



# **KWAZULU NATAL “DROP OUT REDUCTION PROGRAMME” (DORP)**

# DEFINING SCHOOL DROPPING OUT

***“In this context school dropping out means leaving school without an exit qualification or equivalent credential such as the National Senior Certificate. Dropping out refers to a learner who quits school before he or she completes the grades to be completed” (Cerda & Ochoa)***

# **KZN REASONS REDUCTION OF LEARNER NUMBERS**

<b>CATEGORIES</b>	<b>TOTALS</b>
Dropout	70075
Emigration	1422
Home schooling	1281
Death	1081
Transfer to FET College	736
Long term illness	555
Expulsion	253
Pregnancy	59
<b>TOTAL</b>	<b>75462</b>

# KWAZULU NATAL DROP-OUT STATISTICS

## CUMULATIVE STATISTICS (IN JULY 2021)

Grade	Number of drop-outs	Number of drop-outs
1	3572	1518
2	1803	947
3	1681	767
4	1374	825
5	1212	823
6	1007	643
7	1075	722
8	3400	2197
9	3280	2202
10	7266	4361
11	6580	4192
12	4180	1192
Special needs	215	196
<b>Total</b>	<b>36645</b>	<b>20585</b>

# KWAZULU NATAL DROP-OUT STATISTICS

## CUMMULATIVE STATISTICS BETWEEN FEBRUARY 2021 AND 31 AUGUST 2021

<b>Grade</b>	<b>Total number of learners in the Grade</b>	<b>Number of drop-outs</b>	<b>% of drop-outs</b>
<b>1</b>	<b>225262</b>	<b>2054</b>	<b>0.9</b>
<b>2</b>	<b>221713</b>	<b>856</b>	<b>0.4</b>
<b>3</b>	<b>218411</b>	<b>914</b>	<b>0.4</b>
<b>4</b>	<b>224111</b>	<b>549</b>	<b>0.2</b>
<b>5</b>	<b>223322</b>	<b>389</b>	<b>0.2</b>
<b>6</b>	<b>220011</b>	<b>364</b>	<b>0.2</b>
<b>7</b>	<b>219635</b>	<b>353</b>	<b>0.2</b>
<b>8</b>	<b>229250</b>	<b>1203</b>	<b>0.5</b>
<b>9</b>	<b>229988</b>	<b>1078</b>	<b>0.5</b>
<b>10</b>	<b>240367</b>	<b>2905</b>	<b>1.2</b>
<b>11</b>	<b>232332</b>	<b>2388</b>	<b>1.0</b>
<b>12</b>	<b>175855</b>	<b>2988</b>	<b>1.7</b>
<b>Special Needs</b>	<b>18649</b>	<b>19</b>	<b>1.1</b>

## KWAZULU NATAL DROP OUT REDUCTION PROGRAMME

1. COVID-19 has caused an increase in the number of learners who drop out of school in the province
2. The province will introduce the an intervention called “**Drop Out Reduction Programme**” (KZN - DORP)
3. The aim of KZN - DORP is to reduce the drop out rate and improve the learning outcomes in public and private schools using formal and non-formal interventions
4. It is hoped that the KZN - DORP will facilitate access of every child in KwaZulu Natal to quality basic education so that they enjoy the flow of teaching and learning as it was prior to March/April 2020

# UNDERLYING ASSUMPTIONS OF THE KZN-DORP

**ASSUMPTION 1:** If the ongoing increase in the rate of dropouts is not arrested, then the broader educational goals of making every KZN child functionally literate by 2030 will not be achieved

**ASSUMPTION 2:** The increase in dropout rate can be arrested if the causes of the dropout problem are properly identified and described and appropriate intervention programmes are initiated to remove causes

**ASSUMPTION 3:** If the school, the home, community, the circuit, the district and Head Office are actively involved in planning, development and implementation of the KZN-DORP, then the increase in dropouts will be arrested

**ASSUMPTION 4:** The arrest of dropouts is in the interest of the school, the society, the government and the Republic of South Africa because it can increase the percentage of economically active citizens

# UNDERLYING ASSUMPTIONS OF THE KZN-DORP

**ASSUMPTION 5:** The likelihood of learners to leave the schooling system can be minimised if learners feel that their needs are being satisfied and their learning experiences are pleasurable

**ASSUMPTION 6:** Learning is a matter of scaffolding. Therefore new knowledge, skills and attitudes are developed, shaped and modified on basis of previous ones. If learner attendance is irregular, lessons are not fully mastered thus weakening the scaffolding process



# SPECIFIC OBJECTIVES OF THE KZN-DORP

1. To reduce, if not totally eliminate school dropouts in schools of KwaZulu Natal
2. To increase the learner retention rate in schools of KwaZulu Natal
3. To improve learner motivation through a significant increase of levels of achievement of Learners at Risk of dropping out (LARDO)
4. To retrieve learners who are already out of schools due to COVID – 19 related reasons and other reasons
5. To increase the capability of schools to establish, implement , evaluate and improve the KZN-DORP
6. To introduce KZN-DORP related interventions for purposes of encouraging parents to send children back to schools
7. To offset the impact of COVID-19 on the KZN schooling system

# THE RIGHT TO LEARN

- Article 28 of the United Nations Childrens Rights states that:  
***“Children and young people have the right to education no matter who they are; regardless of race, gender or disability; if they are in detention or if they are refugee”.***

- The article further states that:

***“Children and young people have the right to both primary and secondary education and should be able to choose different subjects when in secondary”***

The Bill of Rights states that:

***“Everyone has a 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”***

## PART A INTEVENTIONS: DEALING WITH INDIVIDUAL FACTORS (LEARNERS)

REASON FOR DROPPING OUT	OBJECTIVE OF KZN-DORP	INTERVENTIONS	PROGRESS
Broken school attendance & absenteeism	To reduce the risk of COVID-19 through return of more learners to school.	<b>Road shows to encourage learners between age 12 -18 year learners to vaccinate.</b>	The province is encouraging learners through parents to vaccinate
Poor performance resulting from learning losses caused by different time tabling	To increase the number of days attended at school	<b>Provision of mobile classrooms to create space for more learners at school</b>	The province has provided more than 1200 mobile units in schools
Fear of school return and emotional stress caused by covid-19 infection fear	To ease the fears of parents about COVID-19	<b>Using the SGB structures to educate parents about COVID - 19</b>	This is ongoing as SMTS are educating parents about COVI-19
Stigmatisation of those affected by the CPVOD-19 virus	To destigmatise COVID-19 infections so that learners to return to school after infections	<b>Follow up support to learners who have been affected by COVID - 19</b>	This is ongoing as Life Orientation teachers destigmatise infections
Slow progress in the attainment of learning outcomes	To ensure that the home becomes an extension of the school	<b>Training teachers on blending physical learning and home learning</b>	Teachers are giving home learning excercises during rotation

## INTEVENTION 2: DEALING WITH FAMILY FACTORS (PARENTS)

REASON FOR DROPPING OUT	OBJECTIVE OF KZN-DORP	INTERVENTION	PROGRESS
Reduced financial resources- Parents failure to pay school fees because of loss of jobs due to lockdown	To retain learners fee paying schools	<b>Negotiate easier fee paying terms for recently unemployed parents</b>	This is being planned for the 2022 academic year
Digital divide causing parents not to afford e-learning facilities	To provide access to education in schools with rotational time tables	<b>Introduction of “zero-rated” online learning platforms and multischool teaching</b>	The province has already introduced its zero rated “KZN Funda Platform”
Lack of at-home learning material	To occupy learners who are not at school because of rotational attendance	<b>Promote remote learning by providing home study packs for learners who have irregular attendance</b>	The province started providing home learning packs to rotating learners in 2020
Lack of interest in sending children to school during COVID-19	To persuade parents to bring learners back to school	<b>Using e-communication strategies and SGB’s to encourage parents return to school</b>	The province has planned a “parent persuasion programme” for 2022
Lack of school-parent absenteeism management	To assist schools and parents to track learner absenteeism	<b>Introducing of weekly feedback of children attendance through SMS’s</b>	The weekly feedback will start in 2022

## INTEVENTION 3: DEALING WITH SCHOOL RELATED FACTORS

REASON FOR DROPPING OUT	OBJECTIVE OF KZN-DORP	INTERVENTION	PROGRESS
Lack of Teacher development on psychosocial support during closure	To capacitate teachers to provide emotional support to manage their classrooms in the COVID-19 era	<b>Conduct of short psychosocial support workshops for teachers</b>	This is included in the 2022 provincial curriculum recovery programme
Lack of reliable information on the importance of the vaccination programme	To educate teachers about the importance of vaccination and its safety	<b>Including the vaccination messages in the MECs roadshows</b>	This has been done in the 2021 MECs examination readiness district meetings
Lack of basic facilities at school (water)	To ensure an ongoing supply of basic COVID -19 prevention resources in schools	<b>Continuous and reliable provision of PPE's , water and sanitation in schools</b>	The province has improved the supply of PPE's, water and ablution facilities
School disruptions caused by "COVID-19 WAVES"/Peaks	To protect teaching and learning time in spite of COVID-19	<b>Introduction of risk adjusted approach to dealing with cases of infections</b>	The province used this approach during the third wave of COVID-19 and it continues
Lack of school readiness for the possible future COVID-19 waves/peaks	To offset the high dropout rate caused by the COVID-19 peaks	<b>Preparation of the provincial school guide to deal with Peaks without closing schools</b>	The province is preparing a guide for responding to future COVID-19 peaks

## INTEVENTION 3: DEALING WITH COMMUNITY RELATED FACTORS

REASON FOR DROPPING OUT	OBJECTIVE OF KZN-DORP	INTERVENTION	PROGRESS
Lack of community involvement with school	To improve “School-Community” collaboration	<b>Building communication bridges to connect schools, homes and communities</b>	This will be driven through QLTC in 2022
Lack of school support from communities	To empower community leaders to support schools	<b>Invitation of community leaders to discuss the challenges of COVID-19 in schools</b>	This will be rolled out through QLTC in 202
Lack of “extended parenting” in the communities	To extend the school discipline to communities	<b>To guide communities on their role to curb learner misbehaviors e.g. getting to taverns/drug-dens</b>	A guide will be prepared for parents and community leaders for use in 2022
Lack of COVID-19 awareness in communities	To make communities aware of the efforts of schools in preventing the spread of COVID	<b>Work with community leaders to educate society about the importance of supporting schools to deal COVID-19 infections</b>	A call for protecting school COVID-19 essentials to communities is already being made to communities
‘Stealing” of schools’ basic sanitation facilities by community members	To protect school property from theft	<b>Work with local SAPS to protect school property</b>	There are already cases opened against school property theft

# INTEVENTION 1: DELAING WITH SYSTEMIC FACTORS

REASON FOR DROPPING OUT	OBJECTIVE OF KZN-DORP	INTERVENTION	PROGRESS
Protect the shrinking budget resulting from envisaged cuts	To finance the schools to meet the resource demands of the pandemic	<b>Negotiation of a stoppage to further budget cuts in the Department of Education</b>	The province has already started talks with Treasury
Absence of regulations for schools using rotational time tables	To empower schools to manage continuous learning recoveries	<b>Teacher workshops on the management of remote learning in rotating schools</b>	The teacher development plan for 2022 will include sessions on management of remote learning
Provision of extra support for schools using rotational time tables	To introduce system programmes to support learners	<b>Implementation of the Presidential Youth Employment Initiative (PYEI)</b>	The province is making progress in the implementation of the PYEI for school and teacher support



# CONCLUSION

- The province notes that the challenge of reduction of learner numbers is three-fold
  1. There are “actual drop outs” which is the number of learners who exit the schooling system and never return
  2. There are “temporal drop outs” which is the number of learners who exit the system temporarily and return to complete schooling later
  3. There are “Technical drop-outs” which are unreported learners who take alternative schooling systems e.g. home schooling
- KwaZulu Natal has all these three reasons for the reduction of learner numbers
- The KZN-DORP aims at reducing the “Actual Drop Outs” in the system





**KWAZULU-NATAL PROVINCE**

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# **GROWING KWAZULU-NATAL TOGETHER**