

FIVE-YEAR STRATEGIC PLAN

2014/15 - 2018/19



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





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FOREWORD BY THE MINISTER OF BASIC EDUCATION

The previous Department of Basic Education Strategic Plan highlighted some of the key challenges that characterised our education system. Among the challenges it listed poor learning outcomes across all grades, insufficient benchmarked measurement of learning outcomes, insufficient access to quality teaching and learning materials, productivity and effective use of time in the classroom and general access to basic education.

The bold steps introduced by the outgoing administration saw the spilt of the then Department of Education into the Department of Basic Education and the Department of Higher Education and Training. Improved Quality of Basic Education was then made the apex priority of Government with the intention of building specific strategies that would transform the basic education sector. The Action Plan to 2014: *Towards the Realisation of Schooling 2025* was adopted as a sector plan and its milestones informed the development of our short to medium term goals.

While it is encouraging to see that the strategies we have employed are beginning to yield desired outcomes, more work still needs to be done to transform our education system. The period 2014- 2019 should be marked by consolidation of good work that has been done while accelerating new strategies that are meant to take our education to greater heights.

The year 2014 has seen the final implementation CAPS, an initiative that characterized our curriculum reform and its implementation. Our efforts in the medium term should be towards monitoring the implementation of the curriculum especially full curriculum coverage at classroom level. This calls for more accountability in the system and collaboration with all stakeholders.

The introduction of ANA during this past term has helped in identifying the weakness in the teaching and learning processes. The lessons learnt since 2011 will continue to influence our teacher development programmes. The ANA will continue to be used as an accountability mechanism in the system. In the 2014-2019 MTSP period the emphasis should be on improving verification and credibility of the ANA system. Participation in international assessments will be ongoing to measure our learner performance against the best in the world.

The provision of the LTSM over the past five years has been the biggest intervention in the history of this country. Despite large investments in post apartheid period, materials shortages have persisted. The development of the sector plan on LTSM has enabled the Department to ensure that textbooks are ordered and delivered on time by provinces who have the function for doing this. The provision of high quality DBE workbooks was a major milestone. The workbooks assist with the correct pacing of the curriculum and promote effective teaching learning. The department will, over the 2014-2019 MTSP, focus on the monitoring of its use and evaluate its impact on learning and teaching. Measures aimed at highlighting the importance of book retrieval will be undertaken.

Spending of the infrastructure budget by Provincial Departments has improved but challenges remain. The DBE will continue to monitor and ensure that all provinces spend their infrastructure budget accordingly. Through the ASIDI project, the Department will continue to eradicate all unsafe and mud structures. Over this MTSP all targeted schools in the ASIDI should be completed. Conducive learning and teaching environments not only enhance teaching and learning but also help in restoring dignity to our communities.

The Department will work towards formalizing Grade R and ensure that quality provisioning of both human resource and learning and teaching materials is prioritised. Over the past few years we have seen an increase in the number of learners in Grade 1 who have attended grade R. Our medium term goals as a sector will be to ensure that there are sufficient readers and other learning materials for Grade R; and to upgrade the education qualification of ECD practitioners to NQF level 6 in all provinces.

Our pro-poor policies have helped in bridging the inequalities in the system and have also enabled the retention of learners in the system. More than 9 million learners benefit from the National School Nutrition Programme while approximately 8.7 million learners benefit from the No-Fee school policy. The state will continue to intervene in trying to mitigate against the effects of the triple challenges that face the country which are unemployment, poverty and inequality.

In support of the partnership advocated by the NDP, the National Education Collaboration Trust (NECT) launched by the Deputy President, Kgalema Motlanthe on 16 July 2013, will help the Department in its mission to transform the education system. The NECT is envisaged in the Education Collaboration Framework, which was developed by a range of stakeholders in response to the National Development Plan, which takes forward Government's commitment to prioritising education. It is our desire to make this collaboration Framework utilised to strengthen the existing partnerships that we already have with other departments on a number of programmes. What is critical will be to see these inter-departmental collaborations serve education in the areas of improving whole district performance; improving the health of our children in schools and ensuring our schools are safe from drug abuse. Our teaching and learning strategies and plans all need the involvement of other partners in the private sector to enhance what is already in place.

The Department will continue to work with other government departments and other stakeholders in an effort to use schools as vehicles for promoting access to a range of public services among learners such as sport and culture, safety and health. The Department will also strive to maintain labour peace in the sector so that teaching and learning can proceed without disruptions.

We remain hopeful, that stabilisation will yield fruit in the districts under Section 100 (1) (b) of the South African Constitution. In the mean time the DBE will continue monitoring and supporting these provinces as necessary.

I am confident that all our plans in the education sector have started addressing a segment of what is contained in the National Development: Vision 2030 and that we are a step ahead in the transformation of the education system.

Mrs Angie Motshekga, MP
Minister of Basic Education

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
- takes into account all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible; and
- accurately reflects the strategic outcome-oriented goals and objectives which the Department of basic Education will endeavour to achieve over the period 2014/15 to 2018/19.

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STRATEGIC OVERVIEW

1. VISION

Our vision is of a South Africa in which all our people will have access to lifelong learning, education and training opportunities which will, in turn contribute towards improving the quality of life and the building of a peaceful, prosperous and democratic South Africa.

2. MISSION

Working together with provinces, our mission is to provide relevant and cutting edge quality education for the 21st century.

3. VALUES

Placing the interest of our children first, the department adheres to the following values:

People: Upholding the Constitution, being accountable to the Government and the people of South Africa

Excellence: Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

Teamwork: Co-operating with one another and with our partners in education in an open and supportive way to achieve our shared goals.

Learning: Creating a learning organization in which staff members seek and share knowledge and information, while committing them to personal growth.

Innovation: Striving to address the training needs for high quality service and seeking ways to achieve our goals.

4. LEGISLATIVE AND OTHER MANDATES

4.1 CONSTITUTIONAL MANDATES

Constitutional Mandate	Responsibilities
The Constitution of South Africa, 1996. Act No. 108 of 1996.	This policy requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all with the provision that everyone has the right to basic education, including adult basic education.

4.2 LEGISLATIVE MANDATES

Act	Brief Description
Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper: <i>Education and Training in a Democratic South Africa: First Steps to Develop a New System, February 1995</i> . This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
The National Education Policy Act (NEPA), 1996. Act No. 27 of 1996	The National Education Policy Act (NEPA) (1996) inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA (1996) therefore provided for the formulation of national policy in general, and further education and training policies for, <i>inter alia</i> , curriculum, assessment, language and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
South African Schools Act, (SASA), 1996. Act No. 84 of 1996 as amended.	To provide for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7-14 years.
Public Finance Management Act, 1999. Act No. 1 of 1999.	To regulate financial management in the national and provincial governments and to ensure that government resources are managed efficiently and effectively.
The Annual Division of Revenue Acts.	To provide for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998. Act No. 76 of 1998.	To provide for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. The Employment of Educators Act (1998) and the resultant professional council, the South African Council of Educators (SACE), now regulate the historically divided teaching corps.

Act	Brief Description
Public Service Act, 1994 as amended [Proclamation No. 103 of 1994].	To provide for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
South African Qualifications Authority Act, 1995. Act No. 58 of 1995.	The South African Qualifications Authority (SAQA) Act (1995) provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education, on 23 April 2001, reinforced the resolve to establish an integrated education, training and development strategy that will harness the potential of our adult learners.
National Norms and Standards for School Funding	The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by the Education Laws Amendment Act (Act 24 of 2005), which authorises the declaration of schools in poverty-stricken areas as “no fee schools”, and by the Education Laws Amendment Act (Act 31 of 2007), which provides, among others, for the functions and responsibilities of school principals.
The South African Qualifications Authority (SAQA) Act. Act No 58 of 1995	The design of the NQF was refined with the publication of the <i>Higher Education Qualifications Framework</i> in the Government Gazette (No 928, 5 October 2007) to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at Level 5. Higher Education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 – 7 are under-graduate and levels 8 – 10 are postgraduate.

4.3. POLICY MANDATES

In addition to the national education legislative mandates, the following Education White Papers and policies guide South African institutions in the delivery of quality education:

Education White Paper 5	The Education White Paper on Early Childhood Development (2000) provides for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4-year-olds and 6 to 9-year-olds.
Education White Paper 6	Education White Paper 6 on Inclusive Education (2001) described the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
Education White Paper 7	Education White Paper 7 is about e-Education and revolves around the use of information and communication technology (ICT) to accelerate the achievement of national education goals. It is about connecting learners and teachers to each other and to professional support services, and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform.

The National Curriculum Statement Grades R – 12	The National Curriculum Statement Grades R – 12, a policy statement for learning and teaching in schools, replaced the policy document, A Résumé of Industrial Programmes in Schools, Report 550 (89/03). It embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred, outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.
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The Department intends to finalise the following regulations in 2014:

- a) Regulations relating to minimum uniform norms and standards for public school infrastructure
- b) Amendments to the safety regulations in schools.

4.4 RELEVANT COURT RULINGS

M Madzodzo and Others v Minister of Basic Education and Others

The Respondents were ordered by the court to provide school furniture to the schools identified in an audit done by the Independent Development Trust by the 31 May 2014.

4.5 PLANNED POLICY INITIATIVES

The forthcoming educational landscape in terms of the policy directives is deeply rooted in the National Development Plan, Vision 2030. The entire government machinery is driven by this plan, and the focus of the education sector is blending its sector plan to the NDP in order to drive the mandate in a comprehensive way. The sector plan, Action Plan 2019 details the direction in which the Basic Education sector will take in getting to the goals set out in the NDP and in the MTSF Outcome 1.

o The National Development Plan (NDP)

The National Development Plan has put forward a number of priorities which will drive all initiatives from both government and the private sector. The plan gives a 2030 horizon, and the development of this plan emphasizes what is critical to the development of human capital starting with the ECD sector, which lays the foundation for all development in the country. Alignment of all initiatives will thus be critical in the next five-year period.

o **The Sector Plan**

In 2011, the Department of Basic Education, as part of finding its mandate after the split of education into two ministries, put together a sector plan, Action Plan 2019: Towards the Realisation of Schooling 2030, for the first time, with an aim of drawing all education efforts into synchrony with one another. Historically, emphasis of this plan, was on the processing of resources and inputs into quality learning outcomes. In line with the NDP, the sector has also extended the sector plan to stretch to 2030 while keeping its original goals of quality improvement and adding emerging areas which need attention.

o **The Medium Term Strategic Framework (MTSF)**

As part of the preparation for the new five-year term, the development of a new Medium Term Strategic Framework is being crafted, and this in effect, is an instrument through which deliverables of the sector are set for the next five years. In a good way, the current 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 performance of the Minister and the sector. The Department of Basic Education, therefore, has aligned its strategic plan to the following MTSF six sub-outcomes to the sectoral Action Plan:

1. Access to quality Early Child Development (ECD)
2. Improved quality teaching and learning
3. Capacity of the state to intervene and support quality education
4. Increase accountability for improved learning
5. Human resources development and management of schools
6. Infrastructure and learning materials to support effective education

The Delivery Agreement

Based on the Government initiative to work on an outcomes based mode, the Department undertakes to continue focusing on Outcome 1 “*Improving the quality of basic education*” to address the same key challenges that have been identified as barriers to learning, viz.,

- Quality learner outcomes are not optimal across all grades.
- The quality and quantity of learner and teacher support materials are not adequate to support quality learning.
- The quality of school-based tests and examinations is not of the required standard and is not being moderated or benchmarked.
- The quality of support from districts and specifically school support personnel has not been constructive nor responsive to the needs of the schools’ management.

This Strategic Plan reflects the commitment of the Department to link the Outcome 1 deliverables with the National Development Plan priorities and the Medium Term Strategic Framework sub-outputs to produce the agreed-upon outputs that will in turn contribute to achieving Outcome 1, ‘*improved quality of basic education*’.

In this regard therefore, the following linkages are being made in order to have a comprehensive approach to the delivery of education in the new term:

Basic Education Sector – Integrated linkages in support of education development in South Africa

Framework of Delivery Agreement Outputs and MTSF Sub outcomes

Outcome 1: Improved quality of Basic Education

Delivery Agreement Output	Sub-Outputs	MTSF Sub-Outcomes
Output 1: Improve the quality of teaching and learning	Output 1: sub-output 1: Improve teacher capacity and practices	Sub-outcome 2: Improved quality teaching and learning
	Output 1: sub-output 2: Increase access to high-quality learning materials	Sub-outcome 6: Infrastructure and learning materials to support effective education
Output 2: Undertake regular assessment to track progress	Output 2: sub-output 1: Establish a world-class system of standardised national assessments	Sub-outcome 2: Improved quality teaching and learning
	Output 2: sub-output 2: Extract key lessons from ongoing participation in international assessments	Sub-outcome 2: Improved quality teaching and learning Sub-outcome 4: Increase accountability for improved learning
Output 3: Improve early childhood development	Output 3: sub-output 1: Universalise access to Grade R	Sub-outcome 1: Access to quality Early Child Development (ECD)
	Output 3: sub-output 2: Improve the quality of early childhood development	Sub-outcome 2: Improved quality teaching and learning Sub-outcome 6: Infrastructure and learning materials to support effective education
Output 4: Ensure a credible, outcomes-focused planning and accountability system	Output 4: sub-output 1: Strengthen school management and promote functional schools	Sub-outcome 2: Improved quality teaching and learning Sub-outcome 5: Human resources development and management of schools
	Output 4: sub-output 2: Strengthen the capacity of district offices	Sub-outcome 2: Improved quality teaching and learning Sub-outcome 3: Capacity of the state to intervene and support quality education Sub-outcome 4: Increase accountability for improved learning

4.6 STRATEGIC FOCUS AREAS EMERGING FROM EDUCATION SECTOR MANDATES

- Making Early Childhood Development a top priority to improve quality of education.
- Improving literacy, numeracy /mathematics and science outcomes.
- Increasing the number of learners eligible to study mathematics and science based degrees at university.
- Improving performance in international comparative studies.
- Promoting constructive partnerships to draw support from civil society and establish a National Education Pact
- School management for instructional leadership.
- Retaining more learners completing schooling
- Producing more and better qualified teachers
- Eradicating infrastructure backlogs
- PPN and teacher development
- Infrastructure delivery
- Strengthening language and literacy in education
- Reading and numeracy
- Teacher development and preparedness in line with the curriculum
- Policy compliance for increased system capacity and efficiency
- Increased accountability at different levels in the sector
- Improved quality learning and teaching including care and support

5. SITUATIONAL ANALYSIS

5.1 PERFORMANCE ENVIRONMENT

- **Key Issues in the Delivery Environment**
- **Access to education**

The South African Schools, 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 the Grade 9, whichever comes first. In 2012, the Stats SA General Household Survey (GHS) findings show that 98.8% of 7 to 15 year old children were attending educational institutions - a participation rate seen only in developed countries. According to household surveys run by Statistics South Africa, 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 were not attending any education institution, of which the majority (4 in 5) were in the 16 to 18 age group; and 1 in 5 were disabled. While there has been improvement in access, there is a small gap that still needs to be bridged to ensure that all children have access to compulsory basic education. The current greatest challenge is seeing all learners completing grade 12 and reducing the drop-out rate especially in the FET band (grades 10-12).

o **Contribution to the South African Economy**

The South African economy relies heavily on the availability of human capital; and the education sector is looked upon as the centre from which skills should be attained in the key subjects that drive the development of a healthy economy. There is a need for the sector to improve the learning outcomes; especially because by 2010/11 expenditure by education departments amounted to R165 billion which equalled 6.0% of GDP and 19.5% of consolidated general government spending. In nominal terms, education spending more than tripled from 2000/01 to 2010/11. The current situation is that the quality of education for black children is still largely poor, meaning employment, earning potential and career mobility is reduced for these learners. This in itself limits the growth of the South African economy; hence there is pressure on the sector to turn around this status quo.

Deriving from the Minister of Finance's Budget policy Statement in 2013, the context of delivery is one characterised by fiscal and other constraints. The global economic crisis that began five years ago has been more severe and persistent than anyone could have foreseen. But world economic growth is forecast to strengthen next year.

The economy has continued to grow at a moderate pace, reflecting global and domestic factors, but it will still be necessary to enable growth and structural reforms over the medium term.

We can only implement transformational reforms with a clear plan and a determination to act with urgency. The National Development Plan provides a platform for building a new national partnership that involves government, the private sector, labour and civil society.

We have begun implementing the National Development Plan and in response, have established a National Education Collaboration Trust which is a joint partnership of Business, Government and civil society to work on a whole district developmental approach to the schooling system.

We are enacting reforms to build an efficient state. Initiatives are already under way 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 recurrent spending in the public sector.

Government has maintained a strong commitment to supporting the economy, enhance the social wage, and protect the poorest and most vulnerable in general and in the schooling system in particular.

Accountability for what is done, how it is done, and the quality of learning outcomes is paramount in the basic education system and with the large 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 of our 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 the Realisation of Schooling 2030.***

Better quality learning and teaching will be the focus of our work. Better foundations, more responsive teachers deployed to teach, better care and support, and more credible planning and assessment systems will enable the contribution of improved schooling to the achievement of our medium to long term national development goals to be achieved.

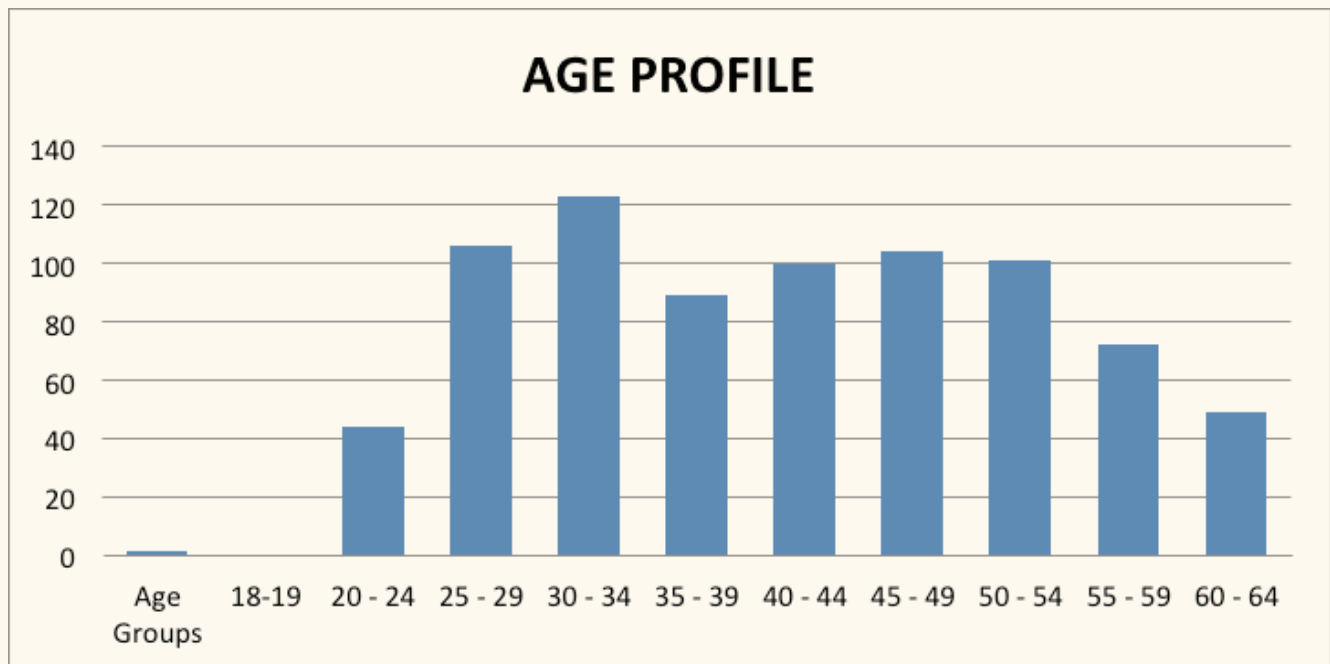
5.2 ORGANISATIONAL ENVIRONMENT

- **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 to set a Branch (PDOU) that would be responsible for this oversight role so that provincial and district performance matters are kept on the radar.

The DBE has completed its reconfiguration process after the split of the Department of Education into the Department of Basic Education and the Department of Higher Education and Training. This reconfiguration of the Department has helped the Department to meet its strategic intent especially as far as Action Plan to 2014 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. As at the end of February the vacancy rate stands at below 2%. A bulk advertisement will go out before the end of February 2014 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 2014. Furthermore 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 co-ordinating 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. There are 49 employees in the category 60 - 64. 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.

Constraints

- It will be defeating the purpose of this document if the constraints that the sector is facing are not spelled out upfront in relation to the thrust of this plan. Among the critical ones are the following:
- Concurrent functions and oversight responsibilities:
- Management and policy compliance:
- Resource Allocation
- Capacity of the state: competency and agency of officials, principals and teachers in support of curriculum coverage
- Functionality of schools and districts
- Equity, efficiency and quality of learning outcomes
- Nature of accountability mechanisms

5.3 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

The development of this Strategic Plan started with the unpacking of the National Development Plan in 2013, wherein, priorities of the NDP were contextualized for the sector. The issues raised in the NDP have always been sector priorities in that they came directly from Action Plan 2019 *“Towards the Realisation of schooling 2030”*. For the coming five-year term, however, the sector plan has been extended to 2030 to be in line with the NDP term. As a result, the same NDP priorities have been utilized in the drafting of the sector chapter in the Medium Term Strategic Framework, and the MTSF sub-outcomes have been adopted as strategic Goals in this plan. The envisaged to be used in the Delivery Agreement of the Minister.

Internally, in order to align all activities with NDP and the sector plan the Department has undergone an intense process of developing Branch Strategic and Operational plans. From these plans, key objectives and activities have been elevated to inform the development of the 2014/15 APP.

For this plan to be realised, the budgeting process is critical in allocating the required resources for the implementation of the plan on an ongoing basis. The budget allocations expressed in the Annual Performance Plan will be used in the delivery of service throughout the department.

6. STRATEGIC OUTCOME ORIENTED GOALS OF THE INSTITUTION

These goals are based on the NDP and on the MTSF sub-outputs except for Goal number 1, which is for Programme 1: Administration.

1. Effective and efficient governance and management support
2. Increased access to quality Early Child Development (ECD)
3. Improved quality teaching and learning
4. Improved capacity of the state to intervene and support quality education
5. Increased accountability for improved learning
6. Improved human resources development and management of schools
7. Improved provision of Infrastructure and learning materials to support effective education

Strategic Outcome Oriented Goal 1	Effective and efficient governance and management support
Goal statement	Effectiveness of administration, governance and management systems to support Institutional performance in critical areas for efficiency.

Strategic Outcome Oriented Goal 2	Quality Early Child Development (ECD)
Goal statement	Increased access to quality early childhood development through ensuring that 100% of learners go through ECD before grade 1 and by ensuring that practitioners are equipped with the requisite skills. Proper provisioning of resources and proper infrastructure for young children is very critical leaning readiness and quality functions for learning are critical in the extension of quality ECD

Strategic Outcome Oriented Goal 3	Quality teaching and learning
Goal statement	Improved quality of teaching and learning. Teacher competence therefore is of paramount importance to the delivery of quality education.

Strategic Outcome Oriented Goal 4	Capacity of the state to intervene and support quality education
Goal statement	Improved capacity of the state to intervene and support quality education by role clarification between the national department, districts at provincial level and schools. DBE provides guidance on policy implementation and monitoring performance including developments of norms and standards in critical processes of implementation.

Strategic Outcome Oriented Goal 5	Increased accountability for improved learning
Goal statement	Increased accountability for improved teaching and learning requires all in the education value chain to support schools and understand their role in improving learning outcomes in the basic education sector

Strategic Outcome Oriented Goal 6	Human resources development and management of schools
Goal statement	Improved human resource development through active recruitment, strategic deployment, management and development in support of curriculum provisioning and coverage.

Strategic Outcome Oriented Goal 7	Learning materials to support effective education
Goal statement	Prompt provisioning of learning and teaching materials will support effective education.

Strategic Outcome Oriented Goal 8	Infrastructure to support effective education
Goal statement	Improved Infrastructure development, provisioning and maintenance will support effective education through the provision of ICT and other infrastructure including water, sanitation, furniture and classrooms.

7. STRATEGIC OBJECTIVES

7.1 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.

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. As part of the work of the Department, vacancy management, HR development and performance management intervention have been prioritised to increase the efficiency and capacity of the Department to deliver on its mandate. The indicators in this programme are fundamentally directed towards performance improvement and development, compliance, accountability and sound financial systems. These indicators are linked to the Department's strategic objective of **improved capacity of the Department of Basic Education** both in terms of delivery of service to the public and professional development of the staff. The activities of the programme support *Action Plan to 2014: Towards the realisation of schooling 2025* and cut across all the goals.

7.1.1 Strategic Objectives

- Improved capacity of the Department of Basic Education.
- Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.

Strategic Goal1: Effective and efficient governance and management support systems	Strategic Objective	Improved capacity of the Department of Basic Education
	Objective Statement	To improve administrative and governance services (Finance, HR, Internal Audit) in the Department in order to support the delivery of education and to strengthen compliance and accountability
	Indicators	<ul style="list-style-type: none"> • Number of officials participating in staff development activities. • Number of internships implemented for unemployed graduates in the Department • Signed Financial Disclosure forms for all DBE SMS members submitted by 31 May every year • Signed Performance Agreements by all DBE SMS members by 31 May every year • Percentage of scores at level 3 and above in MPAT after external moderation • Number of audit reports signed off

	2012 Baselines	<ul style="list-style-type: none"> • 350 • 87 • 100% • 100% • 2012 MPAT: 60% • No baseline
	Strategic Objective	Strengthen partnerships with all stakeholders, resulting in education becoming a priority
	Objective Statement	To ensure that South Africa participate in education multilateral fora and sign education related co-operation agreements with other contrives
	Indicator	A report highlighting South Africa's role and participation in multilateral bodies and international organisations in support of the development of the education system is produced
	2012 Baselines	Two Reports on partnerships and participation

7.1.2 Resource Consideration

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

The increased expenditure in the *Department Management* subprogramme in 2013/14 was mainly due to the additional costs associated with interventions in Eastern Cape and Limpopo in 2011/12, when the department took over the management of the provincial education departments in these provinces. This required additional oversight related expenditure, which accounts for the increases in spending on goods and services items, such as consultants and travel and subsistence, in that year.

The department has a funded establishment of 300 posts for this programme, of which 252 posts were filled at the end of November 2013.

7.1.3 Risk Management

No	Strategic Risks	Description of Risks	Mitigating Measures
1.	Under/Overspending of the DBE budget	Poor financial management, planning, setting unrealistic targets	In-year monitoring(IYM) of the budget is conducted and consistent follow ups are made with business units to obtain reasons for under/over spending and the remedial measures thereof.
2.	Financial statements issued with material misstatements	Inaccurate information provided to the compiler of the financial statements	Information to be provided to the compiler in a standard template supplemented by adequate source documents.

7.2 PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Programme Purpose: Develop curriculum and assessment policies and monitor and support their implementation.

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

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are intended towards improving learner performance as captured in the *Action Plan to 2014: Towards the realisation of schooling 2025*. The Programme contributes to the following sector goals on learner performance:

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 Bachelors 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 12 ► Improve the grade promotion of learners through Grades 1 to 9.

7.2.1 Strategic Objectives

Improve the quality of early childhood development

Increase access to high quality learning materials.

Improve teacher capacity and practices

Strategic Goal 1: Access to quality Early Child Development (ECD)	Strategic Objective	Improve the quality of early childhood development
	Objective Statement	To increase the population of children of the appropriate age doing grade R in public ordinary schools in order to make sure that all learners do grade R before grade 1
	Indicators	<ul style="list-style-type: none"> Percentage of 5 year old learners in the population attending grade R
	2012 Baseline	84. %
	Strategic Objective	Improve teacher capacity and practices
	Objective Statement	To train ECD practitioners to attain NQF level 6. This is done to support the teaching of young children to prepare them for learning in the Foundations phase and beyond
	Indicator	Number of qualified ECD practitioners (NQF level 6) in public grade R .
	2012 Baseline	No audited baseline
Strategic Goal 7: Learning materials to support effective education	Strategic Objective	Increase access to high quality learning materials.
	Objective Statement	Develop and distribute Workbooks for learners in all provinces. In order to augment provincial supply of textbooks, develop and provide Assessment Guidelines for schools and place on the website
	Indicators	<p>Percentage of grade R learners in public schools with access to workbooks by the start of the academic year</p> <p>percentage of Grade R workbooks developed, printed and delivered to learners in public primary schools</p> <ul style="list-style-type: none"> Percentage of Grades 9 Mathematics workbooks developed, printed and delivered to learners in schools Percentage of schools receiving workbooks by the start of the academic year Number of Exemplars developed in key subjects Number (Mind the Gap) study guides developed in key subjects
	2012 Baselines	<ul style="list-style-type: none"> 97%-100% 97%-100% 97%-100% 97%-100% Exemplars: No baseline Mind-the –Gap: 2012 baseline

Strategic Goal 3: Improved quality of teaching and learning	Strategic Objective 2.4	Improve teacher capacity and practices
	Objective Statement	To provide support to teachers on curriculum implementation through the National Strategy for Learner Attainment. This strategy gives provinces guidelines on how to support schools in various areas, e.g. administration, coverage of curriculum, school-based assessment, completion of syllabi and many other areas of improving the learning process
	Indicator	<ul style="list-style-type: none"> • A National report on the implementation of NSLA. • Number of teachers trained in Multi-grade teaching.
	Baseline	2012 NSLA Report Multi-grade teaching: 140

7.2.2 Resource Consideration

The spending focus over the MTEF period will be on improving curriculum delivery, particularly through ensuring access to high quality learner and teacher support materials. Workbooks for grades R to 9 are developed and distributed through the *Curriculum and Quality Enhancement Programmes* subprogramme. The workbooks are complemented by the Dinaledi schools and technical secondary schools conditional grants in the *Curriculum Implementation and Monitoring* subprogramme, providing more focused support to selected schools in mathematics, science and technology. Additional allocations for these grants account for the growth in expenditure in the *Curriculum Implementation and Monitoring* subprogramme, which is also reflected as transfers and subsidies to provincial departments.

Spending on the *Kha Ri Gude Literacy Project* subprogramme increased between 2010/11 and 2013/14, mainly due to additional allocations for the project through the introduction of the expanded public works incentive grant in 2011/12. With an allocation of R1.8 billion over the medium term, this project has to date provided 2.9 million adults with the opportunity to become numerate and literate in one of the 11 official languages. In 2013/14, the project registered 673 743 additional learners and provided a stipend to 42 371 volunteer facilitators. As the project expects to reach the initial target of 4.7 million literate adults by 2015/16, its allocation has been reduced by R280 million over the medium term as it will begin to wind down as a mass based intervention.

The establishment of the e-learning unit and development of e-learning resources in Mathematics and Science will promote and increase the participation of learners in these subjects. Using the allocation of R859.3 million in 2013/14, 53 740 860 literacy and numeracy workbooks for grades R to 9 were developed and printed in all 11 official languages in preparation for 2014. This subprogramme had a staff complement of 27 in 2013/14.

7.2.3 Risk Management

No	Strategic Risks	Description of Risks	Mitigating Measures
1.	The delivery of workbooks and textbooks for all learners in all grades.	Learners will lose the opportunity to interact with the workbooks which could enhance learner performance	Development of a national catalogue for textbooks and LTSM and implementation of central procurement of textbooks.

7.3 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: Teachers, Education Human Resources and Institutional Development; Education Human Resources Management; Education Human Resources Development and, Curriculum and Professional Development Unit.

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the basic education sector. The work of the programme is strongly aligned with the imperatives of the basic education sector as captured in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The programme contributes to the following sector goals on teacher supply, development and utilisation:

Action Plan Goals on Teacher Supply, Development and Utilisation

- Goal 14 ► Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.
- Goal 15 ► Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- Goal 16 ► Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.
- Goal 17 ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

7.3.1 Strategic Objectives

- Improve teacher capacity and practices.
- Strengthen school management and promote functional schools.
- Strengthen the capacity of district offices.

Strategic Goal 6: Human resources development and management of schools	Strategic Objective	Improve teacher capacity and practices (development)
	Objective Statement	To develop a content diagnostic testing system for teachers and assess teachers' content knowledge
	Indicators	Number of subject diagnostic tests developed for teachers
	2012 Baseline	No baseline
	Strategic Objective	Improve teacher capacity and practices (Management)
	Objective Statement	To strengthen management and governance practices in schools by utilising the Whole School Evaluation criteria developed for schools
	Indicators	Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools).
	2012 Baseline	71%
	Strategic Objective	Improve teacher capacity and practices (recruitment)
	Objective Statement	To absorb Funza Lushaka bursary holders into teaching posts to strengthen the teaching force with qualified teachers. In addition it is critical to replenish the current stock of teachers with freshly qualified graduates
Increased accountability for improved learning	Indicators	<ul style="list-style-type: none"> Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education in the past year Percentage of Funza Lushaka bursary holders placed within 6 months of their graduation Number of qualified teachers aged 30 and below, entering the public service as teachers for the first time
	2012 Baselines	Funza Lushaka: 11 715 Placement: No baseline Teachers under 30: 8227
	Strategic Objective	Strengthen school management and promote functional schools
	Objective Statement	Management in functional schools is promoted through the availability of competent principals and institutionalization of good administrative and management systems, as well as competent teachers. All efforts are to be geared towards improving accountability from practices in the classroom to administrative practices for better learner attainment.
	Indicators	<ul style="list-style-type: none"> Number of public schools moderated through the IQMS Number of principals appointed through competency testing
	2012 Baseline	<ul style="list-style-type: none"> IQMS: No baseline Principals: No Baseline

Strategic Goal 5: Accountability for Improved Learning	Strategic Objective	Strengthen the capacity of district offices
	Objective Statement	To strengthen districts by establishing district offices that are able to support schools
	Indicator	<ul style="list-style-type: none"> Percentage of schools supported to improve performance % of principals rating the support of district offices as satisfactory Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme
	2012 Baseline	<ul style="list-style-type: none"> School Support: No baseline Principals Ratings: 37% in 2011 Mentoring programme: No baseline

7.3.2 Resource Consideration

As a means of ensuring an adequate supply of qualified recruits to the education system, the department offers Funza Lushaka bursaries to prospective teachers. The bursaries are provided through the National Student Financial Aid Scheme, which is the main reason for increases in spending over the MTEF period. The scheme aims to address the shortage of teachers in specific areas, such as Mathematics, Science and Technology. Spending on the bursary scheme, reflected in transfers and subsidies, increased from R425 million in 2010/11, when 10 074 bursaries were awarded, to R893.9 million in 2013/14, when 14 512 bursaries were awarded. The department expects to award a further 39 000 bursaries over the medium term at a cost of R2.9 billion.

In 2013/14, R41.2 million was used to conduct 7 494 school visits to monitor the implementation of the integrated quality management system. Some of this was spent on travel and subsistence, which fluctuated between 2010/11 and 2011/12 due to a delay in the filling of vacancies before 2011/12. The balance was for compensation of employees. This programme received additional funding of R280 million in the 2014 Budget for the implementation of the occupation specific dispensation for therapists in the education sector through a new conditional grant to provinces.

7.3.3 Risk Management

No	Strategic Risks	Description of Risks	Mitigating Measures
1.	Quality and data required for HR planning might not be available.	Under-supply of human resources (teachers) and funding not sufficient	Improving the use of PERSAL data including PERSAL Clean-up projects and making certain fields on PERSAL mandatory.
	Delay in reaching/signing of collective agreements on matters pertaining to conditions of service for educators.	Compromises quality of teaching and learning in public schools	Funds should be available before signing of collective agreements.

7.4 PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

Programme Purpose: To promote quality and effective service delivery in the basic education system through planning, implementation and assessment.

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

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The programme contributes to the following sector goals:

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.

7.4.1 Strategic Objectives

- Establish a world class system of standardised national assessments
- Strengthen school management and promote functional schools
- Strengthen the capacity of district offices

Strategic Goal 5: Increased accountability for improved learning	Strategic Objective	Establish a world class system of standardized national assessments
	Objective Statement	To strengthen the quality of ANA to ensure that schools use ANA results for improvement in teaching and learning. Eventually the quality of NSC results will also be improved
	Indicator	<ul style="list-style-type: none">• Valid and reliable data on learner performance in ANA• Valid and reliable data on learner performance in NSC• % of grade 12 learners sitting for the NSC who obtain a National Senior Certificate
	2012 Baseline	<ul style="list-style-type: none">• 2012 ANA reports• 2012 NSC Reports• 73.9%

	Strategic Objective	Strengthen school management and promote functional schools
	Objective Statement	The system needs to continue strengthening access to schools for all eligible children of an appropriate age to be in schools. These are children between age 5/6 to age 14/15. Beyond this, these learner must be retained in the system until they complete the compulsory school phases (i.e. up to grade 9)
	Indicators	<ul style="list-style-type: none"> • % of 7-15 year olds attending education institutions • % of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade) • % of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade)
	2012 Baseline	<ul style="list-style-type: none"> • 7-15 year olds: 98.8% • 9 year olds: 79.9% • 12 year olds: 71.7%
Strategic Goal 8: Provision of infrastructure to support effective education:	Strategic Objective	To provide appropriate infrastructure in schools to support quality learning
	Objective Statement	Provide infrastructure to schools to enhance the conditions under which learners are taught
	Indicators	<ul style="list-style-type: none"> • Number of schools built and completed under ASIDI project • % of schools meeting minimum sanitation standards • % of schools meeting minimum standards for the number of learners per classroom • % of schools meeting minimum standards for libraries
	2012 Baseline	<ul style="list-style-type: none"> • ASIDI schools: No baseline • Sanitation: No baseline • Learners per classroom: No baseline • Libraries: No baseline

7.4.1 Resource Consideration

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 2016/17. The bulk of expenditure in this programme is therefore on the education infrastructure grant and school infrastructure backlogs grant in the *School Infrastructure* subprogramme. A significant amount is also spent in the *National Assessments and Public Examinations* subprogramme. 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* subprogramme.

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* subprogramme. Spending on this item also grew due to increased activity in the *National Education Evaluation Unit* subprogramme. A further 230 schools and 26 districts are set to be evaluated in 2014/15.

Expenditure on consultants increased between 2010/11 and 2013/14, due to technical assistance requirements for the management and implementation of the school infrastructure backlogs grant. Spending on consultants is expected to continue to increase over the MTEF period as the school infrastructure programme is expanded. At the end of November 2013, this programme had 182 funded posts, 171 of which were filled. The rest are used for moderators and examiners as required.

The bulk of the expenditure in the subprogramme goes toward schools infrastructure, which is why R7.9 billion has been allocated to the school infrastructure backlogs grant over the MTEF period. In addition, R26.4 billion over the medium term will be transferred to provinces through the education infrastructure grant. The school infrastructure backlogs grant aims to eradicate and replace inappropriate school infrastructure, such as mud school buildings and other unsafe structures. It also aims to ensure that all schools have basic services, such as water, sanitation and electricity. Over the medium term, these funds will be used to replace inappropriate infrastructure in 510 schools and provide water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools across South Africa.

To give effect to Cabinet approved budget reductions, R1.2 billion over the medium term has been reduced from spending on the school infrastructure backlogs grant and R1.4 billion from the education infrastructure grant. The reductions to the school infrastructure grant align this allocation more closely with the ability of the sector to deliver school infrastructure and extend the deadline for addressing the school infrastructure backlog by one year, from 2015/16 to 2016/17. Despite these reductions, the education infrastructure grant continues to grow over the medium term at an average annual 14.8 per cent, thereby ensuring that school infrastructure delivery by provincial education departments remains a priority.

The subprogramme National Assessment and Public Examinations 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; moderates the Grade 12 life orientation school based assessment at provincial and national levels; monitors the examination writing processes in all provinces; and oversees the Annual National Assessments.

This subprogramme had a staff complement of 77 at the end of November 2013. The spending focus of this subprogramme 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 and will no longer require provincial departments to pay for the issuing of certificates. This subprogramme had a staff complement of 77 at the end of November 2013. Staff members oversee the administration associated with the setting, printing and moderating of all the nationally set and examined question papers.

7.4.3 Risk Management

No	Strategic Risks	Description of Risks	Mitigating Measures
1.	The set ASIDI targets may not be met.	Projected targets not met in time resulting in low expenditure.	JBCC provisions to enforce performance. Agreements include provisions to enforce compliance..
	Examinations involve confidential material (certificates, question papers, etc) which warrants high level of security. Access Security for the Examinations personnel not in line with international standards.	Fraudulent material (certificates); leakage of question papers, etc	Greater/ improved control measures to be instituted..

7.5 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; Partnerships in Education; Care and Support in Schools; and, Grant Implementation, Monitoring and Reporting.

This programme is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall wellbeing of learners because they contribute to better learning and also because physical and psychological health are important in the holistic development of learners. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport and culture as per *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The programme contributes to the following sector goal.

Alignment with Action Plan 2019 Goals

Action Plan Goals 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 poverty alleviation, sport and culture.

7.5.1 Strategic objectives:

- Strengthen school management and promote functional schools
- Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority

Strategic Goal 4: Capacity for the state to intervene and support quality education	Strategic Objective	Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority
	Objective Statement	To entrench the values of the country in learners as part of developing them to be well rounded citizens
	Indicator	Number of learners participating in DBE organised activities on citizenship, rights and responsibilities and constitutional values
	2012 Baseline	No Baseline
	Strategic Objective	Strengthen school management and promote functional schools
	Objective Statement	To support learners through health-related programmes in order to strengthen the learning process
	Indicator	Number of learners in primary secondary and identified special schools that are provided with nutritious meals
	2012 Baseline	9 159 773

7.5.2 Resource Consideration

The spending focus over the medium term is to enrich the educational experience of learners and teachers. The bulk of the department's contribution here is through conditional grant transfers to provinces, with the national school nutrition programme in the *Care and Support in Schools* subprogramme being the key initiative aimed at improving access and learning. The nutrition programme received an increase in allocations between 2010/11 and 2013/14 to expand the national school nutrition programme to include all primary and secondary learners in quintiles 1 to 3.

In 2013/14, 8.7 million learners were fed on school days at a cost of R5.2 billion. This is a decrease from the 9.2 million learners fed in 2012/13, and is due to the additional learners being fed by provincial departments from their own budgets in that year. To ensure that the level and quality of feeding is sustained in line with government's overall anti-poverty strategy, this grant continues to dominate programme expenditure over the medium term, with allocations increasing from R5.2 billion in 2013/14 to R6.0 billion in 2016/17.

To give effect to Cabinet approved budget reductions, the department will reduce spending in this programme by R3.2 million over the medium term on the administration portion of the national school nutrition programme grant. The reductions will not impact negatively on service delivery.

At the end of November 2013, the directorate had a funded establishment of 68 posts, for personnel to provide oversight and support for the implementation of the national school nutrition programme conditional grant. 6 positions were vacant, mainly due to natural attrition.

7.5.3 Risk Management

No	Strategic Risks	Description of Risks	Mitigating Measures
1.	Suspension of feeding of learners in provinces..	Non-feeding of learners	Monitoring and evaluation tool to focus on provinces and districts; Training on financial management guidelines developed
	Non-implementation of learner well-being and social cohesion programmes.	The Integrated School Health Programme may therefore lack the school health screening component and focus only on health education, which may not be sufficient. Thus, learners with health ailments that impact on their education may not be addressed.	Developed partnerships with DoH at Ministerial level to mitigate the risk and with other non-governmental health care organizations to supplement programme. DoE is purchasing equipment for schools in the screening programme. DoH has also purchased school health screening mobiles.

PART C: LINKS TO OTHER PLANS

8. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

A critical initiative that adds significant focus and momentum to the Department's Action Plan is the Accelerated Schools Infrastructure Delivery Initiative (ASIDI). To achieve quality education we need to ensure sound infrastructure.

To this end, the Norms and Standards for Basic School Functionality were approved for implementation in line with the Accelerated Schools Infrastructure Delivery Initiative (ASIDI). The main goal is to eradicate mud and unsafe structures and to provide improved infrastructures such as laboratories, libraries and administration blocks to existing schools.

A four-pronged strategy has been established for rolling out ASIDI. The first two elements involve an engagement with provincial education departments to explore how they might reprioritise the targets of their provincial allocations to more effectively:

- (i) address the schools needing to be brought to basic safety functionality levels; and
- (ii) replace all inappropriate schools structures.

The third and fourth elements of ASIDI aim to:

- (iii) replace all mud schools that are situated in the Eastern Cape province by providing an additional conditional grant.
- (iv) upgrade schools to optimum functionality by means of alternative funding sources and forms.

9. CONDITIONAL GRANTS

9.1. 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.

9.2. 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 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.

9.3. TECHNICAL SECONDARY SCHOOL RECAPITALISATION GRANT

Purpose	To recapitalise technical schools to improve their capacity to contribute to skills development and training in the country.
Performance indicator	Functional institutions and effective programmes that contribute to skills development.
Continuation	The grant will end in the 2016/17 financial year.
Motivation	The grant will gradually deliver services to improve schools over the three year period. After the 2016/2017 financial year, the maintenance, repair and upkeep of the facilities, machines, tools and equipment will be the function of the provincial education departments.

9.4. DINALEDI SCHOOLS CONDITIONAL GRANT

Purpose	To promote Mathematics and Physical Science teaching and learning and improve teachers' content knowledge of Mathematics and Physical Science.
Performance indicator	Learner performance in mathematics and physical science improves.
Continuation	Ongoing.
Motivation	The grant is set to achieve incremental targets/outputs over a period of three years, hence the continuation.

9.5. 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 on-going infrastructure programme in provinces.

9.6. 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 on ASIDI are implemented over multiple years. The projections of the projects on the ASIDI above are for 2015/16 financial year.
Motivation	The grant has been awarded to eradicate the basic safety norms backlog in schools so as to ensure that schools reach basic functionality levels.

9.7 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, 2014/15 and 2015/16
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.

10. PUBLIC ENTITIES

Name of public entity	Mandate	Outputs	Current annual budget (R thousand)	Date of next evaluation
ELRC	Strive towards continuous maintenance and promotion of labour peace and contribution towards the transformation and development of quality South African Public Education Sector	Perform dispute resolution functions; conclude and enforce collective agreements; conclude, supervise, enforce and administer agreements.	R57 975	
SACE	To regulate, protect and promote the teaching profession	Registering professionally qualified educators; the development of the profession and promoting of standards of professional ethics.	R60 700	
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.	<p>Promote quality and internationally comparative standards in GFET; maintain and improve educational standards through 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 GFET Framework of Qualifications;</p> <p>Provide reliable and credible leadership and guidance in standard setting and quality assurance.</p>	R127 328	

11. PUBLIC-PRIVATE PARTNERSHIPS

The Department is currently part of a PPP (Public-Private Partnership) agreement for the finance, design, construction, operation and maintenance of the head office accommodation. The finance, design and construction phases have been completed and we are currently in the fifth year of the operations and maintenance phase of the contract. The contract includes machinery and equipment and stipulates that the head office accommodation will be maintained and operated by the Private Party for the next 25 years.

Name of PPP	Purpose	Outputs	Current value of agreement (R thousand)	Date when agreement expires
New head office building	To finance, design, construct, operate and maintain new, serviced head office accommodation for the Department of Basic Education	New, serviced head office accommodation for the Department of Basic Education		27 Years (2 years construction, 25 years service)

