

Gauteng Department of Education

Reorganisation of Education in Gauteng System
Delivery : Proposed Twinning Programme

15 August 2014
Johannesburg



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA





Executive Summary

- **Gauteng Department of Education (GDE) has:**
 - 2m learners and is growing and is considered as a high performing province
 - 20% improvement in matric performance over the last 5 years
 - 2013 matric pass rate in the top 3 nationally with high quality pass rate with bachelor's but at 38%
- **However, you realise that there is room for improvement across multiple dimensions**
 - Improve the quality of learner achievement across all grades
 - Increase the progression of students through the system
 - Ensure the effective use of scarce resources
 - Increase social cohesion and reduce inequalities within the system
- **To this end, we have identified 5 change levers to drive progress across 10 strategic pillars**
- **The RoS blueprint will deliver a concrete road map and governance model to ensure effective execution.**



Introduction

- The newly appointed Gauteng Provincial Executive has adopted a 10 Pillar programme, for radical social transformation and modernisation of service delivery in the province.
- The programme outlines the kind of province espoused by this 5th Administration,

**“a smart, knowledge-based and innovation-driven
Gauteng economy”**

- It identifies education as the backbone of this radical socio-economic transformation.



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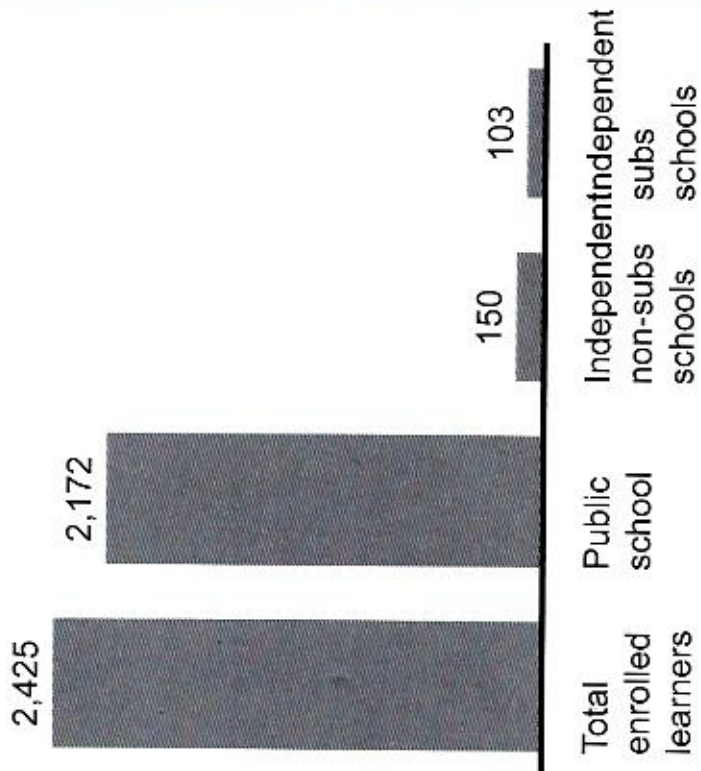
2 The Proposed Twinning programme

3 The Proposed Implementation plan

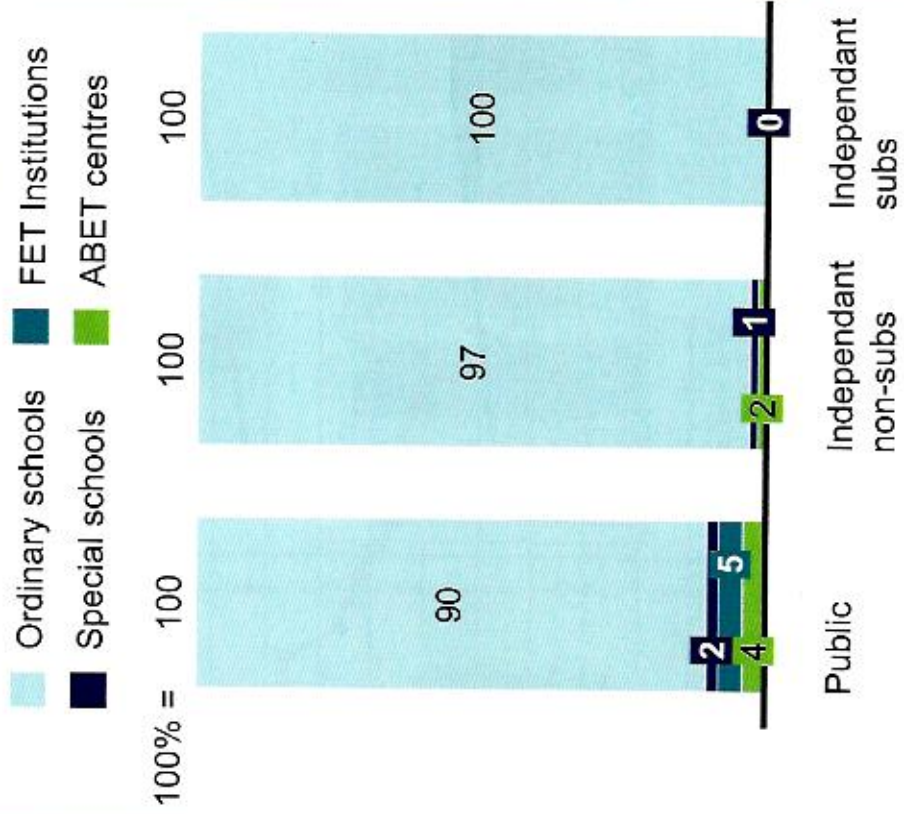


90% of all learners enrolled in Gauteng schools attend public schools

Learner Enrolment (# thousands)



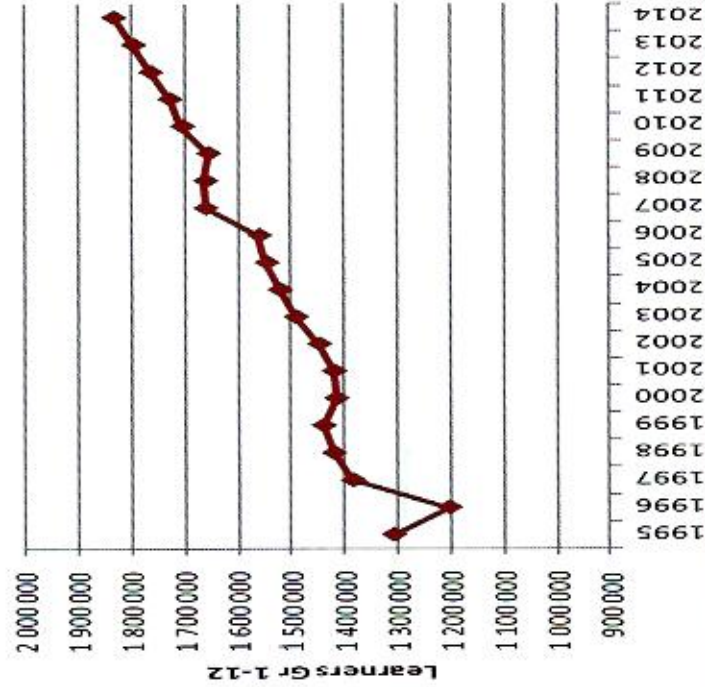
Learner distribution across school types(%)



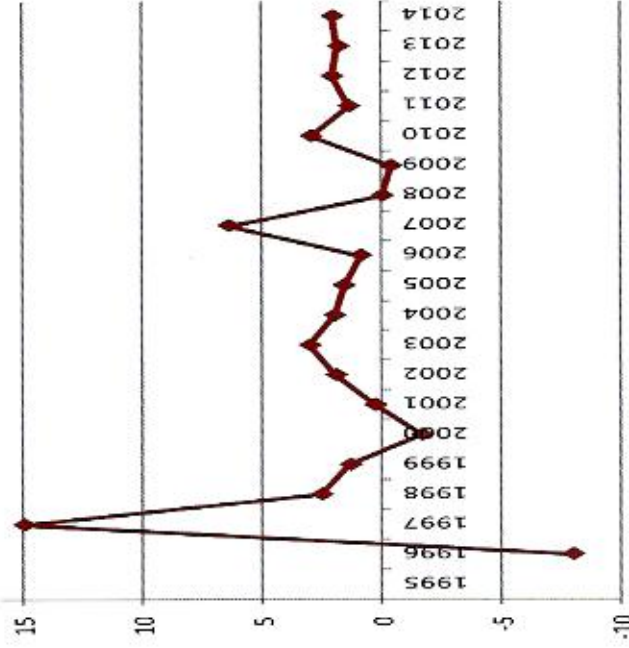


While student numbers have increased, the growth rate has remained consistent in the last ~3 years

**Learner enrollment in public schools:
Grades 1 to 12**



**Percentage growth in public schools:
Grades 1 to 12**



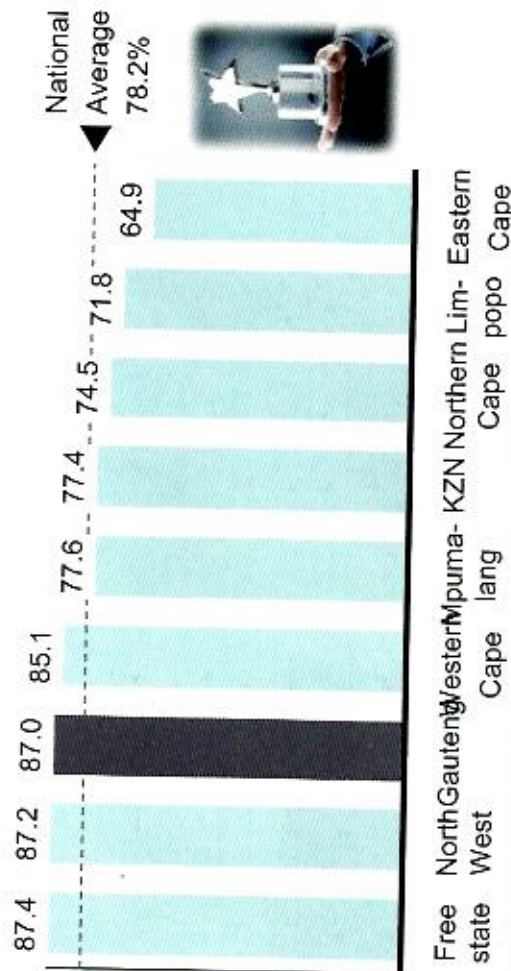


GDE's Matric results outperforms most provinces and keeps on improving

Gauteng's education performance remains one of the country's top performers ...

2013 provincial matric results

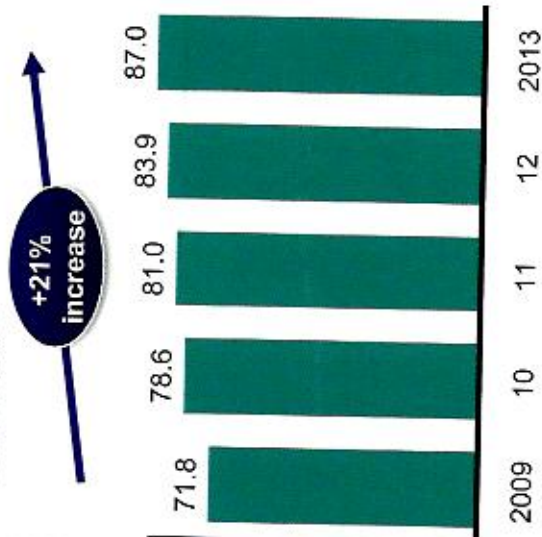
Percent pass rate



... with results that have improved continuously over the last 5 years...

Gauteng matric pass rate

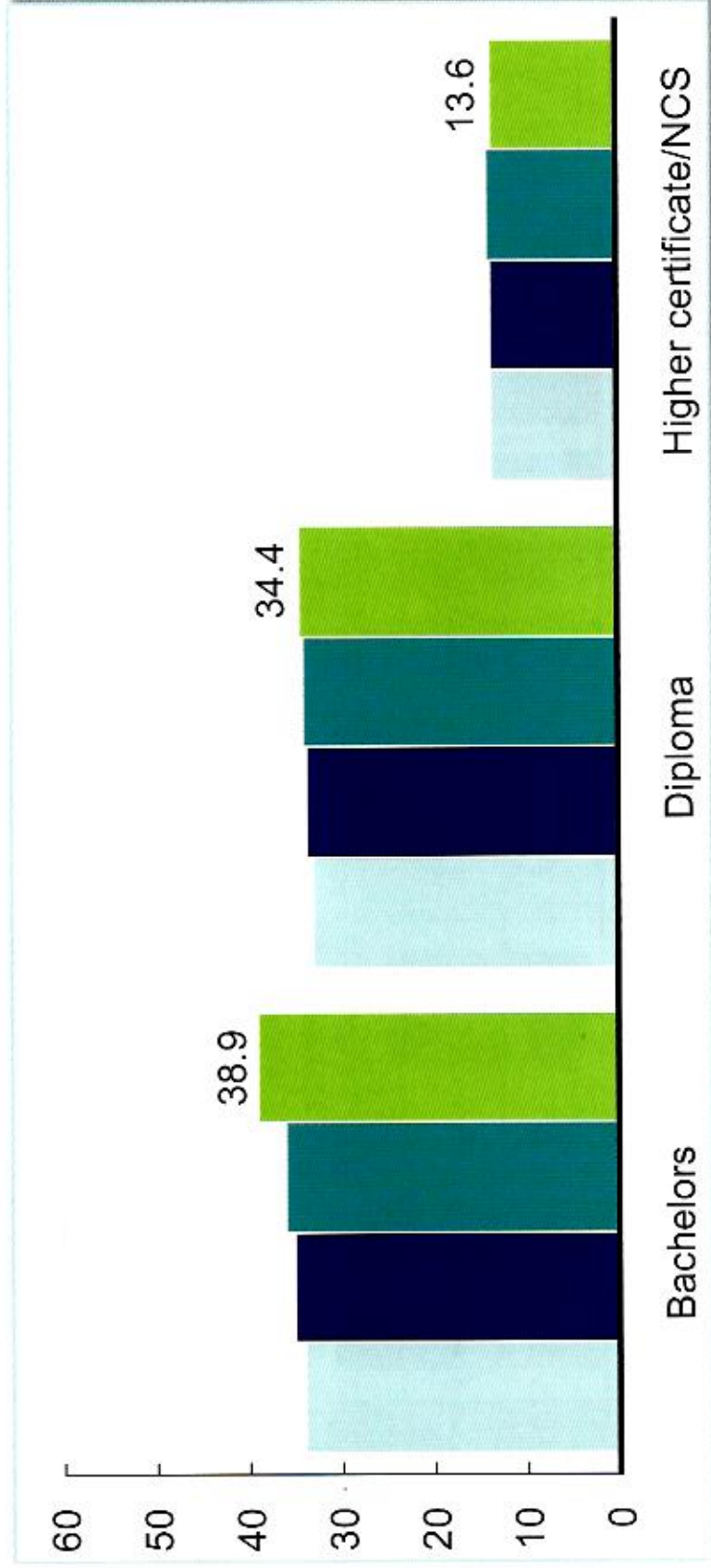
Percent pass rate



Gauteng was recognised by the UN Public Service Forum for its exemplary work turning around the performance of schools and learners in poor communities

Bachelor pass rates have improved over the last 3 years...

Quality of matric pass rate



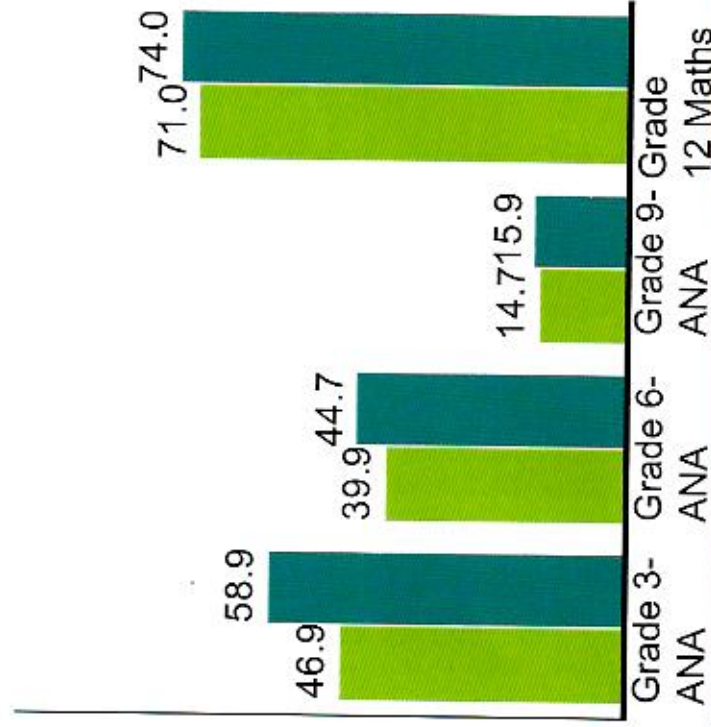
- 5 655 more learners passing with Bachelors than in 2012
- 3 294 more learners passing with Diplomas than in 2012



... however, this masks the significant opportunity to improve learner achievement across all grades

ANA and NSC Mathematics

Percentage

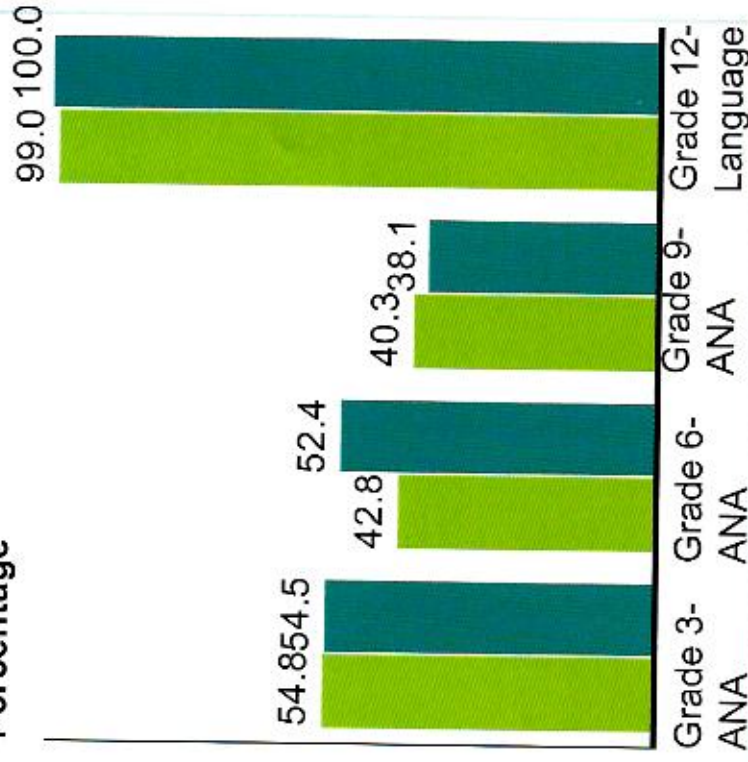


Minimum requirement is 50%

Pass Mark 30%

ANA and NSC Languages

Percentage



Minimum requirement is 50%

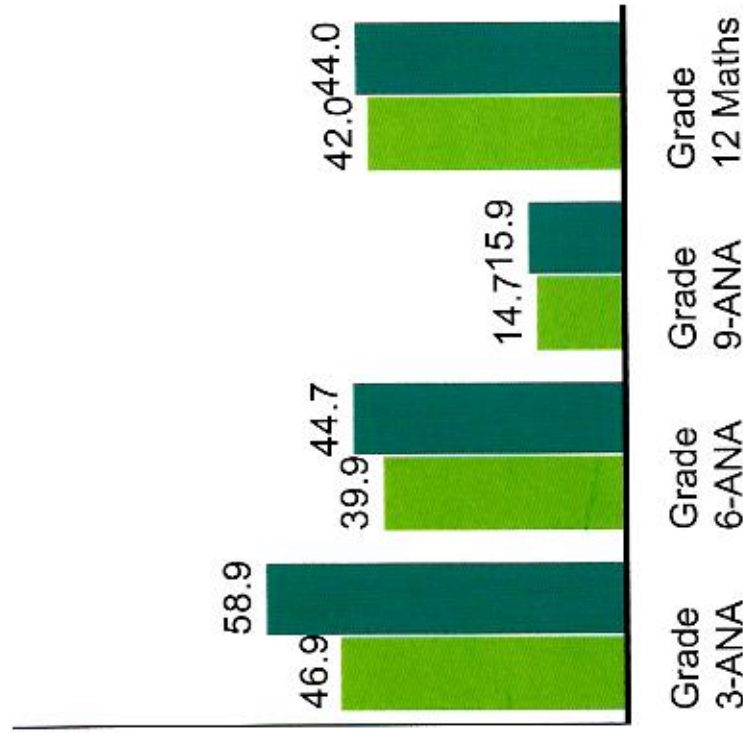
Pass Mark 30%



Grade 12 results drop considerably when adjusted for ANA pass requirements

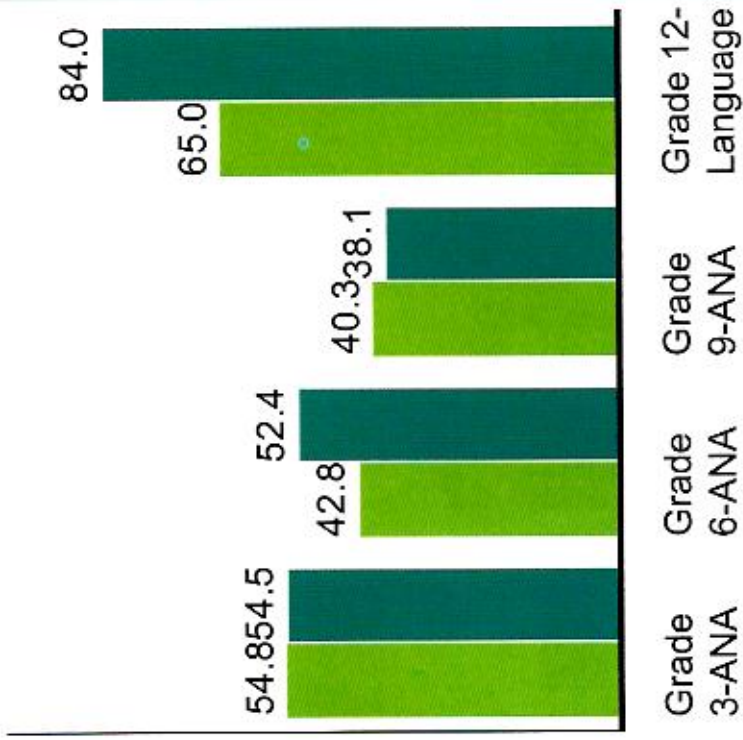
Mathematics using 50% ANA requirements

Percentage



Languages using ANA requirements

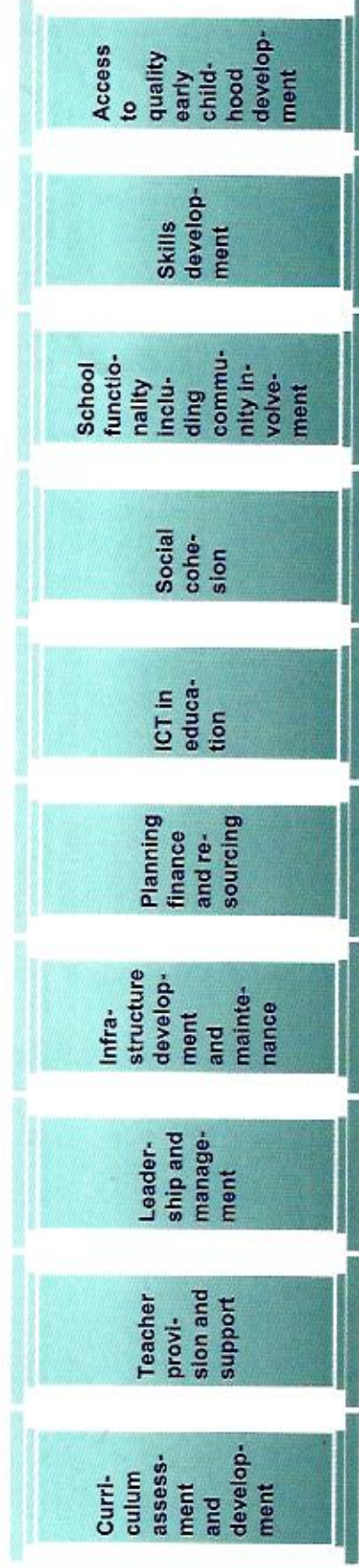
Percentage





To address these challenges, GDE has developed a 5-year strategy with 10 priority pillars which are fully aligned to national and provincial priorities

GDE has identified 10 pillars that shape its 5-year strategy



... the pillars are informed by key priorities

"Education therefore remains an apex priority for this government. We will continue to ensure universal access to education"

– President Jacob Zuma,
President of South Africa



"Education remains the backbone of radical socio-economic transformation ... A nation that neglects education, neglects its future"



– David Makhura, Gauteng Premier

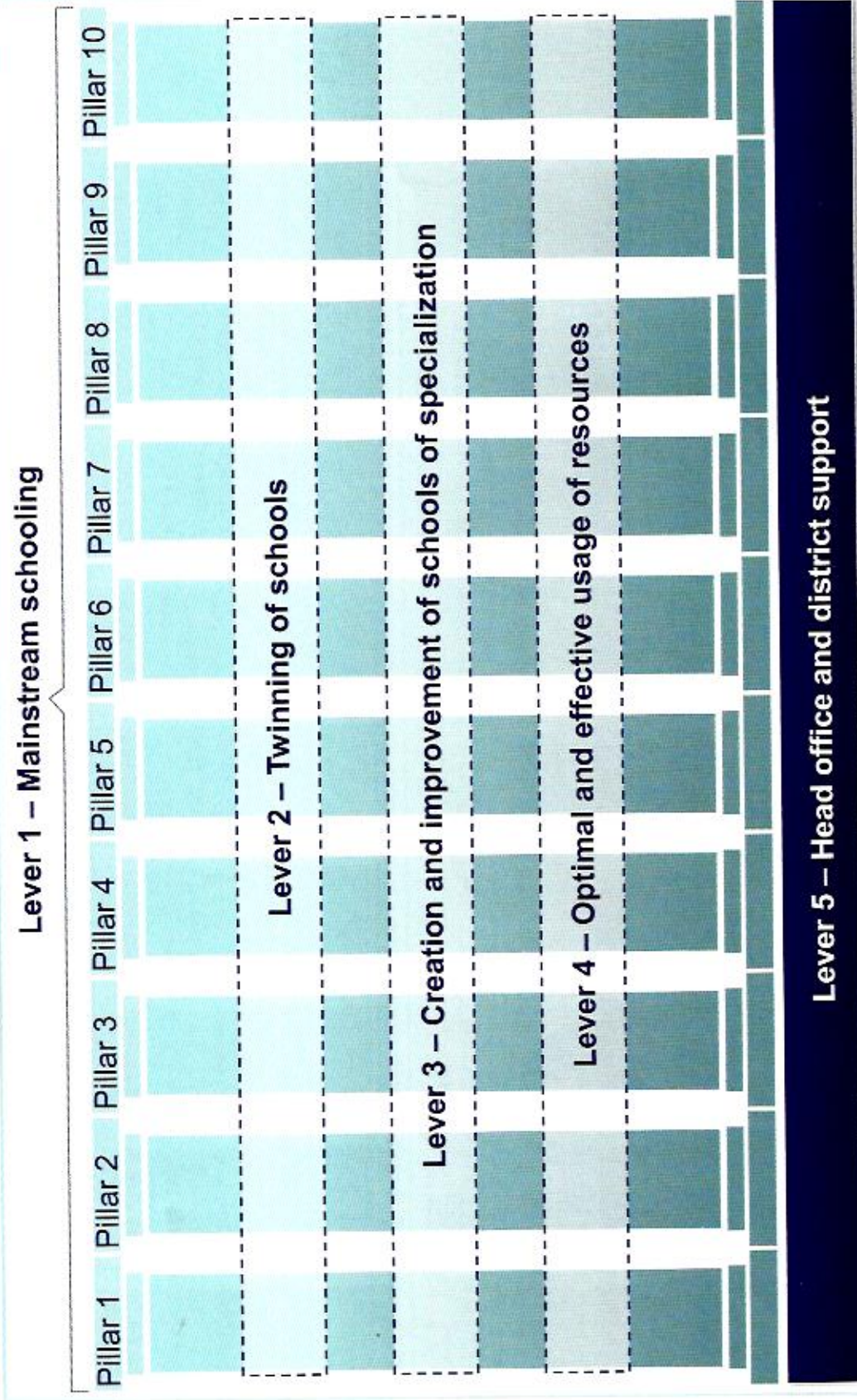
"Quality education encourages technology shifts and innovation that are necessary to solve present day challenges"

– National Development Plan

Supported by a robust legal framework

- South African Constitution
- South African Schools Act

To achieve the strategic priorities, GDE will execute on 5 change levers (1/2)



To achieve the strategic priorities, GDE will execute on 5 change levers (2/2)

Change levers	Description
Lever 1 – Mainstream schooling	Improve the quality of basic education through modernising and creating state of the art schools utilising ICT
Lever 2 – Twinning of schools	Pair schools with different backgrounds through the creation of a single school governing body and sharing of resources
Lever 3 – Creation and improvement of schools of specialisation	Identify and act on improvement opportunities to better facilitate improved learner performance with a specific focus on specialisation e.g. art, science,...
Lever 4 – Optimal and effective usage of resources	Improve allocation of resources to schools according to school needs and enhance the ability to effectively utilise resources
Lever 5 – Head office and district support	Ensure closer partnering of head office and district with schools to better understand school needs to foster learner performance



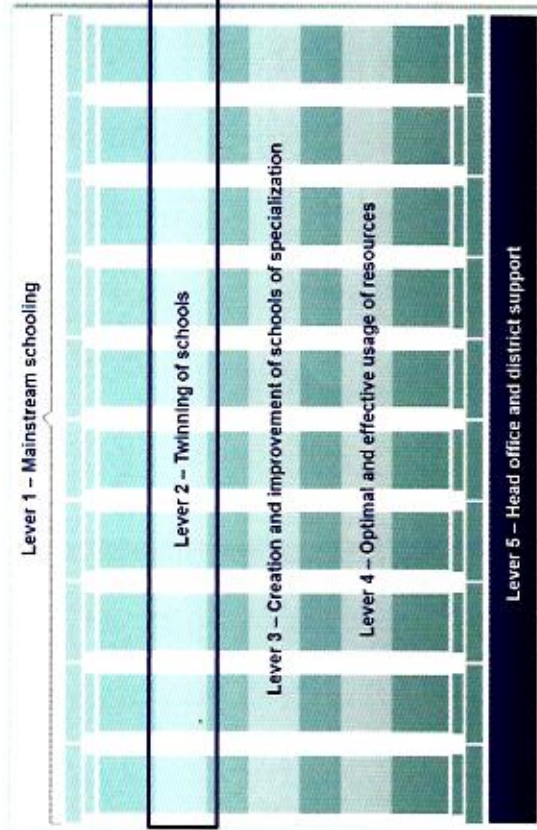
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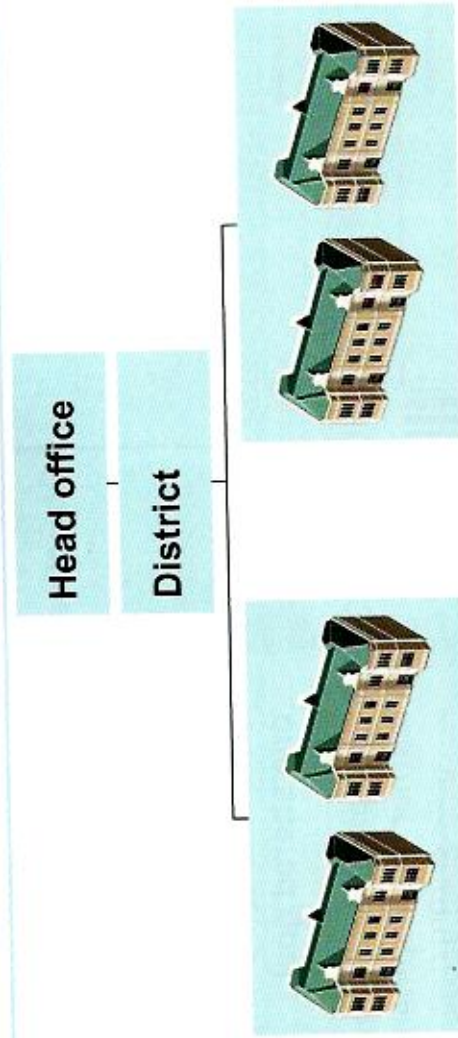


A school twinning programme could allow for greater social cohesion and improved learner outcomes

Objectives	Description
Social cohesion	Looking after the wellbeing of all learners by ensuring collaboration of schools committed to working towards one shared goal
Improved learner out-comes	- Encouragement of holistic learner development through: - Increased access to school resources through sharing and efficiency gains in administration and control - Improved teaching due to shared capabilities and expertise - Improved cultural awareness due to exposure to different cultures and experiences - Furthering aims of equality by embedding notion of social responsibility in learners



The Twinning programme: overview



Twinning schools may have

- 1 School Governing Body responsible for 2 or more schools
- Single administration and control for 2 or more schools
- 2 or more campuses
- Shared assets and facilities
- 1 or more Principals
- 1 school name
- 1 school uniform
- Students able to access school resources and facilities at both sites
- Teachers able to provide services at both school sites
- Be located in different areas

In response to this, a task team was set up and tasked to oversee:

- a comprehensive legal review,
- consideration of previous voluntary collaborations,
- conducted research on international best practice, and
- cross functional problem solving

Collaborative approaches to school partnership have been adopted across South Africa

Case study

Context

- In 2010, Western Cape Education department announced launch of new specialised high school, Claremont High School. In a bid to avoid new school teething problems an innovative approach was taken
- Westerford High School was consistently recognised as a top performing school able to produce high learner pass rates year on year

Intervention

- The department entered into a governance and management agreement with top performing, Westerford High School
- Westerford High School Governing Body set up a subcommittee responsible for interim governance of Claremont working in conjunction with Claremont parents
- Westerford High School leadership assisted set up of Claremont High School processes and systems
- Frequent teacher interaction across schools – teachers attend same subject meetings

Impact

- In 2013, Claremont's first matric class succeeded in obtaining 100% matric pass rate and 86% learners received university pass
- Teachers receive support and guidance from peers at Westerford





To support the decision on the best way forward, a comprehensive legal analysis has been completed

A lawful and reasonable rationale towards specific objectives...



The rationale - reason for the proposed decision (R2)

- The grounds upon which the decision to Twin is made must be lawful

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The Constitution of the Republic of South Africa, 108 of 1996

The Promotion of Administrative Justice Act, 3 of 2000 (PAJA)

The South Africa Schools Act, 86 of 1996 (SASA)

... to help achieve these objectives, a detailed legal analysis has been conducted looking at:

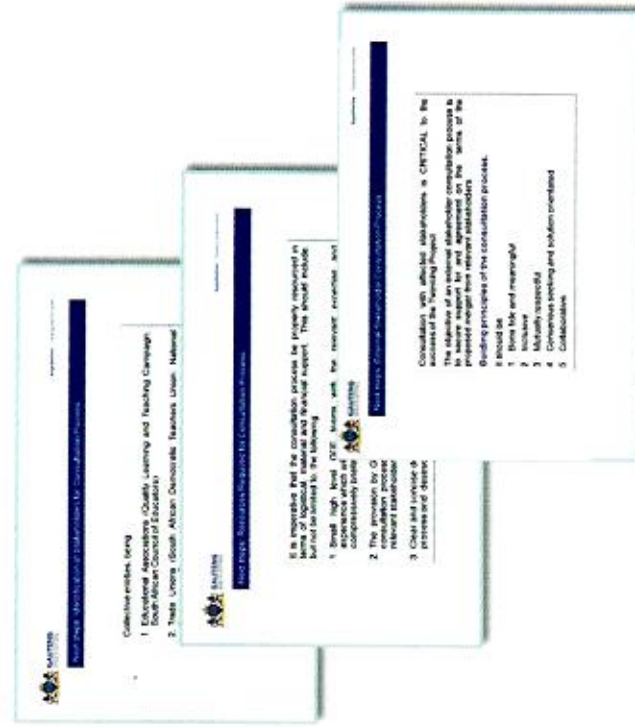
- The rationale should include the main objective of the proposed twinning exercise, which, confirmed by the Constitutional Court, entrenches the Education Department's right to make changes, exercising its powers in a way that will achieve the eradication of inequality in education.

- "Continuing disparities in accessing resources and quality education perpetuate socio-economic disparities thereby reinforcing and entrenching historical inequality. The question here as a society is not whether, but how, to address this problem of unequal access to education" (at [2] MEC for Education in Gauteng Province and Others v Governing Body of Alcora Primary School and Others 2013 (6) SA 582 (CC)).

- Reasonableness requires that the Twinning must be capable of working
- It is envisaged that this will be met through:
 - the selection criteria of the schools to be twinned, such as reasonably close geographical proximity;
 - it must be capable of redressing historic injustices (entrenched through the disparity in resources, expertise, governance, funding capacity, amongst others);
 - there should be a mutual need to improve institutional diversity, to undo institutions based on race, gender and / or class; and / or

3 Consultation with affected stakeholders is critical to the success of the Twinning programme

- A detailed stakeholder consultation process outline has been prepared



The consultation process should:

- Follow key guiding principles
- Be led by high level GDE team with a skilled facilitator
- Engage all required collective entities
 - Educational associations
 - Teacher unions
 - School stakeholders
 - Others as may be identified



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Kuyasheshwa - "Gauteng working better"

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Implementation to be rolled out in 3 phases with regular review sessions and reports

