP are implemented in all 15 districts across the province and will target approximately 15 000 learners. The various targeted interventions of the SSIP campaign will contribute significantly to the achievement of the related objectives set by the Ministry for 2023 to improve academic results in key subject areas where it has been deemed that learner performance is the weakest. The core focus of this intervention is centred on language skills and examination preparation for the NSC.

As part of Government's drive to improve youth employment, 50% of Funza Lushaka bursary holders will be placed in schools within six months upon completion and confirmation of them acquiring their qualifications. This will also help ensure that there is an equitable distribution of qualified educators within our system.

C.2.4 Programme resource considerations

Programme 2: Public Ordinary School Education	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2022/23	2023/24	2024/25
Financial Year							
PUBLIC PRIMARY SCHOOLS	20 930 525	21 359 782	21 952 357	22 846 492	24 129 882	24 841 239	26 057 655
PUBLIC SECONDARY SCHOOLS	14 802 342	15 598 519	17 291 238	18 170 249	18 989 696	19 953 679	20 875 069
HUMAN RESOURCE DEVELOPMENT	177 533	164 047	169 896	175 483	201 102	210 229	219 644
SCHOOL SPORT, CULTURE and MEDIA SERVICES	29 834	17 032	30 943	40 433	40 433	42 248	44 143
CONDITIONAL GRANTS	885 894	864 881	1 064 005	1 091 579	1 191 387	1 237 360	1 301 622
Total	36 826 128	38 004 261	40 508 439	42 324 236	44 552 500	46 284 755	48 498 133
Economic classification							
Current payments	33 939 942	34 879 291	37 220 074	38 804 069	41 034 351	42 745 758	44 800 591
Compensation of employees	29 794 808	30 573 713	31 750 029	33 080 470	35 902 063	37 546 880	39 359 978
Salaries and wages	25 476 181	26 068 755	27 316 612	28 562 041	30 686 699	32 376 659	33 958 131
Social contributions	4 318 627	4 504 958	4 433 417	4 518 429	5 215 364	5 170 221	5 401 847
Goods and services	4 145 134	4 305 576	5 470 045	5 723 599	5 132 288	5 198 878	5 440 613
Transfers and subsidies	2 878 717	3 115 105	3 285 496	3 510 305	3 508 313	3 529 014	3 687 113
Payments for capital assets	7 469	9 865	2 869	9 862	9 836	9 983	10 429
Total	36 826 128	38 004 261	40 508 439	42 324 236	44 552 500	46 284 755	48 498 133

Part C: Measuring our Performance



Programme 2: Public Primary School Education	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2022/23	2023/24	2024/25
Financial Year							
Primary Schools	20 930 525	21 359 782	21 952 357	22 846 492	24 129 882	24 841 239	26 057 655
Total	20 930 525	21 359 782	21 952 357	22 846 492	24 129 882	24 841 239	26 057 655
Economic classification							
Current payments	19 452 517	19 831 012	20 266 187	20 999 148	22 346 696	23 057 087	24 193 573
Compensation of employees	18 004 763	18 550 584	18 497 485	19 278 777	20 904 260	21 859 630	22 942 472
Salaries and wages	15 385 680	15 801 532	15 913 830	16 642 522	18 024 449	18 844 238	19 791 990
Social contributions	2 619 083	2 749 052	2 583 655	2 636 255	2 879 811	3 015 392	3 150 482
Goods and services	1 447 754	1 280 426	1 768 702	1 720 371	1 442 436	1 197 457	1 251 101
Transfers and subsidies	1 477 691	1 528 247	1 685 870	1 846 744	1 782 936	1 783 918	1 863 838
Payments for capital assets	317	523	300	600	250	234	244
Total	20 930 525	21 359 782	21 952 357	22 846 492	24 129 882	24 841 239	26 057 655



Programme 2: Public Secondary School Education	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Financial Year							
Secondary Schools	14 802 342	15 598 519	17 291 238	18 170 249	18 989 696	19 953 679	20 875 069
Total	14 802 342	15 598 519	17 291 238	18 170 249	18 989 696	19 953 679	20 875 069
Economic classification							
Current payments	13 714 036	14 291 707	16 019 073	16 834 500	17 626 278	18 587 231	19 447 405
Compensation of employees	11 776 440	12 008 281	13 235 614	13 784 453	14 985 714	15 674 616	16 404 306
Salaries and wages	10 079 824	10 255 503	11 392 315	11 906 276	12 653 448	13 523 221	14 156 529
Social contributions	1 696 616	1 752 778	1 843 299	1 878 177	2 332 266	2 151 395	2 247 777
Goods and services	1 937 596	2 283 426	2 783 459	3 050 047	2 640 564	2 912 615	3 043 099
Transfers and subsidies	1 082 098	1 299 041	1 271 230	1 328 260	1 362 863	1 366 214	1 427 420
Payments for capital assets	6 208	7 771	935	7 489	555	234	244
Total	14 802 342	15 598 519	17 291 238	18 170 249	18 989 696	19 953 679	20 875 069

Part C: Measuring our Performance



The Public Ordinary School education budget increased from R42,3 billion in 2022/23 to R44,5 billion in 2023/24. The budget showed an increase of 5.3% which translates to a rand value increase of R2,2 billion. Compensation of Employees increased from R33,0 billion in 2022/23 to R35,9 billion in 2023/24, indicating an increase of 8.5% which translates to R2,8 billion. The 2023/24 Goods and Services budget amounts to R5,1 billion. The budget decreased by 10.3% which translates to a decrease of R591 million.

The Goods and Services budget includes funding earmarked for school nutrition, scholar transport, school sport, school health and the twinning of schools. The School Nutrition Programme allocation amounts to R1,3 billion of which R298 million will be allocated to school nutrition in Quintile 4 and 5 schools. The Department aims to feed 1 651 619 learners in Quintile 1-5 schools. The allocation for Scholar Transport amounts to R1 billion, the allocation is earmarked for transporting 210 000 learners to approximately 590 schools across the province.

The Transfers and Subsidies budget decreased from R3,5 billion in 2022/23 to R3,5 billion in 2023/24, indicating a decrease of 0.1% which translates to a rand value decrease of R1,9 million. The Department is currently subsidising 1 407 No-Fee Schools with a combined enrolment of 1 541 409 learners. Payments for Capital Assets decreased from R9,8 million in 2022/23 to R9,8 million in 2023/24, showing a rand value decrease of R26,0 thousand.

The Public Primary School sub-programme received R24,1 billion which includes funding earmarked for interventions in the Foundation and Intersen Phases. This includes a total of R25,7 million allocated to improve Literacy and Numeracy in the Foundation Phase and Language and Mathematics in the Intermediate Phase, particularly for English FAL and Mathematics.

The Public Secondary School sub-programme received R18,9 billion in 2023/24. FET resources received an allocation of R485 million. An amount of R1,4 billion is allocated for RoS, SSIP, MST and ICT in schools. These are interventions geared towards improving results in the FET Phase with special emphasis on improving the Grade 12 Mathematics and Science, and Bachelor pass rates.

The Human Resource Development sub-programme budget is aimed at increasing the capacity of personnel who provide specialised services in the sector. Of the total budget of R201 million, R110 million is for content training, assessment, teaching and learning methodologies. This total includes R61,6 million for ICT training and support, R4,1 million for SMT training and R25,2 million for resourcing the Department's teacher development centres.

The Department allocates R40,4 million for the implementation of school sport tournaments in soccer, rugby, cricket, netball and athletics in the province, of which R13,7 million is for youth and culture, R16,6 million for sports, R7,4 million for values in education and R2,5 million for school health.



C.3 Programme 3: Independent School Subsidies

Programme purpose

- To support Independent Schools in accordance with the South African Schools Act.
- To support Independent Schools in the Grades 1 to 7 phase.
- To support Independent Schools in the Grades 8 to 12 phase.

Sub-programmes

3.1 Primary Level

To ensure that all Independent Primary Schools from Grades 1-7 and home-based education/learners are registered and comply with legislation as well as ensuring that schools that qualify for a subsidy receive it in good time. In case of combined Independent Schools, an allocation split will be implemented according to the relevant grade level. Inspection, audit and oversight capacity will be increased to ensure that all subsidised schools use state funds to achieve the educational outcomes set out in the curriculum framework

3.2 Secondary Level

To ensure that all Independent Secondary Schools from Grades 8-12 and home-based education learners are registered and comply with legislation as well as ensuring that schools that qualify for subsidy receive these timeously. Monitoring will be intensified to ensure that Grade 12 exams are strictly invigilated to ensure credibility and compliance to legislation.



C.3.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance ³	MTEF Period			
			2019/20	2020/21		2021/22	2022/23	2023/24	2024/25
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Registered Independent Schools receive subsidies	SOI 301: Percentage of registered independent schools receiving subsidies	27.05%	26.28%	24.1%	25.6%	23.0%	24.0%	24.0%
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provide financial and governance services to registered Independent Schools that adhere to statutory requirements	POI 301: Number of learners at subsidised registered independent schools	127 047	125 360	132 041	135 048	136 000	137 000	138 000

³Estimated performance is recorded as the progress of reported achievement at the end of the 3rd quarter of the 2022/23 FY.



C.3.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 301: Percentage of registered Independent Schools receiving subsidies	23.0%	-	-	-	23.0%
POI 301: Number of learners at subsidised registered independent schools	136 000	-	-	-	136 000

C.3.3 Explanation of planned performance over the medium-term period

The Department will continue with its mandate to provide compulsory basic education to all learners in the province by subsidising 23.0% of registered independent schools that comply with National and Provincial Policy Frameworks and regulations that are prerequisites for continued funding. A total of 136 000 learners will be direct beneficiaries of this subsidised funding in 2023/24.



C.3.4 Programme resource considerations

Programme 3: Independent School Subsidies	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Financial Year							
PRIMARY PHASE	518 830	534 054	587 078	615 386	623 214	651 193	680 366
SECONDARY PHASE	316 639	356 714	393 440	411 462	415 605	434 262	453 717
Total	835 469	890 768	980 518	1 026 848	1 038 819	1 085 455	1 134 083
Economic classification							
Current payments	5 483	4 465	10 000	10 000	10 295	10 758	11 240
Goods and services	5 483	4 465	10 000	10 000	10 295	10 758	11 240
Transfers and subsidies	829 986	886 303	970 518	1 016 848	1 028 524	1 074 697	1 122 843
Total	835 469	890 768	980 518	1 026 848	1 038 819	1 085 455	1 134 083



The 2023/24 Independent School Subsidies budget amounts to R1,0 billion illustrating a rand value increase of R11,9 million which translates to a 1.2% increase. The budget will increase at an average rate of 3.4% over the 2023 MTEF, this growth is slightly above Consumer Price Index (CPI) inflation projections. The independent school sector has grown significantly due to the growth in the number of schools that meet the qualifying requirements for registration with the Department.

Subsidies to independent schools are directly linked to the per capita allocations of Public Ordinary Schools meaning that they grow congruently. Therefore, increases in the per capita rate of Public Ordinary Schools increases subsidies provided to Independent Schools. Goods and Services received an allocation of R10,2 million for the auditing of Independent Schools.

The budget will prioritise school support that is geared towards improving the quality of education. The curriculum branch will continue to give support to Independent Schools to improve learner performance by providing LTSM and will also assist in the analysis of results to develop improvement plans. The implementation of CAPS will be monitored to ensure that class activities are of the required quality.



C.4 Programme 4: Public Special School Education

Programme purpose

- To provide compulsory public education in Special Schools in accordance with the South African Schools Act and White Paper 6 on inclusive education.
- To provide specific public Special Schools with resources.
- To provide Departmental services for the professional and other development of educators and non-educators in public Special Schools.
- To build effective and democratic public Special Schools and facilitate the expansion of inclusion.
- To manage the policy for building an inclusive education and training system.
- To coordinate the development and implementation of education psychological and therapist services.
- To provide additional and Departmentally managed sporting, cultural and reading activities in public Special Schools.
- To provide for projects under Programme 4 specified by the Department of Basic Education and funded by conditional grants.

Sub-programmes

4.1 Schools

The focus of this sub-programme is to increase access to public Special Schools across the province. The Department will continue to strive to ensure that all required services and equipment are available to enhance the quality of teaching and learning to learners who experience barriers to learning and development. Existing Special Schools will be optimally utilised. Full-Service Schools will be established to expand support provisioning in line with the SIAS Policy. Special School Resource Centres will be the point within the district from which services will be made available to Full-Service Schools as outlined in the SIAS Policy. District Based Support Teams (DBSTs) will ensure that all schools establish functional School Based Support Teams (SBSTs) to effectively implement the SIAS Policy. The Department has introduced the differentiated CAPS for learners who are Severely Intellectually Disabled (SID) in Grades R–5. The Department will continue piloting the Technical Occupation Curriculum (TOC) in Special Schools. Learners who require the use of assistive devices will be provided with those devices to ensure that they reach their potential. To achieve the 4IR Policy in Special Needs Schools, the Department will ensure that infrastructure is fully ICT adaptable through the provisioning of ICT upgrades and electronic assistive device resources to support the delivery of quality education to learners with disabilities.

The Department aims to initiate the integration and incorporation of wellness programmes and the rehabilitation of children in conflict with the law into the education system. Learners who are ready to re-enter the schooling system will be received in Public Ordinary Schools where they will receive the necessary support. The Department will facilitate the capacity building of all Public Schools to support these learners. Scholastic baseline assessments will be conducted to understand the learners' curriculum support needs as per SIAS Policy and the Department of Education will support the Department of Social



Development with the rehabilitation processes. Learner Psycho-Support (LPSS) will identify and refer learners for in-patient rehabilitation services which would normally be a 6–8-week to DSD/ DoH registered centres

4.2 Human Resource Development

Staff at Full-Service Schools and Special Schools Resource Centres as well as DBST, SBSTs, SMTs and SGBs will be professionally trained, developed and upskilled to identify learners in need of individualised learning support programmes and to provide such learners with the relevant support programmes. DBSTs and SBSTs will be professionally trained to identify learners with moderate to high-level needs that need placement in Full-Service and Special Schools, respectively. The Department will continue with prioritising training and capacity building of educators, SMTs, and SGBs on the National and Provincial Policies on screening, identification, assessment, and support (SIAS).

There will also be capacity building and training of educators and support staff in Braille and South African Sign Language. Resource Centres staff, Circuit Managers, Cluster Leaders, and district officials will be trained to support Full-Service Schools and Special Schools Resource Centres will ensure that all policies comply with the principles of inclusion: e.g., Admissions Policy, Assessment Policy, Codes of Conduct, LTSM Policy and Finance Policy.

The Department, through the Transformational Directorate has launched a Visually Impaired Educator Programme (VIEP) in mainstream schooling that aims to empower visually impaired employees through online and face-to-face sessions at five teacher development centres across the province. The modules offered included accessibility technologies, an introduction to digital learning and lesson plans for digital learning which entails Coding and Robotics. In addition to this, visually impaired educators will further be empowered through upskilling in Information Communications Technology (ICT) programmes, provisioning of assistive devices such as laptops, scanners and by appointing Teacher Assistants to provide administrative support.

4.3 School Sport, Culture and Media Services

LSEN school sports will focus on multiple-discipline learners with special education needs. LSEN schools' sports include athletics competitions, football and sporting programmes for the physically impaired, blind, deaf and intellectually impaired learners.

4.4 Conditional Grants

The Department receives a conditional grant under this programme to augment the main budget. The Conditional Grant encompasses Learners with Severe to Profound Intellectual Disabilities (LSPID). The purpose of the LSPID conditional grant is to provide the necessary support, resources and equipment to identified Special Care Centres (SCCs) and Special Schools for the provisioning of education to learners with severe to profound intellectual disabilities. At the current time, 1 900 LSPID are being serviced in 62 Special Care Centres and 10 Special Schools.



C.4.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance ⁴	MTEF Period		
			2019/20	2020/21	2021/22		2022/23	2023/24	2024/25
Outcome 6: Access to relevant curriculum offerings	Access to education and support for learners with special needs	SOI 401: Number of learners in public Special Schools.	55 817	54 700	59 787	58 981	59 500	60 000	60 500
Outcome 6: Access to relevant curriculum offerings	Capacitated teachers with provision to provide support to learners with special needs	SOI 402: Number of therapists/ specialist staff in public Special Schools	659	684	716	683	685	687	689
Outcome 6: Access to relevant curriculum offerings	Increased access to education and support for learners with special needs	POI 401: Number of educators employed in public Special Schools	4 366	4 587	4 317	4 374	4 380	4 385	4 390

⁴Estimated performance is recorded as the progress of reported achievement at the end of the 3rd quarter of the 2022/23 FY.



C.4.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 401: Number of learners in public Special Schools	59 500	-	-	-	59 500
SOI 402: Number of therapists/specialist staff in public Special Schools	685	683	684	685	685
POI 401: Number of educators employed in public Special Schools	4 380	-	-	-	4 380

C.4.3 Explanation of planned performance over the medium-term period

During 2023/24, the Department will improve access to education for learners with special needs by aiming to increase the enrolment of learners to a target of 60 000. A total of 685 therapists/specialist staff will be employed in efforts to further strengthen support to learners with disabilities. It is envisaged that 4 380 educators will be employed at public Special Schools across the province. The Department intends on achieving these planned targets through increasing the number of Full-Service Schools and Special Schools that are serving as Resource Centres. The Department has launched a Visually Impaired Educator Programme (VIEP) in mainstream schooling to empower visually impaired employees. The modules offered included accessibility technologies, an introduction to digital learning and lesson plans for digital learning which entails Coding and Robotics. The final evaluation included the submission of a portfolio of evidence, presentations and online post-tests.



C.4.4 Programme resource considerations

Programme 4: Public Special School Education	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2022/23	2023/24	2024/25
SCHOOLS	3 287 581	3 656 538	4 447 747	4 852 639	5 207 828	5 469 330	5 553 967
HUMAN RESOURCE DEVELOPMENT	2 290	2 416	2 546	2 666	2 666	2 786	2 911
SCHOOL SPORT, CULTURE and MEDIA SERVICES	1 135	833	172	2 705	2 705	2 827	2 954
CONDITIONAL GRANTS	31 217	28 571	34 518	35 150	36 000	37 728	38 970
Total	3 322 223	3 688 358	4 484 983	4 893 160	5 249 199	5 512 671	5 598 802
Economic classification							
Current payments	2 713 913	2 815 519	3 565 483	3 870 944	4 226 440	4 443 990	4 482 478
Compensation of employees	2 697 209	2 797 384	3 522 150	3 836 931	4 191 665	4 406 696	4 443 961
Salaries and wages	2 296 241	2 365 419	3 044 038	3 321 801	3 568 472	3 751 925	3 784 479
Social contributions	400 968	431 965	478 112	515 130	623 193	654 771	659 482
Goods and services	16 704	18 135	43 333	34 013	34 775	37 294	38 517
Transfers and subsidies	608 309	872 839	919 419	1 022 216	1 022 759	1 068 681	1 116 324
Payments for capital assets	1	-	81	-	-	-	-
Total	3 322 223	3 688 358	4 484 983	4 893 160	5 249 199	5 512 671	5 598 802



The Public Special School Education budget increased from R4,8 billion in 2022/23 to R5,2 billion in 2023/24 indicating an increase of 7.3% which translates to a rand value of R356 million. Compensation of Employees makes up the largest share of the budget receiving an allocation of R4,1 billion. This allocation includes remuneration for the increasing number of therapists/specialist staff in public Special Schools.

The Transfers and Subsidies budget shows a slight increase of 0.1% or R543 000 from 2022/23.

The Special Schools budget is prioritised towards school sport, learner transport and staff development. The Department allocated R71,8 million towards the expansion of the Special Schools programme and to improve the quality of programmes for learners with special educational needs and Autism. The Department prioritised R2,7 million towards school sports programmes which covers multiple sporting disciplines for learners with special educational needs. The Department also earmarked R177 million for scholar transport, R36 million is allocated for learners with profound intellectual disabilities. Staff development received a budget of R2,6 million for the 2023/24 financial year.



C.5 Programme 5: Early Childhood Development

Programme purpose

- To provide Early Childhood Education (ECD) at the Grade R and earlier levels in accordance with White Paper 5 and to increase the number of learners.
- To provide specific Public Ordinary Schools with resources required for Grade R.
- To ensure that the sector is regulated by GDE Grade R regulations and registered independent sites.
- To support a particular community centre at the Grade R level.
- To provide training and payment of stipends of Pre-Grade R practitioners.
- To provide Departmental services for the professional and other development of educators and non-educators in ECD sites.
- To provide for projects under Programme 5 specified by the Department of Basic Education and funded by conditional grants.
- To ensure that the Norms and Standards for ECD sites are implemented across the province through consultation with stakeholders.
- Verify and map all ECD sites in the Gauteng province and monitoring thereof is implemented and improved.
- To ensure that the Pre-Grade R and Grade R curricula are implemented.
- To ensure collaboration with other government departments responsible for ECD, municipalities and other ECD stakeholders.

Sub-programmes

5.1 Grade R in Public Schools

Early Childhood Development provides a critical stage in the cognitive development of a child with lasting implications for their future learning capabilities. Inadequate learning practices at the Foundation levels constitute one of the major causes of poor learner performance and high learner dropout in secondary schools.

To improve access to quality education the Department will continue to increase the number of Public Primary Schools offering Grade R. Six of the 15 new or replacement schools will provide additional Grade R classrooms to accommodate the growing demand in spaces for this group. Schools offering Grade R will be resourced with learner and teacher support material.

5.2 Grade R in Early Childhood Development Centres

The Department will continue to prioritise accessible, quality ECD services and Grade R universalisation with the implementation of a compulsory two years of ECD before Grade 1 by increase the number of fully registered ECD sites and ensure that 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. The Department will put in place a process and criteria for the funding of only targeted Community-Based Sites (CBS) and ensuring that all formal ECD centers are registered, with financial support. This will ensure that all Grade 1 learners entering the schooling system will have participated in quality ECD spaces. All necessary policies, processes, and procedures will be streamlined to support the funding of targeted ECD centres that offer Grade R services.

5.3 Pre-Grade R in Early Childhood Development Centres

The function shift of Pre-Grade R from the Department of Social Development to the Gauteng Department of Education was formally implemented from the 1st of April 2022. The function shift has been accompanied by the transfer of relevant datasets that will be supplemented by the preparation and development of an Education Management Information System specifically for the ECD Pre-Grade R and Grade R Community-based cohorts. It is anticipated that this solution will resemble a reduced SA-SAMS version that will ensure accurate data collection, recording, and analysis for these target groups.

All necessary policies, processes, and procedures will be streamlined to support the funding of targeted ECD centres that offer Pre-Grade R services. The function shift carried with it the transfer of funds and other concomitant resources including officials, posts, assets, and tools of the trade. The current funding models will be reviewed through the Public Expenditure and Institutional Review (PEIR) which subsequently will inform the Departments funding model for ECD.

To improve the quality of education the Department will ensure that the ECD service delivery model will be realigned and remodelled to the Education sphere following the set frameworks for Curriculum, Quality Assurance, Moderation, and Evaluation. and will also include early childhood development programmes in the Education Management and Information System (EMIS).

In accordance with the 5 strategies identified for improving the quality of Early Childhood Development curriculum-based early learning for all children from 0 to 5 years will be implemented through the National Curriculum Framework and the National Curriculum and Assessment Policy Statement for the Foundation Phase (CAPS). The Department will ensure the increase in access to ECD facilities through an upscaling model that will focus on the quality of early learning by through the strengthening of integrated nurturing care, early stimulation and learning, and universal curriculum provision. The Department will strengthen collaborations with the other provincial sector Departments to ensure the provisioning of holistic quality support in development of the child.

The Department intends to expand its pro-poor interventions to provide school nutrition to the ECD 0-5 learners wherever required.

5.4 Human Resource Development

Grade R practitioners (educators and non-educators)

All Grade R practitioners will be required to acquire qualifications and skills (as per Minimum Requirements for Teacher Education Qualifications). To further improve the quality of Grade R teaching and learning methodologies appropriate for Grade R., training will be provided for the professional and other development of educators and non-educators.



The ECD and Foundation Phase practitioners are to be trained in ECD curriculum matters. Foundation Phase Departmental Heads are to be trained in Leadership and Management (Grade R focus). Practitioners are to be trained on Assessment Practices for Grade R and will attend training in Home Language Improvement programmes. Practitioners to attend training in Mathematics Improvement programme.

Professional training and development will also be provided in SIAS to strengthen standardised assessment practices and for the testing of Grade R learners. This will assist with the early identification of learning difficulties/barriers, such as dyslexia and psycho-motor disorders, and ensure the provision of simple assistive devices to address these barriers.

Pre-Grade R practitioners

The Department will be developing an ECD Human Resource Strategic Workforce Plan that will build on the existing workforce. The plan will outline the qualifications that are available for ECD practitioners to come into effect in 2023. The training will improve teaching and learning methodologies appropriate for Pre-Grade R and equip them with the necessary skills that will enable them to develop the learners socially, emotionally, physically, intellectually and to identify learning barriers. There will be capacity building and in-service training for ECD practitioners, on the National Curriculum Framework (NCF) and, the ETDP-SETA accredited NQF level 4 qualifications. ECD governance structures, management, and caregivers will be targeted for training to improve the quality of ECD programmes and to ensure accountability.

The Human Resource Strategy will include the:

- Obtaining qualifications at different levels.
- Continuing professional development and in-service training, including recognition of prior learning. There will be capacity building and in-service training for ECD practitioners, on the National Curriculum Framework (NCF)
- Guidelines for early learning and development (caregivers)
- Registration with SACE for ECD educators and practitioners.
- Norms for admin and other support staff.

The Strategy will build on two policy documents:

- The Human Resources Development Strategy for Early Childhood Development (based on the National Integrated Early Childhood Development Policy) (2018)
- The Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators

5.5 Conditional Grant

The Department receives a conditional grant under this programme to augment the main budget. The purpose of the Conditional Grant is to increase the number of poor children accessing subsidies through ECD service, to improve existing conditionally registered ECD services to provide an Early Childhood Development programme to attain full registration, and to pilot the construction of new low-cost ECD centres.

C.5.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance ⁵	MTEF Period			
			2019/20	2020/21		2021/22	2022/23	2023/24	2024/25
Outcome 1: All children completing Grade R should be school-ready	Grade R learners accessing public, community and private sites	SOI 501: Number of public schools that offer Grade R	1 388	1 386	1 396	1 406	1 407	1 408	1 409
Outcome 1: All children completing Grade R should be school-ready	Grade R learners accessing public, community and private sites	POI 501: Number of learners enrolled in Grade R	147 248	125 642	128 504	130 498	130 500	131 000	131 500
Outcome 1: All children completing Grade R should be school-ready	Grade R learners accessing public, community and private sites	POI 502: Percentage of Grade 1 learners who have received formal Grade R education	76.07%	74.29%	72.7%	73.4%	74.1%	74.7%	75.3%

Part C: Measuring our Performance



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance ⁵	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Outcome 1: All children completing Grade R should be school-ready	Pre- Grade R learners accessing public, community and private centres	POI 503: Number of fully registered ECD centres	New Indicator	New Indicator	New Indicator	1 258	1 300	1 400	1 500
Outcome 1: All children completing Grade R should be school-ready	Pre- Grade R learners accessing public, community and private centres	POI 504: Number of children in registered ECD centres	New Indicator	New Indicator	New Indicator	69 794	70 000	71 000	72 000

⁵Estimated performance is recorded as the progress of reported achievement at the end of the 3rd quarter of the 2022/23 FY.



C.5.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 501: Number of public schools that offer Grade R	1 407		-	-	1 407
POI 501: Number of learners enrolled in Grade R	130 500		-	-	130 500
POI 502: Percentage of Grade 1 learners who have received formal Grade R education	74.1%		-	-	74.1%
POI 503: Number of fully registered ECD centres	1 300		-	-	1 300
POI 504: Number of children in registered ECD centres	70 000		-	-	70 000

C.5.3 Explanation of planned performance over the medium-term period

The Department has currently 1 606 fully registered ECD centres of which 1 235 are funded and 371 not funded. These centres have a combined enrolment of 69 794 children. The Department anticipates that a further 42 sites will be fully registered during 2023/24, thereby increasing learner enrolment to 70 000. The registration of all new sites will be guided through the introduction of Provincial Regulations to ensure that there is an adequate mix of public, private and community-based Grade R. In addition, the Department aims to have 1 407 public schools that offer Grade R that will enrol a total of 130 500 learners.



C.5.4 Programme resource considerations

Programme 5: Early Childhood Development	Audited Outcome			Main Appropriation	Medium-Term Estimates			
	2019/20	2020/21	2021/22		2022/23	2023/24	2024/25	2025/26
Financial Year								
Grade R in Public Schools	840 179	1 050 256	1 382 382	1 242 028	1 600 440	1 675 144	1 752 654	
Grade R in Early Childhood Development Centres	6 865	21 533	22 774	23 844	23 844	24 914	26 030	
Pre-Grade R in Early Childhood Development Centres	460 937	451 062	447 833	459 910	447 273	452 976	469 913	
Human Resource Development	18 291	18 918	19 940	20 877	20 877	21 814	22 791	
Conditional Grants	63 127	116 289	255 493	232 715	236 871	297 355	370 541	
Total	1 389 399	1 658 058	2 128 422	1 979 374	2 329 305	2 472 203	2 641 929	
Economic classification								
Current payments	771 105	981 734	1 336 262	1 185 336	1 529 301	1 600 134	1 670 926	
Compensation of employees	666 666	725 136	940 633	833 063	1 268 137	1 327 928	1 386 528	
Salaries and wages	650 300	708 688	924 593	816 813	1 224 842	1 282 318	1 339 602	
Social contributions	16 366	16 448	16 040	16 250	43 295	45 610	46 926	
Goods and services	104 439	256 598	395 629	352 273	261 164	272 206	284 398	
Transfers and subsidies	618 264	676 289	792 020	789 542	799 041	871 063	969 952	
Payments for capital assets	30	35	140	4 496	963	1 006	1 051	
Total	1 389 399	1 658 058	2 128 422	1 979 374	2 329 305	2 472 203	2 641 929	



The 2023/24 budget for Early Childhood Development amounts to R2,3 billion showing an increase of 17.7% from a main appropriation of R1,9 billion in the 2022/23 financial year. Of the R2,3 billion allocated, R1,2 billion is earmarked for personnel expenditure, R493 million for subsidies to Grade R and Pre-Grade R sites and R200 million for procurement of Grade R start-up kits and other resources.

The sub-programme Grade R in public schools received the largest share of the ECD budget which amounts to R1,6 billion or 68.7% of the total allocated budget. Grade R in community centres received an allocation of R23,8 million which amounts to 1.0% of the total ECD budget. The sub-programme Pre-Grade R in Early Childhood Development Centres received 19.2% of the total programme budget translating to a rand value amount of R447 million, of which R16,9 million was allocated to the ECD Institute, R38,2 million for Pre-Grade R Training and R30,7 million for operational functions.

The Compensation of Employees budget increased from R883 million in the 2022/23 to R1,2 billion in the 2023/24, showing an increase of 52.2% which translates to a rand value of R435 million.

The budget for Goods and Services decreased from R352 million in the 2022/23 to R261 million in the 2023/24, showing a decrease of 25.9% which translates to a rand value of R91.1 million.

The budget for Transfers and Subsidies amounts to R799 million and payments for Capital Assets amounts to R963 000 for the 2023/24 financial year.

The Department will receive R593 million for the conversion of Grade R practitioners' posts to post level 1 educator posts and R213 million for the resourcing of ECD programmes and an additional R12,5 million for the planning and introduction of Pre-Grade R in Public Ordinary Schools.

Pre-Grade R Training received a budget of R447 million for the training of practitioners to improve the quality of teaching and learning in the classroom. The budget for Human Resource Development amounts to R20,8 million. The ECD programme also received an additional amount of R246 million in the form of a conditional grant.

The Department will ensure that 74.1% of all Grade 1 learners have formal Grade R education and therefore needs to ensure that all learners have access to Pre-Grade R and Grade R. To meet this expansion, the procurement of additional classrooms will be undertaken. The Department will increase the number of public schools that offer Grade R to 1 407 in the 2023/24 financial year. To ensure expansion of universal access to Grade R, including improving Literacy and Numeracy, R779 million has been allocated in 2023/24 financial year.

The Department will develop funding norms and a policy for the introduction of and resourcing of Pre-Grade R as well as a costed plan for the function shift of Pre-Grade R from the GDSD.



C.6 Programme 6: Infrastructure Development

Programme purpose

- To provide and maintain infrastructure and facilities for administration and schools.
- To provide for the project funded by the Education Infrastructure Grant.

Sub-programmes

6.1 Administration

The Education Infrastructure programme provides for administration infrastructure that is in line with the appropriate Norms and Standards of school buildings. Administration buildings in schools are provided with sickrooms, storerooms, photocopying rooms and other amenities that are required to serve schools of the future. Lately, administration buildings are also provided with rooms for school nutrition.

6.2 Public Ordinary Schools

The main objective of this sub-programme is to provide and maintain infrastructure facilities for Public Ordinary Schools in line with the Norms and Standards for School Infrastructure. The Department plans to replace 37 asbestos schools by the end of the 2023/24 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 .

6.3 Special Schools

Special Schools are included in the Department's Infrastructure projects. New buildings of Special Schools are in line with the Smart Schools' Strategy that are adapted for learners with multiple disabilities. Existing schools and Full-Service Schools are being converted and upgraded to align to the new requirements. They are fitted with ramps, smartboards, listening devices, therapist rooms and other required amenities. Two new schools are currently under construction.

6.4 Early Childhood Development

To ensure that all learners entering the schooling system have participated in early childhood education regardless of their socio-economic status, additional classrooms are built in primary schools to accommodate the large numbers of learners registering in Grade R at these schools. In areas where there is extreme demand, mobile classrooms adapted to young children are provided. In addition, schools are also provided with fencing to demarcate play areas for learners.

C.6.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets								
			Audited/Actual Performance				Estimated Performance ⁶			MTEF Period	
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25		
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of water infrastructure	SOI 601: Number of public schools provided with water infrastructure ⁷	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of electricity infrastructure	SOI 602: Number of public schools provided with electricity infrastructure ⁸	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of sanitation facilities	SOI 603: Number of public schools supplied with sanitation facilities ⁹	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

⁶Estimated performance is recorded as the progress of reported achievement at the end of the 3rd quarter of the 2022/23 FY.

⁷Following the successful 2017/18FY audit where the indicator for the number of public schools provided with water infrastructure was achieved in line with the Minimum Norms and Standards for Public School Infrastructure, the indicator was no longer applicable (N/A) for the Gauteng province.

⁸Following the successful 2017/18FY audit where the indicator for the Number of public schools supplied with sanitation facilities was achieved in line with the Minimum Norms and Standards for Public School Infrastructure, the indicator was no longer applicable (N/A) for the Gauteng province.

⁹Following the successful 2017/18FY audit where the indicator for the number of public schools provided with electricity infrastructure was achieved in line with the Minimum Norms and Standards for Public School Infrastructure, the indicator was no longer applicable (N/A) for the Gauteng province.

Part C: Measuring our Performance



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance ⁶	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of boarding facilities	SOI 604: Number of schools provided with new or additional boarding facilities ¹⁰	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Outcome 8: Change the education landscape to accelerate relevant and quality learning	School maintenance projects completed	SOI 605: Number of schools where scheduled maintenance projects were completed	157	403	374	406	400	400	400
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of smart classrooms in public schools	POI 601: Number of classrooms refurbished as smart classrooms	849	803	650	386	350	350	350

¹⁰The Gauteng Department of Education no longer constructs Public Ordinary Schools with boarding facilities.



C.6.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 601: Number of public schools provided with water infrastructure	N/A	-	-	-	N/A
SOI 602: Number of public schools provided with electricity infrastructure	N/A	-	-	-	N/A
SOI 603: Number of public schools supplied with sanitation facilities	N/A	-	-	-	N/A
SOI 604: Number of schools provided with new or additional boarding facilities	N/A	-	-	-	N/A
SOI 605: Number of schools where scheduled maintenance projects were completed	400	-	-	-	400
POI 601: Number of classrooms refurbished as smart classrooms	350	-	-	-	350

C.6.3 Explanation of planned performance over the medium-term period

The provincial schools experienced an increase in the number of vandalism cases during and after the introduction of the regulations on the Disaster Management Act (lockdown period) The Department will continue to prioritise the maintenance at affected schools. The Department intends to complete 400 scheduled maintenance projects during the 2023/24 financial year.

The Fourth Industrial Revolution, ICT and e-Learning is a Departmental priority that adds impetus to changing the education landscape of our township schools. The Department will refurbish classrooms as smart classrooms in No-Fee Schools that will be equipped with smart interactive boards to enhance the quality and deliverance of education, thereby improving the learning experience. A total of 350 classrooms will be refurbished as smart classrooms during the 2023/24 financial year.



C.6.4 Programme resource considerations

Programme 6: Infrastructure Development	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2022/23	2023/24	2024/25
ADMINISTRATION	53 610	50 603	63 519	70 675	145 950	156 100	163 254
PUBLIC ORDINARY SCHOOLS	1 334 259	1 355 232	1 426 361	1 476 415	2 120 322	2 200 192	2 271 506
SPECIAL SCHOOLS	106 150	90 643	106 681	40 500	165 217	132 852	125 740
EARLY CHILDHOOD DEVELOPMENT	34 391	23 453	44 647	147 937	29 223	26 158	27 219
Total	1 528 410	1 519 931	1 641 208	1 735 527	2 460 712	2 515 302	2 587 719
Economic classification							
Current payments	286 171	764 625	557 311	747 841	786 502	746 339	620 726
Compensation of employees	43 844	44 187	45 519	51 750	51 750	51 750	51 750
Salaries and wages	38 819	38 961	39 377	45 634	45 150	44 750	44 436
Social contributions	5 025	5 226	6 142	6 116	6 600	7 000	7 314
Goods and services	242 327	720 438	511 792	696 091	734 752	694 589	568 976
Transfers and subsidies	-	230 316	-	-	-	-	-
Payments for capital assets	1 242 239	524 990	1 083 897	987 686	1 674 210	1 768 963	1 966 993
Total	1 528 410	1 519 931	1 641 208	1 735 527	2 460 712	2 515 302	2 587 719



The Infrastructure Development budget amounts to R2,4 billion. The budget increased by R725 million from 2022/23.

Compensation of Employees received an allocation of R51,7 million whilst Goods and Services received an allocation of R734 million. Payments for Capital Assets, which includes buildings and fixed structures amounts to R1,6 billion. Funds have been reprioritised to refurbish schools vandalised during the COVID-19 lockdown to ensure operational continuity.

The Department will allocate R2,1 billion to infrastructure programmes in Public Ordinary Schools, furthermore, R29,2 million has been allocated for the building of Grade R classrooms in public schools. A further R165 million has been allocated for Infrastructure programmes in public Special Schools.

The Educational Infrastructure Grant which forms part of the total budget of this programme will assist the Department to meet the minimum Norms and Standards for School Infrastructure which aims to eradicate structures built of inappropriate materials.



C.7 Programme 7: Examination and Education Related Services

Programme purpose

- To provide the education institutions with training and support.
- To provide employee HRD in accordance with the Skills Development Act.
- To provide educators and learners in schools with Departmentally managed support services.
- To provide for special Departmentally managed intervention projects in the education system.
- To provide for Departmentally managed examination services.
- To provide for projects specified by the Department of Education that is applicable to more than one programme and funded with conditional grants.

Sub-programmes

7.1 Payments to SETA

In compliance to the Skills Development Act, the Department transfers payments to different Sector Education Training Authorities (SETAs) for skills levies in support of the Master Skills Plan.

7.2 Professional Services

Psychological services include counselling offered by district-based counsellors and support personnel promoting inclusive education or supporting LSEN in ordinary schools, services offered from a teacher centre or a resource centre, and district-based learner assessment services. These are all support services under the Department's strategy of Early Identification of Learning Barriers which include support by District-Based Support Teams who are trained and skilled to screen all learners in terms of SIAS, identifying learners in need of alternative placement and finding appropriate placement for them and the implementation of individualised learning programmes and review of progress. Other professional services include collaboration with the Department of Health (DoH) in the form of school visits by health professionals to conduct health assessment of learners as well as collaboration with different professional bodies e.g., Autism South Africa, Association of the Blind people, etc.

7.2.1 Professional Services-POS

Professional services for Public Ordinary Schools encompass all professional services from curriculum delivery and support services to institutional support services.

7.2.2 Curriculum Delivery and Support

Resource allocations for professional services in the Foundation, Intermediate and Senior Phases, including the FET band are funded under this sub- programme. Professional services entail funding for monitoring schools by officials, meetings, etc. Other professional services provided for under this sub programme includes LTSM support, CMIS, assessment and FET curriculum support. Allocations for the after-school services, parental involvement, psycho-social services as well as the implementation of the Inclusion Policy, are resourced under this sub-programme.



7.2.3 Institutional Development and Support

The Institutional Development and Support (IDS) directorate is responsible for the following functions: monitoring school effectiveness/readiness, ensuring that school management systems are in place and that the Resourcing Policy is correctly implemented. Cluster leaders and managers monitor and support school governance structures and ensure that School Improvement Plans are developed and implemented.

7.2.4 Professional Services – Independent School

Cluster leaders and managers also monitor Independent Schools to check their registration status, physical buildings and to ensure that all subsidised schools use state funds to achieve the educational outcomes set out in the curriculum framework. They also enforce the regulation of all relocations to new sites by owners of Independent Schools.

7.2.5 Professional Services – Special Schools

The IDS directorate ensures that governing structures are established in Special Schools, and they function effectively. They also ensure that resource allocation adheres to the norms and standards of funding. Special Schools are supported with curriculum implementation and all other functions.

7.2.6 Professional Services – ECD

As of 1 April 2022, business related functions of ECD rests primarily with the Department. The Department aims to finalise the registration of all outstanding ECD sites by 2024/25. ECD centres will be supported with registration processes, the payment of stipends for practitioners and the provision of resources, including additional classrooms where such a need is expressed.

7.3 External Examinations

This sub-programme refers to the administering of external examinations specifically, provincial common assessments or standardised tests and Grade 12 exams.

The Gauteng Department continued to produce an outstanding matric performance with a pass rate of 84.4% in 2022, which represents an improvement of 1.6% as compared to the 82.8% pass rate that was obtained in 2021. The GDE pass rate has consistently been higher than the national pass rate and this trend still continues. The average GDE pass rate from 2011 to 2022 was 84.7% as opposed to the national average of 75.7%.

The Department continued to improve the quality of learner performance in the FET Phase through the increase of learners achieving Bachelor passes. During the period of 2014 to 2022, Bachelor passes have increased from 36 843 to 58 119. The number of learners achieving a Bachelor pass has improved by 4.1% from 2021 to 2022.

7.4 Special Projects



The Department will accelerate programmes and projects that add impetus to the revitalisation and modernisation of the economy through the collaboration with the Gauteng City Regional Academy which will intervene in the skills revolution aiming to build a skills base for future responses to the 4IR demands, the needs of the state, economy and society. The GCRA will be repositioned to accelerate and strengthen implementation programmes with the core focus directed towards vocational and further education and training.

The Department will continue to support and promote increased access to post-secondary education through the provisioning of career guidance programme, placing youth in structured workplace development initiatives and the awarding of bursaries to deserving learners. All resources will continue to focus on the transition from the schooling sector to the tertiary environment and helping learners to gain access to universities and colleges. In support of the Economic Growth Strategy of the province, Tool Making, Foundry, Aerospace, Automotive, Jewellery, ICT, Furniture and Tourism will be supported through various skills development programmes and through focus schools in the province to nurture talent across different disciplines. The Masters Skills Plan will continue with management and leadership initiatives for top, middle and junior managers across the province to improve management and leadership capacity as well as to respond to specific transversal skills gaps considered a priority and urgent for service delivery in the province.

7.5 Conditional Grant

The two conditional grants under this sub-programme, namely, the Social Sector Public Works Incentive Grant and the Expanded Public Works Integrated Grant do not have allocations for the 2023 MTEF.

C.7.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2019/20	2020/21		2021/22	2022/23	2023/24	2024/25
Outcome 5: Youth better prepared for learning and world of work	Grade 12 learners passing the National Senior Certificate	SOI 701: Percentage of learners who passed the National Senior Certificate examination	87.24%	83.75%	82,75%	84.43%	87.2%	90.0%	91.0%
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 Bachelor passes	SOI 702: Percentage of Grade 12 learners passing at the Bachelor pass level	44.46%	45.09%	43,80%	43.42%	44.0%	44.5%	45.0%
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	New Indicator	New Indicator	19,52%	17.43%	17.5%	18.0%	18.5%
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	New Indicator	New Indicator	21,30%	21.2%	21.5%	22.0%	22.5%

Part C: Measuring our Performance



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Outcome 5: Youth better prepared for learning and world of work	Improve NSC pass rate	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	861	834	854	880	881	882	883
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 701: Number of youth (including learners) that have access to career guidance and information	2 717	N/A	N/A	22 407	10 000	10 000	10 000
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 702: Number of youth in structured skills development programmes (apprenticeship/ learner-ship/skills programmes/work integrated learning)	1 313	1 786	1 737	659	3 000	3 000	3 000



Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 703: Number of youth benefitting from workplace experience programmes (including PYEI)	2 035	8 524	98 430	42 716	2 030	2 030	2 030
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 704: Number of bursary allocations to youth	2 705	3 024	3 851	3 922	3 500	4 000	4 000



C.7.2 Output indicators: annual and quarterly targets

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	87.2%	-	-	-	87.2%
SOI 702: Percentage of Grade 12 learners passing at the Bachelor pass level	44.0%	-	-	-	44.0%
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	17.5%	-	-	-	17.5%
SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	21.5%	-	-	-	21.5%
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	881	-	-	-	881
POI 701: Number of youth (including learners) that have access to career guidance and information	10 000	-	-	-	10 000
POI 702: Number of youth in structured skills development programmes (apprenticeship/ learnership/skills programmes/ work integrated learning)	3 000	-	-	-	3 000
POI 703: Number of youth benefitting from workplace experience programmes (including PYEI)	2 030	-	-	-	2 030
POI 704: Number of bursary allocations to youth	3 500	-	-	-	3 500



C.7.3 Explanation of planned performance over the medium-term period

The Department will seek to increase the percentage of learners passing the National Senior Certificate (NSC) examinations to 87.2% for the matric class of 2023. Through sustained intervention programmes and activities, the Department will continue to strive to improve the Bachelor pass level to 44.0% during 2024/25. Focus will continue on improving results in Mathematics and Sciences. The Department anticipates that 17.5% of matriculants writing Mathematics will achieve a pass of 60% and above. It is also expected that 21.5% of learners who are enrolled to write Physical Sciences will obtain a pass of 60% and above in the said subject.

During 2023/24, the Department will aim to provide 1 000 bursaries to learners in No-Fee Schools. The Department will also target 10 000 youth that includes learners who have access to career guidance and information and will place 3 000 youth in structured skills development programmes (apprenticeship/learnership/skills programmes/work integrated learning). A total of 2 030 youth will be benefitting from workplace experience programmes (including PYEI) during 2023/24. The re-positioning of the GCRA, collaborations with other sectors departments and private sector industries will assist and guide the Department efforts to strengthen the transitioning of students to post schooling opportunities.



C.7.4 Programme resource considerations

Programme 7: Examination and Education Related Services	Audited Outcome			Main Appropriation	Medium-Term Estimates		
	2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Financial Year							
PAYMENTS TO SETA	105 038	79 260	109 678	112 280	125 699	131 284	137 166
PROFESSIONAL SERVICES	213 886	230 853	366 083	430 309	430 309	449 630	469 774
SPECIAL PROJECTS	291 521	1 249 204	2 147 790	1 652 029	1 551 690	568 961	594 450
EXTERNAL EXAMINATIONS	477 673	479 244	533 137	559 487	559 487	584 610	610 800
CONDITIONAL GRANTS	5 073	2 114	2 547	10 348	12 268	-	-
Total	1 093 191	2 040 675	3 159 235	2 764 453	2 679 453	1 734 485	1 812 190
Economic classification							
Current payments	566 056	839 208	835 515	1 131 365	1 011 439	1 014 213	1 059 650
Compensation of employees	337 715	392 940	340 870	456 303	454 616	451 480	471 707
Salaries and wages	336 581	392 150	320 922	442 366	434 814	451 480	471 707
Social contributions	1 134	790	19 948	13 937	19 802	-	-
Goods and services	228 341	446 268	494 645	675 062	556 823	562 733	587 943
Transfers and subsidies	401 589	1 084 865	2 149 720	1 460 766	1 526 104	572 058	597 686
Payments for capital assets	125 546	116 602	174 000	172 322	141 910	148 214	154 854
Total	1 093 191	2 040 675	3 159 235	2 764 453	2 679 453	1 734 485	1 812 190



The Examination and Education Related Services budget decreased from R2,7 billion in 2022/23 to R2,6 billion in 2023/24. The budget experienced a rand value decrease of R85 million which translates to a percentage decrease of 3.1%.

The Compensation of Employees budget decreased from R456 million in 2022/23 to R454 million in 2023/24, indicating a decrease of 0.4% which translates to a rand value decrease of R1,6 million.

The Transfer and Subsidies budget increased from R1,4 billion in 2022/23 to R1,5 billion in 2023/24, showing an increase of 4.5% which translates to a rand value increase of R65,3 million. Payments for Capital Assets amounts to R141 million indicating a nominal decrease of R30 400.

The Department will develop a Safe Schools programme that will integrate psycho-social and physical security in schools. Within the sub-programme: Professional Services, an amount of R18,1 million will be used for school safety which will include advocacy and development of School Safety Plans in all priority schools, including training of occupational health and safety officers. A further R89,3 million will be invested in intensifying psycho-social services to support the plight of the girl- and boy-child, focusing on teenage pregnancy, gender-based violence, increased HIV infection rates and other psycho-social issues.

The GCRA budget is in the sub-programme: Special Projects and amounts to R1,5 billion in the 2023/24 financial year. The GCRA will continue with in-school programmes that will empower young people so that they are career ready whilst encouraging high school completion. Included in the total budget of R1,5 billion, is R1,2 billion for implementation of the Master Skills programme that is aligned to skills required by the 4IR, as well as R326 million for the Bursaries programme. Learnerships and internships will model the skills requirements for the township economy and respond to the skills need of the local labour markets. Learners will be adopted and supported by organisations with a view to career pathing and employment and placed at organisations for experiential learning and workplace experience.

The Department will allocate R1,0 billion to Youth Development programmes and R120 million to the Youth Brigade programme. The Department through the GCRA will continue to build an ethical and professional public service in the province by allocating an amount of R57,9 million through Institutional Development and Support programmes for staff in the province in the 2023/24 financial year.

The External Examinations sub-programme is allocated R559 million in 2023/24 of which R266 million is for examination markers and moderators and the remaining amount is for printing question papers and answer sheets and related operational costs.



C.8 Updated key risks and mitigation from the Strategic Plan

Outcome	Key Risk	Risk Mitigation
<p>Change the education landscape to accelerate relevant and quality learning (SA-SAMS/Data and Information Systems).</p>	<ul style="list-style-type: none"> • The underdeveloped infrastructure supporting the implementation of ICT in the classroom of some schools may hamper curriculum implementation and management, and the need for maintenance and updating. • The inadequate training and lack of skills in some schools of SMTs, educators and administrative support staff in the use of ICT. • The reduced number of curriculum development facilitators who are participating in the adjusted curriculum facilitator training programmes. 	<ul style="list-style-type: none"> • Connect more schools to the internet. • Maintain ICT infrastructure to support education, learning and administrative operations. • Provide more primary schools with ICT (computer equipment). • Activate the BI System. • Train more SMTs and educators in the use of ICT. • Develop the capacities of support staff and administrators in the ICT field. • Develop e-Learning content to enhance curricula. • Building the ICT infrastructure with the assistance of service providers.
<p>Change the education landscape to accelerate relevant and quality learning (Recruitment of female managers and people with disabilities).</p>	<ul style="list-style-type: none"> • The inadequate female representation that is currently prevalent in leadership and management positions • The recruitment system is not focused on identifying qualifying females to be employed in top and middle management structures. 	<ul style="list-style-type: none"> • Develop mechanisms of selecting and developing female managers at all levels. • Raise gender-awareness amongst management and provide training on gender issues, analysis and institutionalisation of GEYODI programmes.



Outcome	Key Risk	Risk Mitigation
<p>Every learner completing the Foundation Phase with the necessary Language and Mathematics competencies.</p>	<ul style="list-style-type: none"> • The inadequate management, development and implementation of curriculum in some schools. • There are weak assessment procedures and systems that are prevalent in many schools. • A number of schools may not submit reliable School Based Assessment results. • Some of the SBAs do not measure learner performance comprehensively e.g. the achievement is lacking in measured skills and knowledge. • The unavailability of the National Assessment Strategy does not provide for uniformity in assessments. • Numerous schools in the province may not have adequate textbooks and learner teacher support material. • The lack of ICT utilisation in many schools for teaching and learning in some schools. • The overcrowding of class sizes in numerous schools. • Poverty and the socio-economic status may affect some learners in achieving necessary competencies in Literacy/Language and Numeracy/Mathematics. • Teachers in some schools are unsure of their obligations in how to facilitate teaching and support learners especially in disadvantage communities. • The drop-in attendance rates of learners in schools. • The incomplete coverage of the curriculum. 	<ul style="list-style-type: none"> • Train school SMTs to manage and implement the school curriculum. • Continue with teacher training to raise the efficiency of curriculum management, implementation and assessment. • The training of teachers needs a stronger focus on Literacy/Language and Numeracy/Mathematics learning. • Develop systems for monitoring and evaluating educational outcomes for Grades 3, 6 and 9 • Develop and adopt a National Assessment Strategy that includes learners with disabilities. • Develop common tests administration strategy. • Procure relevant learning support materials for Literacy/Language and Numeracy/Mathematics learning. • Awareness programmes for education stakeholders on International Assessment Programmes (PIRLS, TIMMS). • Provide learners from poorer primary and secondary schools with daily nutritious meal through the National School Nutrition Programme and also provide scholar transport. • Mainstream gender, disability, and life skills into LTSM. • Train school SMTs. • Implementation of revised assessment requirements for lower grades and provide more support for Grade 12 to be ready for the final exams. • Education to revise its recovery plan to respond to the completion of the curriculum.

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Outcome	Key Risk	Risk Mitigation
<p>Create Safe Schools that embody social cohesion, patriotism and non-violence.</p>	<ul style="list-style-type: none"> • The curriculum could lack in some basic elements that could provide learners with life skills, professionalism, gender sensitivity and 21st century skills. • The promotion of values and patriotism may not be adequately taught in some of the classrooms. • The inability to implement programmes that provide education and guidance to support behavioural and psychological aspects of learners in some schools. • The lack of teaching skills of some educators who are not adequately trained to teach learners life skills, professionalism, gender sensitivity and 4IR skills. • Many school personnel are not adequately trained to keep learners safe. • Several education staff across schools are not adequately trained in health and safety measures. 	<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. • Train SMTs and educators to manage and implement the COVID-19 Standard Operation Procedure.
<p>Change the education landscape to accelerate relevant and quality learning.</p>	<ul style="list-style-type: none"> • Most resources are focussed on teacher training and development and not on school leadership and governance. • Many resources are focused on LTSM, infrastructure development and administration at the expense of SMT training, curriculum development and implementation. • The un-resourcing and under-utilisation of teacher development centres in some districts. 	<ul style="list-style-type: none"> • SMT members need continuous professional development in curriculum development, management and implementation and programmes to use technology to accomplish some administrative tasks electronically. • 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 Centre. • Implement, monitor and evaluate Capacity Building programme for teachers.
<p>Youth better prepared for further learning and world of work.</p>	<ul style="list-style-type: none"> • The frequent changing of physical addresses of schools. • The difficulties in registration, tracking and the monitoring of Independent Schools (e.g., Illegal operations of Independent Schools). • The capacity constraints relating to HR within the Directorate provides challenges from a monitoring and compliance perspective. 	<ul style="list-style-type: none"> • Implementation of the provisions of SASA and Provincial policy and regulations. • Enhance capacity at head office and districts to ensure due diligence and processes are followed. • Continued monitoring of Independent Schools. • Review improvement plans monitoring framework.



Outcome	Key Risk	Risk Mitigation
<p>Access to relevant curriculum offerings.</p>	<ul style="list-style-type: none"> • Many Public Ordinary Schools avoid implementing the SIAS Policy. • Some districts find it difficult to deal with the demand for assessments of learners due to the limited number of Educational Psychologists in the system. • There are many Special School hostels in desperate need for refurbishment. • The 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 ill-informed about SIAS, the new curricula and the LSEN sector. • Many SBSTs are not as functional as expected, the deepened internalisation of learner support is still missing. • The 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 numerous Special Schools have not been adjusted since 2017, even though the number of learners per Special School has changed. • There are a limited number of posts for Social Workers and Educational Psychologists at Special Schools. 	<ul style="list-style-type: none"> • 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 finding. • Review funding model for Special Schools and hostels. • HR: OD must lead recruitment at Special Schools. • Appoint School Infrastructure managers to enable schools to become more accessible.



Outcome	Key Risk	Risk Mitigation
<p>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. <p>A lack of clarity regarding the migration of the ECD Policy function may occur as the function has not yet been clearly defined.</p> <p>Lack of norms and standards for resourcing.</p> <p>The outdated Norms and standards for resourcing which are not clearly defined and outlined.</p> <p>Grade R practitioners do not have the competence to teach Numeracy and Literacy.</p> <p>Some Grade R practitioners could be lacking in certain competencies when it comes to teaching Numeracy and Literacy.</p> <ul style="list-style-type: none"> • Different levels of training and competence among Grade R practitioners. <p>The Grade R practitioners are exhibiting varying levels of training and competencies.</p> <ul style="list-style-type: none"> • Insufficient monitoring and accountability in Grade R and ECD centres. <p>Insufficient monitoring and accountability could occur in some of the Grade R and ECD centres.</p> <ul style="list-style-type: none"> • Migration of learners into the province. <p>The rapid increase in migration of learners into the province.</p>	<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 Pre-Grade R implementation. • Promulgation of the Provincial Pre-Grade R Regulations. • Adopt norms and standards for resourcing • Audit of space in old pre-primary schools. • Continuous provision of classrooms. • Intensify advocacy for the registration of Grade R and RR. • Continue implementing the Pre-Grade R preparations. • Increase the percentage of qualified Grade R practitioners. • Accountability system for Grade R and RR. • Continuous placement of learners. • The Department's recovery plan includes Early Childhood and Development. • Revised curriculum adjusted for the lost time.



Outcome	Key Risk	Risk Mitigation
<p>Change the education landscape to accelerate relevant and quality learning.</p>	<ul style="list-style-type: none"> • Most public schools in the province face the challenge of overcrowding in classrooms. • Some of the school infrastructures are not equipped with ramps and other relevant facilities to cater for learners with disabilities. • The migration of learners into the province due to socio-economic factors, further leads to challenges regarding the provisioning of educational facilities. • There is a higher volume of schools that need urgent and comprehensive maintenance due to school buildings being old in nature. • Some of the schools may not receive preventive maintenance due to the budget cuts. • The slow pace of programme implementation priorities lead to the further deterioration of infrastructure needs. • Over utilisation, poor maintenance and natural disasters may impact on the school's infrastructure. 	<ul style="list-style-type: none"> • Provide mobile classrooms to the high-pressure zone schools. • Activate preventative maintenance programme in schools. • Equip the schools with relevant facilities to expand accessibility for the children with disabilities. • Planned routine maintenance schedule to improve the state of school infrastructure. • Construction of new schools' infrastructure will address overcrowding and growth in the sector due to the massive in migration patterns into the province.
<p>To address the needs of Gauteng Youth through development programmes and increasing youth employability.</p>	<ul style="list-style-type: none"> • There are no sustainable public private partnerships in place. • The incentives that are offered for internships and learnerships are not financially attractive. • Learners choosing incorrect subjects due to lack of proper career guidance and appropriate counselling. 	<ul style="list-style-type: none"> • Plan and implement a proactive drive to form partnerships with recognised organisations and orientating them about the Department's planned outcomes to form meaningful partnerships. • Restructure and improve the management of the placement and adoption system of learners and interns in the various industries. • Policy reviews 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. • Intensified catch programmes and cross curricula teaching in subjects. • More intensified distance learning solutions to be offered that will assist learners in preparation for assessments and exams. • Intensified training of Life Orientation educators in the fields of career pathing and guidance.



C.9 Public entities

The GDE does not manage public entities.

C.10 Infrastructure Projects

No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
Programme 2: Public Ordinary School Education								
1	NANCEFIELD PS 700120261 JC	Buildings and other fixed structures	Replacement of asbestos school with brick and mortar on the same site.	School Buildings	2019/07/19	2023/12/23	114 932	15 000
2	SETLABOTJHA PS 700321463 SW	Buildings and other fixed structures	Replacement of mobile school with brick and mortar.	School Buildings	2017/03/05	2023/12/08	95 038	3 527
3	MAYIBUYE PS 700400076 JE	Buildings and other fixed structures	Replacement of full mobile school with brick and mortar on a new site.	School Buildings	2017/02/16	2023/12/01	123 672	19 871
4	BRAAMFISCHER-VILLE PS 700400082 JW	Buildings and other fixed structures	Construction of a brick and mortar building. Replacement Primary School	School Buildings	2015/10/26	2023/12/16	116 796	7 000
5	JULIUS SEBOLAI PS 700400112 JW	Buildings and other fixed structures	Replacement of a full mobile school with brick and mortar on the same site.	School Buildings	2015/03/19	2024/02/08	146 470	12 500

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No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
6	RANTAILANE SS 700911749 TW	Buildings and other fixed structures	<p>Replace with full ICT brick and mortar structures on the same site:</p> <ul style="list-style-type: none"> - classrooms x 30 - science lab x 1 - computer room x 1 - library x 1 - multipurpose classroom x 1 - nutrition centre/hall x 1 - admin block x 1 - guard house x 1 <p>- Parking, ablution facilities, assembly areas: as per norms and standards. (As per Strategic Brief).</p> <p>The school was built on a clay area and proper foundations were not provided. Most of the buildings are cracked and are no longer safe to be occupied. The school has 935 learners.</p>	School Buildings	2020/06/19	2024/03/05	155 481	3 000
7	Tshepiso PS (No EMIS yet) SE	Buildings and other fixed structures	Construction of a new primary school through ACT.	School Buildings	2016/03/05	2023/12/08	64 418	500
8	BAFIKILE PS 700110544 JC	Buildings and other fixed structures	Refurbishment of school and addition of classrooms and admin block.	School Buildings	2012/06/26	2023/12/08	18 106	9 275
9	RIBANE-LAKA SS 700221044 TS	Buildings and other fixed structures	Major additions to an existing secondary school.	School Buildings	2017/05/30	2023/10/27	161 109	25 000



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
10	EBOMINI PS 700260695 JE	Buildings and other fixed structures	Fence consisting of brick and mortar and a portion of high-density metal wire fencing.	School Buildings	2018/10/10	2023/04/16	5 196	920
11	LAERSKOOOL FRIKKIE MEYER PS 700320093 SW	Buildings and other fixed structures	Refurbishment and fencing of a primary school.	School Buildings	2019/07/19	2023/04/03	41 841	5 000
12	SHARICREST PS 700110312 JS	Buildings and other fixed structures	School has an issue with stormwater drainage which pools in the courtyard. Need to check if pipes are blocked or correct size.	School Buildings	2020/02/14	2024/03/05	10 390	400
13	MULBARTON PS 700110486 JS	Buildings and other fixed structures	Repair expansion joints. Repair areas around the bridge and reconstruct the expansion joints. Remove loose plaster and provide new plaster.	School Buildings	2020/02/14	2024/03/05	955	550

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No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
14	THEMBU PS 700121806 JN	Buildings and other fixed structures	<p>Scope of works changes effected on the 19-08-2022 includes:</p> <ol style="list-style-type: none"> 1. Reconstruct burnt classroom 2. Rehabilitate stormwater and sewer systems. 3. Repairs to walkway supports. 4. Repairs to fence and provide new fence where damaged. 5. Waterproof roofs. 6. Repairs to plumbing and drainage and damaged floors and wall tiles. <p>[R 8 219 740 vat incl]</p> <p>Rebuild the classroom that was burnt. Repair the toilet cisterns that are broken and leaking. Repair ceilings that have fallen off. Install new fence.</p>	School Buildings	2020/02/14	2024/03/05	8 220	1 325
15	HILLCREST PS 700130500 JE	Buildings and other fixed structures	Rehabilitation of a primary school	School Buildings	2016/03/19	2024/02/16	15 273	5 900
16	BREE PS 700133140 JN	Buildings and other fixed structures	Rehabilitation of a secondary school	School Buildings	2022/03/15	2023/06/03	38 721	300



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
17	LETSIBOGO SS 700140715 JW	Buildings and other fixed structures	Expansion joint sealant is corroded and water is leaking through, thus damaging the concrete and corroding the reinforcement. Ceilings in the admin and ablution blocks need to be replaced.	School Buildings	2020/02/14	2024/02/07	3 983	2 100
18	TLHOKOMELO PS 700141044 JW	Buildings and other fixed structures	Rehabilitation of a primary school	School Buildings	2020/09/04	2023/07/19	16 075	555
19	ROBIN HILLS PS 700151415 JN	Buildings and other fixed structures	Admin female bathroom structural crack. Senior block C repairing of expansion joints and installation of new joint sealant. Electrical problem preventing supply to pool and sports field. Repairing of expansion joints and installation of new joint sealant.	School Buildings	2020/02/14	2024/02/07	3 994	2 500

Part C: Measuring our Performance



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
20	CLAPHAM HIGH SS 700220103 TN	Buildings and other fixed structures	<ol style="list-style-type: none"> Northern and southern double storey blocks: end building portions: 10 x classrooms and ablutions: Demolish and replace these sections with irreparable cracks. Underpinning may be considered. Single story classroom block x 3: Repair the cracked walls and floor slabs. Expansion joints and cracked portions in all blocks: repair the cracks and expansion joints and install new expansion joint sealant. Decanting 8 x classrooms to 8 x mobiles. Relocate to other schools after completion. (As per Strategic Brief)	School Buildings	2021/03/17	2024/03/31	41 992	1 000
21	LAERSKOOL QUEENSWOOD PS 700220418 TN	Buildings and other fixed structures	The admin block building is cracked and the cracks are enlarging due to movements. Replace the cracked walls of the admin block.	School Buildings	2020/02/14	2024/03/05	11 986	1 000
22	HOËRSKOOL ELANDSPOORT SS 700230326 TW	Buildings and other fixed structures	Structural repairs required	School Buildings	2019/01/23	2024/02/02	83 888	4 000



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
23	LAERSKOOL UNIEFEES PS 700240333 TN	Buildings and other fixed structures	Several expansion joints are leaking due to damage to the expansion joint sealant. Concrete around the expansion joints has cracked. Steel sections supporting the roofs along the walkways are rotten, Trees are hanging over the buildings. Water leaks through the skylights in the admin, roof sheets in school buildings should be replaced.	School Buildings	2020/02/14	2024/03/05	8 839	1 500
24	MATLA COMBINED 700251678 GW	Buildings and other fixed structures	Scope change effected on 30-06-2021 includes: 1. Construct a refuse yard as per GDE prototype. 2. Repair floors and provide vinyl tiling for 24 classrooms including paint work. 3. Provide fencing for grade R classrooms. 4. Replace ceilings and vinyl tiling in Grade R classrooms. 5. Provide additional mobile toilets as per norms requirements. 6. Provide concrete paving for driveway. 7. Repair perimeter fence. 8. Provide the schools with toilets as per norms and standards. (as per Strategic Brief).	School Buildings	2020/02/14	2024/02/07	1 328	640

Part C: Measuring our Performance



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
25	WESTONARIA PS 700270587 GW	Buildings and other fixed structures	Previously: No refuse collection. Waste is incinerated on site. Sewage pipe not working. Tiling in three classrooms required, floors in poor condition. Fencing for Gr R. Ceiling and carpets need to be replaced in Gr R. Toilets for the school are insufficient (as per Business Case). Demolish admin block and build new admin.	School Buildings	2012/07/06	2023/12/08	10 047	646
26	PHORORONG PS 700271015 GW	Buildings and other fixed structures	Scope of change effected on the 19-08-2022 includes: 1. Repairs to ACT classrooms 2. Repairs to window frames, damaged floors and cracked walls. 3. Repairs to damaged electrical infrastructure. 4. Fire protection services [R8 618 560 incl vat]. New ACT classroom not handed over - vandalised and unoccupied. Plugs and switch wires exposed. Block A and B window frames falling. Block E ceilings need to be replaced.	School Buildings	2020/02/14	2024/03/05	8 619	2 273



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
27	PITSENG PS 700321273 SW	Buildings and other fixed structures	Rehabilitation of a primary school	School Buildings	2015/03/24	2023/12/25	1 311	1 040
28	ABRAM HLOPHE PS 700340380 ES	Buildings and other fixed structures	Rehabilitation of a primary school	School Buildings	2008/08/15	2023/12/08	92 938	1 475
29	INKULULEKO YESIZWE PS 700400084 JS	Buildings and other fixed structures	Rehabilitation of a secondary school	School Buildings	2020/03/05	2024/02/16	163 294	25 000
30	MAPENANE SS 700911084 TW	Buildings and other fixed structures	<p>Construction of:</p> <ul style="list-style-type: none"> - Admin block - Nutrition block - Guard house - Science lab <p>Repair and refurbish damaged finishes and fittings.</p> <p>Install locally and cost effective, maintenance free finishes and fittings.</p> <p>Install energy efficient electrical and mechanical installations in compliance with the latest SANS 204.</p> <p>New sanitary fittings, finishes and material installations. (as per PEP Rev1)</p> <p>The school to undergo general major rehabilitation (as per RFS).</p>	School Buildings	2014/09/23	2024/01/08	44 847	3 000

Part C: Measuring our Performance



No	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost (R'000)	Current year expenditure (R'000)
Programme 4: Public Special School Education								
1	DR. W.K. DU PLESSIS-SKOOOL LSEN 700350058 GE	Buildings and other fixed structures	Replacement of asbestos school with brick and mortar.	School Buildings	2016/12/02	2024/03/30	258 679	45 000
2	BAFETI LSEN 700400911 TW	Buildings and other fixed structures	Refurbish school hall, existing classroom and make LSEN enabled [as per Strategic Brief]. The current school is being converted into school of Autism and existing infrastructure will be refurbished. Additional facilities will also be constructed (as per PIR).	School Buildings	2019/12/13	2024/03/04	54 825	3 000
3	FOREST TOWN LSEN 700130377 JE	Buildings and other fixed structures	Replace existing roof. New ceilings. Repair of cracked walls. New stormwater man system. General Rehabilitation of all structures.	School Buildings	2021/03/17	2023/05/31	12 096	500



C.11 Public Private Partnerships (PPPs)

The Gauteng Department of Education does not have any public private partnership



PART D:
TECHNICAL INDICATOR
DESCRIPTORS





Technical Indicator Descriptors for Standardised Output Indicators (SOIs) and Provincial Output Indicators (POIs)

PROGRAMME 1: ADMINISTRATION	
Indicator title	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data
Definition	This performance measure tracks the number of public schools that use SA-SAMS or any alternative electronic management system to provide data. Public Schools: Refers to ordinary and Special Schools. It excludes Independent Schools.
Source of data	Primary Evidence: Provincial EMIS/Data Warehouse. Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution.
Method of calculation/assessment	Count the total number of public schools that use SA-SAMS and/or any alternative electronic solution to submit data. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS numbers, district and name of schools).
Assumptions	If schools use an electronic school administration and management system, including SA-SAMS, this will help improve school management. SA-SAMS will provide data on systems to assist senior management in decision-making.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	For all schools to be actively using electronic administration and management systems, this will help bridge the digital divide between urban and rural areas.
Calculation type	Non-cumulative (maximum output)
Reporting cycle	Quarterly
Desired performance	All public schools must be able to collect and submit data electronically using SA-SAMS or any electronic school management and electronic system. On or above target.
Indicator responsibility	Chief Directorate: Strategic Planning.
Indicator title	SOI 102: Number of public schools that can be contacted electronically (e-mail)
Definition	Number of public schools that can be contacted electronically, particularly through e-mails or any other verifiable means e.g., Human Resource Management Systems (HRMS). Public Schools: Refers to ordinary and Special Schools. It excludes Independent Schools.
Source of data	Provincial EMIS/Data Warehouse/ICT Database.



Method of calculation/assessment	Count the total number of public schools that can be contacted electronically. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	Master-list of schools (EMIS number, name of school and email address e.g., HRMS user access reports).
Assumptions	PED created email addresses for each school (principal) to ensure a school is contactable. E-mails in schools will improve communication between educators and management at school, district, and National Office.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	If schools are contactable electronically, this will allow better support to schools in deep rural areas.
Calculation type	Non-cumulative (maximum output)
Reporting cycle	Quarterly
Desired performance	All public schools to be contactable through e-mails or by any other verifiable means. On or above target.
Indicator responsibility	Chief Directorate: Strategic Planning/IT Directorate.
Indicator title	SOI 103: Percentage of expenditure going towards non-personnel items
Definition	This indicator measures the total education expenditure on non-personnel items expressed as a percentage of total budget allocation in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including Special Schools, Independent Schools excluding conditional grants). This indicator looks at the total expenditure, inclusive of capital expenditure, transfers and subsidies.
Source of data	Basic Accounting System (BAS) system.
Method of calculation/assessment	Numerator: total education expenditure on non-personnel items Denominator: total expenditure in a financial year in education Multiply by 100.
Means of verification	Annual Financial Reports.
Assumptions	Improved expenditure on non-personnel items will result in qualitative improvements. Sufficient funding is available to facilitate the increase in spending on non-personnel items.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	More funds prioritised for qualitative improvements in under-resourced areas e.g., deep rural areas.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or above target i.e., more funds spent on non-personnel items than anticipated.

Part D: Technical Indicator Descriptors



Indicator responsibility	Chief Directorate: Corporate Finance.
Indicator title	POI 101: Percentage of female employees in top management
Definition	Advance the employment of women in management positions at office-based level. The Department's transformation processes are guided by Circular 9 of 2020. The Circular applies to all designated groups which include employees (permanent, temporary or contract) with special emphasis on designated groups, viz. African, Coloured, Indian, Women and Persons with Disabilities.
Source of data	PERSAL
Method of calculation	Count the total number of female employees in top management divided by the total number of employees in top management multiplied by 100 will equate to the percentage of female employees in top management in the Department.
Means of verification	PERSAL data/information.
Assumption	An increased number of women are employed in management positions at office-based level.
Disaggregation of beneficiaries (where applicable)	Women in the Department
Spatial transformation (where applicable)	Head Office and District Offices
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To ensure equality in the workplace and that females have equal opportunities.
Indicator responsibility	Chief Directorate: HR Transversal Services.
Indicator title	POI 102: Percentage of people with a disability employed in the Department
Definition	To advance the employment of people with disabilities at both institution and office-based level. The Department's transformation processes are guided by Circular 9 of 2020. The Circular applies to all designated groups which include employees (permanent, temporary or contract) with special emphasis on designated groups, viz. African, Coloured, Indian, Women and Persons with Disabilities.
Source of data	PERSAL
Method of calculation /assessment	Count the total number of people with disabilities employed in the Department divided by the total number of employees in the Department multiplied by 100 will equate to the percentage of people with disabilities employed in the Department.
Means of verification	PERSAL data/information.
Assumption	An increased number of people with disabilities are employed at both institution and office-based level.
Disaggregation of beneficiaries (where applicable)	Male and females with disabilities
Spatial transformation (where applicable)	Head Office, District Offices and Institutions
Calculation type	Non-cumulative



Reporting cycle	Annual
Desired performance	To improve diversity and ensure equality in the workplace.
Indicator responsibility	Chief Directorate: HR Transversal Services.

PROGRAMME 2: PUBLIC ORDINARY SCHOOL EDUCATION	
Indicator title	SOI 201: Number of schools provided with multi-media resources
Definition	Learners need access to a wider range of materials, such as, books other than textbooks and newspapers, materials which would typically be found in a library, or multimedia centres or classrooms. This includes both hardware and software, both print and non-print.
Source of data	Primary Evidence: School Library Information Service database. • Delivery notes kept at schools and district offices of media resources provided.
Method of Calculation/ Assessment	Count the total number of schools that received the multi-media resources.
Means of verification	List of schools provided with media resources including proof of deliveries (PODs) or other means of proof as defined at a provincial level.
Assumptions	Schools have the capacity to utilise the multi-media resources. Schools provided with multi-media resources allow for diverse teaching and learning experiences.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Provide multi-media resources to those schools that have limited access to libraries and other education amenities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All schools to be provided with media resources. On or above target.
Indicator responsibility	Chief Directorate: School Technology Support Services.
Indicator title	SOI 202: Number of learners in No-Fee Public Ordinary Schools in line with the National Norms and Standards for School Funding
Definition	Number of learners attending No-Fee Public Ordinary Schools, learners who are attending schools that may not charge compulsory school fees in terms of the South African Schools Act. The government introduced this policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizen have the right to basic education, regardless of the availability of resources.
Source of data	• List of No-Fee Schools. • List of learners enrolled in No-Fee Schools. • SA-SAMS database or any alternative online system.
Method of calculation/ assessment	Count the total number of learners enrolled in No-Fee paying schools.
Means of verification	• Schools Master-list. • SA-SAMS database or any alternative online system.

Part D: Technical Indicator Descriptors



Assumptions	The National Norms and Standards for School Funding Policy benefits learners from under-resourced communities. Increase poor learners' access to education opportunities and improve their chances of accessing post-schooling opportunities.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	All learners attending No-Fee Schools.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The target of learners attending No-Fee Schools should be met or exceeded.
Indicator responsibility	Chief Directorate: Corporate Finance and Chief Directorate: Strategic Planning.
Indicator title	SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies
Definition	Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. "Placed" is defined as: securing appointment at a school in a permanent/temporary capacity. Note: based on the allocated provincial list. PEDs should report in the academic year (percentage of 2021 graduates placed by the end of June 2022).
Source of data	Human Resource Directorate – PERSAL database.
Method of calculation/assessment	Numerator: total number of Funza Lushaka bursary graduates placed in schools (as per allocated provincial list) Denominator: total number of qualified Funza Lushaka bursary graduates (as per allocated provincial list) Multiply by 100
Means of verification	PERSAL database. Database of Funza Lushaka bursary holders.
Assumptions	Students who have received a Funza Lushaka bursary are to be employed to meet the bursary conditions.
Disaggregation of beneficiaries (where applicable)	Male and female Funza Lushaka bursary holders.
Spatial transformation (where applicable)	Ensure the equitable distribution of qualified educators in schools.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools.
Indicator responsibility	Chief Directorate: HR Transversal Services.



Indicator title	SOI 204: Percentage of learners in schools that are funded at a minimum level
Definition	This indicator measures the total number of learners funded at the published national target amount, calculated as a percentage of the total number of learners in Public Ordinary Schools.
Source of data	<ul style="list-style-type: none"> List of learners in schools funded at a minimum level. SA-SAMS database or any alternative online system.
Method of calculation/assessment	x 100
Means of verification	<ul style="list-style-type: none"> Schools Master-list. SA-SAMS database or any alternative online system.
Assumptions	All learners are funded in line with the published national target amount as amended to the National Norms and Standards for School Funding.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Distribution of the funding norms are per quintile (Pro-Poor Distribution).
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners to be funded in line with the minimum per learner allocation as published in the amended National Norms and Standards for School Funding.
Indicator responsibility	Chief Directorate: Corporate Finance and Chief Directorate: Strategic Plan.
Indicator title	SOI 205: Number of Foundation Phase teachers trained in literacy content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g., “Training” is defined as a course with defined content, assessment and duration.
Source of data	List of Foundation Phase teachers trained in literacy or another provincial database of Foundation Phase teachers trained in reading methodology.
Method of calculation/assessment	Count the total number of Foundation Phase teachers trained in Literacy.
Means of verification	Certificates or attendance registers of Foundation Phase teachers trained in the province in Literacy.
Assumptions	Trained Foundation Phase educators will improve learner performance in language acquisition including reading at Foundation Phase level.
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

Part D: Technical Indicator Descriptors



Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation Phase to be trained to improve learner performance in language acquisition including improve reading fluency. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: Coordination of Curriculum Implementation.
Indicator title	SOI 206: Number of Foundation Phase teachers trained in Numeracy content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g., “Training” is defined as a course with defined content, assessment and duration.
Source of data	List of Foundation Phase teachers trained in Numeracy content and methodology, or another provincial database of Foundation Phase teachers trained in Numeracy content and methodology.
Method of calculation/assessment	Count the total number of Foundation Phase teachers trained in Numeracy content and methodology.
Means of verification	Certificates or attendance registers of Foundation Phase teachers trained in the province in areas of Numeracy content and methodology.
Assumptions	Trained Foundation Phase educators will improve learner performance in Numeracy at Foundation Phase level.
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
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation Phase to be trained in Numeracy content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: Coordination of Curriculum Implementation.
Indicator title	SOI 207: Number of teachers trained in Mathematics content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g., “Training” is defined as a course with defined content, assessment and duration.
Source of data	List of teachers trained in Mathematics content and methodology, or another provincial database of teachers trained in Mathematics content and methodology.



Method of calculation/assessment	Count the total number of teachers trained in Mathematics content and methodology.
Means of verification	Certificates or attendance registers of teachers trained in Mathematics content and methodology.
Assumptions	Trained educators will improve learner performance in Mathematics.
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
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers to be trained in Mathematics content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: Coordination of Curriculum Implementation.
Indicator title	SOI 208: Number of teachers trained in Language content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g., “Training” is defined as a course with defined content, assessment, and duration.
Source of data	List of teachers trained in Language content and methodology, or another provincial database of teachers trained in language content and methodology.
Method of calculation/assessment	Count the total number of teachers trained in Language content and methodology.
Means of verification	Certificates or attendance registers of teachers trained in Language content and methodology.
Assumptions	Trained educators will improve learner performance in Language content and methodology.
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
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers to be trained in Language content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: Coordination of Curriculum Implementation.

Part D: Technical Indicator Descriptors



Indicator title	POI 201: Number of SSIP residential camps
Definition	The Senior Secondary Improvement Programme (SSIP) is a residential supplementary programme convened during the school holidays. It focuses on learners at risk, progressed learners, moderate performers and highflyers. The programme aims to teach learners content where there are gaps in content coverage at school level.
Source of data	List of SSIP camps for each period.
Method of calculation/assessment	Count the total number of SSIP residential camps conducted.
Means of verification	Contracts with site managers. SSIP camp site database.
Assumptions	To ensure access to learners to improve performance in key subject areas where learner performance is deemed the weakest.
Disaggregation of beneficiaries (where applicable)	Boy and girl learners in Grade 12.
Spatial transformation (where applicable)	Learners in mostly township schools.
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Improved learner performance in underperforming and fully functional and well-resourced secondary schools.
Indicator responsibility	Chief Directorate: Coordination of Curriculum Implementation.
Indicator title	POI 202: Number of learners in SSIP camps
Definition	Learners who attend the residential supplementary SSIP programmes convened during the school holidays which focuses on learners at risk, progressed learners, moderate performers and highflyers. The programme aims to teach learners content where there are gaps in content coverage at school level.
Source of data	SSIP database. Learner attendance registers.
Method of calculation/assessment	Count the total number of learners attending each of the SSIP camps.
Means of verification	Learner attendance registers. SSIP database.
Assumption	Is to improve learner performance in key subject areas where learner performance is deemed the weakest with the core focus centred on language skills and examination preparation.
Disaggregation of beneficiaries (where applicable)	Boy and girl learners in Grade 12.
Spatial transformation (where applicable)	Learners in mostly township schools.
Calculation type	Cumulative



Reporting cycle	Annual
Desired performance	Improved learner performance in underperforming and fully functional and well-resourced secondary schools.
Indicator responsibility	Chief Directorate: Coordination of Curriculum Implementation (Teacher Development).
Indicator title	POI 203: Number of learners with access to the National School Nutrition Programme
Definition	The School Nutrition Programme is conceptualised as a pro-poor intervention providing nutritious meals on all school days to learners in Quintiles 1-3 primary and secondary schools as well as identified Special Schools in line with the amended gazette. In Gauteng, this programme has been extended to include needy learners in Fee-Paying Quintile 4-5 schools. The aim of the programme is to enhance the educational experience of the neediest primary and secondary school learners, alleviate short-term hunger, improving concentration and contributing to general health development.
Source of data	National School Nutrition Programme database.
Method of calculation/assessment	Count the total number of learners that are benefiting from the NSNP.
Means of verification	Declaration signed-off register (Verification Forms).
Assumptions	To measure access to free healthy meals at schools. The NSNP was introduced to improve learner health and performance by providing nutrition for poor learners in Quintiles 1 to 5 schools that are eligible for the grant.
Disaggregation of beneficiaries (where applicable)	Boy and girl learners
Spatial transformation (where applicable)	The school nutrition programme is mostly implemented in Quintiles 1 to 3 schools but can include schools in Quintiles 4 and 5 schools.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Learners from No-Fee paying schools and identified Fee-Paying schools provided with a nutritious meal on a daily basis while at school.
Indicator responsibility	Chief Directorate: School Support.
Indicator title	POI 204: Number of learners eligible to benefit from learner transport
Definition	The Department offers scholar transport to learners that do not have access to schooling close to their homes. This forms part of the Department's attempts to increase access to schooling.
Source of data	Learner Transport database.
Method of calculation/assessment	Count the total number of learners that are benefiting from the Learner Transport programme.
Means of verification	Quarterly reports including the list of learners per school that utilise transport services.
Assumption	Is to ensure that all learners have access to schools through suitable transportation means.
Disaggregation of beneficiaries (where applicable)	Boy and girl learners.

Part D: Technical Indicator Descriptors



Spatial Transformation (where applicable)	Recording of learners' regarding geographical areas that they travel from will contribute to and assist with spatial planning relating to infrastructure needs.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Learner transport to be provided to all qualifying learners who walk over 5 kilometres to the nearest school.
Indicator responsibility	Chief Directorate: School Support.
Indicator title	POI 205: Number of Public Ordinary Schools declared as No-Fee Schools
Definition	'No-Fee Schools' are defined as schools where parents do not have to pay school fees for their child(ren), this includes registration or activity fees. Provincial Education Departments may offer Quintiles 4 and 5 schools no-fee status at an agreed threshold voluntarily.
Source of data	Resource Targeting Table and EMIS database.
Method of calculation/assessment	Count the total number of Public Ordinary Schools declared as No-Fee Schools in line with the No-Fee Schools Policy.
Means of verification	Resource Targeting Table to confirm no-fee status. Submission approving the change of status of schools to fee/no fee.
Assumptions	To measure access to free education.
Disaggregation of beneficiaries (where applicable)	Boy and girl learners.
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners to benefit from No-Fee Schools Policy.
Indicator responsibility	Chief Directorate: Education Planning and Research (EMIS).

PROGRAMME 3: INDEPENDENT SCHOOL SUBSIDIES

Indicator title	SOI 301: Percentage of registered Independent Schools receiving subsidies
Definition	Number of registered Independent Schools that are subsidised calculated as a percentage of the total number of registered Independent Schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered Independent Schools that have applied and comply to the conditions of eligibility for subsidy as stipulated in the National Norms and Standards for School Funding.
Source of Date	<ul style="list-style-type: none"> • List of registered Independent Schools. • List of registered Independent Schools receiving subsidies • SA-SAMS database or any alternative online system
Method of calculation/assessment	x 100



Means of verification	Schools Master-list. Budget transfer documents (these documents list number of schools, number of learners and budget allocation). List of all registered Independent Schools; List of all registered schools receiving subsidies.
Assumption	All subsidised Independent Schools that comply with the conditions of eligibility for subsidy and have received their subsidies.
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
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All qualifying Independent Schools to be subsidised. Subsidised Independent Schools must adhere to minimum standards for regulating Independent Schools.
Indicator responsibility	Chief Directorate: School Management/Chief Directorate: Corporate Finance.
Indicator title	POI 301: Number of learners at subsidised registered Independent Schools
Definition	Number of learners receiving subsidies in subsidised registered Independent Schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered Independent Schools that have applied and qualified for government subsidies for learners in their schools.
Source of data	Schools Funding Norms and Standards database.
Method of calculation/ assessment	Count the total number of learners in subsidised registered Independent Schools.
Means of verification	Budget transfer documents (these documents list number of schools, number of learners and budget allocation).
Assumption	Subsidised registered Independent Schools will provide quality education to learners.
Disaggregation of beneficiaries (where applicable)	Boy and girl learners.
Spatial transformation (where applicable)	Registered Independent Schools across 15 districts.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners in qualifying registered Independent Schools to be subsidised. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: School Management.

Part D: Technical Indicator Descriptors



PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION	
Indicator title	SOI 401: Number of learners in public Special Schools
Definition	Number of learners enrolled in public Special Schools. Special school: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis.
Source of data	Provincial Data Warehouse.
Method of calculation/assessment	Count the total number of learners enrolled in public Special Schools.
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy). Official list of learners enrolled in public Special Schools.
Assumptions	Learners with disabilities are enrolled in Special Schools and are receiving quality education. Official list of learners enrolled in public Special Schools.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Improvement of access to education for persons with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners with physical, intellectual, sensory disabilities attend public Special Schools.
Indicator responsibility	Chief Directorate: School Management.
Indicator title	SOI 402: Number of therapists/specialist staff in public Special Schools
Definition	This indicator measures the total number of professional non-educator/specialist staff employed in public Special Schools. Professional non-educator/specialist staff are personnel who are classified as paramedics, social workers, therapists, nurses but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act, these should all be included in the total.
Source of data	PERSAL database.
Method of calculation/assessment	Count the total number of professional non-educator/ specialist staff employed in public Special Schools. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	PERSAL database.
Assumptions	Learners with disabilities having access to staff with specialist training in Special Schools.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Improvement of access to education for persons with disabilities.



Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public Special Schools to have the requisite number of school-based professional staff.
Indicator responsibility	Chief Directorate: HR Transversal Services.
Indicator title	POI 401: Number of educators employed in public Special Schools
Definition	The emphasis here is to ensure that educators in Special Schools have the skills and knowledge to ensure the success of all learners.
Source of data	PERSAL database.
Method of Calculation/ assessment	Count of the total number of educators in Special Schools who are registered on the PERSAL system excluding non-educator staff.
Means of verification	PERSAL database.
Assumption	Is to be able to measure expenditure on personnel in Special Schools.
Disaggregation of beneficiaries (where applicable)	Male and female educators.
Spatial transformation (where applicable)	Public Special Schools in 15 districts across the province.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Adequate number of educators to be employed in line with learner enrolment in the system.
Indicator responsibility	Chief Directorate: HR Transversal Services.

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

Indicator title	SOI 501: Number of public schools that offer Grade R
Definition	This indicator measures the total number of public schools (ordinary and special) that offer Grade R.
Source of data	Provincial Data Warehouse.
Method of calculation/ assessment	Count the total number of public schools (ordinary and special) that offer Grade R.
Means of verification	Signed-off declaration by principal or district manager (electronic or hardcopy) or other formal record as determined by the province.
Assumptions	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	There is a need to build new Grade R classrooms in districts to expand coverage in existing public schools.

Part D: Technical Indicator Descriptors



Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools (ordinary and special) with Grade 1 to offer Grade R. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: Strategic Planning (EMIS).
Indicator title	POI 501: Number of learners enrolled in Grade R
Definition	Number of Grade R learners enrolled in Grade R in ordinary schools, Special Schools and community-based sites.
Source of data	Provincial Data Warehouse and Community-Based Survey.
Method of calculation/assessment	Count the total number of learners enrolled in Grade R in ordinary schools, Special Schools and community-based sites.
Means of verification	Deployment reports and signed survey forms.
Assumption	To measure readiness of learners for Grade 1 by recording the total number of learners enrolled in Grade R (both ordinary and Special Schools).
Disaggregation of beneficiaries (where applicable)	Boy and girl learners.
Spatial transformation (where applicable)	To guide and assist planning relating to the migration of ECD to the Department of Education.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All eligible children to attend Grade R in a given year.
Indicator responsibility	Chief Directorate: Strategic Planning (EMIS).
Indicator title	POI 502: Percentage of Grade 1 learners who have received formal Grade R education
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/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.
Means of verification	Signed-off declaration by principal or district manager (electronic or hardcopy). Provincial record systems.
Assumption	To 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 Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A



Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All eligible children to attend Grade R in a given year. Target for the year to be met or exceeded.
Indicator responsibility	Chief Directorate: Strategic Planning (EMIS).
Indicator title	POI 503: Number of fully registered ECD centres
Definition	<p>The ECD programme is designed to ensure equitable access to early childhood development services through a provincial integrated system that identifies, enables and compels the fulfilment of early childhood development roles and responsibilities of relevant role players.</p> <p>The purpose of the indicator is to ensure that all ECD centres comply fully with the norms and standards and requirements for registration in terms of Chapter 5 the Children's Act (Act 38 of 2005).</p>
Source of data	ECD database.
Method of calculation/ assessment	Count of all fully registered ECD centres
Means of verification	Signed-off declaration by principal/ECD centre manager or district manager (electronic or hardcopy) or any other formal record as determined by the province. e.g., signed survey form.
Assumptions	There is demand for ECD services and the Department has the capacity to deliver such services.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	There is a need for all registered ECD centres to comply fully with the norms and standards for registration in terms of Chapter 5 of the Children's Act (Act 38 of 2005)
Calculation type	Non-Cumulative
Reporting cycle	Annual
Desired performance	All ECD sites are registered and fully comply with the norms and standards for registration in terms of Chapter 5 Children's Act 38 of 2005. Target for the year to be met or exceeded.
Indicator responsibility	Chief Directorate: School Management (Early Childhood Development) and Chief Directorate: Strategic Planning (EMIS).
Indicator title	POI 504: Number of children in registered ECD centres
Definition	<p>The ECD programme is designed to ensure equitable access to early childhood development services through a provincial integrated system that identifies, enables and compels the fulfilment of early childhood development roles and responsibilities of relevant role players.</p> <p>The purpose of the indicator is to determine the number of children provided with relevant early childhood learning opportunities and stimulation to prepare such children for the transition to formal schooling.</p>
Source of data	ECD database.

Part D: Technical Indicator Descriptors



Method of calculation/assessment	Count of all children enrolled in registered ECD Centres.
Means of verification	Signed-off declaration by principal/ECD centre manager or district manager (electronic or hardcopy) or other formal record as determined by the province. e.g., signed survey form.
Assumptions	There is demand for ECD services and the Department has capacity to deliver such services.
Disaggregation of beneficiaries (where applicable)	Boy and girl children.
Spatial transformation (where applicable)	Registered ECD programmes are available to all children aged 0-5 throughout the province.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All 0-5-year-old children have access to a registered ECD programme. Target for the year to be met or exceeded.
Indicator responsibility	Chief Directorate: School Management (Early Childhood Development) and Chief Directorate: Strategic Planning (EMIS).

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

Indicator title	SOI 601: Number of public schools provided with water infrastructure
Definition	This indicator measures the total number of Public Ordinary Schools provided with water infrastructure. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
Source of data	School Infrastructure database.
Method of calculation/assessment	Count the total number of existing public schools that were provided with water infrastructure in the year under review.
Means of verification	Completion certificates and/or practical completion certificates and/or work completion certificates and/or invoices and/or letter from the school principal / SGB confirming the availability of water.
Assumptions	All Public Ordinary Schools will have access to water in line with the Norms and Standards for School Infrastructure .
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Provisioning of basic services for all.
Calculation type	Non-cumulative
Reporting cycle	Annual



Desired performance	All public schools to have access to water infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to improvements to existing buildings and not new stock.
Indicator responsibility	Chief Directorate: Infrastructure Planning and Property Management.
Indicator title	SOI 602: Number of public schools provided with electricity infrastructure
Definition	This indicator measures the total number of Public Ordinary Schools provided with electricity infrastructure. This measure applies to existing schools where a new source of reticulation is provided and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Source of data	School Infrastructure database.
Method of calculation/assessment	Count the total number of existing public schools that were provided with electricity supply in the year under review.
Means of verification	Completion certificate and/or practical completion certificates and/or works completion certificates and/or letter from the school principal/SGB confirming the availability of electricity.
Assumptions	All Public Ordinary Schools will have access to electricity in line with the Norms and Standards for School Infrastructure.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Provisioning of basic services for all.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to electricity infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to existing and not new stock.
Indicator responsibility	Chief Directorate: Infrastructure Planning and Property Management.
Indicator title	SOI 603: Number of public schools supplied with sanitation facilities
Definition	This indicator measures the total number of Public Ordinary Schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: Septic Flush, Municipal Flush, VIP, and Chemical.
Source of data	School Infrastructure database.
Method of calculation/assessment	Count the total number of Public Ordinary Schools provided with sanitation facilities in the year under review.

Part D: Technical Indicator Descriptors



Means of verification	Completion certificate and/ or practical completion certificates and/ or works completion certificates and/ or letter from School principal /SGB confirming the availability of sanitation facilities
Assumptions	All Public Ordinary Schools will have access to sanitation in line with the Norms and Standards for School Infrastructure.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Provisioning of basic services and restoration of dignity for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to sanitation facilities. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to existing and not new stock.
Indicator responsibility	Chief Directorate: Infrastructure Planning and Property Management.
Indicator title	SOI 604: Number of schools provided with new or additional boarding facilities
Definition	This indicator measures the number of boarding facilities built in Public Ordinary Schools.
Source of data	<ul style="list-style-type: none"> • Infrastructure database. • Completion certificates of new or additional boarding facilities.
Method of calculation/ assessment	Count of the total number of public schools with additional boarding facilities built..
Means of verification	Completion certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates, etc.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All children to have access to education, regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Chief Directorate: Infrastructure Planning and Property Management.



Indicator title	SOI 605: Number of schools where scheduled maintenance projects were completed
Definition	The South African Schools Act (SASA), No. 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the schools' property and buildings and grounds occupied by the schools, including boarding facilities. (Scheduled maintenance refers to planned maintenance but excludes emergencies).
Source of data	<ul style="list-style-type: none"> • School Infrastructure database. • Completion certificates.
Method of calculation/assessment	Count the total number of schools with scheduled maintenance completed.
Means of verification	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates, etc.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools to be conducive for learning and teaching.
Indicator responsibility	Chief Directorate: Infrastructure Planning and Property Management.
Indicator title	POI 601: Number of classrooms refurbished as smart classrooms
Definition	Classrooms in secondary No-Fee Schools will be refurbished to be tech ready. The refurbishment will include the upgrading of security, flooring and power supply where applicable, but may exclude the installation of high tech-devices.
Source of data	List of schools indicating classrooms refurbished per school. Completion certificate or practical completion certificate or sectional certificate or occupation certificate or works completion certificates.
Method of calculation/assessments	Count of the number of classrooms refurbished to be tech ready.
Means of verification	Completion certificate or practical completion certificate or sectional certificate or occupation certificate or works completion certificates.
Assumption	The Department will modernise and improve public education by transforming the educational landscape.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	Transformation of the educational landscape regarding technologically advanced classrooms.
Calculation type	Non-cumulative

Part D: Technical Indicator Descriptors



Reporting cycle	Annual
Desired performance	A tech-enabled teaching and learning environment to improve the quality of education in identified classrooms.
Indicator responsibility	Chief Directorate: Infrastructure Planning and Property Management.

PROGRAMME 7: EXAMINATIONS AND EDUCATION RELATED SERVICES

Indicator title	SOI 701: Percentage of learners who passed the National Senior Certificate examination
Definition	This indicator measures the total number of learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Source of data	National Senior Certificate database.
Method of calculation/assessment	x 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners.
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	CD: Coordination of Curriculum Implementation: Examination and Assessment.
Indicator title	SOI 702: Percentage of Grade 12 learners passing at the Bachelor pass level
Definition	Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enables NSC matriculants to enrol for degree courses in universities.
Source of data	National Senior Certificate database.
Method of calculation/assessment	x 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners.
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation.



Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations.
Indicator responsibility	CD: Coordination of Curriculum Implementation: Examination and Assessment.
Indicator title	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics
Definition	Number of Grade 12 learners passing Mathematics with 60% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (NSC) examinations.
Source of data	National Senior Certificate database.
Method of calculation/assessment	x 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners.
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Mathematics with 60% and above.
Indicator responsibility	CD: Coordination of Curriculum Implementation: Examination and Assessment.
Indicator title	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences
Definition	Number of Grade 12 learners passing Physical Sciences with 60% or more in the National Senior Certificate (NSC) examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Source of data	National Senior Certificate database.
Method of calculation/assessment	x 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.

Part D: Technical Indicator Descriptors



Means of verification	List of National Senior Certificate learners.
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Physical Sciences at 60% and above.
Indicator responsibility	CD: Coordination of Curriculum Implementation: Examination and Assessment.
Indicator title	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Definition	This indicator measures the total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC).
Source of data	Primary Evidence: • National Senior Certificate database. • Provincial database reconstructed to mirror national results. Secondary Evidence: • NSC results as calculated by DBE in the NSC Report.
Method of calculation/ assessment	Count of the total number of schools with a pass rate of 60% and above in the NSC examinations. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	National Senior Certificate database.
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation.
Disaggregation of beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Public Ordinary Schools to perform at 60% and above in the NSC
Indicator responsibility	CD: Coordination of Curriculum Implementation: Examination and Assessment.



Indicator title	POI 701: Number of youth (including learners) that have access to career guidance and information
Definition	Career guidance will be delivered at two levels. The first level focuses on learners in schools and the second level on beneficiaries of GCRA bursaries at TVETS and HEI's and out of school youth. In the case of the former, it will provide learners with career information and academic requirements to improve the transition from school to post-schooling opportunities. The career guidance is to support learners in choosing the correct subjects in Grade 10 to support their education and careers pathways after Grade 12. The latter will assist bursars as they transition from tertiary education into employment. Even though the indicator mentions youth as a standard definition (aged 18-34), it will also include learners in schools.
Source of data	GCRA Source of verification: <ul style="list-style-type: none"> • Partner event registers (physical and online events). • GCRA event registers (physical and online events). • System reports from the GCRA LMS. • System reports from delivery partners.
Method of calculation/ assessment	Count the total number of youth participating in career guidance programmes, projects and events.
Means of verification	<ul style="list-style-type: none"> • Attendance registers of youth attending career guidance programmes, projects and events. • System reports from career guidance programmes, projects and events.
Assumption	The Department will intensify its support to high school learners to ensure improved transition from school to higher education institutions and then to the workplace.
Disaggregation of beneficiaries (where applicable)	Target for youth to include learners attending school.
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners from identified schools are aware of current career paths and career opportunities. Bursars have a deepened understanding of their field of study. Out of school youth explore various options to re-engage.
Indicator responsibility	GCRA.
Indicator title	POI 702: Number of youth in structured skills development programmes (apprenticeship/learnership/skills programmes/work integrated learning)
Definition	These are skills programmes which include learnerships, apprenticeships, skills programmes and work integrated learning.
Source/collection of data	GCRA Source of verification: <ul style="list-style-type: none"> • Participant registers. • List of companies, government departments and government entities offering learnership, skills programmes or apprenticeship programmes. • Attendance registers/timesheets or payslips (or stipends) or employment schedules signed by companies, government departments and government entities. • Dataset – List of youth in programmes.

Part D: Technical Indicator Descriptors



Method of calculation/assessment	Count the total number of youth in structured skills development programmes.
Means of verification	List of youth in the structured skills development programmes which include technical learnerships, apprenticeships and skills programmes.
Assumption	GCRA will be able to establish and formalise partnerships with government, SETAs and the private sector.
Disaggregation of beneficiaries (where applicable)	Target for youth
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Every youth to exit the programme with acquired skills.
Indicator responsibility	GCRA.
Indicator title	POI 703: Number of youth benefitting from workplace experience programmes (including PYEI)
Definition	Youth are provided with opportunities to access practical skills to become employable.
Source of data	GCRA Source of verification: <ul style="list-style-type: none"> • Youth registers/timesheets or payslips (or stipends) or employment schedule signed by the private sector. • Database of unemployed youth. • System generated reports from programme delivery partners.
Method of calculation/assessment	Count the total number of youth benefitting from workplace experience opportunities.
Means of verification	<ul style="list-style-type: none"> • Participant contracts. • Youth database • Official letters from partners confirming participant numbers. • System-generated reports from programme delivery partners.
Assumptions	The GCRA is able to establish and formalise partnerships with the private sector, government departments and entities, and other potential host employers.
Disaggregation of beneficiaries (where applicable)	Target for youth
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Youth exposed to workplace experience.
Indicator responsibility	GCRA.



Indicator title	POI 704: Number of bursary allocations to youth
Definition	Bursaries will be allocated to the top three youth in No-Fee Schools, and other deserving youth or in areas of scarce skills in the province. These bursaries are being used to incentivise better and more qualitative performance by learners from poor communities and other needy and performing students.
Source of data	GCRA Source of verification: <ul style="list-style-type: none"> • GCRA online bursary system. • Report and list of youth who received bursaries.
Method of calculation/ assessment	Total number of bursaries allocated to youth.
Means of verification	Students' profiles on the online bursary system.
Assumptions	IT systems stability to ensure online applications. Students have access to infrastructure and connectivity to apply online. GCRA is able to assist where need be.
Disaggregation of beneficiaries (where applicable)	Target for youth
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual (bursaries are allocated in an academic year).
Desired performance	All deserving youth to have bursaries, limited by financial resources available to GCRA.
Indicator responsibility	GCRA.



PART E: **ANNEXURES**





Annexure A: Conditional Grants

Name of grant	Purpose	Outputs	Current Annual Budget R'000	Period of Grant
Education Infrastructure Grant	<ul style="list-style-type: none"> To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, including district and circuit accommodation. To enhance capacity to deliver infrastructure in education. To address damages to infrastructure. To address achievement of the targets set out in the minimum Norms and Standards for School Infrastructure. 	<ul style="list-style-type: none"> Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. Number of existing schools' infrastructure upgraded and rehabilitated. Number of new and existing schools maintained. Number of work opportunities created. Number of new Special Schools provided, and existing Special and Full-Service Schools upgraded and maintained. 	1,651,947	2023/24
HIV and Aids (Life Skills Education) Grant	<p>To support South Africa's HIV Prevention Strategy by: Providing comprehensive sexuality education and access to sexual and reproductive health services to learners, supporting the provision of employee health and wellness programmes for educators.</p> <ul style="list-style-type: none"> To mitigate the impact of HIV and TB by providing a caring, supportive, and enabling environment for learners and educators and to reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and the girl-child. 	<ul style="list-style-type: none"> Trained educators to implement comprehensive sexuality education and TB prevention programmes for learners to be able to protect themselves from HIV and TB, and the associated key drivers, including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, prioritising schools located in areas with a high burden of HIV and TB infections. Train the school management teams and governing bBodies to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that comprehensive sexuality education and TB education is implemented for all learners in schools, access to comprehensive sexual and reproductive health and TB services. Care and support programmes implemented. 	36,385	2023/24



Name of grant	Purpose	Outputs	Current Annual Budget R'000	Period of Grant
Learners with Profound Intellectual Disabilities Grant	<ul style="list-style-type: none"> To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with severe to profound intellectual disabilities. 	<ul style="list-style-type: none"> Human resources specific to inclusive education through the recruitment of key staff in permanent posts. Database of selected schools and special care centres. Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the learning programme for children with severe to profound intellectual disabilities and other programmes that support delivery of the learning programme. Outreach services provided, will include the outreach services to 1 500 children/learners with severe to profound intellectual disability. Response to the COVID-19 pandemic. 	35,425	2023/24
Maths, Science and Technology Grant	<ul style="list-style-type: none"> To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statements (CAPS) for the improvement of Mathematics, Science and technology teaching and learning at selected public schools. 	<ul style="list-style-type: none"> Information, communication and technology (ICT). Workshop equipment and machinery. Laboratories and workshop equipment, apparatus and consumables (ICT). Teacher development. Learner support. 	60,778	2023/24
National School Nutrition Programme Grant	<ul style="list-style-type: none"> To provide nutritious meal to targeted schools 	<ul style="list-style-type: none"> Nutritious meal served to learners at targeted school. 	1,030,565	2023/24

Part E: Annexures



Name of grant	Purpose	Outputs	Current Annual Budget R'000	Period of Grant
Early Childhood Development Grants	<ul style="list-style-type: none"> To increase the number of poor children accessing subsidies through ECD services and to improve existing conditionally registered ECD services providing an Early Childhood Development programme to attain full registration. To pilot the construction of new low cost ECD centres. 	<ul style="list-style-type: none"> Number of ECD centres assessed for infrastructure support, and health and safety standards. Number of ECD centres whose registration status improved as a result of the infrastructure component within 24 months of receiving the grant. Number of low cost ECD centres constructed. Number of eligible children subsidised, as agreed in the service level agreements (SLA). Number of all children attending ECD services in fully registered centres. Number of all children attending ECD services in conditionally registered centres. Number of children subsidised from the conditional grant in fully registered centres. Number of children subsidised from the conditional grant in conditionally registered centres. Number of days subsidised for centre-based programmes. Number of children benefiting from the subsidy of the conditional grant in registered non-centre based ECD programmes. 	238,615	2023/24



Annexure B: Consolidated Indicators

Institution	Output Indicator	Annual Target	Data source

The GDE does not have consolidated indicators to achieve in collaboration with other Provincial Government Departments.



Annexure C: District Development Model

Medium Term (3 years – MTEF)						
Areas of intervention (examples)	Project description	District Municipality	Location: GPS coordinates	Project leader	Social partners	
Urban Renewal Programme Birch Acres (Municipal Ward 13)	BIRCH ACRES EXTENSION 3 PRIMARY SCHOOL: New and Replacement	City of Ekurhuleni MM	Longitude:26.044771 Latitude:28.205471	GDE	<ul style="list-style-type: none"> • Ekurhuleni Municipality • DID 	
Mayfield (Municipal Ward 96)	MAYFIELD EXTENSION 5 PRIMARY SCHOOL: New and Replacement	City of Ekurhuleni MM	Longitude:26.1175393 Latitude:28.4366038	GDE	<ul style="list-style-type: none"> • Ekurhuleni Municipality • DID 	
Mayberry Park (Municipal Ward 94)	MAYBERRY PARK PRIMARY SCHOOL: New and Replacement	City of Ekurhuleni MM	Longitude:26.3196080 Latitude:28.1183558	GDE	<ul style="list-style-type: none"> • Ekurhuleni Municipality • DID 	
Palm Ridge (Municipal Ward 58)	EDEN-RIDGE HIGH SECONDARY SCHOOL: New and Replacement	City of Ekurhuleni MM	Longitude:26.3949844 Latitude:28.1378909	GDE	<ul style="list-style-type: none"> • Ekurhuleni Municipality • DID 	
Payneville (Municipal Ward 75)	PAYNEVILLE PRIMARY SCHOOL: New and Replacement	City of Ekurhuleni MM	Longitude:25.671795 Latitude:28.095044	GDE	<ul style="list-style-type: none"> • Ekurhuleni Municipality • DID 	
Cosmo City (Municipal Ward 100)	BLUE EAGLE HIGH SECONDARY SCHOOL: New and Replacement	COJ Municipality	Longitude:26.02223612 Latitude:27.91960819	GDE	<ul style="list-style-type: none"> • COJ Municipality • DID 	
Protea Glen (Municipal Ward 135)	PROTEA GLEN PRIMARY SCHOOL NO. 3: New and Replacement	COJ Municipality	Longitude:26.26794976 Latitude:27.788153880	GDE	<ul style="list-style-type: none"> • COJ Municipality • DID 	
Rabie Ridge (Municipal Ward 80)	DULCIE SEPTEMBER PRIMARY SCHOOL: New and Replacement	COJ Municipality	Longitude:26.01807821 Latitude:28.17021142	GDE	<ul style="list-style-type: none"> • COJ Municipality • DID 	
Protea Glen (Municipal Ward 135)	GLENRIDGE PRIMARY SCHOOL: New and Replacement	COJ Municipality	Longitude:26.27395600 Latitude:27.78887259	GDE	<ul style="list-style-type: none"> • COJ Municipality • DID 	



Medium Term (3 years – MTEF)						
Areas of intervention (examples)	Project description	District Municipality	Location: GPS coordinates	Project leader	Social partners	
Urban Renewal Programme Luthereng (Municipal Ward 53)	LUFHERENG SECONDARY SCHOOL: New and Replacement	COJ Municipality	Longitude:26.23991449 Latitude:27.80118549	GDE	<ul style="list-style-type: none"> COJ Municipality DID 	
Viakfontein (Municipal Ward 122)	TSHEPO YA RONA SECONDARY SCHOOL: New and Replacement	COJ Municipality	Longitude:26.38444256 Latitude:27.88544209	GDE	<ul style="list-style-type: none"> COJ Municipality DID 	
Doornpoort (Municipal Ward 96)	DOORNPOORT SECONDARY SCHOOL: New and Replacement	City of Tshwane	Longitude:25.649921 Latitude:28.238491	GDE	<ul style="list-style-type: none"> City of Tshwane Municipality DID 	
The Reeds (Municipal Ward 64)	THE REEDS PRIMARY SCHOOL: New and Replacement	City of Tshwane	Longitude:25.895108 Latitude:28.137921	GDE	<ul style="list-style-type: none"> City of Tshwane Municipality DID 	
Soshanguve (Municipal Ward 90)	SOSHANGUVE-A SECONDARY SCHOOL: New and Replacement	City of Tshwane	Longitude:25.601242 Latitude:28.108223	GDE	<ul style="list-style-type: none"> City of Tshwane Municipality DID 	
Soshanguve South (Municipal Ward 90)	SOSHANGUVE SOUTH EXTENSION 6 PRIMARY SCHOOL: New and Replacement	City of Tshwane	Longitude:25,600502 Latitude:28,087058	GDE	<ul style="list-style-type: none"> City of Tshwane Municipality DID 	
Soshanguve South (Municipal Ward 90)	SOSHANGUVE SOUTH EXTENSION 6 SECONDARY SCHOOL: New and Replacement	City of Tshwane	Longitude:25,600647 Latitude:28,089451	GDE	<ul style="list-style-type: none"> City of Tshwane Municipality DID 	
Soshanguve South (Municipal Ward 90)	SOSHANGUVE SOUTH EXTENSION 7 SECONDARY SCHOOL: New and Replacement	City of Tshwane	Longitude:25,594783 Latitude:28,091362	GDE	<ul style="list-style-type: none"> City of Tshwane Municipality DID 	
Evaton West (Municipal Ward 28)	EVATON WEST SECONDARY SCHOOL: New and Replacement	Emfuleni Local Municipality District Municipality	Longitude:26.524109 Latitude:27.824434	GDE	<ul style="list-style-type: none"> Emfuleni Local Municipality DID 	

List of Acronyms



Acronyms	Explanations
AGSA	Auditor-General of South Africa
AIDS	Acquired Immune Deficiency Syndrome
APP	Annual Performance Plan
ATPs	Annual Teaching Plans
CAPS	Curriculum and Assessment Policy Statement
CBS	Community-Based Sites
CiPELT	Certificate in Primary English Language Teaching
CISELT	Certificate in Secondary English Language Teaching
COELT	Certificate in Online English Language Teaching
CoJ	City of Johannesburg
COVID-19	Corona Virus Disease 2019
DBE	Department of Basic Education
DBST	District Based Support Teams
DoH	Department of Health
DPSA	Department of Public Service and Administration
DSAs	District Subject Advisors
ECD	Early Childhood Development
EFAL	English First Additional Language
EGD	Engineering Graphics and Design
EGRA	Early Grade Reading Assessment
EH&W	Employee Health and Wellness
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EXCO	Executive Council
FAL	First Additional Language
FET	Further Education and Training
FSS	Full-Service Schools
FY	Financial Year
GCRA	Gauteng City Region Academy
GDE	Gauteng Department of Education
GDSD	Gauteng Department of Social Development
GET	General Education and Training
GGT2030	Growing Gauteng Together–2030
HIV	Human Immunodeficiency Virus
HoD	Head of Department
I-AMP	Infrastructure – Assets Management Plan
ICT	Information and Computer Technology
LTSM	Learning and Teaching Support Material
LSEN	Learners with Special Education Needs
LSPID	Learners with Severe and Profound Intellectual Disabilities



Acronyms	Explanations
MEC	Member of Executive Council
MoA	Memorandum of Understanding
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NCF	National Curriculum Framework
NECT	National Education Collaboration Trust
NSC	National Senior Certificate
NSSF	National School Safety Framework
NSNP	National School Nutrition Programme
OHS	Occupational Health and Safety
OoP	Office of the Premier
PAT	Practical Assessment Task
PELRC	Provincial Education Labour Relations Council
PILIR	Policy and Procedure on Incapacity Leave and Ill-health Retirement
PIRLS	Progress in International Reading Literacy Study
PLC	Professional Learning Communities
POS	Public Ordinary Schools
PSCBC	Public Service Co-ordinating Bargaining Council
PSRIP	Primary School Reading Improvement Programme
PYEI	Presidential Youth Employment Initiative
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SASA	South African Schools Act
SA-SAMS	South African School and Administration Management System
SASL	South African Sign Language
SASLHL	South African Sign Language Home Language
SBA	School Based Assessment
SCM	Supply Chain Management
SETA	Sector Education and Training Authority
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SMS	Senior Management Service
SMT	School Management Team
SOPs	Standard Operating Procedures
SoS	School of Specialisation
SSIP	Secondary School Improvement Programme
SSRC	Special Schools Resource Centre
TB	Tuberculosis
TVET	Technical Vocational and Education Training
UNISA	University of South Africa

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