



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

STRATEGIC PLAN

DEPARTMENT OF EDUCATION

2020
2025



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EXECUTIVE AUTHORITY STATEMENT

I present to you the strategic plan for the next five years, 2021-2025. It seeks to build on the achievements made over the last 25 years to provide quality basic education and improve access. All our interventions are geared towards higher learner progression through various institutions and high completion rate in our schools.

This Strategic Plan is a response to the National Development Plan (NDP), the provincial mandates, and focuses on creating a new system to meet the new educational and training needs of the Fourth Industrial Revolution and structured and geared to deliver on the 6th administration's seven priorities.



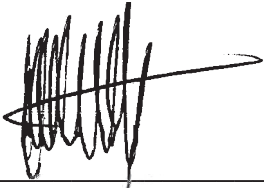
Our Strategic Plan is against the backdrop of the Ruling Party's 2019 Manifesto, which outlined its commitment to continue giving priority to Education and Skills Development. This would be achieved through universal access in early childhood development, improving the quality of primary education and enhancing the effort to strengthen higher education and vocational training.

In the State of the Nation Address 2020, President Ramaphosa said, **“We have a choice. We can succumb to the many and difficult and protracted problems that confront us, or we can confront them, with resolve and determination and with action. This year, we fix the fundamentals. And we ensure excellence in planning and execution in government”** Taking heed from this statement, we choose to continue to employ the “Ngwana sejo o a tlhakanelwa” campaign to implement the Strategic Plan as informed by the following 11 key sector priorities to address the MTSF Priorities informed by the NDP; Sector Plans and Provincial Priorities:

- Improving the foundational skills of literacy and numeracy, especially ‘Reading for meaning.’
- Immediate implementation of a curriculum focussing on skills and competencies for a changing world. It must take into account the disruption brought by the 4th Industrial Revolution as well as the introduction of Entrepreneurship, and schools of specialisation or focus schools.
- Collaborate with the Department of Higher Education and Training to equip teachers with skills and knowledge to teach literacy and numeracy.
- Dealing decisively with the quality and efficiency through the implementation of standardised assessments to reduce failure, repetition, and drop-out rates.
- Eliminate the digital divide by ensuring that within six years, all schools and education offices have access to internet and free data.
- Urgent implementation of the two-years of ECD before Grade 1; and the systematic function shift of the responsibility for ECD from the Department of Social Development to the DBE.
- Decolonisation of basic education through the teaching and promotion of African languages, South African and African History and national symbols to all learners up to Grade 12;
- Cooperate with the South African Police Services and the Departments of Health, as well as Sport, Arts and Culture, to teach and promote school safety, health and social cohesion;
- Integrated Infrastructure Development Plan, informed by Infrastructure delivery and regular maintenance, which is resourced.
- Increase the safety-net through pro-poor policies to cover learners who are deserving in programmes, such as ECD and Learners with Special Education Needs (LSEN).

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

We are firm believers of the Setswana idiom that says it takes a village to raise a child. We believe that great achievements are made by people working together, and I thus recommit myself to lead this department to reach even greater heights in fixing the fundamentals, enhancing excellence in planning and execution, and to deliver on our mandates on time.



MS M MATSEMELA
EXECUTIVE AUTHORITY OF NWDOE

ACCOUNTING OFFICER STATEMENT

Cabinet approved the invocation of Section 100(1)(b) in respect of the Department on 23 May 2018. I, Nkono Johannes Mohlala was appointed as Administrator and subsequently as the Accounting Officer of the North West Department of Education effectively from 5 July 2018.

I am pleased to present our Strategic Plan for the period 2020/2025.

During the past five years, the Department has done well in ensuring that effective governance processes are in place which is evident by the unqualified audit opinion received. There is still a need to improve learner access to information through internet connectivity and to recruit more youth into internships, learnership and skills programs. The Education sector is also lagging behind in terms of appointing women in SMS positions. During the previous MTSF period only 34% of women occupied SMS positions.

The functionality and performance of schools remains vital in the provisioning of quality education. As a measure to improve access to education, the following achievements were noted:

- 88% of learners benefitted from the “no-fee” policy
- 78% benefitted from learner transport against the set target.
- 81% of Funza Lushaka bursary holders were placed in schools upon completion of studies.
- 98% of learners were also provided with textbooks before re-opening of schools
- Targeted learners were provided with sanitary towels.

The Province continues to successfully subsidize and provide support to independent schools and also performed well against targets set for public special schools. However, there was a marked failure to provide all learners with assistive devices at the 32 special schools. Only 86 out of the 7 644 learners were provided with assistive devices during the MTSF. This will continue to be an area of focus to provide the learners with personalised assistive devices.

Early Childhood Development remains a priority for the Education Sector. During the previous MTSF period, 85% learners received formal Grade R Education at 938 public schools. The training of practitioners on NQF4 and above remains a priority during the 6th Administration.

The Department underperformed on Infrastructure Development projects. Out of the targeted 54 new schools, only 21 were completed. There was however a marked stride in the eradication of inappropriate infrastructure and sanitation. Several schools have also been provided with fencing to improve safety and access control. More Grade R classrooms were built to support the universalisation of ECD.

At the end of the 2019 academic year, there were 428 secondary schools offering Matric. The table below shows our performance over the past five years, and our achievement in 2019 is an all-time high. This was a result of concerted efforts by all stakeholders. We will continue to implement LAIP in all schools and improve governance and accountability in schools.



Our matric pass rate as reflected in our Annual Reports for the previous 5 years were as follow:-

YEAR	2015	2016	2017	2018	2019
Target	88.5%	82%	85%	83.5%	84.5%
Output	81,5%	82,5%	79%	81.1%	86,8%

Our vision of "A caring and supportive community for Excellence in Basic Education" forms the basis of our strategic focus to improve learner outcomes in the province and is aligned to our mission "To protect and promote the right of every LEARNER to quality, equitable, culture-based, and complete basic education"

Where:

- 🎓 Learners learn in a child-friendly, gender-sensitive, safe, and motivating environment;
- 🎓 Teachers facilitate learning and constantly nurture every learner;
- 🎓 Administrative staff ensure an enabling and supportive environment for effective learning and teaching; and
- 🎓 Family, community, and other stakeholders are actively engaged and share responsibility to support and inculcate life-long learning

The sixth administration has shifted its focus from input driven planning to impact driven planning. This shift is underpinned by the application of the Theory of Change as an approach to planning. This approach explains the process to reach a commonly understood impact. The process requires stakeholders to be precise about the type of changes they want to achieve. To this end the Department had a three days intensive Lekgotla. This process made clear why change is expected to happen in a particular way. Once the results chain was developed, the impact and outcomes were developed for the Strategic Plan and the outputs for the Annual Performance Plan. Activities will be reflected in the Operational plan.

Our impact statement of "Good, Quality Basic Education" will be achieved by the following two outcomes:

1. Improved Learning and Teaching

All our strategies linked to this outcome are directed towards the learner and the classroom as a unit of change that has a direct impact on the quality of learning attained for lifelong learning, development and growth. It guided our thinking as to what has to be done to create an enabling environment for effective teaching and learning which will ensure that the citizenry is empowered to effectively participate in the society and the economy. A viable system of school maintenance and safe schools are also key enablers to achieve this outcome. All our outcome 1 indicators are aligned to the MTSF outcomes reflected hereunder.

The MTSF for 2020 to 2024 identified the following key focus areas: The universalisation of Early Childhood Development; Improving the reading, writing and calculating abilities of learners; Ensuring quality passes in Grade 12; Decreasing the number of underperforming schools; Creating a conducive environment for teaching and learning which includes, amongst others, the provision of infrastructure and maintenance thereof; Ensuring school safety and strengthening curriculum enrichment in schools.

2. Sound Governance Practices

For the past four years the Department received an unqualified audit opinion with emphasis on matters from the Auditor General. These emphases of matters were related to unauthorised, irregular, fruitless and wasteful expenditure and the material underspending of our budget in Programme 6: Infrastructure Development. Several material findings related to the usefulness and reliability of our reported

performance information has also been made by the Auditor General for the past four years. It is our belief that compliance to sound governance practices will enable the Department to ultimately achieve an unqualified audit opinion with no matters of emphasis from the Auditor General. For this reason we identified specific outcome indicators such as and Improved Audit opinion and Data Quality Management practices inter alia to reduce the material findings of our performance information.

Stakeholder participation is emphasised in the NDP, SDG, MTSF and the Sector priorities. As part of the provincial effort to establish safe and conducive learning environments, the Department, in consultation with key stakeholders such as the Departments of Community safety, Social Development, Department of Health and Civil society, reviewed our interventions by inter alia establishing functional QLTC structures.

Finally, I wish to acknowledge and express my sincere appreciation to all stakeholders for their participation in the engineering of our Strategic Plan which is a public commitment to the provisioning of Quality Basic Education for All.

MR JNT MOHLALA
ACCOUNTING OFFICER OF NWDOE

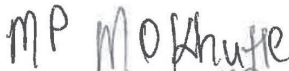
Official Sign-Off

It is hereby certified that this Strategic Plan:

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



Name G.R. Molema
Programme 1



Name M.P. Mokhele
Programme 2



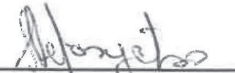
Name M.C. Teu
Programme 3



Name M.T. Seboko
Programme 4



Name E. Mammen
Programme 5



Name D.N. Seronyetsa
Programme 6



Name R. Rande
Programme 7



Name G.R. Molema
CFO



Name P.S. Rasetshwane
Provincial Office
Official responsible for
Planning



Mr JNT Mohlala
Accounting Officer of NWDoE



Ms M Matsemela
Executive Authority of NWDoE

PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

The Department derives its core mandate from the Constitution.

Constitutional mandate	Brief Description
The Constitution of the Republic of South Africa, 1996. (Act 108 of 1996)	Section 29 of the Constitution, Act 108 of 1996 [Bill of Rights], makes provision for everyone to have the right to a basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make progressively available and accessible. Schedule 4 of the Constitution states that education at all levels, excluding tertiary education, is an area of national and provincial legislative competence. The legislative competence of the provincial legislature is derived from Section 126(1) of the Constitution, which empowers provinces to make laws with regard to all matters listed in Schedule 6 of the Constitution, and education is a Schedule 6 functional area which is exercised concurrently with Parliament.

2. LEGISLATIVE AND POLICY MANDATES

2.1 Legislative Mandates

The following list of Acts further elaborates the legislative mandate of the Department:-

Act	Brief Description
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)	This Act provides for the determination of national education policy for planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation and wellbeing of the education system by the Minister, subject to the competence of the provincial legislatures in terms of section 146 of the Constitution, principles listed in section 4 of the Act, and the relevant provisions of provincial law relating to education. It further provides for consultative structures for the determination of national education policy and legislation in the form of the Council for Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM), and other consultative bodies on any matter the Minister may identify, as stated in section 11 of the Act and, where applicable, the Education Labour Relations Council.
South African Schools Act, (SASA), 1996. (Act 84 of 1996 as amended)	This Act provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7-14 years.
The Employment of Educators Act, 1998. (Act No. 76 of 1998)	This Act provides for the employment of educators by the state and regulates the conditions of service, discipline, retirement and discharge of educators.

Act	Brief Description
The South African Council for Educators Act, 2000 (Act 31 of 2000)	This Act deals with the registration of educators in the teaching profession with the South African Council for Educators (SACE), and further provides for promotion, development and enhancement of the teaching profession as well as the enforcement of the Code of Professional Ethics for educators to protect the dignity of the profession on continuous basis.
Public Finance Management Act, 1999 (Act 1 of 1999)	This Act applies to departments, public entities listed in Schedule 2 or 3, constitutional institutions and provincial legislatures subject to subsection 3(2) of the Act, and regulates accountability, transparency and sound management of the revenue, expenditure, assets and liabilities of institutions listed in section 3 of the Act, and also contains responsibilities of persons entrusted with financial management.
Public Service Act, 1994 as amended [Proclamation No. 103 of 1994].	This Act provides for the organisation and administration of the public service and regulates the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
Labour Relations Act & Basic Conditions of Employment Act 75 of 1997	These are the leading legislations in matters of labour. They give effect to section 27 and 23 (1) of the constitution. These legislations recognise the right to a fair labour practice and to comply with international standards of employment
The Promotion of Administrative Justice Act [PAJA], 2000 (Act 3 of 2000) and the Promotion of Access to Information Act [PAIA], 2000 (Act 2 of 2000)	These Acts are essential legislative instruments and apply, in the case of PAJA, to all administrative acts performed by the state administration that have an effect on members of the public. In particular, it deals with the requirements for procedural fairness if an administrative decision affects a person (section 3) or public (section 4), reasons for administrative action and grounds for judicial review (sections 5 and 6). PAIA on the other hand deals with section 32 of the Constitution, the right of access to information 'records' held by public and private bodies such as all documents, recordings and visual material, but does not apply during civil and criminal litigation.
Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000	This Act gives effect to section 9 read with item 23 (1) of Schedule 6 of the Constitution, so as to prevent and prohibit unfair discrimination and harassment; to promote equality and eliminate unfair discrimination; to prevent and prohibit hate speech; and to provide for matters connected therewith.
State Liability Act 20 of 1957 as amended	This Act consolidates the law relating to the liability of the state in respect of acts or omissions of its servants or officials.

2.2 Policy Mandates

Act	Brief Description
Education White Paper 2	EWP 2 deals with decisions on a new structure for school organisation, including a framework of school categories, proposals concerning school ownership and governance, and observations on school funding. The policy sought to address the huge disparities among South African schools by providing for a new structure of school organisation and system of governance which would be, inter alia, workable and transformative; uniform and coherent; and yet flexible enough to take into account the wide range of school contexts, the availability or absence of management skills, parents' experience or inexperience in school governance, and the physical distance of many parents from their children's school.
Education White Paper 5	EWP 5 proposes the establishment of a national system of Reception Year provision that will comprise three types: Reception Year programmes within the public primary school system; Reception Year programmes within community-based sites; and independent provision of Reception Year programmes. The White Paper undertakes to provide grants-in-aid, through provincial departments of education, to school governing bodies who respond effectively to the early childhood education (ECED) challenge outlined in the White Paper. With regard to pre-school or early childhood development, the Department of Education plays a supportive role to the Department of Social Development, the lead department in terms of the Children's Act, 2005. The National Education Department, with regard to the Reception Year, determines policy and plays a monitoring role, while provincial departments provide the services with independent providers. The Reception Year, Grade R (for children aged 4 turning 5), is being implemented through programmes at public primary schools, at community-based sites and through independent provision.
Education White Paper 6	This EWP 6 deals with critical constitutional rights to basic and further education and equality in the provision of education and educational opportunities in particular for learners who experience and have experienced barriers to learning and development, or who have dropped out of learning because of the inability of the education and training system to accommodate their needs. It recognises a vision of an inclusive education and training system and funding requirements which include the acknowledgment that: all children and youth can learn and need support; the creation of enabling education structures, systems and learning methodologies to meet the needs of all learners; acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases; the overhauling of the process of identifying, assessing and enrolling learners in special schools, and its replacement by one that acknowledges the central role played by educators and parents; the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of the

	early identification of diverse learning needs and intervention in the Foundation Phase; the establishment of district-based support to provide co-ordinated professional services that draws on expertise in further and higher education and local communities, etc; the launch of the national advocacy and information programme in support of the inclusion model, focusing on the roles, responsibilities and rights of all learning institutions, parents and local communities; and highlighting the focal programmes and reporting on their progress.
Education White Paper 7	EWP 7 is about e-Education and revolves around the use of information and communication technology (ICT) to accelerate the achievement of national education goals. It is about connecting learners and teachers to each other and to professional support services, and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform. The White Paper is premised on the recognition that learning for human development in the learning society requires collaborative learning and a focus on building knowledge. ICTs create access to learning opportunities, redress inequalities, improve the quality of learning and teaching, and deliver lifelong learning. ICTs further play an important role in the transformation of education and training, transform teaching and learning, and shift the focus to an inclusive and integrated practice where learners work collaboratively, develop shared practices, engage in meaningful contexts and develop creative thinking and problem solving skills.

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE 5 YEAR PLANNING PERIOD

Our strategies over the 5 year planning period focusses on contributing towards the achievement of the National Development Plan, the State of the Nation Address (SONA) and the MTSF with the onset of the 6th Administration.

The following MTSF priorities were announced:

1. Capable, Ethical and Developmental State;
2. Economic Transformation and Job Creation;
3. Education, Skills and Health;
4. Consolidating Social Wage through Reliable and Basic services;
5. Spatial Development, Human Settlements and Local Government;
6. Social cohesion and Safe Communities; and
7. A Better Africa and a Better World.

Six strategic priorities for the Education Sector, contributing towards the 7 MTSF priorities, were alluded to as follows:




1. Improving reading skills in our learners to ensure that every 10-year old will be able to read for meaning by 2030;
2. The implementation of the three streams education model – academic, technical vocational and technical occupational;
3. Equipping all our learners with skills for the Fourth Industrial Revolution (4IR);
4. Expanding Early Childhood Development by including two years before Grade 1 and migrating the 0-4 year olds from Social Development to Basic Education;
5. Promoting social cohesion, health and school safety so that schools are places where teachers want to teach and learners want to learn;
6. Improving accountability, including assessment.

Our strategies over the next 5 year period have been aligned to the MTSF and Sector priorities and when fully implemented, will achieve the following:

- Improved access of children to quality Early Childhood Development (ECD) below Grade 1.
- Improved minimum standards of learner performance to have them mastering the minimum language and numeracy/mathematical competencies at the end of Grade 3, 6, 9 resulting in improved pass rates of learners in Grade 12 in Mathematics and Physical Science and more learners becoming eligible for a Bachelors program at a university.
- Children will remain effectively enrolled in school up to the year in which they turn 15, addressing the high dropout rate the province is experiencing. Whilst learners are at school these strategies should lead to improving the grade promotion of learners through the grades and school phases. This will happen by amongst others ensuring that learners cover all the topics and skills areas that they should cover within their current school year. Learners with barriers to learning are supported.
- Improve the access of youth to Further Education and Training beyond Grade 9.
- Provision of minimum set of textbooks and workbooks required according to national policy supported with additional resources wide range of media, including computers, which enrich their education and prepare them for a changing world, for example the fourth industrial revolution.
- Having a young, motivated and appropriately trained teacher corps. Addressing issues of overcrowding in schools and making schools places where teachers want to teach and learners want to learn. School infrastructure meets the minimum norms.
- Functional schools where the basic annual management processes occur across all our schools. Improved parent and community participation in the governance of schools. Funds are utilised transparently and effectively. Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

3.1 Other Policy Mandates

The following departmental policies will support the abovementioned strategies:-

-  North West Schools Act 3 of 1998
-  Gazette 7806 of 2018 – provincial SGB election regulations
-  National Norms & Standards Funding Policy (NNSF) : Basic School Financial Records.

- 📄 Government Notice No. 17 of Government Gazette No. 38397 – Amended National Norms and Standards for School Funding which were published in Government Notice No. 890, Government Gazette No. 29179 of 31 August 2006
- 📄 Education Sector ICT Strategy
- 📄 National Strategy For Learner Attainment
- 📄 National Curriculum Statement (NCS)
- 📄 Circular 31 of 2010: Grade R Policy on Subsidy Payment to Grade Practitioners in Community Centres
- 📄 National integrated Early Childhood Development Policy, 2015
- 📄 National Policy on HIV/AIDS for Learners and Educators in Public Schools.
- 📄 Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate (11 December 2006)
- 📄 Addendum to FET Policy document, National Curriculum Statement on the National Framework regulating Learners with Special Needs
- 📄 National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- 📄 National Policy of Whole School Evaluation (July 2001)
- 📄 National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)

3.2 New Initiatives

To enhance the abovementioned policies, the NWDoE has embarked on the following initiatives:-

Initiative	Brief Description
Draft SGB Constitution	SGB as juristic person with legal capacity to perform its functions in terms of SASA they are allowed to sue or be sued. The provincial SGB constitution developed guide schools in terms of drawing up their own constitutions aligned to this one. NB - document is with legal services for vetting and presentation to MEC for approval.
Draft SGB Code of Conduct	Developed to ensure disciplined and dedicated governance structure when performing their roles and functions in the public schools of the province as prescribed by SASA by to providing guidance on procedures for the suspension, or removal of members of the governing body and to safeguard the interests in such proceedings. NB - document is with legal services for vetting and presentation to MEC for approval.

3.3 Strategies over the 5 year planning period

Our strategies for the next five years have been informed by the MTSF and the Sector priorities for 2020 to 2024 and will mainly focus on the universalisation of early childhood development; improving the reading, writing and calculating abilities of learners; ensuring quality passes in Grade 12; decreasing the number of underperforming schools; creating a conducive environment for teaching and learning which includes, amongst others, the provision of

infrastructure and maintenance thereof; ensuring school safety and strengthening curriculum enrichment in schools.

Specific strategies focussing on sound governance practices to improve our Audit Opinion from the Auditor General and to improve the quality of our data have also been developed.

4. RELEVANT COURT RULINGS

The Basic Education Laws Amendment Act, No 15 of 2011 amended section 60 which deals with State liability in the South African Schools Act 84 of 1996. This implies, as things now stand, that the Department will henceforth be liable for delictual, contractual damages or losses caused as a result of any “act or omission” in connection with school activities. This necessitates the Department to advise schools to refer all contracts that they intend to conclude with service providers to the Department and schools should also consider taking out “insurance” on school activities. The current wording of section 60 is as follows: “Subject to paragraph (b), the State is liable for any delictual or contractual damage or loss caused as a result of any act or omission in connection with any school activity conducted by a public school and for which such public school would have been liable but for the provisions of this section.”

In the matter of Public Servants Association obo Olufunmilayi Itunu Ubogu Head of Department of Health, Gauteng and Others [2017] ZACC 45 the Constitutional Court has declared that section 38 (2) (b) (i) of the Public Service Act 103 of 1994, which allows employers to effect deductions, for overpayments that is wrongly granted as remuneration or received as “other benefit not due ...” to employees as unconstitutional. It was held that the deductions in terms of that provision constitute an unfettered self-help – the taking of the law by the state into its own hands and enabling it to become the judge in its own cause. The employer (Department) can only confine and act on overpayments in terms of Section 34 (1) of the Basic Conditions of Employment Act 75 of 1997 (BCEA) which prohibits an employer from making deductions from an employee’s remuneration unless by agreement or unless the deductions are required or permitted in terms of a law or collective agreement or court order or arbitration award. Any deductions that do not comply with the provisions of the BCEA stated above may be regarded as unlawful.

In the Centre for Child Law and Others v Minister of Basic Education and Others (2840/2017)[2019] ZAECGHC 126 (12 December 2019) case, Clauses 15 and 21 of the admission Policy for Ordinary Public Schools published in Government Gazette 19377 (19 October 1998) under Government Notice 2432 were declared to be inconsistent with the Constitution, and, therefore invalid.

The Court held that all undocumented children, including children of illegal foreigners, are entitled to receive basic education and all learners not in possession of an official birth certificate must be admitted into public schools. Alternative proof of identity, such as an affidavit or sworn statement deposed to by the parent, care-giver or guardian of the learner wherein the learner is fully identified must be accepted.

The department will therefore in future be obliged to provide and fund basic education for all undocumented children, including children of illegal foreigners.

PART B: OUR STRATEGIC FOCUS

1. VISION

A caring and supportive community for excellence in Basic Education.

2. MISSION

To protect and promote the right of every **LEARNER** to quality, equitable, culture-based, and complete basic education where:

- ❖ *Learners* learn in a child-friendly, gender-sensitive, safe, and motivating environment;
- ❖ *Teachers* facilitate learning and constantly nurture every learner;
- ❖ *Administrative staff* ensure an enabling and supportive environment for effective learning and teaching; and
- ❖ *Family, community, and other stakeholders* are actively engaged and share responsibility to support and inculcate life-long learning

3. VALUES

Key corporate values the North West Department of Education intend to comply with include:

Inclusion	We recognise diversity for redress and equity
Excellence	We move beyond compliance by going an extra mile
Integrity	We respond to our fellow employees and other stakeholders with honesty, fairness and respect
Transparency	We are open in our functions and operations for public interest and comment
Innovation	We will continually strive for better and new ways of doing things
Empathy	We appreciate the context in which people operate and express themselves
Accountability	We take responsibility of the consequences of our actions

4. SITUATIONAL ANALYSIS

4.1 Diagnostic Analyses

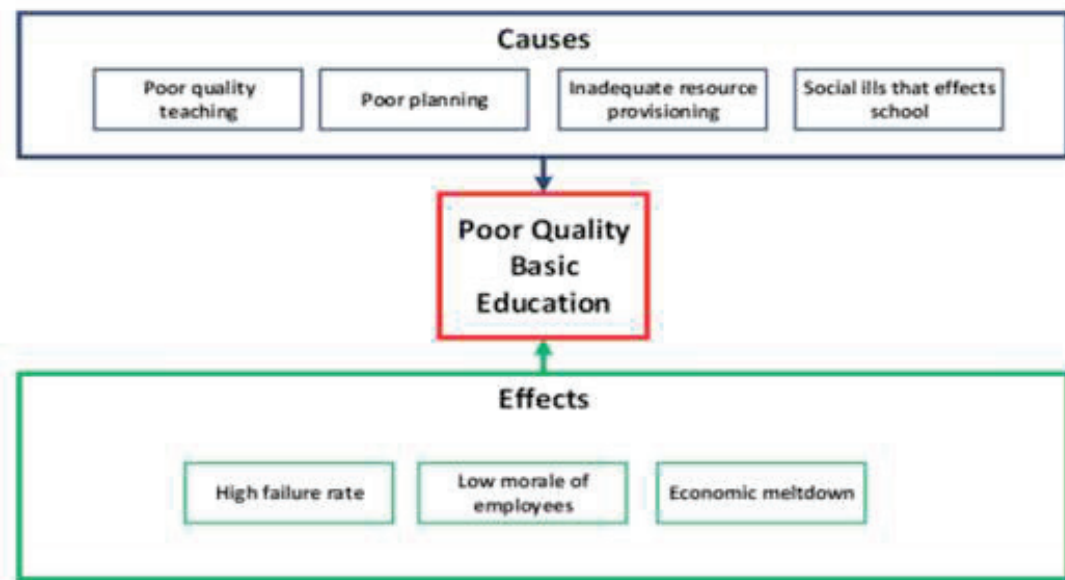
The North West Department of Education embarked on a strategic planning process. This process hoped to understand the new planning framework against the changing planning land scape which entails the application of the Theory of Change.

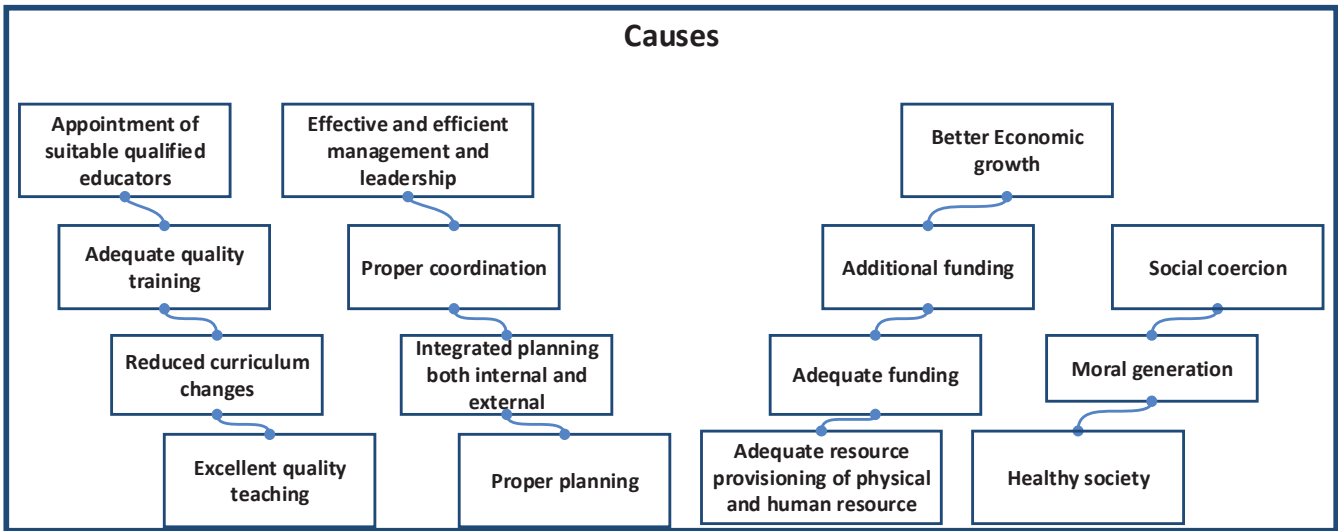
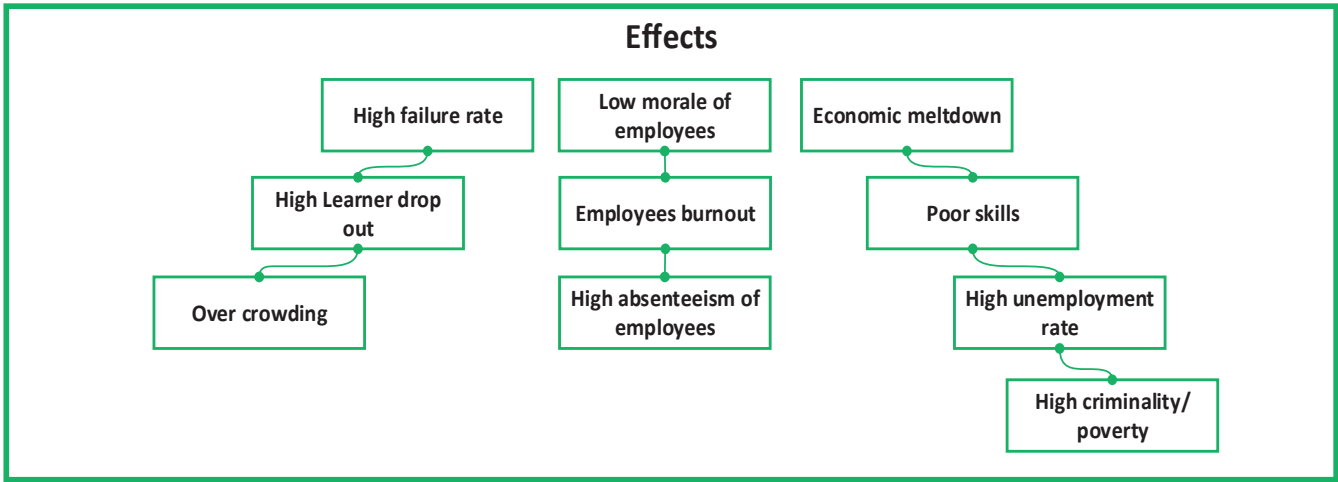
Various planning tools were used at the different stages of planning to provide a comprehensive view of the results chain and other factors such as assumptions and risks.

NWDoE used SWOT, Fishbone, Problem Tree, and Solution Tree. These tools resulted in planning for the achievement of results, to support the Results Based methodology.

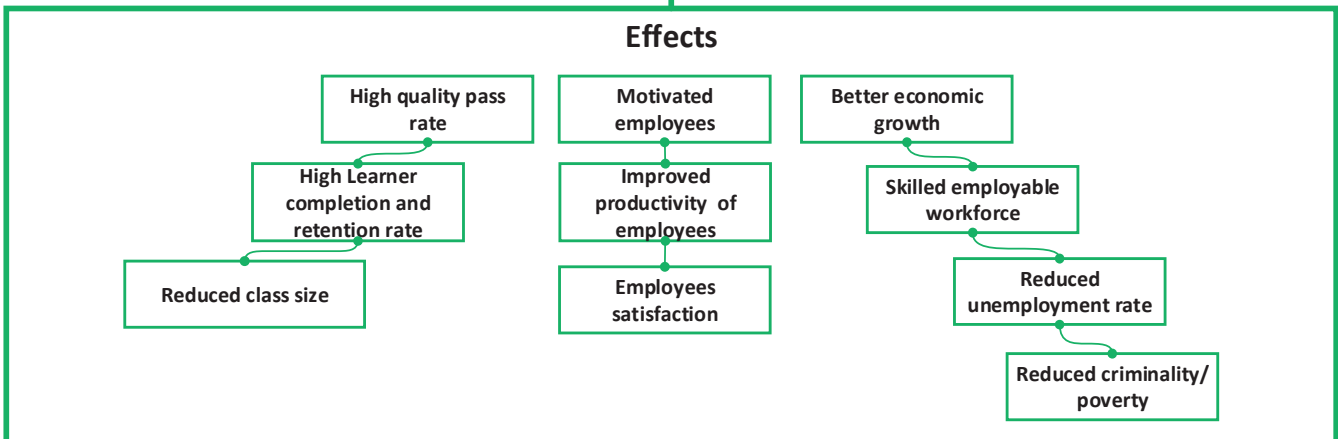
Space does not allow for the analyses of all results discussed at the Lekgotla, but a summary is presented below. A combination of PESTEL, SWOT and Solution tree was used to determine the internal and external situational analyses.

Some of the issues that were discussed in the cause and effect analyses are depicted in the slides below:

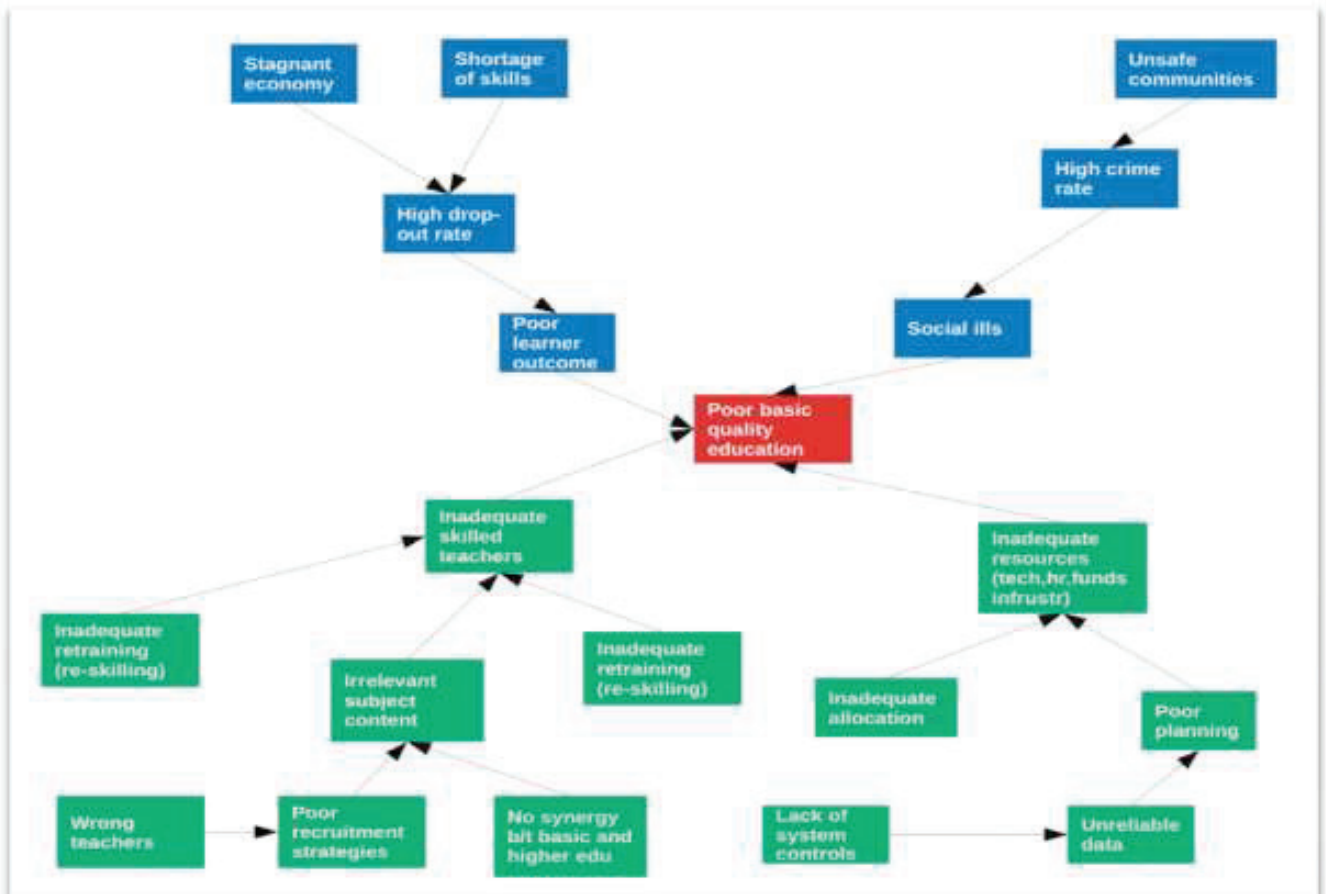
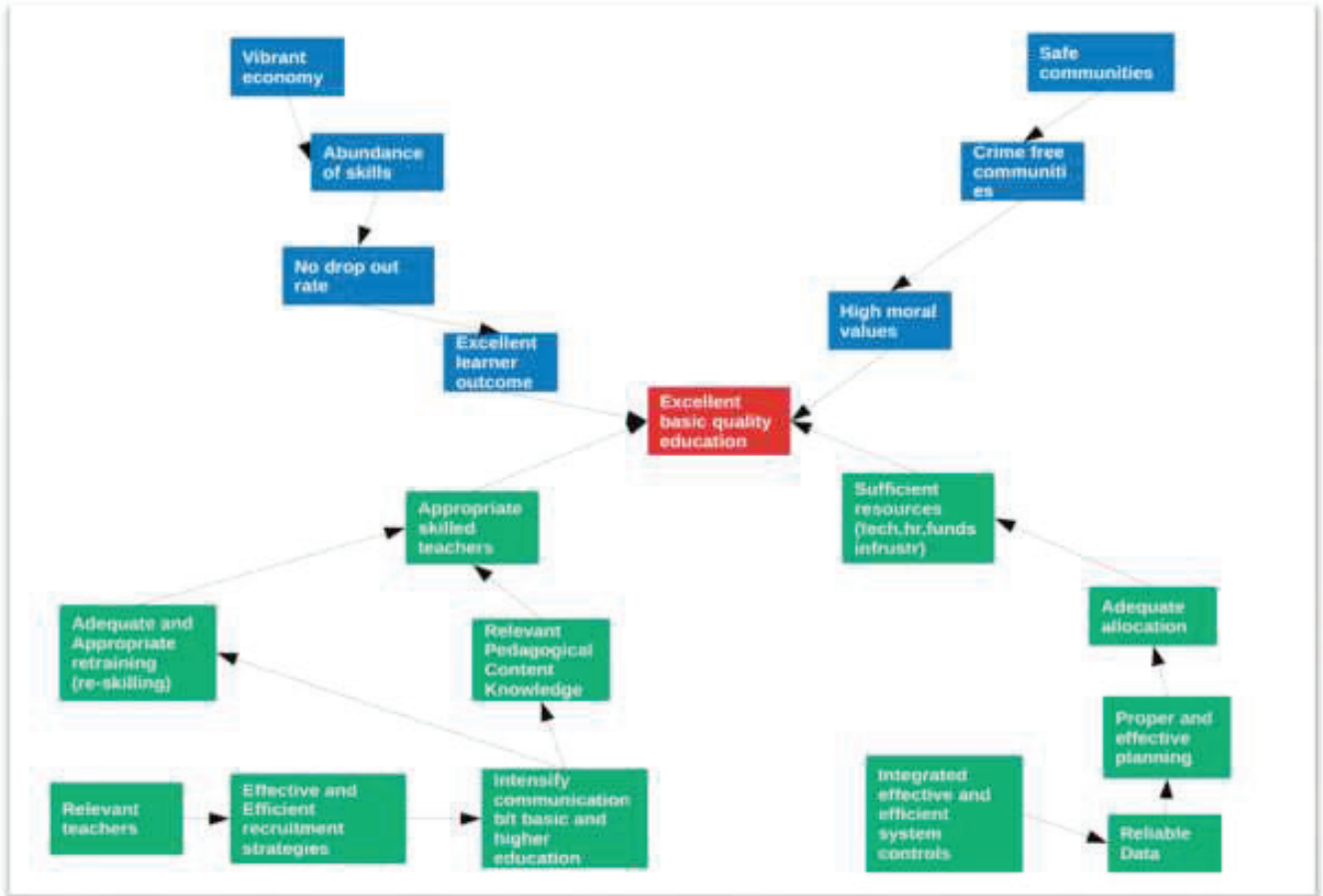




Quality Basic Education Provisioning



A number of solution problem trees and solution trees were discussed. These are displayed hereunder:-



5. EXTERNAL ENVIRONMENT ANALYSIS

Population

The North West Province of South Africa is bordered by Gauteng and the Limpopo Province in the east, the Northern Cape in the west, the Free State in the south and shares an international border with the Republic of Botswana in the north. It is the sixth largest of the nine provinces in South Africa covering a total area of 116 320 km² (approximately 9, 5% of South Africa). The Province currently comprises of four district municipalities and 21 local municipalities



Figure 1: North West Province borders

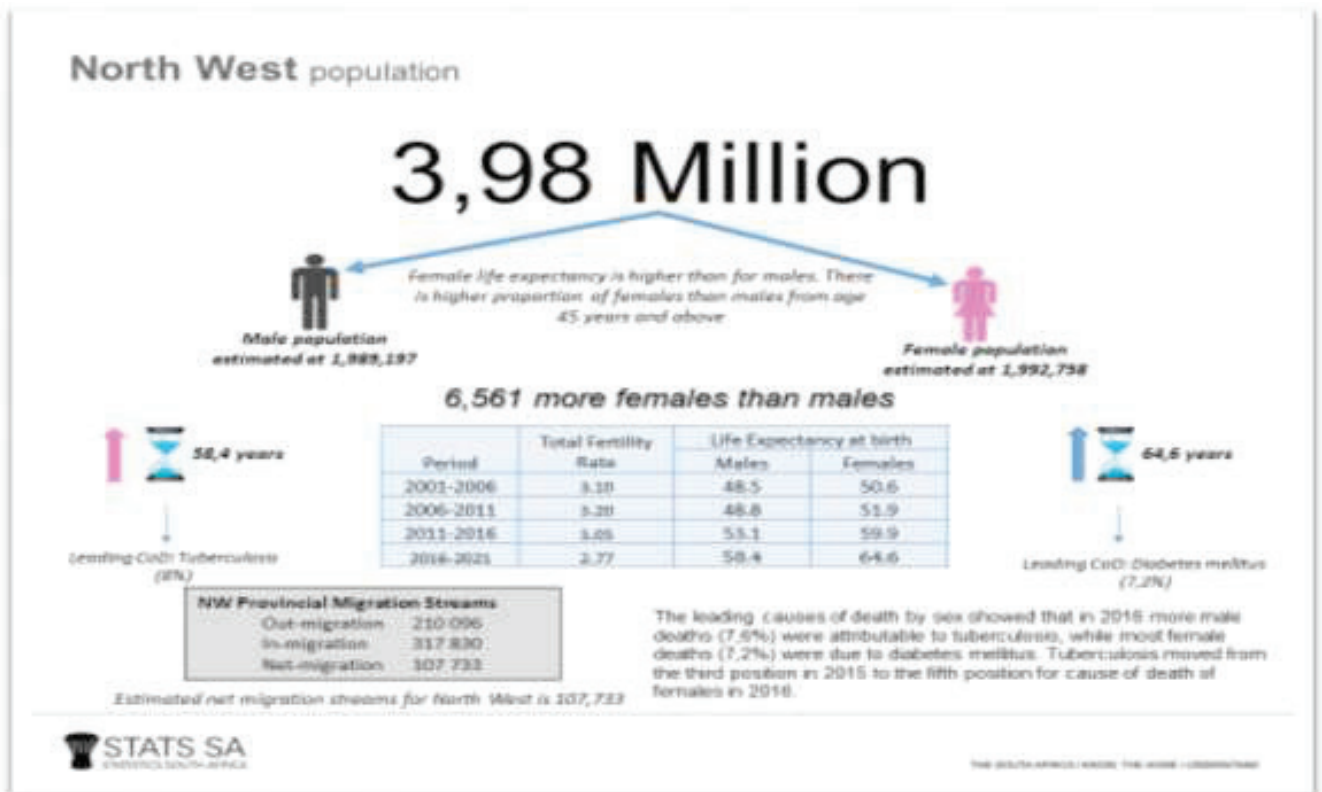


Figure 2: North West Province Population

The North West Province has a total population of approximately 3,9 million (8% of the national total) with some 65% of the population living in rural areas. The more populated industrial centres include Rustenburg and Brits in the Bojanala district. Mafikeng is the provincial capital. Other major towns include Potchefstroom, Klerksdorp, Lichtenburg, Ventersdorp and Vryburg.

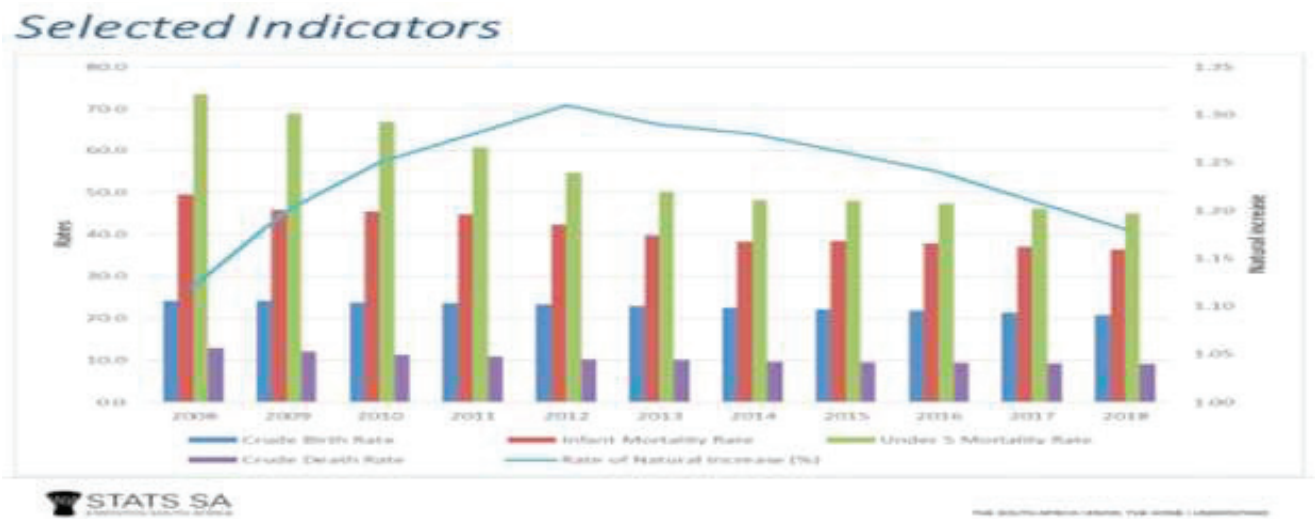


Figure 3: North West Province Selected Indicators

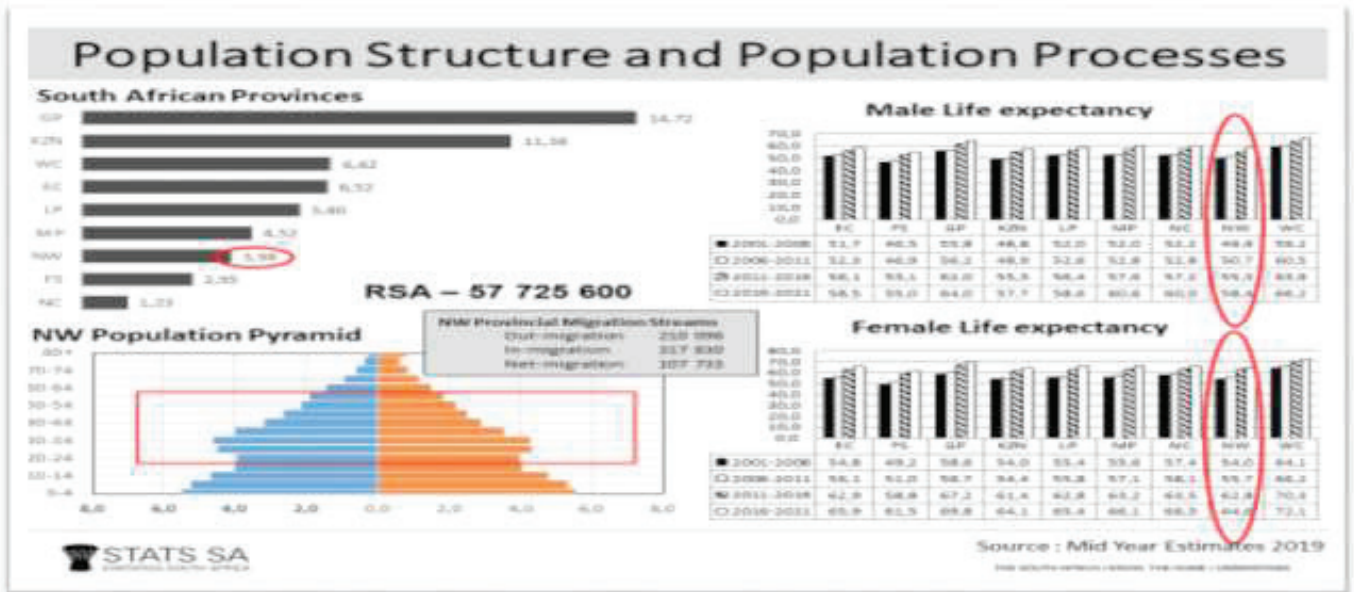


Figure 4: North West Province Population Structure and Population Processes

North West Population Analyses per District

The Province is one of the poorest in South Africa with a provincial gross geographic product (GGP) of R 3 964 per person, which is well below the national average of R 6 498. The Gini coefficient, a measure of income inequality, is above 0,6 in the Province, placing it amongst the most unequal regions in the world. Rural poverty and rural-urban income differences exacerbate social problems such as violence; crime and HIV infection. The estimated unemployment rate is 38%, slightly higher than the average in South Africa. Unemployment rates amongst women are above 50%. Some 30% of the adult population is illiterate, the highest figure among all provinces in South Africa.

Much of the province consists of flat areas of scattered trees and grassland. The Magaliesberg mountain range in the northeast extends about 130 km (about 80 miles) from Pretoria to Rustenburg. The Vaal River flows along the southern border of the province.

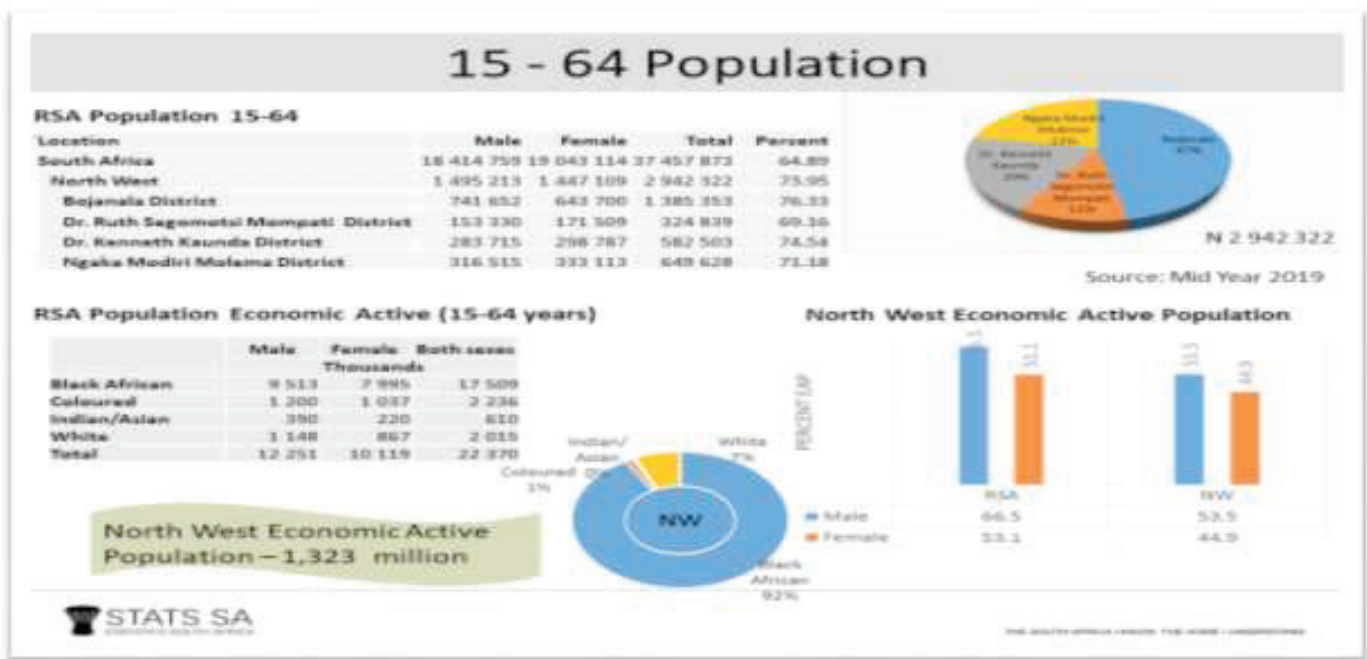


Figure 5: North West Province Population

The North West remains a province with a low population as compared to most of the other provinces, impacting on its revenue and portions of the budget allocated from national. The allocation for expenditure on schooling as percentage of total budget within North West Province will therefore be lower than that of South Africa. This may require the province to seek donations or partnerships with the private sector to fund its intervention strategies, especially in the sparsely populated rural areas where delivery costs more.

Economy

The mainstay of the economy of North West Province is mining, which generates more than half of the province’s gross domestic product and provides jobs for a quarter of its workforce. The chief minerals are gold, mined at Orkney and Klerksdorp; uranium, mined at Klerksdorp; platinum, mined at Rustenburg and Brits; and diamonds, mined at Lichtenburg, Christiana, and Bloemhof. About 85% of all money-making activities take place between Klerksdorp and Potchefstroom. The economic heart of the province is Klerksdorp. The northern and western parts of the province have many sheep farms and cattle and game ranches. The eastern and southern parts are crop-growing regions that produce maize (corn), sunflowers, tobacco, cotton, and citrus fruits. The entertainment and casino complex at Sun City and Lost City also contributes to the provincial economy.

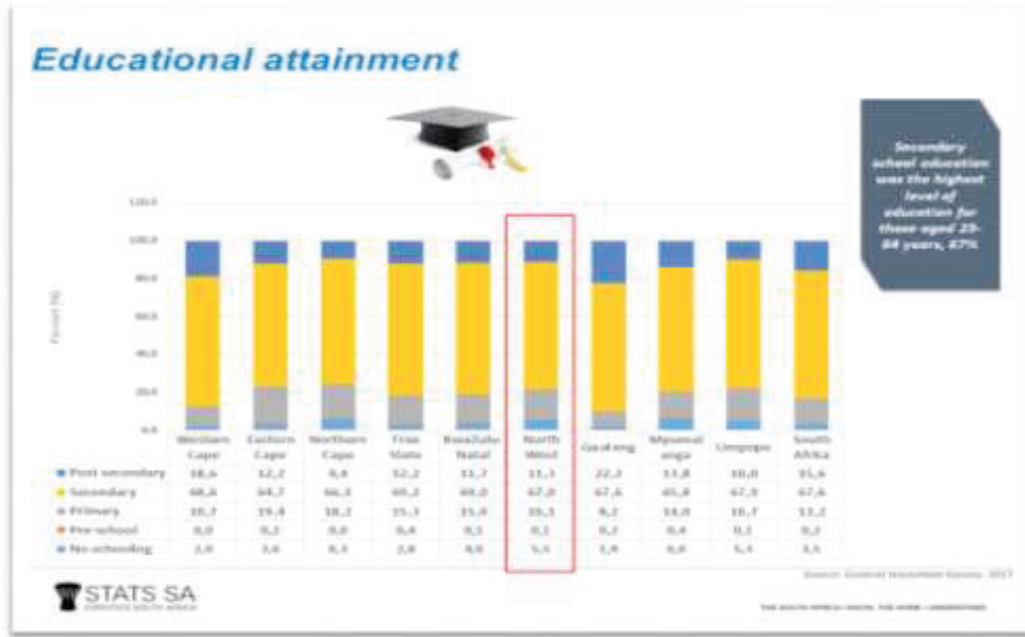


Figure 7: Educational attainment

The figure above shows increasing numbers of those attending. It also shows that the numbers of those not attending were increasing across the censuses but the increase is not as big. Factors like migration, attrition/drop out, and others could explain these trends. The North West Provincial figures are reflected as follows:

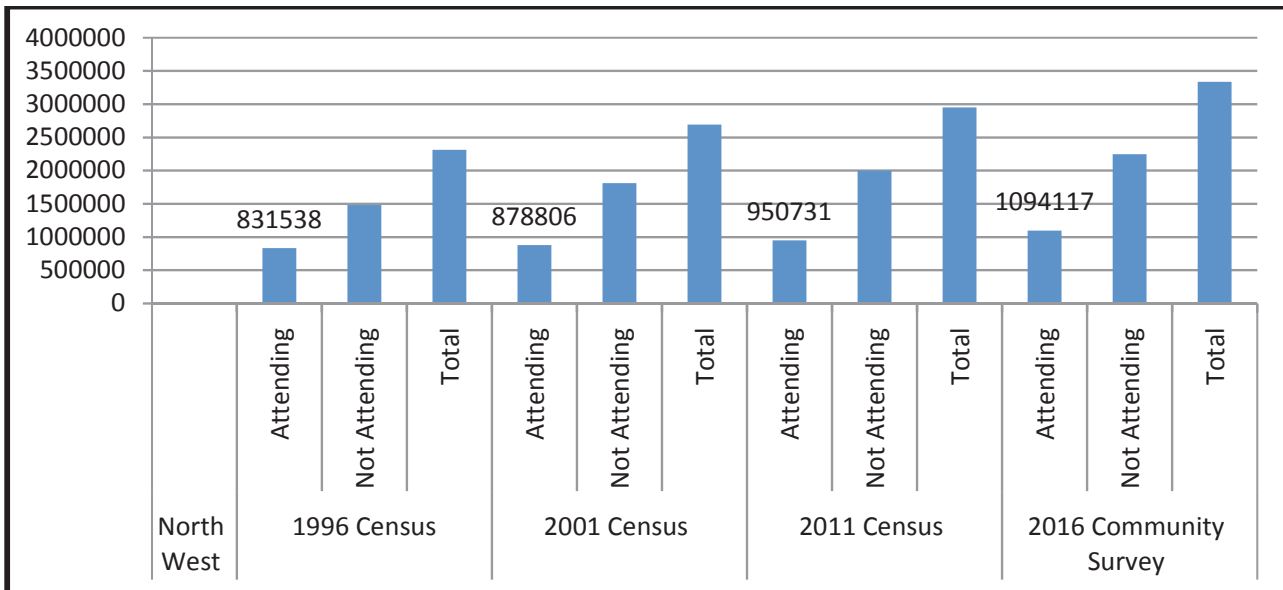


Figure 8: Attendance Figures across Time through Censuses and Community Survey

Statistics show that the proportion of children aged 5-6 attending school grew 74.3% in 2011 to over 90% in 2016. Nine in ten children aged 7-15 were attending school. From the age of 21 years and older, the proportions attending begin to decrease.

The most rural settlement district continues to be peripheral and underdevelopment through increasing levels of those not attending education that is assumed one of the greatest equalizers.

Table 1: Educational Attainment - NW and South Africa

Area	Statistics	No. Schooling	Pre-Schooling	Primary	Secondary	Post-Secondary
NW	Number	137 420	1637	316346	1114 824	133 459
	Per Cent	8.1	0.1	18.6	65.4	7.8
RSA	Number	1 505 469	20 276	3 401 663	17 003 407	3 014 733
	Per Cent	6.0	0.1	13.6	68.2	12.1

- The NW % on population with no schooling is above the national proportion.
- The proportion of those with secondary education in the NW is lower than the national average.
- Statistics South Africa Report - Community Survey 2016 indicates that post-secondary attainment of individuals aged 25-64 by province, NW is found second from the bottom at 4.4% compared top of the range province Gauteng that is at 38.0%.

We would see it appropriate from this evidence that increased financial resources should continue for the department of education. The percentage share of the GDP that is allocated to the department should increase while efficient and effective use of resources should be the norm to work against corruption issue that has become even more dominant in the service delivery strategic environment. Positive correlation between capable human resource and economic growth is an established fact. This situation is optimistic and would confirm and affirm a gradual shift from government investment in social services and non-revenue generation subsidy to new income generating commercial developments, job creation and concomitant tax base expansion – yielding a more equitable and sustainable overall development.

Table 2: Education Attainment among individuals aged 25 -64 by population group, 2017 Community Survey

Level	Black Africa	Coloured	Indian/Asian	White	RSA
Post-Secondary	9.1	8.1	2.0	38.3	12
Secondary	68.7	71.9	71.1	59.1	68.2
Primary	15.1	17.1	5.5	1.0	13.6
Pre-Primary	0.1	0.1	0.0	0.0	0.1
No Schooling	7.1	2.8	2.5	1.6	6.0

- Black Africans even though they have greater percentage of the population of South Africa, show a low percentage share 9.1% of post – secondary education attainment as compared to the white population group.
- The percentage share for the no schooling is greater than all others for the black African population group and is even greater than that of the country.
- Need for access and quality improvement is identified especially for the Black African population group.

Table 3: Education attainment amongst individuals aged 25 - 64 by Gender, 2017

Gender	No Schooling	Pre-School	Primary	Secondary	Post-Secondary
Female	55.3	52.7	50.6	50.9	52.0
Male	44.7	47.3	49.4	49.1	48.0

- Table 3 shows that female individuals within the age group 25-64 in the North West have had some sort of pre-school, primary, secondary and post-secondary education and the percentages are above those of males.
- Table 3 also shows that the % for women with No Schooling is higher than that of male individuals and this adds damp on a warming situation for gender equality and equality of outcomes. The IHDl has on the end a better outlook for gender equality where we have almost 50% of the members of the legislature/parliament being females.
- The highest number of individuals aged 25-64 with No Schooling is found in Dr Ruth Segomotsi Mompati District. The district is comparable with Mopani in Limpopo and two other Districts in KZN.

Table 4: Percentages of Adults aged 20 and more who attained an upper secondary education¹ by age and gender

Gender	20-24	25-34	36-44	48+
Female	48.8	48.7	49.1	48.1
Male	51.2	51.3	50.9	51.9

- The table above indicates that males within the youth age group of 20 to 34 have greater chances of having being able to have completed grade 12. This is the same for the individuals 36 and above years of age.
- The implication is that females have lesser chances of gaining educational outcomes and becoming absorbed in the high skilled labour force.

Table 5: Population aged 25 and younger completion rate per metro and districts

	Bojanala	DKK	DRSM	NMM	RSA
Not Completed	34.3	40.7	51.3	46.5	35.2
Completed	65.7	59.3	48.7	53.5	64.8

- In the NW completion rate per districts reflects that Bojanala is above the National average for this age group.
- Dr Ruth Segomotsi Mompati evidences highest percentage of non-completion within this age group
- Nationally the largest proportion of individuals who did not complete an upper secondary education reside in Alfred Nzo and Dr Ruth Segomotsi Mompati
- Dr Ruth Segomotsi Mompati is no. 2 within the Ten bottom districts with lowest educational attainment among individuals aged 25-64 (14.% no schooling; pre-school – 0.1%; primary 23.5%; secondary 56.26% and it has only 5.4% of post-secondary attainment level.

Table 6: Distribution of the Adult population aged 25 -64 by gender, geo-type and literacy status Community Survey, 2017

	Farms	Traditional	Urban	Male	Female
Literate	73.5	74.5	88.9	84.9	84.3
Illiterate	26.5	25.5	11.1	15.1	15.7

The highest illiteracy rate is found in the farming settlement areas and second is that in traditional authority settlement areas. DRSM as a rural traditional settlement area, its situation is all compounded or helped by the size of the household. In 2011 it was 3.7 and it declined slightly to 3.6 in 2016. This compares with Bojanala that evidences 3 members (2011) to 2.7 (2016).

¹ Upper Secondary completion rate is the % of students completing the last year of high school (grade 12). It is calculated by taking the total number of students in grade 12, divided by the total number of children of the official grade 12.

Human Development Index²

The next issue or set of issues discussed are embedded in the trends. Here we discuss the HDI and Inequality-Adjusted Human Development Index (IHDI), the latter being the adjustment of the HDI after factoring inequality. Dimensions of HDI and IHDI are given details below.

Table 7: South Africa's Human Development Index Trends

Year	Life Expectancy	Expected Years of Schooling	Mean Years of Schooling	GNI per Capita (2011 PPP\$)	HDI Value
1990	62.1	11.4	6.5	9391	0.618
1995	61.2	13	8.2	8885	0.649
2000	56.3	13	8.8	9340	0.63
2005	52.6	12.9	8.9	10590	0.614
2010	55.9	12.8	10	11639	0.649
2015	62	13.3	10.1	12073	0.692
2016	62.8	13.3	10.1	11948	0.696
2017	63.4	13.3	10.1	11923	0.699

Stakeholder participation

In appreciating the diverse and important role played by the education stakeholders in the quest for quality education. One has to realize the fact that there are different stakeholders in the education department, i.e. internal and external education stakeholders. In this regard reference is made to the following: teachers and administrators as internal stakeholders in the school system and local business as an example of external stakeholders.

Firstly, the logic behind the recognition of the education stakeholder is to give them a “voice” in the provision of quality education for all. Taking into account that the provision of education is a contested area of perspectives and opinions, the voices of the education stakeholders is not only enriching but also essential. Secondly, schools as public institutions are funded by taxpayer. In this sense, the involvement of stakeholder is very important for the improvement of quality in education, however, given the multiplicity of interest by various stakeholders. It is important for the Department of Education to have a balanced approach in managing the relationships.

² A long and health life is measured by life expectancy. Knowledge level is measured by mean years of education among the adult population, which is the average number of years of education received in a life-time by people aged 25 years and older; and access to learning and knowledge by expected years of schooling for children of school-entry age, which is the total number of years of schooling a child of school entry age can expect to receive if prevailing patterns of age-specific enrolment rates stay the same through the child's life. Standard of living is measured by Gross National Income (GNI) per capita expressed in constant 2011 international dollars converted using purchasing power parity (PPP) conversion rates.

Name of stakeholder	Roles/purpose	Assessing & analyzing interest/influence
INTERNAL		
DBE	<ul style="list-style-type: none"> Promote, protect, and monitor the realisation of Constitutional Rights Provide policies and guidelines to provincial departments Support educators, learners, parents and SGB 	<ul style="list-style-type: none"> High impact
MEC	<ul style="list-style-type: none"> Political accountability for quality education 	<ul style="list-style-type: none"> Moderate impact
HOD	<ul style="list-style-type: none"> Administrative accountability for quality education 	<ul style="list-style-type: none"> Moderate impact
DDG	<ul style="list-style-type: none"> Supportive role for efficient system 	<ul style="list-style-type: none"> Low impact
CFO	<ul style="list-style-type: none"> Efficient management and control for resources. 	<ul style="list-style-type: none"> Low impact
SMT	<ul style="list-style-type: none"> Responsible for effective delivery of quality education 	<ul style="list-style-type: none"> Low impact
Departmental officials at all levels	<ul style="list-style-type: none"> Responsible for effective delivery of quality education 	<ul style="list-style-type: none"> Moderate impact
Teachers	<ul style="list-style-type: none"> Serve as practitioners for the realization of quality education 	<ul style="list-style-type: none"> High impact
SBG	<ul style="list-style-type: none"> Ensure proper governance and control of the system 	<ul style="list-style-type: none"> Moderate impact
Parents	<ul style="list-style-type: none"> Primary beneficiaries of the schooling system 	<ul style="list-style-type: none"> Moderate impact
EXTERNAL		
Auditor General	<ul style="list-style-type: none"> Oversight role for accountable delivery 	<ul style="list-style-type: none"> High impact
Labour unions	<ul style="list-style-type: none"> Welfare of their members 	<ul style="list-style-type: none"> Low impact
Government sister Departments	<ul style="list-style-type: none"> Accountable for the delivery of quality education 	<ul style="list-style-type: none"> Moderate impact
Business sector	<ul style="list-style-type: none"> Contribute to the education output 	<ul style="list-style-type: none"> Low impact
Universities	<ul style="list-style-type: none"> Contribute to quality education 	<ul style="list-style-type: none"> Low impact
Municipalities	<ul style="list-style-type: none"> Ensure participation 	<ul style="list-style-type: none"> Low impact
Community based organisations	<ul style="list-style-type: none"> Ensure effective delivery of quality education to communities. 	<ul style="list-style-type: none"> Moderate impact
Civil organisations	<ul style="list-style-type: none"> Community interest of the locals 	<ul style="list-style-type: none"> Moderate impact
NGOs	<ul style="list-style-type: none"> Supportive role of the system 	<ul style="list-style-type: none"> Low impact

Table 8: Stakeholder analyses

6. INTERNAL ENVIRONMENT ANALYSIS

The North West Department of Education is mandated to provide quality teaching and learning as well as sport development to the citizens of the Province.

To achieve this, the Department has a comprehensive organisational structure designed and staffed to meet the professional, curriculum, institutional governance and administrative support demands to deliver services; there are corporate services which provide management services; educators; the school governing bodies; the learner.

The district support structure comprises of four districts, namely, Ngaka Modiri Molema, Dr Kenneth Kaunda, Dr Ruth Segomotsi Mompati and Bojanala. Districts consist of Sub-District Offices and Circuit Offices. All learner support programmes including among others Life Skills Programme, Inclusive Education, School Nutrition Programme, Learner transport, School Governance and Independent Schools, were put under one directorate called Institutional Governance Development and Learner Social Support Services (IGD&LSSS) reporting directly to the Deputy Director General. Teacher Development was moved to Curriculum Management and Delivery.

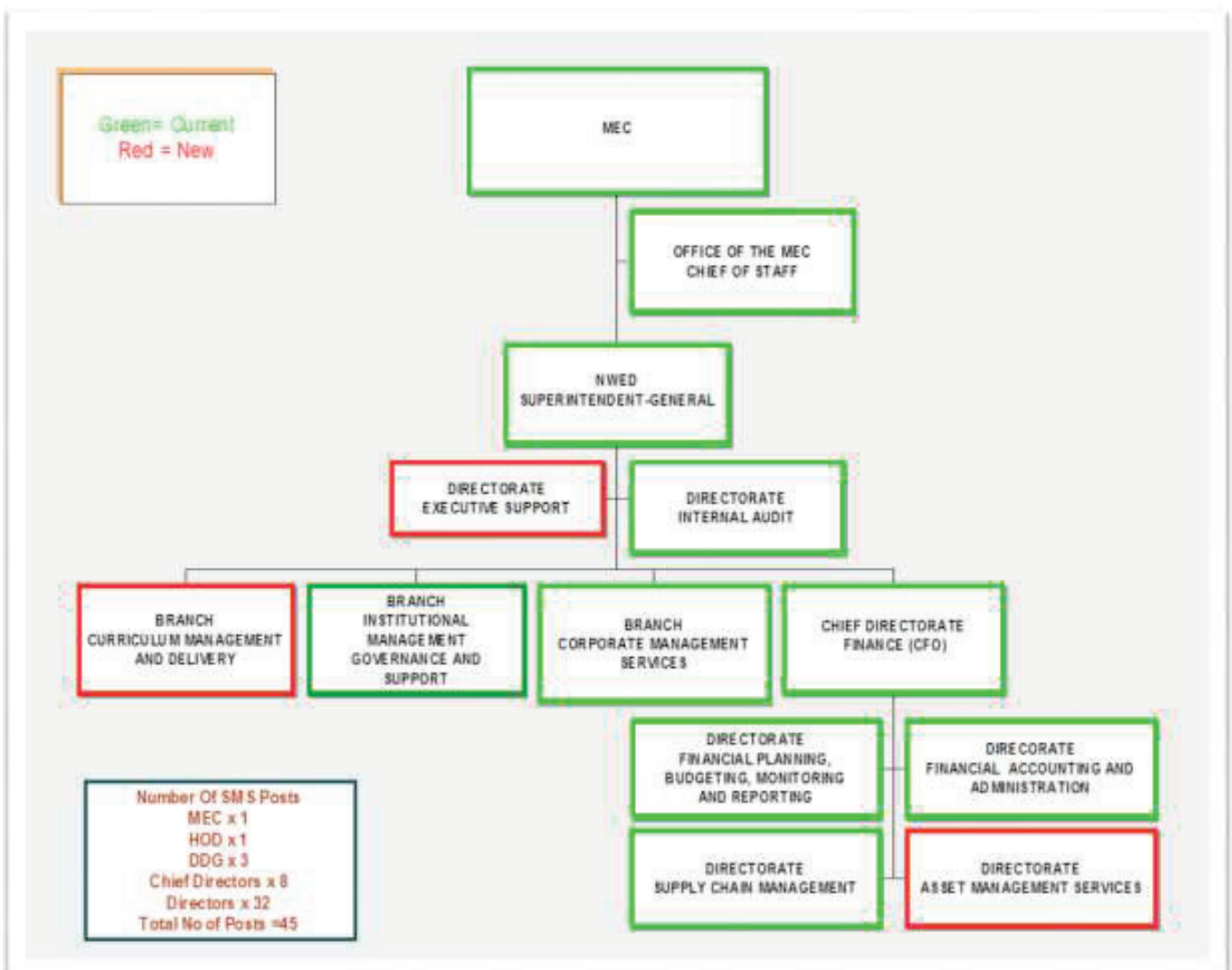
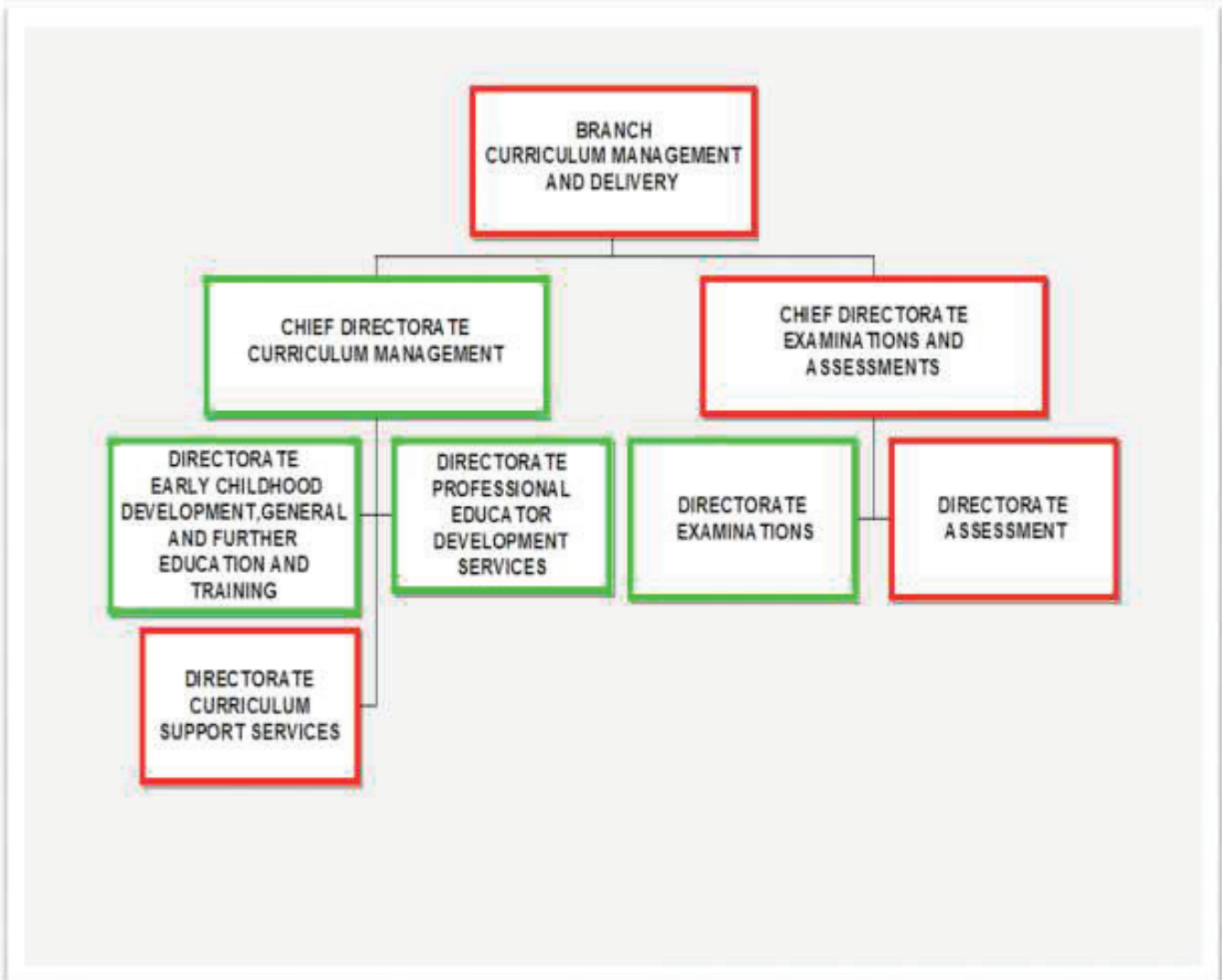
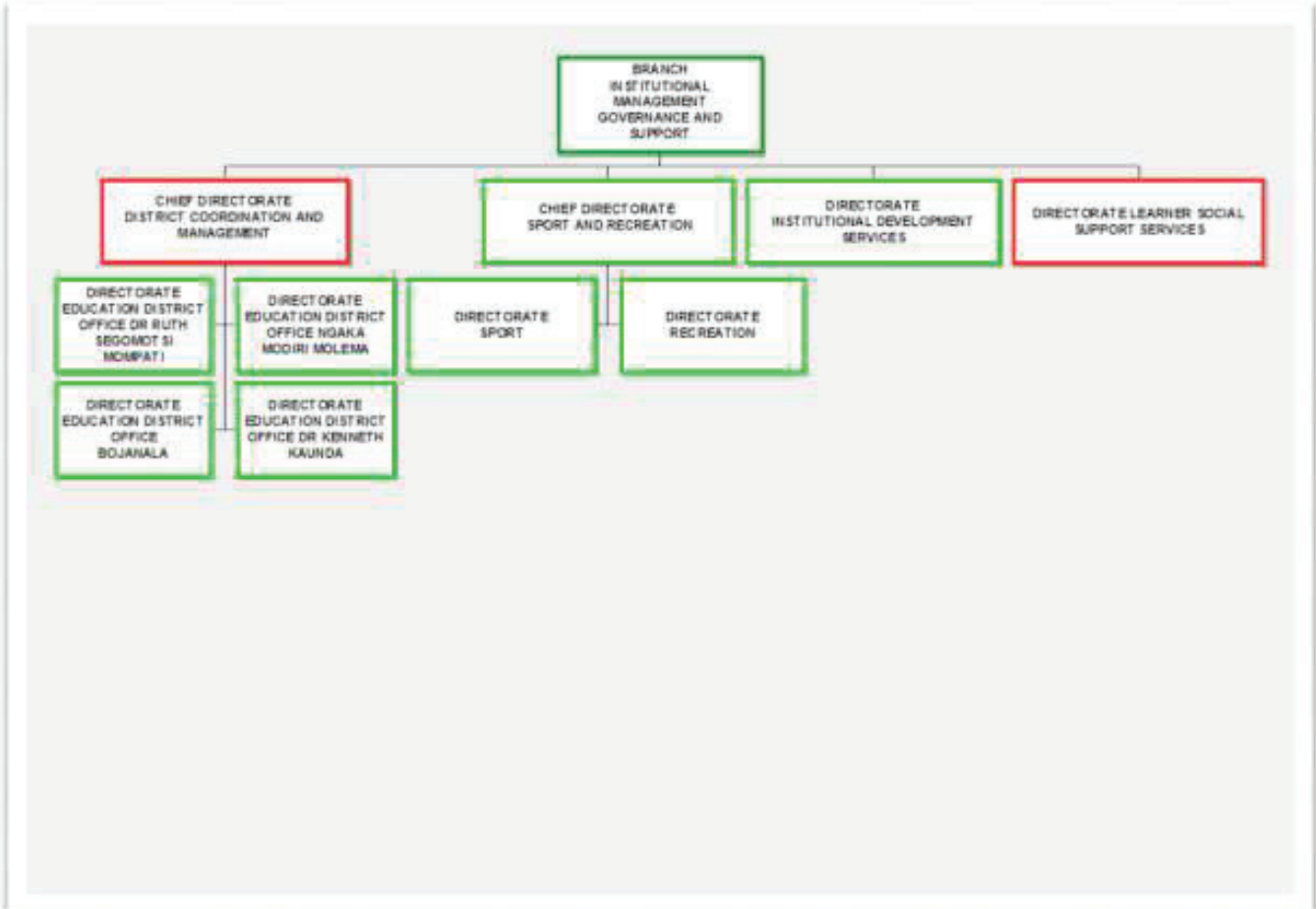
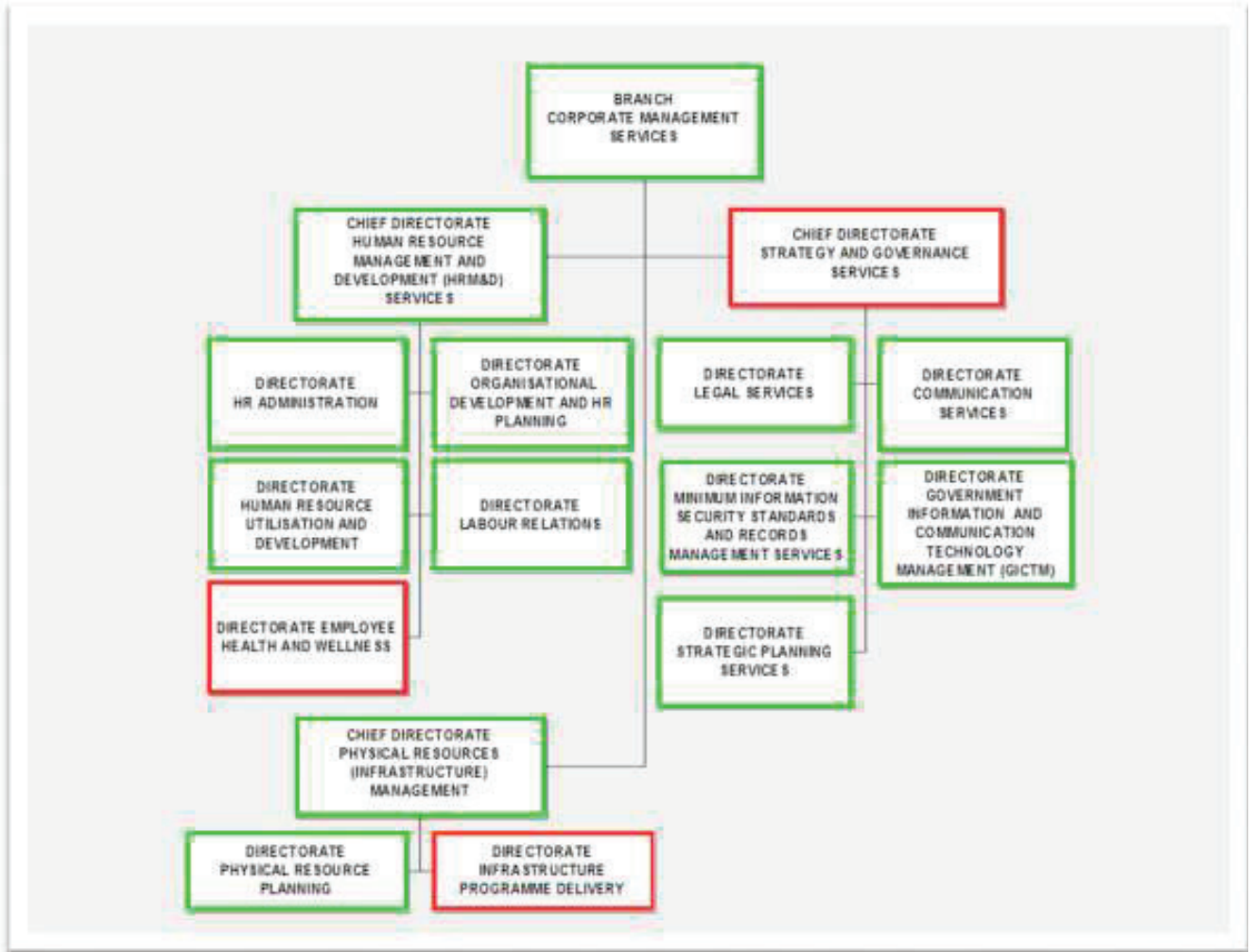


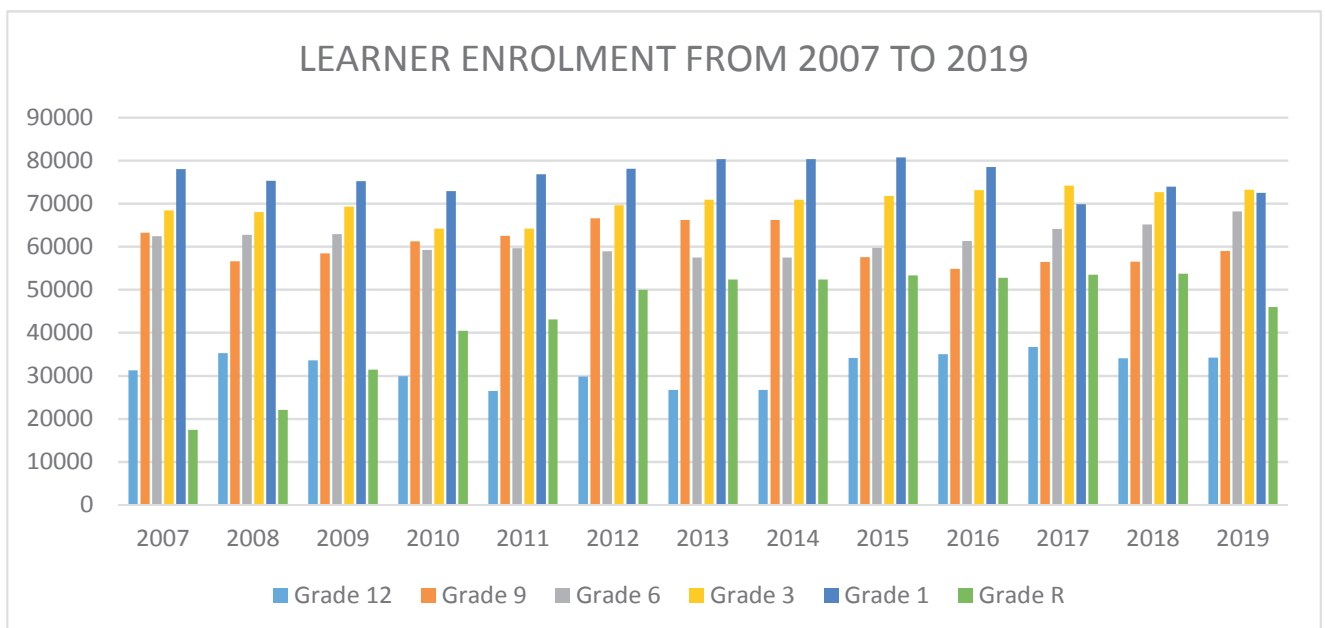
Figure 9: Macro Organisational Structure of the North West Department of Education





6.1 The Delivery Capacity of the State
 6.1.1 Enrolment rates (education access rates)

Figure 10: Enrolment of Learners of Selected Grades/Year



Data Source: DBE-NW own calculation

- A policy success of introduction and implementation of pre-schooling structured learning in the form of Grade R (ECD Programme) is showing by the upward trend line. The upward trend of access/increase of grade R learners starts in 2003/4, and after five years it picks up in 2010 and continues steadily the upward movement.
- We notice the downward counts of learner enrolment in grade 12.
- What is of interesting observation is the gap between increased/retention of enrolment of grade R learners vs the increase in retention of grade 12 learners post 2009 onward seemed to have narrowed as compared to the gap in the period before. This suggests and assumes a positive causal association where increase in the number of the grade R learners with structured learning experience (curriculum) having an effect in grade 12 learner retention as grade R learners move across the years towards grade 12. This association seems to hold with other grades also as there is a levelling from 2007.
- Recent study from Stellenbosch University is reporting that the children of high classes gain more from Grade R (ECD) structured learning as compared with those from the poor people with poor facilities/resources and poor quality structured learning experiences.
- However, studies are plenty to evidence that investment in pre-schooling learning (ECD) has greater return on investment than at FET systems, the strength of the foundation of the system determines the whole system's success.

6.1.2 Trend Analysis: Learner Loss and Gain Across the Years

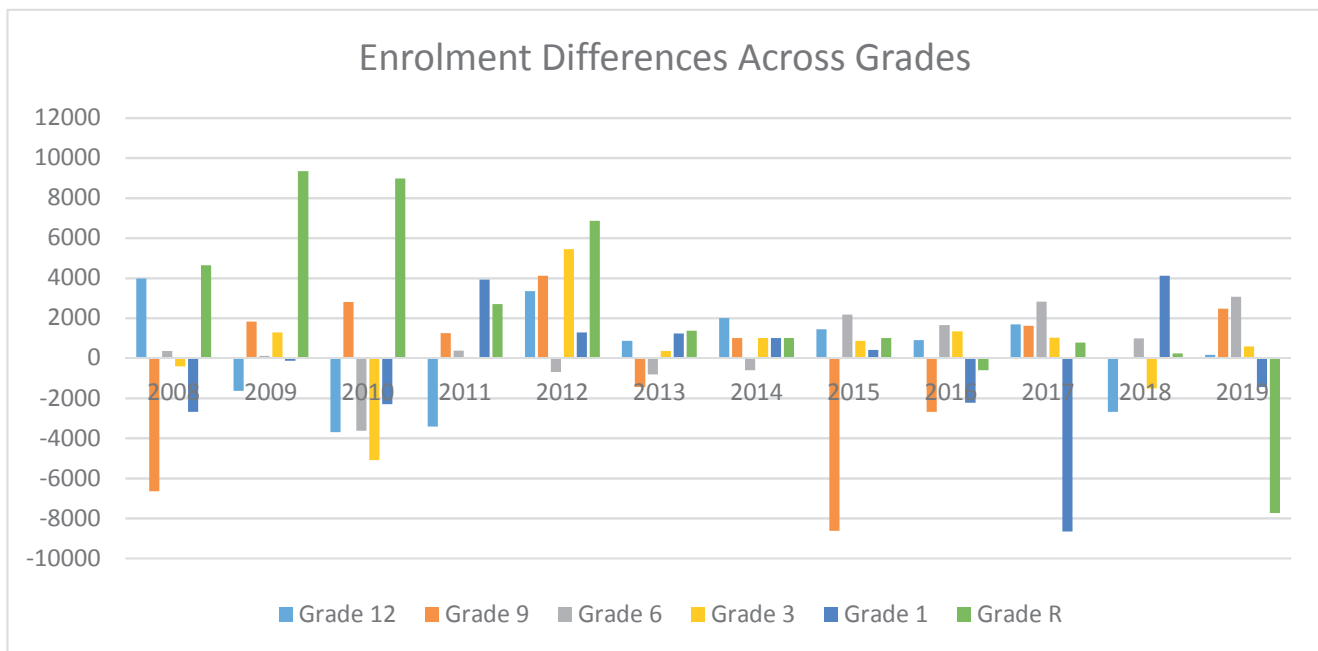
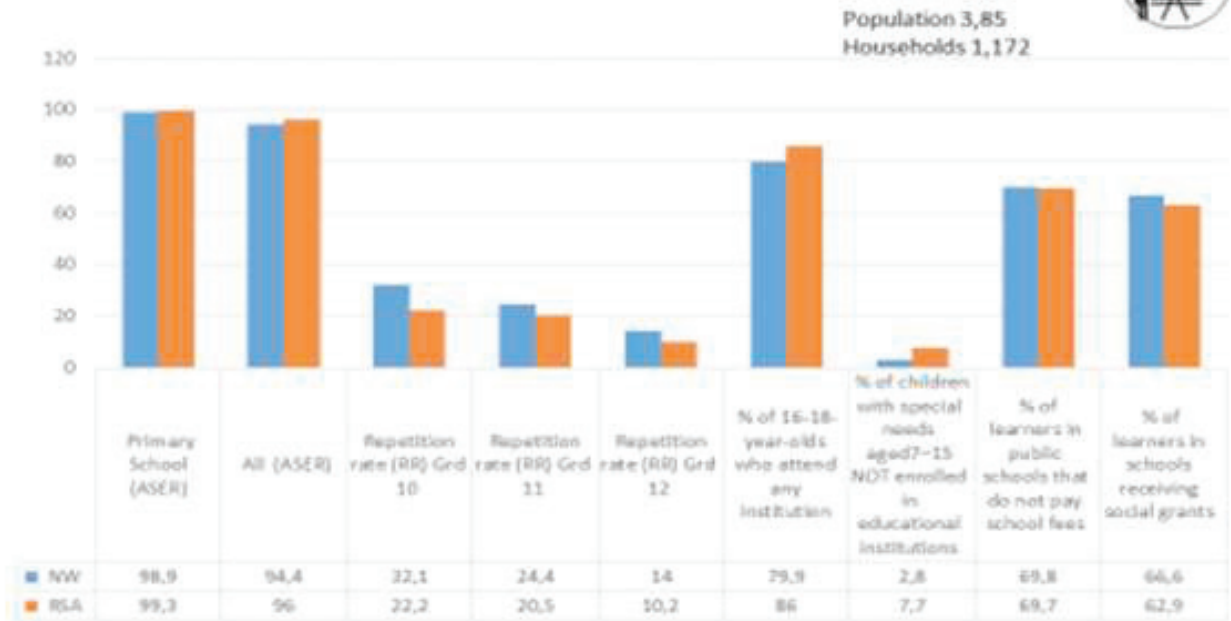


Figure 11: Learner Loss and Gain across Grade and Years

Data Source EMIS – NW own calculations

- It is observed that as the learners move from grade to grade from 1997, in the selected grades viz R, 1, 3, 6, 9 and 12 there are losses and gains of learners.
- Greater losses are observed to be during the period prior 2007. Accumulative gains in contrast are in the period beyond and in particular in grade R in 2010.
- It can only mean that policy interventions are improving the outputs of the system but not enough since the ratio between those admitted at entry level and those at the final matric exit level is vast.

Education Indicators 2017



Numbers of learners enrolled (16-18) in any institution NW: 137 000 RSA: 2 459 000

Source: GHS 2017



THE SOUTH AFRICA I KNOW THE HOME I ASPIRE TO

Figure 12: Education Indicators

Education Indicators 2017



Source: GHS 2017



THE SOUTH AFRICA I KNOW THE HOME I ASPIRE TO

Figure 13: Education Indicators

6.1.3 Trend Analysis: Number of Educators and Schools

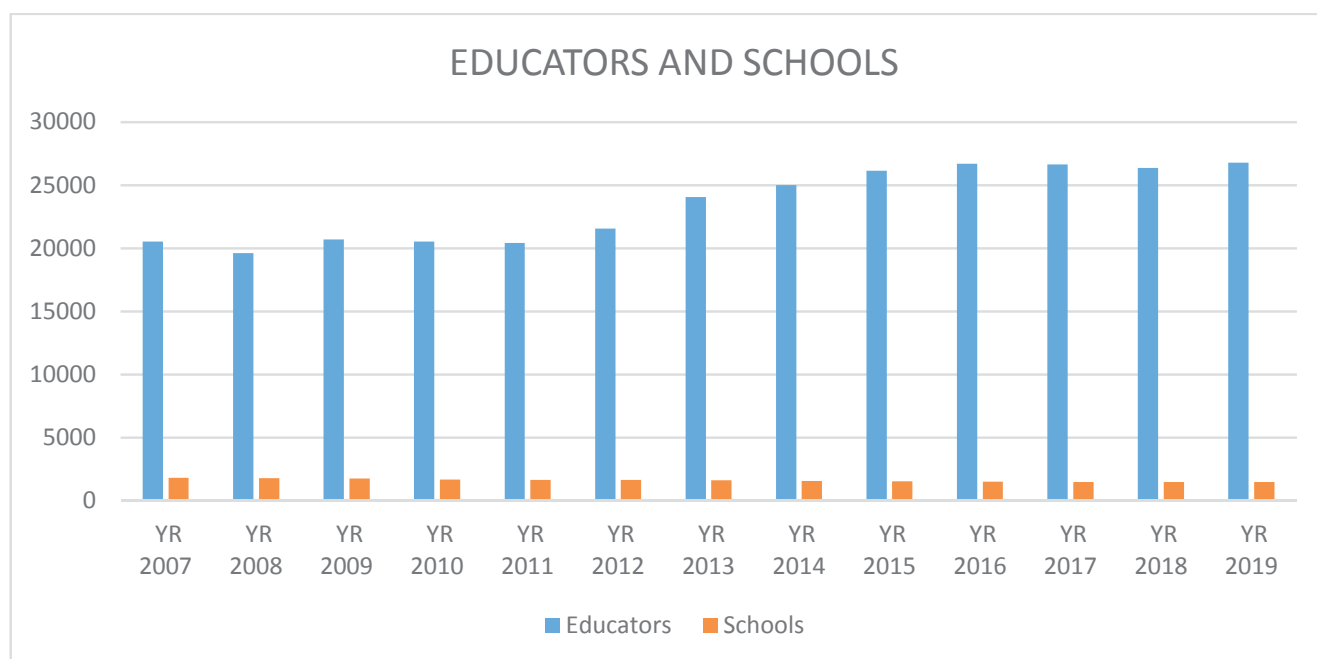


Figure 14: Number of Educators and Schools per Year, (2007-2019)

- There is a steady decline of educators from 2004 to 2012 even though there was a little pick up in 2008 and 2009.
- From 2003 to 2017 the number of schools went down by almost fifty percent.

6.1.4 School Ratio: Learner: Teacher

Year	Total No. of Learners Per Year (Gr1 to G12)	No. of Learners Lost or Gained/Year	No. of Educators	T:L Ratio	No. of Schools	S:T Ratio
Y2003	886 280		30 326	29	2 253	393
Y2004	864 895	-21 385	30 827	28	2 174	398
Y2005	834 934	-29 961	27 463	30	2 064	405
Y2006	768 709	-66 225	26 677	29	1 860	413
Y2007	730 377	-38 332	25 701	28	1 820	401
Y2008	755 382	25 005	26 620	28	1 821	415
Y2009	745 051	-10 331	26 697	28	1 768	421
Y2010	715 032	-30 019	26 006	27	1 701	420
Y2011	719 970	4 938	25 897	28	1 669	431
Y2012	729 884	9 914	25 924	28	1 645	444
Y2013	739 606	9 722	26 194	28	1 606	461
Y2014	748 835	9 229	26 034	29	1 570	477
Y2015	762 311	13 476	dna ³	dna	1 544	494
Y2016	778 235	15 924	26 070	30	1 535	507
Y2017	771 235	-7 000	28 232	27	1 556	496

Table 9: Learner: Teacher and Teacher: School Ratios

Source: DBE-NW own calculations

Table 9 above reveals ideal educator to learner ratio without the variations that are problematic within certain clusters and districts where the ratios are very high.

³ Dna – Data not available

Percentage distribution of main reasons given by persons aged 7 to 18 years for **not attending** an educational institution by sex

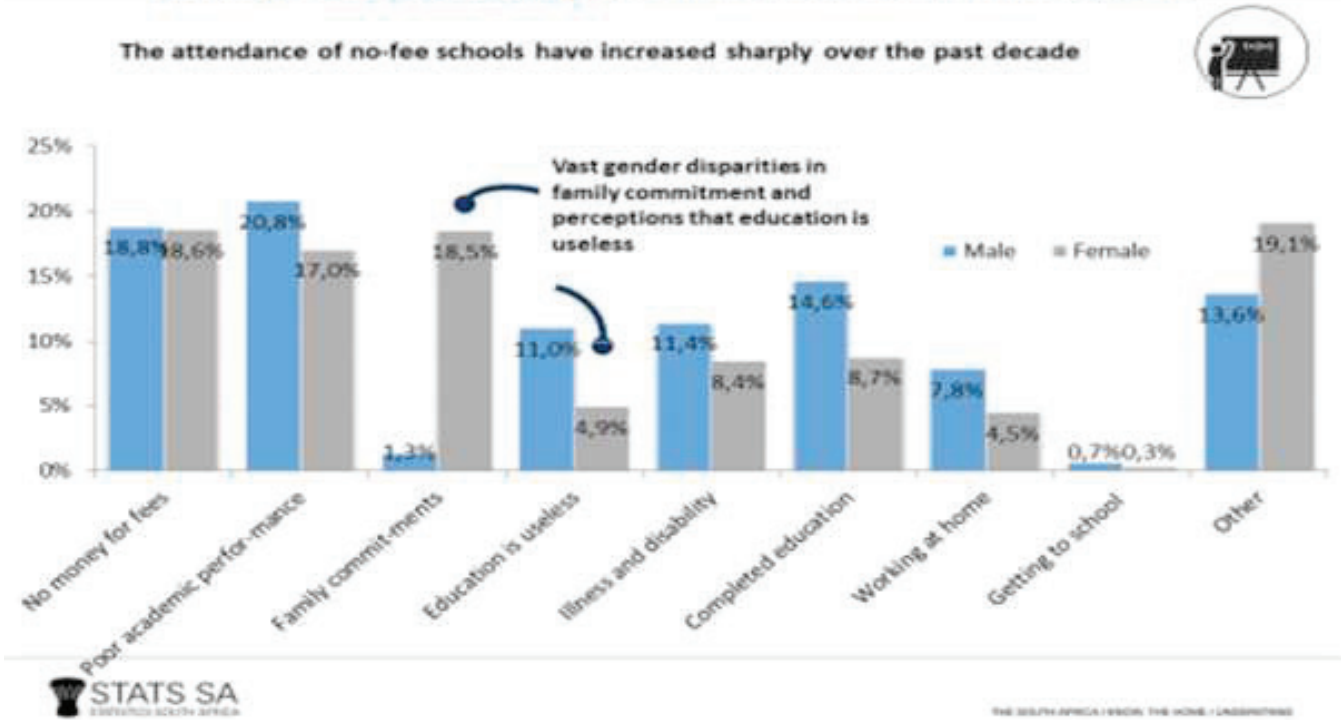


Figure 4: Reasons for not attending school

Main challenges at school

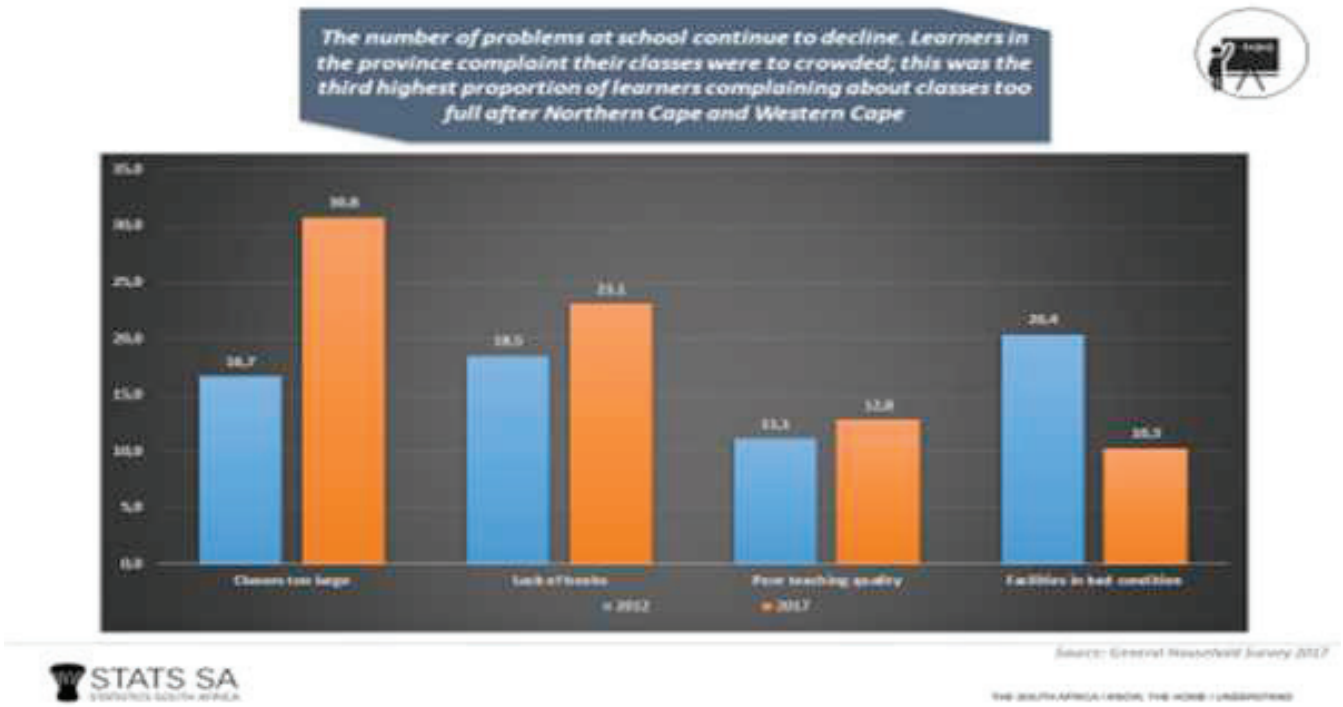


Figure 16: Main challenges at school

District	Total Wrote		Total Achieved		% Achieved	
	2018	2019	2018	2019	2018	2019
Bojanala	12 411	11 465	10 439	10 272	84,1	89,59
Dr. K. Kaunda	5 393	5 044	4 390	4 327	81,4	85,79
Ngaka M. Molema	7 258	6 742	5 825	5 689	80,3	84,38
Dr. R.S. Mompoti	3 999	3 568	2 924	2 984	73,1	83,63
Province	29 061	26 819	23 578	23 272	81,1	86,77

Table 11: Overall Grade 12 performance of candidates in the 2018 – 2019 examination (Departmental calculations)

All four districts attained a pass rate of 80% and above. This is testament that the regular quarterly learner performance analysis, related monitoring and accountability sessions, specific learner support and intervention programmes are beginning to bear good fruit

Gender	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	Achieved Diploma	Achieved H-Cert
Female	14 637	12 559	85,80	5 447	4 507	2 602
Male	12 182	10 713	87,94	4 517	4 170	2 026
Grand Total	26 819	23 272	86,77	9 964	8 677	4 628

Table 12: Passes by Gender (Departmental calculations)

Consistent with the Action Plan 2024, the system will not only focus on the number of learners achieving the Grades but also on the quality of passes. To this end, the province, through the implementation of LAIP, will place emphasis on:

- Improving subject performance by offering additional classes during camps for progressed learners, schools presenting first Grade 12, and underperforming schools
- Tracking learner performance quarterly and isolating for intervention learners and subjects that are not passing
- Support to all underperforming schools through mentoring programme
- Quarterly performance accountability sessions to identify gaps
- Ngwana Sejo Campaign will be implemented in earnest to intensify our school revision programmes which will include:
 - Extra classes
 - School vacation camps
 - Site camps and
 - Examination camps

6.1.6 The Human Capital and Poverty Alleviation Interventions

Learnership and Internship Programmes: The four year review from 2014/15 to 2017/18 points at some policy intervention initiatives that populated internal strategic service delivery environment and continuing to be performed through to date. For the base year 2014/15 the interventions incorporated, Learnership and Internship Programmes achieving placement of youth in government to enhance service delivery and to learn human resource skills by taking advantage of the job opportunities created; In the financial year of 2014/15 the learnership programme is said to have benefited an additional 100 learners and in 2016/17 the Internship programme specific benefited 180 unemployed youth. The numbers are small including that these are 'job opportunities' not work employment (or Jobs per se) that are mainly "temporary" and "informal" and opportunities expire as opposed to formal and decent jobs with all the attendant employment benefits. They only keep the wolf for a while from the door.

Funza Lushaka: The Bursaries for youth "Funza Lushaka", designed to address supply of teachers through "encouragement into teaching profession" and but throughout it has been faced with problems of graduates changing their subject specialization as when they are studying and placement including that the supply does not, both quantitatively and qualitatively, meet the demand, including demands of the classroom and school work. Evidently a seven year data review and viewing of and through the Departmental School Readiness Annual Survey that involves politicians, education managers and officials, and others as monitors and data collectors during the first, second and sometimes even third day of school reopening puts forward that more than 70% of all schools participating in the survey indicated that they had some sort of vacant posts, in fact high vacancy rate, even though it does not clearly state in which subjects.

6.1.7 Human Capital Development and Education Access Interventions

No Fee Schools Policy :The national benchmark of 65.5% of learners from benefiting from No Fee Schools Policy (schools in quintile 1,2 and 3) intervention has been reported to having been long surpassed during the 2014/15 and as well as it was upped to 68.7% in 2016/17. In 2015/16 90.4% of R785 593 million was reported to have been allocated to these schools located in low income and poor household settlement areas, like villages and townships. During the latter year of the period under review the number of learners from the poor communities in our Province benefiting from the No Fee Schools Policy were 704 931 which accounts for 88% against the National Norm of 68.7%.

National School Nutrition Programme: Poverty studies indicate different poverty levels that reveal social, economic, political, educational, mobility, cultural, human capacity etc. inequalities. These inequalities are causes and also consequences of grinding poverty and hunger that ensures learners do not have access to educational outcomes and mainly economic ones. The National School Nutrition Programme is intended to address lack of nutrition and poverty to ensure access to schooling of learners from mostly quintile 1-3 to ensure learners concentrate in their classes, so as to learn and development necessary for their capacities and capabilities.

Village economies are dominated by subsistent livestock production as a source of income and less of vegetables production livelihoods. Other than that, small dealer shops are occupied by the Pakistani, Indian, and other foreign nationals and income for the locals is through 'rent seeking'. One of the items in the NSNP menu is soya means. Who has become entrepreneurial in the villages and townships in a spatial context defined by low agricultural activities to produce soya means? Who decided that there should be no meat items in the school menu? What evidence is available to validate the statement "the schools purchase from local suppliers *buy* requesting quotations" (Ibid), There seem to be no business integration, vertical or otherwise between local village population groupings, household livelihoods and the business activities. Who ultimately benefit financially in this economic structural quack mire? The point is that NSNP has the potential as wealth re-distributor, redresser and equalizer but the one village entrepreneur if he/she is there has only turned to be a poor middle man between the vegetable 'producer' and the demand from the village school. This analysis says the structural and systemic inequalities need to be addressed given the NSNP potential. It is an organizational strategic issue that is within the control of the management of the province, it is not external. NSNP should have a local inter-

trade with local indigenous food producers to start to mirror the African countries 'free' inter-trade, to ensure that any amount of money invested should circulate in the hands of the locals without it being migrated externally.

6.1.8 Human Capital and Learner/Teacher Support Interventions

Mathematics, Science and Technology Programme (MST): as implied is to improve learner performance in Mathematics, Science and Technology through different sub-programmes. They include training of teachers mainly in Mathematics and Physical Science grade 12, 165 and 146 respectively as in 2014/15. We find that there is gap in reporting on this sub-programme in the middle years. Other sub-programmes for 2014/15 are learner specific, the National Science Expo for grade 12 learners, and the Girl Learner Intervention Programme involving grades 9, 10 and 12.

The focus is skewed towards grade 12 learners demonstrating inequality in distribution of resources albeit the scientific evidence that greater quality of education returns are highly probable when investment is at lower phases of the education system, in particular ECD. This is policy change implication. The 2016/17 pattern shifts toward Technology Subjects, Technical Mathematics and Technical Science for grade 10 and 11 for all the four districts with the focus on the 19 Technical High Schools. There are many challenges in this programme to an extent that it is proposed to be intensively evaluated to assess its implementation by both the Department of Basic Education and the North West Department of Education.

6.1.9 Human Capital Development and Gender Equality Learner Support Intervention

From 2014/15, Keeping Girls in school programme was metamorphosed into 2015/16 Girl Retention sub-programmed: Girl Seminar. In which, it is stated in the same year its objectives as reflecting on barriers to learning and promote access and retention of girl learner; Share interventions experiences and lessons learned to address the barriers to retain girls; Provide special education, career counselling to improve girls' academic success and broaden their aspirations. Progress statistics are lacking in this area. In 2016/17 gender issues are attended in the Girl Learner Camp Programme focusing in Mathematics and Science training. National Expo for Youth records 42 learners in the same year less from 82 in the 2014/15. While the National Science Week increased its learner numbers involved to 1200. The latter programmes are observed not only for the girl child including the Provincial Math Week, which involves Talent Development Project – Five day Autumn Camp.

Other Learner Support includes that were introduced and reported on especially for the 2016/17 include Thuthuka Camp focusing on Grade 12 Maths, Science and Accounting learners.

6.1.9.1 Gender mainstreaming

6.1.9.1.1 Women

The Department has annually submitted its plans to respond to the Gender Equality Strategic Framework [GESF] and Job-Access Strategic Framework [JASF]. The Department has approved a Sexual Harassment Policy for all employees, furthermore, the policy has been popularised in Districts

Women Empowerment initiatives have gained momentum; not only provincially but also at District levels, e.g. Women in and Into Management and Leadership. The majority of women employees avail themselves and participate in Trainings organised through HRU & D, with high recorded completion rates as well

In terms of women in School Leadership, there is a negligible increase of Women School Leaders, albeit at lower levels, mostly at Deputy Principal Levels and Principal Level 1 for Small schools. At PL 4 the status has been 61% Males and 39% Females. In terms of Public Service Leadership, the last Five years saw women advancing into SL 14, 15 and 16 [HOD at Superintendent General Level] The Department registered a Yo – yo movement with appointments, now at 66,% for Males and 33% for females. Many Women are clustered at SL 9 and lower.

Disability is still not represented at Decision making Levels. Out of 4 Districts, 2 were led by Women, with a change in 1 year, but recently Bojanala has a Female Acting as District Manager.

Women are profusely disadvantaged when it relates to Supply Chain Issues. Procurement still systematically excludes Women, Youth and Persons with Disabilities.

6.1.9.1.2 Learners

Learner Information on SAMS; e.g. Learner Pregnancy and Learner Dropout rate can be used to benefit planning & interventions if it is Gender & Disability disaggregated. During the previous Academic Year, Learner dropout rate was recorded at **2, 4% not disaggregated**. Total enrolment was **832 512** which means that the system bled almost Twenty thousand learners. This figure also doesn't disaggregate M/F, and it further trivialises the existing problem. Twenty thousand is a very worrying number.

GLIP: Over the 5 Year period, girl learners were afforded enriched Mathematics and Science lessons in order to open their doors for equal opportunities. This programme was consistent in the last five years. GEM/BEM, Peer Education Programme, GBV Response in Schools, in partnership with MSF [Doctors without Borders] Girls and Boys Empowerment Jamborees were also done in some years.

Boys Manhood Camps; 400 Boys were taken through a programme that aims to curb anti – Social behaviour among adolescent boys in Secondary Schools. In 2018/19, 400 Boy Children Schools Special Programmes. This is one programme that can yield positive results if more boys can be reached.

Disability- Over and above improvement of Infrastructure Delivery in Special Schools, the Department is continuously retro –fitting existing schools to be of Full Service Standard. This however, is not resonated through enrolments in those schools. Rural/Urban/Township/Non – Citizen Mix: Farm and Rural School Education continue to open doors of learning to the most disadvantaged Communities, on an incremental basis. Provision of Sanitary Dignity Packs [Towels] has indeed gained traction as a campaign to ensure that even during their menstrual cycle, girl children attend school [KGIS].

6.1.9.1.3 Cross cutting priorities

In terms of Priority 2 of the MTSF, Economic Transformation and Job creation, the department needs to increase the pace of improving the socio-economic conditions of young people, women and persons with disabilities. The Department must set targets that show redress.

The Department strives to implement the Cabinet White Paper on rights of persons with disabilities. However, the profile of the employees of the department reflects a low percentage of persons with disabilities. The Department needs to review equity targets and progressively increase to achieve 7% by 2030. Job access is also a priority and its implementation will provide reasonable accommodation to persons with disabilities to ensure success.

Special schools have been strengthened on a continuous basis. To date, the province has rehabilitated infrastructure of special schools and full service schools. Infrastructure of special schools has also been improved. All 32 Special Needs Schools were provided with appropriate assistive devices such as squeeze pressure vests, talking calculators, textbooks and workbooks with enlarged font and braille. The department has made strides in addressing the safety and security concerns in Special Needs Schools. All the 32 special school have access to Social Workers assigned to them. Furthermore, two hundred and fourteen (214) public ordinary schools have been developed to be full service schools.

The North West Province currently does not have a school for Autism. The learners diagnosed with Autism are accommodated in special schools for SID learners and mainstream schools, depending on the severity of the condition. This poses a serious challenge in terms of the support provision and resources relevant for these learners. The Department has established a task team that will be responsible for developing an implementation plan of how to formalize and coordinate the support provided to these learners. The following special schools have been earmarked to officially start autism units/ classes.

DISTRICT	SUB-DISTRICT	NAME OF SCHOOL
Bojanala	Moses Kotane	Temogo
	Madibeng	Obed More
Dr. Kenneth Kaunda	J B Marks	E S le Grange
Dr. Ruth Segomotsi Mompati	Greater Taung	M M Sebitloane
Ngaka Modiri Molema	Tswaing	Lillian Lehella

Table 13: Special Autism schools

6.1.10 Emerging Trends in the Four Year Review

- a. The three year review of the internal environment of the organization mainly talks to the interventions and sub programmes that address issues pertinent to different groups of the education services clientele. They are summarized however not exhaustively in five themes. But what comes first before these themes is an analysis of the strategic goals/objectives as in the annual performance plans/reports for the three year period.
 - The Human Capital and Poverty Alleviation Interventions
 - Human Capital Development and Education Access Interventions
 - Equal Investment Partnerships or Donor-Aid Mentality Interventions
 - Human Capital and Learner/Teacher Support Interventions
 - Human Capital Development and Sports, Arts and Recreation Interventions
- b. We found that the different sub-programmes are not sequenced similarly across the years. This could suggest decision to reprioritize or issues of just reporting.
- c. The nature of partnerships given the kind of services they provide puts them more in the categories of donors not partnerships per se. This is especially on the issue of material support.
- d. There is an indication that across the years the programmes are increasing numerically; and
- e. There seems to be a need for consistent structured reporting for the each programme as the reporting tends to differ across the years.

Table 14: Service Delivery Strategic Environment, Education Interventions and Recommended Policy Direction: Part 1. The Table below indicates the different strategic issues, interventions and recommended policy direction per issue:-

Issues Strategic Environment	Challenges	Recommended Direction
Human Capital Development and Education Access Interventions	<ul style="list-style-type: none"> NSNP found to have great potential to be a re-distributor of income and wealth for the village entrepreneurs and agricultural industrialist. However it is not integrated with the indigenous people's livelihoods instead is designed in such way that the commercial agricultural producers are the key profit takers. Financial, social, economic and cultural capital potentials of this programme are lost from the historically marginalized communities. This is moving against the orientation of post 2015 development agenda that insist on localizing the economic agenda and activities. 	<ul style="list-style-type: none"> It has the potential to be the re-educator in productive way which needs to be tapped in Education: Financial, social, economic and cultural capital potentials re-appropriated back to the community. Redistribution of income, assets and wealth to effect new ownership patterns.
Partnership: Equal Investment Partnerships vs Donor-Aid Mentality Interventions	<ul style="list-style-type: none"> Partnerships are not equal and may we dare: not respectful albeit poverty grinding situations of the recipients of the donations. There are few beneficiaries in the form of learners, schools, teachers from the powerful economic giants that rake billions from the schools and communities as their market. 	<ul style="list-style-type: none"> Remodeling of the partnership from donor-aid orientation to companies investing in the schools should be pursued. This is to fight against dependency and reproduction of the historical inequalities in power, economy, race, culture, schooling, and others.
Human Capital and Learner/Teacher Support Interventions	<ul style="list-style-type: none"> there are many programmes under this Skewed towards grade 12 and 11 and less in the foundation phases Perpetuating the notion where quality and quantity performance of the system of education is only measured by grade 12 performance indicators. This is against scientific fact that the higher investment in the lower foundation in particular ECD the greater returns in the whole system. 	<ul style="list-style-type: none"> The policy implication is that resources should be 'diverted' or redistributed towards the foundation levels in particular ECD.
Human Capital Development and Sports, Arts and Recreation Interventions	<ul style="list-style-type: none"> We find within this time reviewed, focus is still on the traditional sporting codes. No mention of the indigenous games and sport codes that have been found in research studies to be the source of innovation and a critical basis for knowledge development e.g. in mathematical and scientific fields of knowledge and social cohesion. 	<ul style="list-style-type: none"> Increased resource allocation including time and focus on indigenous games This will increase the cultural capital footprints of those who have been historically excluded.

6.1.1.11 Audit outcomes and Interventions

NO	FINDING DESCRIPTION	2015/16	2016/17	2017/18
PROGRAMME 2 – PUBLIC ORDINARY SCHOOLS				
1	Supporting evidence for "comments for deviations" between planned and reported achievements was not provided.	X	X	X
2	Supporting schedules (lists) were not provided and or the lists differed materially (more than 10%) from the reported achievement.	N/A	X	X
3	Evidence for the samples selected from acceptable lists were not provided or provided late (consequently not audited).	X	X	X
4	Disagreements identified between the reported achievements and the audited achievements based on evidence provided for audit.	X	X	X
5	Problems identified with the business processes.			X
6	Inconsistencies have been identified with respect to measurability - Title - definition - method of calculation and the desired performance.			X
PROGRAMME 5 – ECD				
1	Supporting evidence for "comments for deviations" between planned and reported achievements were not provided.	X	X	X
2	Supporting schedules (lists) were not provided and or the lists differed materially (more than 10%) from the reported achievement.	N/A	X	
3	Evidence for the samples selected from acceptable lists were not provided or provided late (consequently not audited).	X	X	
4	Disagreements identified between the reported achievements and the audited achievements based on evidence provided for audit.	X	X	X
PROGRAMME 6 – INFRASTRUCTURE DEVELOPMENT				
1	Supporting evidence for "comments for deviations" between planned and reported achievements were not provided.	X	X	X
2	Supporting schedules (lists) were not provided and or the lists differed materially (more than 10%) from the reported achievement.	N/A		
3	Evidence for the samples selected from acceptable lists were not provided or provided late (consequently not audited).	X	X	X
4	Disagreements identified between the reported achievements and the audited achievements based on evidence provided for audit.	X	X	X
5	Indicator not well defined as the target set was zero (0)		X	

Table 15: Audit outcome of audit of predetermined objectives (AoPo)

Audit Outcomes for past three (3) years			
AUDIT OUTCOME OF AUDIT OF PREDETERMINED OBJECTIVES (AoPO)	17-18	16-17	15-16
Programme 2 – Public Ordinary School Education	Disclaimer	Disclaimer	Disclaimer
Programme 5 – Early Childhood Development	Qualified	Qualified	Disclaimer
Programme 6 – Infrastructure Development	Adverse	Adverse	Disclaimer
Programme 7 – Examination and Education Related Services	Unqualified	Unqualified	Unqualified

6.1.11.1 General findings

- The Department did not have sufficient monitoring controls to ensure adherence to the internal policies and procedures relating to performance against pre-determined objectives at programme level and for purpose of taking corrective action.
- The department did not have documented and approved internal policies and procedures to address the process of collecting, recording, processing monitoring and reporting performance information and compliance with laws and regulations.
- The department developed a plan to address internal and external audit findings, but the appropriate level of management did not monitor adherence to the plan in a timely manner.
- The risk assessments, risk strategy and risk management did not address the performance management.

6.1.11.2 Root causes

- Lack of consequence management
- Vacancies in key and support positions
- Slow response by management to address matters raised by internal audit, audit committee and external audit
- Slow response by political leadership to address matters raised by audit committee and external audit

6.1.11.3 Recommendations

- Implement systems that will generate complete and accurate performance information, while enforcing internal controls through consequence management.
- Action plans to address AOPO findings should be compiled per programme and indicators.
- Implementation and monitoring of the action plans to ensure that the underlying causes are addressed and challenges are addressed timely.
- Internal benchmarking with Programmes (e.g. Programme 7) and Indicators doing well (e.g. PPM 201, 204) to adopt best practices

6.1.12 Theory of change

It explains how a strategy is expected to bring change. It is a roadmap that explains assumptions regarding implementation of strategy. It explains what and changes should occur.

Stake holder discussion/ Lekgotla /workshop approach was used by the department. Impact, outcomes and outcomes indicators and outputs were developed. *The figure below summarises the theory of change.*

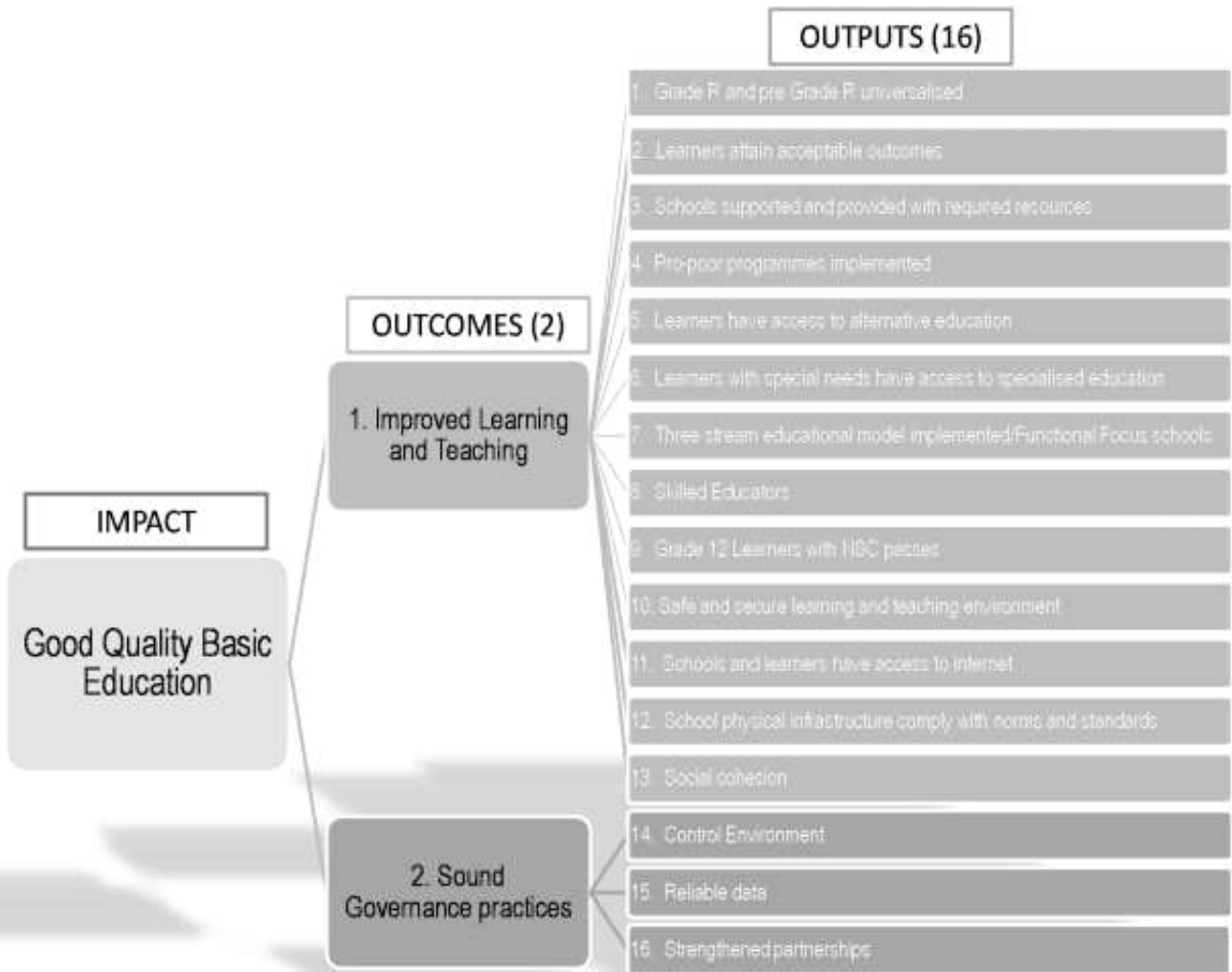


Figure 5: Theory of Change

PART C: MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PERFORMANCE INFORMATION

2. IMPACT STATEMENTS

The NWDoE will exert all its energy and endeavour to have the following impact on Education in the North West Province:

Impact Statement	Good, Quality Basic Education
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3. MEASURING OUR OUTCOMES

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH				
Outcome	Outcome indicator		Baseline	Five Year Target
1. Improved learning and teaching	1. Proportion of 5/6 year olds (Grade R) enrolled in educational institution by 2025		No baseline	100%
	2. Proportion of Grade 3 learners reaching the required competency levels in Literacy and Numeracy	Literacy	75%	80%
		Numeracy	70%	75%
	3. Proportion of Grade 6 learners reaching the required competency levels in Maths and Language	Mathematics	65%	75%
		Language	75%	80%
	4. Proportion of Grade 9 learners reaching the required competency levels in Maths and Language	Mathematics	50%	55%
		Language	75%	80%
	5. Proportion of school leavers ready to participate in the economy of South Africa		86.8%	90%
	6. Proportion of educators meeting the required content knowledge		5%	40%

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH			
Outcome	Outcome indicator	Baseline	Five Year Target
	and methodology		
	7. Extent to which pro poor programmes are implemented	No baseline	100%
	8. Extent to which the curriculum of schools responds to a changing world	No baseline	100%
	9. Extent to which the school environment is conducive for learning and teaching	No baseline	100%
MTSF PRIORITY 6: SOCIAL COHESION AND SAFE COMMUNITIES			
	10. Proportion of schools compliance to school safety norms and standards (NSSF)	No baseline	100%
	11. Extent to which social cohesion is embraced in schools	No baseline	100%
MTSF PRIORITY 1: CAPABLE, ETHICAL & DEVELOPMENTAL STATE			
2. Sound Governance practices	1. Data Quality Management	96%	100%
	2. Audit Opinion Achievement	Unqualified with matters of emphasis	Unqualified with no matters of emphasis
	3. Stakeholder Relations Management	No baseline	Labour peace/ Functional QLTC structures/ Strengthened Partnerships

3.1 Explanation of Planned Performance over the Five Year Planning Period

The Department held a three day Strategic Planning Lekgotla. During this session, several issues that affect education were reflected upon:

- Limited access to ECD programmes
- Poor learner outcome
- Low performance on Literacy, Numeracy and Science
- Access by learners with special needs to quality education
- Inadequate resources
- Unsafe infrastructures
- School safety
- Low community and parent involvement

Various solutions were suggested and out of them **one Impact statement "Good quality Basic Education"** and five outcome statements emerged. After several refinements, only **two outcome statements remained, namely 1) Improved learning and teaching and 2) Sound Governance practices.**

OUTCOME 1: IMPROVED LEARNING AND TEACHING

After agreeing on the Impact statement, improved learning and teaching was adopted as the pathway to achieve the change that the department intends to bring. The improvement of learning and teaching is embedded within the attributes of the NDP, **MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH** and the 2019-24 MTSF outcomes that focus on school readiness and reading for meaning. It also seeks to deliver on the **migration of ECD responsibilities, expansion of access and improving quality of education by 2024; every 10-year old will be able to read for meaning; eradicate School Pit Latrines by 2024; and Provincial access to education and training of the highest quality achieving position 1 in matric results by 2024.**

The focus of all strategies is directed to the learner and the quality of learning attained for effective and lifelong learning, development and growth. This focus clearly guides the department's thinking as to what has to be done to create an enabling environment for effective teaching and learning that will ensure that the citizenry is empowered to effectively participate in the society and the economy.

To ensure effective learning and teaching, the focus will be geared towards the learners and the classroom as a unit of change. A fully functional classroom is a prerequisite for effective teaching and learning. Therefore, the department will provide the right combination of incentives, support and resources that will accelerate the changes needed to improve the quality of education in schools. This will be done by focusing on effective curriculum management and delivery that ensures quality learning and teaching in all the institutions. The delivery of the curriculum depends on the required resources and teacher development. These will be provided on time, to ensure that learners have textbooks and teachers teach.

The departments' priorities on improved school readiness and 10 year old able to read for meaning are critical to the realisation of the outcome. Several priorities from the 10 point plan such as reading, promoting teaching profession 4IR, decolonisation of education are also integral in the improvement of learning and teaching. Rationale: - Education and innovation are central to South Africa's long term development.

The prerequisite for provisioning of quality learning and teaching in safe and conducive environment. The department will improve on maintenance of existing infrastructure to ensure longevity. A viable system of school maintenance will need to be developed and funded to ensure that schools infrastructure remains in use and safe for longer. It is also important to rehabilitate and develop new schools in consultation and collaboration with business, civil society and communities, who will be empowered to take responsibility of the schools.

Over the past five years safety and security of learners and educators in schools has become a serious concern. This is a basic right that is enshrined in our Constitution. This concern is compounded by the increase in the wave of vandalism of our education institutions for reasons unrelated to education. The wave of violence on learner to learner, learner to teacher has marred many schools. Programmes on social cohesion will be implemented in schools to make sure that school communities are more conscious of the things they have in common than their difference. These will include dialogues amongst various stakeholders, participation in sports, arts and culture activities, as well as incremental introduction of African Languages. **MTSF PRIORITY 6: SOCIAL COHESION AND SAFE COMMUNITIES** seeks to bring all South Africans to a common social compact in addressing the social ills that plague various communities. The department will upscale safety measures in schools, including engagement with various stakeholders and implementation of safety framework in all schools,

In the next five years Learners will be equipped with skills for a changing world. This entails progressive provisioning of ICT devices and connectivity to schools to support Fourth industrial revolution. The department aligns its focus to the rapid digital transformation linked to 4IR that enhance innovation to unleash talents and creativity of learners. Teachers will also be trained on the internet of things to be able to teach learners and enhance learner innovation. Three stream model will be expanded to include more schools that will cater differently talented learners. Key focus schools will be Agriculture, Maths and Science and Technical Vocational & Technical Academic.

These policies and strategies support quality learning and teaching by enhancing a conducive teaching and learning environment.

These are some of the enablers:-

- Safe and conducive environment
- Capable, trained and competent workforce
- Adequate resources provided on time
- Social compacts

Improved learning and teaching is an integral pathway towards provisioning of good quality basic education.

OUTCOME 2: SOUND GOVERNANCE PRACTICES

This outcome responds directly to **MTSF PRIORITY 1: CAPABLE, ETHICAL & DEVELOPMENTAL STATE** as well as the provincial priority to **reduce qualified audits to 15% at Provincial level.**

For the past four years the Department received an unqualified audit opinion with matters of emphasis from the Auditor General. These matters of *emphasis were related to unauthorised, irregular, fruitless and wasteful expenditure and the material underspending of the budget in Programme 6: Infrastructure Development.*

Several material findings related to the *usefulness and reliability of our reported performance information* has also been made by the Auditor General for the past four years. Compliance to sound governance practices will enable the Department to ultimately achieve an unqualified audit opinion with no matters of emphasis and this is the driving force for the next 5 years. The intention is to reduce repeat findings by AG.

The Governance Institute describes corporate governance as *“the way in which companies are governed and to what purpose.* It is concerned with *practices and procedures* for trying to ensure that a company is run in such a way that it achieves its objectives”. It is believed that the implementation of a robust corporate governance framework will aid in the prevention of future wrongdoings and provide comfort to an organisations wider stakeholder group.

Internationally, governments and corporate governance bodies have taken two approaches to encouraging good governance in public listed companies – *a ‘comply or explain’ approach or enacting regulation to ensure compliance.* Either way, general consensus amongst industry groups is that *good corporate governance supports management whilst also benefitting employees, shareholders and the community.* Thus it will be through sound governance practice that communities will trust the state again and willingly contribute to its development. The department will also work on instilling business confidence, by following fair supply chain processes and Conduct consequence management on loss to the state and hold officials accountable for any transgression. Cases will have to be finalised within the specified period.

Stakeholder participation is emphasised in the NDP, SDG, MTSF and national priorities. As part of the provincial effort to establish a safe and inclusive environment, the Department, in consultation with key stakeholders such as the Departments of Community Safety, Social Development and Civil Society, has reviewed interventions in respect of creating a safe schooling environment for teachers and learners

The following five points highlight the value that good governance will create:

INCREASED TRUST – The department does not exist in a vacuum. It is cognisant of the role it plays in wider society and will seek to behave in a transparent manner by providing clear and accurate information to stakeholders on a regular basis. When all stakeholders feel able to rely upon the data provided this leads to increased levels of trust and the department will be able to develop stronger, longstanding relationships with stakeholders.

ENHANCED SUSTAINABILITY - A company committed to good governance is able to *quickly identify and resolve any systemic issues* thus reducing the likelihood of costly crises and scandals. The department has Governance and Oversight structures that ensures consistent compliance and policy implementation

ENCOURAGED POSITIVE BEHAVIOURS - Significant focus will be placed on the role that feedback to employees' plays. Managers need to take interest and responsibility for matters that can help prevent future failures whilst setting the expectations. It is said that '*the tone of an organisation is set at the top*' meaning that the Management are protagonists of organisational performance. It is therefore imperative that all Managers take an active interest in the activities of the Department and ensure clear lines of communication and responsiveness to dealing with any move away from the positive culture that they seek to imbue throughout the department.

MINIMISED WASTE, RISKS, CORRUPTION AND MISMANAGEMENT – The department is committed to implementing and maintaining good governance practices to drastically minimise risks. Strong governance practices typically increase levels of transparency, trust and integrity, all of which create an environment conducive to reducing risks, opportunities for corruption and any source of mismanagement.

These will ensure that all resources geared toward good quality education learning are used effectively and efficiently.

These are some of the enablers:-

- Compliance with policies and practices
- Improving data collection, management and information
- Reliable performance information
- Effective communication with stakeholders
- Extensive consultation
- Effective strategies for labour peace
- Signed MOUs
- Adequate resources (LTSM, transport, personnel, funding)
- Functional intergovernmental structures
- Shared decision making
- Improved parental involvement
- Functional SGBs
- QLTC

structures

4. KEY RISKS AND MITIGATIONS

Outcome	Key risk	Risk Mitigation
1. Improved learning and teaching	<ul style="list-style-type: none"> • Inadequate resources • Non-compliance to policies • Poor performance in teaching and learning • Irrelevant infrastructure provisioning • Compromised service delivery • Delayed implementation, duplication and fruitless expenditure 	<ul style="list-style-type: none"> • Spend according to the set budget • Enhance integrated planning • Strengthen accountability and enforce consequence management • Intensify training of teachers, securing teaching time and ensure that teachers have appropriate methodology and content knowledge • Intensify monitoring of infrastructure delivery
2. Sound Governance practices	<ul style="list-style-type: none"> • Lack of internal controls • Lack of consequence management • Non-functional key governance structures 	<ul style="list-style-type: none"> • Development of internal controls • Enforce compliance, accountability and consequence management • Intensify monitoring and implementation of PAAP • Curb recurrence of irregular expenditure

5. PUBLIC ENTITIES

None

PART D: TECHNICAL INDICATOR DESCRIPTORS (TID's)

Indicator title	Proportion of 5/6 years old (Grade R) enrolled in educational institutions by 2025
Definition	The total number of 5 year old learners turning 6 by June and 6 year olds, in the year of admission in Grade R in Public Schools as well as independent schools.
Source of data	SA SAMS STATSSA
Method of Calculation/ Assessment	Numerator : The number of 5 and 6 year old admitted in Grade R Denominator: The total population of 5 and 6 year olds in the province Multiply by 100
Assumptions	All Public and Independent schools have an enabling environment to accommodate Grade R
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	All five and six year old learners should be in school
Indicator responsibility	Directorate: Curriculum Management and Delivery

Indicator title	Proportion of Grade 3 learners reaching the required competency levels in Literacy and Numeracy
Definition	Grade 3 learners participating in the Systemic Evaluation tests and obtain the required competency levels in Literacy (Home Language and First Additional Language) and Numeracy. This is done on a sample basis every three years. The required competency level is attainment of 50% and above.
Source of data	Systemic Evaluation Report
Method of Calculation/ Assessment	Numerator: Number of Grade 3 learners who participated in the Systemic Evaluation tests and who achieve 50% and above in Literacy (Home Language and First Additional Language) and Numeracy Denominator: Total number of Grade 3 learners who participated in the systemic tests Multiply by 100
Assumptions	Quality teaching and learning Standardised assessments
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	All Grade 3 learners who participate in the Systemic Evaluation tests perform at 50% or above in Literacy (Home Language and First Additional Language) and Numeracy
Indicator responsibility	Directorate : Assessment

Indicator title	Proportion of Grade 6 learners reaching the required competency levels in Maths and Language
Definition	Grade 6 learners who participated in SACMEQ and obtain the required competency levels in Literacy and Mathematics. The required competency level is attainment of 500 points or more, benchmarked on a scale of 0 – 1000 points. The assessment is conducted on sample basis every 7 years.
Source of data	SACMEQ
Method of Calculation/ Assessment	Numerator: All scores of learners are added up and divided by the number of Grade 6 learners. Denominator: Total number of Grade 6 learners who participated in SACMEQ Multiply by 100
Assumptions	Quality teaching and learning in Maths and Language. Standardised assessments
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	Grade 6 learners who participate in SACMEQ attaining 500 points or more in Maths and Language
Indicator responsibility	Directorate : Assessment

Indicator title	Proportion of Grade 9 learners reaching the required competency levels in Maths and Language
Definition	Grade 9 learners performing at 50% and above in Maths and Language
Source of data	SA SAMS
Method of Calculation/ Assessment	Numerator: Number of Grade 9 learners performing over 50% in Maths and Language Denominator: Total number of Grades 9 learners offering Maths and Language Multiply by 100
Assumptions	Quality teaching and learning in Maths and Language Standardised assessments
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	All Grade 9 learners achieve 50% or more in Mathematics and Languages
Indicator responsibility	Directorate : Assessment

Indicator title	Proportion of school leavers ready to participate in the economy of South Africa
Definition	Number of school leavers who passed National Senior Certificate
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: Number of learners who passed the NSC examinations Denominator : Total number of learners who wrote the NSC examinations Multiply by 100
Assumptions	All Grade 12 learners received sufficient and appropriate teaching Efficient schooling system
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	An increase in NSC passes
Indicator responsibility	Directorate : Curriculum Support

Indicator title	Proportion of Educators meeting the required content knowledge and methodology
Definition	The number of educators that show improved content knowledge in priority subjects after support. The priority subjects are: - Mathematics/ Numeracy and Literacy/Language (GET). The training needs of educators are informed by the performance of learners in specific topic or item of the priority subjects. Educators are expected to write assessments before and after training sessions.
Source of data	Pre and Post –training assessments
Method of Calculation/ Assessment	Numerator: Total number of educators who obtained 80% and above in post training assessment Denominator: Total number of educators who completed the post training assessments Multiply by 100
Assumptions	Cooperation and participation by educators Competent and sufficient subject advisors and financial resources
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	Improved content knowledge of educators
Indicator responsibility	Directorate :Professional Educator Development

Indicator title	Extent to which pro poor programmes are implemented
Definition	Learners from poor households supported to access quality education and to improve attendance, through the following programmes:- <ul style="list-style-type: none"> • NSNP • Learner transport • Sanitary towels • No –fee school policy • Norms and standard for school funding
Source of data	<ul style="list-style-type: none"> • Learner transport database • List of learners provided with sanitary towels • Norms and standards database • NSNP database
Method of Calculation/ Assessment	Numerator: Number of learners benefitting in each programme Denominators: Number of qualifying learners in each programme Multiply by 100
Assumptions	Sufficient resources Cooperation from COSATMA
Disaggregation of Beneficiaries (where applicable)	Target for Women: Girl learners benefitting from sanitary towels Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	All eligible learners benefit from the programmes
Indicator responsibility	Directorates: LSSS and Management Accounting Services

Indicator title	Extent to which the curriculum of schools responds to a changing world
Definition	Schools that expand their curriculum to cater for differently talented learners that would include three stream model (Academic / Technical vocational/ Technical occupational , Fourth Industrial Revolution (coding and robotics), Agricultural focus schools, MSTs
Source of data	Curriculum extension certificates Curriculum Assessment Policy Statement (CAPS)
Method of Calculation/ Assessment	Numerator: number of schools that have expanded their curriculum to include three stream Fourth Industrial Revolution (coding and robotics) Denominator : Total number of public schools Multiply by 100 Matrix with findings will be used to assess the extent of social cohesion in schools
Assumptions	Schools have required resources
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	More schools expanding their curriculum
Indicator responsibility	Directorate : Curriculum Management and Delivery

Indicator title	Proportion of schools compliance to school safety norms and standards
Definition	Safe, caring Public Schools where the school community, including learners, educators, support staff and parents, feel safe at all times. The measure is underpinned by the National School Safety Framework whose central goal is to integrate many of the existing school safety strategies and policies in order to provide a more simplistic yet comprehensive approach to school safety.
Source of data	School safety audit checklists. Incident reports Annual school safety report
Method of Calculation/ Assessment	Numerator: Number of Public Schools complying with school safety norms and standards Denominator: Total number Public Schools Multiply by 100
Assumptions	All Public Schools have a safety committee and plan Sufficient resources
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	All Public Schools comply with school safety norms and standards
Indicator responsibility	Directorate: LSSS

Indicator title	Extent to which social cohesion is embraced in schools
Definition	The extent to which school community have changed their value systems, such that their behaviour and attitudes embrace the differences in knowledge, values and attitudes. Social cohesion programmes include amongst others:- <ul style="list-style-type: none"> • Race and values programmes (Moot court, Oral History, Voter education) • Promotion of the use of African Languages • School enrichment such as arts, sports and culture. (Arts and Culture festival, Indigenous games)
Source of data	Provincial reports (these reports will be disaggregated by race, women, youth and people with disabilities) Attendance registers
Method of Calculation/ Assessment	Matrix will be used to assess the extent of social cohesion embraced in schools
Assumptions	Sufficient resources Schools embrace social cohesion Correct and positive attitude of all stakeholders
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	All schools embrace social cohesion programmes
Indicator responsibility	Directorates: Curriculum Management and Delivery and LSSS

Indicator title	Extent to which school environment is conducive for learning and teaching
Definition	This measure refers to provisioning of all required resources to schools to support learning and teaching. The conducive environment includes amongst others:- <ul style="list-style-type: none"> • Appropriate Infrastructure • ICT equipment and connectivity • Schools monitored and supported • Adequate Learning and Teaching Support Materials • Skilled and sufficient Human Resources • Accessible alternative/specialised education
Source of data	SA SAMS Delivery notes/ e-LTSM Completion certificates / NEIMS Attendance registers for training PERSAL Schools connectivity database
Method of Calculation/ Assessment	Matrix will be used to assess the extent to which school environment is conducive for learning and teaching
Assumptions	There is sufficient resources
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	A conducive learning and teaching environment at all schools
Indicator responsibility	Directorates : Infrastructure, ICT, Teacher Development, Human Resource Management, LSSS, Curriculum Management and Delivery

Indicator title	Audit Opinion achievement
Definition	The department has obtained an unqualified opinion with matters of emphasis for the <i>previous four years</i> . The aim is to reduce repeat findings progressively until an unqualified audit opinion without matters of emphasis is obtained.
Source of data	Auditor General Management letter (referring to the preceding years) Post Audit Action Plan
Method of Calculation/ Assessment	Matrix with findings will be used to assess the performance
Assumptions	Compliance to legislation and policies
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Desired performance	No material findings and/or matters of emphasis. An unqualified audit opinion without matters of emphasis
Indicator responsibility	CFO: Branch Corporate Services

Indicator title	Data Quality Management
Definition	The extent to which school and learner data is complete, consistent, accurate and valid. The department has a data quality management framework for data capturing, authorisation, collection, storage and usage which is in use.
Source of data	Department of Home Affairs SASAMS PERSAL
Method of Calculation/ Assessment	Reconciliation of school data between SASAMS and PERSAL Reconciliation of learner data between SASAMS and Department of Home Affairs
Assumptions	Accurate reliable learner data Accurate reliable school data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Desired performance	Complete, consistent, accurate and valid school and learner data
Indicator responsibility	Districts and Directorates GICTM and Human Resource Administration

Indicator title	Stakeholder Relations Management
Definition	Stakeholder Relations is strengthened through QLTC. The Quality Learning and Teaching Campaign (QLTC) mobilises stakeholder participation across all levels (Ngwana sejo o a tlhakanelwa) in order to achieve Educational outcomes. The campaign creates a platform where different stakeholders contribute towards the improvement of teaching and learning.
Source of data	Consolidated reports
Method of Calculation/ Assessment	Matrix will be used to assess the level of stakeholder relations
Assumptions	Functional QLTC structures at all levels
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Desired performance	Effective support by stakeholders
Indicator responsibility	Branch Coordinator Institutional Management, Governance and Support



ANNEXURES TO THE STRATEGIC PLAN

ANNEXURE A: DISTRICT DEVELOPMENT MODEL



Areas of intervention	Project description	Budget					Municipality / Region	GPS Longitude	GPS Latitude	Project Leader	Social Partners/ Implementing Agent
		Total Project Cost ('000)	Expenditure to date from previous years ('000)	MTEF 2020/21 ('000)	MTEF 2021/22 ('000)	MTEF 2022/23 ('000)					
Additions	Additions programme	115 000	-	-	-	70 000				NWDoE	DoE
Additions	Additions to Special Schools	20 000	-	10 000	10 000					NWDoE	DoE
Additions	Bafedile Middle school	12 800	-	-	-	2 653	Moretele	28.2586060191184	-25.2817872501345	NWDoE	DoE
Additions	Banabakae Primary	5 856	-	-	-	5 856	Ramotshere Moiloa	26.0876392533718	-25.387737823121	NWDoE	DoE
Additions	Batho Batho Primary	16 574	1 658	8 000	6 915		Ratlou	25.4742473458858	-26.2015486270707	NWDoE	IDT
Additions	Boitemogelo Primary	10 000	-	-	-	2 500	Moretele	28.1390411101358	-25.347312737798	NWDoE	DoE
Additions	Botshelo Primary	37 688	25 968	5 569			Greater Taung	25.2582885933852	-26.6616110269098	NWDoE	DPW
Additions	C. N Lekalake Middle	57 580	-	5 800	19 500	25 000	Mahikeng	25.6053868827314	-25.8315810058632	NWDoE	IDT
Additions	Central Secondary	20 000	-	-	-	6 000	Madibeng	27.786002	-25.642339	NWDoE	DoE
Additions	D. P. Kgotleng Primary	30 000	955	10 000	14 045	5 000	Mahikeng	25.5936525701813	-25.8387179701928	NWDoE	DBSA
Additions	Die Hoërskool Wagpos	85 355	9 264	22 000	35 000	16 091	Madibeng	27.7951200131067	-25.6246226060388	NWDoE	IDT
Additions	Gaurd house programme	4 560	4 560	1 000						NWDoE	DoE
Additions	Gontsemonnapula Primary	7 729	-	780	6 000	949	Mahikeng	25.4600969962981	-26.265512722859	NWDoE	IDT
Additions	Hartsvier Primary	6 000	-	-	283	6 000	Greater Taung	24.6690619574906	-27.6927500350902	NWDoE	DoE
Additions	I.B Damons Combined	14 295	-	-	1 500	9 000	Madibeng	27.8493957320278	-25.6257531088819	NWDoE	DoE
Additions	Ikageleng High	4 500	2 500	2 000			Ramotshere Moiloa	26.0994147938084	-25.5688404022975	NWDoE	DPW
Additions	Ikafafeng Special	30 000	-	-	3 000	12 000	JB Marks	27.031196	-26.741337	NWDoE	DoE
Additions	Ikaneng High	15 336	1 543	8 000	8 793		Moretele	27.9719618044403	-25.1552663139904	NWDoE	IDT
Additions	Kosea Moeka Primary	30 000	955	10 000	14 045	5 000	Moretele	28.0537863329063	-25.3370544570039	NWDoE	DBSA
Additions	Leballeng Primary	6 000	-	-	-	6 000	Maquassi Hills			NWDoE	DoE
Additions	Makoshong Primary	5 505	-	-	-	5 000	Moses Kotane	26.8419782985568	-25.2413669526781	NWDoE	DoE
Additions	Marutona Dikobe Secondary	7 500	-	-	-	5 000	Madibeng	27.9119099637872	-25.27693264342	NWDoE	DoE
Additions	Mathateng Primary	6 800	-	-	-	5 000	Ratlou	24.612819	-25.847793	NWDoE	DoE
Additions	Mobile classrooms	40 000	-	10 000	15 000	15 000				NWDoE	DoE
Additions	Mojagedi Secondary	7 500	-	-	-	4 000	Rustenburg	27.4539466453305	-25.5794001245516	NWDoE	DoE
Additions	Mothibiyane Secondary	15 674	-	-	-	5 000	Ratlou	24.702729991543	-25.8325173302036	NWDoE	DoE
Additions	Mphebana Primary	30 000	955	10 000	14 045	5 000	Kgetleng River	28.253341	-25.317913	NWDoE	DBSA
Additions	Ontlametse Phalatse Primary	30 000	-	3 000	15 000	12 000	Madibeng			NWDoE	DoE
Additions	Retlakgona Primary	24 759	22 836	1 923			Ratlou	25.476904	-26.218494	NWDoE	IDT
Additions	Sediko Primary	30 000	955	9 500	14 045	5 500	Matlosana	26.5961018520554	-26.9033236812388	NWDoE	DBSA
Additions	Sentlithaga Primary	6 000	-	-	-	3 000	Maquassi Hills	26.0925326936301	-27.0959608389729	NWDoE	DoE
Additions	Tiang Intermediate	34 615	-	3 500	18 000	13 115	Matlosana	26.5970577002839	-26.8882976443	NWDoE	DoE
Additions	Tiisetso Primary	7 500	-	-	-	4 000	Moretele	28.18945	-25.056222	NWDoE	DoE
Additions	Treasure Trove Primary	14 000	-	-	4 000	10 000	Ditsobotla	26.0830050672664	-25.9828829245887	NWDoE	DoE
Additions	Trotsville Primary	37 230	35 730	1 500			Maquassi Hills	25.962164	-27.206209	NWDoE	IDT
Additions	Uitschot Intermediate	8 000	-	-	800	6 000	Tswaing	26.0395534443498	-26.607384773921	NWDoE	DoE
Additions	Zooihuis Primary	25 409	20 652	4 757			Tswaing	25.879429	-26.476247	NWDoE	IDT
Capacity	Conditional assessments	45 000	-	40 000	5 000					NWDoE	DoE
Capacity	Funding through EIG as per DORA	48 000	-	13 000	15 000	20 000				NWDoE	DoE
Electricity	Emergency generators programme	10 000	5 000	1 000						NWDoE	DoE
EPWP	EPWP programme	2 035	-	2 035	-	-				NWDoE	DoE
Fencing	Fencing programme	171 000	113 550	15 000	15 000	15 000				NWDoE	DoE
Fencing	Lapologang High	1 658	467	1 191			Mafikeng	25.620257	-25.840489	NWDoE	DoE
Fire damage	Leruntse Lesedi High	22 242	20 242	2 000			Tswaing	25.404728	-26.538094	NWDoE	DPW
Full service	Agisanang Primary	2 479	249	2 230			Tswaing	25.8233029515859	-26.5593003291334	NWDoE	DPW
Full service	Atiarelang Primary	2 650	265	2 385			Maquassi Hills	25.9773198376722	-27.3276902683639	NWDoE	DPW
Full service	Full Service programme	7 500	6 000	1 500						NWDoE	DoE
Full service	Ktoof View Primary	2 600	260	2 340			Rustenburg	27.208856	-25.679855	NWDoE	DPW
Full service	Laerskool Burgersdorp	2 400	240	2 160			Ditsobotla	26.173801	-26.163894	NWDoE	DPW
Full service	Laerskool Elandskraal	2 400	240	2 160			Madibeng	27.5574111142759	-25.7438658274139	NWDoE	DPW
Full service	Mallakgang Primary	2 830	283	2 547			Mahikeng	25.4091948845241	-25.783172609262	NWDoE	DPW
Full service	Mokalake Primary	2 600	260	2 340			Moses Kotane	26.6239281492125	-25.4926888296399	NWDoE	DPW
Full service	Molelaneng Primary	2 650	265	2 385			Madibeng	27.8486354610085	-25.4879269442875	NWDoE	DPW
Full service	Moremogolo Primary	2 600	260	2 340			Rustenburg	27.1525626215214	-25.5730412752255	NWDoE	DPW
Full service	Nthebe Primary	2 600	260	2 340			Moses Kotane	27.18043	-25.1725	NWDoE	DPW
Full service	Potchefstroom Primary	2 650	265	2 385			JB Marks	27.08683	-26.70953	NWDoE	DPW
Full service	Sedibathuto Primary	3 600	360	3 240			Greater Taung	24.8131363550487	-27.652966850826	NWDoE	DPW
Full service	Thebeyame Primary	3 850	385	3 465			Tswaing	25.5199030128861	-26.4343678303902	NWDoE	DPW
Full service	Thelesho Primary	2 600	260	2 340			Mahikeng	25.4954271077222	-25.9972233358669	NWDoE	DPW
Full service	Zamukulunga Primary	2 650	265	2 385			Matlosana	26.5934638461916	-26.8942349071941	NWDoE	DPW
Grade R	Dimapo Primary	2 000	200	1 800			Rustenburg	27.6013388069536	-25.5519145601833	NWDoE	DPW
Grade R	Grade R programme	45 000	-	-	6 000	30 000				NWDoE	DoE
Grade R	Manamolela Primary	2 967	297	2 670			Tswaing	25.3667250802251	-26.5000374294171	NWDoE	DPW
Grade R	Modimokwane Primary	2 600	260	2 340			Moretele	28.16158	-25.28516	NWDoE	DPW
Grade R	Mogoditshane Primary	2 350	235	2 115			Moses Kotane	26.8660756242173	-25.0075586063933	NWDoE	DPW
Grade R	Molietsoane Primary	2 000	200	1 800			Madibeng	27.928903506913	-25.3867034184622	NWDoE	DPW
Grade R	Molhabe Primary	3 600	360	3 240			Moses Kotane	26.9518759891562	-25.074118325207	NWDoE	DPW
Grade R	Motshabaesi Inter	2 600	260	2 340			Moses Kotane	26.65433898582884	-24.9272392526152	NWDoE	DPW
Grade R	Retshegeditse Primary	2 443	244	2 199			Greater Taung	24.53345	-28.0291	NWDoE	DPW
Grade R	Samuel Phiri Primary	12 500	1 250	10 000	1 250		Maquassi Hills	25.8066291073414	-26.9714941616642	NWDoE	DPW
Hostels upgrade	Boons Secondary	10 000	-	-	-	2 000	Rustenburg			NWDoE	DoE
Hostels upgrade	Herman Thebe Secondary	17 981	9 396	8 585			Moses Kotane	26.6759734720042	-25.251727604706	NWDoE	DoE
Hostels upgrade	Onkgopotse Tiro Comprehensive	40 192	15 271	18 963	2 000		Mahikeng	25.84761	-25.710553	NWDoE	DoE
Maintenance	Bojanala	30 000	-	8 000	10 000	10 000				NWDoE	DoE
Maintenance	Corporate	60 000	-	16 000	20 000	20 000				NWDoE	DoE
Maintenance	Dr. Kenneth Kaunda	30 000	-	8 000	10 000	10 000				NWDoE	DoE
Maintenance	Dr. Ruth Segomotsi Mompoti	30 000	-	8 000	10 000	10 000				NWDoE	DoE
Maintenance	Ngaka Modiri Molema	30 000	-	8 000	10 000	10 000				NWDoE	DoE
New	Dirang Ka Natla Primary	56 816	6 886	20 000	25 000	5 000	Matlosana	26.86546	-26.846596	NWDoE	DPW
New	Goodwill Primary	50 000	100	-	2 189	20 000	Mahikeng	25.647611	-25.860417	NWDoE	DoE
New	Huhudi Ext 25 Primary	94 480	10 081	22 000	35 000	22 399	Naledi			NWDoE	DoE
New	Lichtenburg English Secondary	53 100	48 615	4 485			Ditsobotla			NWDoE	DPW
New	Lorethweg Primary	56 788	32 250	8 580			Kagisano Molopo			NWDoE	DPW
New	Lykso Intermediate (Phase 2)	163 094	159 094	4 000			Greater Taung	24.0946569618305	-27.2127471104432	NWDoE	DoE
New	Lykso Intermediate (Phase 3)	14 219	12 681	1 538			Greater Taung	24.0946569618305	-27.2127471104432	NWDoE	DoE

Areas of intervention	Project description	Budget					Municipality / Region	GPS Longitude	GPS Latitude	Project Leader	Social Partners/ Implementing Agent
		Total Project Cost ('000)	Expenditure to date from previous years ('000)	MTEF 2020/21 ('000)	MTEF 2021/22 ('000)	MTEF 2022/23 ('000)					
New	Lykso Intermediate (Phase 4)	4 500	-	4 000	500		Greater Taung	24.0946569618305	-27.2124771104432	NWDoE	DoE
New	Marikana Secondary	52 958	35 224	17 734			Rustenburg	27.4739	-25.7017	NWDoE	DPW
New	New Blydeville Primary	50 000	-	-	-	6 000	Ditsobotla	26.157615	-26.175642	NWDoE	DoE
New	New Boikuthong Primary	50 000	-	8 000	32 000	10 000				NWDoE	DoE
New	New Borolelo Secondary	50 000	-	-	-	5 000	Kgetleng River			NWDoE	DoE
New	New Delareyville Secondary	50 000	-	-	-	5 000	Tswaing			NWDoE	DoE
New	New Hartbeespoort English Primary	50 000	-	-	-	5 000	Madibeng			NWDoE	DoE
New	New Hartbeespoort English Secondary	50 000	-	-	-	5 000	Madibeng			NWDoE	DoE
New	New Koster Secondary	50 000	-	-	-	5 000	Kgetleng River			NWDoE	DoE
New	New Micha View	50 000	-	-	-	5 000	Madibeng			NWDoE	DoE
New	New Paardekraal Primary	41 544	39 649	1 895			Rustenburg	27.28435	-25.637934	NWDoE	DoE
New	New Schweizer Reneke Primary	40 449	19 732	15 000	5 717		Mamusa			NWDoE	DoE
New	Oukasia Primary	59 985	55 985	4 000			Madibeng	27.787117	-25.603472	NWDoE	DoE
New	Ramadingoana Primary (Gamaloka)	60 000	2 490	18 000	28 000	7 000	Ditsobotla			NWDoE	DBSA
New	Rysmierbult Mega Farm	150 000	-	10 000	20 000	58 000	JB Marks	27.13411111	-26.3493611	NWDoE	DoE
New	Seraleng Primary	48 689	46 689	2 000			Rustenburg			NWDoE	DoE
New	Tigane Secondary	63 256	6 815	18 000	20 000	11 441	Matlosana			NWDoE	DPW
New	Tlaskgameng Primary	75 000	7 937	18 000	28 000	12 063	Kagisano Molopo			NWDoE	DPW
New	Tlalefang Primary	39 000	350	-	-	10 000	Ditsobotla	26.13107	-26.362168	NWDoE	DoE
New	Tlhabobong Primary	72 765	70 765	2 000			Ditsobotla			NWDoE	IDT
New	Tlokwe Primary	78 000	8 330	20 000	28 000	9 670	JB Marks			NWDoE	DPW
New	Waterkloof Hills Primary and Secondary	72 000	-	-	-		Rustenburg	27.270156	-25.720939	NWDoE	DoE
Primary School	Moshawana Primary	43 187	41 288	1 899			Mafikeng			NWDoE	IDT
Rationalisation	Bogatsu Primary	5 856	-	-	-	5 856	Moses Kotane	26.6179102042447	-25.4916044003751	NWDoE	DoE
Rationalisation	Bokamoso Intermediate	13 960	-	-	-	8 170	JB Marks	27.1418086012891	-26.3196081052262	NWDoE	DoE
Rationalisation	Bonwakgogo Primary	3 821	-	-	-	3 821	Rustenburg	27.1207316542439	-25.4303009653707	NWDoE	DoE
Rationalisation	Bosugakobo Primary	26 889	25 807	1 082			Ramotshere Moiloa	25.9293047748802	-25.4952230420403	NWDoE	IDT
Rationalisation	GA Israel Primary	9 860	-	-	-	7 000	Mahikeng	25.551152	-25.869809	NWDoE	DoE
Rationalisation	Kalkbank Primary	2 800	-	-	-	2 800	Moretele	27.9738786131142	-25.2871824483733	NWDoE	DoE
Rationalisation	Keagile Intermediate	5 960	-	-	-	5 960	Matlosana	27.0511102362176	-26.7282057618285	NWDoE	DoE
Rationalisation	Kgolaganyo Intermediate	11 540	-	-	-	5 000	Moretele	26.12571	-26.85174	NWDoE	DoE
Rationalisation	Lephatsimile High	18 460	-	-	-	6 960	Greater Taung	24.996246	-27.650451	NWDoE	DoE
Rationalisation	Lethabong Primary	2 800	-	-	-	2 800	Rustenburg	27.7780725213102	-25.2713062997924	NWDoE	DoE
Rationalisation	Malefo High	15 260	-	-	-	5 000	Moses Kotane	26.8620626705358	-25.2768603245064	NWDoE	DoE
Rationalisation	Moitshoki Mofenyi Primary	4 480	-	-	-	4 000	Kgetleng River	26.8844408989882	-25.8450077688136	NWDoE	DoE
Rationalisation	Morogong Primary	2 800	-	-	-	2 800	Rustenburg	27.2522873931892	-25.4056236581102	NWDoE	DoE
Rationalisation	Nkagisang Combined	12 365	-	-	-	5 000	Matlosana	26.652133	-26.864617	NWDoE	DoE
Rationalisation	Ntlatseng Combined	4 200	-	-	-	3 000	Maquassi Hills	26.1113838315576	-27.1793066761584	NWDoE	DoE
Rationalisation	Padi Intermediate	3 500	-	-	-	3 000	JB Marks	27.165167	-26.7265	NWDoE	DPW
Rationalisation	Ramotse Primary	3 821	-	-	-	3 000	Rustenburg	27.1916921582137	-25.5106202904302	NWDoE	DoE
Rationalisation	Tswaidi Secondary	2 100	-	-	-	2 000	Moses Kotane	27.0382004113685	-25.357502655494	NWDoE	DoE
Refurbishment	Refurbishment programme	120 000	-	-	-	30 000				NWDoE	DoE
Refurbishment	Replacement of asbestos roofs	10 000	9 360	640						NWDoE	DoE
Renovations	Gasetsiwe High	10 000	320	8 000	1 680		Moretele	28.082225755868	-25.0322141328946	NWDoE	DBSA
Renovations	Goakganya Primary	20 000	637	10 000	9 363		Madibeng	27.9787707088764	-25.4419860650046	NWDoE	DBSA
Renovations	Keagile Intermediate	7 100	-	-	-	2 000	Matlosana	27.0511102362176	-26.7282057618285	NWDoE	DoE
Renovations	Klerksdorp Secondary	11 200	-	-	-	5 000	Matlosana	26.589809	-26.863645	NWDoE	DoE
Renovations	Maokaneng Primary	3 200	-	-	-	3 200	Ditsobotla	25.881317	-26.09215	NWDoE	DoE
Renovations	Ngaka Modiri Molema District Office	4 500	-	-	-	4 500	Mahikeng			NWDoE	DoE
Renovations	Ntwerdient Combined	31 676	887	2 000	17 000	10 789	Ramotshere Moiloa	26.1583334885409	-25.0220410894566	NWDoE	DoE
Renovations	Othalle Primary	5 000	-	-	-	5 000	Kagisano Molopo	23.7895837712296	-26.139779499924	NWDoE	DoE
Renovations	Phakedi Primary	3 677	-	-	-	3 677	Maquassi Hills	26.0617046623024	-27.405520232877	NWDoE	DoE
Renovations	Phaposane Primary	3 500	-	-	-	3 500	Kagisano Molopo	24.313869869029	-26.5671085373495	NWDoE	DoE
Renovations	Promosa Primary	4 000	-	-	-	4 000	JB Marks	27.0353111506553	-26.70457986447	NWDoE	DoE
Renovations	Pudulogo Primary	4 000	-	-	-	4 000	Mahikeng	25.66823	-26.2494	NWDoE	DoE
Renovations	Ramosadi Primary	3 230	-	-	-	3 230	Mahikeng	25.6234358273227	-25.8540138089723	NWDoE	DoE
Renovations	Reabona Secondary	3 000	-	-	-	3 000	Maquassi Hills	25.9744641827009	-27.2241154380895	NWDoE	DoE
Renovations	Selang - Thuto Public Primary	3 000	-	-	-	3 000	Matlosana	26.6243094674431	-26.9707868850412	NWDoE	DoE
Renovations	Senkgwe Learning Site	3 214	-	-	-	3 214	Mahikeng	25.6084849073742	-25.9064537253835	NWDoE	DoE
Renovations	Setshwarapelo Primary	4 000	-	-	-	4 000	Greater Taung	24.6999685896122	-27.5509719910049	NWDoE	DoE
Renovations	Vryburg High	1 500	435	1 065			Naledi	24.7285208916075	-26.9532337242153	NWDoE	IDT
renovation	Storm damaged schools	84 400	64 400	20 000						NWDoE	DoE
renovation	Tshedimoso Primary	10 000	320	8 000	1 680		Mahikeng	25.51629	-26.3491	NWDoE	DBSA
Replacement	Kgalatlowe Secondary	50 000	-	-	-	5 000	Moses Kotane	26.94917	-25.07994	NWDoE	DoE
Replacement	Kgosi Shope Get Band	60 000	2 490	20 000	28 000	7 000	Ratlou	25.11057	-26.32925	NWDoE	DBSA
Replacement	Koster Primary	56 150	54 020	2 130			Kgetlengrivier			NWDoE	DoE
Replacement	New Central Primary	50 000	-	-	-	5 000	Madibeng	27.784805	-25.642321	NWDoE	DoE
Replacement	New De Kroon Primary	50 000	-	-	-	5 000	Madibeng	27.797	-25.666	NWDoE	DoE
Replacement	New Delareyville Primary	50 000	-	-	-	5 000	Madibeng	25.458879	-26.690298	NWDoE	DoE
Replacement	New Ennis Thabong Primary	50 000	-	-	-	5 000	Madibeng	27.917889	-25.753105	NWDoE	DoE
Replacement	Shupu Primary	57 243	52 341	4 902			Kagisano-Molopo			NWDoE	DoE
Replacement	Areaganeng Primary	45 260	43 962	1 298			Mahikeng	25.6497684934446	-25.8290941492651	NWDoE	IDT
Replacement	Bathalerwa Primary	60 000	2 490	20 000	30 000	7 000	Moses Kotane	26.8543095176272	-25.278248656546	NWDoE	DBSA
Replacement	Boitekong Secondary	59 149	57 354	1 795			Rustenburg	27.323361	-25.623388	NWDoE	DoE
Replacement	Chaneng Primary	60 000	2 490	20 000	30 000	7 000	Moses Kotane	27.1205597253896	-26.4102300323396	NWDoE	DBSA
Replacement	Coligny Special	150 000	10 000	40 000	40 000	35 000	Ditsobotla	26.317803	-26.336526	NWDoE	DPW
Replacement	Kagiso Barolong High	73 052	8 800	20 000	30 000	14 252	Ratlou	24.7087934606282	-25.9507201863589	NWDoE	DPW
Replacement	Kgalabatsane Primary	64 442	54 546	9 896			Madibeng	27.9533191676013	-25.5356089384618	NWDoE	DPW
Replacement	Kgetleng Primary	84 656	7 293	20 000	35 000	22 363	Kgetleng River	26.6845594787947	-25.6329192836338	NWDoE	DPW
Replacement	Maiketso Primary	67 751	57 358	10 393			Kagisano Molopo	23.7651550618755	-26.1287195827659	NWDoE	DoE
Replacement	Madodibo High	70 000	7 500	20 000	28 000	14 500	Moretele	28.128190921507	-25.3564834455856	NWDoE	DPW
Replacement	Moedwil Secondary	380 000	5 000	45 000	60 000	65 000	Kgetleng River	26.9714429131947	-25.6315955151864	NWDoE	IDT
Replacement	Mokala Primary	60 000	2 490	20 000	30 000	7 000	Ratlou	24.9721075550811	-26.2590920808988	NWDoE	DBSA
Replacement	Monchusi Secondary School	69 000	4 550	20 000	28 000	16 450	Kagisano Molopo	23.7969360208893	-26.1432824687516	NWDoE	DPW
Replacement	Monnaemere Primary	83 971	5 395	20 000	35 000	20 311	Ramotshere Moiloa	25.8851655874819	-25.4676342760413	NWDoE	DPW

Areas of intervention	Project description	Budget					Municipality / Region	GPS Longitude	GPS Latitude	Project Leader	Social Partners/ Implementing Agent
		Total Project Cost ('000)	Expenditure to date from previous years ('000)	MTEF 2020/21 ('000)	MTEF 2021/22 ('000)	MTEF 2022/23 ('000)					
Replacement	Mothelesi Secondary	50 000	-	-	-	5 000	Greater Taung	24.4653157434727	-27.9034714115264	NWDoE	DoE
Replacement	Noto High	81 567	81 138	429			Tswaing	25.5120838959233	-26.4211831936706	NWDoE	DoE
Replacement	Phakitsang Primary	70 000	-	12 000	28 000	28 000	Mafikeng	25.9692278705231	-25.7479981264881	NWDoE	DoE
Replacement	Phire Secondary	77 000	55 158	18 000	2 457		JB Marks	26.8090960788201	-26.2162254445411	NWDoE	DPW
Replacement	Ramokonyane Middle	68 511	66 507	2 004			Tswaing	25.5331427456361	-26.4274265710688	NWDoE	DoE
Replacement	Reagile Primary School	40 619	39 603	1 016			Kgetleng River	28.226366	-25.975994	NWDoE	DoE
Replacement	Rekgonne Bapo Special	123 120	10 851	18 000	28 000	44 000	Madibeng	27.669392	-25.704036	NWDoE	DPW
Replacement	Relebogile Primary	60 000	2 490	18 000	28 000	7 000	Moretele	28.0439241737985	-25.3220186592941	NWDoE	DBSA
Replacement	Sedumedi Primary	50 153	49 684	469			Moses Kotane	26.7214535472688	-25.1483318258041	NWDoE	DPW
Replacement	Stinkhoutboom Primary	36 000	3 894	5 000	20 000	7 106	Ramotshere Moiloa	26.0185260546939	-25.652962721904	NWDoE	DoE
Replacement	Temoso Special	80 000	-	-	-	13 298	Kagisano Molopo	24.1755	-26.605519	NWDoE	DoE
Replacement	Thulare High	216 100	31 146	18 000	20 000	20 000	Moretele	27.91612	-25.04411	NWDoE	DoE
Replacement	Tlotlag -Thuto Secondary	56 190	46 400	9 518			Kagisano Molopo	23.531848037055	-26.2325729780867	NWDoE	DPW
Replacement	Tsoseleto Intermediate	48 095	46 029	2 066			Ratlou	24.8149043810341	-26.0076712332024	NWDoE	IDT
Sanitation	Agisanang Primary	3 500	-	350	3 150		Maquassi Hills	25.8233029515859	-26.5593003291334	NWDoE	DPW
Sanitation	Atlareng Primary	2 657	1 705	952			Maquassi Hills	25.9773198376722	-27.3276902683639	NWDoE	DPW
Sanitation	Bakolobeng Secondary	4 843	-	4 843			Tswaing	25.53916	-26.47187	NWDoE	DPW
Sanitation	Banabolthe Primary	1 470	-	1 470			Kagisano Molopo	23.6557576734643	-26.0495712364516	NWDoE	DPW
Sanitation	Boitumelo Primary	3 804	1 504	2 300			Mahikeng	25.671516	-26.062504	NWDoE	DPW
Sanitation	Bokamoso Intermediate	4 270	3 968	302			JB Marks	27.1418086012891	-26.3196081052262	NWDoE	DPW
Sanitation	Chaena Primary	3 305	1 712	1 593			Ratlou	25.2866975772617	-26.2959849695943	NWDoE	DPW
Sanitation	Diatleng Intermediate	5 445	2 513	2 932			Maquassi Hills	25.62849	-27.0433	NWDoE	DPW
Sanitation	Edisang Primary	3 309	1 159	2 150			Matlosana	26.58634	-26.88773	NWDoE	DPW
Sanitation	Ennis Thabong Primary	2 070	907	1 163			Madibeng	27.918	-25.753167	NWDoE	DPW
Sanitation	Kagisano Primary	3 704	2 086	1 618			Mahikeng	25.5732299244317	-26.1909202705876	NWDoE	DPW
Sanitation	Kgololesego Intermediate	3 500	-	350	3 150		JB Marks	26.8229229321576	-26.3180372707935	NWDoE	DPW
Sanitation	Khayaletu Primary	4 445	1 801	2 644			JB Marks	26.5934552244529	-26.8957518946431	NWDoE	DPW
Sanitation	Khubamelo Primary	3 500	2 585	915			Moretele	27.99473	-25.35835	NWDoE	DPW
Sanitation	Khulusa Primary	3 500	-	350	3 150		Madibeng	27.7881183224335	-25.6881834591489	NWDoE	DPW
Sanitation	Kopanelo Secondary	2 821	1 696	1 125			Mafikeng	25.368373	-26.502572	NWDoE	DPW
Sanitation	Letlape Secondary	2 938	1 572	1 366			Moretele	27.929	-25.069333	NWDoE	DPW
Sanitation	Lobatla Primary	4 237	1 161	3 076			Ramotshere Moiloa	25.8407112755638	-25.178380077209	NWDoE	DPW
Sanitation	Loselong Primary	2 821	312	2 509			Greater Taung	24.596974045918	-27.424291268254	NWDoE	DPW
Sanitation	Mamoratwa Combined	5 614	1 549	4 065			JB Marks	25.80277	-26.80456	NWDoE	DPW
Sanitation	Manogelo Primary School	4 738	2 082	2 656			Ramotshere Moiloa	26.1180181439244	-25.3264121065864	NWDoE	DPW
Sanitation	Mogawane Moshoette Primary	2 821	1 465	1 356			Ratlou	25.2575395808193	-26.441715996393	NWDoE	DPW
Sanitation	Mokgola Primary	4 322	954	3 368			Ramotshere Moiloa	25.9739026135477	-25.1421351569732	NWDoE	DPW
Sanitation	Molebatsi Secondary	2 861	1 527	1 334			Moretele	28.0579175954122	-25.3616289214894	NWDoE	DPW
Sanitation	Mosita Primary	3 679	2 462	1 217			Ratlou	24.6935932958031	-25.9396449721583	NWDoE	DPW
Sanitation	Nchelang Primary	2 821	-	2 821			Kagisano Molopo	24.2609500946484	-26.4560798187427	NWDoE	DPW
Sanitation	Ngobi Primary	7 234	5 538	1 696			Moretele	28.0953681321761	-25.0136940879392	NWDoE	DPW
Sanitation	Nthapelang Primary	2 821	1 404	1 417			Greater Taung	24.7532019193037	-27.5821195004135	NWDoE	DPW
Sanitation	Ntlatseng Combined	4 200	-	420	3 780		Maquassi Hills	26.1113838315576	-27.1793066761584	NWDoE	DPW
Sanitation	Obang Secondary	3 170	564	2 606			Kagisano Molopo	25.0325867918722	-27.2516186308054	NWDoE	DPW
Sanitation	Pelonomi Primary	5 633	1 188	4 445			Matlosana	26.8117318173665	-26.7830195883685	NWDoE	DPW
Sanitation	Pule Intermediate	3 500	-	350	3 150		Moretele			NWDoE	DPW
Sanitation	Reabona Secondary	2 797	973	1 824			Maquassi Hills	25.97468	-27.22419	NWDoE	DPW
Sanitation	Sakalengwe Secondary	2 806	1 593	1 213						NWDoE	DPW
Sanitation	Sanitation programme	90 000	70 000	20 000						NWDoE	DoE
Sanitation	Sesamotho Primary	2 105	2 003	102			Ramotshere Moiloa			NWDoE	DPW
Sanitation	ST Theresa High	2 106	1 044	1 062			Madibeng	27.654667	-25.707	NWDoE	DPW
Sanitation	Thagamoso Primary	3 500	-	350	3 150		Kagisano Molopo	24.7173167020508	-27.394125081205	NWDoE	DPW
Sanitation	Thea Morafe Primary	3 500	-	3 500			Matlosana	26.60454	-26.893673	NWDoE	DPW
Sanitation	Thuso-Thebe High	3 500	-	350	3 150		Kagisano Molopo	24.3530479505279	-26.4688328761416	NWDoE	DPW
Sanitation	Tsholofelo Primary	5 419	2 517	2 902			Ditsobotla	25.761965019374	-26.1228384217781	NWDoE	DPW
Water	Water programme	13 000	13 000	5 000						NWDoE	DoE
TOTAL		6 881 406	1 958 530	1 092 045	1 081 487	1 131 794					

ANNEXURE B: ACRONYMS

APP	Annual Performance Plan	MTEF	Medium-Term Expenditure Framework
DNA	Data Not Available	MRTT	Mpumalanga Regional Training Trust
DBE	Department of Basic Education	NDP	National Development Plan
DHA	Department of Home Affairs	NPR	National Population Register (NPR)
ECD	Early Childhood Development	NQF	National Qualifications Framework
EGRA	Early Grade Reading Assessment	NSNP	National School Nutrition Programme
EIG	Education Infrastructure Grant	NSC	National Senior Certificate
EMIS	Education Management Information System	NSRP	National Sport and Recreation Plan
EPWP	Expanded Public Works Programme	NGO	Non-Governmental Organisation
FSS	Full-Service schools	NWDoE	North West Department of Education
GESF	Gender Equality Strategic Framework	OVC	Orphaned and Vulnerable Children
GDP	Gross Domestic Product	PCL	Professional Communities of Learning
GGP	Gross Geographic Product	PPI	Programme Performance Indicator
GNI	Gross National Income	PPM	Programme Performance Measure
HEI	Higher Education Institution	PED	Provincial Education Department
HDI	Human Development Index	PFMA	Public Finance Management Act
IHDI	Inequality-adjusted Human Development Index	PPP	Public-Private Partnership
ICT	Information and Communication Technology	PPP	Purchasing Power Parity
IGD	Institutional Governance Development	SASAMS	School Administration and Management System
IQMS	Integrated Quality Management System	SGB	School Governing Body
JASF	Job-Access Strategic Framework	SMT	School Management Team
LSSS	Learner Social Support Services	SETA	Sector Education and Training Authority
LSPID	Learners with Severe to Profound Intellectual Disability	SACE	South African Council for Educators
LSEN	Learners with Special Education Needs	SAPS	South African Police Services
LTSM	Learning and Teaching Support Materials	SASA	South African Schools' Act
MSTP	Mathematics, Science and Technology Programme	SPMDS	Staff Performance Management and Development System
MST	Mathematics, Science and Technology	TIMSS	Trends in International Maths and Science Study

For more information

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