

ELRC EDUCATION INDABA

20 – 21 June 2017

Provincial Strategic Imperatives and Personnel Allocation and its impact on the number of Educator Posts for a three-year financial period beginning 2017

NORTHERN CAPE PROVINCE



OVERVIEW

- The NC Dept of Education currently issues educator staff establishments on an annual basis.
- Staff establishments are annually reviewed taking into consideration affordability and fluxuations in learner numbers (needs based annually linked to the budget pressures).

BROAD HR PRIORITIES IN THE CURRENT HR PLAN

- Early Childhood Development
- Inclusive Education
- The Integrated Farm and Small School Strategy
- Provincial Literacy Strategy inclusive of Incremental Introduction of African Languages

NUMBER OF LEARNERS & EDUCATORS

LEARNERS EDUCATORS AND SCHOOLS 2017

DISTRICT	Sector	Learners	As % of District Total	As % of Provincial Total	Educators	As % of District Total	As % of Provincial Total	Schools	As % of District Total	As % of Provincial Total	Learner Educator Ratio	Learner School Ratio
		All inclusive										
FRANCES BAARD	PRIVATE	2622	2.78	57.09	211	6.99	55.09	11	8.66	36.67	12.4	238.4
	PUBLIC	91535	97.22	31.58	2809	93.01	30.40	116	91.34	21.32	32.6	789.1
	TOTAL	94157		31.98	3020		31.38	127		22.13	31.2	741.4
JOHN TAOLO GAETSEWE	PRIVATE	1198	1.59	26.08	84	3.44	21.93	5	2.86	16.67	14.3	239.6
	PUBLIC	74154	98.41	25.58	2359	96.56	25.53	170	97.14	31.25	31.4	436.2
	TOTAL	75352		25.59	2443		25.38	175		30.49	30.8	430.6
NAMAQUA	PRIVATE	265	1.21	5.77	26	3.22	6.79	6	7.69	20.00	10.2	44.2
	PUBLIC	21690	98.79	7.48	781	96.78	8.45	72	92.31	13.24	27.8	301.3
	TOTAL	21955		7.46	807		8.39	78		13.59	27.2	281.5
PIXLEY-KA-SEME	PRIVATE	326	0.71	7.10	41	2.75	10.70	4	4.35	13.33	8.0	81.5
	PUBLIC	45673	99.29	15.76	1452	97.25	15.71	88	95.65	16.18	31.5	519.0
	TOTAL	45999		15.62	1493		15.51	92		16.03	30.8	500.0
ZFM	PRIVATE	182	0.32	3.96	21	1.13	5.48	4	3.92	13.33	8.7	45.5
	PUBLIC	56818	99.68	19.60	1840	98.87	19.91	98	96.08	18.01	30.9	579.8
	TOTAL	57000		19.36	1861		19.34	102		17.77	30.6	558.8
PROVINCIAL	PRIVATE	4593	1.56	1.56	383	3.98	3.98	30	5.23	5.23	12.0	153.1
	PUBLIC	289870	98.44	98.44	9241	96.02	96.02	544	94.77	94.77	31.4	532.8
	TOTAL	294463			9624			574			30.6	513.0



EDUCATORS POSTS ALLOCATED 2013 - 2017

NUMBER OF POSTS ALLOCATED VIA THE PPM INCLUDING PROVINCIAL IMPERATIVE POSTS

(eg. No 1-man schools, Multiphase, Small High Schools, retention of first-time loss etc. - as taken from Additional [250] Basket)

Year	LSEN	Public Ordinary	Additional Growth and Curriculum Posts	Dinaledi	TeachSA	IIAL	Total Posts
2013	144	8019	146	30			8339
2014	166	8208	213	33	20		8640
2015	194	8462	174	33	12		8875
2016	199	8479	229	35	20	30	8992
2017	214	8750	109	35	20	30	9158

NUMBER OF EXCESS POSTS AS TAKEN BEFORE JUNE OF EVERY YEAR

Year	Posts
2013	176
2014	121
2015	44
2016	45
2017	25

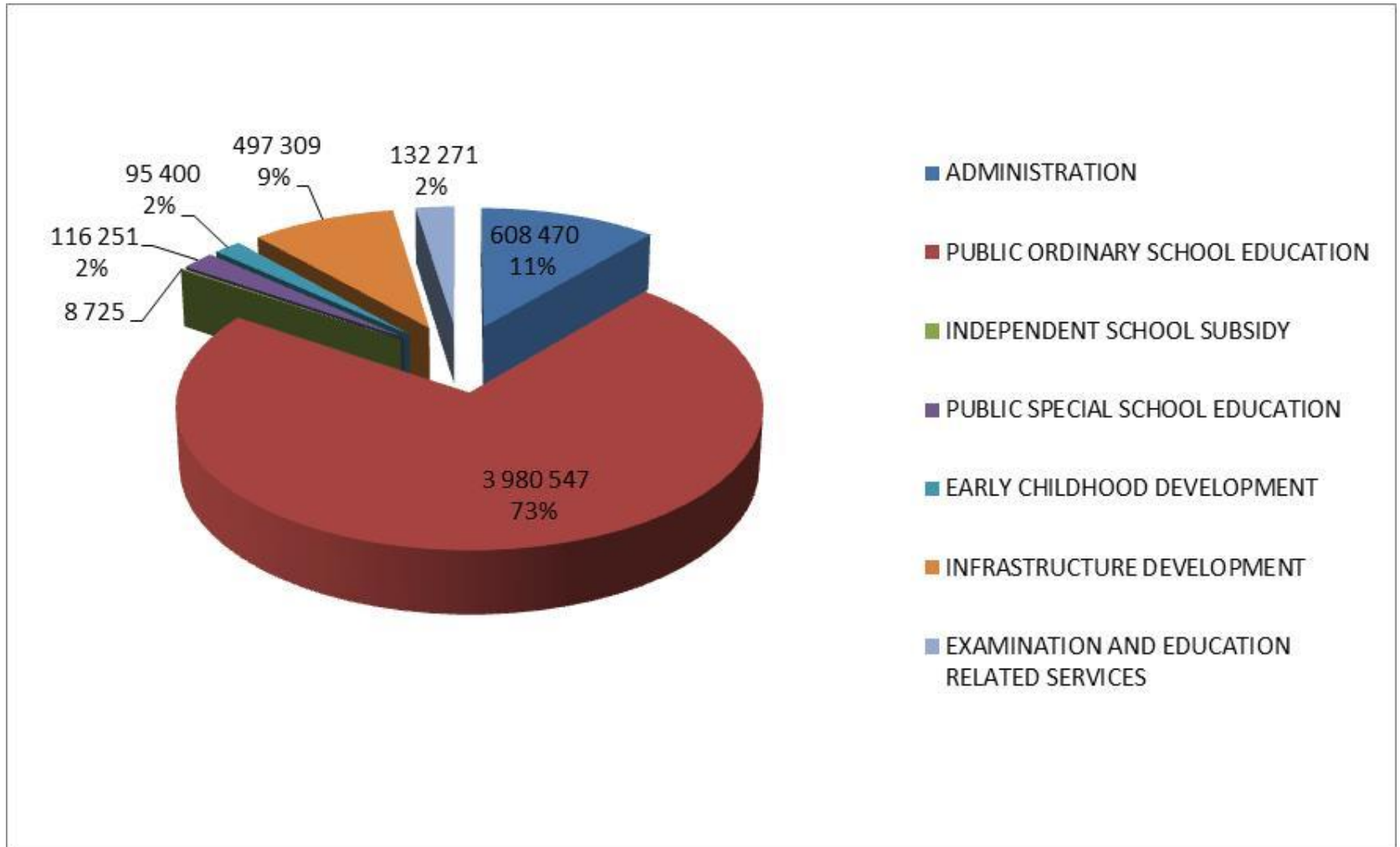
PROVINCIAL IMPERATIVES, PRINCIPLES & FACTORS

- There will be no one person schools in the province.
- All small high schools will receive a minimum of eight posts.
- If a school has lost 1 (one) post for two consecutive years, the school will lose the post, but if a school loses 1 post for the first time, the school will retain the post (to ensure stability in schools).
- Schools where educators are teaching across phases, will be allocated additional posts.
- Schools with dual /parallel medium receive a higher weighting than schools with single medium of instruction.
- The additional posts schools received for growth and/or curricular needs in the previous year, will be taken into account if the learner numbers stabilise.
- All additional posts allocated expire at the end of previous academic year and must be re-applied for in the new year.
- The impact of the following projects are reviewed and allocated accordingly in the new year:
 - *Dinaledi Programme (35 posts @ R 399.142.23 = R 13 969 978.06)*
 - *IIAL (30 posts @ R 399.142.23 = R 11 974 266.91)*
 - *Teach SA (20 posts @ R 399.142.23 = R 7 982 844.61)*
- Three separate PP Models are run, with each having its own Basket viz;
 - *Public Ordinary Schools (535)*
 - *Special Schools (11)*
 - *Full Service Schools (10)*

Total Budget Allocation per Programme

Items	2015/16 Projected outcome	2016/17	2017/18	2018/19	Growth rates : Estimated actual	
					2015/16 - 2016/17	2015/16 - 2018/19
		Medium term estimates				
ADMINISTRATION	542 068	608 470	639 996	677 118	12.2%	7.7%
PUBLIC ORDINARY SCHOOL EDUCATION	3 759 258	3 980 546	4 162 782	4 421 151	5.9%	5.6%
INDEPENDENT SCHOOL SUBSIDY	8 309	8 724	9 161	9 692	5.0%	5.3%
PUBLIC SPECIAL SCHOOL EDUCATION	109 640	116 251	122 247	129 337	6.0%	5.7%
EARLY CHILDHOOD DEVELOPMENT	91 268	95 401	121 647	128 702	4.5%	12.1%
INFRASTRUCTURE DEVELOPMENT	454 946	497 309	473 871	500 218	9.3%	3.2%
EXAMINATION AND EDUCATION RELATED SERVICES	161 376	132 271	138 753	146 800	-18.0%	-3.1%
Total payments	5 126 865	5 438 973	5 668 456	6 013 017	6.1%	5.5%

Total Budget Allocation per programme – 2016/17



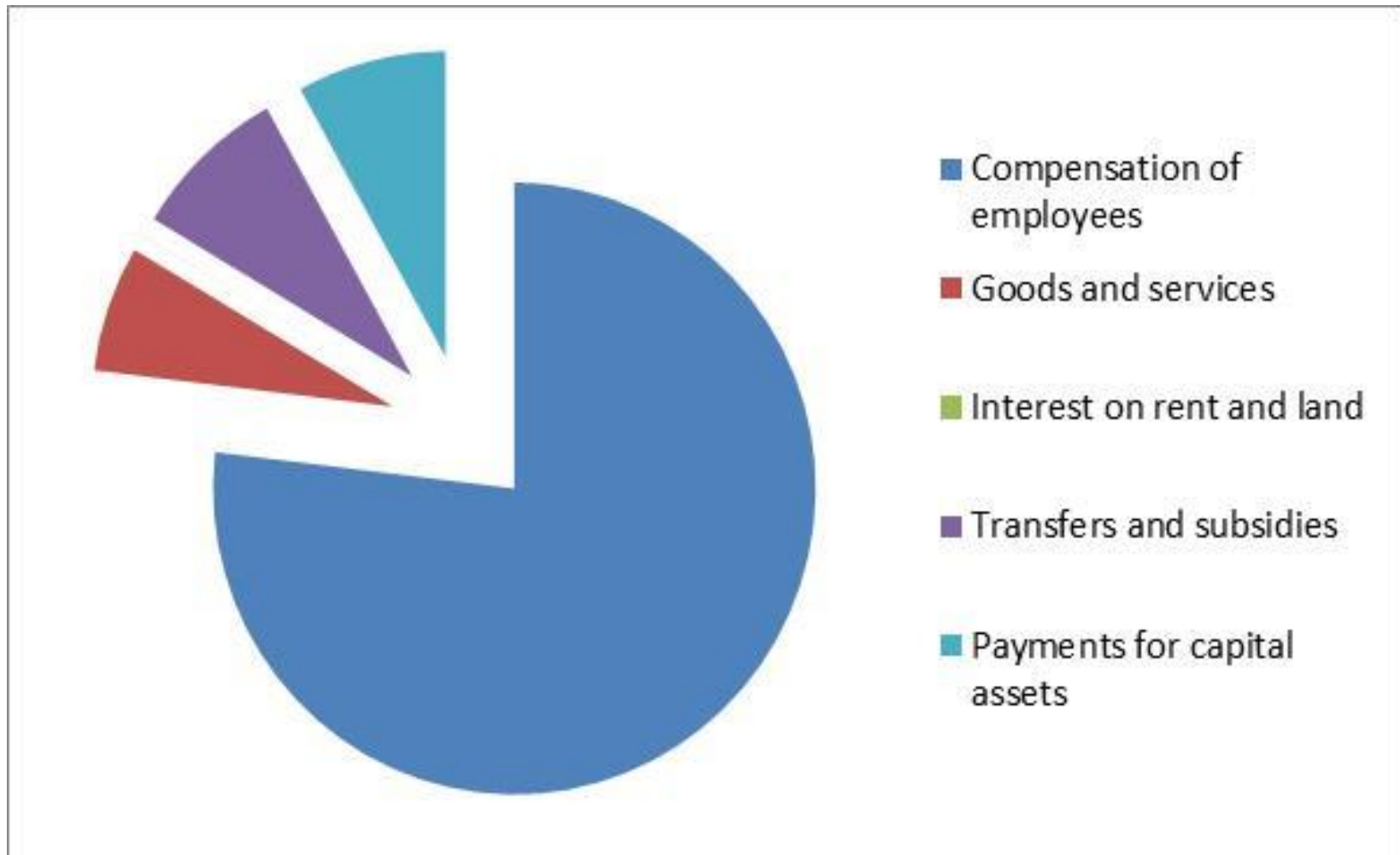
% Budget Allocation per Economic Classification

Programmes	2016/17	2017/18	2018/19
	Medium term estimates		

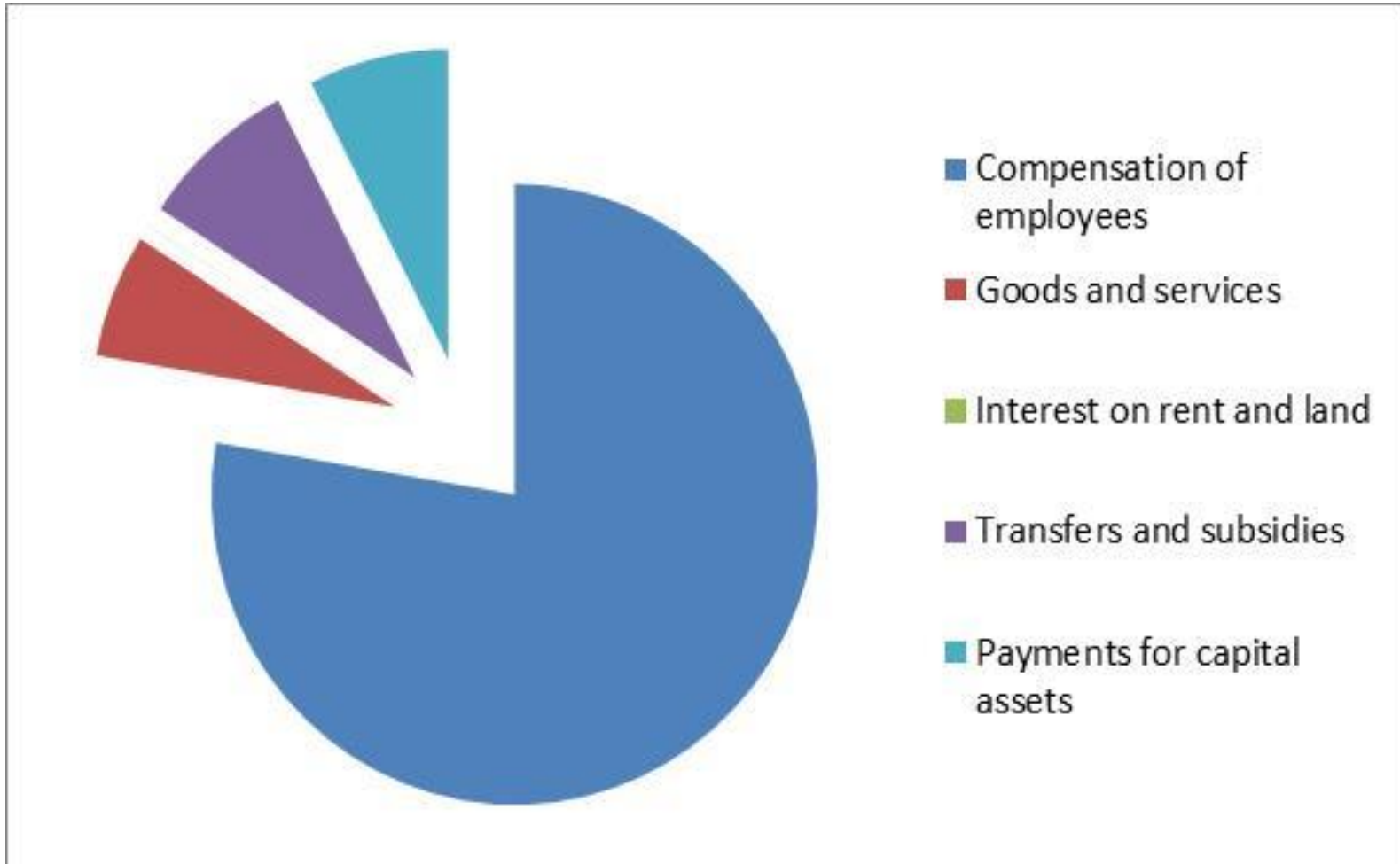
Economic Classification as a percentage of total budget

<i>Current payments</i>	84%	84%	84%
<i>Compensation of employees</i>	77%	78%	78%
<i>Goods and services</i>	7%	6%	6%
<i>Interest on rent and land</i>	0%	0%	0%
<i>Transfers and subsidies</i>	8%	8%	8%
<i>Payments for capital assets</i>	8%	7%	8%
Total payments	100%	100%	100%

2016/17 Spending per economic Classification



2017/18 Spending per economic Classification



Budget Pressures 2016/17

<u>Budget Pressures</u>	R'000
Educator Posts (increase in learner numbers)	59,200
Rural Incentive	2,052
NSNP Q4 and Q5	6,200
Norms and Standards Shortfall	10,000
Municipal Accounts	21,300
ICS Shortfall	37,600
Learner Transport	12,100
School Furniture	16,500
Operation Phakisa	23,000
Total	187,952

Assumptions 2017

- Learner Educator Ratio - Public Ordinary 1:32
- Learner Educator Ratio – LSEN 1:12
- Learner numbers 2016 – 269 372
- Learner numbers 2015 – 264 035
- Learner Difference 2015/2016 = 5337 (2.02% increase)
(Both Annual Survey Figures Public Ordinary Schools)
- LSEN 2016 – 2103 vs 1966 (2015)
- Current Cost of employment + ICS + 1% Pay Progression

Post Provisioning 2017

- Posts Included in Affordability Calculations :
 - ❖ Permanent Educators
 - ❖ Temporary Educators
 - ❖ Substitute and Relief Educators
 - ❖ Education Specialists
 - ❖ ECD Practitioners

Post Provisioning 2017

Post Type (Purpose)	Nr of Posts		Variance	% Growth
	2016	2017		
Public Ordinary Schools	8,670	8,905	235	2.71%
Special Schools	197	212	15	7.61%
Substitutes	177	200	23	12.99%
Projects	96	146	50	52.08%
Excesses	38	58	20	52.63%
Sub Total	9,178	9,521	343	3.74%

School Type	Nr of Learners		Variance	% Growth
	2016	2017		
Public Ordinary Schools	264,036	269,372	5,336	2.02%
Special Schools	1,966	2,103	137	6.97%
Total	266,002	271,475	5,473	2.06%

Ad Hoc Educator Posts	250	250	-	-
Total Basket incl ECD and OBE	10,470	10,861	391	3.73%

ISSUING EDUCATOR ESTABLISHMENTS ANNUALLY AS OPPOSED TO EVERY THREE YEARS

- The dynamic nature of the education environment (incl. annual variations in affordability, learner numbers, curriculum changes, redress, projects etc.) negates the implementation of a three year Educator Post Provisioning model, as these variations have to be considered annually.
 - *Schools with learner increases will be disadvantaged if establishments are to remain the same.*
 - *Where learner numbers decreases, there will be a cost to the province if the school is to maintain their establishment, given at the beginning of the 3-year cycle (possible increased excess educator pool).*
- If the provincial strategic objectives are re-aligned, the three-year cycle will disallow the immediate re-positioning of priorities within the PPM, as parametres will be locked until the onset of the next cycle.
- Important data gleaned from the PPN process on an annual basis, that feeds back into the system, provides empirical information on overall functionality and promotes stability within schools.
- Furthermore, with the PPM being a **Distributive Model** that looks at the weightings of all schools in context of the affordable basket, the re-calculation of Staff Establishments will be skewed as additional posts will ultimately have to be sourced outside the approved basket.
- Regular (annual) interaction with unions on the revised establishments ensures a better understanding and appreciation of the challenges between the employer and labour parties.



PROPOSALS FOR CONSIDERATION

- There however exists limitations within the current PPM as it has been designed on a 'stand-alone' MS Access platform. There is a need to develop an on-line solutions that will assist with;
 - Making standard reports available to all role-players
 - Storing large amounts of historical data on the Post Provisioning process, so as to improve institutional memory.
 - Allow for a solution that can seamlessly be passed on to any newly appointed custodian.
 - Allow for a single point of access regarding the tracking and processing of the following processes:
 - *Issuing of preliminary and Final Educator Staff Establishments*
 - *Management of the Appeal Process*
 - *Management of the Application and Distribution of Additional Posts*
 - *Ensure that all Project Posts are allocated and reported on*



PROPOSALS FOR CONSIDERATION

- The weightings in the current model should be amended to make better provision for poor and rural schools.
- The 5% top slicing for redress does not adequately address the challenges faced by rural and farm schools.
- Important to note is that the Northern Cape department of Education is currently finalising the development of an on-line PPM so as to address some of the challenges related to the access database.



THANK YOU

