

ANNUAL PERFORMANCE PLAN

2017/2018



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**ANNUAL PERFORMANCE PLAN
2017/2018**

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LIST OF ACRONYMS

AIR	Apparent Intake Rate
AMESA	Association of Maths Educators of South Africa
ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
BSNSW	Board of Studies New South Wales
CAPS	Curriculum and Assessment Policy Statements
CATs	Common Assessment Tasks
CD	Compact Disc
CoE	Compensation of Employees
DBE	Department of Basic Education
DPME	Department of Performance Monitoring and Evaluation
DSD	Department of Social Development
DVD	Digital Versatile Disc
ECD	Early Childhood Development
ECDoE	Eastern Cape Department of Education
EGRA	Early Grade Reading Assessment
EIG	Education Infrastructure Grant
ELRC	Education Labour Relations Council
e-LTSM	Electronic Learning and Teaching Support Materials
EMIS	Education Management Information Systems
FET	Further Education and Training
GEM/BEM	Girls and Boys Education Movement
GET	General Education and Training
GFET	General and Further Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Committee
HEI	Higher Education Institution
ICT	Information and Communications Technology
IEEE	Institute of Electrical and Electronics Engineers
IIAL	Incremental Introduction of African languages
IQMS	Integrated Quality Management System
ISHP	Integrated School Health Programme
LDoE	Limpopo Department of Education
LTSM	Learning and Teaching Support Materials
MDGs	Millennium Development Goals

MIP	Multi-Annual Indicative Programme
MPAT	Management Performance Assessment Tool
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NEAC	National Examinations and Assessment Committee
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System
NIAF	National Integrated Assessment Framework
NICPD	National Institute for Curriculum and Professional Development
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSLA	National Strategy for Learner Attainment
PED	Provincial Education Department
PICC	Presidential Infrastructure Coordinating Commission
PMDS	Performance Management and Development Scheme
PPN	Post Provisioning Norm
QCTO	Quality Council for Trades and Occupations
QLTC	Quality Learning and Teaching Campaign
RPL	Recognition of Prior Learning
SAASTE	South African Association for Science and Technology Educators
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAMF	South African Maths Foundation
SBA	School-Based Assessment
SC	Senior Certificate
SGB	School Governing Body
SIAS	Implementing Screening, Identification, Assessment and Support
SMS	Senior Management Services
TIMSS	Trends in International Mathematics and Science Study
USB	Universal Serial Bus
WSE	Whole School Evaluation

FOREWORD BY THE MINISTRY OF BASIC EDUCATION

The five internationally accepted tenets, namely, access, redress, equity, quality and efficiency continue to guide basic education provisioning in South Africa. We have stated repeatedly that our efforts in the basic education sector have begun to show positive results, especially in the areas of access, redress, and equity. We have noted an unprecedented level of access in terms of participation in the public schooling system, and progress in the equitable allocation of funding. Our pro-poor policies are incrementally redressing the inequalities of past. We, however, acknowledge that more work needs to be done in the areas of quality and efficiency.

It was for this reason that we consciously decided to reposition and realign the basic education sector and our sector plans with the National Development Plan (NDP). The repositioning and realignment processes of our sector will continue to focus on accountability at all levels. We stress the importance of the ensuing absolute adherence to the basics, namely, departments responsibly and accountably carry out their legal mandates; districts are viable and functional basic education delivery points; schools are safe, secure and vibrant spaces for learning and teaching; teachers are on time and teaching; and learners are at the centre of all that is done in the basic education sector.

The start of a financial year affords us the opportunity to rise and confront the weaknesses and challenges that are persistent in the basic education sector. As a sector, we continuously reflect on the challenges in our education system, on whether our plans are responding adequately to challenges that continue to beset our country or not. This Annual Performance Plan is intended to capture in detail and in a measurable way the indicators and targets that we have set for the Department. This is a public document which will be used by the Department to report progress against set objectives to all our executive and oversight bodies i.e., Cabinet, Parliament, and the Department of Performance, Monitoring and Evaluation.

With its many challenges, the 2016/17 financial year reminded us all in the sector of the importance of empowering our communities to be at the forefront of education. The burning and destruction of school infrastructure in Vuwani was an unprecedented act of vandalism which can never escape our stern criticism. The support from different spheres of our government and other partners during that challenging period, ensured that our affected learners are afforded the opportunity to write their examinations, and further ensured that the alienable right of access to basic education by the children of Vuwani, is restored and protected.

Improved learner achievements and school performance, continues to be our overriding goal. We congratulate the Class of 2016 and teachers for all the hard work that was done throughout the 2016 school year. Clearly, the progression policy, with continued support, is beginning to yield good fruit. Through the Second Chance Programme, the Department is responding to the NDP's directive of increasing throughput and retention rates. This programme provides support to learners who could not meet the pass requirements of the National Senior Certificate (NSC) examinations. Learners, who were unsuccessful in their matric studies, have the opportunity of writing the NSC examination in a modular format.

The draft document, the National Integrated Assessment Framework (NIAF), has been developed, and it incorporates elements of the re-designed Annual National Assessment (ANA). The NIAF includes the following tiers of assessment –

- (a) The first tier is a Systemic Evaluation that measures and reports on system-wide learning outcomes and will be administered once in three years to a sample of learners in a sample of schools across the nine provinces;
- (b) the second tier is a school-based examination, which will form part of the summative component used for the promotion/progression requirements as stipulated in Curriculum and Assessment Policy Statements (CAPS). These tests will be developed by the Department of Basic Education (DBE) and made available to Provincial Education Departments (PEDs) to administer in their schools. They will be administered in a maximum of two grades per annum, and will focus on selected subjects. Quality assurance mechanisms will be added to ensure credibility of these outcomes; and
- (c) the third tier is formative assessments designed to support teachers to diagnose critical learning gaps in specific content areas in the curriculum. Formative assessments will be used to strengthen school-based assessments (SBAs). The Department will further use these assessments to inform specific teacher development programmes aimed at strengthening both the subject content and teaching methodology.

The results of recent international studies, such as the Trends in International Mathematics and Science Study (TIMSS) 2015, and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ IV) show that the performance of South African learners is improving. The TIMSS 2015 results confirmed noteworthy growth patterns; which when compared with other countries since 2003 at the Grade 9 level, South Africa has shown the largest improvement of 87 points in Mathematics, and 90 points in Science. The preliminary SACMEQ IV study results further affirmed the upward trends; and showed that for the first time, South African learners at the Grade 6 level achieved Mathematics scores above the significant centre point of 500 points. More importantly, the largest gains were evident within the historically disadvantaged sections of the school system.

The Department has started to make inroads in introducing the three curriculum streams which promote differentiation for more effective inclusive education. These three curriculum streams include academic, technical-vocational and technical occupational streams, designed to improve curriculum choices and post-school opportunities and career choices for young people country-wide.

The Department will continue to work with sister Departments to formalise Grade R, and will ensure that the provisioning of appropriately qualified and experienced Early Childhood Development (ECD) practitioners, as well as age-appropriate Learning and Teaching Support Materials (LTSM), are prioritised.

During the 2015/16 Budget Vote Speech, we introduced 1 000 school libraries per annum project. The generous response from the private and public sectors as well as civil society, has been overwhelming to say the least. Existing spaces in schools have indeed been converted into school libraries with conventional and technology-mediated reading platforms. Coupled with the 1 000 school libraries project, is the “Read to Lead” Campaign, which, seeks to instill a culture of reading among South Africans, and provide direction and inspiration across all levels of the education system, in homes and the public domain to ensure that by 2019, all learners can, and do read. We are particularly indebted to those South Africans who volunteered their precious time and resources to act as Ambassadors of the “Read to Lead” Campaign. We strongly contend that learners can only improve their performance levels, by improving their capability to read.

The NDP states that educators recruited to the teaching profession, must be high calibre candidates, who will commit to improve teaching and learning outcomes in the classroom. The Department, as stated in this plan, will continue to recruit young teachers of high calibre, using the Funza Lushaka Bursary Scheme. The investment we, together with our partners have made in teacher resource centres, particularly the continued roll-out of Information and Communication Technologies (ICTs) in teacher development, have enabled us to multiply and expand the reach of our efforts at supporting our teachers in subject content knowledge and teaching practice.

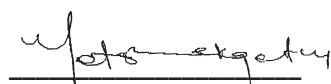
We are particularly pleased with the start of the 2017 school year. Our monitoring of schools for an effective start of 2017 school year, points to fewer challenges in as far as the delivery of LTSMs and infrastructure is concerned. The adherence to the strict LTSM sector plan timelines, ensures that the 2017 school year starts as it should. The Department will throughout the year, monitor the effective utilisation of all resources and through our districts, monitor the curriculum coverage per school term. The effective utilisation of LTSMs and the successful retrieval of these resources at the end of each school-year, will curb wastage and ensure prudent use of financial resources.

We are appreciative of the continued support from government in the delivery of state-of-the-art schools, which is funded through the Education Infrastructure Grant (EIG) and the Accelerated Schools Infrastructure Delivery Initiative (ASIDI). Coupled with the state-of-the-art schools, is the provision of potable water, hygienic sanitation, and reliable electricity to our school infrastructure. It must be noted that the state-of-the-art schools come with media centres, nutrition centres, science laboratories, and administrative blocks – thus these schools are not only safe and conducive learning and teaching environments, but also help to restore the dignity of our learners and teachers.

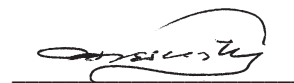
The Department will continue to use its engagements with education districts to ensure that schools receive optimal support, and that early warning systems, for speedy resolution of challenges, are part of monitoring and evaluating the sector at all levels. We, therefore, implore our PEDs to ensure that all districts are adequately resourced and supported. Districts must be turned into efficient and functional delivery points of our basic education system.

The Department will continuously reflect on its pro-poor policies to assess whether these are comprehensive enough to alleviate the plight of the South African learners from disadvantaged backgrounds. We are currently pleased with the number of learners and communities who are benefiting from the National School Nutrition Programme (NSNP) and the No-Fee School policy. We are equally encouraged by our achievement of gender parity in the basic education sector. The continued support we are receiving from all our partners and stakeholders in the sector through the National Education Collaboration Trust (NECT), cannot go by unnoticed. We encourage all citizens and different community formations to continue contributing towards improving the basic education system in our country. After all, education is indeed a societal matter.

We are confident that the plans articulated in this Annual Performance Plan, the Provincial Annual Performance Plans, as well as in the basic education sector plan – *Action Plan to 2019: Towards the Realisation of Schooling 2030*, are solid steps towards improving our education system.



Mrs AM Motshekga, MP
Minister

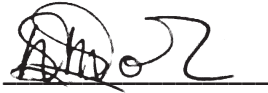


Mr ME Surty, MP
Deputy Minister

OFFICIAL SIGN-OFF

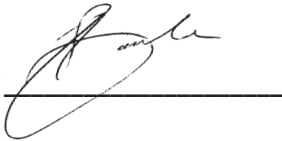
It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
- Was prepared in line with the current Strategic Plan of the Department of Basic Education; and
- Accurately reflects the performance targets which the Department of Basic Education will endeavour to achieve given the resources made available in the budget for 2017/2018.



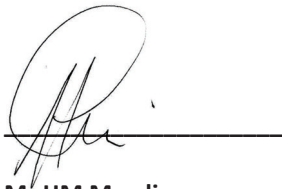
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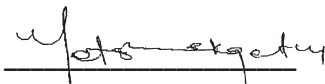
Deputy Director-General, Office of the Director-General



Mr HM Mwel

Director-General

Approved by:



Mrs AM, Motshekga MP

Minister

PART A: STRATEGIC OVERVIEW

The Department has made minor revisions on the current 2015 to 2020 Strategic Plan. This information is attached as an Annexure under part D of this Annual Performance Plan.

This Annual Performance Plan represents the third year of activities towards achieving the objectives as contained in the DBE Strategic Plan 2015/16-2019/20. The DBE's Strategic Plan is anchored on the government's long term plan; The National Development Plan: Our Future Make it work and the Medium Term Strategic Framework 2014-2019 (MTSF). Over the current term the Department has identified the following key focus areas for the sector (these focus areas also form the basis for the 2014-2019 MTSF for the sector):

- Improved quality of teaching and learning through development, supply and effective utilisation of teachers;
- Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM);
- Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision;
- Strengthening accountability and improving management at the school, community and district levels; and
- Partnerships for education reform and improved quality.

1. UPDATED SITUATIONAL ANALYSIS

The National Development Plan stresses that *South Africa has set itself the goals of eradicating poverty, reducing inequality, growing the economy by an average of 5.4 percent, and cutting the unemployment rate to 6 percent by 2030. Education, training and innovation are critical to the attainment of these goals.* Therefore improved learner performance especially in subjects like Mathematics, Science and Technology is critical in the basic education sector. The introduction of the MST Conditional Grant was a response towards promoting the teaching and learning of these subjects. Over the MTEF period, the grant will focus on strengthening the implementation of the NDP and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

This has to be undertaken within the economic climate that is not growing as it should. An educated and highly skilled citizenry is perhaps one of the single urgently needed resources to ensure that the economy of the country is on the positive trajectory and quality basic education is at the centre of this vision.

1.1 PERFORMANCE DELIVERY ENVIRONMENT

Government and the DBE clearly acknowledge the need to achieve better schooling outcomes. The Medium Term Strategic Framework (MTSF) of government, which is based on the National Development Plan, emphasises the need to improve the quality of basic education significantly. The NDP's vision for 2030 is that South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The Department of Basic Education's sector plan pays close attention to measures of learner competencies in key learning areas such as Reading and Mathematics. The low level of South Africa's performance in various international standardised testing programmes is a widely discussed phenomenon. What is less widely known is that these testing programmes have pointed to substantial improvements in recent years, off a low base. Yet as recently as 2011 South African Grade 9 learners tended to perform one to two years behind learners in the same grade in Botswana, which is itself a relatively poorly performing country. What is clear is that the quality of teaching and learning in schools has on the whole been too low, and that this has impacted negatively on the numbers of youths who are truly able to cope with university-level studies

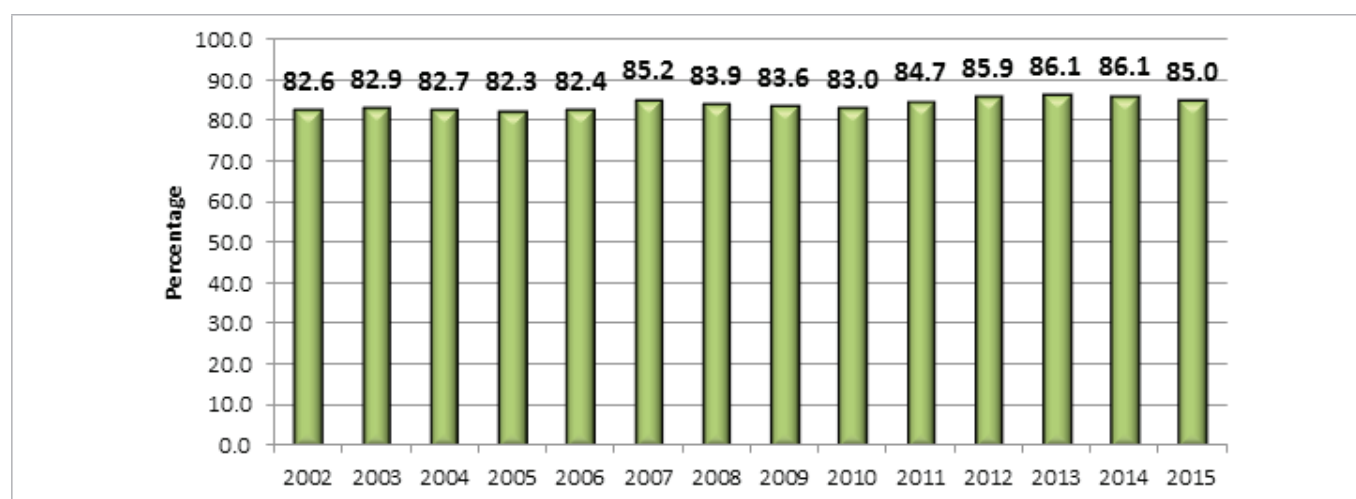
Access to Educational Institutions

Enrolment of children aged 7 to 15, which has been well above 95% for at least a decade, has moved closer to 100%, the enrolment ratio for 2014 being 99% and the highest ever recorded. Recent improvements have been partly driven by improvements in the Western Cape, which has moved from a level slightly below the national average, to a level roughly equal to the national average. The figures indicate that nationally around 57 000 children aged 7 to 14, all of whom should by law be attending school, are out of school at any point in time. Better strategies to deal with this problem are needed, including better use of the DBE's Learner Unit Record Information Tracking System (LURITS) to identify when learners drop out of school.

Figure1: Percentage of 16 to 18-year-old learners attending educational institutions (2002 to 2015)

The figure shows educational attendance amongst 16 to 18-year-olds since 2002. Here we see a rather flat trend with only a slight improvement over time. However, the proportions of youth that complete grade 9 and grade 12 has increased more steeply over the same period, as Figure 1 indicates. This may appear to be contradictory to the trend of participation amongst 16 to 18-year-olds. What lies behind this apparent contradiction is that we have seen better completion rates combined with fewer cases of children remaining in the system until the age of 18 or 19 and then dropping out without completing school. Grade 9 completion has increased since 2002 from about 73% to about 87% in 2015. This means we still have a problem of about 13% of learners not completing grade 9. This remains an extremely vulnerable and excluded group of the population. We have seen similar increases in grade 12 completion rates from about 42% in 2002 to about 50% in 2015.

Figure 1:Percentage of 16-18 year olds attending educational institutions, 2002-2015



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

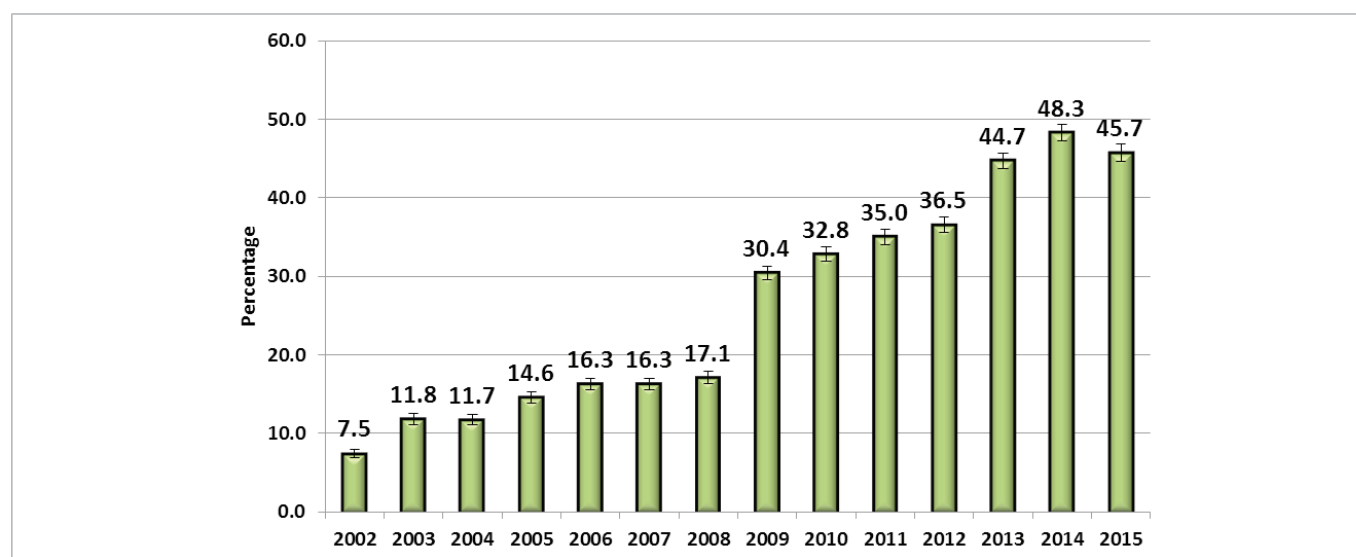
Overall Performance of the Basic Education Sector

The National Department of Basic Education, being responsible for a concurrent function, has made strides in monitoring specific areas of performance: The figures below reflect an overview of that performance as expressed in the 2015 GHS.

Access to educational institutions and completion rates

Figure 2 shows the proportion of 0 to 4-year-olds attending early childhood development facilities since 2002. Clearly there has been a remarkable increase in the rate of attendance of education amongst this age group. In 2002 only about 7% of children were attending ECD facilities, by 2015 this proportion was over 45%. Given that this is for children younger than five it is unlikely that the expansion of the Grade R programme can fully account for this increase. It must therefore also reflect a growing demand amongst families for educational opportunities for young children. This is therefore a positive sign not only about what government is doing to provide early childhood educational opportunities but also about the value society places on such opportunities. The offering of publicly-funded Grade R has moreover allowed households to devote more money to pre-Grade R services.

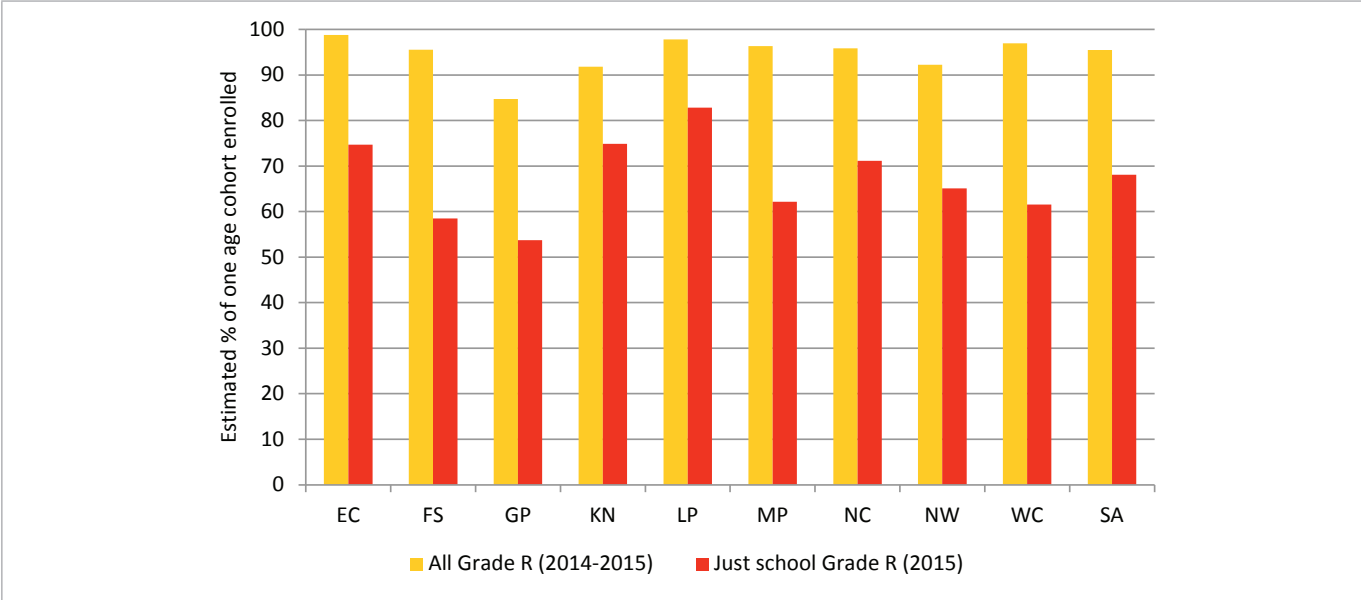
Figure 2: 0-4 year old attending ECD facilities, 2002-2015



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations. The large difference between 2008 and 2009 is partly a result of a change in the General Household Survey towards a more comprehensive coverage of ECD institutions, including informal and community-based ones.

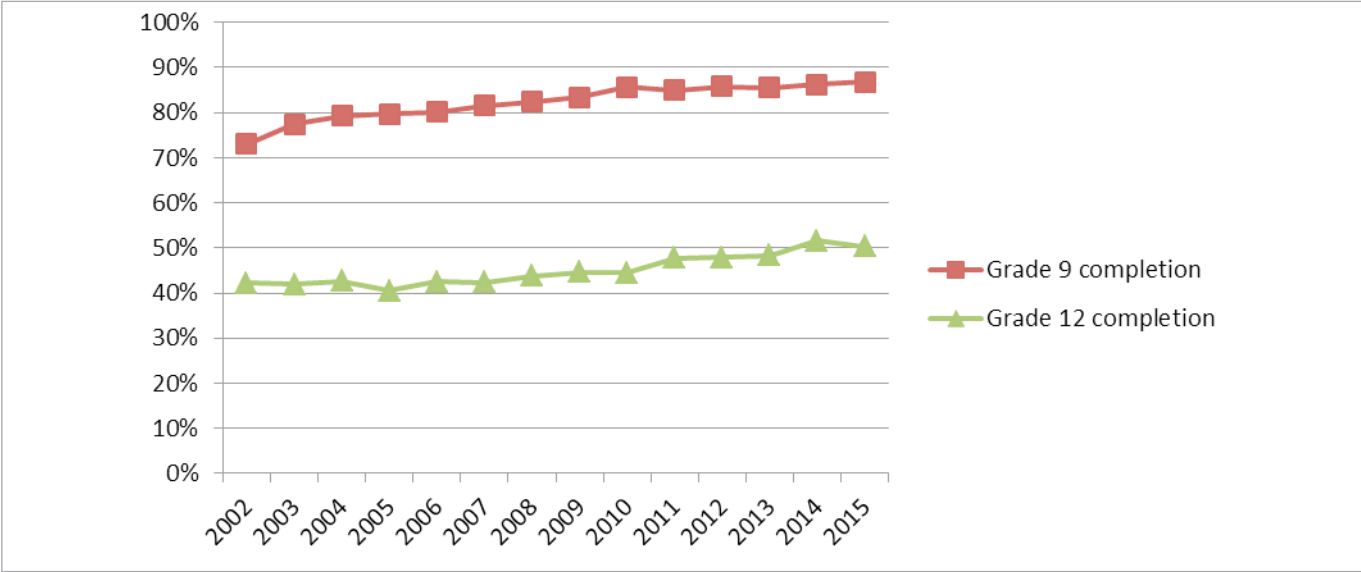
By 2015, nationally an estimated 95% of children were receiving Grade R before proceeding to Grade 1. This indicator ranged from around 99% in the case of Eastern Cape to 85% in Gauteng. Gauteng is a special case. Despite relatively low levels of school-based Grade R, and despite fewer households reporting that children are in ‘Grade R’, Gauteng clearly displays exceptionally high levels of enrolment for children all the way down to age zero. The low Grade R values for Gauteng partly reflect a different understanding of the term ‘Grade R’ in this province.

Figure 3: Provincial Grade R enrolment ratios



Source: General Household Survey dataset 2014 and enrolment publications of DBE. Note: The ‘All Grade R (2014-2015)’ columns reflect the average across the two final columns in. The ‘Just school Grade R (2015)’ columns reflect 2015 Grade R enrolment over Grade 2 enrolment, in both public and independent schools. Grade 2 was considered a better denominator as Grade 1 is characterised by exceptionally high levels of grade repetition.

Figure 4: Grade 9 and 12 attainment amongst youths



Source: General Household Survey datasets. Note: Grade 9 completion is shown for 19 to 21-year-olds and grade 12 completion is shown for 23 to 25-year-olds.

Access to workbooks and textbooks

The next two tables show access to workbooks and textbooks according to those responding to the General Household Survey. The first table indicates that there is a high percentage of coverage when it comes to maths and language workbooks. Workbooks are produced by the National Department of Basic Education to augment the supply of LTSM which is generally a provincial function. Workbooks have been welcomed as an invaluable teaching and learning resource that also assist in dealing with the pace and depth of lessons in the classroom. Table 2 would suggest that access to textbooks appears to be slightly less well covered especially in Kwazulu Natal where only about 64% of grade 10 to 12 students were reported to have had full access to textbooks. This calls for stronger monitoring of LTSM procurement and retrieval of textbooks for both ¹sections 20 and 21 schools

Table 2: Percentage of Grades 1 - 9 learners by status of access to Language and Mathematics workbooks, 2015

Province	Mathematics workbook				Language workbook			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
EC	97.2	2.5	0.2	100.0	97.0	2.8	0.2	100.0
FS	97.1	2.8	0.1	100.0	97.1	2.8	0.1	100.0
GP	95.1	4.7	0.3	100.0	95.6	4.3	0.2	100.0
KZN	96.1	3.9	0.1	100.0	96.4	3.5	0.1	100.0
LP	98.5	1.5	0.1	100.0	98.7	1.3	0.1	100.0
MP	95.2	4.8	0.0	100.0	95.9	4.1	0.0	100.0
NW	97.9	1.7	0.4	100.0	97.5	2.4	0.2	100.0
NC	98.7	1.4	0.0	100.0	98.8	1.2	0.0	100.0
WC	98.1	1.7	0.3	100.0	98.1	1.6	0.3	100.0
SA	96.7	3.1	0.2	100.0	96.9	3.0	0.1	100.0

Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Table 3: Access to Textbooks in Grades 10 - 12, 2015

Province	All his/her subjects	Most of his/her subjects	Some of his/her subjects	None of his/her subjects	Do not know	Total
EC	79.8	15.9	2.6	1.7	0.0	100
FS	90.3	7.1	1.8	0.8	0.0	100
GP	87.8	7.9	2.6	1.5	0.2	100
KZN	64.1	26.0	7.0	2.2	0.7	100
LP	84.9	13.4	1.2	0.5	0.0	100
MP	75.8	17.5	6.5	0.2	0.0	100
NW	71.6	17.9	9.5	0.5	0.6	100
NC	88.7	8.0	3.3	0.0	0.0	100
WC	85.7	10.2	2.1	2.0	0.0	100
SA	78.7	15.7	4.1	1.3	0.2	100

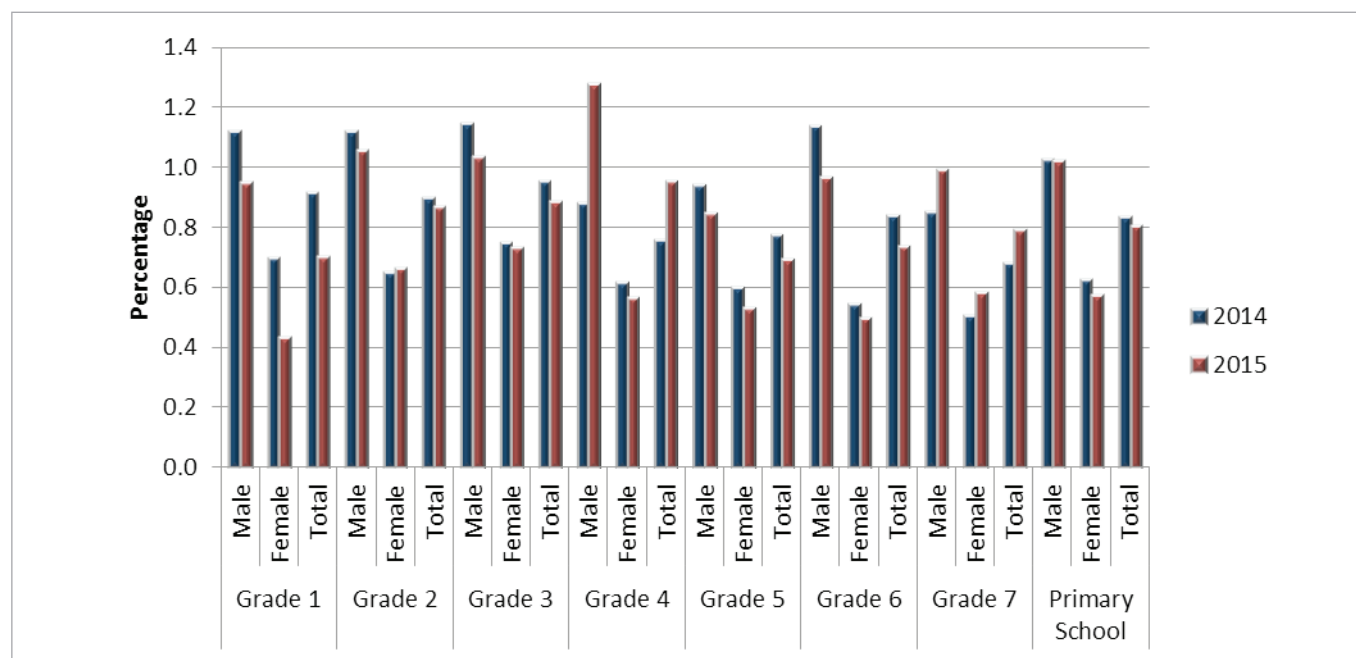
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

¹ **Section 20 schools** receive allocations of textbooks and stationery from PEDs. **Section 21 Schools** are allocated finances by the PEDs and are responsible for ordering stationery and textbooks.

Efficiency

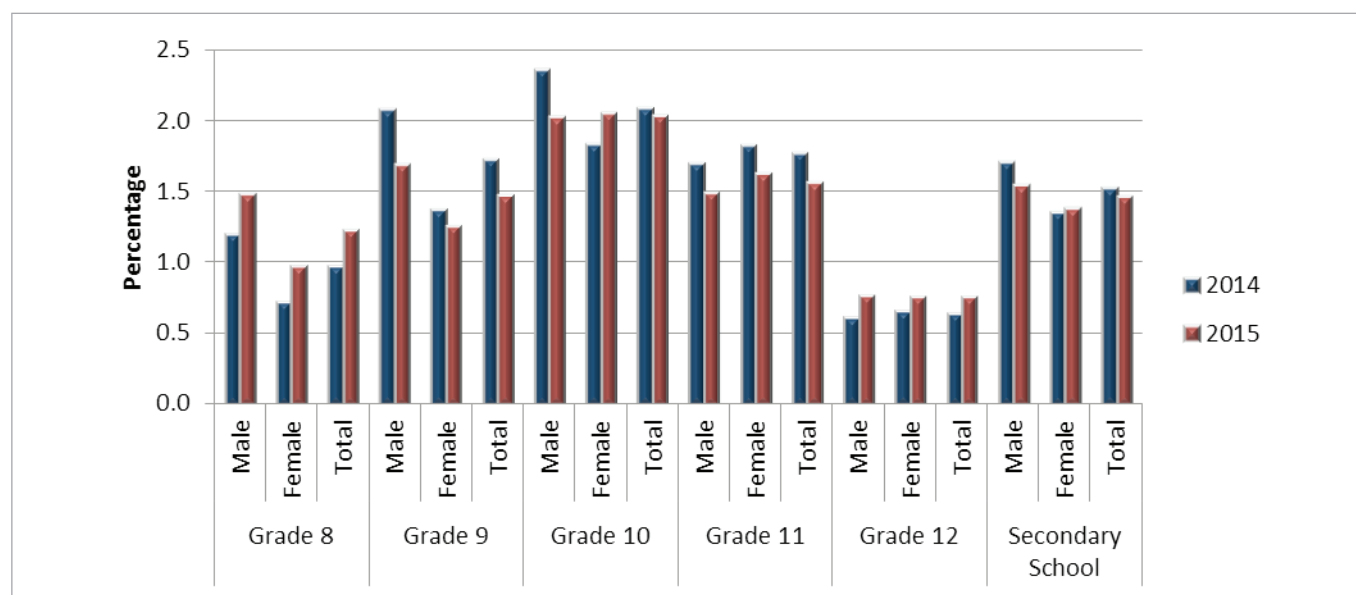
Grade repetition figures remain high, especially amongst boys, and can be seen as a reflection of the inability of many schools to get teaching and learning right and the burden of home background disadvantage. Figure 6 and 7 show grade repetition according to the General household Survey. It is clear that grade repetition is higher in secondary school than in primary school, and is especially high in grades 10 and 11.

Figure 6: Percentage of repeaters in primary education by gender, 2014-2015



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 7: Percentage of repeaters in Secondary Education, 2014-2015



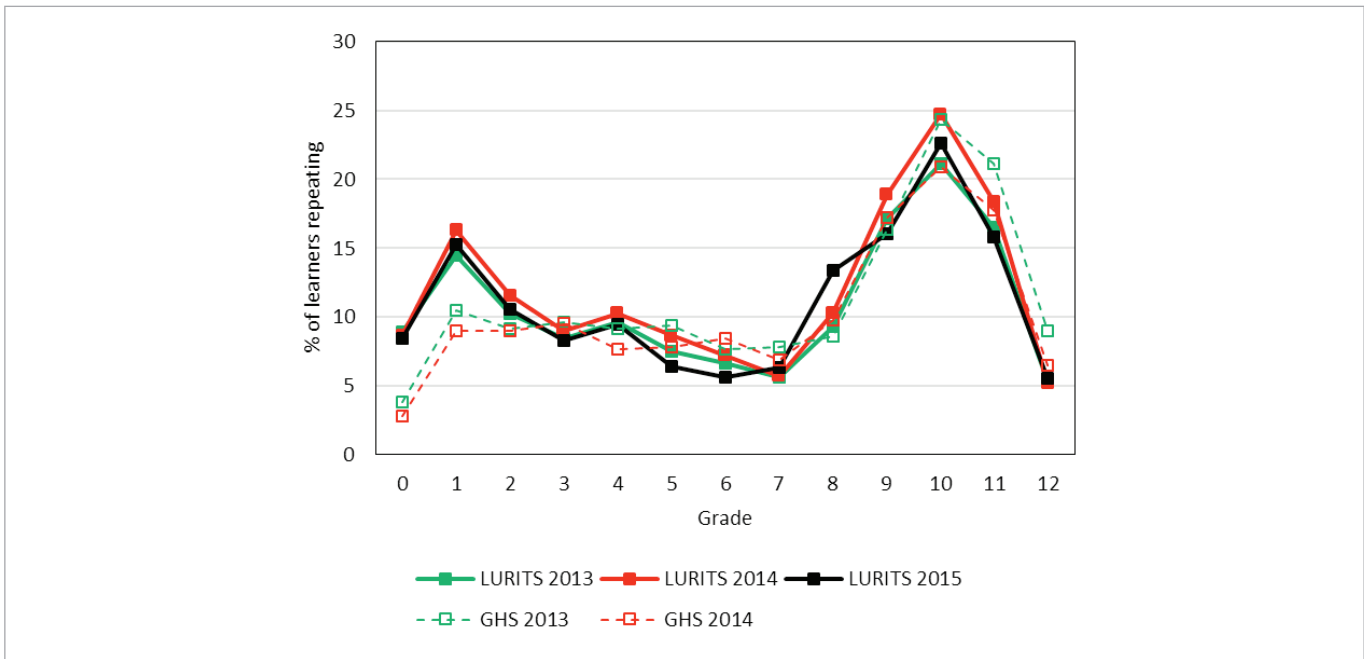
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

LURITS is beginning to provide more accurate grade repetition figures, after years of uncertainty around this problem. The figures from LURITS confirm that at the grades R and 1 levels, there is under-reporting of grade repetition in the GHS. But for all other grades, the two data sources, GHS and LURITS, display a remarkable similarity, as Figure 8 shows below. It is now clear

that particularly high levels of repetition are found in Grade 10, where in 2015 23% of learners were repeating that grade, and Grade 1 (a figure of 15%). Overall, 12% of learners were repeating their grade in 2015. The trend has been for provinces with the highest levels of repetition, in particular Limpopo, to reduce this. For instance, Grade 11 repetition in this province was reduced from 27% in 2013 to 15% in 2015, partly in response to national policy limiting the number of times a learner could repeat grades 10 to 12. Even at the primary level certain provinces, such as Mpumalanga and Free State, have substantially reduced repetition. However, the overall effect has been for provinces to become more like each other.

The overall level of repetition (12%) does not appear to be changing substantially. A part of the sector’s strategy on improving the teaching of reading in the initial grades must be a focus on reducing class sizes in schools where these are clearly excessive. As pointed out in Action Plan to 2019, a high percentage of learners are in classes exceeding a critical threshold of 45 learners. In the foundation phase, around 30% of learners are in classes exceeding this threshold. It is the aim of government to pay special attention to reducing this phenomenon, in part by reducing very high levels of grade repetition, in order to create classroom environments which are more conducive to quality teaching. The level of repetition in Grade 1 remains exceptionally high, despite the progressive introduction of schools-based Grade R. In some provinces, the percentage of Grade 1 learners who are repeating this grade is as high as 20%. This is true in the case of Eastern Cape, Northern Cape and Mpumalanga.

Figure 8: Percentage of learners repeating



Note: All ordinary schools, public and independent, are considered here. The statistic reflected here is the percentage of enrolled learners who did the same grade in the previous year. This should not be confused with the repeater rate, which describes the percentage of learners in a grade who will end up repeating in the next year. The grade repetition statistics obtained from LURITS are based on a sub-set of the data which excludes schools which were considered to have insufficient data, in particular poor levels of linkages of learners across years. This exclusion is unlikely to affect aggregate statistics to a large degree (especially considering the high level of correspondence with the household data), yet figures need to be interpreted cautiously. Blips in the trend, for instance the increase in Grade 8 repetition in 2015 seen in the above graph, might be the result of the fact that certain schools were excluded.

Barriers to effective learning and pro-poor support interventions

There are still many South African children who walk significant distances to school. The next table shows a slight decrease in the proportion of 7 to 15-year-old children who walk to school for more than 30 minutes. The figure nationally is 12%, but it is as high as 23% for KwaZulu Natal. The figures are in fact slightly higher for 16 to 18 year old learners. The scholar transport programme is one initiative aimed at reducing this burden on many children in poor and rural areas. A formal evaluation of the scholar transport programme is planned to be undertaken in the course of 2017.

Table 4: Percentage of 7 to 15-year-old children walking to school for more than 30 minutes by province, 2009-2015

Province	2009	2010	2011	2012	2013	2014	2015
Ec	14.8	16.3	13.0	13.1	17.3	13.4	13.9
FS	10.9	10.9	9.8	7.8	9.7	7.3	9.0
GP	12.2	6.0	5.4	5.4	6.9	3.8	4.5
KZN	28.0	26.5	24.6	23.7	24.0	23.5	23.4
LP	11.4	14.8	12.3	12.2	9.6	10.2	10.6
MP	12.6	12.5	7.8	9.5	7.6	7.9	6.0
NW	10.9	11.6	14.6	15.5	12.0	10.1	11.4
NC	5.8	3.9	5.4	9.1	9.8	9.3	9.4
WC	3.2	2.6	3.1	1.8	3.0	1.3	1.0
SA	15.4	14.8	13.1	13.1	13.5	12.0	12.2

Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

One of the encouraging trends observed in the General Household Survey over recent years is a decrease in the reported financial constraints to attending school. The next table shows that by 2015 approximately 65% of children were at schools that did not charge any fees. This estimate is probably an underestimate of the official number of non-fee charging schools in South Africa as some parents may have interpreted a small collection made by the school of perhaps R100 or R200 as fees when in fact the schools are officially non-fee charging schools. The slight increases in the proportions of children paying high levels of school fees since 2009 is probably partly a reflection of inflation and partly a reflection of growing demand for high quality education amongst the middle class.

Table 5: Percentage of learners who paid school fees, 2009-2015

Tuition fees paid	2009	2010	2011	2012	2013	2014	2015
None	47.0	57.7	59.6	62.6	62.8	66.0	65.2
R1 - R100	16.2	10.2	8.0	6.6	5.9	4.7	5.4
R101 - R200	10.9	7.2	7.0	4.9	5.8	4.3	4.1
R201 - R300	5.0	3.9	3.5	3.1	2.9	2.6	2.5
R301 - R500	3.8	3.4	3.6	3.3	3.0	2.5	2.7
R501 - R1 000	4.1	4.0	4.0	4.0	3.5	3.2	3.5
R1 001 - R2 000	2.8	2.8	2.6	2.6	3.2	3.4	3.0
R2 001 - R3 000	1.7	1.5	1.6	1.5	1.6	1.3	1.3
R3 001 - R4 000	1.9	2.0	1.8	1.6	1.7	1.6	1.5
R4 001 - R8 000	3.7	3.7	4.1	4.5	3.7	3.8	3.7
R8 001 - R12 000	1.3	1.5	1.8	2.2	2.5	2.6	2.7
R12 001 - R16 000	0.6	0.6	0.9	1.0	1.2	1.5	1.6
R16 001 - R20 000	0.3	0.6	0.4	0.8	0.8	1.1	0.9
More than R20 000	0.8	0.9	1.0	1.5	1.4	1.6	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

The next table indicates the continued expansion of the National School Nutrition Programme. This household survey data indicates that over 80% of South African children are now benefiting from the school feeding programme. The programme also clearly targets higher proportions of children in poorer provinces. A recent evaluation of the National School Nutrition Programme indicates that the programme is now well targeted to cover virtually all those for whom the need exists. In order to further improve the benefits from this program it is now necessary to focus on the administration of meals at schools, in particular in ensuring that meals are served on time by 10 o'clock at the latest.

Table 6: Percentage of learners benefiting from the school feeding scheme by province, 2010-2015

Province	2010	2011	2012	2013	2014	2015
EC	75.3	82.9	85.3	86.7	88.3	88.9
FS	65.8	75.3	77.0	78.7	78.0	80.3
GP	53.8	55.3	55.3	59.8	63.4	63.1
KZN	67.5	76.0	79.2	80.5	79.4	81.0
LP	84.7	94.4	94.7	93.5	94.3	93.9
MP	75.5	84.2	85.9	85.7	88.8	87.1
NW	69.6	80.7	83.4	82.8	85.3	85.1
NC	89.3	89.7	88.0	84.7	84.0	89.3
WC	66.7	64.0	63.4	66.0	65.0	67.2
SA	69.9	76.2	77.4	78.7	79.7	80.2

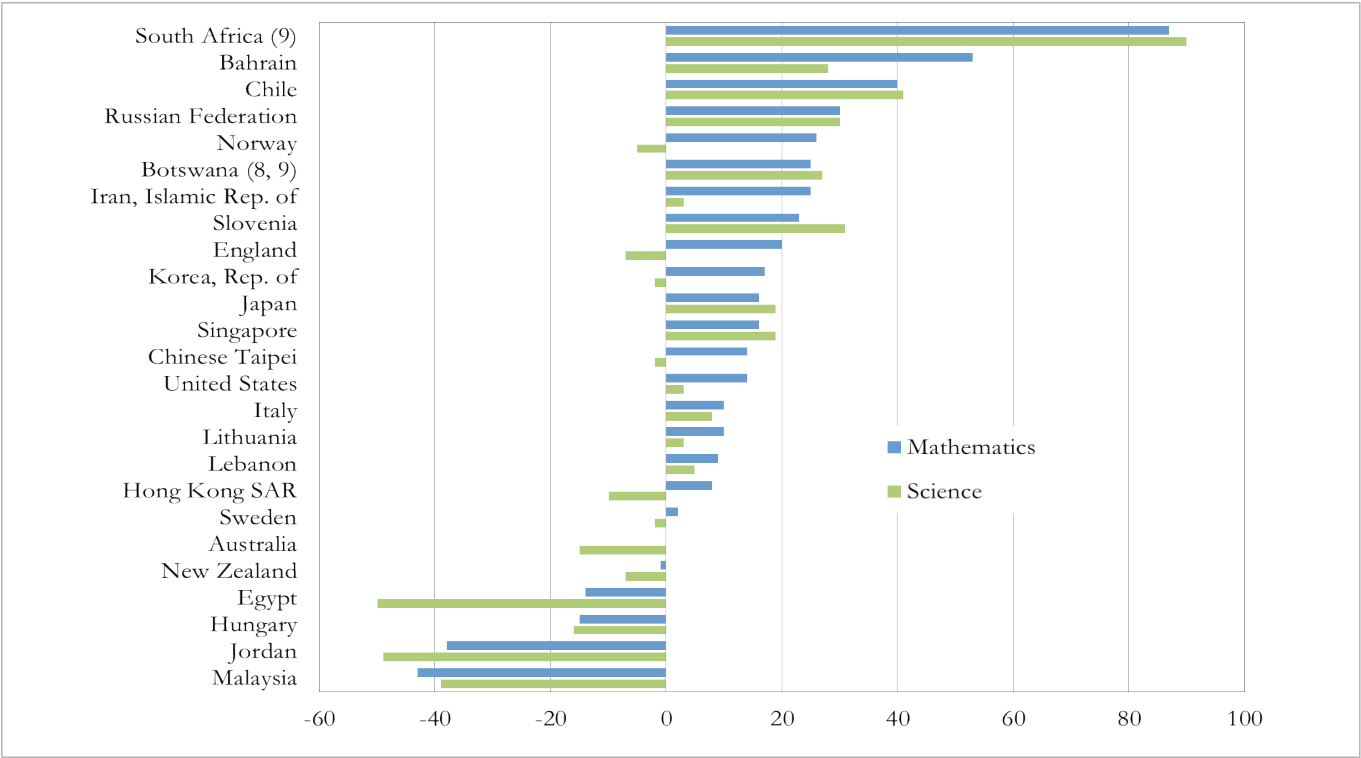
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Quality

The results of recent international studies, such as the Trends in International Mathematics and Science Study (TIMSS) 2015 and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ IV) show that the performance of South African learners is improving. The TIMSS 2015 results confirmed noteworthy growth patterns; which when compared with other countries since 2003 at the Grade 9 level, South Africa has shown the largest improvement of 87 points in Mathematics, and 90 points in Science (see Figure 9 below).

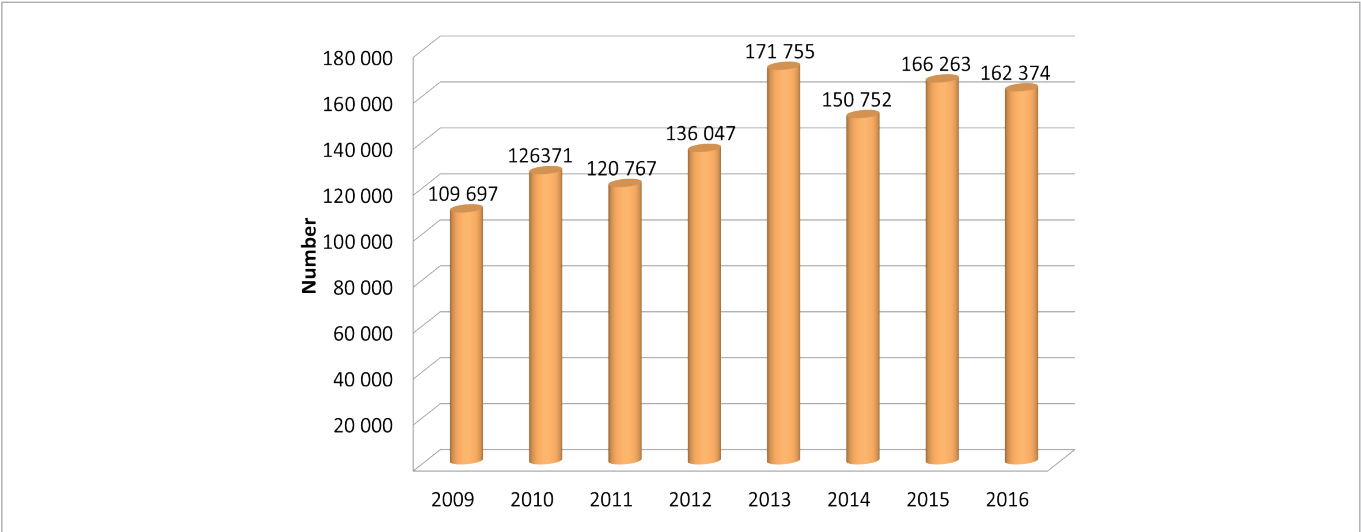
The preliminary SACMEQ IV study results further affirmed the upward trends; and showed that for the first time, South African learners at the Grade 6 level achieved Mathematics scores above the significant centre point of 500 points. More importantly, the largest gains were evident within the historically disadvantaged sections of the school system. While this improvement is encouraging, it must be noted that this performance is from a low base and effective strategies should be continued.

Figure 9: Change in achievement between 2003 and 2015 (TIMMS)



The number of learners passing matric at bachelor level stood at 162 374 in the 2016 NSC examinations. The NDP proposes a target of 450 000 learners passing Grade 12 at bachelor level by 2030 with the milestone of 300 000 bachelor by 2024. This calls for the basic education sector to ensure that more learners are retained, maintaining high levels of efficiency across the systems and improved classroom practices.

Figure 10: Bachelor Pass Trend (Numbers): 2009 - 2016



Challenges in the Education System

LTSM

The retrieval of textbooks is not done effectively in the system. This results in continued high expenditure in provinces on LTSM. Implementation of low cost quality state developed textbooks as core materials to be used in teaching and learning can derive benefits from economies of scale. The sector needs to explore this model as part of cost containment strategies.

Monitoring

Effective system of monitoring curriculum coverage and completion across all grades in the system is still a challenge. Internal monitoring system within schools by senior teachers and heads of departments, supported by district curriculum specialist, are key in ensuring effective curriculum delivery

OPPORTUNITIES FOR THE SYSTEM

Partnerships

The establishment of the National Education Collaboration Trust (NECT) affords the Department with an opportunity to join hands with the private sector in delivering education, especially for these partnerships to venture into areas that are not easily penetrated by the education system.

The National Development Plan, as a broad government plan ensures that education deliverables are understood by the public not only to attract the interest of the broader public to partner with education for education delivery, but also to create a sense of urgency in the sector to deliver quality services within the existing budget constraints.

The Matric Second Chance Programme has the potential to increase learner retention and increase the number of learners achieving a matric (Grade 12) which will increase the earning potential of young people and move many people out of poverty.

The implementation of the Operation Phakisa ICT in Education model is in progress nationally and various oversight ICT committees have been established to co-ordinate and oversee the expeditious implementation of ICT in the basic education sector. The implementation continues to focus on the roll-out of connectivity, ICT hardware solutions, digital content development and distribution as well as educational broadcasting services to schools. This complemented by teacher training and professional development to ensure that ICT is integrated into administration, teaching and learning.

THREATS TO THE SYSTEM

The burning and illegal closure of schools during service delivery and community protests has the potential to undermine the gains made in the system. This might be an indication of poor involvement of civil society in education. The strengthening of Quality Learning and Teaching Campaigns (QLTC) structures can provide much needed solutions in this regard.

The sector needs to ensure that strategic workforce planning is in place in order to deal with the replacement of ageing teachers in the system. The starting point for the sector will be to investigate if the Funza Lushaka Bursary Scheme adequately addresses the supply of teachers in scarce subjects.

Small schools that are not educationally and economically viable: The sector continues to have small schools across provinces, especially in rural areas, which are not viable for teaching and learning. This affects the distribution of resources in the sector, and such resources are not always optimally utilised. In terms of teacher provisioning, the allocation models do not respond adequately to the needs of such schools, and the quality of teaching and learning is compromised. The processes of rationalising and merging small and non-viable schools present a challenge where schools are far apart and where affected communities are not adequately consulted.

1.2 ORGANISATIONAL ENVIRONMENT

The DBE made significant progress in the process of reconfiguring the organisational structure to meet the needs of the sector, especially to take full responsibility for monitoring and overseeing the implementation of programmes by PEDs. An annual performance assessment of staff, rewarding excellent performance and ensuring that officials who did not perform well are given the necessary developmental support has been done. In his 2017 message, the Director-General urged all staff to work with intense concentration and precision to accomplish set goals that will ensure greater improvement at all levels of the schooling system. The staff members were further urged to familiarise themselves with the programmes and interventions of the DBE that align to the NDP and Action Plan and also take responsibility for their professional and personal growth.

Capacity building of employees is continuously done through the Workplace Skills Plan and the personal development plans of officials in the DBE. Training interventions for employees are informed by the Department's performance management outcomes, as well as the demands of the Action Plan to 2019. The DBE staff is encouraged to participate in the Lunch Box Lekgotla. This is an initiative which was started in 2016 where the staff meet once a month to discuss research and other articles over lunch in order to equip themselves personally and professionally. Furthermore, in response to natural attrition at middle and senior management (SMS) team 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.

In terms of human resources, the Department has the capacity to implement and deliver on this plan. Improvement plans based on 2015/16 MPAT performance have been developed to ensure that weaknesses and inefficiencies relating to management and administration are attended to.

In 2017 the Department will focus on developing standards in identified weak areas in the sector. This is done to strengthen the DBE's role of oversight and monitoring PEDs. The Department intends to develop these standards as a way of setting acceptable levels of operation and implementation across all PEDs. The expected levels of performance of PEDs will be based on compliance with the set standards. Over the past few years the sector plan on LTSM has defined the standards required to enable the sector to procure and deliver LTSM on time.

2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

2.1. REGULATIONS

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

2.2. PENDING COURT CASES

EQUAL EDUCATION AND ANOTHER V MINISTER OF BASIC EDUCATION AND OTHERS

The Applicants brought this application against the Minister and all MEC's. The Applicants applied to court for the following orders:

Declaring that regulation 4(5)(a) of the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure is inconsistent with the Constitution and is unlawful and invalid, in the alternative reviewed and set aside. This regulation provides that the implementation of the norms and standards, where applicable, is subject to the resources and cooperation of other government agencies and entities responsible for infrastructure in general and the making available of such infrastructure.

Declaring that regulation 4(3)(a) read with regulation 4(1)(b)(i) requires that all schools and classrooms built substantially from mud as well as from materials such as asbestos, metal and wood must within a period of 3 years be replaced by structures that accord with the National Building regulations.

Regulations 4(1)(b)(i) reads as follows: "as far as schools are concerned which exist when these regulations are published, must, subject to regulation 5 and as far as reasonably practicable-with reference to the norms and standards mentioned in subregulation (3)(a) and (b), be complied with within a period of three years from the date of the publication of these regulations"

Regulation 4 (3)(a) reads as follows: "and for the purposes of subregulation 1(b)(i) all schools built entirely from mud as well as those schools built entirely from asbestos metal and wood must be prioritised"

Striking out the word "entirely" wherever it appears in regulation 4(3)(a) alternatively striking out the phrase "schools built entirely" wherever it appears in regulation 4(3)(a) and replacing it with the words "classrooms built entirely or substantially"

Declaring that regulation 4(3)(b) read with regulation 4(1)(b)(i) of the regulations requires that all schools that do not have access to any form of power supply, water supply or sanitation, must within a period of three years of the date of publication of the regulations, comply with the norms and standards described in regulations 10,11 and 12

Regulation 4(3)(b) reads as follows: "and for the purposes of subregulation 1(b)(i) all those schools that do not have access to any form of power supply, water supply or sanitation must be prioritised".

Declaring that regulation 4(2)(b) of the regulations requires that all plans in relation to schools contemplated in paragraph (a) must as far as reasonably practicable, be implemented in a manner which is consistent with the regulations, and that all future planning and prioritisation in respect of these schools must be consistent with the regulations.

Regulation 4(2)(b) reads as follows" the plans and prioritisation of the schools contemplated in (a) must ,where possible and reasonably practicable, be revised and brought in line with these regulations".

Declaring that regulation 4(6)(a) and 4(7) are invalid to the extent that they do not provide for the plans and reports to be made available to the public.

Directing the Minister to amend the regulations to provide that such plans and reports be made available to the public.

The Department is defending the court case.

3. OVERVIEW OF 2017/2018 BUDGET AND MTEF ESTIMATES

3.1 Expenditure Estimates

Programme		Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
		2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
1	Administration	366 500	380 799	386 475	388 393		416 282	444 752	476 928
2	Curriculum Policy, Support and Monitoring	1 469 592	1 685 219	1 797 740	1 902 207		1 801 953	1 955 479	2 112 176
3	Teachers, Education Human Resources and Institutional Development	1 010 829	1 314 462	1 163 548	1 160 042		1 215 105	1 290 773	1 366 591
4	Planning, Information and Assessment	8 435 609	10 428 875	11 511 906	12 621 392		13 248 303	13 982 724	14 714 179
5.	Educational Enrichment Services	5 728 564	5 719 548	5 936 456	6 341 427		6 726 977	7 121 601	7 526 084
	TOTAL	17 011 094	19 528 903	20 796 125	22 413 461		23 408 620	24 795 329	26 195 958

3.2. RELATING EXPENDITURE TRENDS TO STRATEGIC OUTCOME-ORIENTED GOALS

Over the MTEF period, the Department of Basic Education will focus on: improving school infrastructure; improving curriculum delivery; increasing the number of learners completing grade 12 (matric); ensuring the adequate supply of quality teachers; and assessing the quality of teaching and learning. It will also continue to offer the National School Nutrition Programme (NSNP).

The department's compensation of employees budget has been reduced by R5.3 million for 2017/18, R5.7 million for 2018/19 and R5.98 million as part of Cabinet's decision to lower the national aggregate expenditure ceiling.

Improving school infrastructure

Sub-outcome 2 (improve the quality of teaching and learning through the provision of infrastructure and learning materials) of outcome 1 (quality basic education) of the 2014-2019 Medium Term Strategic Framework commits government to invest in school infrastructure and school maintenance, and to ensure that every school meets the required infrastructure norms and standards for effective learning and teaching. Infrastructure activities account for the bulk of the Department's spending over the medium term, particularly in the Planning, Information and Assessment programme.

Through the school infrastructure backlogs grant, the Department expects to have replaced 510 inappropriate and unsafe schools, and provided water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools across South Africa by 2018/19. R2.6 billion shifted from the Education Infrastructure Grant goes back into the school infrastructure backlogs grant in 2017/18 to complete the remaining School Infrastructure Backlogs Grant projects that have already been contracted in the School Infrastructure subprogramme. The school infrastructure backlogs grant will shift to the education infrastructure grant from 2018/19. This grant is transferred to provinces and explains the decrease in the department's budget for buildings and other fixed structures over the medium term. R37.6 billion over the medium term is allocated to provinces through the education infrastructure grant. A funding window will be provided in the education infrastructure grant for the completion of school infrastructure backlogs projects contracted by the national Department prior to the shifting of the funds. Projects include building new schools, upgrading and maintaining existing infrastructure, and providing school furniture. The balance of the funds will be used for specific purposes like school maintenance or to replace unsafe structures at schools.

The remaining School Infrastructure Backlogs Grant projects will be completed in 2017/18 through the School Infrastructure Backlogs Grant. Thereafter, these funds will be shifted to the Education Infrastructure Grant, which accounts for the 16.5 per cent growth in the Education Infrastructure Grant, as well as the 16.9 per cent decline in the national Department's budget over this period. However, when you combine the School Infrastructure Backlogs and the Education Infrastructure Grant into a School Infrastructure Allocation at an average annual growth rate is 8.2 per cent over the MTEF.

Most work relating to meeting the minimum norms and standards for school infrastructure has been done and that all schools are expected to meet by March 2017. However there were challenges that were encountered which resulted in implementation delays. The School Infrastructure Norms and Standards will require all schools to meet a basic level of school infrastructure by November 2016, i.e. all schools to have water, sanitation, electricity and a safe structure. There are still schools across provinces that will not have access to water, sanitation and electricity and where all unsafe structures will have been replaced by the November 2016 deadline. There is a risk of litigation against the state if these minimum norms are not met by the deadline – hence the emphasis on the need to improve infrastructure delivery and protect infrastructure budgets. The education infrastructure grant to provinces provides funding for meeting these norms and standards, and the provinces make co-contributions.

Improving curriculum delivery

Ensuring access to high quality learning and teaching support materials is key to improving curriculum delivery. The Department plans to print and distribute approximately 58.7 million workbooks to schools over the MTEF period at a projected cost of R3.3 billion, funded in the Curriculum and Quality Enhancement Programmes subprogramme in the Curriculum Policy, Support and Monitoring programme. The workbooks provide activities that ensure that learners work to the required standard, and assist teachers to pace their work so that all elements of the curriculum can be completed on time. The Department has

appointed 8 officials on annual renewable contracts at deputy and assistant director levels to assist provinces with project coordination and monitoring and to ensure that the correct workbook deliveries are made to districts. These officials, stationed in the provinces, will also investigate and report on any challenges to the correct delivery of workbooks.

In order to assist to improve the learning and teaching of reading in the foundation phase, R30.1 million is allocated over the MTEF period for Early Grade Reading Assessment. The EGRA intends to solidify learners' reading proficiency in their home languages so that they will be able to transfer those skills when they transit to use English as a language of learning and teaching in the Intermediate Phase and beyond. As a national tool, the EGRA will assist teachers to measure reading progress at different intervals so that needs are identified early and remediation can take place before the problem grows beyond control and learners continue to fall behind.

Information Communication Technology (ICT) in education – Operation Phakisa, this is a comprehensive strategy to incorporate the use of ICTs in the delivery of basic education, including providing teacher training, ICT devices, software, connectivity, IT support to schools and online learner and teacher support material. Provinces are at various stages of readiness to implement these initiatives. A phased roll out approach has to be taken, to be accommodated by provinces within existing resources and at their own pace considering existing capacity. R42 million over the MTEF period has been set aside for Operation Phakisa, to plan and support the more effective use of ICTs in the delivery of quality education.

The Department will also provide infrastructure, equipment and teacher training to improve participation and success rates in Mathematics, Science and Technology (MST), including structured training programmes in technical maths and science for subject advisors and teachers. This is projected to cost R1.2 billion over the MTEF period, and is funded from the MST Grant in the *Curriculum Implementation and Monitoring* subprogramme. Reductions have been made on the Maths, Science and Technology (MST) CG as it continues to underspend on an annual basis. This is despite the need to improve maths, science and technology outcomes in the country. As such the grant is thus reduced by R63 million over the MTEF period to align the allocation to the capacity of the sector to spend these funds, rather than in line with the need.

Increasing the number of learners completing Grade 12 (matric)

Over the medium term the Department will roll out Second Chance Matric Programme, which gives learners an opportunity to rewrite the national senior certificate examination. The Department plans to enrol between 10 000 and 25 000 of the 125 000 who qualify to write the supplementary examination every year in the Second Chance programme by 2019/20. Implementation will cover four areas: direct tuition, technology and electronic media, learner and teacher support materials, and self-study. Unemployed, Funza Lushaka, retired teachers will be appointed to provide the tuition on a temporary basis. The programme will focus on providing assistance to at least 7 gateway subjects that have a high failure rate. The programme will also reach additional learners through the programme's technology and electronic media activities. The programme will cost R285.3 million in over the MTEF period through the Curriculum, Policy Support and Monitoring under Curriculum Implementation and Monitoring subprogramme. These funds will be used for advocacy, to launch and advertise the programme, to reimburse teachers for direct tuition, and to provide learner and teacher support materials.

Ensuring the adequate supply of quality teachers

The Department expects to award 40 500 Funza Lushaka bursaries over the medium term at a cost of R3.5 billion to prospective teachers in priority subject areas like MST. The allocation for the bursaries increases by inflation. The bursary awards are expected to decline by 500 in 2017/18 and onwards from the awards made in 2016/17 and that is attributed to the president has proclaimed a zero increase in university fees in 2016. Hence the allocation can support 500 more bursaries (14 000) than the initial target of 13 500 for 2016/17. These bursaries are provided through the National Student Financial Aid Scheme (NSFAS), funded by transfers from the department through the *Education Human Resources Development* subprogramme in the *Teachers, Education Human Resources and Institutional Development* programme.

Assessing the quality of teaching and learning

One of the education sector's goals is to assess the quality of teaching and learning below grade 12, with the aim of identifying schools that need support and the type of support they need. This is in line with sub-outcome 3 (conducting regular annual national assessments to track performance across the system) of the 2014-2019 MTSF and learner performance is a critical measure of how well the sector is functioning. The 2015 Annual National Assessments (ANA) were written by fewer than 25 per cent of learners. Over the medium term, the ANA will be revised and will no longer require all learners in the specified grades to write this assessment each year and that the sector is currently engaging with stakeholders on a revised ANA in the National Assessments and Public Examinations subprogramme in the Planning, Information and Assessment programme over the medium term.

National School Nutrition Programme (NSNP)

The Department's national school nutrition programme will continue to contribute to the national development plan's priority of eliminating poverty and supporting food security by providing meals to 19 800 schools each year. This is projected to cost R20.4 billion over the MTEF period through the NSNP grant in the Educational Enrichment Services programme.

PART B: PROGRAMME AND SUB-PROGRAMME PLANS

4. DEPARTMENTAL PROGRAMMES: STRATEGIC OBJECTIVES, PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2017/2018

Changes to the budget programme structure:

None

4.1. Programme 1: Administration

Programme Purpose: To provide strategic leadership, management and support services to the Department.

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

Strategic Objective:

- To improve the administrative and governance systems through compliance to the key legislations governing administration, in order to support the delivery of education and to strengthen accountability

Programme Performance Indicators and Annual Targets for 2017/2018 to 2019/2020

The Administration Programme is responsible for managing the Department through the provision of strategic leadership, management and support services to the Department. The programme contributes to ensuring quality in the basic education system through effective institutional service delivery processes, planning and provisioning.

Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. The indicators in this programme are directed towards performance improvement and development, compliance, accountability and sound financial systems. The activities of the programme support *Action Plan to 2019: Towards the Realisation of Schooling 2030* and cut across all its goals.

Key processes will be strengthened in 2017 to support the Department in respect of administrative procedures and systems. The Management Performance Assessment Tool (MPAT) is coordinated by the Department of Performance Monitoring and Evaluation (DPME). The DPME conducts annual assessments of the quality of generic management practices in Departments. The aim of these assessments is to get managers to monitor regularly the effectiveness of their management practices and to implement improvement plans where necessary. Following through on the recommendations of the 2015 MPAT and responding to the findings of the Auditor-General in respect of institutional performance, improvements will be priorities in the 2016/2017 financial year.

The Department will strengthen the use of and systems associated with performance information and data in 2017, with the assistance of the office of the Chief Information Officer and internal auditing procedures, to improve institutional management and outcomes at national level and in PEDs.

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

The Department will continue to avail cutting edge staff development programmes to improve skills and capacity.

Strategic Objective Annual Targets for 2017/2018 to 2019/2020

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
1.1 To improve the administrative and governance systems through compliance to the key legislations governing administration in order to support the delivery of education and to strengthen accountability	55% MPAT scores at level 3 and 4	65% MPAT scores at level 3 and 4	54% MPAT scores at level 3 and 4	56% MPAT scores at level 3 and 4	58% MPAT scores at level 3 and 4	60% MPAT scores at level 3 and 4	62% MPAT scores at level 3 and 4	64% MPAT scores at level 3 and 4	

Programme performance indicators and annual targets for 2017/2018 to 2019/2020

Strategic objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance	Medium-term targets		
			2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
1.1 To improve administrative and governance systems through efficient corporate services in order to support the delivery of Education and to strengthen compliance and accountability.	Percentage of Service providers within the procurement unit paid within 30 days.	100%	-	-	-	100%	100%	100%	100%
	Percentage of received misconduct cases resolved within 90 days	90%	-	50%	50%	80%	85%	85%	90%
	Percentage of received grievances cases resolved within 30 days	90%	-	70%	70%	75%	80%	80%	85%

Programme Performance Indicator	Reporting period	Annual target 2017/18	Quarterly targets			
			1 st	2 nd	3 rd	4 th
1.1.1 Percentage of Service providers within the procurement unit paid within 30 days.	Quarterly	100%	100%	100%	100%	100%
1.1.2 Percentage of received misconduct cases resolved within 90 days	Annual	85%	-	-	-	85%
1.1.3 Percentage of received grievances cases resolved within 30 days	Annual	80%	-	-	-	85%

Reconciling Performance Targets with the Budget and MTEF

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
Ministry	29 748	27 423	28 157	28 163	27 756	29 479	31 810
Departmental Management	61 831	81 190	65 088	65 556	71 496	75 402	80 430
Corporate Services	86 114	54 078	55 727	57 727	64 386	68 326	76 493
Office of the Chief Financial Officer	34 495	55 847	64 176	56 948	62 701	70 532	75 445
Internal Audit and Risk Management	5 397	5 608	8 085	5 077	6 275	6 692	7 429
Office Accommodation	148 915	156 653	165 242	174 922	183 668	194 321	205 321
Total	366 500	380 799	386 475	388 393	416 282	444 752	476 928
Economic Classification							
Current payments	334 453	363 818	367 339	377 516	404 674	432 953	464 394
Compensation of employees	114 402	125 057	143 760	145 568	159 624	168 187	181 491
Goods and services	169 761	189 779	176 055	185 627	196 413	213 308	228 563
Computer services	18 349	22 080	17 415	18 182	19 250	20 880	24 369
Operating Lease	941	732	760	1 508	1 730	1 841	1 949
Property payments	84 188	93 063	10 221	118 998	125 067	132 309	139 718
Travel and subsistence	15 262	16 398	14 519	16 019	17 364	19 061	20 218
Interest and rent on land of which:	50 290	48 982	47 524	46 321	48 637	51 458	54 340
Transfers and subsidies	15 421	638	1 014	423	405	417	429
Departmental agencies and accounts	167	177	602	195	405	417	429
Foreign Government and International Organisations	15 063	-	-	-	-	-	-
Households	191	461	412	-	-	-	-

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
Payments for capital assets	16 621	16 343	18 000	10 454	11 203	11 382	12 105
Buildings and other fixed structures	5 700	13 473	6 477	7 216	7 577	8 016	8 465
Machinery and equipment	10 739	2 870	11 523	3 238	3 366	3 089	3 340
Software and other intangible assets	182	-	681	-	260	277	300
Payments for financial assets	5	-	122	-	-	-	
Total	366 500	380 799	386 475	388 393	416 282	444 752	476 928

Performance and expenditure trends: Programme 1

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

The Department's compensation of employee's budget has been reduced by R5.3 million for 2017/18, R5.7 million for 2018/19 and R5.98 million as part of Cabinet's decision to lower the national aggregate expenditure ceiling.

4.2. Programme 2: Curriculum Policy, Support and Monitoring

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

Sub-programmes: Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Curriculum Enhancement Programmes; Second Chance Matric Programme.

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Sub-programmes: Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Curriculum Enhancement Programmes; Second Chance Matric Programme.

Strategic Objectives:

- Develop and distribute digital content annually to promote e-learning in schools;
- Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning;
- Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning;
- Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects; and
- Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme.

Action Plan Goals on Learner Performance

- Goal 1 ► Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
- Goal 2 ► Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
- Goal 3 ► Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
- Goal 4 ► Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
- Goal 5 ► Increase the number of Grade 12 learners who pass Mathematics.
- Goal 6 ► Increase the number of Grade 12 learners who pass Physical Science.
- Goal 7 ► Improve the average performance of Grade 6 learners in languages.
- Goal 8 ► Improve the average performance of Grade 6 learners in Mathematics.
- Goal 9 ► Improve the average performance of Grade 8 learners in Mathematics.
- Goal10 ► Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
- Goal 11 ► improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- Goal 12 ► Improve the grade promotion of learners through Grades 1 to 9.
- Goal 13 ► Improve the access of the youth to further Education and Training (FET) beyond Grade 9.

Early Childhood Development (ECD)

- Monitor and support the implementation of the National Curriculum Framework for Children from Birth to 4 years;
- Monitor and Support Implementation of the National Strategy for Learner Attainment (NSLA) as it pertains to ECD;
- Monitor and support the training of ECD practitioners in PEDs;
- Strengthen inter-provincial collaboration through the Inter-Provincial ECD Committee; and
- Strengthen inter-departmental collaboration through the Training and Curriculum Sub-committee

Curriculum Implementation and Quality Improvement: General Education and Training (GET) Grade R – 9

- Monitor and support the Implementation of Curriculum and Assessment Policy (CAPS);
- Promote Reading through the Reading Strategy and by developing reading Norms and Standards to improve reading and literacy outcomes in Grades R to 9;
- Develop subject specific guidelines for all subjects to support the implementation of CAPS;
- Use Early Grade Reading Assessment (EGRA) reading diagnostic to improve reading proficiency in Grades 2 – 3;
- Implement the Incremental Introduction of African Languages (IIAL) strategy in schools which do not offer a previously marginalised African Language as a subject;
- Strengthen the implementation of School Based Assessment to improve the quality of learner attainment Grades R - 9;
- Engage with PEDs through subject committee meetings and interprovincial fora to strengthen the implementation of the CAPS;
- Implement English Across the Curriculum in all subjects in the GET to strengthen access to learning and to improve learner attainment;
- Monitor and Support Implementation of the National Strategy for Learner Attainment (NSLA);
- Monitor and provide support for the implementation of the Language Framework ;
- Conduct oversight visits to monitor special interventions to improve learner performance.

Curriculum Implementation and Quality Improvement: Further Education and Training (FET) Grade 10 – 12

- Monitor and Support the Implementation of Curriculum and Assessment Policy (CAPS);
- Develop subject specific guidelines for all subjects to support the implementation of CAPS;
- Strengthen the implementation of Assessment to improve the quality of learner attainment Grades 10 - 12;
- Engage with PEDs through subject committee meetings and interprovincial fora to strengthen the implementation of the CAPS;
- Develop Standardisation Reports for the National Senior Certificates;
- Conduct item and error analysis of Grade 12 NSC learner responses;
- Develop diagnostic reports for high enrolment subjects and improvement plans for all subjects in the FET phase.
- Monitor and Support Implementation of the National Strategy for Learner Attainment (NSLA);
- Develop the Evidence Based Report (EBR);
- Monitor and provide support for the implementation of the Language Framework
- Conduct oversight visits to monitor special interventions to improve learner performance

LTSM

- Conduct research, develop and monitor the provisioning of textbooks for selected subjects and selected grades;
- Gradual development of textbooks for selected subjects and selected grades;
- To ensure that the sector provides core textbooks per learner, per subject and per grade;
- The need to centralise procurement of LTSM in order to gain from economies of scale for PEDs;
- The development and strengthening of norms and standards for retrieval of textbooks at school level; and
- Limiting titles and price caps to improve value for money and efficiency.

The Department will provide approximately 58.7 million workbooks to learners in public schools in the following grades and subjects:

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

The Department aims to provide 100% of workbook orders received from PEDs.

Mathematics, Science and Technology Improvement Strategy

- The thrust will be in making sure that all schools offer Mathematics as a subject, and that the number of learners offering Mathematics Literacy is reduced significantly, in order to offer learners a chance in their future careers;
- Progression has to be improved from grade to grade, and performance be strengthened from lower levels to ensure a better success rate in the NSC; and
- Technical subjects are to be supported through the MST conditional Grant.

Information and Communication Technology (ICT)

- Increasing ICT access and utilisation by learners and teachers in support of curriculum implementation for improved learning outcomes will involve the following actions:
- Monitor and support curriculum innovation throughout the sector; and
- Monitor and support ICT infrastructure roll-out to all public schools.
- Develop requirements for cost-effective and appropriate broadband connectivity for schools;
- Monitor and support the provision of connectivity to all public schools;
- Monitor and support the implementation of effective ICT teacher development programmes for teachers;
- Develop and distribute quality digital content for teaching and learning;
- Develop and monitor the implementation of the ICT implementation plan;
- Collaborate with DST, DOC, DTPS, DHET, the private sector and NGOs to increase ICT access and utilisation;
- Monitor the alignment of PEDs' ICT plans to the White Paper on e-Education;
- Monitor the impact of ICT support for curriculum implementation in terms of learner outcomes;

- Develop and ensure implementation of Norms and Standards in line with section 3 and 8 of the National Education Policy Act;
- Develop and implement a strategy to promote the utilisation of data to enhance quality and efficiency; and
- Develop and implement business processes on the work done to inform Norms and Standards.

Inclusive Education

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

- Monitor and support the implementation of Screening, Identification, Assessment and Support (SIAS) policy as a mechanism for early identification of barriers to learning and intervention.
- Monitor and support the implementation of the South African Sign Language (SASL) Curriculum and Assessment Policy Statement (CAPS) Grades R-12.
- Institutionalise Curriculum Differentiation to reduce learner dropout rate and improve retention.
- Monitor and support the implementation of the National Strategy for Learner Attainment (NSLA) in respect of Inclusive Education and Home Education.
- Implement Norms and Standards in line with provisions of sections 3 and 8 of the National Education Policy Act (NEPA).
- Monitor and support the implementation of the Home Education Policy.
- Monitor and support the implementation of the Technical Occupational Stream.

Strategic objective annual targets for 2017/2018 to 2019/2020

Strategic objective	Audited/Actual performance			Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19	2019/20
2.1 Develop and distribute digital content annually to promote e-learning in schools					Distributed 10 Developed 04 100%	Distributed 12 Developed 06 100%	Distributed 15 Developed 08 100%	Distributed 18 Developed 010 100%
2.2 Print and distribute Grades R to 9 workbooks learners annually to support teaching and learning					60	90	115	140
2.3 Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning								
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects.					Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed
2.5 Provide support to learners who have not achieved all the requirements of the NSC, and extended SC, including those improving their NSC					10 000	20 000	25 000	30 000

Programme performance indicators and annual targets for 2017/2018 to 2019/2020

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
2.1 Develop and distribute digital content annually to promote e-learning in schools	Number of off-line digital content packaged and distributed to provinces	18	-	-	-	10	12	15	18
	Number of schools per province monitored for utilisation ICT resources	108	-	-	-	27 (3 per province)	27 (3 per province)	27 (3 per province)	26 (4 per province)
	Number of off-line digital content resources developed annually	10				4	6	8	10
2.2 Print and distribute Grades R to 9 workbooks learners annually to support teaching and learning	Percentage of public schools with Home Language workbooks for learners in Grades 1-6	100%	-	97%	97-100%	100%	100%	100%	100%
	Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	100%	-	97%	100%	100%	100%	100%	100%
	Percentage of learners in public schools with workbooks for Grade R	100%	-	-	100%	100%	100%	100%	100%
2.3 Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year, in order to improve teaching and learning	Number of schools monitored on the implementation of the reading norms	80	-	-	-	20	20	20	20
	Number of schools monitored on the implementation of the Incremental Introduction to African languages nationally	80	-	-	-	20	20	20	20
	Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment	245				20	50	75	100

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2016/16		2017/18	2018/19	2019/20
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects	Mathematics Science and Technology lesson plans developed for the Intermediate, Senior and FET Phases	Lesson plans for all MST subjects identified through Diagnostic Analysis developed				Mathematics GR 7, Natural Sciences Gr 7-9 and Physical Science Gr 10-12 lesson plans developed	Mathematics Grade 4-6, Natural Sciences & Technology Grade 4-6 Mathematics Grade 10-12 lesson plans developed	Technical Maths and Science Gr 10-12 lesson plans developed.	Life Science Grade 10-12
	Mathematics Science and Technology teacher guides developed for the Intermediate, Senior and FET Phases	Teacher Guides for all MST subjects identified through Diagnostic Analysis developed				Mathematics and Science teacher guides developed for the Senior and FET Phase	Mathematics Grade 4-6 Grade 4-6 Technology Gr 7-9 teacher guides Developed Natural Sciences & Technology Grade 4-6	Technical Maths and Science Gr 10-12 teacher guides developed	Life Science 10-12
	Number of Mathematics training sessions/Workshops monitored	27	-	-	-	9	9	9	9
	Number of training centres of CAPS for Technical subjects monitored during a training session	14	-	-	14	14	14	14	-
2.5 Provide support to learners who have not achieved all the requirements of the NSC, and extended SC, including those improving their NSC	Number of schools visited for monitoring CAPS implementation in technical schools	108	-	-	-	27	27	27	27
	2.5.1 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	85 000	-	-	-	10 000	20 000	25 000	30 000

Programme Performance Indicator	Reporting period	Annual target 2017/18	Quarterly targets			
			1 st	2 nd	3 rd	4 th
2.1.1 Number of off-line digital content packaged and distributed to provinces	Annually	12	4	6	2	0
2.1.2 Number of schools per province monitored for utilisation of ICT resources	Quarterly	27 (3 per province)	9	9	9	0
2.1.3 Number of off-line digital content resources developed annually	Annually	6	0	0	0	6
2.2.1 Percentage of public schools with Home Language workbooks for learners in Grades 1-6	Annually	100%	-	-	-	100%
2.2.2 Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	Annually	100%	-	-	-	100%
2.2.3 Percentage of public schools with workbooks for Grade R	Annually	100%	-	-	-	100%
2.3.1 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).	Bi-annually	50	-	-	-	50
2.3.2 Number of schools monitored on the implementation of the reading norms	Annually	20	-	-	-	20
2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages (IIAL) nationally	Annually	20	-	-	-	20
2.4.1 Mathematics, Science and Technology lesson plans developed for the Intermediate, Senior and FET Phases	Annually	Mathematics Grade 4-6, Technology Grade 7-9 lesson plans developed , Natural Sciences & Technology Grade 4-6 lesson plans developed and Mathematics Grade 10-12 lesson plans developed	-	-	-	Mathematics Grade 4-6, Technology Grade 7-9 lesson plans developed, Natural Sciences & Technology Grade 4-6 lesson plans developed and Mathematics Grade 10-12 lesson plans developed

Programme Performance Indicator	Reporting period	Annual target 2017/18	Quarterly targets			
			1 st	2 nd	3 rd	4 th
2.4.2 Mathematics, Science and Technology teacher guides developed for the Intermediate, Senior and FET Phases	Annually	Mathematics Grade 4-6 teacher guides, Technology Grade 7-9 teacher plans and Natural Sciences & Technology Grade 4-6 teacher guides developed Mathematics Grade 10-12 teacher guides developed	-	-	-	Mathematics Grade 4-6 teacher guides, Technology Grade 7-9 teacher guides developed and Natural Sciences & Technology Grade 4-6 teacher guides developed Mathematics Grade 10-12 teacher guides developed
2.4.3 Number of Mathematics training sessions/Workshops monitored	Bi-annually	9	-	5	-	4
2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session	Bi-annually	14	7	7	-	-
2.4.5 Number of schools visited for monitoring CAPS implementation in technical schools	Quarterly	27	9	9	-	9
2.5.1 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	Quarterly	20 000	2 000	10 000	-	8 000

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/2020
Programme Management: Curriculum Policy, Support and Monitoring	2 597	2 988	2 433	3 170	3 311	3 512	3 714
Curriculum Implementation and Monitoring	34 934	306 083	40 396	91 386	220 952	360 974	429 367
Kha Ri Gude Literacy Campaign	598 766	386 956	467 178	415 545	129 268	9 761	10 198
Curriculum and Quality Enhancement Programmes	833 295	989 192	1 287 733	1 392 106	1 448 422	1 581 232	1 668 897
Total	1 469 592	1 685 219	1 797 740	1 902 207	1 801 953	1 955 479	2 112 176
Economic classification							
Current Payments	1 469 024	1 348 241	1 479 752	1 538 396	1 355 742	1 366 700	1 449 213
Compensation of employees	75 550	73 168	76 077	84 923	86 239	87 821	95 561
Goods and services of which:	1 393 474	1 275 073	1 403 675	1 453 473	1 269 503	1 278 879	1 353 652
Agency and support/outourced services	33 978	4 707	5 506	5 450	42 595	29 697	62 432
Inventory: Learner and teacher support material	576 144	849 174	968 726	986 256	674 852	709 547	742 975
Consumables: stationery, printing and office supplies	35 441	33 917	23 114	54 800	3 245	27 892	42 741
Travel and subsistence	8 914	23 013	10 279	13 200	18 368	20 817	13 301
Operating payments	721 917	316 439	349 126	347 360	495 747	455 835	448 538
Transfers and subsidies	296	336 350	317 210	362 717	437 315	572 132	629 273

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/2020
Provinces and municipalities	-	336 159	316 942	362 444	437 145	571 954	629 087
Foreign governments and international organisations	-	124	157	124	170	178	186
Households	296	67	111	149	-	-	-
Payments for capital assets	272	628	745	1 094	8 896	16 647	33 690
Machinery and equipment	272	619	745	1 084	6 886	13 647	28 690
Software and other intangible assets	-	9	-	10	2 010	3 000	5 000
Payments for financial assets			33				
Total	1 469 592	1 685 219	1 797 740	1 902 207	1 801 953	1 955 479	2 112 176

Performance and expenditure trends: Programme 2

Improving curriculum delivery

Ensuring access to high quality learning and teaching support materials is key to improving curriculum delivery. The Department plans to print and distribute approximately R 58.7 million workbooks to schools over the MTEF period at a projected cost of R3.3 billion, funded in the Curriculum and Quality Enhancement Programmes subprogramme in the Curriculum Policy, Support and Monitoring programme. The workbooks provide activities that ensure that learners work to the required standard, and assist teachers to pace their work so that all elements of the curriculum can be completed on time. The Department has appointed 8 officials on annual renewable contracts at deputy and assistant director levels to assist PEDs with project coordination and monitoring and to ensure that the correct workbook deliveries are made to districts. These officials, stationed in the PEDs, will also investigate and report on any challenges to the correct delivery of workbooks. In order to improve the learning and teaching of reading in the foundation phase, R30.1 million will be spent over the MTEF period for EGRA. The EGRA intends to solidify learners' reading proficiency in their home languages so that they will be able to transfer those skills when they transit to use English as a language of learning and teaching in the Intermediate Phase and beyond. As a national tool, the EGRA will assist teachers to measure reading progress at different intervals so that needs are identified early and remediation can take place before the problem grows beyond control and learners continue to fall behind.

Information Communication Technology (ICT) in education – Operation Phakisa, this is a comprehensive strategy to incorporate the use of ICTs in the delivery of basic education, including providing teacher training, ICT devices, software, connectivity, IT support to schools and online learner and teacher support material. PEDs are at various stages of readiness to implement these initiatives. A phased roll out approach has to be taken, to be accommodated by PEDs within existing resources and at their own pace considering existing capacity. R42 million over the MTEF period has been set aside for Operation Phakisa, to plan and support the more effective use of ICTs in the delivery of quality education.

The Department will also provide infrastructure, equipment and teacher training to improve participation and success rates in mathematics, science and technology, including structured training programmes in technical maths and science for subject advisors and teachers. This is projected to cost R1.2 billion over the MTEF period, and is funded from the maths, science and technology grant in the Curriculum Implementation and Monitoring subprogramme. Reductions have been made on the Maths, Science and Technology (MST) as it continues to underspend on an annual basis. This is despite the need to improve MST outcomes in the country. As such the grant is thus reduced by R63 million over the MTEF period to align the allocation to the capacity of the sector to spend these funds, rather than in line with the need.

Increasing the number of learners completing Grade 12 (matric)

Over the medium term the Department will implement the Second Chance matric programme, which gives learners an opportunity to rewrite the national senior certificate examination. The Department plans to enrol between 10 000 and 25 000 of the 125 000 who qualify to write the supplementary examination every year. Implementation will cover four areas: direct tuition, technology and electronic media, learner and teacher support materials, and self-study. Unemployed, Funza Lushaka and retired teachers will be appointed to provide the tuition on a temporary basis. The programme will focus on providing assistance to at least 7 gateway subjects that have a high failure rate. The programme will also reach additional learners through the programme's technology and electronic media activities. The programme will cost R285.3 million in over the MTEF period through the Curriculum, Policy Support and Monitoring under Curriculum Implementation and Monitoring subprogramme. These funds will be used for advocacy, to launch and advertise the programme, to reimburse teachers for direct tuition, and to provide learner and teacher support materials.

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

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

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

Strategic Objectives:

- Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability;
- Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system;
- Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs;
- To monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of schools and office-based educators; and
- Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.

Programme performance indicators and annual targets for 2016/2017 to 2018/2019

Action Plan Goals on Teacher Supply, Development and Utilisation

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

Teacher Recruitment, Placement and Utilisation

- Attracting young people into the profession to ensure an adequate supply of qualified educators into the system;
- Manage the Funza Lushaka bursary programme;
- Monitoring of the placement of Funza Lushaka bursary graduates;
- Monitoring the filling of vacant substantive educator posts at schools
- Monitoring the rate of placement of young qualified educators;
- Monitor annual implementation of the post provisioning norms; and
- Strengthening the placement processes of Funza Lushaka graduates in all provinces.

Teacher Development and Professionalism

- Strengthening and expanding pre-Grade R and Grade R necessitates better training of ECD practitioners to improve the quality of ECD services;
- Implementation of a teacher development framework includes making sure that content-related training is offered to teachers on an ongoing basis. This could be partly based on ANA diagnostic reports;
- Grade R expansion in schools necessitates a fast-tracked development of Grade R educators/practitioners to meet the requirements of the Foundation Phase teaching. Currently, PEDs are training at different levels in terms of the NQF;
- Increased remuneration of ECD teachers (if implemented by all PEDs) will soon put a strain on PEDs personnel budgets;
- Development of ICT integration programmes for teachers; Provide Training of Trainers on the programme and support PEDs in cascading the programme and
- Programmes such as Funza Lushaka need to be strengthened at provincial level by ensuring that all Funza Lushaka bursary holders are absorbed after completion of their studies

Performance Management System

- Support and monitor the implementation of the Integrated Quality Management System (Collective Agreement No. 8 of 2003) in order to promote accountability and performance improvement of educators through ongoing learning and development;
- Monitor and support the implementation of PMDS by office-based educators in order to improve the quality and efficiency of services to schools; and
- Monitor and support PEDs to conduct external and school self- evaluations that are aimed at improving learner performance, teaching practice and school functionality

Strategic objective annual targets for 2017/2018 to 2019/2020

Strategic objective	Audited/Actual performance			Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
3.1 Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability	-	-	-	-	4000 sampled schools	4000 sampled schools	4000 sampled schools	4000 sampled schools
3.2 Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system	11 500	14 500	13 972	13 000	14 000	13 500	13 500	13 000
3.3 Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs	-	-	-	40 000	20 000	24 000	24 000	24 000
3.4 To monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of school and office based educators	-	-	-	-	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)
3.5 Monitor the implementation of the post provisioning policy annually per province to ensure that there is an equitable distribution of teachers	-	-	-	-	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
3.1 Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability.	Percentage of SGBs that meet minimum criteria in terms of effectiveness in public ordinary schools	90% of sampled SGBs.	55% of sampled SGBs.	60% of sampled SGBs.	70% of sampled SGBs.	50% of sampled SGBs.	70% of sampled SGBs.	80% sampled SGBs.	90% sampled SGBs
	Percentage of schools producing the minimum set of management documents at a required standard	90% of the 2000 sampled schools	-	-	-	60% of the 2000 sampled schools	70% of the 2000 sampled schools	80% of the 2000 sampled schools	90% of the 2000 sampled schools
3.2 Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	66 000	14 500	13 972	13 000	14 000	13 500	13 500	13 500
3.3 Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs Language, Physical Sciences and Accounting from all provinces each year	Number of teachers participating in the EFAL diagnostic tests	60 000	-	-	20 000	10 000	10 000	10 000	10 000
	Number of teachers participating in the Physical Science diagnostic tests	6 000	-	-	-	-	2 000	2 000	2 000
	Number of teachers participating in the Accounting diagnostic tests	6 000	-	-	-	-	2 000	2 000	2 000
	Number of teachers participating in the Mathematics diagnostic tests	60 000	-	-	20 000	10 000	10 000	10 000	10 000

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
3.4 To monitor the implementation of performance Management systems in (PEDs) annually in order to strengthen accountability of schools and office based educators	Number of PEDs monitored on the implementation of IQMS	6 PEDs monitored annually	-	-	-	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	3 schools in each of the 6 PEDs monitored annually
	Number of PEDs monitored on the implementation of PMDS	6 PEDs monitored annually	-	-	-	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually
3.5 Monitor the implementation of the post provisioning annually per province to ensure that there is an equitable distribution of teachers	Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning norms and standards	9 PEDs	-	-	-	All nine (9) PEDs	All nine (9) PEDs	All nine (9) PEDs	All nine (9) PEDs

Quarterly targets for 2017/2018

Programme Performance Indicator	Reporting period	Annual target 2017/18	Quarterly targets			
			1 st	2 nd	3 rd	4 th
3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools)	Annually	70% of sampled SGBs.	-	-	-	70%
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	Annually	70% of 2000 sampled schools	-	-	-	70%
3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	Annually	13 500	-	-	-	13 500
3.3.1 Number of teachers participating in the EFAL diagnostic tests	Annually	10 000	-	-	-	10 000
3.3.2 Number of teachers participating in the Physical Science diagnostic tests	Annually	2 000	-	-	-	2 000
3.3.3 Number of teachers participating in the Accounting diagnostic tests ¹	Annually	2 000	-	-	-	2 000
3.3.4 Number of teachers participating in the Mathematics diagnostic tests	Annually	10 000	-	-	-	10 000
3.4.1 Number of schools per PEDs monitored on the implementation of IQMS	Quarterly	6 PEDs monitored annually	2 PEDs monitored	2 PEDs monitored	1 PED monitored	PED monitored
3.4.2 Number of PEDs monitored on the implementation of PMDS	Quarterly	6 PEDs Monitored annually	2 PEDs monitored	2 PEDs monitored	1PED monitored	1 PED monitored
3.5.1 Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning norms and standards	Annually	All nine (9) PEDs	-	-	-	All nine (9) PEDs

Performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/2020
Programme Management: Teachers, Education Human Resources and Institutional Development	686	1 476	2 508	3 097	3 088	3 282	3 479
Education Human Resources Management	51 011	72 511	70 973	74 672	63 061	66 543	69 482
Education Human Resources Development	954 476	1 216 968	1 078 372	1 068 841	1 134 236	1 205 824	1 276 552
Curriculum and Professional Development Unit	4 656	23 507	11 695	13 432	14 720	15 124	17 078
Total	1 010 829	1 314 462	1 163 548	1 160 042	1 215 105	1 290 773	1 366 591
Economic classification							
Current payments	115 587	139 043	87 877	102 046	94 026	99 418	105 474
Compensation of employees	53 970	62 074	69 017	77 308	68 365	72 466	75 638
Goods and services of which:	61 617	76 969	62 419	24 738	25 661	26 952	29 836
Communication (G&S)	1 185	309	359	342	485	538	569
Consultants and special services: business and advisory services	0	600	900	-	0	0	0
Consumables: stationery, printing and office supplies	1 704	3 193	819	2 736	1 150	1 029	1 044
Travel and subsistence	23 427	32 156	8 929	14 180	16 197	17 309	19 806
Transfers and subsidies	894 998	1 175 024	1 075 280	1 057 625	1 1 260 266	1 190 927	1 260 716
Provinces and Municipalities	-	213 000	66 275	-	-	-	-
Departmental agencies and accounts	893 867	947 499	991 084	1 043 611	1 105 535	1 175 348	1 244 271
Foreign government	-	13 930	17 706	13 925	14 731	15 579	16 445
Non-profit institutions	-	-	-	-	-	-	-
Households	1 131	595	215	89	-	-	-
Payments for capital assets	244	395	281	371	813	428	401
Machinery and equipment	244	395	281	371	813	428	401

Payments for financial assets	-	-	-	110	-	-	-	-
Total	1 010 829	1 314 462	1 163 548	1 160 042	1 215 105	1 290 773	1 366 591	
Departmental agencies and accounts	893 867	947 499	991 084	1 043 611	1 095 792	1 159 348	1 224 271	
Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/2020	
	893 867	947 499	991 084	1 043 611	1 095 792	1 159 348	1 224 271	
	1 131	595	215	-	-	-	-	
Household Social benefits current	1 131	595	215	-	-	-	-	
Employee Social benefits								
Foreign government and international government	27	13 930	17 706	13 925	24 474	31 579	36 445	
United Nations Educational, Scientific and Cultural Organization	-	13 815	17 706	13 890	14 585	15 431	16 295	
Association for the Development of Education in Africa	27	115	33	35	146	148	150	
South African Council for Educators					9 743	16 000	20 000	
Provinces and Municipalities								
Occupational Specific Dispensation for sector therapistgrant		213 000	67 000					
Non-profit institutions					-	-	-	
International Mathematics Olympiad								

Performance and expenditure trends: Programme 3

The department expects to award 40 500 Funza Lushaka bursaries over the medium term at a cost of R3.5 billion to prospective teachers in priority subject areas like mathematics, science and technology. The allocation for the bursaries increases by inflation. The bursary awards are expected to decline by 500 in 2017/18 and onwards from the awards made in 2016/17 and that is attributed to the president has proclaimed a zero increase in university fees in 2016. Hence the allocation can support 500 more bursaries (14 000) than the initial target of 13 500 for 2016/17. These bursaries are provided through the National Student Financial Aid Scheme, funded by transfers from the department through the *Education Human Resources Development* subprogramme in the *Teachers, Education Human Resources and Institutional Development* programme

4.4. Programme 4: Planning, Information and Assessment

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

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

Strategic Objectives:

- Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically;
- Provide basic infrastructure services (water, sanitation and electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught;
- To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system; and
- Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools.

Programme performance indicators and annual targets for 2016/2017 to 2018/2019

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.

National Assessment

- Provision of standardized diagnostic assessments to all grade 3, 6 and 9 learners;
- Regulation and standardization of assessment through the implementation of an Integrated Assessment Framework for grades 4 -11;
- Quality assurance of classroom based assessment by introducing moderation of School Based Assessment (SBA) in the GET band; and
- Assessment of the performance of the education system through independent administration of Systemic Evaluation once every three years.

National Senior Certificate Examinations

- Facilitate the quality assurance of School Based Assessment (SBA) in the FET band.
- Facilitate the implementation of high quality and standardised marking of the NSC and SC;
- Provision of valid and reliable instruments for the NSC; and
- Provision of reliable data and feedback of the NSC examinations.

Educational Management Information Systems (EMIS)

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

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

Financial Planning, Economic Analysis and Provincial Budget Monitoring

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

- To ensure the effective monitoring of Provincial Education Departments' (PEDs) budget and spending in line with the APPs and strategic plans
- To ensure improved quality of provincial Educations budgets and funding of education priorities
- To ensure education norms and standards funding policies are developed and monitored
- To provide support to DBE and PEDs

Grant Management

The DBE contributes to the realisation of Outcome 1: Improved quality of basic education by managing, co-ordinating, monitoring, evaluating and reporting on donor and conditional grant funding; compliance by the PEDs with bilateral financial agreements, Division of Revenue Act (DORA), as well as Treasury Practice Notes, in relation to discharging responsibilities as the national transferring authority of basic education conditional grants. Provincial monitoring and support visits are undertaken in order to support PEDs in the quest to obtain clean audits by identifying and dealing with bottlenecks inhibiting the uptake of conditional grant funds, and thus improving performance.

The Provincial Audit Monitoring and Support Directorate's purpose will be to improve sector audit outcomes in provinces. The Directorate will assist the Provincial Education Departments by developing recommendations for enhancement or improvement to the governance processes. The controls subject to evaluation should encompass the following:

- the information systems environment;
- the reliability and integrity of financial and operational information;
- the effectiveness of operations;
- safeguarding of assets; and
- compliance with laws, regulations and controls.

The Directorate will work towards adherence to Section 4 of NEPA where a national policy for governance and monitoring and evaluation will be developed for the management and governance of the national education system. This will also be aligned to Chapter 9 of the 2014 -2019 MTSF for building a responsive, accountable, effective and efficient government system.

Physical Planning

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

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

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

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

National Education Collaboration Trust (NECT)

The five programmes of the (NECT) have been conceptualised, planned and programmed, and have been under adoption for the past year. Much has been accomplished in each of the programmes during this period. In spite of its accomplishments and in spite of the positive feedback from many clients and stakeholders, some challenges persist. These challenges have warranted deep reflection on each of the programmes. The NECT has engaged with clients, Lead Agents, the DBE and other stakeholders in seeking to overcome challenges and craft a way forward. This process has signalled the need to revisit the programmes of the NECT at both a strategic level and a technical level. In this respect, decisions must be made regarding the realignment of the programmes and in respect to the manner in which the programmes are implemented. The core consideration is the need to sharpen and focus programme delivery so the maximum output could be achieved for the resources invested.

Partnerships

Partnerships in education delivery are critical to close the gaps that cannot be met due to financial constraints and can be achieved through strengthening partnerships with other stakeholders to improve the delivery of education through collaboration.

Quality Learning and Teaching Campaign (QLTC)

The major task of QLTC in education is to be a catalyst for positive change, quality improvement and transformation. It derives its strategic campaigns focus from the Cabinet and Ministerial programme of action. The major thrust of the QLTC is to provide a platform for communities and broader society to become involved actively and constructively in the improvement of teaching and learning. These efforts will be strengthened over the MTSF, in order to ensure that communities participate fully in education.

Project Management

The Project Management administers and manages the processes relating to Donor funding and the related projects. The current mandate is to ensure that the European Union (EU) donor funding that has been earmarked for the Primary Sector Policy Support Programme (Primed-SPSP) is properly administered and that appropriate control measures are in place to ensure compliance.

The South African National Commission for UNESCO

The South African National Commission for UNESCO will continue to co-ordinate and monitor the implementation of post-UNESCO General Conference obligations and serve as a liaison agency with government Departments, statutory bodies, parastatals, non-government organisations, education institutions and the South African public, working for the advancement of education, culture, science, communication and information.

International Relations and Multilateral Affairs (IR&MA)

The most common diplomatic endeavour between countries happens at a bilateral level. Bilateral engagements provide direct access to our partner countries in the region, the continent and the world, thus enabling us to structure mutually beneficial relations from a developmental perspective. The DBE will continue with bilateral engagements that of the benefit to the basic education sector.

Districts

The Department will continue to co-ordinate, monitor and support education districts by strengthening the regulatory environment and the capacity of district offices. The Ministerial regular engagements with districts will continue to be a platform of sharing good practices and to tackle challenges in the sector.

The Department through the Planning and Delivery Oversight Unit monitors the planning and delivery of selected priorities and assist PEDs with these. The Department will work with provinces to ensure that provincial initiatives are aligned with national priorities, and provides institutional support for their effective delivery. Furthermore, the Department will also oversee the partnership established with business and social partners through the National Education Collaboration Trust to improve learning outcomes by piloting interventions in selected districts.

National Education Evaluation and Development Unit (NEEDU)

The NEEDU facilitates school improvement through systematic evaluation. The unit will evaluate how district offices, PEDs and the National Department monitor and support schools, school governing bodies and teachers. This entails identifying critical factors that inhibit or advance the attainment of sector goals and school improvement, and making focused recommendations for addressing problem areas that undermine school improvement and the attainment of sector goals.

Strategic objective annual targets for 2017/2018 to 2019/2020

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
4.1 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national Examinations and assessments conducted annually	<ul style="list-style-type: none"> •National ANA report •ANA Diagnostic report •NSC Technical Report; •NCS Detailed Schools statistics Report; •NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> •National ANA report •ANA Diagnostic report •NSC Technical Report; •NCS Detailed Schools statistics Report; •NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> •National ANA report •ANA Diagnostic report •NSC Technical Report; •NCS Detailed Schools statistics Report; •NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> •National ANA report •ANA Diagnostic report •Annual ANA District Report •NSC Technical Report; •NCS Detailed Schools statistics Report; •NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> •NSC Examinations Report •NSC Schools statistics Report; •NSC Diagnostic Report in selected subjects; •NSC Schools Subject Report •Senior Certificate Report 	<ul style="list-style-type: none"> NA Diagnostic tests in Language and Mathematics provided •NSC Examinations Report •NSC Schools statistics Report; •NSC Diagnostic Report in selected subjects; •NSC Schools Subject Report 	<ul style="list-style-type: none"> Systemic Assessment Report NA Diagnostic tests in Language and Mathematics provided •NSC Examinations Report •NSC Schools statistics Report; •NSC Diagnostic Report in selected subjects; •NSC Schools Subject Report •Senior Certificate Report 	<ul style="list-style-type: none"> Systemic Assessment Report NA Diagnostic tests in Language and Mathematics provided •NSC Examinations Report •NSC Schools statistics Report; •NSC Diagnostic Report in selected subjects; •NSC Schools Subject Report 	
4.2 Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught					1224 projects implemented	850 projects implemented	-	-	
4.3 To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system					98%	98%	99%	100%	

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
4.4 Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	-	-	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported	

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
4.1 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national Examinations and assessments conducted annually	Number of NA reports produced.	2 Reports • National ANA report • Diagnostic report	• National ANA report • Diagnostic report	• National ANA report • Diagnostic report	• National ANA report • Diagnostic report • Annual ANA district report	-	-	Systemic Assessment Report	-	
	A bank of Language and Mathematics test items for grade 3,6 & 9 developed	-	-	-	-	100 items developed per grade and subject	150 items developed in grade 3,6,9 Mathematics and Languages	200 items developed in grade 3,6,9 Mathematics and Languages	250 items developed in grade 3,6,9 Mathematics and Languages	

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2016/17	Medium-term targets			
			2013/14	2014/15	2015/16			2017/18	2018/19	2019/20	
4.2 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national Examinations and assessments conducted periodically	Number of NSC reports produced	4 National Exam Reports on learner performance in Grade 12: • Technical Report; • Detailed Schools statistics Report; • Diagnostic report in selected subjects; and • Report on schools statistics indicating 3-year Performance in selected subjects.	4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year Performance in selected subjects.	4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects.	4 National Exam Reports on learner performance in Grade 12: a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects.		5 Reports • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report	4 Reports • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report	4 Reports • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report	4 Reports • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report	
	Number of question papers set annually for NSC and SC	-	-	-	-		358 question papers set annually for NSC and SC	348 question papers set annually for NSC and SC	348 question papers set annually for NSC and SC	348 question papers set annually for NSC and SC	

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16	2016/17		2017/18	2018/19	2019/20
4.3 Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught	Number of new schools built and completed through ASID ³	178	36	58	59	59	59	115	-	-
	Number of schools provided with sanitation facilities through ASID ¹ .	370	69	114	105	265	265	257	-	-
	Number of schools provided with water through ASID ¹ .	739	56	169	459	280	280	344	-	-
	Number of schools provided with electricity through ASID ¹ .	625	77	68	5	620	620	134	-	-
4.4 To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system	Percentage of public schools using the standardised school administration system, SA-SAMS for reporting	99%	81%	95%	96%	98%	98%	98%	99%	99%
	Percentage of learners from public schools that are successfully uploaded onto LURITS.	98%	84%	94%	96%	99%	99%	98%	98%	98%

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
4.5 Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	138	-	31	24	30	30	30	25
	An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey.	-	-	-	-	-	An improvement plan	-	-
	Percentage of district managers assessed against developed criteria.	95%	-	-	65%	75%	85%	90%	92%

Quarterly targets for 2017/2018

Programme Performance Indicator	Reporting period	Annual target 2017/18	Quarterly targets			
			1 st	2 nd	3 rd	4 th
4.1.2 A bank of Language and Mathematics test items for Grade 3,6 and 9 developed	Annually	150	-	-	-	150
4.2.1 Number of NSC and SC reports produced	Annually	4	-	-	-	4
4.2.2 Number of question papers set annually for NSC and SC	Annually	348	-	-	-	348
4.3.1 Number of new schools built and completed through ASIDI	Annually	115	-	-	-	115
4.3.2 Number of schools provided with sanitation facilities through ASIDI	Annually	-257	-	-	-	257
4.3.3 Number of schools provided with water through ASIDI	Annually	-344	-	-	-	344
4.3.4 Number of schools provided with electricity through ASIDI	Annually	134-	-	-	-	134
4.4.1 Percentage of public schools using the standardized school administration system, SA-SAMS for reporting	Quarterly	98%	98%	98%	98%	98%
4.4.2 Percentage of learners from public schools that are successfully uploaded on to LURITS	Quarterly	98%	98%	98%	98%	98%
4.5.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	30	-	-	-	30
4.5. An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey	Biennial	An improvement plan	-	-	-	An improvement plan
4.5.3 Percentage of district managers assessed against developed criteria	Annually	85%	-	-	-	85%

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
Programme Management: Planning Information and Assessment	2 576	2 896	3 100	3 564	3 170	3 371	3 574
Information Management Systems	25 589	47 111	39 704	42 406	37 156	39 273	41 600
School Infrastructure	8 048 681	9 878 095	10 985 280	12 123 145	12 645 719	13 398 324	14 150 529
National Assessments and Public Examination	296 063	378 317	377 131	335 399	421 186	383 565	350 268
National Education Evaluation and Development Unit	21 100	26 281	25 580	22 330	20 863	22 417	24 025
Planning and Delivery Oversight Unit	41 600	96 175	81 111	94 548	120 209	135 774	144 183
Total	8 435 609	10 428 875	11 511 906	12 621 392	13 248 303	13 982 724	14 714 179
Economic Classification							
Current Payments	308 346	514 756	612 435	512 300	537 638	346 405	312 028
Compensation of employees	94 571	120 449	119 782	127 362	124 697	130 960	140 370
Goods and Services of which:	213 775	394 307	492 653	384 938	412 523	215 445	171 658
Computer services	41 047	43 621	47 865	53 347	16 467	50 699	47 818
Consultants: business and advisory services	2 419	73 619	120 287	109 479	129 651	0	0
Consumables: stationery, printing and office supplies	3 008	3 021	21 531	44 559	24 417	43 946	28 742
Travel and subsistence	78 389	45 122	53 166	57 235	88 252	86 616	62 596
Transfers and subsidies	6 756 313	7 500 403	9 530 823	10 127 687	10 273 158	13 635 678	14 401 119
Provinces and municipalities	6 643 267	7 326 584	9 354 443	9 933 282	10 045 562	13 389 560	14 141 207
Departmental agencies and accounts	97 662	107 854	112 705	118 678	124 612	131 839	139 222
Foreign government		2 600		3 265	3 571	3 295	3 480
Non Profit institutions	15 000	63 000	60 000	72 120	99 413	110 984	117 210
Households	383	365	540	342	-		

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
	2013/14	2014/15	2015/16	2016/17		2017/18	2018/19	2019/20	
Payments for capital assets	1 370 950	2 408 716	1 368 609	1 981 405		2 437 925	641	1 032	
Building and other fixed structure	1 370 124	2 407 887	1 368 285	1 979 807		2 436 421	-		
Machinery and equipment	812	829	324	1 598		1 504	641	1 032	
Software and other intangible assets	14	-	-	-		-			
Payments for financial assets	-	5 000	39	-		-			
Total	8 435 609	10 428 875	11 511 906	12 621 392		13 248 303	13 982 724	14 714 179	
Departmental agencies and accounts	97 662	107 354	112 705	118 678		124 612	131 839	139 222	
Umalusi Council for Quality Assurance and Further Education and Training Human Resources Research Council	97 662	107 354	112 705	118 678		124 612	131 839	139 222	
Household Social benefits current	383	365	540	342					
Employee Social benefits	383	365	540	342					
Foreign govern and international organizations		2 600		3 265		3 571	3 295	3 480	
Southern and Eastern Consortium for Monitoring Education Quality		2 600		3 265		3 571	3 295	3 480	
Current	15 000	63 000	60 000	72 120		99 413	110 984	117 210	
National Initiative to improve learning outcomes	15 000	63 000	60 000	72 120		99 413	110 984	117 210	
Provincial Revenue Funds									
Capital	6 643 267	7 326 584	9 354 443	9 933 282		10 160 562	13 389 560	14 141 207	
Education Infrastructure Grant	6 643 267	7 326 584	9 354 443	9 933 282		10 160 562	13 389 560	14 141 207	

Performance and expenditure trends: Programme 4

Sub-outcome 2 (improve the quality of teaching and learning through the provision of infrastructure and learning materials) of outcome 1 (quality basic education) of the 2014-2019 medium term strategic framework commits government to invest in school infrastructure and school maintenance, and to ensure that every school meets the required infrastructure norms and standards for effective learning and teaching. Infrastructure activities account for the bulk of the Department's spending over the medium term, particularly in the *Planning, Information and Assessment* programme.

Through the school infrastructure backlogs grant, the Department expects to have replaced 510 inappropriate and unsafe schools, and provided water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools across South Africa by 2018/19. R2.6 billion shifted from the Education Infrastructure Grant goes back into the school infrastructure backlogs grant in 2017/18 to complete the remaining School Infrastructure Backlogs Grant projects that have already been contracted in the *School Infrastructure* subprogramme. The school infrastructure backlogs grant will shift to the education infrastructure grant from 2018/19. This grant is transferred to PEDs and explains the decrease in the Department's budget for buildings and other fixed structures over the medium term. R37.6 billion over the medium term is allocated to provinces through the education infrastructure grant. A funding window will be provided in the education infrastructure grant for the completion of school infrastructure backlogs projects contracted by the national department prior to the shifting of the funds. Projects include building new schools, upgrading and maintaining existing infrastructure, and providing school furniture. The balance of the funds will be used for specific purposes like school maintenance or to replace unsafe structures at schools.

The remaining School Infrastructure Backlogs Grant projects will be completed in 2017/18 through the School Infrastructure Backlogs Grant. Thereafter, these funds will be shifted to the Education Infrastructure Grant, which accounts for the 16.5 per cent growth in the Education Infrastructure Grant, as well as the 16.9 per cent decline in the national department's budget over this period. However, when you combine the School Infrastructure Backlogs and the Education Infrastructure Grant into a School Infrastructure Allocation at an average annual growth rate is 8.2 per cent over the MTEF.

Most work relating to meeting the minimum norms and standards for school infrastructure has been done and that all schools are expected to meet by March 2017. However there were challenges that were encountered which resulted in implementation delays. The Minimum Uniform Norms and Standards for Public School Infrastructure will require all schools to meet a basic level of school infrastructure by November 2016, i.e. all schools to have water, sanitation, electricity and a safe structure. There are still schools across PEDs that will not have access to water, sanitation and electricity and where all unsafe structures will have been replaced by the November 2016 deadline. There is a risk of litigation against the state if these minimum norms are not met by the deadline – hence the emphasis on the need to improve infrastructure delivery and protect infrastructure budgets. The EIG to PEDs provides funding for meeting these norms and standards, and the PEDs make co-contributions.

The National Integrated Assessment Framework (NIAF) has been developed and incorporates elements of the re-designed Annual National Assessment (ANA). The NIAF includes the following tiers of assessment. The first tier is a Systemic Evaluation that measures and reports on system wide learning outcomes will be administered once in three years to a sample of learners in a sample of schools across the nine provinces. The second tier is a school based examination, which will form part of the summative component used for the promotion/progression requirement as stipulated in CAPS. These tests will be developed by the DBE and made available to PEDs to administer in their schools. They will be administered in a maximum of two grades per annum, and will focus on selected subjects. Quality assurance mechanisms will be added to ensure credibility of these outcomes. The third tier is formative assessments designed to support teachers to diagnose critical learning gaps in specific content areas in the curriculum. Formative assessments will be used to strengthen school based assessment.

4.5. Programme 5: Educational Enrichment Services

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

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

Strategic Objectives:

- To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners;
- Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning; and
- Monitor the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments.

Programme performance indicators and annual targets for 2016/2017 to 2018/2019

Action Plan Goal on Learner Well-Being

Goal 10 ► Ensure learners remain effectively enrolled in school up to 15 years

Goal 24 ► Ensure that the environment of every school inspires learners to want to come to school and learn, and

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

Learner Well-Being

In its quest to improve its programmes on learner wellness, the Department of Basic Education is also strengthening the psychosocial support programme to ensure that learners who experience psychological, emotional and social problems are supported. The overall aim is to strengthen the capacity of PEDs, districts and schools to institutionalise/mainstream Psychosocial Support Services.

For the financial year 2017/2018, the Department will:

- Finalise and approve the DBE draft Strategy on Psychosocial Support for Learners, together with its Monitoring and Evaluation Plan;
- Co-brand with the Department of Social Development the Children Services Directory, and print and distribute to hot spots in the NECT districts, for use by schools;
- Train Provincial Trainers on supporting traumatised learners; and
- Facilitate the placement by Higher Education Institutions of senior social work and psychology students in schools, as part of their training, to render support to schools.

Programme Performance Indicators and Annual Targets for 2016/2017 to 2018/2019

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Safety

The Department will monitor and support the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools. The intention is to ensure that learning environment is characterised not only by good quality education, but that is also safe and free from insecurity and threats of violence.

School Sport and Enrichment

The Department will work with different partners to ensure that learners participate in co-curricular and enrichment activities. Training of adjudicators, data capturers and Farm school choir conductors will be undertaken to ensure that the Department stages and hosts the 2017 South African Schools Choral Eisteddfod (SASCE).

Social Cohesion

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

SAFETY

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

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

SCHOOL SPORT AND ENRICHMENT

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

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

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

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In its effort to build social capital and foster greater social cohesion in schools and communities, the Department uses several platforms and opportunities to engage young people on the issues of values in society, and how these values form the basis for harmony, peace and well-being of the nation. Hence, the department provides support and content to the key pillars of education, namely curriculum, teacher development and, enrichment and extracurricular programmes. In terms of curriculum support content on human rights, nation building and constitutional awareness is provided for workbooks, while in terms of training, support is provided for teachers in addressing gender based violence in schools, implementing the oral history or Bill of Responsibilities in the classroom, among others. The following key programmes are being implemented in partnership with other government departments and external partners: the Nkosi Albert Luthuli Oral History Competition, the Schools Moot Court Competition, the Youth Citizen Action Programme, the Techno Girls Empowerment Programme and the schools democracy Programme.

STRATEGIC OBJECTIVES AND FIVE-YEAR TARGETS

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	-	-	33 Districts	35 Districts		43 Districts	53 Districts	63 Districts	81 Districts
5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning	-	-	-	-		<ul style="list-style-type: none"> Monitor and host: <ul style="list-style-type: none"> SASCE School Sport Events Spelling Bee Reading Clubs Moot Court programme Nkosi Albert Luthuli Oral History Competition Bill of Responsibility programmes 	<ul style="list-style-type: none"> Monitor and host: <ul style="list-style-type: none"> SASCE School Sport Events Spelling Bee Reading Clubs Moot Court programme Nkosi Albert Luthuli Oral History Competition Bill of Responsibility programmes 	<ul style="list-style-type: none"> Monitor and host: <ul style="list-style-type: none"> SASCE School Sport Events Spelling Bee Reading Clubs Moot Court programme Nkosi Albert Luthuli Oral History Competition Bill of Responsibility programmes 	<ul style="list-style-type: none"> Monitor and host: <ul style="list-style-type: none"> SASCE School Sport Events Spelling Bee Reading Clubs Moot Court programme Nkosi Albert Luthuli Oral History Competition Bill of Responsibility programmes
5.3 Monitor the implementation of the national School Safety Framework NSSF in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments	-	-	-	-		Hot Spot Schools monitored	Hot Spot Schools monitored	Hot Spot Schools monitored	Hot Spot Schools monitored

Performance Indicators and MTEF Targets

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2016/17	Medium-term targets		
			2013/14	2014/15	2015/16	2016/17		2017/18	2018/19	2019/20
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	Number of schools monitored for the provision of nutritious meals	470	-	-	-	150		130	110	90
5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning	Number of adjudicators, data capturers and Farm school conductors trained in SASCE programmes	4 500	-	-	900	900		900	900	900
	Number of learners, teachers, officials and SGBs participating in social cohesion and gender equity programmes/programmes..	30 500	-	-	5 000	5000		6 000	7 000	7 500
5.3 Monitor the implementation of the NSSF in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments	No of Hot Spot Schools monitored towards Implementation of the NSSF	185	-	-	46	46		46	47	47

A. QUARTELY TARGTES FOR 2017/18

Programme Performance Indicator	Reporting period	Annual target 2017/18	Quarterly targets			
			1 st	2 nd	3 rd	4 th
5.1.1 Number of schools monitored for the provision of nutritious meals	Quarterly	130	10	50	40	30
5.2.1 Number of adjudicators, data capturers and Farm school conductors trained in SASCE programmes	Annual	900	-	-	-	900
5.2.2 Number of learners, teachers, officials and SGBs participating in social cohesion and gender equity programmes..	Quarterly	6 000	2 000	2 500	-	1 500
5.3.1 Number of <i>Hot Spot</i> Schools monitored towards Implementation of the NSSF	Quarterly	46	12	11	12	11

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2013/14	2014/15	2015/16		2017/18	2018/19	2019/20
Programme Management: Educational Enrichment Services	3 218	2 438	2 191	3 003	3 124	3 321	3 622
Partnership in Education	9 867	20 487	17 686	21 905	24 465	27 199	30 346 77
Care and Support in Schools	5 715 479	5 696 623	5 916 579	6 316 519	6 699 388	7 091 081	7 492 116
Total	5 728 564	5 719 548	5 936 456	6 341 427	6 726 977	7 121 601	7 526 084 492 116
Economic classification							
Current payments	44 686	44 864	41 909	50 462	59 957	59 607	65 895
Compensation of employees	33 229	31 996	30 836	36 074	37 769	40 849	45 361
Goods and services	11 457	12 868	11 073	14 388	17 188	18 758	20 534
Minor Assets	37	20	6	27	1 403	1 467	1 544
Agency and Support/outourced services	179	47	262	435	0	0	0
Consumables : stationery, printing and office supplies	1 217	1 952	529	2 206	1 737	1 754	1 876
Travel and subsistence	6 776	6 156	6 196	7 205	11 770	12 989	14 290
Transfers and subsidies	5 683 296	5 674 310	5 894 235	6 290 662	6 671 682	7 061 680	7 459 854
Provinces and municipalities	5 683 021	5 674 053	5 894 111	6 290 504	6 671 621	7 061 615	7 459 785
Non-profit institutions	50	53	55	58	61	65	69
Household	147	204	69	100	-	-	-
Payments for capital assets	445	374	102	303	338	314	335
Machinery and Equipment	445	322	102	303	388	314	335
Software and other intangible assets	-	52	-	-	-	-	-
Payments for financial assets	137	-	210	-	-	-	-
Total	5 728 564	5 719 548	5 936 456	6 341 427	6 726 977	7 121 601	7 526 084 492 116

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20		
Details of selected transfers and subsidies									
Current	-	-	-						
Employees' social benefits	225	-		100					
Transfers	5 376 861	5 674 053	5 894 111	6 290 662	6 671 682	7 061 680	7 459 854		
National School Nutrition Programme	5 173 081	5 461 915	5 685 381	6 059 655	6 426 313	6 802 079	7 185 715		
HIV and AIDS (Life Skills Educators) Grant	203 780	212 138	208 730	230 849	245 308	259 356	274 070		
Current	50	53	55	58	61	65	69		
Childline South Africa	50	53	55	58	61	65	69		

Performance and Expenditure Trends: Programme 5

The department’s national school nutrition programme will continue to contribute to the national development plan’s priority of eliminating poverty and supporting food security by providing meals to 19 800 schools each year. This is projected to cost R20.4 billion over the MTEF period through the national school nutrition programme grant in the *Educational Enrichment Services* programme.

PART C: LINKS TO OTHER PLANS

The Action Plan to 2019: Towards the Realisation of Schooling 2030, and the sectoral Basic Education Delivery Agreement for Outcome 1: *Improved quality of basic education* will be the strategic drivers of all sector activities, based on credible research, evidence and consultation. The focus on a credible diagnosis of priorities has enabled the Department to introduce interventions which have started to yield results. Engagement and interaction with all in the sector, along with our partners, has ensured that sectoral planning is coherent. Together with our Strategic Plan 2015–2019, this Annual Performance Plan indicates how we will take the basic education mandate forward in 2017/18 and over the medium term.

5. LINKS TO LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

5.1. Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

The objective of the ASIDI programme is to address infrastructure backlogs at all schools that do not meet the basic safety Norms and Standards; to replace those constructed from inappropriate material, and provide schools without basic services with water, sanitation, electricity and fencing. These schools have been identified in consultation with the Provincial Education Departments (PEDs).

The ASIDI initiative is funded from the School Infrastructure Backlog Grant (SIBG) which is a Schedule 7 Grant to Provinces. The implementation of the ASIDI programme started in 2011. The 2017/18 financial year marks the end of the ASIDI programme.

The programme is driven by DBE which has established a Programme Support Unit (PSU) to support the Programme Manager. Various committees have been established to ensure that good governance of the ASIDI programme. These committees are the National Steering Committee Technical Committee, the Project Steering Committee, the Infrastructure Bid Specification and Evaluation Committee, and Infrastructure Bid Adjudication Committee. The ASIDI Programme adheres to the Infrastructure Delivery Management System (IDMS) in its approach to delivery and has implemented the phases, stages and gates as prescribed.

The baseline scope of the ASIDI Programme as per the Annual Performance Plan (APP) comprises the following sub-programmes:

Sub-programme 1: 510 projects: Eradication of Inappropriate Structures in schools built of inappropriate materials in their entirety are replaced with new schools that meet the Department's standards of basic functionality;

Sub-programme 2: 741 projects: Provision of Sanitation Facilities to schools that previously did not have access to sanitation are supplied with at least a basic level of sanitation;

Sub-programme 3: 1120 projects: Provision of Water to Schools that do not have access to water are provided with basic water supply; and

Sub-programme 4: 916 projects: Provision of Electricity to Identified schools that are not serviced have access to electrical energy supply.

Due to migration and changes in schools' enrolment numbers and overlapping of the programme scope with other programmes, the ASIDI programme has had scope changes in the baseline number of projects to be implemented.

5.2 Conditional grants

5.2.1 National School Nutrition Programme Conditional Grant

Purpose	To provide nutritious meals to targeted learners.
Performance indicator	Number 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 and improve access to education by ensuring that the programme continues in all quintile 1 to 3 primary and secondary schools, as well as targeted special schools, on all school days.

5.2.2 HIV and AIDS (Life Skills Education) Conditional Grant

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

5.2.3 Maths, Science and Technology conditional grant

Purpose	To promote Mathematics and Physical Science and Technology teaching and learning and improve teachers' content knowledge of Mathematics and Physical Science.
Performance indicator	<p>Percentage of Grade 12 learners achieving 50% or more in Mathematics</p> <p>Percentage of Grade 12 learners achieving 50% or more in Physical Science.</p>
Continuation	The grant will be reviewed on an ongoing basis.
Motivation	Over the MTEF period, the grant will focus on strengthening the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

5.2.4 Education Infrastructure Conditional Grant to Provinces

Purpose	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disaster and enhance capacity to deliver infrastructure in education.
Performance indicator	<p>Number of new schools completed and ready for occupation (includes replacement schools)</p> <p>Number of additional specialist rooms built in public ordinary schools (includes replacement schools).</p>
Continuation	Ongoing.
Motivation	This grant has been awarded to supplement the ongoing infrastructure programme in provinces.

5.2.5 School Infrastructure Backlogs Indirect Grant (SIBIG)

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	Number of schools provided with sanitation facilities through ASIDI Number of schools provided with water through ASIDI Number of schools provided with electricity through ASIDI Number of new schools built and completed through ASIDI
Continuation	ASIDI is implemented through the SIBIG. The projects in ASIDI are implemented over multiple years. The performance indicator projections above are for the delivery of ASIDI projects in the 2016/2017 financial year.
Motivation	The grant has been awarded to eradicate the basic safety norms backlog in schools to ensure that schools reach basic functionality levels.

5.3. Public Entities

Name of public entity	Mandate	Outputs	Current annual budget (R'000)
South African Council of Educators (SACE)	SACE regulates, protects and promotes the teaching profession.	<ul style="list-style-type: none"> • Register professionally qualified educators. • Develop the profession and promote standards of professional ethics. 	R70 403
Umalusi	Umalusi is the quality council for general and further education and training as contemplated in the National Qualifications Framework Act and has the functions contemplated in section 28 of that Act and section 2 of the General and Further Education and Training Quality Assurance Act, No. 58 of 2001 (GENFEQA).	<ul style="list-style-type: none"> • Promote quality and internationally comparative standards in General Education and Training (GET) and Further Education and Training (FET). • Maintain and improve educational standards through the development and evaluation of qualifications and curriculum. • Quality assurance of assessment, and provision of education, training and assessment. • Continually develop in-depth knowledge and expertise in mandated areas through rigorous research. • Report on the quality of education and training within the mandate. • Issue appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the General Education and Training (GET) and Further Education and Training (FET) Framework of Qualifications. • Provide reliable and credible leadership and guidance in standard setting and quality assurance. 	R162 950

5.4. Public-private partnerships

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

PART D: ANNEXURES

6. UPDATES IN THE DEPARTMENT OF BASIC EDUCATION STRATEGIC PLAN

The Department has made minor revisions to the 2015/16 – 2019/20 Strategic Plan due to the discontinuation of the Kha Ri Gude Literacy programme. The Kha Ri Gude Literacy programme was started in 2008 and has reached the target that was set. The financial year 2016/17 marks the end of the programme. A new focus for the Department over the medium term is the Second Chance matric programme intended to give learners an opportunity to rewrite the NSC examination. As a result, a new strategic objective and relevant Technical Indicator Description for Matric Second Chance programme has been developed as indicated below:

Strategic Objective details	2.5 Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric
Short definition	The Matric Second Chance programme is intended to assist young people who have failed to meet the requirements of the NSC a second chance to obtain a matric thereby improving their quality of life.
Purpose/Importance	To increase secondary school completion rates
Source/Collection of data	Database of registered learners for the programme
Method of calculation	Count the number of learners registered
Data limitations	None
Type of strategic objective	Output
Calculation type	Cumulative: The total number of learners on the second chance programme from 2016 to 2019
Reporting cycle	Annually
New Strategic Objective	Yes
Desired performance	High number of learners completing the National Senior Certificate
Strategic Objective responsibility	Branch C

Strategic Objective Details	Improve learner completion rates and retention
Objective statement	Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme
Baseline	NIL
Justification	Improve school completion rates and increase access to job opportunities
Links	“South Africa loses half of every cohort that enters the school system by the end of the 12 year schooling period, wasting significant human potential and harming the life-chances of many young people. Secondary school completion rates are 77% in the United States, 87% (to the age of 16) in the UK and 93% in Japan. South Africa should aim for a comparable completion rate of between 80 – 90%.....” National Planning Commission: National Development Plan, November 2011
Five year Target	50 000

7. TECHNICAL INDICATOR DESCRIPTIONS

PROGRAMME 1: ADMINISTRATION

Indicator details	1.1.1 Percentage of Service providers within the procurement unit paid within 30 days.
Short definition	Service providers within the procurement unit are referred to as suppliers for goods and services, E.g. stationery, printing, repairs. The 30 days will be calculated from the date of receipt of invoice.
Purpose/Importance	It is the contribution of the Department in growing the economy of the country through State Departments supporting SMMEs.
Source/Collection of data	<ul style="list-style-type: none"> Data sourced from the LOGIS system on a monthly basis will be drawn and compiled into a quarterly report with invoices received and invoices paid. An accrual report will also be drawn when invoices are not paid Records of all invoices received by the procurement unit.
Method of calculation	Total number of service providers paid within 30 days divided by total number of service providers' invoices received X 100
Data limitations	None
Type of indicator	Output
Calculation type	Non –cumulative: The quarters will be reported independently An average will be drawn for the year, to give an annual picture
Reporting cycle	Quarterly
New indicator	No
Desired performance	All invoices received and paid within 30 days
Indicator responsibility	Branch A: Directorate: Logistical Services

Indicator details	1.1.2 Percentage of misconduct cases resolved within 90 days
Short definition	The indicator measures the misconduct cases received by the Department and those resolved within 90 days as stipulated. The 90 days prescribed period is not provided for in the legislation except the 60 days period prescribed for precautionary suspension plus the 30 days extension which could be given by the Presiding Officer in term of the Collection Agreement 1 of 2003 Clause 7.2(a) as well SMS Handbook, Chapter 7 clause 2.7.(2)(b) Where employees are put on precautionary suspension, misconduct cases should be finalised within the prescribed timeframe. This enables the affected parties to account for their conduct promptly.
Purpose/importance	To ensure consequence management as well as the serving of justice within the prescribed period
Source/collection of data	<ul style="list-style-type: none"> Number of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/institute a disciplinary process. A list of those cases resolved by the Directorate: Labour Relations
Method of calculation	$\frac{\text{Total number of cases finalised with the 90 days}}{\text{Total number of formal cases received}} \times 100$
Data limitations	Postponements of cases have a negative impact on compliance with the timeframe.
Type of indicator	Output
Calculation type	Non –cumulative: The quarters will be reported independently An average will be drawn for the year, to give an annual picture
Reporting cycle	Quarterly
New indicator	No
Desired performance	All disciplinary cases should be finalised within the specified period on 90 days
Indicator responsibility	DDG: Branch A Directorate: Labour Relations

Indicator details	1.1.3 Percentage of Grievance cases resolved in resolved within 30 days
Short definition	The Department adheres to the Guidelines on the Management of Grievances in the Public Services which provides that employee concerns and complaints should be resolved within 30 days after being reported to the Designated Employee.
Purpose/importance	To ensure sound human relations and avoid extended disgruntlement among employees in the work place.
Source/collection of data	<ul style="list-style-type: none"> • A list of formal grievances submitted by officials to the Directorate: Labour Relations. • The list of grievance cases resolved by the Directorate Labour Relations
Method of calculation	<u>Total number of cases finalised with the 30 days</u> Total number of formal grievances received x 100.
Data limitations	Some of the solutions sought by the aggrieved employees are unattainable and such grievances are not resolved in the manner prescribed by the procedure manual.
Type of indicator	Output
Calculation type	Non-cumulative: The quarters will be reported independently An average will be drawn for the year to give an annual picture.
Reporting cycle	Quarterly
New indicator	No
Desired performance	Reduction of the number of grievances and that all reported grievances are finalised within the specified period of 30 days.
Indicator responsibility	DDG: Branch A Directorate: Labour Relations

Programme 2: Curriculum Policy, Support and Monitoring

Indicator details	2.1.1 Number of off-line digital content packaged and distributed to provinces
Short definition	<p>Digital content resources are curriculum aligned and enrichment electronic Learning and Teaching Support Material (e-LTSM) consisting of workbooks, textbooks, resource material for grade R, video lessons, study guides and other learning materials. The digital content is stored on electronic storage devices such as USB, DVD/CDs and external Hard Drives. It is packaged into 'packs' according to content format, type, subjects, grades and phases on DVD/CD. The DBE distributes the digital content packs to provinces, districts, schools and other stakeholders. The offline digital content on the packs is accessed by users without using internet, hence referred to as 'offline'. The following 10 content packs will be distributed to provinces:</p> <ol style="list-style-type: none"> 1. Grade R Resource Pack 2. Grade R – 7 Worksheets 3. Grade 4 – 6 Natural Science & Technology textbooks 4. Grade 7 – 9 Technology textbooks 5. Grade 7 – 9 Natural Science textbooks 6. Grade 7 – 9 Mathematics textbooks 7. Grade 10 – 12 Mathematics textbooks 8. Grade 10 – 12 Physical Science textbooks 9. Grade 10 – 12 Study Guides 10. Grade 10 - 11 Technical Maths Learner Book & Teacher Guide 11. Grade 10 Life Science Textbook 12. Microsoft Kids Encarta 2008
Purpose/Importance	To provide additional LTSM in digital format
Source/Collection of data	Signed distribution register/Delivery note. Copies of offline content packs delivered to provinces
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative: only 12 packs will be distributed one off to each province

Reporting cycle	Annually
New indicator	No
Desired performance	All public schools to have access to digital content resources.
Indicator responsibility	Branch C: Directorate: ICT

Indicator details	2.1.2 Number of schools per province monitored for provisioning of ICT resources
Short definition	To monitor all the nine provinces on the provisioning of ICT resources in schools. The monitoring will include a visit to the provincial office and to three identified schools in the province. Three schools in each province will be drawn from ongoing ICT projects.
Purpose/Importance	To determine how far provinces are in ICT resourcing.
Source/Collection of data	<ul style="list-style-type: none"> Completed monitoring instrument (questionnaire) completed by provincial offices and schools. Monitoring consolidated status report
Method of calculation	Count: Each school visited will be counted from the list provided and the signed monitoring tool will be used to verify the visits
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Add up all outputs at the end of the year.
Reporting cycle	Annually
New indicator	No
Desired performance	All schools have access to ICT resources.
Indicator responsibility	Branch C: Directorate: ICT

Indicator details	2.1.3 Number of off-line digital content resources developed annually.
Short definition	This refers to the state-owned curriculum-aligned textbooks developed by the DBE through partnerships with the private sector. The textbook development process entails authoring of the content material by a team of writers, screening and quality assurance of the authored content by provincial and DBE curriculum specialists. The print-ready Pdf files are then converted into e-textbooks/e-books/e-pubs that are packaged onto CD/DVD for distribution to provinces.
Purpose/Importance	To create a pool of digital content resources for that can be used for teaching and learning in schools.
Source/Collection of data	Developed content packs
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative: 6 titles of e-textbooks will be developed
Reporting cycle	Annually
New indicator	No
Desired performance	All schools are provided with digital content.
Indicator responsibility	Branch C: Directorate: ICT
Indicator details	2.2.1 Percentage of public ordinary schools with Home Language workbooks for learners in Grades 1–6.

Short definition	Public Schools refers to all public schools that have Grade 1-6. Percentage of public schools provided with Grades 1–6 Home Language workbooks. Grade 1-6 workbooks are produced and delivered as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 6	Home language	Oct -Nov 2017	Jan - Feb 2018
Purpose/Importance	To improve languages outcomes in Grades 1 to 6.			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	Total number of schools provided with workbooks / by total number of all public ordinary schools that have Grade 1-6 X by 100.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annually			
New indicator	No			
Desired performance	All public schools with Grades 1-6 have access to workbooks in the correct language.			
Indicator responsibility	Branch C: Directorate: LTSM			

Indicator details	2.2.2 Percentage of public ordinary schools with Mathematics workbooks for learners in Grades 1–9.			
Short definition	Public Ordinary Schools in this regard refers to all public schools that have Grade 1-9 only. Percentage of public schools provided with Grades 1–9 Mathematics workbooks. Grade 1-9 workbooks are produced and delivered are as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 9	Mathematics	Oct -Nov 2017	Jan - Feb 2018
Purpose/Importance	To improve mathematical outcomes in Grades 1 to 9			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	Total number of schools provided with workbooks / by total number of all public schools with Grade 1-9 X by 100.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annually			
New indicator	No			
Desired performance	All public schools with Grades 1–9 have access to workbooks.			
Indicator responsibility	Branch C: Directorate: LTSM			

Indicator details	2.2.3 Percentage public schools provided with workbooks for Grade R.		
Short definition	Public Schools refer to all public schools that have Grade R only.		
	The percentage of qualifying public schools that are provided with Grade R workbooks. Qualifying public schools refers to public ordinary primary schools that offer Grade R. Grade R workbooks are produced and delivered as Volume 1-4 as follows:		
	Grades	Description	Delivery Plan
	Grade R	Book 1	Oct -Nov 2017
		Book 2	
		Book 3	Jan - Feb 2018
Book 4			
Purpose/Importance	Workbooks are aimed at improving reading and literacy outcomes in Grade R		
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.		
Method of calculation	Total number of schools provided with workbooks / by total number of all qualifying public schools X by 100.		
Data limitations	none		
Type of indicator	Output		
Calculation type	Non-Cumulative: based on the time specified under short definition.		
Reporting cycle	Annual		
New indicator	No		
Desired performance	All public schools with Grade R have access to workbooks		
Indicator responsibility	Branch C: Directorate: LTSM		

Indicator details	2.3.1 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).		
Short definition	<p>EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. The schools to be monitored are selected from those performing below 50% in the 2013 ANA results. The monitoring will focus on Grades 1-3 classes. Monitoring will be done through school visits and desk-top monitoring. 25 Schools will be monitored during provincial oversight visits and 25 schools will be monitored using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.</p>		
Purpose/Importance	The EGRA is aimed at improving reading and literacy outcomes in Grades R to 9.		
Source/Collection of data	Completed Monitoring tool: Questionnaire and Checklist used during monitoring		
Method of calculation	Count the number of schools monitored		
Data limitations	Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof		
Type of indicator	Output		
Calculation type	Cumulative: all the output will be added together to produce an annual output		
Reporting cycle	Annually		
New indicator	No		
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019		
Indicator responsibility	Branch C: Directorate: GET		

Indicator details	2.3.2 Number of schools monitored on the implementation of the reading norms
Short definition	This refers to the number of public ordinary schools that offer Grade R-9 monitored on Reading Norms. These are standardised benchmarks for reading and writing that are aligned to curriculum for Home Language and First Additional Language for Grades R to 9. School visits and desk-top monitoring will be used to monitor the implementation of the reading norms. 10 Schools will be monitored during provincial oversight visits and 10 schools will be evaluated using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.
Purpose/Importance	Reading norms are aimed at improving reading and literacy outcomes in Grades R to 9.
Source/Collection of data	Completed Monitoring tool: Questionnaire and Checklist used during monitoring
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof.
Type of indicator	Output
Calculation type	Cumulative: all the outputs will be added together to produce an annual output
Reporting cycle	Annually
New indicator	No
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages nationally
Short definition	The IIAL strategy is aimed at promoting the utilisation of previously marginalised African languages in all public schools in Grades 1-9 currently not offering a previously marginalized African Language. School visits and desk-top monitoring will be used. 10 Schools will be monitored during provincial oversight visits and 10 schools will be evaluated using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.
Purpose/Importance	The IIAL is aimed at enhancing multilingualism and social cohesion.
Source/Collection of data	Completed Monitoring tool: Questionnaire and Checklist used during monitoring
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof
Type of indicator	Output
Calculation type	Cumulative: all the output will be added together to produce an annual output
Reporting cycle	Annually
New indicator	No
Desired performance	To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.4.1 Mathematics ,Science and Technology lesson plans developed for the Intermediate, Senior and FET Phases
Short definition	Lessons plans are developed to assist teachers to align their teaching plans with the Learning and Teaching Support Material (LTSM) in Mathematics, Natural Sciences and Technology at Intermediate Phase, Technology at Senior Phase and Mathematics FET Phase. They assist the teacher in meeting the requirements of curriculum coverage in the following subjects and Grades: Mathematics Grade 4-6 ; Natural Sciences & Technology – Grade 4-6, Technology Grade 7-9; and Mathematics – FET Phase: Grade 10-12
Purpose/Importance	To assist the teacher in meeting the requirements for curriculum coverage in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.
Source/Collection of data	Actual lessons plans produced
Method of calculation	Actual lessons plans produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Improvement of learner performance in Mathematics, Natural Sciences and Technology
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.4.2 Mathematics Science and Technology teacher guides developed for the Intermediate , Senior FET Phases
Short definition	Teacher guides are documents that provide an additional resource explained at a higher and detailed level to better equip teachers to deliver on the subject content. For the period under review, teacher guides for the following Grades and Subjects will be produced: Mathematics Grades 4-6; Mathematics – Grades 10-12 ; Natural Sciences & Technology Grades 4-6; and Technology Grades 7-9.
Purpose/Importance	To improve teaching delivery so as to better learner performance in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.
Source/Collection of data	Teacher guides developed for Intermediate, Senior Phase and FET Phases
Method of calculation	Actual teacher guides produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Improvement of learner performance in Mathematics and Natural Sciences & Technology at Intermediate Phase, Technology at Senior Phase and Mathematics at Further Education Training (FET) Phase.
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.4.3 Number of Mathematics training sessions/workshops monitored
Short definition	Conducting the monitoring of the Mathematics training sessions to improve learning outcomes in the Senior Phase
Purpose/Importance	To monitor the training sessions aimed at improving the teaching and learning of Mathematics in the Senior Phase
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments in the form of completed questionnaire Attendance registers of participants Proof of communication from the DBE to the PEDs
Method of calculation	Monitoring conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	Improvement of Mathematics learning outcomes
Indicator responsibility	Branch C

Indicator details	2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session
Short definition	Monitoring visits are conducted to assess the progress made with regards to the training manuals that were developed to assist training centre facilitators to conduct training during the CAPS training for Technical Schools and to institute improvement plans where applicable. There are 5 training centres for CAPS specialisation in Technical subjects which are situated in 5 provinces and 1 in each province (for Technical Mathematics and Technical Science) making a total of 14 centres to be visited
Purpose/Importance	To improve teaching of technical subjects in schools
Source/Collection of data	Monitoring instruments in the form of a questionnaire with a checklist, and attendance registers of the training sessions
Method of calculation	Count the number of actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	Improvement of implementation of the training for CAPS for Technical Schools
Indicator responsibility	Branch C

Indicator details	2.4.5 Number of schools visited for monitoring the implementation of the CAPS for Technical Schools
Short definition	The indicator refers to high schools/ secondary schools offering Grade 10-12 that will be visited for monitoring of the Implementation of the CAPS for Technical Schools. Monitoring visits are conducted to assess the progress made with regards to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable. A total of 27 schools will be visited per year.
Purpose/Importance	To assess the extent of implementation of the CAPS for Technical Schools at identified schools.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments in the form of a checklist Copy of school log books for the visit List of all the schools visited per quarter.
Method of calculation	Count the number of actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	Improvement of implementation of the CAPS for Technical Schools.
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.5.1 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year
Short definition	<p>To measure the number of second chance learners registered on the examinations database and obtaining subject passes towards a NSC or extended SC by accessing resources from the Second Chance Matric Support which provides the following models of support:</p> <ul style="list-style-type: none"> (i) Direct tuition (ii) Radio and television broadcasting (iii) Online Digital Programme (DBE Cloud and Vodacom E School) (iv) Print resources <p>These learners include:</p> <ul style="list-style-type: none"> (i) supplementary learners (including those who did not meet the NSC requirements for Diploma or Degree pass) who will sit for the March examinations (ii) Progressed learners who modularized and will sit for the June examinations (iii) Candidates writing the extended Senior Certificate in June (iv) Part time NSC candidates writing the November examinations (including candidates upgrading their pass status)
Purpose/Importance	To increase learner retention and improve NSC (including upgrading certificates) and extended SC passes
Source/Collection of data	<ul style="list-style-type: none"> Lists of results of learners, who registered as Second Chance matric learners on the examinations database, who have achieved a Bachelors, diploma, or certificate verdict towards NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12
Method of calculation	Count learners who have passes through the Second Chance Support for NSC and extended SC using the examinations database
Data limitations	<ul style="list-style-type: none"> DBE reliant on data from external sources - Examinations Database, registration of learners , Data from DBE Cloud (still being developed) and Vodacom E School (dependent on profile), District offices, Data from Broadcasters (radio and TV) which is not learner specific. Learners accessing support unable to provide examination or ID numbers at venues or provide incorrect numbers The target achieved in the first quarter emanates from the support provided in the fourth quarter of the previous financial year as exams are written in February/ March and results obtained in May which is the first quarter of the current financial year. Out of school candidates do not take all subjects but a few subjects a year and will therefore not necessary obtain an NSC in one year. However their subject passes are still an achievement as they are credited towards the qualification
Type of indicator	Output

Calculation type	Non-cumulative
Reporting cycle	Quaterly
New indicator	No
Desired performance	High number of learners passing NSC and extended SC or upgraded NSC pass which will improve opportunities at tertiary institutions
Indicator responsibility	Branch C – Second Chance Project Manager

Programme 3: Teachers, Education Human Resources and Institutional Development

Indicator details	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness.
Short definition	Number of schools where school governing bodies meet minimum criteria in terms of effectiveness expressed as a percentage of total number of schools. The following must be in place for the SGB to meet the minimum criteria for effectiveness: Constitution of the SGB in terms of membership, attendance and minutes of meetings. The survey will be conducted in sampled schools. A simple random sample of 7% will be drawn from a population of all schools in the system. The 50% will be drawn from the sampled schools.
Purpose/Importance	To measure the effectiveness of SGBs in schools.
Source/Collection of data	<ul style="list-style-type: none"> DBE Sample survey tool in the form of a questionnaire and checklist List of schools sampled and total database of schools Lists of schools where the SGB meets minimum criteria
Method of calculation	$\frac{\text{Total number of schools sampled where the SGB meets minimum criteria}}{\text{The total number of schools sampled}} \times 100$
Data limitations	Reliability of data from schools
Type of indicator	Output
Calculation type	Non-cumulative: Results of survey conducted once a year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools should have effective SGBs to support effective teaching and learning.
Indicator responsibility	Branch T: EMDG Directorate

Indicator details	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.
Short definition	The percentage of schools that have functional documents: school budget, a school improvement plan, an annual report, learner and teacher attendance registers and a quarterly record of learner marks.
Purpose/Importance	Every school is expected to produce basic documents to guide the management of the school. These are documents that every school should have and utilise effectively as their availability and utilisation serve as an indication a functional school.
Source/Collection of data	<ul style="list-style-type: none"> List of visited sampled schools Completed survey tool in the form of a checklist List of schools with minimum set of management documents
Method of calculation	<p>The percentage will be calculated as:</p> $\frac{\text{Total number of schools from the sample selected found to be functional by having produced the basic set of documents}}{\text{the total number of schools surveyed}} \times 100$
Data limitations	Officials conducting the survey may not interpret the findings in a uniform manner
Type of indicator	Impact indicator
Calculation type	Non-cumulative
Reporting cycle	Annually

New indicator	No
Desired performance	All schools must be able to produce minimum management documents
Indicator responsibility	Branch T

Indicator details	3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.
Short definition	Number of Funza Lushaka bursaries awarded to first, second, third and fourth-year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (B.Ed or a B Com, B Sc, B Tech, B Soc Sc followed by a PGCE). The bursaries are awarded to students (Identified through ID numbers), meaning that the lists with names of student selected according to the criteria set.
Purpose/Importance	To measure the number of beneficiaries of the Funza Lushaka Bursary programme.
Source/Collection of data	A list of beneficiaries of Funza Lushaka Programme. Sample of university documents that proves their enrollment at universities for the year of the award of the bursary.
Method of calculation	Counting the number of Funza Lushaka bursaries awarded to first, second, third and fourth year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions.
Data limitations	As a result of fees changes in institutions, the number of students awarded the bursary may not be exact number enrolled.
Type of indicator	Output
Calculation type	Non-cumulative : a list of enrolled learners is drawn from registration once a year
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the bursary to train more graduates for the education profession.
Indicator responsibility	Branch T: Directorate Funza Lushaka

Indicator details	3.3.1 Number of teachers participating in the EFAL diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in EFAL. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the Diagnostic Test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteering to take EFAL diagnostic test A sample of the diagnostic test that teachers write
Method of calculation	Counting the number of teachers who volunteer to take the test per province and per district
Data limitations	Willingness of teachers to volunteer
Type of indicator	Output
Calculation type	Analysis of qualitative and quantitative data cumulatively
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.2 Number of teachers participating in the Physical Science diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Physical Science. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteer to take the Physical Science Diagnostic Test A sample of the diagnostic test administered.
Method of calculation	Counting the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Analysis of qualitative and quantitative data cumulatively.
Reporting cycle	Annually
New indicator	Yes
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.3 Number of teachers participating in the Accounting diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Accounting. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteer to take the Accounting Diagnostic Test A sample of the diagnostic test administered.
Method of calculation	Counting the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Analysis of qualitative and quantitative data cumulatively.
Reporting cycle	Annually
New indicator	Yes
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.4 Number of teachers participating in the Mathematics diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Mathematics. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteer to take the Mathematics Diagnostic Test A sample of the diagnostic test administered.
Method of calculation	Counting the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Analysis of qualitative and quantitative data cumulatively.
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.4.1 Number of schools per PED monitored on the implementation of IQMS
Short definition	The purpose of IQMS is to evaluate an educator's performance annually and to identify specific needs of educators for support and development. School-based educators whose performances meet the agreed standards are eligible for pay progression. The DBE monitors the implementation of the IQMS processes and procedures in three schools in each of the 6 identified PEDs. Schools will be sampled from both underperforming schools and best performing schools. For underperforming schools it will be to assist in improving the state of affairs and for best performing schools, it will be to draw best practice that will assist other schools.
Purpose/Importance	To monitor the implementation of IQMS in PEDs, in order to strengthen the accountability of school-based educators.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments developed by DBE for IQMS in the form of a checklist and questions for qualitative data upon observation List of schools monitored per quarter
Method of calculation	Count the number of schools
Data limitations	Incomplete information and non-availability of summative evaluation reports at schools.
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	Teacher performance and learner achievement improves through enhanced implementation of IQMS.
Indicator responsibility	Branch T: Directorate: EPMD and WSE

Indicator details	3.4.2 Number of PEDs monitored on the implementation of PMDS
Short definition	The purpose of PMDS is to evaluate office-based educators' performance and to identify specific needs for development. Monitoring of the implementation of the PMDS processes and procedures will be conducted in the provincial office and 1 district office in 6 PEDs. A random sampling method will be used to select the district to be monitored.
Purpose/Importance	To monitor the implementation of PMDS in PEDs, in order to strengthen the accountability of office-based educators.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments developed by DBE for PMDS in the form of a checklist and questions for qualitative data upon observation List of provincial officials evaluated List of district officials evaluated
Method of calculation	Count the number of PEDs
Data limitations	Incomplete information and non-availability of summative evaluation reports in PEDs.
Type of indicator	Output
Calculation type	Cumulative per quarter
Reporting cycle	Quarterly
New indicator	No
Desired performance	Educator performance and learner achievement improves through enhanced implementation of PMDS.
Indicator responsibility	Branch T: Directorate: EPMD and WSE

Indicator details	3.5.1 Monitoring of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards
Short definition	<p>The monitoring of the implementation of the Norms and Standards is done both at process and technical levels to ensure all the factors and weightings as stipulated in the model are applied.</p> <ul style="list-style-type: none"> Processes assessed include distribution of posts to schools; declaration of excess posts and vacancies; identification of excess educators; redeployment of excess educators and filling of vacancies <p>Technical assessment includes review of data used; factors and weightings used etc. Provinces avail data used to determine the post establishment and model used with all the original factors and weightings.</p>
Purpose/Importance	To assess the extent to which PEDs comply with the PPN Norms and Standards, both in terms of implementation processes and technical compliance with the prescribed norms.
Source/Collection of data	<ul style="list-style-type: none"> An approved assessment template Monitoring reports per province
Method of calculation	<ul style="list-style-type: none"> List of PEDs that have been visited for assessment of compliance with the PPN Norms and Standards Report on findings of the monitoring visits
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative.
Reporting cycle	Annually
New indicator	No
Desired performance	All PEDs visited and their implementation processes assessed.
Indicator responsibility	Branch: T: Directorate: Education HR Planning, Provisioning and Monitoring

Programme 4: Planning, Information and Assessment

Indicator details	4.1.2 Language and Mathematics test items for Grades 3, 6 & 9.
Short definition	This is a banks of Language and Mathematics test items that have been reviewed. The bank is a pool of assessment questions prepared in a year, so that assessments may be drawn from such. A total of 150 test items produced in Languages and Mathematics for Grades 3, 6 and 9. All the test items go through a process of setting, moderation and testing before they are finalised to be stored in the item bank
Purpose/importance	Banked items will meet the changing purposes of the assessment. Items will be selected to develop an assessment tool according to the test framework. It captures the context within which learning and teaching takes place and informs targeted intervention strategies
Source/collection of data	<ul style="list-style-type: none"> • A list of number of items produced per grade • Proof of moderation of 100 items produced
Method of calculation	Count the number of test items produced
Data limitations	The actual tests will not be provided until the examination is written.
Type of indicator	Output
Calculation type	Non-cumulative. Bank Items will be produced during the last quarter of the financial year
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible ANA database.
Indicator responsibility	Branch P: Directorate: NationalAssessments

Indicator details	4.2.1 Number of NSC reports produced.
Short definition	The NSC reports will contain data on learner performance data through the National Senior Certificate assessment. The reports will be in the form of a Diagnostic and the Technical report which will contain details on overall performance and problem areas of the assessment.
Purpose/importance	To evaluate the NSC examinations and remedial action to be taken to improve on learner performance.
Source/collection of data	National NSC -Reports on learner performance (database hosted bySITA mainframe).
Method of calculation	Count the number of NSC Reports
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible NSC database
Indicator responsibility	Branch P: Directorate Examinations and Assessment

Indicator details	4.2.2 Number of question papers set annually for the NSC and SC
Short definition	Setting question papers for the year in question takes place under very stringent rules and regulations. Identified examiners are appointed and set the examination question papers. Moderation of the question paper is also part of the process of setting of question papers.
Purpose/importance	To evaluate the quality of question papers set.
Source/collection of data	Number of question papers set Copies of Question papers set for the academic year in question, produced after the writing of the examinations
Method of calculation	Count the number of question papers set from the list provided
Data limitations	Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	. Valid and credible question papers.
Indicator responsibility	Branch P

Indicator details	4.3.1 Number of new schools built and completed through ASIDI
Short definition	Replace schools built of inappropriate materials such as mud, asbestos, wood, zinc, etc.
Purpose/Importance	To provide infrastructures that is conducive to effective teaching and learning
Source/Collection of data	Lists from PEDs of schools that had the infrastructure backlog Lists of schools built from inappropriate material
Method of calculation	Count the number of the number of schools that have reached practical completion.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached. At the end of the financial year, a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools provided with appropriate building
Indicator responsibility	Branch: Infrastructure

Indicator details	4.3.2 Number of schools provided with sanitation facilities through ASIDI
Short definition	<p>Number of public ordinary schools that are provided with different types of sanitation facilities based on assessment of the location of the school. This would determine the type of sanitation provided. The types of sanitation that are provided are:</p> <ul style="list-style-type: none"> • Water borne sanitation • Septic or Conservancy Tank system • Ventilated Improved Pit Latrine • Composting Toilets • Small Bore Sewer Reticulation
Purpose/Importance	To determine the number of schools that meets the basic sanitation standards.
Source/Collection of data	<p>List of schools from PEDs with infrastructure backlogs</p> <p>List of schools that have reached practical completion in provision of sanitation</p>
Method of calculation	Count the number of schools provided with sanitation facilities through ASIDI that have reached practical completion
Data limitations	Vandalism and natural disasters may lead to more schools that do not meet minimum sanitation standards.
Type of indicator	Output
Calculation type	<p>Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached.</p> <p>At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year.</p>
Reporting cycle	Annually
New indicator	No (Amended). Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	All schools to comply with nationally determined minimum sanitation standards.
Indicator responsibility	Branch Infrastructure

Indicator details	4.3.3 Number of schools provided with water through ASIDI.
Short definition	<p>Number of public ordinary schools provided with different types of water facilities such as:</p> <ul style="list-style-type: none"> • Taps • Boreholes • Water tanks
Purpose/Importance	To determine the number of schools where teachers and learners have access to water.
Source/Collection of data	<ul style="list-style-type: none"> • List of schools from PEDs with infrastructure backlogs • List of schools that have reached practical completion in provision of water facilities.
Method of calculation	Count the number of schools provided with water facilities through ASIDI that have reached practical completion stage
Data limitations	None
Type of indicator	Output
Calculation type	<p>Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached.</p> <p>At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year</p>
Reporting cycle	Annually
New indicator	No
Desired performance	All schools to be provided with water.
Indicator responsibility	Infrastructure

Indicator details	4.3.4 Number of schools provided with electricity through ASIDI.
Short definition	Number of public ordinary schools that have electricity.
Purpose/Importance	To establish the number of schools that has electricity.
Source/Collection of data	List of schools from PEDs with infrastructure backlog in electricity facilities List of schools that have reached practical completion in provision of electricity
Method of calculation	Count the number of schools provided with electricity through ASIDI that have reached practical completion stage
Data limitations	Delay of information from Department of Energy/ESKOM
Type of indicator	Output
Calculation type	Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools to have access to electricity.
Indicator responsibility	Branch Infrastructure

Indicator details	4.4.1 Percentage of public schools using the standardised school administration system, SA- SAMS for reporting.
Short definition	South African School Administration & Management System (SA-SAMS) is a cost effective, easy to use and a fully integrated computer solution assisting schools with their administrative, management and governance needs. Provinces support schools in using the latest versions of SA-SAMS. The application is policy driven and is therefore developed and maintained by DBE. As a standardized application, it is designed to assist schools with completing of surveys such as the Annual School Survey (ASS) and with quarterly or ad hoc reporting as required by the circuit/district, provincial and national levels. The percentage will be drawn from a population of all the public schools except those schools in Western Cape as the province is currently not using SA-SAMS for reporting. Public Schools refers to ordinary and special schools. It excludes independent schools
Purpose/Importance	To measure the improvement in the provision of data collected from schools.
Source/Collection of data	Report from provinces on all the schools that have sent information through the SA-SAMS. Database of all schools A sample of one province per quarter with database of all the schools. Sampled provinces will be Eastern Cape, Free State, Limpopo and North West An analysis of the quality of information sent by schools.
Method of calculation	Total number of public schools reporting using SA-SAMS/ Total number of public schools excluding Western Cape X100. This indicator will be measured using the school year and not the financial year. In this case 2017 school year.
Data limitations	Currently Western Cape does not report through the SA-SAMS. Therefore no reports will be received from Western Cape
Type of strategic objective	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New Strategic Objective	No
Desired performance	All public schools to use SA-SAMS to generate performance reports quarterly; and to submit these reports with the electronic data to the districts (province) for uploading onto information systems
Strategic objective responsibility	Branch P: Directorate EMIS

Indicator details	4.4.2 Percentage of learners from public schools that are successfully uploaded onto LURITS
Short definition	Learner Unit Record Information and Tracking System (LURITS) was designed to store and retrieve individual learner movement information. The data is drawn from the SA-SAMS provincial warehouses and a different warehouse for the Western Cape Province. Public Schools refer to ordinary and special schools. It excludes independent schools
Purpose/Importance	LURITS, as a national information system, aims to collect learner and school data and to track individual learner movement in order to identify duplicate learners across all the provinces. It is also used to track retention and repetition and changes in enrolment patterns.
Source/Collection of data	Provincial Warehouse data report Report on LURITS data on learners uploaded
Method of calculation	$\frac{\text{Total number of learners uploaded on LURITS}}{\text{Total number of Learners in provincial warehouses}} \times 100$ <p>This indicator will be measured using the school year and not the financial year. In this case 2017 school year</p>
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All public schools to use SA-SAMS to submit data through the Provincial warehouses to LURITS.
Indicator responsibility	Branch P: Directorate EMIS

Indicator details	4.5.1 Number of district officials that achieved below the national benchmark in the NSC participating in a mentoring programme.
Short definition	<p>A mentoring programme for district and circuit managers in districts that achieved below the national benchmark in the NSC results. The identified officials from the 10 lowest underperforming districts are taken through a mentoring programme, where they are assigned a mentor to support them. The mentor holds sessions with the mentee and sometimes with officials in the district office.</p> <p>Districts performing below the national benchmark in the NSC, refers to districts performing below 60% in 2014 NSC. The same group is mentored every year until the desired results are achieved, that is districts performing above 60%.</p> <p>The selected districts are 10 districts that achieved the lowest in the 2014 NSC results.</p>
Purpose/Importance	To assist districts to perform at a level that they can support their schools to perform better, thus increasing their 2014 level of district performance, below 60% in the NSC.
Source/Collection of data	<ul style="list-style-type: none"> • Reports from the mentors. • Records of mentoring sessions where mentee signs for attending session. This may be one- on-one sessions, or group sessions in the form of workshops, seminars and other forms of contact sessions
Method of calculation	Count the number of district officials mentored.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: Same numbers of officials are mentored every quarter.
Reporting cycle	Annually
New indicator	No
Desired performance	Support districts to improve average learner performance in the NSC above the national average.
Indicator responsibility	Branch DCMS

Indicator details	4.5.2 An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey.
Short definition	The improvement plan emanating from the results of the previous year's survey. All the districts that were rated as unsatisfactory during the survey are assisted to improve through the improvement plan. The results from the data of the survey are used to develop an instrument used to assist the districts to improve on how they support schools.
Purpose/Importance	To assist districts whose support to schools was rated by school principals as unsatisfactory.
Source/Collection of data	Improvement plan for districts whose support to schools was rated as unsatisfactory
Method of calculation	One improvement plan produced
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative:
Reporting cycle	Biennial: the improvement plan will be produced in the first year and the following year the districts will implement the plan. After two years the survey is administered again.
New indicator	Yes
Desired performance	Districts to perform better in the survey the following year.
Indicator responsibility	Branch DCMS

Indicator details	4.5.3 Percentage of district managers assessed against developed criteria.
Short definition	Conduct competency-based assessments for district directors in line with the Public Service Regulations regarding recruitment and appointment of Senior Management Service (SMS) members. District directors are encouraged to take the assessment to assess their own competencies and weak areas where they need support and capacity building.
Purpose/Importance	To establish a baseline and database of the competency of district directors for support and capacity building.
Source/Collection of data	<ul style="list-style-type: none"> Provincial Monitoring and Competency Assessment reports. Database of participating District Managers (DM).
Method of calculation	The number of District Managers or Directors participating / by the total number of District Managers X 100.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: combine results of assessment done at different times throughout the year.
Reporting cycle	Annually
New indicator	No
Desired performance	Baseline of district directors' competencies established; and, support and capacity building provided on the basis of the competency assessment outcomes.
Indicator responsibility	Branch DCMS

Programme 5: Educational Enrichment Services

Indicator details	5.1.1 Number of schools monitored for the provision of nutritious meals
Short definition	The South African dietary base guideline is a national document on health nutrition from the Department of Health. All guidelines, including DBE guidelines, are derived from this national document. According to the guideline, a nutritious meal is made up of a protein, starch and a green/red/orange vegetable or a fruit. The schools that will be monitored are public ordinary schools in quintiles 1-3 and identified special schools. It must be noted that there are also public ordinary schools in quintile 4 and 5 that have been identified as in need of the NSNP
Purpose/Importance	To assess schools on compliance with minimum requirements of a nutritious meal according to the food specification and school specific menu
Source/Collection of data	A monitoring tool in the form of a checklist and questionnaire List of schools monitored in a quarter. Report on findings of the monitoring
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools serving a nutritious meal made up of a protein, starch, green/yellow/orange vegetable or a fruit
Indicator responsibility	Branch S (National School Nutrition Programme)

Indicator details	5.2.1 Number of adjudicators, data capturers and farm school conductors trained in SASCE programmes
Short definition	<p>SASCE is a strategic programme in the Department's quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school-going age. Development programmes aim to facilitate the conducting and performance of music by schools thereby ensuring sustainability of the programme.</p> <p>Three development programmes implemented are for:</p> <p>Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score choristers who ascend the stage during a formal singing competition</p> <p>Data capturers: a group of officials responsible for capturing the data (results) of the adjudicators and translate them into results</p> <p>Farm school conductors: conductors based in farm schools, usually remote and isolated and therefore, require intensive and specific training.</p>
Purpose/Importance	To capacitate and develop Adjudicators, Data Capturers and Farm School conductors in nine provinces
Source/Collection of data	<ul style="list-style-type: none"> • Attendance registers, • Provincial reports, • Evaluation forms, • Programmes, • Training manual, • Monitoring tool in the form of a questionnaire and qualitative data upon observation for each development programme
Method of calculation	Count the number of attendees
Data limitations	None
Type of indicator	Input
Calculation type	Cumulative: all numbers will be added up to reach an annual target.

Reporting cycle	Annually
New indicator	No
Desired performance	An increased pool of adjudicators, data capturers and farm school conductors trained to deliver the programme
Indicator responsibility	Branch S

Indicator details	5.2.2 Number of learners, teachers, officials, SGBs and community organization members participating in social cohesion programmes
Short definition	<p>Total number of learners, teachers, officials and SGBs who participate in citizenship, human rights and responsibilities education, constitutional values activities and commemoration of Significant Historical Events coordinated in collaboration with other stakeholders. Social Cohesion Programmes include:</p> <ul style="list-style-type: none"> • GEMBEM • Future Choices Programme • Albert Luthuli Oral History Programme • Moot Court • Bill of Responsibility Programme • Youth Citizen Action Programme (YCAP) • National Heritage Council (NHC) Programmes • Democracy and vote education Programmes • Human rights clubs • TRC Financial Assistance Programme Democracy and vote education Programmes • Human rights clubs • TRC Financial Assistance Programme
Purpose/Importance	These activities aim to entrench social values, promote knowledge and understanding of rights and responsibilities, constitutional values, oral history, heritage and culture to promote patriotism.
Source/Collection of data	<ul style="list-style-type: none"> • Participation Registers of learners, teachers, officials, SGBs and community organization members • Lists of participants, registration forms of participants and written reports
Method of calculation	Count the number of participants
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: The output will be the accumulation of all activities held throughout the year.
Reporting cycle	Annually
New indicator	No
Desired performance	All learners, educators, officials and SGBs in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
Indicator responsibility	Branch S: Directorate Social Cohesion

Indicator details	5.3.1 Number of Hot Spot Schools monitored towards Implementation of the NSSF.
Short definition	The NSSF seeks to address the prevalence of crime and violence in identified Hot Spot Schools. Hot Spot Schools are schools located in areas that have a high prevalence of crime and violence as determined by the South African Police Services (SAPS)
Purpose/importance	To ensure that Schools are safe, caring environments in support of learning and teaching
Source/collection of data	<ul style="list-style-type: none"> • Sample of completed Monitoring Tools in the form of a questionnaire and a checklist • A database of all Hot Spot Schools • Lists of all schools monitored • School visitors' register signed
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: all the quarter targets will be combined to make up an annual target.
Reporting cycle	Quarterly
New indicator	No
Desired performance	Reduction in the number of Hot Spot Schools
Indicator responsibility	Branch S

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