



**LIMPOPO**

PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

# DECLARATION TO ESTABLISH AND USE LIMPOPO FOCUS SCHOOLS FOR SOCIO-ECONOMIC DEVELOPMENT



**Grand Plan**  
23 August 2022

**The heartland of southern Africa - development is about people**

We, the stakeholders and role-players in the Limpopo Education Sector, gathered at the Provincial Focus Schools Workshop held on 22-23 August 2022, in Polokwane, adopt the Grand Plan to establish Limpopo Focus Schools by implementing the following seven pillars:

1. Pillar 1: Specialised offerings: Focus Schools will be Secondary/High Schools that offer learners (including those living with disabilities and the indigent) enhanced coverage of two or more *Umalusi* approved specialised subjects aligned to the provincial socio-economic priorities within an NQF (National Qualifications Framework) defined Organising Field.
2. Pillar 2: Learner enrolments: Focus Schools will offer a specialized bouquet of focus subject offerings to more than 80% of learners. The ideal teacher: learner ratio per specialised subject will be adopted by the province to enable optimal learner participation and performance in the learning and assessment processes.
3. Pillar 3: Talent selection: Focus Schools will enroll learners with exceptional talent, aptitude and/or interest (including those living with disabilities and the indigent) in an NQF defined Organising Field.
4. Pillar 4: Professional staff: Focus Schools will appoint 'professionally qualified', SACE (South African Council for Educators) - registered specialised subject teachers.
5. Pillar 5: Infrastructure and equipment: The infrastructure and equipment of Focus Schools will meet minimum inclusive requirements.
6. Pillar 6: Support mobilisation: Focus Schools will partner, cooperate and collaborate with corporate agencies, business, professional bodies, labour, Higher Education Institutions, Parastatals, SACE, SETAs (Sector Education and Training Authorities), Government Departments, Municipalities and SGBs (School Governing Bodies), NGOs (Non-Governmental Organisations), DPOs (Disabled People Organisations) and CBOs (Community-based Organisations) to source inclusive support for specialised offerings.
7. Pillar 7: Employment opportunities: Focus Schools will implement inclusive measures and mechanisms that expose learners to workplace experience with employment potential and offer opportunities for concurrent multi-certification.

Declaration Re: Grand Plan for Limpopo Focus Schools 23 August 2022

Initials by Accounting Officers: .....

**NOTE:** The following table outlines deliverables per pillar. These deliverables will be achieved by different stakeholders who signed this declaration. Detailed and costed operational plans to achieve the deliverables over the short to long term will be developed and managed by the different institutions outlined in the right-hand column (labelled “Responsible”). It should also be noted that establishment of Focus Schools as defined in this Grand Plan will take time as it will need to meet the legislative and other requirements. But the necessary foundation will need to begin in earnest to ensure establishment of fully-fledged Focus Schools in the medium-to-long term.

Problem Statement	Action	Output	Short-term (2022/23)	Medium-term (2023 – 2025)	Long-term (2025-2030)	Responsible
<b>PILLAR 1: SPECIALIZED SUBJECTS</b>						
MST (Mathematics, Science and Technology) Schools do not meet <b>minimum requirements of a Focus School</b>	<p>Implement the measures adopted in this Grand Plan to <b>elevate</b> the MST Schools into Focus Schools. Such schools will continue to offer:</p> <ul style="list-style-type: none"> <li>▪ All <b>Mathematical</b> subjects</li> <li>▪ All <b>Science</b> subjects</li> <li>a. All <b>Technical</b> and <b>Technology</b> Subjects</li> </ul>	Designated MST Focus Schools meet minimum Focus Schools requirements	√	√	√	<ul style="list-style-type: none"> <li>▪ Limpopo Department of Education (LDoE)</li> <li>▪ Department of Basic Education (DBE)</li> <li>▪ Limpopo Treasury</li> <li>▪ Professional bodies</li> <li>▪ SGBs</li> <li>▪ Learner formations</li> <li>▪ Labour</li> <li>▪ DPOs (Disabled People Organisations)</li> </ul>

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Problem Statement	Action	Output	Short-term (2022/23)	Medium-term (2023 – 2025)	Long-term (2025-2030)	Responsible
	Equip such Focus Schools with the <b>requisite infrastructure</b>	Learners in Focus Schools pursue careers in Agricultural Field as well as Farming on a small to large scale	√	√	√	<ul style="list-style-type: none"> <li>▪ Department of Education (DBE)</li> <li>▪ Business sector</li> <li>▪ Farming community</li> <li>▪ Higher Education &amp; Training Institutions</li> </ul>
	Offer Mathematics Literacy to learners who want to pursue <b>farming</b>		√	√	√	
	Collaborate with local communities to benefit from <b>Indigenous knowledge system (IKS)</b>		√	√	√	
	Strengthen <b>IKS</b> in all of the specialized subjects		√	√	√	
Schools that serve as Agricultural Schools do not meet <b>minimum requirements of a Focus School</b>	<p>1. <b>Elevate</b> the Agricultural Schools to the status of a Focus Schools and ensure that they offer:</p> <ul style="list-style-type: none"> <li>▪ <b>Agricultural Sciences</b></li> <li>▪ <b>Agricultural Technology</b></li> <li>▪ <b>Agricultural Management Sciences</b></li> <li>▪ <b>Business Studies and</b></li> </ul>		√		<ul style="list-style-type: none"> <li>▪ Department of Education (DBE)</li> <li>▪ Business sector &amp;</li> <li>▪ Farming community</li> <li>▪ Higher Education &amp; Training Institutions</li> </ul>	

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Problem Statement	Action	Output	Short-term (2022/23)	Medium-term (2023 – 2025)	Long-term (2025-2030)	Responsible
	<ul style="list-style-type: none"> <li>▪ CAT (Computer Aided Technology)</li> </ul>					
There are no schools targeted to be Arts and Culture Focus Schools	<p>Convert and rationalise schools to be Arts &amp; Culture Focus schools. The schools to be offered by such schools are:</p> <ul style="list-style-type: none"> <li>▪ Drama</li> <li>▪ Dance</li> <li>▪ Music</li> <li>▪ Visual arts</li> <li>▪ Design</li> <li>▪ CAT (Computer Aided Technology)</li> <li>▪ Sign Language</li> </ul>	Art and Culture Focus schools are designated		√	√	<ul style="list-style-type: none"> <li>• Department of Education (DBE)</li> <li>• Department of Arts and Culture</li> <li>▪ Industry</li> </ul>
The two schools in the Mining vicinities do not meet minimum requirement of a Focus School	<p>Elevate schools in the Mining vicinities to a fully-fledged Focus School. Such schools should offer</p> <ul style="list-style-type: none"> <li>▪ Electrical Mining:</li> <li>▪ Geography</li> <li>▪ Physical Sciences</li> </ul>	Focus schools are designated in mining communities in the Sekhukhune, Capricorn and Waterberg municipalities		√	√	<ul style="list-style-type: none"> <li>▪ Department of Education (DBE)</li> <li>▪ Mining Industry</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Civil Technology</li> <li>▪ Electrical Technology</li> <li>▪ Mechanical Technology</li> <li>▪ Engineering Graphics and Design (EGD)</li> </ul>					
There are no schools targeted to be <b>Tourism and Hospitality Focus Schools</b>	<p>Convert and rationalise schools to become <b>Tourism and Hospitality focus schools</b>. The subjects to be offered in such Focus Schools are:</p> <ul style="list-style-type: none"> <li>▪ <b>Tourism</b></li> <li>▪ <b>Hospitality studies</b></li> <li>▪ <b>Consumer studies</b></li> <li>▪ <b>Computer Application Technology</b></li> </ul>	<p><b>Tourism and Hospitality Focus Schools are designated</b></p>			√	<ul style="list-style-type: none"> <li>▪ Department of education (DBE)</li> <li>▪ Business sector</li> <li>▪ Hospitality industry</li> </ul>
There is no school started to be an <b>Aviation School</b> in the province	<p>Establish an <b>Aviation School</b> that will offer:</p> <ul style="list-style-type: none"> <li>• <b>Flight and Aviation</b></li> </ul>	<p>One <b>Aviation Focus School</b> is identified and designated</p>			√	<ul style="list-style-type: none"> <li>▪ Department of Education (DBE)</li> <li>▪ Polokwane Airport</li> </ul>

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	<ul style="list-style-type: none"> <li>• Mechanical Technology</li> <li>• Geography</li> <li>• Physical Sciences</li> <li>• CAT (Computer Aided Technology)</li> <li>• IT (Information Technology)</li> </ul>					<ul style="list-style-type: none"> <li>▪ Business Sector</li> </ul>
<b>PILLAR 2: LEARNER ENROLMENTS</b>						
Inadequate and sub-optimal provision of Career Guidance in the lower grades of high/secondary schools	Every learner should be exposed to <b>career guidance</b> in lower grades of the planned Focus Schools	Informed choices by learners that lead to improved socio-economic participation	√	√	√	<ul style="list-style-type: none"> <li>▪ Psychological services</li> <li>▪ Life Orientation Teachers</li> <li>▪ Teacher Unions</li> <li>▪ Professional Associations</li> <li>▪ DPOs (Disabled People Organisations)</li> <li>▪ SGBs (School Governing Bodies)</li> </ul>

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Provision of e-digital learning specialised subjects is a challenge	Provision of e-resources to Focus Schools to connect with the hub/Centre	Increased reach and quality learning of specialised subjects using blended mode of delivery		√	√	<ul style="list-style-type: none"> <li>▪ OTP</li> <li>▪ LDoE</li> <li>▪ DBE</li> <li>▪ SITA</li> </ul>
Lack of effective model system of tutoring	Adoption of system/s or similar model/s in Focus Schools to provide tutoring in Mathematics, Science and English	Improved learner performance in Mathematics, Science and English in Focus Schools		√	√	<ul style="list-style-type: none"> <li>▪ Districts</li> <li>▪ Circuits</li> <li>▪ Schools</li> </ul>
Minimal Institutionalisation of Psychosocial support	<ul style="list-style-type: none"> <li>▪ All educator development programmes to include psycho-social support</li> <li>▪ Social workers to be equitably assigned to different schools</li> </ul>	Positive self-concept, image and identity of all learners in Focus Schools		√	√	<ul style="list-style-type: none"> <li>▪ LDoE</li> <li>▪ Department of Health Higher Education Institutions</li> </ul>
Some subject combinations limit career choices	Review policy on subject combinations	Increased flexibility in career choices		√	√	<ul style="list-style-type: none"> <li>▪ DBE</li> <li>▪ Umalusi</li> <li>▪ Higher Education Institutions</li> </ul>

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Implementation of SIAS (Screening, Identification, Assessment and Support) policy is minimal	<ul style="list-style-type: none"> <li>Equip all educators with competency to roll out <b>SIAS policy</b></li> <li>Psychologists should be deployed to help schools to help implement <b>SIAS policy</b></li> </ul>	Early and correct identification of learner needs, informed placement and support of learners	✓	✓	✓	<ul style="list-style-type: none"> <li>LDoE</li> <li>Teacher Unions</li> <li>Psychological Services</li> </ul>
Insufficient Educational excursions to industry	All learners should undertake <b>educational excursions</b> to expose them to different fields of work	Greater learner awareness careers in the identified fields of study	✓	✓	✓	<ul style="list-style-type: none"> <li>Principals of schools</li> <li>Circuits</li> <li>Districts</li> </ul>
Sub-optimal participation in extra-curricular activities in schools	Directive should be issued to all schools to implement <b>extra-curricular activities</b>	Healthy and fit learners in Focus Schools	✓	✓	✓	<ul style="list-style-type: none"> <li>LDoE</li> <li>SGBs</li> <li>LDoH (Limpopo Department of Health)</li> </ul>
Stigmatization of certain fields as inferior	Equal <b>promotion</b> of <b>career fields</b> irrespective of their societal perception or status	Changed mind set about future careers	✓	✓	✓	<ul style="list-style-type: none"> <li>LDoE</li> <li>LEDET</li> <li>Business</li> <li>Private sector</li> <li>Higher Education Institutions</li> </ul>

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<b>PILLAR 3: SELECTION OF LEARNERS</b>						
Limited options to showcase and demonstrate talents and gifts	Use talent platforms such as science fairs and competitions to showcase talents and gifts	Talented learners are selected to enroll for relevant and appropriate subjects in Focus Schools		✓	✓	<ul style="list-style-type: none"> <li>▪ Districts</li> <li>▪ Circuits</li> <li>▪ Schools</li> </ul>
Lack of reliable selection system to guide learners to different career paths	Introduce psychometric testing (alongside SIAS) in Grades 6 & 7	Correct placement of learners in specialised fields		✓	✓	Psychological Services
Lack of flexibility in changing subjects in FET (Further Education and Training) Schools	Modify policy on subject changes	Improved flexibility in subject enable increased throughputs		✓	✓	Department of Education
<b>PILLAR 4: SPECIALIZED SUBJECTS TEACHERS</b>						
Minimal absence of qualified professionals to	Focus schools must be inclusive to cater for learners with disabilities	Train all educators and managers to apply SIAS practical guide in Focus Schools	✓	✓	✓	LDoE (Limpopo Department of Education)

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offer specialised subjects.	<b>Vet/evaluate</b> (and other relevant “specialists and/or professionals”) in the scarce skills for conditional certification. Plan and offer <b>pre-service training</b> for specialised teachers	Artisans (and other relevant” specialists and/or /professionals” offer specialised courses in Focus Schools New recruits of specialised teachers offer specialised subjects to meet increasing numbers in Focus Schools		√	√	SACE (South African Council of Educators)
	Provide <b>in-service programmes</b> to teachers who may divert to teach at Focus Schools	Retrained teachers with specialised competencies increase pools of teachers in Focus Schools		√	√	<ul style="list-style-type: none"> <li>▪ Higher Education Institutions</li> <li>▪ DBE</li> <li>▪ LDoE</li> </ul>
<b>PILLAR 5: FUNDING</b>						
Insufficient funding for specialised offerings,	The LDoE should continue to use the <b>MST Conditional Grant funding</b> to establish and	MST Conditional Grants Business Plans cater for the full funding of		√	√	<ul style="list-style-type: none"> <li>▪ DBE</li> <li>▪ LDoE</li> </ul>

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equipment, staff, materials and infrastructure	rollout MST Focus Schools.	declared/established MST Focus Schools.				
	Higher institutions and TVETs must adopt the Focus Schools and use SETAs to apply (for) funding	Audit reports inform SETA applications to refurbish Focus Schools		✓	✓	<ul style="list-style-type: none"> <li>▪ SETAs</li> <li>▪ TVETs</li> <li>▪ HEIs</li> </ul>
	Linking the schools to markets as part of Income generation for sustainability	Markets invest in Focus Schools			✓	<ul style="list-style-type: none"> <li>▪ Business SETAs</li> </ul>
	Special allocation from Government to address the non-MST focus schools	New non-MST, self-reliant and sustainable Focus Schools				<ul style="list-style-type: none"> <li>▪ DBE</li> <li>▪ LDoE</li> <li>▪ OTP, LEDET</li> <li>▪ Depts of Agriculture, Tourism and Arts &amp; Culture</li> </ul>
	Use Infrastructure Grant to fund Focus Schools	Focus Schools' infrastructure meets minimum infrastructure requirements			✓	<ul style="list-style-type: none"> <li>▪ Public Works</li> <li>▪ DBE</li> <li>▪ LDoE</li> </ul>
	Encourage PPP (Public Private Partnerships)	PPP are used to creatively fund			✓	<ul style="list-style-type: none"> <li>▪ Treasury</li> <li>▪ DBE</li> </ul>

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		infrastructure, equipment and personnel of Focus Schools				<ul style="list-style-type: none"> <li>▪ LDoE</li> <li>▪ OTP</li> </ul>
<b>PILLAR 6: SOURCING &amp; SOLICITING SUPPORT</b>						
Inadequate collaboration amongst stakeholders to support roll out of Focus Schools	Strengthen collaboration with stakeholders, including, to roll out Focus Schools: <ul style="list-style-type: none"> <li>• Higher Education Sector</li> <li>• SACE</li> <li>• Other Professional Councils and Bodies</li> <li>• Limpopo Economic Development Agency (LEDA)</li> </ul>	MoUs (Memoranda of Understanding) with all relevant stakeholders are entered into by key stakeholders to support the roll out of the Focus Schools	√	√	√	<ul style="list-style-type: none"> <li>▪ Limpopo Department of Education</li> <li>▪ SACE (South African Council of Educators)</li> <li>▪ LEDA (Limpopo Economic Development Agency)</li> </ul>
Lack of funding for envisaged Arts and Culture as well as Services Focus Schools	Equip the Arts and Culture Focus as well as Services Focus Schools with the required infrastructure	Designated Arts and Culture as well as Services Focus Schools meet minimum		√	√	

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		infrastructure requirements				

**PILLAR 7: WORKPLACE EXPERIENCE**

Lack of clear measures and mechanisms to expose learners to workplace experience with clear employment and potential and multi-certification possibilities	<ul style="list-style-type: none"> <li>Develop policies to encourage partnerships, (Liability insurance, Indemnity forms)</li> <li>Ensure the issuer of multi certificates are properly competent/accredited</li> </ul>	Learners in Focus Schools are provided with workplace opportunities and earn relevant short-course certificates		✓	✓	Focus School Department Department Department Specific company that has SLA with the focus school <ul style="list-style-type: none"> <li>Treasury</li> </ul>	
	Provide learners in Focus Schools with opportunities for concurrent certification (accredited) like short learning programmes (SLPs)				✓	✓	<ul style="list-style-type: none"> <li>Business</li> <li>TVET</li> <li>Colleagues</li> <li>SETAs</li> <li>HEIs</li> </ul>
	Form partnership with companies in the focused skills (develop and signed social compact.		Operational WPBL (Workplace based learning) Policies/guidelines		✓	✓	<ul style="list-style-type: none"> <li>LDoE</li> <li>Teacher Unions</li> <li>Business</li> <li>HEIs</li> <li>TVET Colleges</li> </ul>

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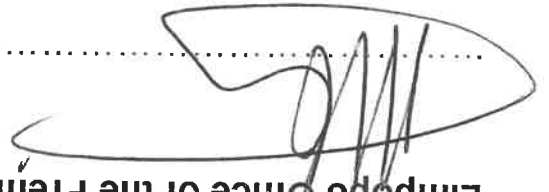
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		<ul style="list-style-type: none"> <li>Partnership included in official agreements (MoUs)</li> </ul>				
	Ensure companies report on their <b>annual training report</b> in Focus Schools (Logbooks to be used)	Companies enhance capabilities of Focus Schools to deliver on their mandates		√	√	

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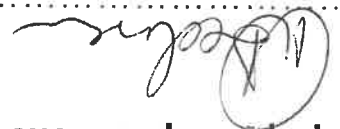
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Signed on 23 August 2022 by:

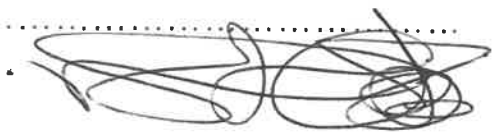
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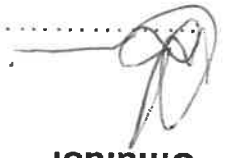
Limpopo Treasury



Department of Basic Education



Umalusi



Teacher Unions



MMTDSA

PEU



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**DISABLED PEOPLE ORGANISATIONS**

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**SACE**

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**Learner formation (COSAS)**

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**Professional Associations**

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ETOA

CATHSETA

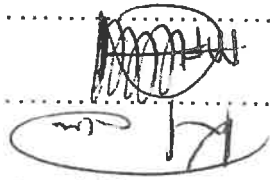
- EIDRETH



SETAS

University of Limpopo

Limpopo DHE Regional Office

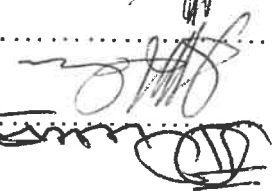


MOPANI TVEI

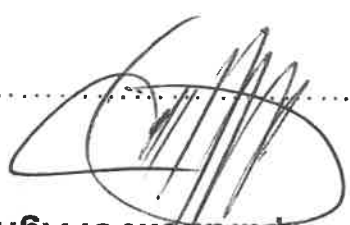
TUT

Madzimbambano College of Agric

UNIV. OF VENDA

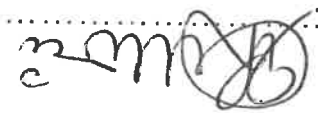


Higher Education Institutions (including TVET Colleges)



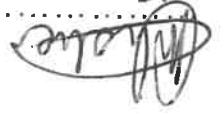
Limpopo Department of Agriculture and Rural Development





Mpumalanga Department of Education

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Porkwane Chamber of Business  
Women in Tourism

Business