



ANNUAL PERFORMANCE PLAN 2015 - 2016



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ANNUAL PERFORMANCE PLAN
for
2015/2016

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
AMESA	Association of Maths Educators of South Africa
ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
BSNSW	Board of Studies New South Wales
CAPS	Curriculum and Assessment Policy Statements
CAT	Common Assessment Tasks
CIE	Cambridge International Examinations
CoE	Compensation of Employees
CSI	Corporate Social Investment
DBE	Department of Basic Education
DCMS	District Coordination Monitoring Support
DOC	Department of Communication
DPME	Department of Performance Monitoring and Evaluation
DSD	Department of Social Development
DST	Department of Science and Technology
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information Systems
ECDoE	Eastern Cape Department of Education
ELRC	Education Labour Relations Council
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
GEM/BEM	Girls and Boys Education Movement
GDP	Gross Domestic Product
GET	General Education and Training
GFET	General and Further Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Committee
HEI	Higher Education Institution
HIV	Human Immuno-Deficiency Virus
IIAL	Incremental Introduction of African Languages
IQMS	Integrated Quality Management System
ISHP	Integrated School Health Programme
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
IEEE	Institute of Electrical and Electronics Engineers
JICA	Japan International Cooperation Agency
LDoE	Limpopo Department of Education
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MDG	Millennium Development Goals

MPAT	Management Performance Assessment Tool
MST	Maths, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NEAC	National Examinations Assessment Committee
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEPA	National Education Policy Act
NEIMS	National Education Infrastructure Management System
NGO	Non Governmental Organisation
NICPD	National Institute for Curriculum and Professional Development
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSNP	National School Nutrition Programme
NSLA	National Strategy for Learner Attainment
PED	Provincial Education Department
PICC	Presidential Infrastructure Coordinating Commission
PIRLS	Progress in Reading and Literacy Study
PMDS	Performance Management and Development Scheme
PPN	Post Provisioning Norm
PSS	Psycho-Social Strategy
QCTO	Quality Council for Trades and Occupations
QLTC	Quality Learning and Teaching Campaign
RPL	Recognition of Prior Learning
SAASTE	South African Association for Science and Technology Educators
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAIA	South African Institute of Architects
SAICE	South African Institute of Civil Engineering
SAMF	South African Maths Foundation
SA-SAMS	South African School Administration Management System
SASCE	South African Schools Choral Eisteddfod
SBA	School Based Assessment
SGB	School Governing Body
SIBG	School Infrastructure Backlog Grant
SIP	Strategic Integrated Project
SMS	Senior Management Services
SQA	Scottish Qualification Authority
TIMSS	Trends in International Mathematics and Science Study
VVOB	Flemish Association for Development and Technical Assistance
WSE	Whole School Evaluation

FOREWORD BY THE MINISTRY OF BASIC EDUCATION

The focus of the Department of Basic Education for the 2015/2016 financial year will be to consolidate achievements made so far while expediting strategies for improvement. We remain resolute in our quest to improve quality and efficiency throughout the schooling sector, with a renewed emphasis on curriculum coverage and the need to strengthen quality, efficiency and accountability in our provinces, districts and schools.

For the basic education sector to transform, radical changes and appropriate interventions to turn our education system around are of paramount importance. We have moved boldly, therefore, to reconfigure the Basic Education Department internally to improve performance. In line with heightening accountability and enhancing service delivery the Department will hold the districts and provinces that are not performing accountable.

The National Development Plan 2030 (NDP) states that education is a means to building an inclusive society and providing opportunities for South Africans to realise their full potential. It further states that education provides the tools for people to solve their problems. We are therefore very encouraged that Government has continued to rate basic education as the apex priority for this term. In an effort to fast-track quality education, the Department will use the 'Big Fast Results' methodology termed Operation Phakisa by the Cabinet, to develop comprehensive plans for optimum results. This planning will result in focused implementation and monitoring, especially in the area of Information and Communications Technology (ICT), which we believe will yield positive results in challenged areas of our operations.

We are determined to promote universal access to education by ensuring that all children between ages seven and 15 years are in school. We must strive to ensure that the approximately 15% of South African children who do not complete Grade 9 do so and to improve retention rates for learners in the FET band (Grades 10–12).

Our own internal assessments and international benchmarking assessments confirm that while progress has been made on access, equity and redress, the emphasis for this administration will be on attaining quality. We will endeavour to increase the number of Grade 12 learners who can gain entrance to university, moving incrementally from 172 000 in 2013 to 250 000 in 2019, and work to improve the quality and quantity of passes.

We will continue to eradicate mud schools and other inappropriate structures, particularly in the Eastern Cape, and to provide the necessary resources needed for proper schooling to take place.

The current MTSF outputs have been aligned to the NDP priorities for the sector, and it is these milestones that will be used to track the performance of the entire sector. Our areas of focus for 2015, which we are convinced will have a lasting impact at classroom level and beyond, have been communicated throughout the sector.

The DBE is responding to inequalities in the teaching and learning environment through various initiatives that are aligned to the *National Development Plan 2030* and the *Action Plan 2019: Towards the Realisation of Schooling 2030*. Included in these initiatives are the replacement of inappropriate school structures, including mud schools; capacitating provincial education infrastructure units and school beautification programmes to improve the schooling environment; strengthening monitoring capacity; and operationalising the Infrastructure Delivery Management System to monitor the life-cycle provision of infrastructure.

We aim to increase the capacity of the state to develop, print and deliver learning and teaching support materials (LTSM) in the basic education sector. The sector has developed, printed and delivered Grades R to 9 Language and Mathematics workbooks to over 23 000 public schools, twice a year since 2011, and will continue to do so in the coming years. A total of 204 million workbooks have been delivered to date.

Education districts have a pivotal role in supporting schools, improving their functionality and developing the country's education institutions in order that national learning outcomes are achieved. Our district monitoring unit has been strengthened and will now constitute a branch which will focus carefully on the capacity, systems and processes required to strengthen district planning, management, support, reporting and accountability.

Teacher placement, deployment and development remain high on our strategic interventions agenda. We will continue to build our teacher development strategies to address gaps identified during assessments. This will ensure that our teacher development initiatives address the content gaps and improve classroom practices.

We salute the class of 2014 for achieving a 75.8% pass rate in the National Senior Certificate examinations. This was the first class to have sat for the National Senior Certificate under the re-packaged curriculum called the Curriculum and Assessment Policy Statement (CAPS). We challenge the class of 2015 to work even harder in order to improve the pass percentage and the quality of results.

The Department will forge ahead with its pro-poor policies such as no-fee schools and the National School Nutrition Programme, as a means to push back the scourges of poverty, inequality and unemployment which beset our country.

In respect of Early Childhood Development, the National Development Plan underlines the need for access to at least two years of pre-school education for all children. The ruling party committed to making two years of pre-school education compulsory in its election manifesto and, due to success in rolling out early childhood development programmes, the legislative review to make schooling for young people aged five to 15 years compulsory is planned.

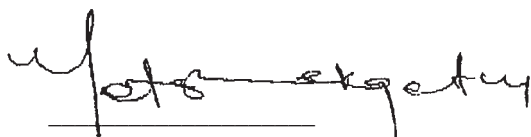
Improvement of learner well-being through the National School Nutrition Programme (NSNP) has seen over 9.1 million learners being provided with a daily meal, and this programme is also creating at least 50 000 work opportunities. The Department has made strides to meet the basic right to nutrition of millions of learners in schools. It has become necessary to consider a national deworming programme linked to the NSNP, to maximise the health and cognitive benefits of school meals. The target of the deworming programme for 2015 will be Grade R-7 learners in quintile 1 schools in KwaZulu-Natal, Eastern Cape, Mpumalanga, Western Cape and Gauteng.

We will continue to enhance learner safety and wellbeing by fighting drug and substance abuse as well as youth criminality in our schools and communities.

A country that chooses to hide its heritage and history from its children takes the risk of having them repeat the mistakes of the past. We are currently conducting comparative studies and research on countries offering History as a compulsory subject. Research indicates that, when taught as a subject, History has a number of positive effects including contributing to nation building, national pride, patriotism, social cohesion and cultural heritage.

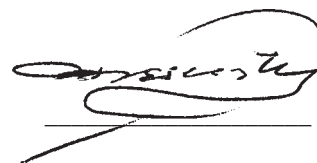
We are further encouraged by the immediate positive response of partners, especially in business, following the meeting between President Jacob Zuma on 22 August 2014 and the Minister and Deputy Minister of Basic Education, Education MECs and HODs, the CEO and Trustees of the National Education Collaboration Trust (NECT), a number of Cabinet Ministers and 15 top South African business leaders, under the auspices of the NECT. The NECT was conceived in the Education Collaboration Framework, which was developed by a range of stakeholders in response to the National Development Plan. The intention of the meeting was to exchange views on the implementation of the Education Chapter of the National Development Plan.

We are confident that the plans articulated in this Annual Performance Plan are a solid step towards improving our education system.



Mrs Angie Motshekga, MP

Minister



Mr Enver Surty, MP

Deputy Minister

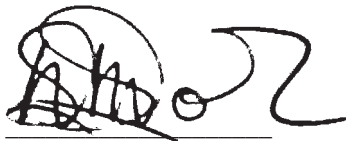
Official sign-off

It is hereby certified that this Annual Performance Plan:

Was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;

Was prepared in line with the current Strategic Plan of the Department of Basic Education; and

Accurately reflects the performance targets which the Department of Basic Education will endeavour to achieve given the resources made available in the budget for 2015/2016.



N Molalekoa

Chief Financial Officer



VC Carelse

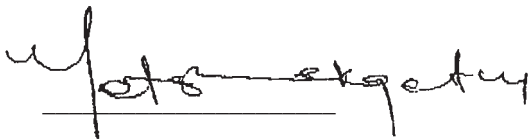
Deputy Director-General, Office of the Director-General



SG Padayachee

Acting Director-General

Approved by:



Mrs Angie Motshekga, MP

Minister

Part A: Strategic overview

DBE Initiatives to respond to the National Development Plan (NDP)

As a response to the NDP, the Department has developed its five-year Strategic Plan and the 2015/16 Annual Performance Plan based on the 2014–2019 Medium-Term Strategic Framework (MTSF) and the Action Plan to 2019: Towards the Realisation Schooling 2030.

The Strategic and Annual Performance Plans represent the first segment of activities towards realising the country's adopted long-term plan, The National Development Plan 2030: Our future – make it work. The Minister of Basic Education has identified ten 'non-negotiable' services (discussed below) for effective joint sectoral planning and monitoring that will enable the basic education sector to use the NDP as a platform to accelerate the transformation of the schooling sector.

Improved quality teaching and learning through the development, supply and effective utilisation of teachers

A constant inflow of young and qualified teachers into the profession will ensure that all classes have a qualified teacher, as well as ensure continued interest in the profession. In 2014/2015 the Department improved the systems and processes aimed at improving the efficiency and effectiveness of the placement, deployment and utilisation of educators by completing the profiling of teacher qualifications and amending the post provisioning norms and model.

The NDP makes these recommendations for ECD: short-term teacher development based on workbooks, longer-term teacher development, system support and self-development, use of technology, and support of professional associations and teacher unions.

The DBE has developed a plan for Grade R teachers with qualifications below level 6, with targets and details of training possibilities, qualifications and institutions offering them. The programme needs to be accelerated and strengthened by focussing on RPL processes, provincial planning, inter-departmental and inter-sectoral coordination, and increasing PED and HEI capacity to deliver on these and other short programmes.

For the short-term requirement to support teachers in the use of workbooks, the DBE has trained subject advisors on teacher guides for the workbooks in 2013 (except the Limpopo Department of Education) and distributed the teacher guides to district offices on the understanding that PEDs will provide training and support to teachers. The programme should be vigorously applied to districts and schools that are performing below 70%.

For longer-term teacher development, DBE and PEDs have agreed on a targeted approach involving strengthening needs identification, and short course and qualification-based programmes, as outlined in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa. Evidence from the NSC and ANA diagnostic reports and related reports should be used as the basis for targeted teacher development programmes. Five categories of personnel have been identified to participate in qualification and non-qualification-based programmes (school leaders, practising teachers, mentor and lead teachers, unqualified and under-qualified teachers and special needs teachers). Longer-term programmes need to strengthen planning, subsidisation, skills capacity and implementation of teacher development programmes in schools performing below 70% and/or in poor socio-economic contexts.

System support and self-development

The DBE, PEDs and unions are currently involved in planning and organising teacher development activities, jointly and separately through the following structures: the National Teacher Education and Development Committee where all these bodies are represented; the nine Provincial Teacher Education and Development Committees; the HEDCOM sub-committees for Curriculum and Teacher Development, Skills Development, Inclusive Education, among others; and the committees of the Teacher Union Collaboration.

The IQMS and WSE system provides opportunities for identification of teacher development needs but this needs strengthening. The DBE has done extensive distribution of ANA/NSC results and provided planning support to PEDs to take forward the support and development work necessary at district and school levels. The district support offices will continue to facilitate and support this process. The Workplace Skills Plan and additional PED funding is intended to subsidise teacher development needs, as is the teacher union collaboration programme. Strengthening all of these areas will be undertaken as a high priority within the DBE. The emergent DBE-NICPD has developed diagnostic assessments for teachers in maths in all phases and identified an English language proficiency tests to assist with identifying teacher needs. An English First Additional Language programme for FP, IP, SP and FET has also been developed in collaboration with the British Council. Subject advisors, HEI specialists and union lead teachers have been trained to take the programme forward to all EFAL teachers. The teacher development points system is being incrementally introduced with principals and deputy principals starting their three-year cycle of 150 points in 2014, HODs starting their cycle in 2015, and Level 1 teachers in 2016.

The monitoring and evaluation of programmes delivered need to be strengthened and skilled human resource capacity needs to be developed to deal with the multiple challenges and contexts for training. SACE will be supported and strengthened to implement the points system as well as to play a stronger role as a professional body.

DBE has intensified efforts to strengthen teacher centres with ICT capacity enhancement being a key feature of these improvements. The DBE and PEDs have created partnerships that have led to Vodacom sponsoring equipment and training for 40 teacher centres and 1 000 schools with a commitment to 20 more centres and more schools. The DBE hopes to develop more such public private partnerships to leverage funding and expertise for education improvement.

A programme to train teachers in the use of ICT devices to plan, deliver and access lessons has been developed. The programmes initiated through the Laptop Initiative have been slow to take off. Coordination and scalability of the ICT equipment and capacity are key challenges.

The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) makes a commitment to involve teachers in self-development with professional associations playing a key role. Currently, the Association of Maths Educators of South Africa (AMESA), the South African Maths Foundation (SAMF) and the South African Association for Science and Technology Educators (SAASTE) are the well-established subject associations. The DBE has developed a programme in partnership with the Flemish Association for Development Cooperation and Technical Assistance (VVOB) and the British Council to stimulate and support the establishment of professional learning communities, in order to professionalise and support teaching.

The DBE has initiated a teacher union collaboration which funds teacher unions to train teachers in priority areas supplementary to PED plans. This programme has trained approximately 80 000 teachers in priority areas and has assisted unions to set up teacher development institutes.

Improved quality teaching and learning through provision of adequate, quality infrastructure and learning and teaching support materials

According to Statistics South Africa's General Household Survey, 2002–2011 report on the lack of books as a problem experienced at schools, in 2011 at least 6% of learners nationally indicated they had experienced a shortage of books, compared to approximately 21% in 2002. The 2011 School Monitoring Survey indicated an increase in the provision of literacy textbooks to 78% and Mathematics textbooks to 83%.

The Basic Education Sector has been procuring commercially produced textbooks since 2011 at a cost of more than R7.7 billion. However, this amount must be understood against the fact that these textbooks were bought as part of implementing CAPS over the past three years. Despite the increase in provisioning of LTSM, the allocation and different modalities for LTSM procurement and delivery in respect of provinces, the objective of every learner having a textbook for every subject in each grade is still a challenge.

Improving assessment for learning to ensure quality and efficiency in academic achievement

Annual National Assessment (ANA)

The Annual National Assessment (ANA) is a critical measure for monitoring progress in learner achievement as was outlined in the Education Sector Plan, Action Plan to 2014: Towards the Realisation of Schooling 2025. As a monitoring tool, ANA is in its fourth year of implementation and there is much that needs to be done to strengthen the reliability and validity of the data emanating from the ANA. There have certainly been learner weaknesses at national, provincial, district and school level.

The Department of Basic Education (DBE) administered the Annual National Assessment (ANA) in September 2014. ANA was written by learners in Grades 1–6 and Grade 9 in Language and Mathematics. The total number of learners who registered for ANA 2014 was 7 376 334.

National Senior Certificate (NSC) results

Over the past 20 years, there have been notable achievements in national examinations. At its inception, the examination system was provincially based, and as such question papers were developed by the respective provinces, which resulted in a fragmented education system as well as varying examination standards. This created biases in the admission of learners into higher education institutions and the work environment. To address this, the former national Department of Education was mandated to standardise examinations in line with the national curriculum, by setting national question papers that would be written by all learners in the country. This effort has not only resulted in high quality and improved credibility of the Grade 12 examinations but has also become a unifying national force. The national examinations are cognitively sound and robust in assessing higher order thinking skills, and aligned to further education and workplace demands. The Quality Assurance Council, Umalusi, plays a critical role in protecting the integrity of the National Senior Certificate examinations through its rigorous verification of all examination processes.

The National Senior Certificate Report is one of the crucial sources of data to indicate whether quality education is in fact being realised. The NSC is in its seventh year of implementation as an exit certificate measuring learner performance at the Grade 12 level, which marks the end of formal schooling. In addition, the NSC is a critical barometer of success given that it captures the achievements of the system over twelve years.

The 2014 National Senior Certificate examination was written by 532 860 full-time candidates and 94 884 part-time candidates of the fulltime candidates who wrote the examinations, 403 874 candidates attained National Senior Certificate, which constitutes a 75.8% pass rate which is the second highest since the advent of democracy. The nine Provincial Departments performed as follows: Eastern Cape 65.4%; Free State 82.8%; Gauteng 84.7%; KwaZulu-Natal 69.7%; Limpopo 72.9%; Mpumalanga 79.0%; North West 84.6%; Northern Cape 76.4%; Western Cape 82.2%

Expanded access to Early Childhood Development and quality improvement of Grade R, with support for pre-Grade R provision

Government Gazette No. 36752: Draft Policy Framework for Universal Access to Grade R was published for public comment on 15 August 2013. Twenty-two responses were received which were addressed in the development of the Framework for Implementation of Grade R.

The key outcome of the process is aligned to the recommendations made in the National Development Plan as well as the Medium-Term Strategic Framework, namely, amending legislation to make Grade R and Pre-Grade R compulsory by 2019.

The Basic Education Laws Review Task Team was commissioned by the Minister of Basic Education to finalise the amendments to the South African Schools Act. A presentation was made to the task team with recommendations for the finalisation of the compulsory provisioning of Grade R in respect of the age of admission and making Grade R part of compulsory schooling.

During that process it was agreed that the Framework for Implementation of Grade R be finalised to inform the realisation of universal access towards compulsory schooling by 2019.

The Department will focus on quality provisioning in terms of qualified practitioners and quality learning and teaching materials over the 2014–2019 Medium-Term Strategic Framework.

Strengthen accountability and improve management at the school, community and district level

The Department will continue strengthening accountability at school level by enhancing the monitoring of performance management systems. The Integrated Quality Management System for school-based educators (IQMS) and the Performance Management and Development Scheme (PMDS) for office-based educators should therefore be strengthened and used as a tool to identify the specific developmental needs of educators.

There is an ever-increasing need to address the under-utilisation of the skills development budget in the provinces. Monitoring the utilisation of the skills development budget will be prioritised so that educators are the primary beneficiaries of training and support.

The implementation of the Whole School Evaluation (WSE) processes should be closely monitored so that evaluated schools that have been identified as 'high risk' schools and in need of urgent intervention are provided with the required support. The intervention should be targeted at the 'risks' in order to improve basic functionality and management in schools as well as effective teaching and learning in the classroom.

Following the promulgation of the South African Standards for Principalship, the Department will complete standards for every level of school management, i.e. standards for both Heads of Departments and Deputy Principals. The standards will inform the development of appointment criteria for the two levels of school managers and the development of competency assessment tests to ensure that only competent teachers are appointed at management level.

DBE will strengthen the physical and regulatory environment within which districts operate for improved education service delivery to schools under their care. The accountability of officials will be under scrutiny for improved delivery of identified key sector priorities.

NON-NEGOTIABLES FOR JOINT SECTORAL PLANNING

The Minister's assessment of the past five years revealed the need to focus attention on some areas of services being offered for the new Medium-Term Strategic Framework period. The Minister, therefore, pronounced that the services discussed below will be treated as non-negotiables for the new five-year term. All these non-negotiables are directly linked to MTSF priorities for the sector and form part of the key deliverables that will find expression in the DBE plans and in provincial plans (funding must be sought from within the existing programmes, from National Treasury and through other means for implementation) in order to fast-track some of the imperatives of government in the basic education sector. The non-negotiables are discussed below.

Learning and Teaching Support Materials (LTSM)

MTSF Output 2: Improved quality of teaching and learning through provision of adequate, quality infrastructure and learning materials.

The Department has made great strides in the last term to augment the provision of textbooks to learners through the development and distribution of workbooks throughout South African schools. This has assisted a great deal with the implementation of the CAPS curriculum. Emphasis in the new term is on the following:

- Provision of core textbooks per learner, per subject and per grade.
- The need to centralise procurement of learning and teaching support materials in order to gain from economies of scale for provinces.
- The development and strengthening of norms and standards for retrieval of textbooks at school level.

- Evaluation of the utility of workbooks across the sector.
- Limiting titles and capping prices to improve value for money and efficiency.

Infrastructure

MTSF Output 2: Improved quality of teaching and learning through provision of adequate, quality infrastructure and learning materials.

South African public schools' infrastructure backlog remains a big challenge for the sector. In order to support the improvement of learning, emphasis will be placed on the following:

- Reducing inappropriate school structures by constructing new ones and maintaining existing structures.
- Prioritising the provision of basic services to schools (water, sanitation and electricity).
- Implementation and adherence to the Infrastructure Norms and Standards in all new projects (this may make some projects more costly than before).
- Progressive maintenance and provision of school furniture for each learner.
- Finding alternative funding methods for other school infrastructure projects.
- Developing and supporting the roll-out of a school maintenance strategy for schools to maintain upgraded structures.

Districts

MTSF Output 5: Strengthening accountability and improving management at the school, community and district level.

District management improvement is one of the critical focal points, especially in terms of support offered to schools, and strengthened monitoring of the curriculum at school level to turn learner performance around. This calls for better provincial-district coordination in the following respects:

- Making sure that norms and standards for interaction between the provincial offices and districts and between districts and schools are applied. These norms guide all operations of the 82 districts.
- Improving districts' operations in terms of staff capacity, planning, monitoring and evaluation, curriculum oversight, and HRM operations, in order to bring about the desired change in schools and building this as a core support function within the system.
- Implementation of the Integrated Quality Management Systems and Whole School Evaluation policies.
- Improving schools' capacity in terms of curriculum monitoring, oversight roles of principals and school management teams, ensuring that all principals are competent and enthusiastic in their management functions.
- Heightened participation of the community through School Governing Bodies (SGBs) and parents.
- Strengthening appointment of principals and possible signing of performance contracts by school management teams.
- Management and leadership training to enhance skills that will enable all managers to be competent in performing their core duties.

Teachers' Placement, Deployment and Development

MTSF Output 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.

The introduction of African languages is a reality that has begun with a pilot process that is already underway in a sample of schools. Full implementation of this initiative in 2016 will require sufficient language teachers.

Strengthening and expanding pre-Grade R and Grade R necessitates better training of ECD practitioners to improve the quality of ECD services.

Better and complete placement of Funza Lushaka graduates needs to be strengthened in all provinces.

Implementation of a teacher development framework includes ensuring that content-related training is offered to teachers on an ongoing basis. This should be partly based on ANA diagnostic reports where possible.

Teacher recruitment, deployment and utilisation through the post provisioning policy should address issues of large classes and issues of filling vacant posts where there is a need.

Attracting young educators into the system has become a necessity given the aging teacher profile. Programmes such as Funza Lushaka need to be strengthened at provincial level by ensuring that all Funza Lushaka bursary holders graduate with the necessary subjects so that they may be absorbed into the system.

Grade R expansion in schools necessitates a fast-tracked development of Grade R educators/practitioners to meet the requirements of Foundation Phase teaching. The allocation to Grade R grant will be reviewed on an ongoing basis. Currently, provinces are training at different levels in terms of the National Qualifications Framework. Increased remuneration of ECD teachers will soon put a strain on provincial personnel budgets in this regard. This points to the need for a well conceptualised systemic approach to the quality improvement of Grade R with all associated aspects taken into consideration, including teacher development and professionalisation, resource requirements for Compensation of Employees (CoE) and LTSM, as well as incentive structures and pay progression, and a broad range of teaching resources to enrich this critical learning phase.

Information and Communication Technology

MTSF Output 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.

MTSF Output 2: Improved quality of teaching and learning through provision of adequate, quality infrastructure and learning materials.

The greatest concern is that the roll-out of ICT in schools has not been implemented as expeditiously as required in the last 10 years. Schools are faced with children who have been born in an era of advanced technology, and it makes sense for the sector to provide education that conforms to these developments. Access to ICT resources is no longer a nice-to-have but an urgent requirement for advancing teaching and learning.

- Providing teachers with ICT infrastructure, e.g. laptops, a project that was unsuccessful in the past term due to the modalities of funding these laptops, therefore, needs to be resuscitated with some sense of urgency.
- Making sure that teacher resource centres in all provinces have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom.

Kha Ri Gude

MTSF Output 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.

A mass literacy campaign offering basic literacy and numeracy education to South African illiterate adults, Kha Ri Gude is one of the flagship programmes of the sector, increasing access to literacy over the last five years. Because of the nature of its coverage and target clients, it has been inundated with implementation challenges and especially needs monitoring and evaluation to ensure it is achieving its intended purpose. The programme can also be utilised to provide youth employment at a local level, contributing positively to economic empowerment of the youth.

Library Services

MTSF Output 2: Improved quality of teaching and learning through provision of adequate, quality infrastructure and learning materials.

The majority of South African schools still do not have proper infrastructure for the provision of library services to support curriculum implementation. This service will be improved in the new term with a focus on reading and increasing library resourcing in schools. Citizens will be mobilised to participate in promoting reading through donations of reading materials for younger children to mark Madiba Day. The sector should partner with other providers (e.g. Department of Arts and Culture) and partnerships for the provision of libraries and library books must be explored.

Rural Focus

MTSF Output 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.

MTSF Output 2: Improved quality of teaching and learning through provision of adequate, quality infrastructure and learning materials.

Rural and urban non-viable schools are still prevalent in the education sector, and a number of programmes must be closely monitored to make sure that affected learners are not disadvantaged in the provision of education. Multi-grade teaching will need to continue in the short-term and should be supported through specific and appropriate training of teachers to improve their technical skills in this regard. Small and farm schools need to be merged where possible and provided with hostels. In the absence of hostels, learner transport must be provided, working in collaboration with the Departments of Transport in provinces.

Curriculum

MTSF Output 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.

MTSF Output 3: Regular annual national assessments to track improvements in the quality of teaching and learning.

MTSF Output 4: Improved Grade R and planning for extension of ECD.

The implementation of CAPS is continuing after its successful implementation in the last five-year planning period. Below are some of the critical focus areas:

- **Early Childhood Development:** The focus is on improving the current quality of Grade R by strengthening the provision of Grade R workbooks and their implementation in all schools, and achieving 100% Grade R incorporation in public schools. There is also a need to begin to prepare for the implementation of the two-year pre-grade 1 programme.

- **Mathematics, Science and Technology:** Participation in these gateway subjects has been declining in some schools in the recent years. A significant priority in this area is to provide the support and teacher development necessary to ensure that more schools offer mathematics as a subject, and that learners are encouraged to complete the subject rather than maths literacy, to stand them in the best possible stead for their future careers. The target is to reach full provision of mathematics in all schools. However, significant teacher development is required to reach this target. Progression has to be improved from grade to grade, and performance strengthened from lower levels, beginning with strengthening the provision of basic numeracy and literacy, to ensure a better success rate in the National Senior Certificate. Technical subjects are to be supported through recapitalised technical secondary schools. There is an urgent need to identify schools which do not offer Mathematics, Science and Technology and to support their development in provision of these subjects by carefully redirecting grants.

Incremental Introduction of African languages: This should be seen as a social cohesion issue and a curriculum intervention initiative. All schools in this term will incrementally introduce an African language starting with a pilot that started in the 2014 academic year.

Improving Annual National Assessments for learning to ensure quality and efficiency in academic achievement: The focus for the next five years is on using the ANA to drive classroom performance and learner attainment at all levels, not just Grades 3, 6 and 9. This standardised test should assist classroom accountability at school level, but it must also drive and inform districts' monitoring and evaluation processes. At another level, ANA testing needs to be improved in terms of the quality and relevance of questions – to make sure the system is rigorous and scientific in order to effectively track system performance.

Partnerships and social mobilisation

MTSF Output 6: Partnerships for a strong education system.

Partnerships in education delivery are critical to close the gaps that cannot be met due to either financial or capacity constraints, and this can be achieved through:

- Strengthening partnerships with other stakeholders to improve the delivery of education through collaboration. The establishment of the NECT involves all stakeholders to create a strategic Dialogue in Education and expand collaboration and partnerships to improve the quality of basic education.
- Utilisation of inter-departmental collaboration to deliver support programmes on social cohesion, learner well-being and safety, transport and basic literacy could all yield excellent outcomes.
- Deworming programmes are being introduced to consolidate the nutrition programme. Health promotion activities will continue to improve learner wellbeing and the introduction of TB testing is anticipated, with a possibility of introducing a grant for the programme.
- Promotion of active citizenry could help to pave the way toward a collective effort at education delivery where all children can enjoy a rich and lively education.

1. Updated situational analysis

1.1 PERFORMANCE DELIVERY ENVIRONMENT

Key Issues in the Delivery Environment

- **Access to education**

The South African Schools Act, Act 84 of 1996, requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of Grade 9, whichever comes first. In 2012, Stats SA's General Household Survey (GHS) findings showed that 98.8% of 7 to 15-year-old children were attending educational institutions. There were 236 811 fewer children (as a whole) who were out of school in our country in 2012 than in 2002. In 2012, approximately 548 776 children aged 7 to 18 years were not attending any education institution. The majority (4 in 5) were in the 16 to 18 age group; and 1 in 5 was disabled. While there has been improvement in access, there is a small gap (1.2%) that still needs to be bridged to ensure that all children access compulsory basic education. The current challenge is to ensure that the approximately 15% of South African children who do not complete Grade 9 do so and to improve retention rates for learners in the FET band (Grades 10–12).

- **Contribution to the South African Economy**

The South African economy relies heavily on the availability of skilled human capital. The education sector must ensure that the necessary skills should be attained in the key subjects that drive the development of a healthy economy. The sector needs to improve all learning outcomes, especially given the size of its budget in relation to the size of the economy – in 2010/2011 expenditure by the Education Departments amounted to R165 billion, which equaled 6.0% of GDP and 19.5% of consolidated government spending. In nominal terms, spending on education more than tripled from 2000/2001 to 2010/2011. However, the quality of education for black children is still largely poor, meaning their prospects of securing employment, high earning potential and career mobility is reduced for these learners, limiting the growth of the South African economy. As outlined in the Finance Minister's Budget policy statement in 2013, delivery is subject to fiscal and other constraints. The global economic crisis that began five years ago was more severe and persistent than anyone could have foreseen. While the economy has continued to grow at a moderate pace, reflecting global and domestic factors, it will still be necessary to enable growth and structural reforms over the medium term. As there is the strong possibility that many of the factors within the system which constrain its development are linked to systemic and structural issues not necessarily related to budget provision, it is on these areas that the medium-term strategy should focus, such that the system is geared for quality delivery in education to optimise the growth of the economy as a whole when financial pressures reduce in the coming years.

- **Partnerships in education delivery**

In order to implement the transformational reforms, a clear strategy and commitment to redress the injustices within the education system are required. The National Development plan provides a platform for building new national partnerships that involve the government, the private sector, labour and civil society.

As part of implementing the National Development Plan, the Department has established a National Education Collaboration Trust (NECT), which is a partnership of business, government and civil society working on a whole district developmental approach to the schooling system. This has the potential to leverage significant expertise and the monitoring and evaluation systems required to alter the growth trajectory of education delivery in the country by harnessing resources not previously available within the sector.

- **Building an efficient state**

Initiatives are underway to strengthen infrastructure planning and implementation, to attack inefficiency, waste and fraud, and to strengthen public procurement. Cost containment measures were announced and implemented in December 2013 by the Minister of Finance to limit elements of the recurrent spending in the public sector. Government has maintained a strong commitment to supporting the economy, enhancing the social wage, and protecting the poorest and most vulnerable in general and in the schooling system in particular.

Accountability for implementation and the quality of learning outcomes is paramount in the basic education system and with the major interventions introduced in the last five years (CAPS, ANA, workbooks and infrastructure), the focus will be on how these are translated into improvements in classrooms and in schools across our country – particularly those which serve the poorest learners. Everything that happens in the basic education system will be related to shifting the system in support of the sector plan: Action Plan to 2019: Towards Realisation of Schooling 2030.

- **Benchmarking Learner Performance: Participation in International Assessments**

Since 1994, the DBE has been committed to participating in international testing programmes such as Trends in International Mathematics and Science Study (TIMSS), Progress in Reading and Literacy Study (PIRLS) and Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). South Africa participates in international assessments in order to benchmark learner performance. South Africa's country report on the results of PIRLS, and TIMSS was released in December 2012. The PIRLS reported on the performance of Grade 4 and 5 learners in literacy while the TIMSS study reported performance in Mathematics and Science in Grade 9. The TIMSS showed that South Africa improved by 50% more than the average expected improvement over a four-year period. The PIRLS study showed that the baseline performance at Grade 4 level was fairly low and lower than the performance of other countries in the same category, particularly in the indigenous languages.

- **School infrastructure developments**

School infrastructure should provide a safe environment for effective teaching and learning. While funding has been made available to deal with school infrastructure backlogs, provincial education departments have not been able to drive school infrastructure projects with the anticipated momentum. Capacity, market conditions and provider constraints have been cited as the main challenges in the provision of infrastructure.

The Presidential Infrastructure Coordinating Commission (PICC) announced by the President in his 2012 State of the Nation Address, as well as the appointment of implementing agencies in different provinces, will improve delivery and provision of school infrastructure. The Department will continue to eradicate mud and unsafe school structures through the ASIDI project. Recruitment of qualified personnel with built environment expertise in the provinces is expected to add impetus to the planning and delivery of infrastructure.

1.2 ORGANISATIONAL ENVIRONMENT

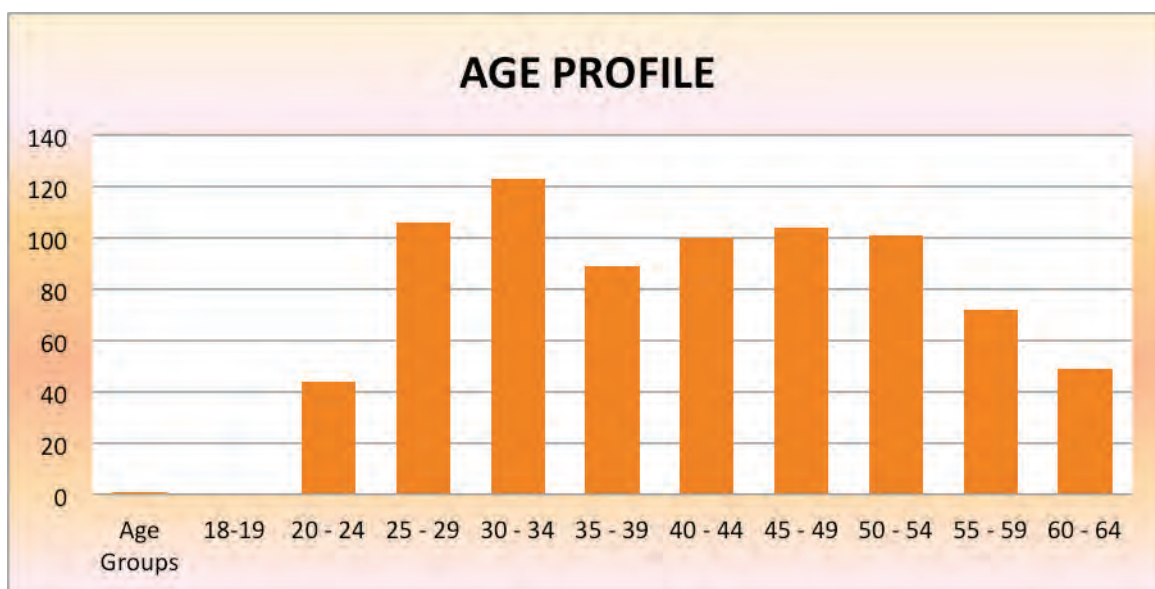
Structure of the Institution

- **Size of structure**

The DBE has a fluid structure which evolves and changes as the needs dictate. In the last two years, due to pressure emanating from poorly-managed provinces and the lack of accountability systems in certain pockets of our system, certain critical adjustments were made to ensure that there is accountability and monitoring of provinces, schools and districts. The scenario of managing concurrent functions with provincial education departments does not make the oversight role of the national Department any easier, hence the need arose to set up a Branch District Coordination Monitoring and Support (DCMS) system that would be responsible for this oversight role so that provincial and district performance matters are kept on the radar.

The DBE has completed the reconfiguration process after the split of the Department of Education into the Department of Basic Education and the Department of Higher Education and Training. Reconfiguration has helped the Department to meet its strategic intent, especially as far as Action Plan to 2019 is concerned. The organisational structure of the DBE is being reviewed constantly to meet the challenges the DBE is facing, particularly in connection with the infrastructure demands of the sector. The Department has moved expeditiously towards filling all vacant posts as a result of the restructuring process. By the end of June 2014 the vacancy rate was below 2%. A bulk advertisement will go out to fill all vacancies, thereby bolstering capacity in the DBE.

Capacity has also been developed through the Workplace Skills Plan and the Personal Development Plans of officials in the DBE. Training interventions for employees were informed by the Department's performance management outcomes, as well as the demands of Action Plan to 2019. In response to natural attrition at middle and senior management levels, the Department has put in place a development plan to address the issues related to career-pathing and succession planning. To this end the DBE sends over 250 officials a year to attend courses for professional and personal development. The DBE has established a dedicated unit which is responsible for coordinating all health and wellness matters in the Department. The unit has secured the services of an on-site doctor to assist officials.



The age profile of employees reveals that the majority of the employees in the DBE fall in the age category 30 to 54 years. There are 49 employees in the category 60 to 64 years. This constitutes 6.2% of staff who will be retiring shortly. This figure does not pose any risk to the DBE in terms of losing critical skills.

The Department is in a process of internal reconfiguration stemming from the mandate of the Minister after the elections. This process required Deputy Directors-General and Acting Deputy Directors-General to provide input in terms of staffing requirements and the re-organisation of Branches to meet the strategic intent of the Department. The Department is still in the process of finalising the organisational structure and will go through due processes in terms of tabling the structure at a workplace forum once the proposal has been finalised.

The DBE's oversight role and responsibility to provinces

The past period saw the DBE having to implement Section 100 (1) (b) of the South African Constitution in two provinces due to concurrent functions not being clearly managed. 2013 provided an opportunity to focus on the service delivery oversight role of the Department in respect of key functions such as LTSM provisioning processes, gradient helpdesk function and district reporting processes. The Department improved accountability in the system through engagement structures with the provinces and districts. The Department has finalised areas for reporting in order to guide the sector towards the reporting requirements expected by government oversight bodies and departments. Working closely with provinces enabled the DBE to assess management at the classroom, school, district and provincial levels. This engagement will continue in the 2015-

2019 period to heighten accountability at all levels of the system. A more deliberate effort will be made to strengthen DBE's capacity to monitor and support provincial departments.

Alleviation of Provincial Budget Pressures

The main challenge with most provincial budgets is the considerable size of the compensation of employees' component. This exerts pressure on non-personnel expenditure. Support will be given to provinces for budget monitoring and proper administration of Post Provisioning Norms (PPN) to ensure that budget and system controls are in place to give early warning signs of over-expenditure and under-expenditure. A diagnostic assessment will be carried out in a sample of districts to formalise solutions to some longstanding challenges of teacher provisioning. Support will be offered through the conditional grant system outside of the provinces' allocations to ensure that sector priorities are implemented.

2. Revisions to legislative and other mandates

2.1 Regulations

There are no significant changes to the legislative and other mandates.

2.2 Pending court cases

There are currently no pending court cases that will have significant implications.

3. Overview of 2015/2016 budget and MTEF estimates

3.1 Expenditure Estimates

	Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
1.	Administration	268 595	307 715	366 500	351 448	357 697	376 449	396 320
2.	Curriculum Policy, Support and Monitoring	1 700 304	1 701 634	1 469 592	1 895 927	1 877 765	1 944 181	1 926 617
3.	Teachers, Education Human Resources and Institutional Development	548 023	827 957	1 010 829	1 281 247	1 171 484	1 163 986	1 223 247
4.	Planning, Information and Assessment	5 574 822	6 897 876	8 435 609	10 420 369	12 129 738	12 754 323	13 706 603
5.	Educational Enrichment Services	4 809 170	5 150 702	5 728 564	5 740 882	5 974 456	6 289 699	6 607 586
	TOTAL	12 900 914	14 885 884	17 011 094	19 689 873	21 511 140	22 528 638	23 860 373

3.2. Relating expenditure trends to strategic outcome-oriented goals

The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes. Education then becomes an important instrument in equalising individuals' life chances, ensuring economic mobility and success and advancing our key goals of economic growth, employment creation, poverty eradication and the reduction of inequality. Basic education, comprising Early Childhood Development (for children age 0 to 4) and school education (from Grade R at age 5 up to Grade 12), forms the bedrock of the education system.

The compulsory ages for enrolment of school learners are from five years to 15 years. This has been practically achieved, with enrolment of children in this age group having increased to 99% by 2011. However, coverage of young children in the ECD system, in spite of a massive expansion of access to Grade R, is still low. Relatively few learners complete Grade 12. In 2011, 86% of Africans were enrolled at school but only 44% of Africans aged 23 to 24 years had attained matric. In addition, a range of assessments – the Annual National Assessment for Grades 3, 6 and 9, international tests and the matriculation examination – confirm that quality, in terms of the cognitive achievement of learners, is inadequate. Twenty years into democracy, inequalities still remain in terms of the quality of education to which most children have access. Children of the lower-income-earning Africans are still the most disadvantaged in the system.

To address these challenges, and building on recent sector plans, the NDP sets enrolment (improved learner retention) and quality (improved outcomes) targets and describes a framework for actions and strategies to realise these by 2030. The MTSF sets targets for the next five years: All children between ages 7 and 15 should be in school, increasingly learners should be in class groups appropriate to their age (65% in 2019, 80% in 2030). By 2019, 80% of each age cohort should achieve either a National Senior Certificate or an alternative vocational or further education and training qualification. Quality targets for 2019 are that 75% of learners tested in Grades 3, 6, and 9 should achieve above 50% in both literacy and numeracy and that the number of matriculants who qualify to access university should increase to 250 000 (from 172 000 in 2013) and there should be appropriate increases in the numbers passing Mathematics and Physical Science.

The South African average performance in the Trends in International Mathematics and Science Study (TIMSS) of Grade 9 learners increased from 285 to 352 between 2002 and 2011 with the world average being 500. There are also positive signs at the Grade 12 level with the number of learners qualifying for university entrance increasing from 110 000 in 2009 to 172 000 in 2013.

As part of the preparation for the new five-year term, a new Medium-Term Strategic Framework was drafted in 2013 and approved by Cabinet in August 2014. The MTSF outputs have been aligned to the NDP priorities for the sector, and it is the milestones in this document that will be used to track the performance of the Minister and the sector. The Department has therefore aligned its strategic and annual performance plans to the following six MTSF-aligned sub-outcomes of the sectoral Action Plan:

- Improved quality teaching and learning, through development, supply and effective utilisation of teachers;
- Improved quality teaching and learning, through provision of adequate, quality infrastructure and learning and teaching support materials;
- Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision;
- Strengthen accountability and improve management at the school, community and district level;
- Partnerships for education reform and improved quality.

The Department has a funded establishment of 797 posts. In order to enable the Department to fulfil the enhanced mandates of the education sector, the Department has begun re-configuring the organisational structure to provide for the expansion of priorities, such as infrastructure development, curriculum enhancement (Mathematics, Science, Technology and Literacy), teacher development and LTSM. The Department will attempt to use its current personnel budget to cover the cost of the expansion.

Workbooks

The spending focus over the MTEF will be the printing and distribution of high-quality workbooks for Grades R–9 in responding to Goal 19, ensuring that every learner has access to workbooks for targeted subjects.

Workbooks (volumes 1 and 2) will be printed and distributed to 23 562 public schools. The key focus subjects will be Numeracy/Mathematics, Literacy/Language, English First Additional Language and Life Skills. Over the period, the Department will provide Braille workbooks for learners with visual impairment in 22 special schools.

For the 2015 school academic year, 28.4 million workbooks (volume 1) for Grades R to 9 were printed and distributed to 15 294 schools by 30 September 2014. The printing and distribution of workbooks (volume 2) was scheduled for completion by January 2015. The allocation for this activity over the MTEF period amounts to R3 billion.

Kha Ri Gude mass literacy campaign

Operating payments (within spending on goods and services) are second to infrastructure spending over the medium term mainly due to funding of the Kha Ri Gude mass literacy campaign. The literacy campaign caters for illiterate adult learners aged 15 years and above in the 11 official languages. The project was allocated R1.4 billion over the MTEF period and was expected to reach 4.7 million adult learners by 2017.

By the end of the 2013/2014 financial year, the project had already reached 3.4 million adults who became numerate and literate. For the 2014/2015 financial year, the project targeted over 600 000 learners and was expected to create temporary employment of an average of 40 000 volunteer facilitators – mostly youth – that would receive a stipend. Nine additional Deputy Directors have been employed on contract to assist with coordination and monitoring of the Kha Ri Gude Campaign in the provinces.

Introduction of the Maths, Science and Technology conditional grant

The Department reconfigured the Dinaledi Schools and Technical Secondary Schools Recapitalisation conditional grants into one grant that will be known as the Mathematics, Sciences and Technology Conditional Grant. Over the MTEF period, the grant will focus on strengthening the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

The Maths, Science and Technology conditional grant is been introduced to the provinces in 2015/2016 with the total allocated budget amounting to R1.1 billion over the MTEF period (R347.2 million in 2015/2016, R362.4 million in 2016/2017 and R385.1 million in 2017/2018). This allocation is taken from the Technical Secondary School Recapitalisation Grant (R771.4 million over MTEF) and Dinaledi Schools Grant (R367 million over MTEF).

For 2015 the grant will focus on providing resources in the form of Information and Communication Technology (ICT) equipment, tools, workshop and laboratory equipment, machinery, improving teacher capabilities by providing training, and the establishment and functioning of the dedicated MST Directorate and Institutes.

Funza Lushaka bursaries

The Department offers Funza Lushaka bursaries to prospective teachers to ensure an adequate supply of qualified recruits to the education system in specific areas, such as Mathematics, Science and Technology. The bursaries are provided through the National Student Financial Aid Scheme (NSFAS). The number of bursaries awarded in 2014 dropped slightly from 14 512 in 2013 to 14 349. The costs of tuition fees and accommodation, including meals, at universities increase annually and this directly impacts on the number of bursaries that can be awarded. In part this is offset by the increased funding received from National Treasury.

The Medium-Term Expenditure Framework (MTEF) indicates that the available funds for disbursement to the NSFAS for Funza Lushaka bursaries in the 2015/2016 financial year will be R991 million. While this is an increase in the amount available, the actual number of additional bursaries that can be awarded will be offset by the expected increase in university fees. The current estimate is that a total of 13 000 bursaries will be awarded in 2015. The Funza Lushaka bursary scheme has been allocated a budget amounting to R3.1 billion over the MTEF period.

Integrated Quality Management System (IQMS)

The Integrated Quality Management System (IQMS) is a key initiative to strengthen accountability and performance management systems, and in particular the quality of education. The IQMS provides for the evaluation of school-based educators including School Management Team members (Collective Agreement No. 8 of 2003). The IQMS makes provision for the evaluation of principals by circuit managers, thereby entrenching accountability. It also allows for the identification of the professional development needs of teachers.

The IQMS has gradually expanded and strengthened since its inception in 2003. Its implementation has been closely monitored since the deployment of external IQMS moderators in 2008. In recent years, at least 8 000 schools were monitored annually on the implementation of the performance management system and support was provided to schools where necessary. The percentage of educators whose performances were evaluated increased from 86% in 2010 to 96% in 2013.

Education Infrastructure Grant

With regard to infrastructure funding, R29.6 billion is allocated to this grant over the MTEF period through the Education Infrastructure Grant and the Accelerated School Infrastructure Backlogs grant. These grants account for the bulk of spending increases over the medium term, particularly spending in the Planning, Information and Assessment Programme to further accelerate the delivery and improvement of school infrastructure.

The Education Infrastructure Grant is used to supplement the infrastructure programme in provinces to accelerate construction, maintenance, upgrading and rehabilitation of new and existing school infrastructure. The grant is also used to enhance capacity to deliver infrastructure projects in education.

The School Infrastructure Backlogs Grant, which was introduced in 2011/2012, has been allocated R7.4 billion over the MTEF period. This grant aims to eradicate and replace schools built with inappropriate materials, such as mud schools, and other unsafe structures. It also ensures that all schools have access to basic services such as water, sanitation and electricity. Ninety-two schools were rolled out through the School Infrastructure Backlogs indirect grant, of the 150 schools targeted. To date 82 schools have been completed, 270 schools received water, 275 schools received electricity and 289 schools received basic sanitation services for the first time.

National School Nutrition Programme (NSNP)

The National School Nutrition Programme (NSNP) has three focus areas, namely, school feeding, promotion of nutrition education and school food gardens. The programme is conducting an impact evaluation in collaboration with the Department of Monitoring and Evaluation. A total of 170 workshops will be conducted on meal planning and hygiene, financial management as well as school food gardens. The annual NSNP Best School Awards will be hosted to recognise schools with the best nutrition programmes nationwide. The awards promote best practice among schools and districts while also providing advocacy opportunities on the programme.

The Department's new mandate will focus on the National Schools Deworming Programme as well as the continuation of the Integrated School Health Programme. These programmes will increase the pressure for additional funding. R18 billion has been allocated over the MTEF period for this activity.

Overall Expenditure trend and reprioritisation

The 2015 Budget provides an amount reprioritised away from the budget baseline, and amounts reprioritised to the budget baseline. The net changes on the budget baseline amount to reductions of R379.1 million in 2015/2016, R568.9 million in 2016/2017 and 398.1 million in 2017/2018. Funds reprioritised towards the vote amount to R200 million over the MTEF (R20 million in 2015/2016, R30 million in 2016/2017 and R150 million in 2017/2018) to be added to the transfer to the National Education Collaboration Trust – these funds were reduced from the Kha Ri Gude Literacy project accordingly.

The Department also effected Cabinet-approved budget baseline reductions in respect of the following areas:

R413.6 million (R120.6 million in 2015/2016, R176.3 million in 2016/2017 and R116.6 million in 2017/2018) from the School Infrastructure Backlog Grant;

R142.7 million through efficiency savings in goods and services across all programmes (R30.6 million in 2015/2016, R53.3 million in 2016/2017 and R58.7 million in 2017/2018);

R1.3 million (R273 000 in 2015/2016, R479 000 in 2016/2017 and R528 000 in 2017/2018) from the payments for capital assets;

R17.8 million (R5.3 million in 2015/2016, R7.5 million in 2016/2017 and R5 million in 2017/2018) from the HIV and AIDS (Life Skills Education) Grant; and

R742.5 million (R213.9 million in 2015/2016, R319.3 million in 2016/2017 and R209.3 million in 2017/2018) from the Education Infrastructure Grant.

Part B: Programme and sub-programme plans

4. Departmental Programmes: Strategic Objectives, Programme Performance Indicators and Annual Targets for 2015/2016

Changes to the budget programme structure:

None

4.1. Programme 1: Administration

Programme Purpose: to manage the Department and provide strategic and administrative support services.

Sub-programmes: Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Office Accommodation.

Strategic objective:

To improve the capacity of the DBE.

Programme performance indicators and annual targets for 2015/2016 to 2017/2018

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. The indicators in this programme are directed towards performance improvement and development, compliance, accountability and sound financial systems. The activities of the programme support Action Plan to 2019: Towards the realisation of schooling 2030 and cut across all its goals.

Key processes will be strengthened in 2015 to support the Department in respect of administrative procedures and systems. The Management Performance Assessment Tool (MPAT) is coordinated by the Department of Performance Monitoring and Evaluation (DPME). The DPME conducts annual assessments of the quality of generic management practices in departments. The aim of these assessments is to get managers to regularly monitor the effectiveness of their management practices and to implement improvement plans where necessary. Following through on the recommendations of the 2014 MPAT and responding to the findings of the Auditor-General in respect of institutional performance improvements will be priorities in the 2015/2016 financial year.

The DBE will strengthen the use of and systems associated with performance information and data in 2015, with the assistance of the office of the Chief Information Officer and internal auditing procedures, to improve institutional management and outcomes at national level and in provincial education departments.

The DBE will strive for an unqualified audit report with no matters of emphasis. The Internal Audit function will be supported to strengthen good governance and control processes and compliance with regulations. The Department will strengthen the management of litigation through its legal unit, which will provide legal advice and monitor and support provincial education departments in the management of court cases.

The Department is currently undergoing a reconfiguration process in line with the mandates of the new administration. This process is meant to assist the Department to expedite service delivery.

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance	Medium-term targets		
			2011/12	2012/13	2013/14	2014/15		2015/16	2016/17	2017/18
1.1 To improve the capacity of the Department of Basic Education.	1.1.1 Number of staff development opportunities offered to officials in the DBE.	30	-	-	-	-	15	20	25	
	1.1.2 Number of internships implemented in the Department.	75	-	87	63	65	65	70	72	
	1.1.3 Signed financial disclosure forms for all DBE SMS members submitted by due date every year.	All SMS members	-	-	-	All SMS members	All SMS members	All SMS members	All SMS members	
	1.1.4 Signed Performance Agreements by all DBE SMS members submitted by due date every year.	All SMS members	-	-	-	All SMS members	All SMS members	All SMS members	All SMS members	

Programme Performance Indicator	Reporting period	Annual target 2015/16	Quarterly targets			
			1st	2nd	3rd	4th
Number of staff development opportunities offered to officials in the DBE.	Annual	15				15
Number of internships implemented in the Department.	Annual	65				65
Signed Financial Disclosure forms for all DBE SMS members submitted by due date every year.	Annual	All SMS members				All SMS members
Signed Performance Agreements by all DBE SMS members submitted by due date every year.	Annual	All SMS members				All SMS members

Reconciling performance targets with the Budget and MTEF

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
Ministry	24 723	22 875	29 748	24 592	25 640	27 163	28 746
Departmental Management	37 362	60 442	61 831	66 763	65 378	68 280	71 847
Corporate Services	39 237	44 775	86 114	48 615	48 976	51 393	54 153
Office of the Chief Financial Officer	34 701	36 268	34 495	46 385	46 215	48 973	51 835
Internal Audit and Risk Management	2 433	4 317	5 397	6 280	5 370	5 718	6 071
Office Accommodation	130 139	139 038	148 915	158 813	166 118	174 922	183 668
Total	268 595	307 715	366 500	351 448	357 697	376 449	396 320
Economic Classification							
Current payments	255 654	291 017	334 352	332 780	339 322	365 466	384 808
Compensation of employees	81 068	97 501	114 402	124 128	126 981	135 363	143 891
Goods and services	122 067	142 051	169 760	159 670	164 817	183 782	192 280
Computer services	15 506	15 626	18 340	16 074	15 823	16 717	17 455
Lease payments	726	68	941	1 172	1 579	1 658	1 720
Property payments	67 367	73 862	84 188	90 716	99 845	117 622	125 561
Travel and subsistence	13 235	17 152	23 810	15 723	19 086	19 717	20 795
Interest and rent on land of which:	52 519	51 465	50 290	48 982	47 524	46 321	48 637
Transfers and subsidies	586	292	15 421	177	185	195	205
Departmental agencies and accounts	157	184	167	177	185	195	205
Foreign governmental and international organisations	-	-	15 063	-	-	-	-
Households	429	108	191	-	-	-	-
Payments for capital assets	12 355	16 406	16 622	18 375	18 190	10 788	11 307
Buildings and other fixed structures	9 230	12 865	5 217	12 768	14 225	7 216	7 577

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
Machinery and equipment	3 072	3 476	11 222	5 518	3 865	3 444	3 596
Software and other intangible assets	53	65	183	89	100	128	134
Payments for financial assets	-	-	5	-	-	-	-
Total	268 595	307 715	366 500	351 448	357 697	376 449	396 320
Details of selected transfers and subsidies							
Current	429	108	191	-	-	-	-
Households Social Benefits	429	108	191	-	-	-	-
Foreign government and international organisations	-	-	-	-	-	-	-
Current	-	-	14 956	-	-	-	-

Performance and expenditure trends: Programme 1

The bulk of spending in this programme over the medium term is in the Office Accommodation sub-programme, from where the public-private partnership unitary fee is paid for the office building the Department occupied in February 2010.

The Department has a funded establishment of 797 posts. In order to enable the Department to fulfil the enhanced mandates of the education sector, the Department has embarked on a process of re-configuring the organisational structure to provide for the expansion of priorities such as infrastructure development, curriculum enhancement (Maths, Science, Technology and Literacy), teacher development and LTSM. The Department will attempt to use its current personnel budget to cover the cost of the expansion.

4.2. Programme 2: Curriculum Policy, Support and Monitoring

Programme Purpose: Develop curriculum and assessment policy and support; monitor and evaluate curriculum implementation.

Sub-programmes: Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Curriculum Enhancement Programmes; Kha Ri Gude Literacy Project.

Strategic objectives:

To improve the quality of early childhood development.

To increase the supply of high-quality learning materials.

To improve curriculum implementation in all schools, but especially in multi-grade schools.

Programme performance indicators and annual targets for 2015/2016 to 2017/2018

Action Plan Goals on Learner Performance	
Goal 1	▶ Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
Goal 2	▶ Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
Goal 3	▶ Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
Goal 4	▶ Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
Goal 5	▶ Increase the number of Grade 12 learners who pass Mathematics.
Goal 6	▶ Increase the number of Grade 12 learners who pass Physical Science.
Goal 7	▶ Improve the average performance of Grade 6 learners in languages.
Goal 8	▶ Improve the average performance of Grade 6 learners in Mathematics.
Goal 9	▶ Improve the average performance of Grade 8 learners in Mathematics.
Goal 10	▶ Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
Goal 11	▶ improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
Goal 12	▶ Improve the grade promotion of learners through Grades 1 to 9.
Goal 13	▶ Improve the access of the youth to further Education and Training (FET) beyond Grade 9.

EARLY CHILDHOOD DEVELOPMENT (ECD)

Universal access to Grade R (Reception Grade) by 2014 is in sight. Grade R has become institutionalised, with investment in the public provision of Grade R at public schools countrywide in response to the need for the development of foundational skills for cognitive development. The focus over the 2014–2019 MTSF is to ensure quality through providing teaching and learning resources and suitably qualified practitioners, as part of working towards achieving Goal 11 of the Action Plan to 2019: Towards the Realisation of Schooling 2030.

Plans for ECD in 2015/2016 include the implementation of norms and standards for the employment of Grade R practitioners; approved programmes for a National Diploma in Grade R; workbooks and resource packs aligned to CAPS, and the cognitive science on how children learn; guidelines for school management teams on supporting Grade R and monitoring of curriculum coverage; and Grade R workbook distribution and use. While the NDP proposes a two-year programme before Grade 1, the sector needs to fully close the current gaps in the ECD sector in educator quality and appropriate learning materials before introducing a second year.

LTSM

The National Catalogue for CAPS-aligned textbooks (Grades R to 12) will facilitate the timely procurement of LTSM in all grades. The Department will monitor and support provinces to manage the procurement and delivery of textbooks and stationery for the 2015 academic year through a Basic Education sector plan for the procurement and delivery of LTSM, that will include regular reporting to ensure adherence to time frames. Challenges will be addressed through a risk management plan. The aim of the plan is to achieve a greater measure of uniformity across provinces in respect of deadlines, as well as better value for money and tighter controls over the delivery of quality education. Together with close monitoring of provincial procurement by the Department, the plan will ensure that LTSM of the right quality and quantity are procured efficiently, on time and at the lowest overall cost in all provinces.

The Department will continue to work with provincial and district officials to improve teacher capacity and practices in e-education. This includes the systematic expansion of access to interactive technologies, basic computer literacy and electronic content for teacher development, using teacher resource centres with a focus on subject knowledge, teaching practices, materials use and annual assessment training.

The Department will provide approximately 54 million workbooks to learners in public schools in the following grades and subjects:

- Grade R workbooks (one per learner per term);
- Grades 1–3 Mathematics in 11 official languages;
- Grades 1–3 Life Skills in 11 official languages;
- Grades 1–6 Languages in all official languages;
- Grades 1–6 English First Additional Language; and
- Grades 4–9 Mathematics in Afrikaans and English.

The Department aims to fill 100% of workbook orders received from provinces. This will be made possible by provincial commitment to print 5% of stock for use as a buffer to addressing shortages in coming years. The Department will print and deliver the Incremental Introduction of African Languages workbooks for Grade 1 learners in public schools that do not offer an African language.

MATHEMATICS, SCIENCE AND TECHNOLOGY IMPROVEMENT STRATEGY

The strategy includes identifying ground-breaking activities to improve learning outcomes in Mathematics, Science and Technology. The activities are aimed at increasing learner participation and success rates; addressing teacher demand, supply, utilisation, development and support; strengthening partnerships for education reform and improved quality; and providing resources to schools to support effective teaching of MST subjects.

Drawing on the findings of the 2013 Annual National Assessment (ANA) and the National Senior Certificate (NSC) Diagnostic Reports, the focus in this MTEF will be on the Intermediate and Senior Phases, consolidating gains to ensure utilisation of materials, training and development to strengthen the quality of learning and teaching.

To ensure learner participation and success the following initiatives will be implemented:

- The reduction of the number of learners selecting Mathematical Literacy through the subject combination circular when registering for NSC in Grades 10–12.
- The development of norms and standards for Technology Education for effective implementation in provinces to strengthen articulation between GET and FET technology subjects and schools of skills.
- Strengthening learner support for subject choice and career guidance as early as Grade 7.
- Encouraging schools and learners to participate in MST Olympiads, exhibitions, Expos and National Science Week.
- Developing Mathematics, Sciences and Technology workbooks with Sasol Inzalo Foundation.
- Implement strategies to improve School-Based Assessment in MST.
- Improve the quality of passes of girl learners in Mathematics, Science and Technology.
- Support learners in preparation for TIMSS 2015.

Teacher demand, supply, utilisation, development and support

The Department will support teachers through the following activities:

- Training of FET Mathematics teachers in Euclidean Geometry and Probability to strengthen the teaching and learning of new content in FET CAPS.
- Conducting an audit of current pre and in-service teacher development and training programmes and collaborating with HEIs, NGOs, professional associations, industry and other social partners in the development of programmes for teachers and subject advisors.
- Utilising the services of HEIs, NGOs and industry in the development and support of competent teachers through in-service training.
- Training school HoDs/Subject heads and senior teachers in the management of MST curricula and resources.
- Identifying and placing teachers and subject advisors/specialists with potential in exchange programmes attached to Chinese institutions of higher learning.
- Establishing clusters to facilitate professional development programmes.
- Placing teachers in subjects that they are appropriately qualified to teach.
- Incentivising MST teachers to teach in rural areas.
- Monitoring of curriculum coverage.
- Using broadcast centres and DVDs to broadcast lessons where there are no teachers.

Partnerships

The Department will strengthen collaboration with strategic partners to support the teaching and learning of MST through the following partnerships:

- Collaboration with Sasol Inzalo Foundation to strengthen pedagogical content knowledge (PCK) in Mathematics, Sciences and Technology and support CAPS implementation in the Senior Phase.
- Collaboration with SAASTA to train Technology (Grade 7–9) teachers and subject advisors to benefit both the mainstream and multi-grade learners.
- Partnerships for Technology Grades 7 to 12 with professional institutions such as NRF, ETDP SETA, professional associations, and national and international NGOs.
- Strengthened partnership in collaboration with the Institute of Electrical and Electronics Engineers (IEEE), the Quality Council for Trades and Occupations (QCTO), the South African Institution of Civil Engineering (SAICE) and the South African Institute of Architects (SAIA).
- Collaboration with China to develop a strategy on the mobilisation, use and maintenance of resources.
- Support for the teaching of Mathematics in primary schools through the DBE-JICA project.
- Partnership with Germany and Siemens on the donation of MST equipment.
- Recruiting of Cuban tutors to support MST teachers and district officials.
- Exposure of DBE specialists and provincial coordinators to the Chinese education system through visits to Chinese MST centres, universities and/or community colleges.
- Updating MST Strategy (2001) and developing a trilateral MST Integrated Strategy with DHET and DST to increase success rates in MST and skills development.
- Partnership with China to develop a strategy to increase participation in vocational and technical education and to develop a model of addressing articulation between GET, FET, industry and university education.
- MST stakeholder Indaba convened to scale up MST activities and partnerships.

Resources

- The Department aims to focus on the areas below to ensure maximum utilisation of resources:
- Review of Dinaledi Schools grant, transversal and central procurement.
- Finalise policy on CAPS for technical schools.
- Conduct audit of technical schools for the supply of equipment and instruments.
- Develop models of appropriate ICT solutions and technology support systems for MST and other subjects where applicable.
- Monitor provincial plans for utilisation and management of MST equipment and resources.
- Develop minimum norms and standards for apparatus utilisation and storage in schools.
- Provide self-study guides on content and Physical Science experiments (CAPS Science practical work).
- Procure Mathematics, Science and Technology resources from China.
- Conduct an audit of and provide Mathematics, Science and Technology supplementary resources.
- Provide past NSC examination question papers and memoranda.
- Share Grades 6, 9, 10 and 11 MST June provincial/district examination papers with all provinces.
- Establish and resource the MST directorate/office/institute.
- Establish the nine provincial institutes aligned to the national institute.

Information and Communication Technology (ICT)

Increasing ICT access and utilisation by learners and teachers in support of curriculum implementation for improved learning outcomes will involve the following actions:

- Monitor and support curriculum innovation throughout the sector.
- Ensure infrastructure roll-out to all public institutions and offices.
- Ensure connectivity to all public institutions and offices.
- Ensure effective ICT teacher development programmes for teachers.
- Develop and make available quality ICT digital content for all grades.
- Develop and implement the ICT strategy and implementation plan.
- Ensure collaboration with DST, DOC, the private sector and NGOs to increase ICT access and utilisation.
- Ensure cost-effective and appropriate broadband connectivity.
- Ensure the alignment of PEDs' ICT plans to the sector ICT plan.
- Measure the impact of ICT support for curriculum implementation in terms of learner performance.
- Develop and ensure implementation of Norms and Standards in line with section 3 and 8 of the National Education Policy Act.
- Develop and implement a strategy to promote the utilisation of data to enhance quality and efficiency.
- Develop and implement business processes on the work done to inform Norms and Standards.

LIBRARY SERVICES

The 2012 Report on the National School Monitoring Survey reports separately on primary and secondary schools per province. At the primary level nationally, about 60% of learners in South Africa are in schools that meet the minimum standard set for this indicator, i.e. about 60% of learners are in schools that have either a school library or a classroom library, or that are serviced by a mobile library. The national average of 59% means that 41% of primary level learners nationally are not in schools with access to a library.

While more than 80% of primary school learners are in schools with access to libraries in Gauteng, the Western Cape and the Northern Cape, fewer than 70% of primary school learners in the remaining six provinces are in schools with access to libraries. The situation is particularly severe in Limpopo and the Eastern Cape where fewer than a third of learners are in schools that have access to libraries.

The national average for secondary schools that meet the minimum standard set for this indicator is 53%. This is six percentage points lower than the national average for primary schools. Only in the Free State and the Western Cape are more than 70% of secondary school learners in schools that meet the minimum standard for libraries. As is the case for primary school learners, fewer than 40% of secondary school learners in Limpopo and the Eastern Cape are in schools that meet the minimum standards for libraries. Approximately 800 000 learners in these two provinces are in secondary schools that do not meet the minimum standard set for libraries. The national average of 53% is low, due to the high number of learners in the provinces with fewer than 50% of their learners in secondary schools that are not meeting the minimum standards for libraries (Limpopo, the Eastern Cape and KwaZulu-Natal).

Both the National Education Evaluation Development Unit (NEEDU) reports of 2012–13 and the Ministerial Reading Report 2013 concluded that classroom teaching, reading methodologies and practices, as well as the provisioning of quality reading material in the early grades, are causes for concern.

The Progress in International Reading Literacy Study (PIRLS) 2011 concluded that Grade 4 learners, particularly those tested in African languages, achieved well below the international benchmark. The PIRLS 2011 findings show that learners whose home language is not the language of learning and teaching (LoLT) achieved low scores in the English tests when compared to English home language speakers. The Annual National Assessment (ANA) findings also show that learner performance declines from Grade 3 to 4 due to the change in the LoLT.

The NEEDU report asserts that the “reading fluency of the top six learners in schools visited in 2012 was disappointing.” Most learners were found to be reading below the average benchmark for their grade. The NEEDU report recommends the implementation of reading and writing norms given in the Curriculum and Assessment Policy Statement (CAPS). The plan will be achieved by collaborating with stakeholders, NGOs and business partners who offer donations of libraries and resources through CSI projects to extend services to more schools; conducting campaigns to collect books; collaborating with government departments to support initiatives to provide access to LIS; and strengthening reading and literacy interventions in Grades R–12 to improve outcomes.

INCREMENTAL INTRODUCTION OF AFRICAN LANGUAGES (IIAL)

The Department of Basic Education, as a way of concretising the commitment to promote and develop previously marginalised languages, initiated the Incremental Introduction of African Languages (IIAL). The IIAL aims to strengthen the use of African languages at Home Language and First Additional Language levels, thereby increasing access to languages beyond English and Afrikaans.

The IIAL requires learners to be offered three languages, one of which should be an African language. It will be implemented incrementally from Grade 1 in 2016 and in subsequent years reaching Grade 12 in 2026. The IIAL is currently being piloted in 228 schools countrywide. The pilot commenced on 1 February 2015 and will continue during the 2015 school year. The evaluation of the pilot and policy comments will guide the way forward thereafter.

In 2016 the IIAL will be implemented in 4 000 schools (Grade 1) that are currently not offering African languages. Schools, depending on their needs, will use different models of sourcing teachers, i.e. teachers from existing staff establishments, teachers in addition, retired teachers, itinerant teachers or temporary teachers. DBE will provide LTSM (workbooks, lesson plans, Big Books, conversational posters and audio clips) to all schools. DBE, provinces and districts will monitor and support all schools that will be implementing IIAL in 2016.

INCLUSIVE EDUCATION

The Department will ensure that schools effectively implement the Inclusive Education policy and have access to specialised support by:

- Implementing the Inclusive Education and Home Education policies;
- Monitoring and supporting the implementation of the Curriculum and Assessment Policy Statements (CAPS) for South African Sign Language curricula for Grades R–12;
- Implementing screening, identification, assessment and support (SIAS) policy as a mechanism for early identification of barriers to learning and early intervention;
- Implementing Curriculum Differentiation in order to reduce the dropout rate and increase the retention rate;
- Monitoring and supporting the implementation of the National Strategy for Learner Attainment (NSLA) including performance in the assigned underperforming districts;
- Developing and ensuring the implementation of Norms and Standards in line with section 3 and 8 of the National Education Policy Act.
- Strengthening School-Based Assessment (SBA) to enhance teaching practice.

KHA RI GUDE

The Kha Ri Gude Literacy Campaign is informed by the Constitution of South Africa, which states that “Everyone has the right to a basic education, including adult basic education (Chapter 2, Clause 29, 1a). According to Statistics SA (2001), there were 9.6 million illiterate adults in South Africa above the age of 15. Of these, 4.7 million, including people living with disabilities, were illiterate and innumerate in one of the 11 official languages.

The Kha Ri Gude Literacy Campaign was intended to reduce the national rate of illiteracy by 50% by 2015. This was in line with the government’s Education for All (EFA) commitment made in Dakar in 2000 as well as its commitment to achieve the Millennium Development Goals (MDGs) on poverty reduction, women’s empowerment, HIV and AIDS eradication, environmental protection, and sustainable democratisation and peace building.

Of the seven million children in South Africa aged six and younger, approximately 3.8 million children (55%) live in circumstances of poverty (Government Priority: Education). In recognising the importance of ECD, Government has committed to ensuring universal access to Grade R and doubling the number of 0 to 4-year-olds in ECD centres by 2014. Kha Ri Gude is targeting the 0 to 4-year-olds who live in circumstances of poverty by training 1 500 Kha Ri Gude graduates in ECD stimulation.

The aim of Kha Ri Gude is to empower (skills development) socially disadvantaged people to become self-reliant and to be able to participate more effectively in the economy and society.

From 2008 to 2013 Kha Ri Gude (KRG) produced 3.4 million graduates and targeted 684 000 adults in 2014/2015. The following plans are being implemented in the current phase:

- Community and faith leaders, unions, SALGA and other organisations will be utilised to promote the campaign and assist with recruitment of unemployed graduate youth.
- Road shows will be held in all provinces to increase awareness of Kha Ri Gude and use the broader civil society to recruit 40 000 unemployed graduates and youth with matric as well as 684 000 illiterate learners to the KRG programme.
- These 40 000 graduates and youth will be deployed to municipalities where 1 500 KRG graduates would be trained in ECD 0–4 stimulation in 2014/2015. This intervention will ensure that we achieve universal Grade R provision by 2015.
- The offerings to the blind and deaf sector are being strengthened and intensified.
- The campaign will employ nine monitors across the country at Deputy Director level to monitor the campaign and ensure that targets are met.
- Kha Ri Gude graduates will be encouraged to register for ABET classes to improve their education skills and work opportunities, and the number of graduates that registered and completed ABET classes will be tracked.
- Working with the SETAs, work opportunities and more opportunities for skills development are being created.

RURAL SCHOOLING

The Department will coordinate a multi-disciplinary approach in supporting rural schools to provide quality education by:

- Monitoring and supporting curriculum implementation in multi and mono-grade teaching schools.
- Developing and implementing teacher development models suitable for rural schools.
- Providing ICT access and utilisation by teacher and learners to support curriculum implementation.
- Ensuring the development and implementation of suitable human resource provisioning models.
- Paying special attention to service delivery of the NSNP, learner transport and general curriculum and school support services, to ensure that these children receive quality education.
- Coordinating learner transport and infrastructure development and maintenance.
- Monitoring and supporting the consolidation of schools that are not educationally viable.
- Monitoring and supporting the implementation of SASA section 14 agreements.
- Coordinating inter-departmental, sectoral and NGO programmes.

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance	Medium-term targets		
			2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
2.1 Improve the quality of Early Childhood Development (ECD).	2.1.1 Percentage of qualifying public schools with workbooks for Grade R learners.	97-100%	-	-	-	-	97-100%	97-100%	97-100%
	2.1.2 Percentage of Grade R practitioners with NOF level 6.	25%	-	-	-	-	20%	20%	20%
	2.1.3 Percentage of Grade R practitioners with NOF level 4 and 5.	30%	-	-	-	-	50%	45%	40%
2.2 To increase the supply of high-quality learning materials.	2.2.1 Percentage of public schools with Home Language workbooks for learners in Grades 1-6.	97-100%	-	-	-	97-100%	97-100%	97-100%	97-100%
	2.2.2 Percentage of public schools with Mathematics workbooks for learners in Grades 1-9.	97-100%	-	-	-	-	97-100%	97-100%	97-100%
2.3 To increase learner completion rates.	2.3.1 Number of learners completing the Kha Ri Gude programme.	573 000	-	-	-	545 386	430 441	430 500	
	2.3.2 Percentage of learners who obtain a National Senior Certificate.	82%	70.2%	73.9%	80.8%	75%	76%	78%	79%
2.4 To improve curriculum implementation in multi-grade schools.	2.4.1 Number of teachers trained in multi-grade teaching.	2 500	-	-	-	-	500	500	500

Programme Performance Indicator	Reporting period	Annual target 2015/16	Quarterly targets			
			1st	2nd	3rd	4th
Percentage of qualifying public schools with workbooks for Grade R learners.	Annual	97-100%				97-100%
Percentage of Grade R practitioners with NQF level 6.	Annual	20%				20%
Percentage of Grade R practitioners with NQF level 4 and 5.	Annual	50%				50%
Percentage of public schools with Home Language workbooks for learners in Grades 1-6.	Annual	97-100%				97-100%
Percentage of public schools with Mathematics workbooks for learners in Grades 1-9.	Annual	97-100%				97-100%
Number of learners completing the Kha Ri Gude programme.	Annual	430 441				430 441
Percentage of learners who obtain a National Senior Certificate.	Annual	76%				76%
Number of teachers trained in multi-grade teaching.	Annual	500				500

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000		Adjusted appropriation R'000			Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	
Programme Management: Curriculum Policy, Support and Monitoring	2 002	2 727	2 597	2 455	2 590	2 756	2 925	
Curriculum Implementation and Monitoring	237 707	228 565	34 934	88 294	36 165	38 495	40 860	
Kha Ri Gude Literacy Project	497 339	572 457	598 766	569 939	504 683	500 545	405 123	
Curriculum and Quality Enhancement Programmes	936 256	897 885	833 295	1 235 239	1 334 327	1 402 385	1 477 709	
Total	1 700 304	1 701 634	1 469 592	1 895 927	1 877 765	1 944 181	1 926 617	
Change to 2012 budget estimates								
Economic classification								
Current Payments	1 421 428	1 406 418	1 469 021	1 550 554	1 524 894	1 580 955	1 540 654	
Compensation of employees	63 911	65 763	75 547	78 089	85 833	91 461	97 195	
Goods and services of which:	1 357 517	1 340 655	1 393 476	1 472 465	1 443 861	1 489 494	1 443 459	
Agency and support/outourced services	35 268	35 843	33 978	31 184	24 612	23 222	22 869	
Consumable: stationery, printing and off supp	508 024	666 000	576 144	33 738	24 695	20 452	10 428	
Travel and subsistence	16 944	9 690	8 914	12 260	9 696	10 301	9 665	
Operating expenditure	783 954	610 666	721 916	724 265	729 095	744 078	710 648	
Transfers and subsidies	278 615	294 712	296	344 797	347 303	362 568	385 275	
MST	278 615	294 712	296	344 797	347 185	362 444	385 145	
Households	239	390	296	-	-	-	-	
Foreign governments and international organisation	-	-	-	-	-	-	-	
Guidance Counselling and Youth Development Centre, Malawi	-	93	-	113	118	124	130	
Payments for capital assets	261	411	272	576	768	658	688	

Sub-Programme	Audited Outcomes R'000		Adjusted appropriation R'000		Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Machinery and equipment	261	398	272	576	738	648	678
Software and other intangible assets	-	13	-	-	30	10	10
Payments for financial assets	-	-	-	-	-	-	-
Total	1700 304	1 701 634	1 469 592	1 895 927	1 877 765	1 944 181	1 926 617

Performance and expenditure trends: Programme 2

The spending focus over the MTEF period will be on improving curriculum delivery, particularly through ensuring access to high-quality learning and teaching support materials. Workbooks (volumes 1 and 2) will be printed and distributed to 23 562 public schools. The key focus subjects will be Numeracy/Mathematics, Literacy/Language, English First Additional Language and Life Skills. Over the period the Department will provide Braille workbooks for learners with visual impairment in 22 special schools.

The spending on Kha Ri Gude Literacy Project sub-programme increased between 2010/2011 and 2014/2015, mainly due to additional allocations for the project through the introduction of the expanded public works incentive grant in 2011/2012. As additional funds could be accessed through this grant if specified job opportunity targets for volunteer facilitators were met, this increased expenditure on goods and services over this period and is expected to have the same effect in 2015/2016. With an allocation of R1.4 billion over the medium term, this project had, by the end of 2013/2014, reached 3.4 million adults who became numerate and literate in one of the 11 official languages. As the project expects to reach the initial target of 4.7 million over the medium term (2017), it will begin to wind down as a mass-based intervention.

The Department reconfigured the Dinaledi Schools and Technical Schools Recapitalisation conditional grants into one grant that will be known as the Mathematics, Sciences and Technology Conditional Grant. Over the 2015 MTEF, the grant will focus on strengthening the implementation of the National Development Plan (NDP) and Action Plan 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

The Maths, Science and Technology Conditional Grant is being introduced to the provinces in 2015/2016 with the total allocated budget amounting to R1.1 billion over the MTEF period (R347.2 million in 2015/2016, R362.4 million in 2016/2017 and R385.1 million in 2017/2018). This allocation is taken from the Technical Secondary Schools Recapitalisation Grant (R771.4 million over MTEF) and the Dinaledi Schools Grant (R367 million over MTEF).

For 2015 the grant will focus on providing resources in the form of Information and Communication Technology (ICT) equipment, tools, workshop and laboratory equipment, machinery improving teacher capabilities by providing training, and the establishment and functioning of the dedicated MST Directorate and Institutes.

4.3. Programme 3: Teachers, Education Human Resources and Institutional Development

Programme Purpose: To promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources.

Sub-programmes: Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management & Development and Whole School Evaluation

Strategic objectives:

- To improve the recruitment and placement of educators in the education system.
- To improve the capacity of teachers through diagnostic testing and the Integrated Quality Management System, and the implementation of teacher development courses to improve content and pedagogical knowledge.
- To improve the monitoring of school effectiveness and accountability through individual performance and school governance.

Programme performance indicators and annual targets for 2015/2016 to 2017/2018

Action Plan Goals on Teacher Supply, Development and Utilisation

- Goal 14 ► Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
- Goal 15 ► Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
- Goal 16 ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Goal 17 ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- Goal 18 ► Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- Goal 19 ► Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Goal 20 ► Increase access among learners to a wide range of media, including computers, which enrich their education.
- Goal 21 ► Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.
- Goal 22 ► Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

TEACHER RECRUITMENT

The recruitment strategy of the Department during 2015 will focus on addressing teacher shortages in key subjects like Mathematics, Physical Science and Accounting, as well as in the Foundation Phase. Teachers will be recruited for new programmes such as the Incremental Introduction of African Languages. Through district-based and community-based programmes, 2 000 young people can potentially benefit from the Funza Lushaka bursary to register for a teaching degree that will see them joining the teaching profession when they graduate. Mechanisms to identify young people to be recruited into the teaching profession will also receive attention.

TEACHER PLACEMENT, DEPLOYMENT AND TEACHER DEVELOPMENT

Building from the foundation of improved and efficient placement and deployment systems and processes resulting from the 2014/2015 activities, in the 2015/2016 financial year, the focus will continue to be on ensuring that every class has a qualified teacher. The key outputs that will be monitored are the appointment of young and qualified educators in posts, and ensuring that all Funza Lushaka Bursary Scheme graduates are appointed in posts within six months of graduating.

The capacitation and support of teams of classroom teachers at all schooling phases are at the heart of quality curriculum delivery.

FUNZA LUSHAKA BURSARY

The available funds for Funza Lushaka bursaries in the 2015/2016 financial year will be R991.1 million. While this is an increase in the amount available, the actual number of bursaries that can be awarded will be offset by the expected increase in university fees. Estimates are that a total of 13 000 bursaries may be awarded in 2015. Work towards the implementation of a comprehensive Funza Lushaka bursary tracking and information management system will continue. The Department will investigate the viability of providing human resource capacity to strengthen support, administration and monitoring at Higher Education Institutions for the Programme.

PERFORMANCE MANAGEMENT

Despite many positive changes since 1994, the legacy of low quality education in historically disadvantaged parts of the school system persists. School performance is crucially linked to the leadership role of teachers and principals. The National Development Plan (NDP) emphasises the importance of enhancing accountability in the education sector and specifically mentions the importance of mutual accountability between schools, districts and communities for overall improvement on key indicators that enhance teaching and learning in schools.

Three key initiatives are in place to strengthen accountability and performance management systems. These are:

- a) The **Integrated Quality Management System (IQMS)** which provides for the evaluation of school-based educators, including School Management Team (SMTs) members (*Collective Agreement No. 8 of 2003*). The IQMS makes provision for the evaluation of principals by circuit managers – an area that has never really taken off effectively in the system. It also allows for the identification of the professional development needs of teachers.
- b) The national policy (*Government Gazette Vol. 433, No. 22512*) on **Whole School Evaluation (WSE)** aims to evaluate the effectiveness of a school in terms of national goals as well as to increase the level of accountability within the education system. This is intended to enable schools to improve the overall quality of the education they provide as well as to increase learner attainment.
- c) The **Performance Management and Development Scheme (PMDS)** provides for the evaluation of office-based educators (*Collective Agreement No. 3 of 2002*). The PMDS makes provision for the identification of the developmental needs of office-based educators (e.g. circuit managers and subject advisors), thereby preparing the way for their professional development in order to provide efficient and effective support to teachers.

While the IQMS, WSE and PMDS have had various levels of success over the years, there is a need for the Collective Agreements and the policy to be reviewed in line with the changing education landscape in order to achieve the desired vision of the NDP. Furthermore, the need for the effective and efficient utilisation of the available skills development budget in the provinces for the professional development of teachers is critical.

While the above are being negotiated with labour partners, the existing performance evaluation systems (i.e. the IQMS, PMDS and WSE) will be used to improve educator and school performance. PEDs will be provided with the required training and support in performance management. Steps will be taken to enhance performance evaluation systems, operational processes and interventions that can augment accountability at all levels.

SCHOOL GOVERNING BODY ELECTIONS

School Governing Body elections take place in March 2015. After the elections, elected members in all schools will be taken through induction programmes to make them understand the roles and responsibilities of governing bodies in public schools. The induction of governors is followed by comprehensive training on all aspects of governance in schools. The Department will develop and distribute guidelines on the capacity building programmes of SGBs. The guidelines will be an indication to provincial education departments on what they need to train SGBs on.

The Department has been inundated with calls to review the term of office of School Governing Bodies which currently is three years. The recommendation is to increase the term of office to five years. This would allow governing bodies to be provided with training that would enable them to perform their roles and responsibilities effectively over a longer period of time due to the increased continuity provided by the extended term.

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance	Medium-term targets		
			2011/12	2012/13	2013/14		2014/15	2015/16	2016/17
3.1 Improve the recruitment and placement of educators in the education system.	3.1.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	13 500	8 733	11 500	14 500	13 500	13 000	12 500	12 500
	3.1.2 Percentage of Funza Lushaka bursary holders placed within six months of their graduation.	100%	-	-	-	75%	85%	90%	100%
	3.1.3 Number of qualified teachers aged 30 and below, entering the public service as teachers during the financial year.	12 000	7 744	8 227	6 762	8 000	8 600	9 200	10 200
	3.1.4 Percentage of principals appointed based on competency assessment processes.	100% of advertised posts.	-	-	-	-	75% of advertised posts.	100% of advertised posts.	100% of advertised posts.
3.2 To improve the capacity of teachers through diagnostic testing and the Integrated Quality Management system.	3.2.1 Number of teachers who have written the Self-Diagnostic Assessments for English First Additional Language (EFAL) and Mathematics.	EFAL: 100 000 Maths: 100 000	-	-	-	-	EFAL: 20 000 Maths: 20 000	EFAL: 20 000 Maths: 20 000	EFAL: 20 000 Maths: 20 000
	3.3.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools).	70% of sampled SGBs.	-	52% of sampled SGBs.	55% of sampled SGBs.	60% of sampled SGBs.	70% of sampled SGBs.	50% of sampled SGBs.	70% of sampled SGBs.
3.3 To improve monitoring of school effectiveness and accountability through individual performance and school governance.	3.3.2 Number of public schools supported by external moderators to monitor the utilisation of findings of school profiles to improve learner performance.	24 000	-	-	-	-	6 000	6 000	6 000

Quarterly targets for 2015/2016

Programme Performance Indicator	Reporting period	Annual target	Quarterly targets			
		2015/16	1st	2nd	3rd	4th
Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	Annual	13 000				13 000
Percentage of Funza Lushaka bursary holders placed within six months of their graduation.	Annual	85%				85%
Number of qualified teachers aged 30 and below, entering the public service as teachers during the financial year.	Annual	8 600				8 600
Percentage of principals appointed based on competency assessment processes.	Annual	75% of advertised posts.				75% of advertised posts.
Number of teachers who have written the Self-Diagnostic Assessments for English First Additional Language (EFAL) and Mathematics.	Annual	EFAL: 20 000 Maths: 20 000				EFAL: 20 000 Maths: 20 000
Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools).	Quarterly	70% of 2000 sampled SGBs.	70% of 500 SGBs.	70% of 500 SGBs.	70% of 500 SGBs.	70% of 500 SGBs.
Number of public schools supported by external moderators to monitor the utilisation of findings of school profiles to improve learner performance.	Annual	6 000				6 000

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14	2014/15		2015/16	2016/17	2017/18
Programme Management: Teachers, Education Human Resources and Institutional Development	3 013	2 486	686	1 909	1 951	2 076	2 203	
Education Human Resources Management	55 735	61 964	51 011	277 791	142 644	80 322	85 051	
Education Human Resources Development	489 275	759 762	954 476	969 466	1 014 216	1 068 198	1 121 852	
Curriculum and Professional Development Unit	-	3 745	4 656	32 081	12 673	13 390	14 141	
Total	548 023	827 957	1 010 829	1 281 247	1 171 484	1 163 986	1 223 247	
Economic classification								
Current payments	87 866	136 111	115 587	107 485	99 673	105 924	112 282	
Compensation of employees	51 653	48 826	53 971	65 440	76 586	81 641	86 784	
Goods and services of which:	36 213	87 285	61 616	42 045	23 087	24 283	25 498	
Communication (G&S)	415	320	1 183	400	516	552	591	
Consultants and special services: business and advisory services	233	2 294	22 107	-	3 101	2 578	2 682	
Consumable: stationery, printing and off supp	4 308	8 443	4 544	2 902	1 714	1 998	2 125	
Travel and subsistence	21 505	26 663	23 427	22 633	14 312	15 240	16 024	
Transfers and subsidies	459 968	691 578	894 998	1 173 222	1 071 308	1 057 536	1 110 413	
Provinces and Municipalities	-	-	-	213 000	67 000	-	-	
Departmental agencies and accounts	449 440	671 912	893 867	947 499	991 084	1 043 611	1 095 792	
Foreign government and international organisations	10 455	11 894	-	12 642	13 224	13 925	14 621	
United Nations Educational, Scientific and Cultural Organisation	10 455	11 894	-	12 642	13 224	13 925	14 621	
Non-profit institutions	-	6 000	-	-	-	-	-	
Households	73	1 772	1 131	-	-	-	-	
Payments for capital assets	189	268	244	540	503	526	552	

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
Machinery and equipment	189	268	244	540	503	526	552
Payments for financial assets	-	-	-	-	-	-	-
Total	548 023	827 957	1 010 829	1 281 247	1 171 484	1 163 986	1 223 247
Current	459 855	683 806	893 867	960 141	1 004 308	1 057 536	1 110 413
National Student Financial Aid Scheme	449 400	671 912	893 867	947 499	991 084	1 043 611	1 095 792
United Nations Educational, Scientific and Cultural Organisation	10 455	11 894	-	12 642	13 224	13 925	14 621
Households	93	1 172	1 131	-	-	-	-
Social benefits Current	93	1 172	1 131	-	-	-	-

Performance and expenditure trends: Programme 3

The Department offers Funza Lushaka bursaries to prospective teachers to ensure an adequate supply of qualified recruits to the education system in specific areas, such as Mathematics, Science and Technology. The bursaries are provided through the National Student Financial Aid Scheme (NSFAS). The number of bursaries awarded in 2014 dropped slightly from 14 512 in 2013 to 14 349. The costs of tuition fees and accommodation, including meals, at universities increase annually and this directly impacts on the number of bursaries that can be awarded. In part this is offset by the increased funding received from National Treasury.

The Medium-Term Expenditure Framework (MTEF) indicates that the available funds for disbursement to the NSFAS for Funza Lushaka bursaries in the 2015/2016 financial year will be R991.1 million. While this is an increase in the amount available, the actual number of additional bursaries that can be awarded will be offset by the expected increase in university fees. The current estimate is that a total of 13 000 bursaries will be awarded in 2015. The Funza Lushaka bursary scheme has been allocated a budget amounting to R3.1 billion over the MTEF period.

The Integrated Quality Management System (IQMS) is a key initiative to strengthen accountability and performance management systems, and in particular the quality of education. The IQMS provides for the evaluation of school-based educators including School Management Team members (Collective Agreement No. 8 of 2003). The IQMS makes provision for the evaluation of principals by circuit managers, thereby entrenching accountability. It also allows for the identification of the professional development needs of teachers.

The IQMS has gradually expanded and strengthened since its inception in 2003. Its implementation has been closely monitored since the deployment of external IQMS moderators in 2008. In recent years, at least 8 000 schools were monitored annually on the implementation of the performance management system and support was provided to schools where necessary. The percentage of educators whose performances were evaluated increased from 86% in 2010 to 96% in 2013.

4.4. Programme 4: Planning, Information and Assessment

Programme Purpose: to promote education quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment.

Sub-programmes: Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit.

Strategic objectives:

- Administer, monitor and report on all standardised national assessments.
- Provide schools with basic infrastructure to contribute towards quality learning.
- Strengthen the capacity of district offices to support schools.

Programme performance indicators and annual targets for 2015/2016 to 2017/2018

Action Plan Goals on Physical and Financial Planning	
Goal 23 ►	Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
Goal 24 ►	Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to come and teach.

The realisation of these goals is rooted in the work done within this programme in the core policy areas of:

- a) Assessments;
- b) School funding and infrastructure;
- c) Education information systems; and
- d) Programme management information systems.

ANNUAL NATIONAL ASSESSMENT

The government of the South Africa has identified education as the top priority for providing a better life for all citizens. The Education Sector Plan identifies annual national assessment (ANA) as the key source of information to be used in setting and tracking improvement targets for teaching and learning. Since 2010, the results of these assessments have informed major interventions towards improving literacy and numeracy levels among all learners. Some of the interventions in response to the challenges that the ANA has highlighted are provision of workbooks for all learners in Grades R to 9, a focus on improving continuing professional development of teachers and support to schools to strengthen instructional management.

Despite intensified focus on creating an environment that promotes teaching and learning of a high quality, there have not been significant improvements that match the investments made in the assessments. The assessment results continue to indicate unacceptably low performance, especially in mathematics at the Senior Phase. While there is still a need to track performance using rationalised assessment, focus in the next five years, will shift towards developing capacity for effective use of data to inform teaching and learning. The DBE, working together with curriculum support personnel and subject advisors in the districts, will focus on providing assessment feedback in meaningful formats, providing support to teachers in various methods of using data to plan teaching strategies, and supply assessment exemplars that model high-quality testing, especially at the Senior Phase and in Grades 10–11. This does not in any way detract from the need to improve performance in the lower grades where the foundation for all learning is laid.

NATIONAL SENIOR CERTIFICATE EXAMINATIONS

The National Senior Certificate and the Annual National Assessment (ANA) are vital in terms of measuring progress in achieving the targets outlined in the Action Plan to 2019: Towards the Realisation of Schooling 2030, and the National Development Plan. The following three targets are directly measured through performance in the National Senior Certificate:

- Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university;
- Increase the number of Grade 12 learners who pass Mathematics; and
- Increase the number of learners who pass Physical Science.

The national examination system has developed a high degree of stability given the continuous review and improvements of systems and processes over the past twenty years. Substantial progress has been made in terms of the establishment and maintenance of a credible national examination system, founded on the following:

- a) The development of a sound legislative framework that regulates the administration of the examinations across the nine Provincial Education Departments, and mandates the Department of Basic Education to set norms and standards and monitor the implementation.
- b) The setting of national standards through the setting of national question papers for all subjects by the Department of Basic Education (DBE), which are written by learners in all Provincial Education Departments. This ensures that every learner in the country writes the same examination, and is therefore, assessed against a common yardstick.

- c) The development of a rigorous monitoring system that ensures that all PEDs comply with the policy and regulations relating to the administration of exams. The monitoring system has over the years been extended to include an intensive system's audit that covers the entire examination cycle.
- d) Strong collaboration between the DBE and the nine Provincial Education Departments, through the National Examinations and Assessment Committee (NEAC), which gives effect to the principle of cooperative governance enshrined in the Constitution. The NEAC is not only responsible for policy proposals, but also for the establishment of structures to ensure that the whole examination process is successfully conducted.
- e) The establishment of national and provincial moderation systems for School-Based Assessments (SBA), which includes Life Orientation. This has contributed to the improvement of the quality of School-Based Assessment although there is still much work that needs to be done in this area.
- f) The provision of assessment exemplars that provide educators and subject advisors with samples of questions and tests pitched at the appropriate level, which has assisted in the setting of benchmarks for school assessment. This has also been extended to Common Assessment Tasks (CATs) in Life Orientation and the provision of exemplars of learner evidence relating to learner responses to examination questions.
- g) The establishment of the Quality Assurance Council, Umalusi, that takes full and final responsibility for the quality assurance of the NSC examination and School-Based Assessment. This allows Umalusi to issue a common National Certificate, if it is satisfied that the examinations and the assessments have complied with the national standard.
- h) To promote the international comparability of the NSC question papers, the DBE embarked on an international evaluation of question papers in 2007, 2011 and 2013, in which question papers for ten subjects were evaluated by three reputable assessment bodies, namely, Cambridge International Examinations (CIE), the Scottish Qualification Authority (SQA) and the Board of Studies New South Wales (BSNSW).

EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS (EMIS)

The Department develops and maintains an Integrated Education Management Information System (EMIS) based on individual learner records through the implementation of business application and support; data management and quality assurance; reporting; publication and information dissemination; business analysis; policy monitoring and government partnerships; and management of EMIS projects. EMIS responsibilities include:

- Publication of the annual Education Statistics in South Africa report, and the preliminary release of annual 10th School Day learner data (School Realities).
- Publishing the Register of Schools (master list) updated four times per annum and posted on the internet as stipulated in the standard.
- The development and maintenance of a national Education Management Information System for the Schools (Ordinary and SNE) and ECD.
- Development and provision of education management advice to provincial education departments on information systems.
- Development of a strategy, and facilitation of capacity development and training on the Education Management Information System.
- Facilitation of the development of national policy and guidelines on education management information systems.
- Processing and disseminating education and training data.
- Providing technical assistance for monitoring the performance of the education and training system.

FINANCIAL PLANNING, ECONOMIC ANALYSIS AND PROVINCIAL BUDGET MONITORING

The Department will ensure the effective monitoring of provincial education departments' budgets and spending in line with their Annual Performance Plans and Strategic Plans and will ensure that education norms and standards for funding policies are developed and monitored.

- Reports on analysis of PEDs' financial performance are produced.
- Monitoring reports on the implementation of funding policies are produced.
- Education funding policy is developed.

PHYSICAL PLANNING

During 2013 the Department released the Regulations relating to Norms and Standards for Public Schools Infrastructure. This puts the country on a much better footing to deal with the complex matter of standards and targeting in the improvement of school infrastructure. The regulations envisage four key goals:

- By 2016 all schools should meet minimum standards with respect to water, toilets, electricity and the materials used for school buildings.
- By 2020 all schools should have at least a minimum number of classrooms, relative to enrolments, as well as electronic connectivity and perimeter fencing.
- By 2023 all schools should have the required libraries and laboratories.
- By 2030 all remaining standards should have been met. ASIDI schools comply with all standards and thus serve as models and the testing ground for the policy. Part of the challenge in moving forward is to sustain the momentum of current initiatives. Going forward the Department will emphasise maintenance, reporting and the introduction of more innovative approaches, to achieve greater success in the delivery of school infrastructure.

ASIDI

The main objectives of ASIDI are to eradicate the Basic Safety Norms backlog in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, including mud schools. The Schools Infrastructure Backlog Grant (SIBG) funds the ASIDI programme.

The ASIDI targets stated below were planned for implementation in four financial years:

- Eradication and replacement of 510 inappropriate schools throughout the country.
- 1 120 schools provided with water and sanitation.
- 741 schools provided with sanitation.
- 916 schools provided with electricity.

The overall ASIDI objective over the MTEF is to address the schools that need to be brought to basic safety functionality levels by 2016 and to replace all mud and other inappropriate school structures by 2016. It is envisaged that all the basic services projects will have been completed by the end of 2014/2015 financial year.

Inappropriate structures include mud schools, 'plankie' schools, corrugated sheeting structures and prefabricated schools which are no longer fit-for-purpose. New schools within the ASIDI programme are to adhere to the 'Guidelines relating to planning for public school infrastructure' as far as practically possible. Currently there are 510 inappropriate structure projects nationally of which 74 were completed by July 2014 and others were at various stages of implementation.

Through the ASIDI programme the Department is providing water to rural areas of South Africa that are not equipped with adequate water supplies to meet the schools' requirements. In those instances where schools have access to municipal supply, complete water reticulation and municipal connections are secured. In those areas where there is sufficient ground water, boreholes are provided. In schools where there is no ground water, facilities are created for rainwater harvesting and also to accommodate water delivered from municipalities where it is available. By the end of July 2014, 224 schools have been provided with water. 788 schools are at various stages of procurement of contractors and construction of the works.

The Department has also provided different forms of sanitation to schools, which vary from water-borne sewerage systems where sufficient water is available, to enviro-loos as well as Ventilated Improved Pit (VIP) Latrines. The supply of sanitation is in accordance with the requirements of the guidelines for public school infrastructure. By the end of July 2014, 257 schools had been provided with sanitation. 283 schools are at various stages of procurement of contractors and construction.

The Department is supplying electricity connections to all schools identified for the ASIDI programme that do not have access to electricity supplies. As far as is possible schools are connected to the electrical grid through Eskom. In those instances where electricity is not available, solar electricity is provided. By the end of July 2014, 253 schools had been provided with electrification and 271 schools were at various stages of design and procurement of contractors.

DISTRICTS

The Department will continue to coordinate, monitor and support education districts by strengthening the regulatory environment and the capacity of district offices. A key initiatives introduced by the programme that will require attention in 2015/2016 is the release and implementation of the norms and standards for districts.

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance	Medium-term targets			
			2011/12	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18
4.1 Administer, monitor and report on all standardised national assessments.	4.1.1 Valid and reliable data on learner results on performance in ANA.	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report 	-	<ul style="list-style-type: none"> National ANA report Diagnostic report 	<ul style="list-style-type: none"> National ANA report Diagnostic report 	<ul style="list-style-type: none"> National ANA report Diagnostic report 	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report 	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report 	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report 	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report
	4.1.2 Valid and reliable data on learner results on performance in NSC.	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<ul style="list-style-type: none"> 3 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and 	<ul style="list-style-type: none"> 3 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and 	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<ul style="list-style-type: none"> 4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects.
4.2 Provide schools with basic infrastructure to contribute towards quality learning.	4.2.1 Percentage of schools provided with sanitation facilities.	100%	-	-	-	-	99%	100%	100%	100%
	4.2.2 Percentage of schools provided with water.	100%	-	-	-	-	98%	100%	100%	100%
	4.2.3 Percentage of schools provided with electricity.	100%	-	-	-	-	96%	100%	100%	100%

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance	Medium-term targets		
			2011/12	2012/13	2013/14		2014/15	2015/16	2016/17
4.3 Strengthen the utilisation of information systems available in schools for management purposes.	4.3.1 Percentage of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system.	100%	-	-	-	-	60%	70%	85%
	4.4.1 Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme.	10	-	-	30		24	18	15
	4.4.2 Percentage of principals rating the support of district offices as satisfactory.	75%	37%	45%	50%	55%	60%	65%	70%
4.4 Strengthen the capacity of district offices to support schools.	4.4.3 Percentage of district managers assessed against developed criteria.	95%	-	-	-	-	65%	75%	85%

Quarterly targets for 2015/2016

Programme Performance Indicator	Reporting period	Annual target 2015/16	Quarterly targets			
			1st	2nd	3rd	4th
Valid and reliable data on learner results of performance in ANA.	Annually	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report 				<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report
Valid and reliable data on learner results of performance in NSC.	Annually	<p>4 National Exam Reports on learner performance in Grade 12:</p> <p>a. Technical Report,</p> <p>b. Detailed Schools statistics Report;</p> <p>c. Diagnostic report in selected subjects; and</p> <p>d. Report on schools statistics indicating 3-year performance in selected subjects.</p>				<p>4 National Exam Reports on learner performance in Grade 12:</p> <p>a. Technical Report,</p> <p>b. Detailed Schools statistics Report;</p> <p>c. Diagnostic report in selected subjects; and</p> <p>d. Report on schools statistics indicating 3-year performance in selected subjects.</p>
Percentage of schools provided with sanitation facilities.	Annually	99%				99%
Percentage of schools provided with water.	Annually	98%				98%
Percentage of schools provided with electricity.	Annually	96%				96%
Percentage of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system	Quarterly	60%	60%	60%	60%	60%
Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme.	Annually	24				24
Percentage of principals rating the support of district offices as satisfactory.	Annually	60%				60%
Percentage of district managers assessed against developed criteria.	Annually	65%				65%

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14		2015/2016	2016/2017	2017/18
Programme Management: Planning Information and Assessment	788	2 254	2 576	2 981	2 615	2 784	2 955
Information Management Systems	38 224	34 980	25 589	37 344	41 329	43 754	46 192
School Infrastructure	5 395 152	6 668 883	8 048 681	9 874 843	11 572 150	12 156 862	12 959 288
National Assessments and Public Examination	123 094	159 820	296 063	394 603	416 157	438 990	461 771
National Education Evaluation and Development Unit	6 601	17 084	21 100	21 213	14 939	15 830	16 727
Planning and Delivery Oversight Unit	10 963	14 855	41 600	89 385	82 548	96 103	219 670
Total	5 574 822	6 897 876	8 435 609	10 420 369	12 129 738	12 754 323	13 706 603
Economic Classification							
Current Payments	167 563	192 466	308 346	401 623	413 802	493 607	465 062
Compensation of employees	71 611	86 449	94 572	112 562	116 504	124 367	132 453
Goods and Services of which:	95 952	106 017	213 774	289 061	297 298	315 240	332 609
Computer services	31 731	29 416	41 045	47 445	37 726	39 281	41 078
Consultants and professional services: business and advisory services	4 465	874	2 513	35 305	7 864	7 135	6 048
Consumable: stationery, printing and off supp	1 267	2 180	224 825	117 804	171 912	181 153	190 250
Travel and subsistence	40 484	50 092	78 389	60 283	51 213	55 217	59 855
Transfers and subsidies	5 329 561	5 844 913	6 675 313	7 503 059	9 690 260	9 964 490	10 649 400
Provinces and municipalities	5 311 091	5 802 390	6 643 267	7 326 584	9 517 555	9 773 692	10 330 562
Departmental agencies and accounts	18 391	42 330	97 662	107 354	112 705	118 678	124 612
Households	79	193	384	121	-	-	-
Payments for capital assets	77 698	860 497	1 370 950	2 515 687	2 025 676	2 350 226	2 592 141
Building and other fixed structure	76 084	859 658	1 370 124	2 513 627	2 024 310	2 348 744	2 590 590

Sub-Programme	Audited Outcomes R'000		Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
	2011/12	2012/13		2013/14	2014/15	2015/2016	2016/2017
Machinery and equipment	1 614	869	2 060	1 366	1 482	1 551	
Software and other intangible assets	-	-	14	-	-	-	
Payments for financial assets	-	-	-	-	-	-	
Total	5 574 822	6 897 876	10 420 369	12 129 738	12 754 323	13 706 603	
Umalusi Council for Quality Assurance and Further Education and Training Human Resources Research Council	18 391	42 330	107 354	112 705	118 678	124 612	

Non-profit institutions

Current	-	15 000	69 000	60 000	72 120	194 226
National Initiative to improve learning outcomes	-	15 000	69 000	60 000	72 120	194 226

Provincial Revenue Funds

Capital	5 311 091	5 802 390	7 326 584	9 255 506	9 718 692	10 330 562
Education Infrastructure Grant	5 311 091	5 802 390	7 326 584	9 517 555	9 773 692	10 330 562

Performance and expenditure trends: Programme 4

The spending focus over the medium term will be on the delivery of school infrastructure to meet the minimum basic school infrastructure norms and standards as laid out by government by 2016/2017. The bulk of expenditure in this programme is therefore on the Education Infrastructure Grant and School Infrastructure Backlogs Grant in the School Infrastructure sub-programme. A significant amount is also spent in the National Assessments and Public Examinations sub-programme. The spending in the rest of the programme is mainly on developing systems and procedures to support and maintain the integrated education management systems over the MTEF period through the Financial Planning, Information and Management Systems sub-programme.

The increased spending on travel and subsistence over the medium term is for the monitoring and oversight of the delivery of school infrastructure in the School Infrastructure sub-programme. Spending on this item also grew due to increased activity in the National Education Evaluation Unit sub-programme.

With regard to infrastructure funding, R29.6 billion is allocated to this grant over the MTEF period through the Education Infrastructure Grant, and the Schools Infrastructure Backlogs Grant. These grants account for the bulk of spending increases over the medium term, particularly spending in the Planning, Information and Assessment sub-programme to further accelerate the delivery and improvement of school infrastructure.

The Education Infrastructure Grant is used to supplement the infrastructure programme in provinces to accelerate construction, maintenance, upgrading and rehabilitation of new and existing school infrastructure. The grant is also used to enhance capacity to deliver infrastructure projects in education.

The School Infrastructure Backlogs Grant, which was introduced in 2011/2012, has been allocated R7.4 billion over the MTEF period. This grant aims to eradicate and replace schools built with inappropriate material and unsafe structures. It also ensures that all schools have access to basic services such as water, sanitation and electricity. Of the 150 school targeted through the School Infrastructure Backlogs indirect grant, 92 schools were rolled out. To date 82 schools have been completed, 270 schools received water, 275 schools received electricity and 289 schools received basic sanitation services for the first time.

The National Assessment and Public Examinations sub-programme promotes and administers national school assessments in Grades 1 to 6 and Grade 9, and public examinations in Grade 12, by setting and moderating all examination papers; moderating the Grade 12 Life Orientation school-based assessment at provincial and national levels; monitoring the examination writing processes in all provinces; and overseeing the Annual National Assessments.

The spending focus of this sub-programme is to set, print and moderate question papers for the National Senior Certificate, Senior Certificate examinations and the Annual National Assessments, which accounts for the high proportion of expenditure on travel and subsistence for examiners and moderators, as well as on stationery and printing. The increase in the transfer to the Umalusi Council for Quality Assurance in General and Further Education and Training, reflected under transfers and subsidies to departmental agencies and accounts, is to ensure that the entity is fully funded to deliver its mandate.

4.5. Programme 5: Educational Enrichment Services

Programme Purpose: to develop policies and programmes to improve the quality of learning in schools.

Sub-programmes are: Programme Management: Educational Enrichment Services; Care and Support in Schools; and Partnership in Education.

Strategic objectives:

- To promote co-curricular activities, social cohesion programmes and safe school environments for holistic development of learners to enhance their learning experience and maximise their performance.
- To address intrinsic (physical, mental and health-related) and societal (poverty, violence, alcohol and drug use) barriers within a larger collaborative and multifaceted response towards the multiple barriers to learning faced by vulnerable children.

Programme performance indicators and annual targets for 2015/2016 to 2017/2018

Action Plan Goal on Learner Well-Being

Goal 25 ► Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

LEARNER WELL-BEING

There are various aspects of learner well-being, including psychosocial well-being. The Department of Basic Education is strengthening its work on psychosocial support to ensure that learners who experience psychological, emotional and social problems are supported. The work on psychosocial support focuses on the following:

Developing the Psycho-Social Strategy (PSS); strengthening the capacity of provinces, districts and schools to institutionalise PSS; strengthening collaborative relations with stakeholders to ensure an effective referral system; monitoring and evaluation of strategies and programmes.

The focus for the financial year 2015/2016 will be on:

1. Development of a strategy on psychosocial support for learners and educators: Conduct literature review on PSS to identify evidence-based approaches to inform the strategy and strengthen programmes for learners and educators in the schooling system.
2. Printing information, education and communication pamphlets on identifying vulnerable learners.
3. Develop pamphlets for educators to raise awareness on stress and burnout among educators.
4. Promote referral of learners for psychosocial services, with a focus on Vhembe and Waterberg Districts. Co-brand the child services directory with the Department of Social Development (DSD) and compile data on specialists in all provinces.
5. Host two meetings of the national Technical Reference Group (TRG) on PSS in basic education.
6. Develop interdepartmental partnerships for the development of strategies to improve the utilisation of libraries.

SAFETY

The Department is committed to preventing, managing and responding to safety incidents, and in so doing, creating a safe and supportive learning and teaching environment – a learning environment that is characterised not only by good quality education, but that is also safe and free from insecurity and threats of violence. Numerous aspects interact when it comes to ensuring a safe and supportive school environment that enables children to develop their full potential to become happy and productive citizens in South Africa.

School safety programmes are aligned to local, specific and targeted interventions based on locally-identified needs. They include safety protocols that are expected at a school, district and provincial level; standardised data collection and built-in monitoring tools; as well as standardised indicators of which data should be collected and reported on. Programmes include addressing bullying in schools, implementing the DBE-SAPS Protocols, addressing gender-based violence in schools and implementing the national strategy for the management of drug and substance abuse.

SCHOOL SPORT AND ENRICHMENT

School sport is integral to the holistic development of the learner and also a critical catalyst in fostering social cohesion, team building and youth development, as well as individual and group discipline. Physical activity and sport advance good health and strengthen the child's physical and social development. Sport promotes and actions many of the values which underpin a modern democracy – those of fairness, equality, respect and compliance – all those beliefs, values and behaviours that make up healthy communities and responsible citizenry. Participation in school sports and school sport leagues is an important vehicle to achieving our goals.

The exploration of knowledge sources through libraries is a key mechanism for aiding literacy development. More effective and inclusive utilisation of libraries and associated resources and public-private partnerships will allow the Department to encourage self-driven literacy development where libraries exist and the basis of creating awareness that will form the first critical step for the longer term strategy.

Enrichment programmes contribute to reducing learner vulnerability and also provide opportunities in the otherwise crowded school day for creative and innovative ways to enhance and extend learning. School enrichment programmes can reap a host of positive benefits in a number of interrelated outcome areas – academic, social-emotional, prevention, and health and wellness. The Department is implementing the following enrichment programmes: South African School Choral Eisteddfod, the National Spelling Bee and Reading Clubs. These programmes promote literacy, arts and culture through education enrichment.

SOCIAL COHESION

Since 1994, South Africa has faced particular challenges relating to the building of a peaceful democracy, watched closely by the rest of the world. The apartheid past was characterised by racial intolerance, state-sponsored political violence and mass resistance. The current democratic government has attempted to address transformation through changes to legislation, redress and fundamental shifts in the education system. The education system bears a particular responsibility in building a new peace-loving society, with a shared sense of national identity and greater social cohesion.

The Department is focusing on the need to engage young people on the issues of values in society, and how these values form the basis for harmony, peace and well-being of the nation. The Department has focused significant attention on strengthening social cohesion, promoting public history, the values of the constitution and a human rights culture in schools.

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance	Medium-term targets		
			2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
5.1 Implement social cohesion and learner well being programmes.	5.1.1 Number of educators, officials and learners participating in DBE-organised activities on social cohesion, nation building, citizenship, rights & responsibilities and constitutional values.	20 500	-	-	-	-	5 000	6 000	7 000
	5.1.2 Number of schools that provide learners with nutritious meals.	19 800	*8 850 208	*9 159 773	*8 827 419	19 800	19 800	19 800	19 800

*The indicator was previously the number of learners

Quarterly targets for 2015/2016

Programme Performance Indicator	Reporting period	Annual target 2015/16	Quarterly targets			
			1st	2nd	3rd	4th
Number of educators, officials and learners participating in DBE-organised activities on social cohesion, nation building, citizenship, rights & responsibilities and constitutional values.	Annual	5 000				5 000
Number of schools that provide with nutritious meals.	Quarterly	19 800	19 800	19 800	19 800	19 800

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
Programme Management: Educational Enrichment Services	3 525	3 023	3 218	2 675	2 822	3 003	3 188
Partnership in Education	19 855	17 579	9 867	22 938	23 087	24 505	25 934
Care and Support in Schools	4 785 790	5 130 100	5 203 299	5 715 269	5 948 547	6 262 191	6 578 464
Grant Implementation, Monitoring and Reporting	-	-	512 180	-	-	-	-
Total	4 809 170	5 150 702	5 728 564	5 740 882	5 974 456	6 289 699	6 607 586
Economic classification							
Current payments	38 998	41 230	44 687	47 855	49 385	52 476	55 585
Compensation of employees	27 180	26 671	33 230	34 181	35 041	37 354	39 707
Goods and services of which:	11 818	14 599	11 457	13 674	14 344	15 122	15 878
Assets less than the capitalisation threshold	63	20	37	519	46	55	63
Agency and Support/outsourced services	730	2 248	179	980	220	312	325
Consumable: stationery, printing and off supp	1 233	4 200	1 218	2 452	1 981	1 664	1 703
Travel and subsistence	6 694	6 320	6 776	5 291	6 829	7 290	7 634
Transfers and subsidies	4 769 865	5 109 503	5 683 296	5 692 757	5 924 800	6 236 919	6 551 682
Provinces and municipalities	4 768 219	5 109 141	5 683 021	5 692 704	5 924 745	6 236 861	6 551 621
Departmental agencies and accounts	-	-	-	-	-	-	-
Non-profit institutions	50	50	50	53	55	58	61
Payments for capital assets	307	169	445	270	271	304	319
Machinery and Equipment	307	169	445	270	271	304	319
Software and other intangible assets	-	-	-	-	-	-	-
Payments for financial assets	-	-	137	-	-	-	-

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
Total	4 809 170	5 150 702	5 728 564	5 740 882	5 974 456	6 289 699	6 607 586
Details of selected transfers and subsidies							
Provinces and municipalities	-	-	-	-	-	-	-
Provinces	-	-	-	-	-	-	-
Provincial Revenue Funds	-	-	-	-	-	-	-

Details of selected transfers and subsidies

Transfers	4 768 219	5 109 141	5 683 021	5 692 704	5 924 745	6 236 816	6 551 621
National School Nutrition Programme	4 578 752	4 906 464	5 479 241	5 461 915	5 703 715	6 006 012	6 306 313
HIV and AIDS (Life Skills Educators) Grant	189 467	202 677	203 780	230 789	221 030	230 849	245 308

Capital

	-	-	-	-	-	-	-
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Households

Social benefits

Current							
Employees' social benefits	-	1 646	225	-	-	-	-

Performance and expenditure trends: Programme 5

The bulk of the Department's contribution here is through conditional grant transfers to provinces, with the National School Nutrition Programme (NSNP) in the Care and Support in Schools sub-programme being the key initiative aimed at improving access and learning.

The NSNP has three focus areas, namely, school feeding, promotion of nutrition education and school food gardens. The programme is in the process of conducting an impact evaluation in collaboration with the Department of Monitoring and Evaluation. A total of 170 workshops will be conducted on meal planning and hygiene, financial management as well as school food gardens. The annual NSNP Best School Awards will be hosted to recognise the best schools nationwide. The awards promote best practice among schools and districts while also providing advocacy on the programme.

The Department's new mandate will focus on the National Schools Deworming Programme as well as the continuation of the Integrated School Health Programme. This will increase the pressure for additional funding to successfully fund programmes in these areas. R18 billion has been allocated over the MTEF period for this activity.

Part C: Links to other plans

Action Plan to 2019: Towards the Realisation of Schooling 2030, and the sectoral Basic Education Delivery Agreement for Outcome 1: Improved quality of basic education, will be the strategic drivers of all sector activities, based on credible research, evidence and consultation. The focus on a credible diagnosis of priorities has enabled us to introduce interventions which have started to yield results. Our engagement and interaction with all in the sector, along with our partners, has ensured that sectoral planning is coherent. Together with our Strategic Plan 2015–2019, this Annual Performance Plan indicates how we will take the basic education mandate forward in 2015 and over the medium term.

5. Links to long-term infrastructure and other capital plans

5.1. Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

The main goal of ASIDI is to eradicate mud and unsafe structures and to provide existing schools with improved infrastructure such as laboratories, libraries and administration blocks. To this end, the Norms and Standards for Basic School Functionality were approved for implementation in line with the ASIDI.

A four-pronged strategy was established for rolling out ASIDI. The first two elements involved an engagement with provincial education departments to explore how targets might be reprioritised from provincial allocations to more effectively address the 3 627 schools that needed to be brought to basic safety functionality levels by the end of 2014/2015, and the replacement of all inappropriate school structures by 2014. The third and fourth elements of ASIDI aimed to replace all 395 entirely mud schools situated in the Eastern Cape through an additional conditional grant allocation of R4.93 billion. The Presidential Infrastructure Coordinating Commission (PICC) introduced in 2012 provided an opportunity to accelerate the eradication of backlogs at school level in a comprehensive way, through the Strategic Integrated Project (SIP) 13, which was launched on 10 December 2012.

5.2 Conditional grants

5.2.1 National School Nutrition Programme Conditional Grant

Purpose	To provide nutritious meals to targeted learners.
Performance indicator	Numbers of schools provided with nutritious meals on all school days.
Continuation	The National School Nutrition Programme (NSNP) is a government programme for poverty alleviation, specifically initiated to uphold the rights of children to basic food and education. The Conditional Grant Framework enables the Department of Basic Education (DBE) to play an oversight role in the implementation of all the NSNP activities in schools.
Motivation	To enhance learning capacity and improve access to education by ensuring that the programme continues in all quintile 1 to 3 primary and secondary schools, as well as targeted special schools, on all school days.

5.2.2 HIV and AIDS (Life Skills Education) Conditional Grant

Purpose	<ul style="list-style-type: none"> To support South Africa's HIV prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision making among learners and educators. To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. To ensure the provision of a safe, rights-based environment in schools that is free of discrimination, stigma and any form of sexual harassment/abuse. To reduce the vulnerability of children to HIV, TB and Sexually Transmitted Infections (STIs), with a particular focus on orphaned and vulnerable children.
Performance indicator	<ul style="list-style-type: none"> Educators trained to implement Sexual and Reproductive Health (SRH) programmes for learners. Number of LTSM on SRH are distributed to schools.
Continuation	The grant will be reviewed on an ongoing basis in response to the nature of the pandemic.
Motivation	To strengthen HIV and AIDS and TB programmes in schools by reviewing current interventions and developing a new integrated and comprehensive programme over the MTEF period.

5.2.3 Maths, Science and Technology conditional grant

Purpose	To promote Mathematics and Physical Science teaching and learning and improve teachers' content knowledge of Mathematics and Physical Science.
Performance indicator	Improved learner numbers and performance in Mathematics and Physical Science.
Continuation	The grant will be reviewed on an ongoing basis.
Motivation	Over the MTEF period, the grant will focus on strengthening the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

5.2.4 Education Infrastructure Conditional Grant to Provinces

Purpose	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disaster and enhance capacity to deliver infrastructure in education.
Performance indicator	Timely delivery of all planned infrastructure.
Continuation	Ongoing.
Motivation	This grant has been awarded to supplement the ongoing infrastructure programme in provinces.

5.2.5 School Infrastructure Backlogs Grant

Purpose	To eradicate the Basic Safety Norms backlog in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, including mud schools, to contribute towards levels of optimum learning and teaching.
Performance indicator	Eradication and replacement of 206 mud schools, 843 schools provided with water, sanitation provided to 421 schools and 618 schools electrified.
Continuation	ASIDI is implemented through this grant. The projects in ASIDI are implemented over multiple years. The performance indicator projections above are for the delivery of ASIDI projects in the 2015/2016 financial year.
Motivation	The grant has been awarded to eradicate the basic safety norms backlog in schools to ensure that schools reach basic functionality levels.

5.2.6 OSD for Practitioners

Purpose	To establish parity in remuneration in compliance with ELRC Collective Agreement 1 of 2012. To augment the baseline compensation budget of the PDEs to enable them to comply with ELRC Collective Agreement 1 of 2012.
Performance indicator	To ensure that provinces meet the payment obligations over a two-year period for educators covered by ELRC Collective Agreement 1 of 2012.
Continuation	Two financial years namely, 2014/2015 and 2015/2016.
Motivation	The grant has been awarded to meet the financial obligation to reach parity in term of CoE for qualifying educators covered by ELRC Collective agreement 1 of 2012.

5.3. Public Entities

Name of public entity	Mandate	Outputs	Current annual budget (R'000)
Education Labour Relations Council (ELRC)	To strive towards continuous maintenance and promotion of labour peace and contribute to the transformation and development of a quality South African Public Education Sector.	<ul style="list-style-type: none"> • Perform dispute resolution functions. • Conclude and enforce collective agreements. • Conclude, supervise, enforce and administer agreements. 	R 67 795
South African Council of Educators (SACE)	To regulate, protect and promote the teaching profession.	<ul style="list-style-type: none"> • Register professionally qualified educators. • Develop the profession and promote standards of professional ethics. 	R 73 728
Umalusi	The Council is the quality council for general and further education and training as contemplated in the National Qualifications Framework Act and has the functions contemplated in section 28 of that Act and section 2 of the General and Further Education and Training Quality Assurance Act, No. 58 of 2001 (GENFEQA).	<ul style="list-style-type: none"> • Promote quality and internationally comparative standards in GET. • Maintain and improve educational standards through the development and evaluation of qualifications and curriculum. • Quality assurance of assessment, and provision of education, training and assessment. • Continually develop in-depth knowledge and expertise in mandated areas through rigorous research. • Report on the quality of education and training within the mandate. • Issue appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the General Education and Training (GET) and Further Education and Training (FET) Framework of Qualifications. • Provide reliable and credible leadership and guidance in standard setting and quality assurance. 	R 170 892

5.4. Public-private partnerships

There are no public-private partnerships (PPP) that will end during the next three-year period.

Part D: Annexures

6. Updates in the Department of Basic Education Strategic Plan

The Department is tabling a new five-year Strategic Plan for 2015/2016 – 2019/2020. This Annual Performance Plan should be read together with the DBE Strategic Plan and the sector plan Action Plan To 2019: Towards the realisation of Schooling 2030.

7. Technical Indicator Descriptions

PROGRAMME 1: ADMINISTRATION

Indicator details	1.1.1 Number of staff development opportunities offered to officials in the DBE.
Short definition	Total number of opportunities created for DBE officials to participate in development activities. This means training/development activities offered to official in the DBE. This training/development could be funded through sponsorships or through DBE allocated budget.
Purpose/Importance	To increase the capacity of the DBE officials to perform their duties.
Source/Collection of data	Attendance registers for development activities from DBE HR Manager reports.
Method of calculation	Total number of opportunities created for officials to participate in staff development activities.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Add up all the quarter outputs at the end of the year.
Reporting cycle	Annually
New indicator	No
Desired performance	All employees who require upgrading of their skills are enrolled in staff development activities.
Indicator responsibility	Branch A (Training and Social Responsibility Directorate)

Indicator details	1.1.2 Number of interns placed in the Department of Basic Education.
Short definition	Number of employees employed as interns in the Department in the current financial year. An internship may be defined as a career-specific work experience that one undertakes during or after (FET, tertiary and other post matric) studies in order to gain the practical experience required to operate and make a positive contribution with respect to the career path one eventually pursues.
Purpose/Importance	To measure the implementation of the internship programme and offer career-specific experience in the Department.
Source/Collection of data	Database of interns from the Training and Social Responsibility Directorate.
Method of calculation	Count
Data limitations	Data inconsistencies due to termination of internship if a graduate intern gained permanent employment outside the Department.
Type of indicator	Output
Calculation type	Cumulative: Add up all the quarter outputs at the end of the year.
Reporting cycle	Annually
New indicator	No (adjusted slightly)
Desired performance	DBE creates spaces and useful opportunities for graduate interns to gain technical and administrative skills.
Indicator responsibility	Branch A (Training and Social Responsibility Directorate)

Indicator details	1.1.3 Signed financial disclosure forms for all DBE SMS members submitted by due date every year.
Short definition	Total number of Senior Management Service officials who have signed financial disclosures forms and submitted them to the Human Resource Manager before the due date.
Purpose/Importance	To measure SMS compliance with financial disclosure.
Source/Collection of data	List of SMS members who submitted their financial disclosure forms to DBE's HR Manager.
Method of calculation	Count
Data limitations	None : Due date sometimes changed based on DPSA circular Resignation and new appointment may affect the reported output e.g when an appointment is made a month after the due date
Type of indicator	Output
Calculation type	Non-cumulative : Data reported once a year
Reporting cycle	Annually (1st Quarter)
New indicator	No
Desired performance	All SMS members submit signed financial disclosure forms.
Indicator responsibility	Branch A

Indicator details	1.1.4 Signed performance agreements by all DBE SMS members submitted by due date every year.
Short definition	Total number of Senior Management Service officials who have signed performance agreements by due date.
Purpose/Importance	To measure compliance with HR policies of SMS members.
Source/Collection of data	List of SMS members was submitted and copies of signed performance agreements.
Method of calculation	Count
Data limitations	None
Type of indicator	Process
Calculation type	Non-cumulative: Data reported once a year
Reporting cycle	Annually
New indicator	No
Desired performance	All SMS members sign performance agreements and submit on due date
Indicator responsibility	Branch A

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Indicator details	2.1.1 Percentage of qualifying public schools provided with workbooks for Grade R.												
Short definition	<p>The percentage of qualifying public schools that are provided with Grade R workbooks. Qualifying public schools refers to public ordinary primary schools that offer Grade R. The indicator is about finding out schools offering grade R which have received Grade R workbooks. Grade R workbooks are produced and delivered as Volume 1-4 as follows:</p> <table border="1" data-bbox="526 435 1518 684"> <thead> <tr> <th>Grades</th> <th>Description</th> <th>Delivery Plan</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Grade R</td> <td>Book 1</td> <td rowspan="2">Oct – Nov 2015</td> </tr> <tr> <td>Book 2</td> </tr> <tr> <td>Book 3</td> <td rowspan="2">Jan – Feb 2016</td> </tr> <tr> <td>Book 4</td> </tr> </tbody> </table>			Grades	Description	Delivery Plan	Grade R	Book 1	Oct – Nov 2015	Book 2	Book 3	Jan – Feb 2016	Book 4
Grades	Description	Delivery Plan											
Grade R	Book 1	Oct – Nov 2015											
	Book 2												
	Book 3	Jan – Feb 2016											
	Book 4												
Purpose/Importance	This measure shows access to workbooks by schools.												
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.												
Method of calculation	Total number of schools provided with workbooks divided by total number of all qualifying public schools multiplied by 100.												
Data limitations	none												
Type of indicator	Output												
Calculation type	Cumulative: based on the time specified under short definition.												
Reporting cycle	Annual												
New indicator	No (amended)												
Desired performance	All qualifying public schools with Grade R to have access to workbooks in the correct language.												
Indicator responsibility	Branch C												

Indicator details	2.1.2 Percentage of Grade R practitioners with (NQF level 6)		
Short definition	<p>Percentage of ECD practitioners with ECD NQF level 6 employed in the public Grade R sites. Out of the total number of ECD practitioners in the public schools.</p> <p>This NQF level 6 includes B ED qualifications.</p>		
Purpose/Importance	To measure the quality provision of the ECD programme in public ordinary Grade R classes by ensuring that the programme at ECD sites is in line with the CAPS and that suitably qualified personnel are teaching.		
Source/Collection of data	PERSAL and SAQA Database for verification		
Method of calculation	Number of ECD practitioners with ECD NQF level 6 divide by total number of ECD practitioners in public Grade R sites multiplied by 100		
Data limitations	PERSAL system may not be updated with other ECD practitioners who upgraded their qualifications.		
Type of indicator	Input		
Calculation type	Cumulative: Appointments of practitioners with NQF 6 may take place throughout the year		
Reporting cycle	Annually		
New indicator	Yes		
Desired performance	All ECD practitioners in public Grade R to be qualified at NQF level 6 or higher.		
Indicator responsibility	Branch T and Branch C		

Indicator details	2.1.3 Grade R practitioners with at least NQF level 4 and 5.
Short definition	Total number of ECD practitioners with NQF level 4 and 5 employed in the public Grade R sites.
Purpose/Importance	To measure the quality provision of the ECD programme in public ordinary Grade R classes by ensuring that the programmes at ECD sites are in line with the CAPS and that and to further measure the need to move to a higher NQF level.
Source/Collection of data	PERSAL ECD Database verified by SAQA
Method of calculation	Number of ECD practitioners with at least ECD NQF level 4 employed at the public Grade R sites.
Data limitations	PERSAL system may not be updated with other ECD practitioners who upgraded their qualifications.
Type of indicator	Input
Calculation type	Cumulative : Appointments of practitioners with NQF 6 may take place throughout the year
Reporting cycle	Annually
New indicator	Yes
Desired performance	All ECD practitioners in public Grade R to be qualified at a minimum NQF level 4.
Indicator responsibility	Branch C (ECD Directorate)

Indicator details	2.2.1 Percentage of public schools with Home Language workbooks for learners in Grades 1–6.										
Short definition	Percentage of public schools provided with Grades 1–6 Home Language workbooks. . Grade 1-6 workbooks are produced and delivered are as follows: <table border="1" data-bbox="526 1030 1516 1154"> <thead> <tr> <th rowspan="2">Item</th> <th rowspan="2">Description</th> <th colspan="2">Delivery Plan</th> </tr> <tr> <th>Volume 1</th> <th>Volume 2</th> </tr> </thead> <tbody> <tr> <td>Grades 1 to 6</td> <td>Home language</td> <td>Oct -Nov 2015</td> <td>Jan - Feb 2016</td> </tr> </tbody> </table>	Item	Description	Delivery Plan		Volume 1	Volume 2	Grades 1 to 6	Home language	Oct -Nov 2015	Jan - Feb 2016
Item	Description			Delivery Plan							
		Volume 1	Volume 2								
Grades 1 to 6	Home language	Oct -Nov 2015	Jan - Feb 2016								
Purpose/Importance	This measure shows delivery of workbooks for grade 1- 6.										
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.										
Method of calculation	Total number of schools provided with workbooks divided by total number of all public schools multiplied by 100.										
Data limitations	None										
Type of indicator	Output										
Calculation type	Non-cumulative: based on the time specified under short definition										
Reporting cycle	Annual										
New indicator	No (amended)										
Desired performance	All public schools with Grades 1-6 to have access to workbooks in the correct language.										
Indicator responsibility	Branch C										

Indicator details	2.2.2 Percentage of public schools with Mathematics workbooks for learners in Grades 1–9.			
Short definition	Percentage of public schools provided with Grades 1–9 Mathematics workbooks. . Grade 1-9 workbooks are produced and delivered are as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 9	Mathematics	Oct -Nov 2015	Jan - Feb 2016
Purpose/Importance	This measure shows delivery of workbooks for grade 1- 9.			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	Total number of schools provided with workbooks divided by total number of all public schools multiplied by 100.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annual			
New indicator	No (amended)			
Desired performance	All public schools with Grades 1–9 to have access to workbooks.			
Indicator responsibility	Branch C			

Indicator details	2.3.1 Number of learners completing the Kha Ri Gude programme.			
Short definition	Total number of learners completing the Kha Ri Gude literacy programme. By completed we refer to learners who have completed skills of basic writing, reading and perform simple basic mathematics which are assessed continually which form Learner Assessment Portfolio (LAP).			
Purpose/Importance	To measure the annual <u>completion</u> rate of learners in the Kha Ri Gude programme.			
Source/Collection of data	Kha Ri Gude programme assessment forms and Learner Assessment Portfolio registers.			
Method of calculation	Count			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: Data reported once a year			
Reporting cycle	Annually			
New indicator	No			
Desired performance	High number of enrolled learners completing the Kha Ri Gude programme.			
Indicator responsibility	Branch C (Kha Ri Gude Literacy Programme Manager)			

Indicator details	2.3.2 Percentage of learners who obtain a National Senior Certificate.
Short definition	Number of Grade 12 candidates who achieved the National Senior Certificate expressed as a percentage of all National Senior Certificate candidates who wrote NSC examinations.
Purpose/Importance	To measure the number of candidates exiting the schooling system with a NSC certificate that allows them to enrol in colleges and higher education institutions or to enter the labour market.
Source/Collection of data	NSC database
Method of calculation	The number of Grade 12 candidates who achieved a National Senior Certificate in the NSC examinations divided by the number of Grade 12 candidates who wrote the NSC examinations multiplied by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: Data reported once a year
Reporting cycle	Annually
New indicator	No
Desired performance	At least 82% of candidates receive the NSC certificate.
Indicator responsibility	Branch P

Indicator details	2.4.1 Number of teachers trained in multi-grade teaching.
Short definition	Number of teachers trained in multi-grade teaching. This includes training multi-grade teachers on how to handle multi-grade classes. A multi-grade class is one in which learners in more than one grade are taught in the same classroom at the same time by one teacher.
Purpose/Importance	To equip teachers with skills in order to deal with multi-grade classes.
Source/Collection of data	Attendance registers from training in multi-grade teaching.
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Add up all outputs at the end of the year.
Reporting cycle	Annually
New indicator	No
Desired performance	A high number of teachers to be trained in multi-grade teaching.
Indicator responsibility	Branch C

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

Indicator details	3.1.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.
Short definition	Number of Funza Lushaka bursaries awarded to first, second, third and fourth-year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualification in higher education institutions. The following are examples of qualifications awarded: (B.Ed or a Bachelor's degree in B Com, B Sc, B Tech, Soc Sc followed by a PGCE)
Purpose/Importance	To measure the number of beneficiaries of Funza Lushaka Bursary programme.
Source/Collection of data	Database of beneficiaries of Funza Lushaka Programme from Initial Teacher Education Directorate.
Method of calculation	Counting the number of Funza Lushaka bursaries awarded to first, second, third and fourth year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualification in higher education institutions. The following are examples of qualifications awarded: (B.Ed or a Bachelor's degree in B Com, B Sc, B Tech, Soc Sc followed by a PGCE)
Data limitations	As a result of fees changes in institutions, the number of students awarded bursary may not be exact number enrolled.
Type of indicator	Output
Calculation type	Non-cumulative : registration happens once a year
Reporting cycle	Annually. Awarding of bursaries and registration happens once a year.
New indicator	No
Desired performance	To utilise the bursary to train more graduates in the education profession.
Indicator responsibility	Branch T

Indicator details	3.1.2 Percentage of Funza Lushaka bursary beneficiaries placed within six months of their graduation.
Short definition	Percentage of Funza Lushaka graduates who are eligible and available for placement placed within six months of graduating.
Purpose/Importance	This measure focuses on addressing the filling of vacancies to ensure that every class has a suitably qualified teacher and to ensure that there is value for money spent in the bursary scheme.
Source/Collection of data	Appointments on PERSAL.
Method of calculation	Number of graduates placed as a percentage of all graduates eligible and available for placement. Number placed/total number available for placement multiplied by 100 = percentage placed.
Data limitations	None: PERSAL data has a 1 month lag.
Type of indicator	Output
Calculation type	Cumulative: Appointments happen at different times in the year.
Reporting cycle	Annual in line with the school calendar year.
New indicator	Yes
Desired performance	All graduates to be placed within six months of completion of the programme.
Indicator responsibility	Branch T

Indicator details	3.1.3 Number of qualified teachers aged 30 and below, entering the public service as teachers.
Short definition	The total number of educators aged 30 and below possessing a minimum qualification level of REQV 13 who were appointed in posts during the financial year. The type of appointments made includes: <ul style="list-style-type: none"> • Permanent appointment: • Temporary Appointment: occupying a vacant position usually for a year or two. • Relieve Appointment occupying a post of a permanent teacher who is temporarily not at school due to conditions such as ill health, maternity leave, suspension etc. • Part time: permanently appointed but only work for a limited number of hours
Purpose/Importance	This measure focuses on addressing the filling of vacancies to ensure that every class has a suitably qualified teacher and to ensure that young graduates are given opportunities to enter the teaching profession.
Source/Collection of data	Appointments on PERSAL.
Method of calculation	Count
Data limitations	Data is not always readily available at the time of reporting (up to one month time lag) thus affecting quarterly reporting.
Type of indicator	Output
Calculation type	Cumulative: Appointments of teachers are done throughout the year.
Reporting cycle	Annual
New indicator	Amended
Desired performance	Increased number of teachers aged 30 and below entering the teaching profession.
Indicator responsibility	Branch T

Indicator details	3.1.4 Percentage of principals appointed based on competency assessment processes.
Short definition	The percentage of principals appointed after undergoing competency assessment. Principals are interviewed then taken through a competency assessment.
Purpose/Importance	The measure focuses on ensuring that only competent managers are appointed as principals of schools.
Source/Collection of data	Appointments on PERSAL and provincial reports. Provincial lists of principals from provinces who underwent competency assessment.
Method of calculation	The total number of principals appointed after competency assessment divided by the total number of appointed principals multiplied by hundred to get a percentage (proportion) $\frac{\text{Total number of principals appointed who have taken}}{\text{Total number of principals appointed}} \times 100$
Data limitations	Unavailability of data at the time of reporting. For confidentiality purposes competency reports may not be accessible.
Calculation type	Cumulative: Appointments are done throughout the year.
Reporting cycle	Annual
New indicator	New
Desired performance	All principals appointed on the bases of competency.
Indicator responsibility	Branch T

Indicator details	3.2.1 Number of teachers who have written the Self-Diagnostic Assessments for English First Additional Language (EFAL) and Mathematics.
Short definition	The number of English First Additional Language and Mathematics teachers that have written the diagnostic tests developed to test content knowledge of teachers.
Purpose/Importance	To identify teachers' content gaps in the subjects they teach with the intention of developing focused development programmes.
Source/Collection of data	Database of all EFAL and Mathematics teachers that have participated in the diagnostic tests.
Method of calculation	Count
Data limitations	none
Type of indicator	Output
Calculation type	Cumulative: Testing cannot be done in one sitting
Reporting cycle	Annually
New indicator	Yes
Desired performance	All EFAL and Mathematics teachers participate in the Self-Diagnostic Assessments.
Indicator responsibility	Branch T

Indicator details	3.3.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools).
Short definition	<p>Number of schools where school governing bodies meet minimum criteria in terms of effectiveness expressed as a percentage of total number of schools. The following must be in place for the SGB to meet the minimum criteria for effectiveness:</p> <ul style="list-style-type: none"> • Members must include: (a) educators, (b) non-teaching staff, (c) parents, and (d) learners (only if the school is a secondary school) and (e) the number of parent members must be greater than the sum of the other members. The ideal mix depends on ratios – the parent contingent should always exceed the teacher contingent by 1 to ensure parent majority and public participation in school improvement. • Minutes: minutes of SGB meetings must be recorded. • Function: the SGB must have (a) developed a mission statement for the school, (b) adopted a code of conduct for learners, (c) determined the school's admission policy, (d) adopted a constitution for the SGB and (e) have audited financial statements for the previous year. <p>Frequency of meetings: at least one meeting a term. By implication, the SGB must have met three or more times by the time the data for this project is collected.</p>
Purpose/Importance	To measure the effectiveness of SGBs in schools.
Source/Collection of data	DBE Sample survey. The random samples (of schools, learners and educators) would be designed in such a way that the findings would be representative of the total population.
Method of calculation	The number of schools where the School Governing Body meets minimum criteria in terms of effectiveness expressed as a percentage of the total number of schools sampled.
Data limitations	Availability of data
Type of indicator	Output
Calculation type	Non-cumulative: Results of survey produced once a year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	All schools to have effective SGBs.
Indicator responsibility	Branch T

Indicator details	3.3.2 Number of public schools supported by external moderators to monitor the utilisation of findings of school profiles to improve learner performance.
Short definition	Number of schools supported by external moderators using the findings of school profiles to offer targeted support. By external moderator we refer to DBE assigned moderators supporting schools in the different provinces
Purpose/Importance	To offer targeted support to areas identified in schools profiles.
Source/Collection of data	<ul style="list-style-type: none"> • Reports from external moderators. • Lists of schools supported that is verified and signed off by the district director..
Method of calculation	Number of schools supported annually.
Data limitations	Inconsistencies in records available in schools.
Type of indicator	Output
Calculation type	Cumulative: Monitoring is an ongoing exercise. Adding up all outputs at the end of the year.
Reporting cycle	Annually
New indicator	Yes.
Desired performance	Schools are supported based on the findings in the school profiles. To have school profiles that reflect improved learner performance.
Indicator responsibility	Branch D

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

Indicator details	4.1.1 Reliable and valid learner results on performance in the ANA.
Short definition	Collecting learner performance data in the ANA examinations that is accurate and reliable to assist in identifying areas for improvement of learning and performance in Mathematics and Languages in Grades 1–6 and 9.
Purpose/Importance	To support the improvement of the quality of learning and teaching.
Source/Collection of data	National report on ANA learner performance – data is collected through PEDs and database is hosted by SITA.
Method of calculation	Approved Annual National Assessments (ANA database) of learner performance (ANA Database hosted by SITA mainframe).
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: ANA results released once a year.
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible ANA database.
Indicator responsibility	Branch P

Indicator details	4.1.2 Reliable and valid data on learner performance in the National Senior Certificate (Grade 12) provided.
Short definition	Collecting learner performance data in the NSC examinations that is accurate and reliable to assist in identifying areas for improvement of teaching and learning.
Purpose/Importance	To support the improvement of the quality of teaching and learning.
Source/Collection of data	Approved National NSC report on learner performance (database hosted by SITA mainframe).
Method of calculation	Learner performance database and records submitted to the Department (exams database hosted by SITA mainframe).
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: NSC results released once a year.
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible NSC database.
Indicator responsibility	Branch P

Indicator details	4.2.1 Number of schools provided with sanitation facilities.
Short definition	Number of public ordinary schools that are provided with different types of sanitation facilities based on assessment of the location of the school. This would determine the type of sanitation provided. The types of sanitation that are provided are: <ul style="list-style-type: none"> • Water borne sanitation • Septic or Conservancy Tank system • Ventilated Improved Pit Latrine • Composting Toilets • Small Bore Sewere Reticulation
Purpose/Importance	To measure the number of schools that meet the basic sanitation standards.
Source/Collection of data	NIEMS
Method of calculation	Count.
Data limitations	Vandalism and natural disasters may lead to more schools that do not meet minimum sanitation standards.
Type of indicator	Output
Calculation type	Cumulative: Projects are completed at different times in the year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	All schools to comply with nationally determined minimum sanitation standards.
Indicator responsibility	Branch P

Indicator details	4.2.2 Number of schools provided with water.
Short definition	Number of public ordinary schools provided with water.
Purpose/Importance	To measure the number of schools where teachers and learners have access to water.
Source/Collection of data	NIEMS
Method of calculation	Count.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Projects are completed at different times in the year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	All schools to be provided with water.
Indicator responsibility	Branch P

Indicator details	4.2.3 Number of schools provided with electricity.
Short definition	Number of public ordinary schools that have electricity.
Purpose/Importance	To measure the number of schools that has electricity.
Source/Collection of data	NIEMS Data
Method of calculation	Count.
Data limitations	Data from Department of Energy
Type of indicator	Output
Calculation type	Cumulative: Projects are completed at different times in the year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	All schools to have access to electricity.
Indicator responsibility	Branch P

Indicator details	4.3.1 Percentage of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system
Short definition	The South African Schools Administration and Management System (SA-SAMS) was introduced to assist schools in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system could include third party or other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. Public Schools: Refers to ordinary and special schools. It excludes independent schools.
Purpose/Importance	Education information utilised for administrative requirements, education planning, reporting, accounting and monitoring plus evaluation.
Source/Collection of data	EMIS database
Method of calculation	Uploads of LURITS information records per province.
Data limitations	Receiving information from PED late. Accuracy of completion of field on the database from schools
Type of indicator	Output
Calculation type	Non-cumulative: Same number of schools is expected to upload data on LURITS every quarter.
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All schools to report on data utilising the SA-SAMS system (collection of data, analysis and reporting) and other electronic administrative systems to upload data onto LURITS.
Indicator responsibility	Branch P

Indicator details	4.4.1 Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme.
Short definition	Design, implement and manage a mentoring programme for district and circuit managers in districts that achieved less than 65% in the NSC results. Identified officials from underperforming districts are taken through a mentoring programme, where they are assigned a mentor to support them.
Purpose/Importance	To support officials in the targeted districts to improve learner performance.
Source/Collection of data	Reports from the mentors. Records of mentoring sessions where mentee signs for attending session. This may be one on one session, or group session in form of workshops, seminar and other forms of contact sessions.
Method of calculation	Count of district officials mentored.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: Same number of officials are mentored every quarter.
Reporting cycle	Annually
New indicator	No
Desired performance	Support districts to improve average learner performance in the NSC above the national average.
Indicator responsibility	Branch DCMS

Indicator details	4.4.2 Percentage of principals rating the support of district offices as satisfactory in a sample survey.
Short definition	Number of school principals rating the support services of districts as being satisfactory expressed as a percentage of the total number of school principals. A survey will be conducted for principals to rate districts' support to schools.
Purpose/Importance	To measure the effectiveness of support provided to public ordinary schools by districts.
Source/Collection of data	<ul style="list-style-type: none"> • DBE Sample survey. The random sample (of schools, learners and educators) would be designed in such a way that the findings would be representative of the total population. • Database of school principals participating in the survey.
Method of calculation	Number of school principals expressing satisfaction divided by the total number of principals participating in the survey multiplied by 100.
Data limitations	The rating of satisfaction depends on individual's perceptions.
Type of indicator	Output
Calculation type	Non-cumulative: The results of the survey are reported once a year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	All public schools to receive ongoing support from district offices to support teaching and learning activities.
Indicator responsibility	Branch DCMS

Indicator details	4.4.3 Percentage of district managers assessed against developed criteria.
Short definition	Development and implementation of criteria to assess skills and competencies of district directors in response to the key sector priorities. High competency level on district managers is critical for the proper management of districts so as to improve accountability at district level.
Purpose/Importance	To develop criteria to assess and establish a baseline on the competency of district directors for support and capacity building.
Source/Collection of data	<ul style="list-style-type: none"> • Provincial Monitoring and Competency Assessment reports. • Database of participating District Managers (DM).
Method of calculation	The number of District Managers participating divided by the total number of District Managers multiplied by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: combine results of assessment done at different times of the year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	Baseline of district directors' competencies established; and, support and capacity building provided on the basis of the competency assessment outcomes.
Indicator responsibility	Branch DCMS

PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

Indicator details	5.1.1 Number of learners, educators and officials participating in DBE-organised activities on social cohesion, citizenship, rights and responsibilities, and constitutional values.
Short definition	Total number of learners, educators and officials who participate in the citizenship, rights and responsibilities, and constitutional values activities coordinated in collaboration with DBE and other Social Cohesion activities undertaken.
Purpose/Importance	These activities are done to entrench social values, promote knowledge and understanding of rights and responsibilities, constitutional values and to promote patriotism.
Source/Collection of data	Participation Registers
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: The output will be accumulation of all activities held throughout the year.
Reporting cycle	Annual
New indicator	No
Desired performance	All learners, educators and officials in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
Indicator responsibility	Branch S

Indicator details	5.1.2 Number of schools that provide learners with nutritious meals.
Short definition	Total number of public ordinary schools and identified special schools receiving nutritious meals through the government feeding programme. By identified special schools, it refers to schools for disabled learners identified by provinces for the NSNP programme. There are also public ordinary schools that are not classified as Quintile 1-3 that have been identified in serious need of NSNP.
Purpose/Importance	To measure the coverage of the National School Nutrition Programme in schools.
Source/Collection of data	<ul style="list-style-type: none"> Approved NSNP provincial coordinators' reports to the Directorate. Approved lists of schools offering NSNP. Database of all schools participating in the nutrition programme.
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: The same number of schools are expected to participate quarterly
Reporting cycle	Quarterly
New indicator	No
Desired performance	All learners in quintiles 1 to 3 schools and identified special schools benefit from the NSNP.
Indicator responsibility	Branch S (National School Nutrition Programme Directorate)



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