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# Department of Education

## <name of province>

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### Annual Performance Plan

#### <three-year MTEF period e.g. '2006/07 to 2008/09'>



<provincial government emblem>

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<publication date e.g. '31 March 2006'>

## **FOREWORD BY MEC**

MEC for Education

<name of province>

## **FOREWORD BY ACCOUNTING OFFICER**

Head of Department for Education

<name of province>

## ABOUT THIS DOCUMENT

The *Annual Performance Plan* of the Provincial Department of Education explains the plans for education of the Provincial Government for the coming three years, with a special focus on what will happen during the financial year starting in April 20?? and ending in March of 20??. This document also provides much information about the current situation in education: what the major challenges are, what government programmes are expanding, and so on.

There are three main parts to this document.

**Part A** is aimed at the public in general. It explains what the national **strategic goals** and **strategic objectives** are, and how they are supported by the strategies and plans of the province. Successes and challenges in the province are also described. Finally, Part A explains the way forward for pre-school services, schools, FET colleges and adult education. The aim is to provide information that is relevant and understandable to the public in general. Detailed information on programmes and budgets does not appear in Part A.

**Part B** is aimed at a more specialised audience, and provides more details about the services of the Provincial Department of Education, and the social and economic challenges. Key elements used to organise the information in Part B are:

- **Provincial budget programmes.** There are eight such programmes. These constitute the sub-sections of Part B.
- **Strategic objectives.** These were introduced in Part A, but in Part B they are linked to individual budget programmes. There are <number of SOs> strategic objectives in total, and they indicate the strategic direction for the various budget programmes.
- **Measurable objectives.** These are more specific than the strategic objectives, and are mostly linked to specific programmes.
- **Performance measures.** These fall under the measurable objectives, and are specific statistics that Government regards as important, for example percentage of school-age children and youths enrolled in the system.
- **Performance targets.** Each performance measure has three performance targets, one for each of the next three years. These targets, which receive much attention in the analysis and plans provided in this document, indicate how Government intends improving service delivery in the coming years.

The strategic objectives, measurable objectives and performance measures are standardised for the country, in other words they are the same in each province (it is possible, however, for provincial strategic objectives and performance measures to exist alongside the national ones). Performance targets will often differ from province to province, depending on the specific circumstances of the province.

**Part C** is aimed mainly planners and analysts within Government. It tends to be very technical, and there is no prescribed format for Part C. Whilst Part C is available to the public, to reduce costs Government will often provide versions of this document for public consumption that include only Parts A and B.

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## GLOSSARY OF TERMS

The definitions attached to particular terms *in this document* are provided below. These definitions may differ slightly from definitions employed in other Government planning contexts, for instance that of the Provincial Governments in general or that of another sector at the national level, e.g. health.

Measurable objective (MO)	Measurable objectives are objectives where attainment can be relatively easily measured. Their focus is largely on fairly universal measures of access, adequacy, equity, efficiency, output and quality. They complement the strategic objectives. Most measurable objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.
Performance measure (PM)	Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic.
Performance target (PT)	A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.
Strategic goal (SG)	Strategic goals are goals that determine the overall medium to long-term direction of the pre-tertiary education system. They reside at the top of the hierarchy of planning elements.
Strategic objective (SO)	Strategic objectives are one level below the strategic goals. Their focus is more specific than that of the strategic goals. Most strategic objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.

## ACRONYMS

NGO	Non-government organisation
PED	Provincial Department of Education
DoE	Department of Education
MTEF	Medium term expenditure framework
APP	Annual Performance Plan
PFMA	Public Finance Management Act
EFA	Education for All

# PART A: OVERVIEW AND STRATEGIC PLAN UPDATE

## BACKGROUND (FROM THE MANUAL)

**Part A: Overview and strategic plan update.** This part of the APP must explain the challenges facing the PED in terms of social and demographic pressures, education and other policies, and the strategies laid down in the *Five-year Strategic and Performance Plan*. It should also explain successes that have been achieved by the PED in meeting these challenges. Strategies for going forward, as they appear in the *Five-year Strategic and Performance Plan*, and as subsequently amended, should be explained. New amendments to the strategies of the *Five-year Strategic and Performance Plan* may have to be established. Part A should be aimed at the electorate in general, so complexities, lengthy explanations and inaccessible technical language should be avoided. Moreover, the PED should use Part A to underline how cooperation with and action by communities, parents, unions and other stakeholders are indispensable for the achievement of government's strategic goals. Much of Part A will not change from year to year, due to the nature of the information.

## A.1 Strategic goals and objectives

### REQUIREMENTS FOR THIS SECTION

Outline the strategic goals and objectives of the province, and how these support national goals.

## A.2 The challenges facing the education sector

### REQUIREMENTS FOR THIS SECTION

The recommended length for this section is 3 pages. Given the nature and audience of Part A, the language and approach should be relatively simple. Statistics *must* be referred to, but in such a way that the summary nature of Part A is not violated. Tables with statistics are *not* recommended for this section or any of Part A, unless this significantly enhances the argument whilst maintaining readability. It is recommended that key statistics be incorporated into the narrative rather. Statistics that would typically be referred in this section are proportion of learners who are not in school, average income of households, percentage of adults who are unemployed, average years of schooling of adults of a particular age range. In other words, statistics that have meaning to citizens in general should be emphasised. This section should focus on the challenges at three levels:

#### The socio-economic challenges

This discussion must obviously be linkable to education. Unemployment, job creation, adult literacy, youth participation in the life of the province, and child health and nutrition are areas clearly requiring some focus.

#### The national/provincial policy challenges



There should be a discussion of both the ‘basic’ policy pressures, e.g. the imperative to provide schooling for all, and the newer policy pressures, e.g. those relating to Grade R and FET colleges. The focus should be on the ‘front-end’ parts of the policies that really have meaning to e.g. parents, rather than on the parts of the policies that are more ‘backroom-oriented’, e.g. those parts referring to improved institutional capacity in government. Policy pressures relating to school fees, fee exemptions, admission to schools/colleges/Grade R, ensuring that there is teacher in front of every class, quality of teaching and learning (perhaps supported by references to recent pre-Matric assessment results), school lunches, provision of textbooks, adequate funding of schools in general, parent participation in school-level planning and budgeting, new assessment systems in schools, and special needs education are issues that should receive attention. *The issues of access to schools (and school attendance) and the quality of learning and teaching are two issues that must receive considerable attention.* References should be to policies as a whole, e.g. the Constitution, the South African Schools Act, the Post Provisioning Norms, rather than to individual sections or paragraphs of those policies (unless this seems particularly relevant).

#### The organisational challenges

Here the discussion need not be in-depth (that can be left for Part B). But it is important to provide some explanation of the internal challenges of the PED in terms of issues such as recruitment, internal capacity building, information systems, boundaries of regions/districts, and the structure of the administration.

### **A.3 Achievements to date**

#### **REQUIREMENTS FOR THIS SECTION**

The recommended length of this section is 2 to 4 pages. This section would follow strongly from the previous section, which outlined the challenges. Successes over the longer term and the medium term should be explained. Both external service delivery successes and internal organisational successes can be mentioned, *but the emphasis must be on the service delivery successes.* Issues that seem to fit here are: roll-out of the new curriculum, in-service training of teachers, training of SGBs, improvements to the Senior Certificate results, improvements as measured by other assessment mechanisms.

### **A.4 The way forward**

#### **REQUIREMENTS FOR THIS SECTION**

The recommended length of this section is 4 to 6 pages. The focus here is on both the way forward during the coming three-year MTEF period, and the way forward beyond. It is important not to use too much planning jargon – even the use of “MTEF” should be avoided or kept to a minimum (rather say e.g. “this will be implemented from the beginning of the 2008 school year”). The division here is into four institutional types, rather than provincial budget programmes. This is partly to provide a framework that is more meaningful to the public at large –parents must send their children to school, and whether they end up utilising public ordinary, independent or special schools, it is still a single responsibility that parents have, so it makes sense

to present “schools” as one planning issue. Adopting this unified approach to schools also forces us planners to look at the complementarity of programmes 2, 3, 4 and 7. Importantly, Grade R in schools should be dealt with under the “schools” section. Any service below Grade R offered in schools, or any ECD service (including Grade R) offered outside schools, would be dealt with under ‘pre-school services’.

In each of the following sub-sections, the recommended approach is to move from the short to medium to long term. Policy changes should be described, and the timing of new implementation patterns resulting from these changes. It should be made clear how adequate levels and types of resources are expected to become available for the shifts described. It is recommended that references to total budgets should not be made here, but that instead references should be made to per capita expenditure figures (which are more meaningful to the public). In other words, the following type of explanation should be used: “During 2007, enough funds will be available to fund each enrolled Grade R learner at a level of around R2,400” or “Sufficient funds will be available for the province to create 23,000 new places in Grade R, or 18% more places than is currently the case, assuming a per learner level of funding of R2,400.”.

#### **A.4.1 Pre-school services**

Programme 7 services other than Grade R in schools would be dealt with here.

#### **A.4.2 Schools**

Programmes 2, 3, 4 and 7 (Grade R in schools only) services are covered here.

#### **A.4.3 FET colleges**

Programme 5 services are covered here.

#### **A.4.4 Adult education and training**

Programme 6 services are covered here.

## PART B: SECTOR, PROGRAMME AND SUB-PROGRAMME PLANS

### BACKGROUND (FROM THE MANUAL)

**Part B: Sector, programme and sub-programme plans.** This part of the APP must explain in broad terms how the PED budget as a whole, and the individual programme and sub-programme budgets in the coming financial year, and the remaining two years of the new MTEF, will be used to pursue measurable objectives relating to the sector, the programmes, and the sub-programmes. Part B is aimed largely at a more specialist audience, so it is important that key data relating to inputs, e.g. personnel, infrastructure and learners/students, be presented in a set of core statistical tables. Moreover, data relating to the core performance measures, including past actuals and future performance targets, must be included in Part B. Key education planning topics, both universal and South Africa-specific ones, should be discussed, wherever possible with reference to credible data.

Part B of this Annual Performance Plan provides plans and targets for the MTEF cycle of <the span of the MTEF in years> for the provincial education sector as a whole, and in terms of individual budget programmes and sub-programmes. In doing this, the document also provides a considerable amount of analysis of past trends and challenges, which inform the plans and targets laid out here.

Section B.0 deals with the provincial education sector as a whole. Sections B.1 to B8 deal with the eight standard budget programmes into which provincial education services are classified. Throughout, a number of statistical tables and performance measures are used in order to structure the analysis and the plans. The following should be noted:

- There are altogether 19 **core statistical tables**. These are tables that cover both financial and non-financial data, and that are standardised for all nine provinces. In addition, there are <number of provincial tables> province-specific statistical tables that have been introduced by the <name of PED> in order to deal with issues of special importance to provincial planners. The numbering for the core statistical tables begins with 'ST', and that of the province-specific statistical tables begins with 'PST'.
- There are altogether 39 **performance measures**. These are indicators with one value for each year, where the values indicate how well service delivery has advanced in past years, or how well service delivery is expected to progress in coming years, in accordance with the objectives of Government. As with the statistical tables, there is a distinction between core and province-specific performance measures. The core performance measures are determined nationally, and begin with the letter 'PM', whilst the province-specific performance measures are added by the province, and begin with the letter 'PPM'.

### B.0 The provincial education sector

The following are the measurable objectives (\*) relating to programme provincial education sector, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Access</i>	* To ensure that the population of compulsory school-going age in the province attends schools. * To make education progressively available to youth and adults above compulsory school-going age.	►PM001: Percentage of children of compulsory school going age that attend schools ►PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions
<i>Equity</i>	* To ensure that overall the poor are favoured in the public resourcing of education.	►PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners
<i>Efficiency</i>	* To reach a point where educational outcomes are maximised in terms of access and quality given the available education budgets.	►PM004: Years input per FETC graduate
<i>Output</i>	* To ensure that the output of graduates from the education system is in line with economic and social needs.	►PM005: Average highest school grade attained by adults in the population
<i>Quality</i>	* To build a society that is literate.	►PM006: Adult literacy rate

*Treasury places considerable emphasis on the ABX analysis technique for assessing expenditure optimality. To date, no PED has succeeded in using this technique. We should investigate why this is so, the degree to which ABX is applicable to the education sector, what alternative budget analysis models exist, and what capacity building is required for more formal approaches to the analysis. We should also ask ourselves where in the APP this kind of analysis is most appropriately situated.*

*The requirements as they currently stand do not place enough emphasis on the specificities of capital expenditure. Treasury's requirements are strong on this side. Capex analysis/planning requirements will have to be beefed up.*

## **REQUIREMENTS FOR THIS SECTION**

This section should deal with the provincial education sector as a whole. Care should be taken to avoid too much overlap between this section and the sections that follow, which deal with each of the eight education programmes. The recommendation is that this section (and in fact the other programme-specific sections) move from a description of the national and provincial policies that underpin service delivery, to a

discussion of the performance measures that are used, to an analysis of the recent trends, to a discussion of the key problems/challenges and possible solutions, and finally to the strategic way forward.

What follows is a set of questions following suggested headings. It is suggested that whatever headings be used, be Normal with a bold formatting, and not actual Heading styles (this is to avoid having too many headings in the table of contents).

It is important that the work undertaken in the preparation of this section, and the document as a whole, be regarded as developmental. Getting certain key things right (e.g. analyses of particular burning issues) should be regarded as better than doing a bit of everything superficially. A sound analysis methodology and framework, once established, can be re-used year after year. So effort invested wisely will yield future benefits. It is not a requirement that every question appearing below be tackled. But it is a requirement that the analysis be sufficiently solid to form a basis for a balanced assessment of the service delivery situation, and for charting a way forward. There are many examples of policy-oriented analyses of education systems on the Internet which can be useful as guidance. Some links are provided in the Manual.

It is strongly recommended that the statistical tables for this section be completed before the analysis is written up. Take note of the requirements for the numbering of core statistical tables, and for additional statistical tables inserted by PEDs (details in Manual). Tables inserted by provinces should be numbered as in the following example: PST051.

- ***Specified policies, priorities and strategic objectives***

- What priorities are implied by the following: The Constitution, NEPA, Government's Programme of Action, EFA, Millenium Development Goals?

- ***Progress analysis***

- What are the expenditure trends? Is more or less being spent on education in the province? What is the real (inflation-adjusted) trend? What is the real expenditure trend per learner (or over population)?
- What has been happening to the personnel versus non-personnel mix in the budget? What about the current versus capital mix? (Refer to the 80:20 split in the Norms and Standards.)
- What is happening to the split between programmes? Are certain programmes growing faster at the cost of other programmes? Is this desirable and in accordance with policy?
- What has happened to personnel unit costs in the last few years? How have agreements with employee organisations affected cost of each employee? What are the general mortality and morbidity trends? Is the workforce becoming more representative? (Essentially, global employment issues that would not differ greatly from one programme to the next should be dealt with here. More programme-specific issues should be dealt with in the other sections.)
- How successful has the province been at ensuring that all children receive a basic education, and that access to FET is progressively improved? (Refer to the PMs dealing with enrolment rates, and level of education amongst adults.)

- How pro-poor is the provincial education funding system? (Refer to PM dealing with equity in expenditure.)
- How efficiently is the PED rendering education services? (Refer to PM dealing with years input per FET graduate.)
- ***Analysis of constraints and measures planned to overcome them***
  - How accessible is information about education services, rights and duties in the province? What plans are there to make information more available to e.g. parents?
  - What do demographic projections suggest are new service delivery challenges?
  - What opportunities are offered by better alignment between different government departments, in particular Social Development, Housing, Health and Local Government?

<b>ST001</b>	<b>PROVINCIAL EDUCATION SECTOR – Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>REVENUE (thousand rands)</b>						
Voted by legislature						
Conditional grants						
Donor funding						
Other						
<b>TOTAL</b>						
<b>PAYMENTS BY PROGRAMME (thousand rands)</b>						
1 Administration						
2 Public ordinary school education (see further split below)						
3 Independent school subsidies						
4 Public special school education						
5 Further education and training						
6 Adult Basic Education and Training						
7 Early Childhood Development						
8 Auxiliary and associated services						
<b>TOTAL</b>						
<b>PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION</b>						
2.1 Public primary schools						
2.2 Public secondary schools						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed)						
Number of Non-educators (publicly employed)						

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)					
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>ENROLMENT AT COMPULSORY LEVEL</b>						
Learners aged 7 to 14 in public ordinary schools						
Learners aged 7 to 14 in public special schools						
Learners aged 7 to 14 in independent schools						
<b>TOTAL</b>						
<b>ENROLMENT AT POST-COMPULSORY LEVEL</b>						
Learners aged 15 to 17 in public ordinary schools						
Learners aged 15 to 17 in public special schools						
Learners aged 15 to 17 in independent schools						
Students aged 15 to 17 in FET colleges						
<b>TOTAL</b>						
<b>POPULATION</b>						
Population aged 7 to 14						
Population aged 15 to 17						
<b>► PERFORMANCE MEASURES</b>						
► PM001: Percentage of children of compulsory school going age that attends schools						
► PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions						
► PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners						
► PM004: Years input per FETC graduate						
► PM005: Average highest school grade attained by adults in the population						
► PM006: Adult literacy rate						
<p><b>Note:</b> All the performance measures, except for PM003 and PM004, are based on household survey data. <b>Sources:</b> Provincial Budget Statement (2006) [2005/06 financial figures are revised estimates]; Persal [2005 and 2006 employee figures refer to July and February respectively]; EMIS [2006 enrolment figures are non-final estimates]; Population figures provided by DoE. The publicly employed staff figures in this table and all other key trends tables reflect a count of unique employees on Persal, regardless of employment status (e.g. regardless of whether permanent or temporary) at one point in the year. For this table, figures reflect the situation in &lt;month and year&gt;.</p> <p><b>Note:</b> The percentages for PM001 and PM002 are obtained from the General Household Survey and may differ slightly from enrolment over population reflected elsewhere.</p>						



ST002	PROVINCIAL EDUCATION SECTOR – Age-specific enrolment rates (20??)						
	2.1 Public primary schools	2.2 Public secondary schools	3 Independent schools	4 Special schools	5 FET colleges (headcount)	Population	Age- specific enrolment rate
< Age 6							
Age 6							
Age 7							
Age 8							
Age 9							
Age 10							
Age 11							
Age 12							
Age 13							
Age 14							
Age 15							
Age 16							
Age 17							
Age 18							
> Age 18							
<b>TOTAL (age 6 to 18)</b>							

ST003	PROVINCIAL EDUCATION SECTOR - Resourcing effected via the Post Provisioning Norms (20??)				
<i>Programmes/Purpose of posts</i>	<i>Posts PL1</i>	<i>Posts PL2</i>	<i>Posts PL3</i>	<i>Posts PL4</i>	<i>Total</i>
Posts top-sliced before model is run					
<b>Posts distributed by model</b>					
2. Public ordinary school education					
2.1 Public primary schools					
Posts attached to schools					
Posts not attached to schools					
2.2 Public secondary phase					
Posts attached to schools					
Posts not attached to schools					
4 Public special school education					
<b>TOTAL</b>					
<b>Notes:</b> Posts that are top sliced before the model is run are posts allocated for offices, colleges, ABET and special purposes e.g. poverty redress. The above figures exclude <number of posts> PL5 and PL6					

ST004	PROVINCIAL EDUCATION SECTOR – Investment in staff skills development (20??)							
	Prog 1 Admin	Prog 2 POS	Prog 3 Indep	Prog 4 Spec	Prog 5 FET	Prog 6 ABET	Prog 7 ECD	Total
<b>Expenditure (thousand R)</b>								
Trainees								
Educators								
Curriculum change training								
Other in-service training								
HIV/AIDS training								
Non-educators								
<b>Note:</b> This table reflects all Departmental expenditure on the skills development of Department staff. It includes the cost of Department-employed trainers. The same educator may be counted twice, if for example an educator has been through curriculum and HIV/AIDS training during the year in question. However, the values in the row 'Educators' do <i>not</i> reflect any double counting of educators. See separate explanations in <section ??> of how the statistics in this table were calculated.								

## B.1 Administration

The following are the measurable objectives (\*) relating to programme 1, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	Measurable objectives	Performance measures
Efficiency	* To bring about effective management at all levels of the education system.  * To realise an optimal distribution of financial, physical and human resources across the system.	►PM101: Percentage of schools implementing the School Administration and Management System ►PM102: Percentage of schools that can be contacted electronically by the department ►PM103: Percentage of black women in senior management positions  ►PM104: Percentage of current expenditure going towards non-personnel items

## REQUIREMENTS FOR THIS SECTION

It is assumed that general points made in red in the previous section have been read. Key questions for this programme are:

- **Specified policies, priorities and strategic objectives**
  - What priorities are implied by the following: PFMA, Preferential Procurement Framework Act, Promotion of Access to Information Act, Employment Equity Act, Skills Development Act, Employment of Educators Act?
- **Progress analysis**
  - What are the real and nominal expenditure trends? How does the size of the Administration, relative to total enrolment, compare to that in other provinces?
  - What are the trends with respect to the filling of posts, and staff turnover, within the Administration? How do these trends impact on the Administration's ability to render services?

- What indicators, if any, are there that service levels offered by the Administration are improving? Are there anti-corruption, *batho pele* or other drives that have changed the real or perceived level of service?
- ***Analysis of constraints and measures planned to overcome them***
  - What reprioritisation and management approaches are being taken to achieve an efficient level of personnel expenditure, relative to other current expenditure. (Refer to PM dealing with this split.)
  - How effective is the HR management of the entire PED workforce (educators and non-educators)? To what extent are policies relating to skills development and representativity being complied with? How is HIV/AIDS being dealt with? (The approach suggested here is that the overall system impact of the personnel trends be dealt with in the education sector analysis, that global HR management issues be dealt with here, and that programme-specific issues be dealt with below. Where the various analyses are situated is less important than that the analyses should be credible.)
  - Are there particular financial management issues that require attention? For example, are there accounting anomalies that need fixing? Is there expenditure in particular areas that should not be occurring, e.g. because this expenditure should be transferred to another government department? (Refer to the ST with expenditure broken down by item.)
  - To what extent has the communication and information infrastructure used by the Administration improved in recent years? (Refer to PMs dealing with connectivity and SAMS.)



<b>ST101</b>	<b>ADMINISTRATION - Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
1.1 Office of the MEC						
1.2 Corporate services						
1.3 Education management						
1.4 Human resource development						
1.5 Conditional grants						
1.6 Education Management Information System (EMIS)						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed)						
Number of Non-educators (publicly employed)						
<b>STATISTICS ON ADMINISTRATION SYSTEMS</b>						
Number of schools with SAMS (a)						
Number of schools with e-mail						
<b>► PERFORMANCE MEASURES</b>						
► PM101: Percentage of schools implementing the School Administration and Management System						
► PM102: Percentage of schools that can be contacted electronically by the department						
► PM103: Percentage of black women in senior management positions						
► PM104: Percentage of current expenditure going towards non-personnel items						

<b>ST102</b>	<b>ADMINISTRATION – Expenditure by item (200??)</b>							
	<i>1 Admin</i>	<i>2 POS</i>	<i>3 Indep</i>	<i>4 Spec</i>	<i>5 FET</i>	<i>6 ABET</i>	<i>7 ECD</i>	<i>8 Aux</i>
Current payments								
Compensation of employees								
CS educators								
Salaries and wages								
Social contributions								
Non-educators								
Salaries and wages								
Social contributions								
Goods and services								
Inventory								
Learning support material								
Stationery and printing								
Other								
Consultants, contractors and special services								
Equipment less than R5,000								
Maintenance of buildings								
Operating leases								
Learner transport								
Other goods and services								
Interest and rent on land								
Interest								
Rent on land								
Financial transactions in assets and liabilities								
Unauthorised expenditure								

<b>ST102</b>	<b>ADMINISTRATION – Expenditure by item (200??) (continued)</b>							
	<i>1 Admin</i>	<i>2 POS</i>	<i>3 Indep</i>	<i>4 Spec</i>	<i>5 FET</i>	<i>6 ABET</i>	<i>7 ECD</i>	<i>8 Aux</i>
Transfers and subsidies								
Municipalities								
Public corporations and private entities								
Non-profit institutions								
Section 21 schools								
LTSM								
Utilities								
Maintenance								
Service rendered								
Other educational institutions								
Households								
Payments for capital assets								
Buildings and other fixed structures								
Buildings								
Hostels								
New schools								
Additional classrooms								
Other additions								
Other								
Other fixed structures								
Machinery and equipment								
Transport equipment								
Other machinery and equipment								
Software and other intangible assets								
GRAND TOTAL								

## B.2 Public ordinary school education

### REQUIREMENT

If there are provincial strategic objectives, linked to provincial strategies and policies, these can be inserted here, after a sentence such as: "The following are provincial strategic objectives that should be highlighted:" *Importantly, it is not a requirement for provincial strategic objectives to be inserted in this document.* They should be inserted only if they add value to the planning arguments. If there is a provincial set of objectives operating more or less parallel to the national ones (i.e. there would be considerable duplication), then these should probably not be listed here, as they would tend to cause confusion.

The following are the measurable objectives (\*) relating to programme 2, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Access</i>	* To provide access in the public ordinary schooling system in accordance with policy.	►PM201: Percentage of learner days covered by the nutrition programme ►PM202: Percentage of learners in public ordinary schools with special needs
<i>Adequacy</i>	* To put the basic infrastructure for public ordinary schooling in place in accordance with policy.  * To provide adequate human resourcing in public ordinary schools.  * To provide adequate Learner Teacher Support Materials to public ordinary schools	►PM203: Percentage of public ordinary schools with a water supply ►PM204: Percentage of public ordinary schools with electricity ►PM205: Percentage of schools with an adequate number of functional toilets ►PM206: Expenditure on maintenance as a percentage of the value of school infrastructure  ►PM207: Percentage of schools with more than 40 learners per class  ►PM208: Percentage of non-Section 21 schools with all LSMs and other required materials delivered on day one of the school year
<i>Efficiency</i>	* To bring about effective and efficient self-managing public ordinary schools.  * To foster a culture of effective learning and teaching in public ordinary schools.	►PM209: Percentage of schools with Section 21 status  ►PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ►PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools



The following applies to sub-programme 2.1, public primary schools.

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Equity</i>	* To close the gap between the educational outcomes of the historically advantaged and disadvantaged in public primary schools.	►PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3**
<i>Efficiency</i>	* To ensure that the progression of learners through public primary schools is optimal.	►PM213: Repetition rate in Grades 1 to 7
<i>Quality</i>	* To attain the highest possible educational outcomes amongst learners in public primary schools.	►PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy ** ►PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences**

The following applies to sub-programme 2.2, public secondary schools.

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Equity</i>	* To promote the participation of historically marginalised groups of learners in public secondary schools.  * To close the gap between educational outcomes of the historically advantaged and disadvantaged in public secondary schools.	►PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12  ►PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate
<i>Efficiency</i>	* To ensure that the progression of learners through public secondary schools is optimal.	►PM218: Repetition rate in Grades 8 to 12
<i>Output</i>	* To ensure that an adequate proportion of the population attains Grade 12, in particular with mathematics and science passes.	►PM219: Pass ratio in Grade 12 examinations* ►PM220: Pass ratio in Grade 12 for mathematics and science*
<i>Quality</i>	* To attain the highest possible educational outcomes amongst learners in public secondary schools.	►PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas

## REQUIREMENT

Provincial performance measures may be inserted into the above tables, if they exist, and if they comply with the SMART principles of the manual and generally add value to the document. However, note the numbering system for provincial PMs, e.g. PPM203.

## REQUIREMENTS FOR THIS SECTION

It is assumed that general points made in red in the previous section have been read. Key questions for this programme are:

- ***Specified policies, priorities and strategic objectives***
  - What priorities are implied by the following: South African Schools Act; Post Provisioning Norms; *National Norms and Standards for School Funding* (School Funding Norms); Revised National Curriculum Statements; 1998 Admissions Policy?
- ***Progress analysis***
  - What are the expenditure trends, in real and nominal terms? How does per learner expenditure compare to that in other provinces?
  - How adequate is per learner expenditure in each of the three economic categories? What are the issues relating to compliance with school allocation targets? How is expenditure on the school allocation captured in the standard chart of accounts (refer to ST with expenditure by item).
  - How should the split between primary and secondary schooling be understood in your province? To what degree is the split between 2.1 and 2.2 meaningful (given the rules for allocating combined schools)? What special care must be taken in the sub-programme analysis? What can be said about trends in the other sub-programmes of programme 2?
  - To what extent are educators being adequately supplied to schools in accordance with the Post Provisioning Norms, and in accordance with school needs? What is the trend with regard to unfilled posts in schools, unqualified educators, and 'excess' educators that need to be moved? What is the situation with respect to non-educators in schools? How serious is the problem of over-sized classes, and what is the root cause of this (refer to PM dealing with oversized classes)? To what extent is excessive repetition of learners bloating the system (refer to repetition PMs)?
  - What have been the recent achievements with respect to the upgrading of physical facilities, and the construction of new classrooms and schools? How effectively is collaboration with other government departments in the area of spatial planning going ahead? (Refer to the PMs and ST rows dealing with toilets, electricity, water, and number of schools/classrooms.)
  - What are the indications with respect to learner and educator attendance? What statistics are available, and what projects are under way to improve monitoring in this area? (Refer to the attendance PMs.) How are HIV/AIDS, general health factors, and access to ARTs affecting the attendance trends? What is the extent and impact of school nutrition (refer to the nutrition PM)? To what extent are schools being made inclusive for special needs learners (refer to inclusive education PM)?
  - What are the indications with respect to the quality of schooling? What do existing statistics (e.g. relating to SC and Systemic Evaluation) say? What are the data gaps, and how can these be dealt with in future? (Refer to the output and quality PMs.) How successful is the roll-out and the strengthening of the new school curriculum in improving quality of learning and teaching?
- ***Analysis of constraints and measures planned to overcome them***

- How effective are LSM delivery systems? (Refer to PM dealing with deliveries to schools.)
- How successful has the PED been in improving school management? (Refer to the PM dealing with section 21 status.)



ST201	PUBLIC ORDINARY SCHOOLING - Key trends					
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
2.1 Public primary schools						
2.2 Public secondary schools						
2.3 Professional services						
2.4 Human resource development						
2.5 In-school sport and culture						
2.6 Conditional grants						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>EFFICIENCY STATISTICS</b>						
Learners (a)						
Total possible learner days per learner (b)						
Total learner days lost due to absenteeism (c)						
Number of Educators (publicly employed) (d)						
Number of permanent educators who have left public ordinary schools (e)						
Attrition rate for permanent educators (e/d)						
Total possible working days per educator (f)						
Total working days lost due to educator absenteeism (g)						
Non-section 21 schools receiving LSMs by day one of the school year (h)						
<b>INCLUSIVE EDUCATION STATISTICS</b>						
Learners with high level special needs in public ordinary schools (i)						
<b>SCHOOL NUTRITION STATISTICS</b>						
Learners benefitting from the school nutrition programme (j)						
Programme reach in terms of average days per learner (k)						
<b>SCHOLAR TRANSPORT STATISTICS</b>						
Learners benefitting from scholar transport (l)						

ST201	PUBLIC ORDINARY SCHOOLING - Key trends (continued)					
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
► PERFORMANCE MEASURES						
► PM201: Percentage of learner days covered by the nutrition programme ((j x k) / (a x b))						
► PM202: Percentage of learners in public ordinary schools with special needs (i / a)						
► PM203: Percentage of public ordinary schools with a water supply						
► PM204: Percentage of public ordinary schools with electricity						
► PM205: Percentage of schools with an adequate number of functional toilets						
► PM206: Expenditure on maintenance as a percentage of the value of school infrastructure						
► PM207: Percentage of schools with more than 40 learners per class						
► PM208: Percentage of non-Section 21 schools with all LSMs and other required materials delivered on day one of the school year						
► PM209: Percentage of schools with Section 21 functions						
► PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools ((g / (d x f))						
► PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools (c / (a x b))						
<b>Note:</b> The numbers of schools with a water supply and electricity (used for PM203 and PM204) can be found in the tables on primary and secondary schools. <b>Sources:</b> Provincial Budget Statement (2006).						

<b>ST202</b>	<b>PUBLIC PRIMARY SCHOOLS – Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed) (a)						
Number of Non-educators (publicly employed)						
<b>ENROLMENT</b>						
Learners in public primary schools (b)						
L:E ratio in public primary schools (b/a)						
Learners Grade 1 to Grade 7 (c)						
of which disabled learners						
of which females						
Gender parity index						
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>						
Schools						
Number of schools with SASA Section 21 functions						
Number of schools declared no fee schools						
Number of schools with a water supply						
Number of schools with electricity						
Number of schools with at least 2 toilets per classroom						
Classrooms (d)						
Learner/classroom ratio (b/d)						
Schools with more than 40 learners per class						
<b>EXPENDITURE ON MAINTENANCE (thousand rands)</b>						
Expenditure on school maintenance						
Replacement value of all immobile school infrastructure						

<b>ST202 PUBLIC PRIMARY SCHOOLS – Key trends (continued)</b>						
	2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
<b>OUTPUT AND EFFICIENCY STATISTICS</b>						
Number of Grade 3 learners sitting for standardised tests (e)						
Number of Grade 3 learners attaining acceptable outcomes (f)						
Number of Grade 6 learners sitting for standardised tests (g)						
Number of Grade 6 learners attaining acceptable outcomes (h)						
Number of Grades 1 to 7 learners repeating their grade (i)						
<b>► PERFORMANCE MEASURES</b>						
► PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3						
► PM213: Repetition rate in Grades 1 to 7 (i/c)						
► PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy and literacy (f/e)						
► PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences (h/g)						

*In ST202 and ST203 statistics that requires particular attention in terms of the definitions, are expenditure on maintenance and total value of school infrastructure. These statistics are included as they feed into one of the PMs.*

*Despite the general absence of standardised tests for grades 3, 6 and 9, a number of PMs refer to such tests, these tests are been developed according to DoE and PED plans.*



<b>ST203</b>	<b>PUBLIC SECONDARY SCHOOLS – Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed) (a)						
Number of Non-educators						
<b>ENROLMENT</b>						
Learners in public secondary schools (b)						
L:E ratio in public primary schools (b/a)						
Learners Grade 8 to Grade 12 (c)						
of which disabled learners						
of which females (d)						
Gender parity index						
Females in Grades 8 to 12 taking both mathematics and science (e)						
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>						
Schools						
Number of schools with SASA Section 21 functions						
Number of schools declared no fee schools						
Number of schools with a water supply						
Number of schools with electricity						
Number of schools with at least 2 toilets per classroom						
Number of schools with a science laboratory						
Classrooms (f)						
Learner/classroom ratio (b/f)						
Schools with more than 40 learners per class						

ST203		PUBLIC SECONDARY SCHOOLS – Key trends (continued)					
		2003/04 Actual	2004/05 Actual	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated	2008/09 Estimated
EXPENDITURE ON MAINTENANCE (thousand rands)							
Expenditure on school maintenance							
Replacement value of all immobile school infrastructure							
OUTPUT AND EFFICIENCY STATISTICS							
Number of Grade 9 learners sitting for standardised tests (g)							
Number of Grade 9 learners attaining acceptable outcomes (h)							
Number of Grades 8 to 12 learners repeating their grade (i)							
Population of age 18 (j)							
Number of learners writing SC examinations (k)							
Number of learners passing SC examinations (l)							
Number of learners passing with endorsement							
SC pass rate (l/k)							
Number of SC candidates passing both mathematics and science (m)							
Number of schools writing SC examinations							
Number of schools with an SC pass rate below 40%							
SC pass rate of quintile 1 schools (n)							
SC pass rate of quintile 5 schools (o)							
► PERFORMANCE MEASURES							
► PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12 (e/d)							
► PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate (n/o)							
► PM218: Repetition rate in Grades 8 to 12 (i/c)							
► PM219: Pass ratio in Grade 12 examinations (l/j)							
► PM220: Pass ratio in Grade 12 for mathematics and science(m/j)							
► PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas (h/g)							
Note: PM216 counts participation in mathematics and science on both the HG and SG levels.							

ST204	PUBLIC ORDINARY SCHOOLING - Schools according to lowest and highest grade (20??)											
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Gr 1												
Gr 2												
Gr 3												
Gr 4												
Gr 5												
Gr 6												
Gr 7												
Gr 8												
Gr 9												
Gr 10												
Gr 11												
Gr 12												
Total primary schools (prog. 2.1)							Sec. schools (prog. 2.2)					
<b>Note:</b> This grades in the left-hand column indicate lowest grade available in each school, and the grades along the top row indicate the highest grade. <b>Sources:</b> Annual Survey of Schools (2003).												

<b>ST205</b>	<b>PUBLIC ORDINARY SCHOOLING - Enrolment and flow rate details (20??)</b>					
	<i>Learners 2002</i>	<i>Learners 2003</i>	<i>Repeaters</i>	<i>Repeater rate</i>	<i>Dropouts</i>	<i>Dropout rate</i>
Gr 1						
Gr 2						
Gr 3						
Gr 4						
Gr 5						
Gr 6						
Gr 7						
<b>TOTAL GR 1 TO 7</b>						
Gr 8						
Gr 9						
Gr 10						
Gr 11						
Gr 12						
<b>TOTAL GR 8 TO 12</b>						

<b>ST206</b>	<b>PUBLIC ORDINARY SCHOOLING - Educator and learner attendance (20??)</b>			
	<i>Headcount</i>	<i>Potential learning and teaching days</i>	<i>Days lost</i>	<i>% days lost</i>
<b>EDUCATORS</b>				
2.1 Public primary schools				
2.2 Public secondary schools				
<b>TOTAL</b>				
<b>LEARNERS</b>				
2.1 Public primary schools				
2.2 Public secondary schools				
<b>TOTAL</b>				

ST207	PUBLIC ORDINARY SCHOOLING - Learner/educator ratios by quintile (20??)					
	<i>Learners</i>	<i>Publicly employed educators</i>	<i>Public L:E</i>	<i>Privately employed educators</i>	<i>Total educators</i>	<i>Effective L:E ratio</i>
<b>2.1 Public primary schools</b>						
Quintile 1 (poorest)						
Quintile 2						
Quintile 3						
Quintile 4						
Quintile 5 (least poor)						
<b>2.1 Public secondary schools</b>						
Quintile 1 (poorest)						
Quintile 2						
Quintile 3						
Quintile 4						
Quintile 5 (least poor)						

<b>ST208</b>	<b>PUBLIC ORDINARY SCHOOLING - Resourcing effected via the School Funding Norms (20??)</b>			
<i>Programmes/Legal status/Poverty quintiles</i>	<i>Schools</i>	<i>Total expenditure (thousand rands)</i>	<i>Learners</i>	<i>Expenditure per learner</i>
<b>2.1 Public primary schools</b>				
Non-Section 21 schools				
Quintile 1 (poorest)				
Quintile 2				
Quintile 3				
Quintile 4				
Quintile 5 (least poor)				
Section 21 schools				
Quintile 1 (poorest)				
Quintile 2				
Quintile 3				
Quintile 4				
Quintile 5 (least poor)				
<b>TOTAL</b>				
<b>2.2 Public secondary schools</b>				
Non-Section 21 schools				
Quintile 1 (poorest)				
Quintile 2				
Quintile 3				
Quintile 4				
Quintile 5 (least poor)				
Section 21 schools				
Quintile 1 (poorest)				
Quintile 2				
Quintile 3				
Quintile 4				
Quintile 5 (least poor)				
<b>TOTAL</b>				
<b>Total for Non-section 21 schools</b>				
<b>Total for Section 21 schools</b>				
<b>Total for Quintile 1</b>				
<b>Total for Quintile 2</b>				
<b>Total for Quintile 3</b>				
<b>Total for Quintile 4</b>				
<b>Total for Quintile 5</b>				
<b>GRAND TOTAL</b>				
Prog. 2 non-personnel non-capital budget				
Level of 'top-slicing'				

### B.3 Independent school subsidies

The following are the measurable objectives (\*) relating to programme 3, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Quality</i>	* To ensure that quality education occurs in independent schools.	►PM301: Percentage of funded independent schools visited for monitoring purposes

#### REQUIREMENTS FOR THIS SECTION

Detailed specs not available yet. But approach should be similar to that for programme 2 (but let size of programme influence the effort dedicated to the analysis work).







<b>ST301</b>	<b>INDEPENDENT SCHOOL SUBSIDIES - Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
3.1 Primary phase						
3.2 Secondary phase						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators						
<b>ENROLMENT</b>						
Learners in independent schools receiving a subsidy						
3.1 Primary phase						
3.2 Secondary phase						
Learners in non-subsidised independent schools						
Grades 1 to 7						
Grades 8 to 12						
<b>TOTAL (all independent school learners)</b>						
<b>INSTITUTIONS</b>						
Schools receiving a subsidy						
3.1 Primary phase						
3.2 Secondary phase						
Schools not receiving a subsidy						
<b>TOTAL</b>						
Subsidised schools visited during the year for monitoring purposes (b)						
<b>► PERFORMANCE MEASURE</b>						
► PM301: Percentage of funded independent schools visited for monitoring purposes (b/a)						

ST302 INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (20??)				
Subsidy Level	Schools	Total expenditure (thousand rands)	Learners	Expenditure per learner
60 % (poorest)	8	6,009	650	9,244
40%	8	4,397	500	8,793
25%	8	3,517	500	7,034
15%	8	2,345	500	4,690
0% (least poor)	8	733	500	1,466
<b>TOTAL</b>	40	17,000	2,650	6,415
<b>Note</b> Subsidy levels are related to fee levels on a five point progressive scale. Schools charging the lowest level will qualify for the highest level of the subsidy. Schools charging fees in excess of 2.5 times the separate provincial average estimates per learner in Primary or Secondary phases of public ordinary schools respectively, are considered to serve a highly affluent clientele, and 0% subsidy will be paid to them from public funds. Source : Notice 20 of 2003				

## B.4 Public special school education

The following are the measurable objectives (✱) relating to programme 4, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
Access	✱ To provide access in special schools in accordance with policy and the principles of inclusive education	►PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions**

### REQUIREMENTS FOR THIS SECTION

Detailed specs not available yet. But approach should be similar to that for programme 2 (but let size of programme influence the effort dedicated to the analysis work).



<b>ST401</b>	<b>PUBLIC SPECIAL SCHOOL EDUCATION - Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
4.1 Schools						
4.2 Professional services						
4.3 Human resource development						
4.4 In-school sport and culture						
4.5 Conditional grants						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed)						
Number of Non-educators (publicly employed)						
<b>ENROLMENT</b>						
Up to and including Grade 7						
Grade 8 and above						
<b>INSTITUTIONS &amp; INFRASTRUCTURE</b>						
Schools						
<b>► PERFORMANCE MEASURES</b>						
► PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions						

## B.5 Further Education and Training

The following are the measurable objectives (\*) relating to programme 5, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
<i>Access</i>	* To expand the FET college sector in terms of the economic and social needs of the country.	►PM501: Number of FET college students relative to youth in the province*
<i>Equity</i>	* To promote the participation by historically marginalised groups in public FET institutions.	►PM502: Percentage of female students who are in technical fields
<i>Output</i>	* To improve the success rate in the FET college sector	►PM503: FET college throughput rate
<i>Quality</i>	* To provide relevant and responsive quality FET learning opportunities	►PM504: Percentage of learners placed in learnerships through FET colleges

### REQUIREMENTS FOR THIS SECTION

Detailed specs not available yet. But approach should be similar to that for programme 2 (but let size of programme influence the effort dedicated to the analysis work).

<b>ST501</b>	<b>FURTHER EDUCATION AND TRAINING - Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
5.1 Public institutions						
5.2 Youth colleges						
5.3 Professional services						
5.4 Human resource development						
5.5 In-college sport and culture						
5.6 Conditional grants						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Educators						
In posts						
Employed by college						
Non-educators						
In posts						
Employed by college						
<b>ENROLMENT</b>						
Full-time equivalent students						
Students (headcount) (a)						
of which females						
of which females in technical fields (b)						
Students completing programmes successfully during the year (c)						
<b>STATISTICS ON LEARNERSHIPS</b>						
Active learnership agreements in the province (d)						
Number of agreements involving FET colleges as provider (e)						

<b>ST501</b>	<b>FURTHER EDUCATION AND TRAINING - Key trends (continued)</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>► PERFORMANCE MEASURES</b>						
► PM501: Number of FET students relative to youth in the province						
► PM502: Percentage of female students who are in technical fields (b/a)						
► PM503: FET college throughput rate (c/a)						
► PM504: Percentage of learners placed in learnerships through FET colleges (e/d)						



## B.6 Adult Basic Education and Training

The following are the measurable objectives (\*) relating to programme 6, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
Access	* To ensure that adults without basic education access to ABET centres.	► PM601: Number of ABET learners relative to adults in the province*

### REQUIREMENTS FOR THIS SECTION

Detailed specs not available yet. But approach should be similar to that for programme 2 (but let size of programme influence the effort dedicated to the analysis work).



<b>ST601</b>	<b>ADULT BASIC EDUCATION AND TRAINING - Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
6.1 Public centres						
6.2 Subsidies to private centres						
6.3 Professional services						
6.4 Human resource development						
6.5 Conditional grants						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed)						
Number of Non-educators (publicly employed)						
<b>ENROLMENT</b>						
GET level						
FET level						
<b>TOTAL (a)</b>						
<b>POPULATION</b>						
Population aged 18 to 60 (b)						
<b>INSTITUTIONS</b>						
Public centres						
<b>► PERFORMANCE MEASURES</b>						
► PM601: Number of ABET learners relative to adults in the province (a/b)						

## B.7 Early Childhood Development

The following are the measurable objectives (\*) relating to programme 7, and their performance measures (►) (numbering beginning with ST refers to the statistical table in which the performance measure is reported):

	<i>Measurable objectives</i>	<i>Performance measures</i>
Access	* To provide publicly funded Grade R in accordance with policy	►PM701: Percentage of learners in publicly funded Grade R*

### REQUIREMENTS FOR THIS SECTION

Detailed specs not available yet. But approach should be similar to that for programme 2 (but let size of programme influence the effort dedicated to the analysis work).

Special attention should be given to explaining the existence of establishment posts, if any, in this programme, since White Paper 5 does not support such an approach.

Refer to chapter 1 of OECD 2002.

<b>ST701</b>	<b>Early Childhood Development- Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
7.1 Grade R in public schools						
7.2 Grade R in community centres						
7.3 Pre-Grade R						
7.4 Professional services						
7.5 Human resource development						
7.6 Conditional grants						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						
<b>STAFFING</b>						
Number of Educators (publicly employed)						
Number of Non-educators (publicly employed)						
<b>ENROLMENT (PUBLICLY FUNDED ONLY)</b>						
Grade R in public schools (a)						
Grade R in community centres (b)						
Pre-Grade R in public schools						
Pre-Grade R in community centres						
<b>TOTAL</b>						
<b>POPULATION</b>						
Population aged 5 (c)						
<b>► PERFORMANCE MEASURES</b>						
► PM701: Percentage of learners in publicly funded Grade R ((a+b)/c)						



## **B.8 Auxiliary and associated services**

### **REQUIREMENTS FOR THIS SECTION**

Detailed specs not available yet. But approach should be similar to that for programme 2 (but let size of programme influence the effort dedicated to the analysis work).

Include public entities here where relevant. Discuss PFMA status.





<b>ST801</b>	<b>Auxiliary and Associated Services - Key trends</b>					
	<i>2003/04 Actual</i>	<i>2004/05 Actual</i>	<i>2005/06 Estimated</i>	<i>2006/07 Estimated</i>	<i>2007/08 Estimated</i>	<i>2008/09 Estimated</i>
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>						
8.1 Payments to SETA						
8.2 Conditional grant projects						
8.3 Special projects						
8.4 External examinations						
<b>TOTAL</b>						
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>						
Current payment						
Compensation of employees						
Educators						
Non-educators						
Goods and services						
Transfers and subsidies						
Payments for capital assets						
<b>TOTAL</b>						

## PART C: BACKGROUND INFORMATION

### BACKGROUND (FROM THE MANUAL)

**Part C: Background information.** Importantly, this part of the APP is not published. In this section, PEDs would insert discussions that planners in government would need to be aware of, for example discussions relating to data anomalies, especially where such anomalies made it impossible or difficult to gauge demand for services or impact of service delivery. Part C would also provide an opportunity for the PED to put forward formally interpretations and proposals that it felt should have a stronger presence on the education planning agenda.

## APPENDIX A: PERFORMANCE MEASURES

This appendix lists the 39 core performance measures (PMs) agreed upon nationally. For each performance measure, the number, the short description and the longer description are provided. Full details on the methods of calculation and recommended data sources can be obtained from the DoE, or is available at [www.education.gov.za](http://www.education.gov.za) ???. The details for the further specifications of the PMs are found under section 2.5.4 of the manual from pages 84 to 115.

### **► PM001: Percentage of the children of compulsory school going age that attend schools**

This is the percentage of the children of compulsory school going age in the province attending any school or educational institution. This performance measure indicates how effectively the educational rights of children, as expressed in the Constitution, are being fulfilled, and the degree to which the provisions of the South African Schools Act referring to compulsory schooling are being complied with.

### **► PM002: Percentage of youths above compulsory school going age attending schools and other educational institutions**

#### **Definition and purpose**

This is similar to PM001, except that this performance measure refers to older children. This is the percentage of the population in the province aged 15 to 17 attending any school or other educational institutions. It indicates how successful government and the country are in providing schooling and other education beyond the basic education level. Whilst the Constitution does not make education for this age group a basic right, it obliges government to make further education progressively available and accessible for our youth.

### **► PM003: Public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners**

This is government's expenditure on the poorest one-fifth of children and learners as a percentage of government's expenditure on the least poor one-fifth. During the last years of apartheid, the percentage was around 20%. It is government's aim to increase this percentage to more than 100% for all provinces. There are many factors pushing this percentage up and down: the pro-poor post provisioning and school allocation policies of government; government's school building programmes (push the percentage up); number of poor children who are not in school (and therefore receive no education funding); problems in attracting teachers to rural areas (these factors push the percentage down).

### **► PM004: Years input per FETC graduate**

This is the number of years of schooling government invests to produce each Grade 12 or equivalent graduate. Because learners repeat, and because learners drop out of the schooling system before the end of Grade 12, the number of years is always greater than 12. However, by keeping the number of years as low as possible, government can provide more education of a better quality to more people.

**► PM005: Average highest school grade attained by adults in the population**

The maximum value possible for this performance measure is 12. This would be the case if all adults in the population had completed Grade 12. As our society becomes more educated, the value for this performance measure should increase. We should expect fairly gradual increases, as it takes many years for schooling and ABET to change the overall levels of education across the whole adult population.

**► PM006: Adult literacy rate**

This is the percentage of adults who are able to read and write, at least at a basic level. Our Constitution guarantees the right to a basic education to all adults who were deprived of this in the past. For human rights reasons, but also for economic development reasons, this is an important performance measure for government. Our aim should be a 100% adult literacy rate.

**► PM101: Percentage of schools implementing the School Administration and Management System**

The School Administration and Management System (SAMS) is a nationally designed and computerised system that allows schools to organise and use their learner, staff, facilities and finance information more effectively. The greater the number of schools with SAMS, the better the services that we can expect from schools.

**► PM102: Percentage of schools that can be contacted electronically by the department**

E-mail assists schools in contacting the Department quickly when there is a problem the Department needs to deal with. This form of communication also allows the Department to swiftly and at a low cost to communicate information about policy changes, ongoing projects and general circulars. It is government's aim to ensure that all schools enjoy e-connectivity.

**► PM103: Percentage of black women in management positions**

This is the percentage of black women in management positions. Although employment equity covers a number of areas, black women in management positions is very important in highlighting progress towards employment equity in Provincial Education Departments.

**► PM104: Percentage of current expenditure going towards non-personnel items**

This is the percentage of education expenditure, other than expenditure on physical infrastructure (Non Personnel Non Capital), going towards non-personnel items such as textbooks, stationery and scholar transport.

**► PM201: Percentage of learner days covered by the nutrition programme**

This is the number of lunches provided at schools, through government's nutrition programme, divided by all the learner days in a year (a learner day is one learner's attendance on one day). This percentage goes up when more learners are covered by the nutrition programme, or when each learner receives more lunches in one year.

The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels.

► **PM202: Percentage of learners in public ordinary schools with special needs**

This is the percentage of learners in public ordinary schools with special needs. Historically, such learners have had problems accessing public ordinary schools though, in view of government's inclusive education policy, measures should be taken to make access a reality for disabled learners.

► **PM203: Percentage of public ordinary schools with a water supply**

This is the percentage of public ordinary schools with some kind of supply of clean water. For health and other reasons it is important that all schools should have access on the premises to clean water.

► **PM204: Percentage of public ordinary schools with electricity**

This is the percentage of public ordinary schools with an electricity supply. Electricity is an important prerequisite for the introduction of modern technologies that can enhance management, teaching and learning in schools.

► **PM205: Percentage of schools with an adequate number of functional toilets**

This is the number of schools with at least two functional toilets for each classroom. For health and school attendance reasons, it is important for the schooling system to move towards this minimum norm for all schools.

► **PM206: Expenditure on maintenance as a percentage of the value of school infrastructure**

It is important that existing buildings and equipment in the schooling system be maintained properly, so that they are fully functional, and replacement can be minimised. Policy stipulates that annual expenditure on maintenance of facilities should amount to at least 1.5% of the total value of those facilities.

► **PM207: Percentage of schools with more than 40 learners per class**

This is the percentage of schools with a learner/educator ratio greater than 40. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to 0%.

► **PM208: Percentage of non-Section 21 schools with all LSMs and other required materials delivered by day one of the school year**

This is the percentage of schools depending on the Department for the procurement of textbooks and other LSMs, which receive all the goods they expect by the first day of the school year, at the latest.

► **PM209: Percentage of schools with Section 21 status**

This is the percentage of schools granted certain management responsibilities, including financial management responsibilities, in terms of section 21 of the South African Schools Act. (This has nothing to do with Section 21 companies.) It is important for more schools to be made ready for this self-management status so that schools can respond more effectively to local pressures.

**► PM210: Percentage of working days lost due to educator absenteeism in public ordinary schools**

This performance measure takes into account any absence of educators from schools, for any reason, where there was no replacement educator. For schools to function properly, it is important that learners should not be without their educators. The aim should be to keep this performance measure as low as possible.

**► PM211: Percentage of learner days lost due to learner absenteeism in public ordinary schools**

This performance measure is similar to PM213, but it considers learners instead of educators. Any absence from school by any learner would be taken into account by this performance measure.

**► PM212: The performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3**

This is the average of the reading and mathematics scores of Grade 3 learners in the poorest schools relative to the average for the least poor learners, expressed as a percentage. It is not only important to tackle the apartheid legacy of unequal spending on learners. It is also important to ensure that inequalities in learner results are reduced, so that learners obtain a more equal start in life.

**► PM213: Repetition rate in Grades 1 to 7**

This is the number learners repeating their present grade in Grades 1 to 7, divided by all learners enrolled in Grades 1 to 7. A high repetition rate is both costly, and detrimental for teaching and learning. It is important for this performance measure to be as low as possible.

**► PM214: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy and literacy**

This performance measure is based on the same data as PM209. It indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in numeracy, literacy and life skills.

**► PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in mathematics, literacy and natural sciences**

This performance measure indicates the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in numeracy, literacy and life skills.

**► PM216: Percentage of girl learners who take mathematics and science in Grades 10 to 12**

This is the percentage of girl learners who are enrolled in mathematics and science in Grades 10, 11 and 12. Historically, girls have been under-represented in these subjects, so increased participation in them would be an important indicator of the move towards a more gender-balanced FET band.

**► PM217: The performance ratio of the least advantaged schools to the most advantaged schools with respect to the grade 12 pass rate**

This is the average of the Senior Certificate marks of Grade 12 learners in the poorest schools relative to the average for the least poor learners, expressed as a percentage. This performance measure is thus similar to PM209.

**► PM218: Repetition rate in Grades 8 to 12**

This is the same as PM215, except that this performance measure deals with Grades 8 to 12.

**► PM219: Pass ratio in Grade 12 examinations**

This is the total number of Senior Certificate passes in a year, divided by the total number of 18 year olds. This is not the same as the Matric pass rate. This performance measure takes into account two things. Firstly, it takes into account how many youths are participating in the examinations. Secondly, it takes into account how many youths who write the examinations, also pass them.

**► PM220: Pass ratio in Grade 12 for mathematics and science**

This is the total number of learners who pass either the mathematics or science Senior Certificate examinations in a year, divided by the total number of 18 year olds. Like the overall pass ratio (see PM217), this performance measure provides an idea of how much output the education system is producing relative to the population.

**► PM221: Percentage of learners in Grade 9 attaining acceptable educational outcomes in all learning areas**

This performance measure indicates the percentage of all Grade 9 learners who, on average, attain acceptable educational outcomes.

**► PM301: Percentage of funded independent schools visited for monitoring purposes**

This is the percentage of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education occurring in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

**► PM401: Percentage of children with special needs of compulsory school going age not enrolled in educational institutions**

This is the percentage of disabled children of compulsory school-going age not enrolled in any educational institution. It is important that government should provide sufficient and appropriate access to special and public ordinary schools for these learners. Ideally, this performance measure should carry a value of 0%.

**► PM501: Number of FET college students relative to youth in the province**

This is the number of FET college students, of all ages, divided by youth aged 16 to 18. Whilst many FET college students would be above age 18, this performance

measure nonetheless provides a useful indication of how well FET colleges are reaching out to the youth and the population as a whole.

► **PM502: Percentage of female students who are in technical fields**

This is the percentage of all female FET college students who are enrolled in engineering or other technical fields. Historically, enrolment of females in these fields has been low. In the interests of gender equity, this situation should improve.

► **PM503: FET college throughput rate**

This is the number of students who pass the final examinations, divided by the total number of students who entered the FET college system with the intention of passing the examinations.

► **PM504: Percentage of learners placed in learnerships through FET colleges**

This is the learners in learnerships receiving their training through an FET college, as a percentage of all learners in learnerships in the province. This performance measure indicates how effective FET colleges are at attracting learners from the learnership system.

► **PM601: Number of ABET learners relative to adults in the province**

This is the number of students enrolled in public ABET centres, divided by the total number of adults in the population. This percentage provides an indication of how extensive the public provisioning of ABET is in the province.

► **PM701: Percentage of learners in publicly funded Grade R**

This is the total number of learners in publicly funded Grade R (in public schools or community centres), divided by all five year olds in the population. Whilst it is not government's aim to reach 100% with respect to this performance measure (some learners can be expected to attend private centres), policy stipulates that by 2010 we should have reached a high level, of between 80% and 90%.

*To do: The need for Quarterly reporting is to monitor compliance on service delivery outputs against quarterly targets in the Annual Performance Plans. A separate addendum in respect of quarterly targets for the first year will be forwarded to you in due course. The draft document has been sent to all Chief Financial Officers and strategic planners for feedback. Once feedback is received it will be incorporated in the final document that will be sent to PEDs.*