

ANNUAL PERFORMANCE PLAN

2019/20



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

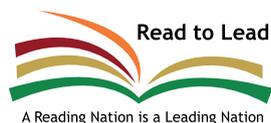


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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
BAS	Basic Accounting System
CAPS	Curriculum and Assessment Policy Statements
CD	Compact Disc
CSPID	Children with Severe to Profound Intellectual Disability
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoH	Department of Health
DORA	Division of Revenue Act
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Services and Administration
DTPS	Department of Telecommunications and Postal Services
DVDs	Digital Versatile Discs
ECD	Early Childhood Development
ECF	Education Collaboration Framework
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
ELDAs	Early Learning and Development Areas
EMIS	Education Management Information Systems
EMS	Education Management Service
EU	European Union
FAL	First Additional Language
FET	Further Education and Training
FLBP	Funza Lushaka Bursary Programme
FOP	Fundamentals of Performance
FP	Foundation Phase
GEM/BEM	Girls and Boys Education Movement
GENFEQA	General and Further Education and Training Quality Assurance
GET	General Education and Training
GHS	General Household Survey
GIS	Geographical Information System
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HIV	Human Immunodeficiency Virus
HODs	Heads of Departments
HSRC	Human Sciences Research Council
ICASA	Independent Communications Authority of South Africa

ICT	Information and Communications Technology
IIAL	Incremental Introduction of African languages
IP	Intermediate Phase
IQMS	Integrated Quality Management System
IR&MA	International Relations and Multilateral Affairs
ISASA	Independent Schools Association of Southern Africa
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
LSPID	Learners with Severe to Profound Intellectual Disability
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information Tracking System
MPAT	Management Performance Assessment Tool
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NCF	National Curriculum Framework
NCS	National Curriculum Statements
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NEPA	National Education Policy Act
NGOs	Non-Governmental Organisations
NHC	National Heritage Council
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
PDOU	Planning and Delivery Oversight Unit
PEDs	Provincial Education Departments
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading and Literacy Study
PLAY	Powerful Learning Around You
PMDS	Performance Management and Development System
PPN	Post-Provisioning Norm
PPP	Public-Private Partnerships
PSS	Psycho-social Support Services
QLTC	Quality Learning and Teaching Campaign
REAP	Rural Education Assistants Project
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality

SAPS	South African Police Service
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management system
SASCE	South African School Choral Eisteddfod
SASL	South African Sign Language
SBA	School-Based Assessment
SC	Senior Certificate
SE	Systemic Evaluation
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment and Support
SIBIG	School Infrastructure Backlogs Indirect Grant
SMS	Senior Management Service
SMTs	School Management Teams
SPID	Severe to Profound Intellectual Disability
SRH	Sexual Reproductive Health
STIs	Sexually Transmitted Infections
TALIS	Teaching and Learning International Survey
TARMII	Teacher Assessment Resources for Monitoring and Improving Instruction
TB	Tuberculosis
TIMSS	Trends in International Mathematics and Science Study
ToC	Theory of Change
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAO	Universal Service and Access Obligations
VFHs	Volunteer Food Handlers
WHO	World Health Organisation
YCAP	Youth Citizen Action Programme

Foreword

The Annual Performance Plan for 2019/20 seeks to respond to structural and policy developments that occurred since the beginning of the term of Government in 2015. During the 2019/20 financial year, the Department will work extensively to ensure that the planning processes and results respond sufficiently to the mandate as set out in the Medium-Term Strategic Framework (MTSF) 2014-2019. One of the key policy developments that will find resonance in the work of the Department in this financial year, is the National Development Plan (NDP). An attempt has been made to ensure that the Strategic Plan of the Department is aligned to this plan.

During the planning process, attempts have been made through engagements with stakeholders and different programmes of the Department to develop a plan that best responds to the development imperatives facing the country at large. The socio-economic challenges facing the Basic Education Sector and the country, require that the State is able and capable to develop and implement effective and efficient programmes and interventions. This is particularly imperative due to constrained economic activity that has resulted in less resources for public services and development. To this end, the Department will also be focusing on building capacity particularly the development and recruitment of technically skilled personnel to ensure that it can implement the programme of Government effectively.

The budget cuts, exacerbated by the fact that Provincial Education Departments have since stopped allocating funds for infrastructure delivery, will make it difficult to conform to the Norms and Standards for School Infrastructure. The current pressures on appropriate sanitation provisioning in our schools, will require innovative funding strategies, including generous contributions from the private sector and South Africans, in general. The Infrastructure Branch will be capacitated to ensure that the targeted schools planned from the beginning of the MTSF will be completed.

Departmental data and research results indicate that our journey has been steady but sure. As we enter the first year of the Sixth Administration, we can say with conviction, that the DBE has brought Information and Communication Technology (ICT) and connectivity within the reach of our teachers and learners. Workbooks and textbooks are digitised for easy access. The DBE has digitised approximately 90% of textbooks for high enrolment subjects, such as Mathematics, Physical Science and Accounting, as well as 100% of workbooks. To expand broad-band and connectivity to Special Need Schools, the DBE, in collaboration with the Department of Telecommunications and Postal Services (DTPS) and the Independent Communications Authority of South Africa (ICASA) will provide 100 of the 453 Special Need Schools with ICT infrastructure and connectivity as part of the Universal Service and Access Obligations (USAO) initiative. The ICT solution will be determined by the categories of the disabilities in each school.

We are empowered to analyse and interpret data effectively and accurately. The South African School Management and Administration System (SA-SAMS) provides a solution for managing and collecting data received from South African schools; and the Learner Unit Record Information Tracking System (LURITS) provides information regarding learners. We are therefore ready to tackle the Fourth Industrial Revolution head-on.

The Annual Performance Plan 2019/20 entails our plans to give impetus further to the priorities of Government focusing on the relevant outcomes.

The Second Chance Matric Programme was designed to provide wider access to the National Senior Certificate (NSC) certificate. This programme will provide more opportunities to access Government programmes, post-matric studies, employment and skills development opportunities. The Department, through the Second Chance Matric Programme, will continue to provide support to learners who are upgrading their matric qualification, or who did not meet the requirements of the National Senior Certificate (NSC), by providing access to quality resources and lessons with the intention of giving them a second chance in improving their lives.

The Department, in collaboration with the Provincial Education Departments (PEDs), is hard at work to ensure effective learning in the early years of children in South Africa. This will be done by developing appropriate assessment tools for early learning. The purpose of all assessment in ECD programmes is to support growth, learning and the development of children.

We have also developed the National Curriculum Framework (NCF) to ensure that children in different settings receive quality ECD programmes. The NCF is a working document that provides guidance to parents and other caregivers on how to create environments that are responsive to learning and development. It is structured around the following six Early Learning and Development Areas (ELDAs): Wellbeing, Identity, Communication, Exploring Mathematics, Creativity and Knowledge, and Understanding of the World. The ELDAs set out the knowledge, understanding, practical skills, attitudes and behaviour that children need as citizens in diverse contexts for school and later in life.

In the Strategic Plan 2015-2019, the Department committed to improve the quality of teaching and learning through better teacher support, development, utilisation and supply, as well as better material provisioning and infrastructure development, preservation and maintenance. The Department, through the Learners with Severe to Profound Intellectual Disability (LSPID) Grant, will monitor capacity building for LSPID officials and teachers; outreach service support provided to learners; the management of selected schools and centre databases; and human resource provisioning specific to Inclusive Education. Through this programme, 6 654 learners will be supported in the 2019/20 Financial Year.

Although there have been significant achievements in terms of access, redress, equity and inclusivity, much still needs to be done in the social justice principles of *quality and efficiency*. We are working hard as the Department in dealing with deficits that might compromise quality education in our schools. School safety, school infrastructure, as well as drugs and substance abuse are matters of concern in various school communities. The DBE, in partnership with the South African Police Service (SAPS), initiated the Adopt-A-School programme to eliminate social ills in 40,000 schools. For school sport, the Department has signed a Memorandum of Understanding with the Department of Sport and Recreation (which in the Sixth Administration, has reconfigured to the Department of Sport, Arts and Culture) on the roll-out of competitive and recreational school sport programmes.

The Department will perform an extensive assessment on progress made in the implementation of the 2015-2020 Strategic Plan during the 2019/20 financial year. The results of this assessment will be used to refocus the Department and to plan extensively for the next MTEF period to ensure the realisation of the 2030 vision of the National Development Plan.

The priorities of the Sixth Administration include but are not limited to the following:

- 1. Information Communications Technologies (ICTs)** – (a) we will prioritise the roll-out of ICT gadgets to special and no-fee schools, multigrade and multiphase schools, rural and farm schools; (b) we are introducing Coding, Robotics & Artificial Intelligence in the Foundation and Intermediate Phases; (c) already 90% of textbooks in high enrolment subjects across all grades, and all workbooks have been digitised; (d) we are expanding the broadband and connectivity in our schools, including the introduction of TV White Spaces especially in the most inaccessible rural schools; and (e) teachers are currently being trained to get them ready for the massive roll-out of the Fourth Industrial Revolution.
2. We are currently engaging the Departments of Social Development, Health, and Planning, Monitoring and Evaluation as well as the National Treasury, among others on the **function shift of Early Childhood Development (ECD)** from the Department of Social Development to the Department of Basic Education. We will do this systematically, strategically and incrementally, taking into account the budget realities facing our country.
3. We are expanding technical high schools and introducing strategic technical-vocational and technical-occupational subjects in these technical high schools. This, we are doing to prepare young people for the requisite **skills of a changing world and the world of work**.
4. We are paying particular attention to the teaching and learning **“reading with meaning”**. Hence the Read to Lead Campaign and the National Reading Coalition we launched a few months ago; supplementing the technical work we are doing to support and improve instruction and learning through curriculum materials, instruction and assessment.
5. The fifth critical commitment is that of the eradication of pit latrines in our schools. We are currently rolling-out what we have dubbed the **Sanitation Appropriate for Education (SAFE) Initiation** in about 4 000 public schools; and this, we are

doing in partnership with the private sector, sister departments (such as Public Works, as well as Water and Sanitation), the National and Provincial Treasuries; State-Owned Enterprises (such as the DBSA); as well as generous South Africans. We implore our communities to jealously ensure the safety & security of our schools.

6. Sixthly, is ensuring that all our departments – national and provincial, including our districts and circuits are functional; and ensure that all these layers have an ambiguous capability to support our schools. As a “*capable State*” – with the ability to serve our people adequately and timeously; with a national and provincial departments that execute their legal and public service obligations meticulously and appropriately – we must be able to coordinate, monitor and support each other and our schools in particular, to the extent necessary.

This Plan represents our collective intention to ensure that the programme of Government is effectively implemented to fight illiteracy, poverty, unemployment and inequality.



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MRS AM MOTSHEGA, MP
MINISTER



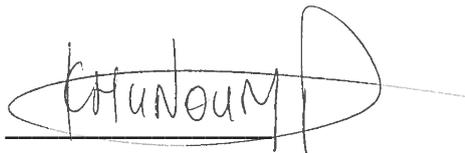
A handwritten signature in black ink, appearing to read 'Mhaule', written over a horizontal line.

DR MR MHAULE, MP
DEPUTY MINISTER

Official sign-off

It is hereby certified that this Annual Performance Plan:

- was developed by the management of Department of Basic Education under the guidance of Minister AM Motshekga, MP;
- was prepared in line with the current Strategic Plan of 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 2019/20.



MR P KHUNOU
CHIEF FINANCIAL OFFICER

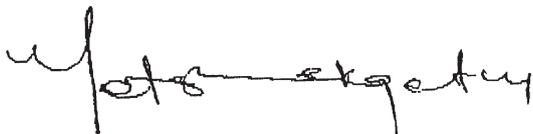


MS P TYOBKA
A/DEPUTY DIRECTOR-GENERAL, OFFICE OF THE DIRECTOR-GENERAL



MR HM MWELI
DIRECTOR-GENERAL

Approved by:



MRS AM MOTSHEKGA, MP
MINISTER

Part A: Strategic Overview of the Department

1. Situational analysis

The Department of Basic Education was formed when the former National Department of Education was split into two: The Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The DBE deals with all schools from Grade R to Grade 12, including Adult Literacy Programmes.

AIM

- To develop, maintain and support a South African school education system for the 21st century.

VISION

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

MISSION

- To provide leadership in the establishment of a South African education system for the 21st century

VALUES

People- upholding the Constitution, being accountable to the Minister, the Government and the people of South Africa.

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

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

Learning- creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

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

This Annual Performance Plan represents the fifth year of activities towards achieving the objectives 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 2030: Our future - make it work and the Medium Term Strategic Framework 2014-2019 (MTSF).

The President announced the seven (7) bold priorities of Government as follows and basic education is critical in priority 2, 3, 5 and 6. :

1. Economic transformation and job creation;
2. Education, skills and health;
3. Consolidating the social wage through reliable and quality basic services;
4. Spatial integration, human settlements and local government;
5. Social cohesion and safe communities;

6. A capable, ethical and developmental state and A better Africa and World.

The Department also identified the following key focus areas for the sector in the medium term (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 the provision of adequate, quality infrastructure as well as Learning and Teaching Support Materials (LTSMs);
- Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Expanded access to Early Childhood Development and the 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.

The *Action Plan to 2019: Towards the Realisation of Schooling 2030* is the sector plan for basic education, and it has currently been reviewed and strengthened for the 2020-2024 planning cycle. It is based on 27 national goals that are intended to improve basic education across all levels. 13 of these goals, are output goals, dealing with better school results and better enrolment of learners in schools. The remaining 14 goals deal with things that must happen for the output goals to be realised. The full version of the Action Plan is primarily aimed at managers in the schooling system and at those involved in monitoring progress in the sector. The target audience includes both government and non-government stakeholders. The list of intended users of the plan, thus includes officials from the national Department of Basic Education and from the nine provincial education departments (including district and circuit officials); managers and researchers in key parastatals and statutory bodies, such as Umalusi, the Education Labour Relations Council (ELRC) and the South African Council of Educators (SACE); people in local and international NGOs and development agencies involved in improving South Africa’s schools; as well as researchers at universities and other research organisations. Crucially, the intention is for all of South Africa’s more than 25 000 school principals to be familiar with the contents of this plan, which is represented in the following graphic:



In support of the Presidential SONA 2019 injunction in June 2019, the DBE has developed plans to ensure that that pro-poor programmes, such as the National School Nutrition Programme (NSNP) in schools, are strengthened, so that we address hunger among millions of children in our country. In addition, the DBE will act to ensure that schools have better educational outcomes, and every 10-year-old will be able to read for meaning by 2030.

- Early reading is the foundation that determines a child's educational progress, through school, through higher education, in the workplace, and in life. This will be supported through the private sector, civil society, advocacy, research, and implementation support, including the Read to Lead Campaign and the National Reading Coalition, among other structures;
- All Foundation and Intermediate Phase teachers will be trained to teach reading in English and in African languages; and we are training and deploying a cohort of experienced coaches to provide high quality on-site support to teachers;
- We are implementing the Early Grade Reading Programme, which consists of an integrated package of lesson plans, additional reading materials and professional support to Foundation Phase teachers; and
- This forms part of the broader efforts to strengthen the basic education system by empowering school leadership teams, improving the capabilities of teachers and ensuring a more consistent measurement of progress for Grades 3, 6 and 9.

The SONA 2019 injunctions in February 2019 also indicated the following priorities in education and skills development through the sector and DBE in leadership:

- The migration of the responsibility for ECD centres from Social Development to Basic Education, and proceed with the process towards two years of compulsory ECD for all children before they enter Grade 1;
- To ensure that the sector substantially improves reading comprehension in the first years of school, building on the department's early grade reading studies, which have demonstrated the impact that a dedicated package of reading resources, expert reading coaches and lesson plans can have on reading outcomes;
- The provision of digitised material for learning on a tablet device, focusing on the most disadvantaged schools which are in the poorest communities, including multigrade, multiphase, farm and rural schools. Already, about 90% of textbooks in high enrolment subjects across all grades and all workbooks have been digitised.
- In line with our Framework for Skills for a Changing World, the preparatory work for training both educators and learners to respond to emerging technologies, including the internet of things, robotics, coding, and artificial intelligence, is well under way;
- Curriculum and materials development has been prioritised for new technology subjects and specialisations, including technical mathematics and technical sciences, maritime sciences, aviation studies, mining sciences, and aquaponics; and
- To expand participation in the technical streams, several ordinary public schools will be transformed into technical high schools

The following activities developed around the key priorities articulated in the NDP, SONA 2019, MTSF priorities and the revised drafts of the sector plan, *Action Plan to 2024: Towards the Realisation of Schooling 2030*.

Over the **next 5 years** the DBE will work on implementing the following priorities, which are linked to the NDP and the 2019 SONA and Sector Planning priorities in support of improved reading and learning outcomes.

ECD Function Shift: The main purpose of the ECD function shift is to expand access and improve quality of ECD programmes; in support of two years of compulsory ECD for all children before they enter Grade 1. The President announced the ECD migration early in 2019 in his SONA. The DBE has started to develop workplans in the first 3 months of the Sixth Administration to drive the workstreams in ECD migration. These workstreams include detailing Legislation and Policy; Funding, HR, Infrastructure, Health and Nutrition, Governance and Programmes, Planning, Monitoring and Communication.

Early Grade Reading: The main motivation to focus on Early Grade Reading is that reading is at the heart of the quality challenge in South Africa, and the root cause of drop-out in Grade 10-12. The DBE coordination of reading interventions will be strengthened. With regards to the Primary School Reading Improvement Programme (PSRIP), Foundation Phase and Intermediate Phase subject advisors, teachers, and School Management Team (SMT) members will be trained to teach reading in EFAL and African Languages by the end of 2020. The National Reading Coalition (NRC) involves civil society partnerships and advocacy groups to enhance the status of reading. The National Institute for Curriculum and Professional Development will be fully institutionalised by 2024, strengthening teacher development in the sector. Materials for language and numeracy in the Foundation Phase in paper (hard copies) and ICT devices (soft copies), will be distributed to strengthen institutional practice. This will be done in collaboration with the NECT. To strengthen numeracy and literacy in the Foundation Phase, research activities to support Mathematics teaching will be initiated to support learners in the poorest schools. In addition, the DBE will expand the Early Grade Reading Programme in the North West and Eastern Cape provinces to strengthen home language teaching in an extensive package of onsite support of teaching and learning.

ICTs in Education: Sector priorities include increasing access to connectivity and better use of ICT in educational administration, management, teaching and learning. In addition, farm and rural schools, multigrade and multiphase schools, special and no-fee schools are targeted for technology-based training and teacher development in the next two years and beyond.

Assessments: The NDP aims for a “*World Class Assessment System*” involving “*reliable measures of learning for every primary school*”. The DBE plans to conduct a Systemic Evaluation conducted at strategic grades by finalising preparations and technical standards for the administration of systemic evaluation to enable high level national and provincial monitoring. Work on the General Education Certificate (GEC) will be accelerated, and the first cycle of Systemic Evaluation in Grades 3, 6 and 9 will be finalised by June 2020 with the Field Trial for the GEC at the end of Grade 9, scheduled for completion at the end of July 2020.

Violence and Social Cohesion in schools: The DBE will also launch the **Boys Vulnerability Study** (with four other SADC countries participating). To promote nation-building and good citizenry; learners will participate in programmes with key messages against social ills and unhealthy lifestyles, National Winter School Sport Championship, National South African **Spelling Bee** Championship, and **Schools Moot Court** Competition will be hosted by DBE, in collaboration with University of Pretoria, South African Human Rights Commission (SAHRC), and legal firms.

Safety for learners: To address safety for learners, the DBE will publish a review report on Road Safety Legislation review affecting on Children, and co-develop a Disaster Risk Management Tool, prioritising implementation in schools for Learners with Special Educational Needs.

By the end of 2019, the following will be achieved:

- **ECD Function Shift:** The DBE will develop a comprehensive plan for the different workstreams involved in the ECD function shift (Grade R, Grade RR, and Birth to 4), in collaboration with the relevant partners in government. A costed plan for the ECD function shift will be finalised by March 2020.
- **Early Grade Reading support:** The DBE will develop and adopt a National Reading Plan for primary schools using evidence as a reporting tool for interventions by end of 2019. The DBE will encourage schools, parents and communities in the target areas to actively participate in the reading movement to establish a reading culture. The DBE will actively establish partnerships and raise funds to support the reading movement. Reading norms will be deepened to strengthen existing curriculum delivery, building on the DBE norms already in use in different African languages. In addition, to track progress in the Basic Education Sector, the DBE will finalise a draft report on education progress, using the Household Survey data, by the end of August 2019.

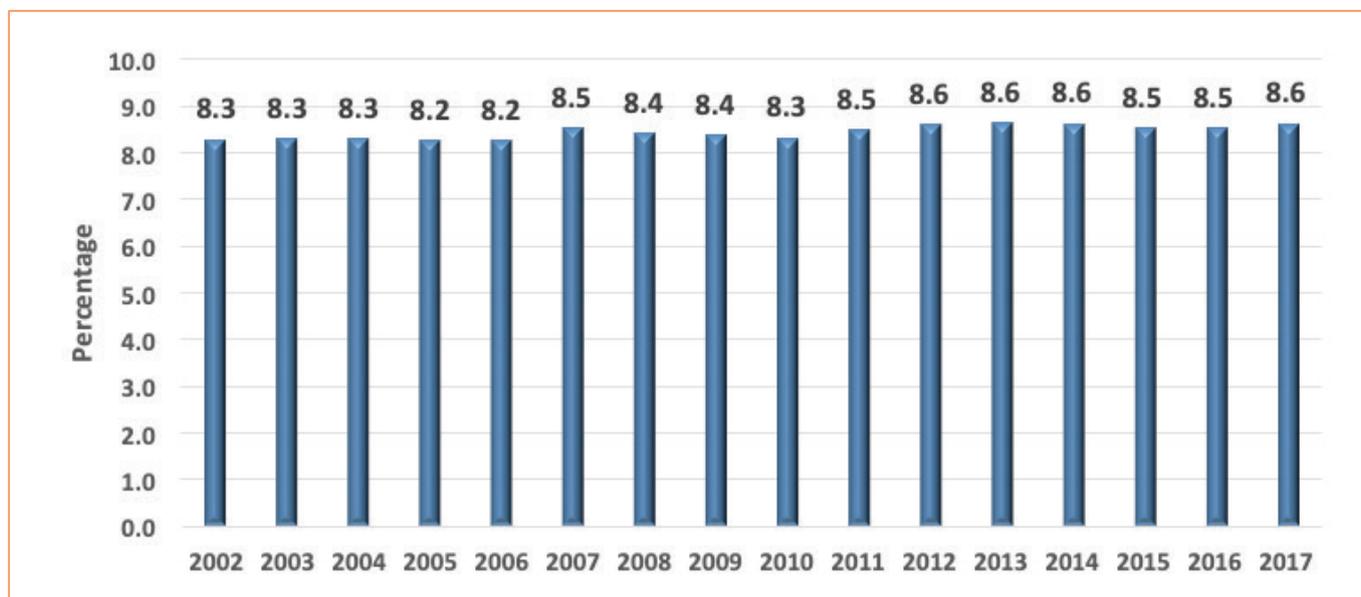
- **ICTs in Education:** The DBE will complete and digitise CAT and IT Grade 10 -12 state-owned textbooks (high enrolment subject), assess 10% of the Special schools for connectivity and ICT infrastructure deployment, assess a further 10% of the Special schools for connectivity and ICT infrastructure deployment, and provide 100 schools with e-Library solution, by the end of August 2019.
- **Numeracy at Foundation level:** The DBE will develop a numeracy programme for teachers in the Foundation Phase, and the experimental innovations collecting information about what works in numeracy, and mathematics instructional support will be costed and used to secure support and start implementation. Lesson plans will be delivered to all the schools in the 2 identified districts at the start of every quarter, thereby improving the Quality of teaching and learning.
- **Assessments:** The 2018 OECD Teaching and Learning International Survey (TALIS 2018) Country Report will be published at the end of July 2019, and the findings disseminated to key stakeholders. The TALIS provides valuable self-reported information on teachers' perceptions, experiences, professional development, and confidence in South Africa.
- **History and Languages and the curriculum:** The DBE will embark on Advocacy campaigns to popularise and gain buy-in of all stakeholders, including the broader society on e.g., making History a compulsory subject, reading, roles and responsibilities in relation to Early Childhood Development, and the introduction of new curricula (promoting 21st Century Skills and new ways of teaching and learning using new Technologies). Curriculum development, materials development, and intensive preparations to strengthen teacher development for the delivery of innovative new subjects, will complement work on strengthening African Languages, in our schools, including the incremental and systematic introduction of kiSwahili in our schools.
- **Psychosocial Support Services:** The DBE will finalise training and materials including the Guide for Schools on Providing Psychosocial Support to Learners to improve standards of practice on psychosocial support at school level.
- **Health and Safety in schools:** The DBE will support the provision of school health services to 200 000 learners in Grade R, 1, 4, 8 and 10 including HPV in Grade 5. The DBE will print and distribute 571 752 Educator Guides and Learner Books on Sexuality Education Scripted Lesson Plans for Grades 4 -6 and 10 – 12 in 537 primary and 435 secondary schools, respectively. The DBE will host a workshop on the Restorative Conferencing and Physical Assault Response jointly with School Safety towards violence prevention to improve competence of violence prevention in the sector.
- **School Nutrition:** The DBE will expand protein alternatives in the NSNP; and support the pilot in the Northern Cape province to improve the quality of school meals, and better education and health outcomes. A breakfast guideline, including the mapping of partner breakfast programmes, will be finalised and distributed to PEDs for implementation.
- **International and National Partnerships:** All DBE International and National partnerships will be guided by our focus on improving learning outcomes, especially in the Foundation Phase. For example, there is a Ministerial Meeting of the Association for the Development of Education in Africa (ADEA) in July 2019, and healthy interest from donors interested in evidence-based policy implementation support.
- **Infrastructure:** The DBE will ensure the practical completion of 15 Inappropriate Schools and 41 sanitation projects by September 2019, in support of enhancing learner access to safe infrastructure in schools.

1.1 Performance delivery environment

Access to Educational Institutions

The South African Schools Act of 1996 states that children aged 7-15 should attend compulsory education which is from Grade 1 to 9 (Republic of South Africa, 1996). Close to 99 per cent of 7 to 15-year-old children attended an educational institution in 2016. This highlights the near universal attendance rates for compulsory education in South Africa.

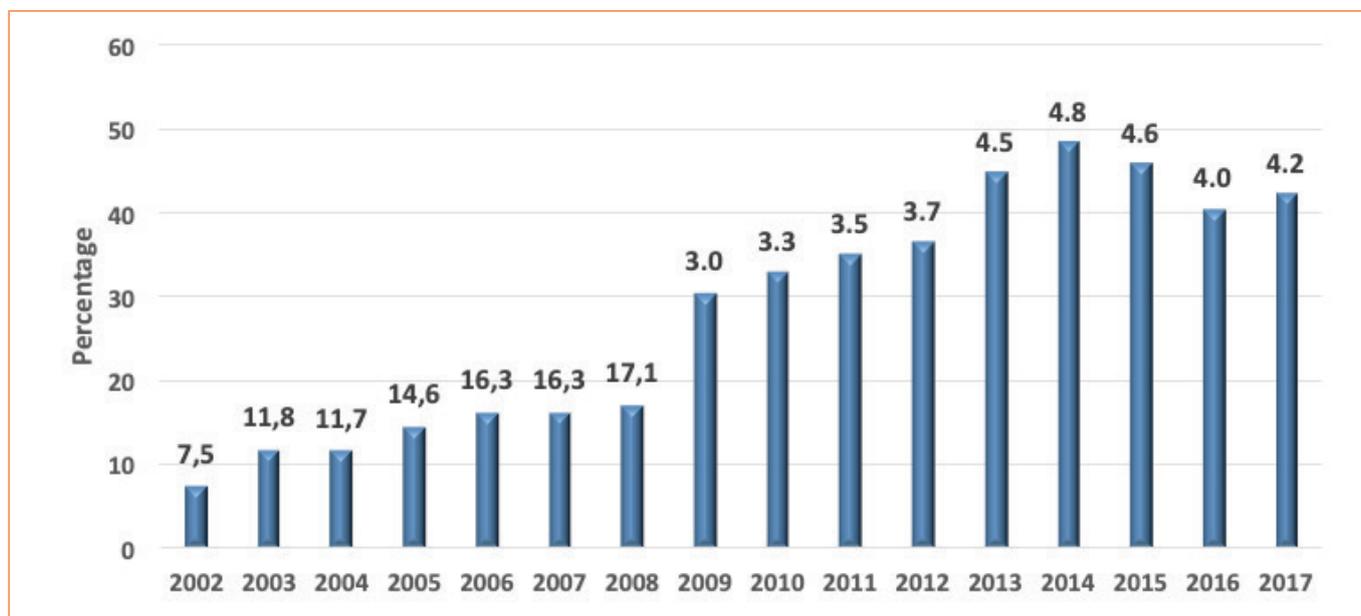
Figure 1: Percentage of 16-18 year olds attending educational institutions, 2002-2017



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

There is no significant change in attendance at educational institutions amongst 16- to 18-year-olds. In 2017, 86 per cent of 16- to 18-year-olds were attending educational institutions compared to 82.6 per cent in 2002. Over time, there has been better access to education.

Figure 2: 0-4 year olds attending Early Childhood Development (ECD) facilities, 2002-2017



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

There is a significant increase in the proportion of 0- to 4-year-olds attending ECD facilities over time. Given that this is for children younger than five (5), 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 remains a positive sign not only about what the Government is doing to provide ECD educational opportunities but also about the value society places on such opportunities. **Figure 2** shows that the attendance of ECD Programmes among 0- to 4-year-olds had been increasing over time until 2014, but that there has been a subsequent drop in the participation rate in 2015 and 2016, followed by a slight increase in 2017. A part of this decline is attributed to the General Household Survey (GHS) questionnaire change in 2015 which entailed the addition of a specific module on ECD which asked households with individuals younger than six (6) years old which institution their child is attending. When considering the sample size of this age group of learners over the years, it appears there were fewer individuals sampled in this age group in 2015 and 2016, but that they still make up the same proportion of the total sample as in the previous years. This trend therefore warrants further investigation into the sample changes before any substantial claims can be made.

Table 1: Percentage of 7 to 15-year-old with disabilities attending educational institutions by province, 2008-2017

Province	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
EC	65.4	90.5	91.1	86.3	88.9	90.1	94.5	90.1	89.9	83.8
FS	80.9	92.3	96.8	95.7	94.8	91.1	89.0	84.1	79.8	91.8
GP	95.1	86.4	92.7	92.9	87.2	96.8	92.3	96.1	94.7	97.8
KZN	68.0	91.2	89.1	93.7	96.1	91.6	94.8	82.3	89.9	81.6
LP	63.2	88.2	93.1	95.5	87.7	86.7	92.4	93.1	94.2	99.4
MP	88.6	93.6	95.7	96.9	95.5	92.1	92.2	98.4	82.2	92.3
NW	72.0	83.4	95.2	89.0	96.5	97.7	93.9	92.5	90.4	97.2
NC	74.1	73.6	92.9	95.8	98.0	90.7	98.5	88.7	86.9	88.8
WC	85.4	97.7	98.6	73.1	87.5	95.6	95.2	85.1	89.2	95.2
National	77.0	89.7	93.2	92.1	92.4	92.5	93.4	90.0	90.9	92.3

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

Table 1 above indicates that in 2017, 92.3 per cent of children with disabilities aged 7 to 15 years old were attending an educational institution. In the 2018/19 Annual Performance Plan, the DBE included two new indicators which would ensure that Learners with Severe to Profound Intellectual Disability (LSPID) have access to quality publicly-funded education and support. The two (2) new indicators were included with the sole purpose of providing the necessary support, resources and equipment to identified Care Centres and schools for the provision of education to children with Severe to Profound Intellectual Disability (SPID). Including them in the Annual Performance plan would ensure adequate monitoring of the programme.

Access to workbooks and textbooks

Table 2: Percentage of Grades 1 to 9 Learners by status of access to Language and Mathematics workbooks, 2017

Province	Mathematics workbooks				Language workbooks			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
EC	97.8	2.0	0.2	100.0	98.2	1.7	0.1	100.0
FS	99.0	1.0	0.0	100.0	98.8	1.2	0.0	100.0
GP	94.6	4.6	0.8	100.0	94.7	4.5	0.8	100.0
KZN	94.4	5.1	0.5	100.0	96.6	2.8	0.6	100.0

Province	Mathematics workbooks				Language workbooks			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
LP	94.7	5.2	0.0	100.0	94.8	5.2	0.1	100.0
MP	95.6	4.4	0.0	100.0	95.7	4.4	0.0	100.0
NW	97.3	2.7	0.0	100.0	97.5	2.5	0.0	100.0
NC	97.1	1.8	1.1	100.0	97.1	1.9	1.0	100.0
WC	98.7	1.2	0.1	100.0	98.7	1.3	0.1	100.0
National 2017	96.0	3.7	0.3	100.0	96.5	3.1	0.3	100.0
National 2015	96.7	3.1	0.2	100.0	96.9	3.0	0.1	100.0

Source: General Household Survey 2017 (GHS), DBE own calculations

In recent years, one of the most significant interventions within the Education Sector has been the production and supply of colour printed DBE workbooks. **Table 2** above indicates that in 2017, 96 per cent of all Grades 1 to 9 Learners had high access to Language and Mathematics workbooks. These workbooks are produced by the Department to augment the supply of workbooks already produced by provinces. The analysis shows that the Department has done well in the provision of workbooks. **Table 3** below is based on the same data but provides the figures for this.

Table 3: Number of Grades 1 to 9 Learners by status of access to Language and Mathematics workbooks, 2017

Province	Mathematics workbooks				Language workbooks			
	Yes	No	Do not know	Total	Yes	No	Do not know	Total
EC	1 349 244	27 679	3 054	1 379 977	1 354 702	23 901	1 654	1 380 257
FS	560 120	5 596		565 715	558 605	6 624		565 228
GP	1 832 350	89 183	15 990	1 937 523	1 841 133	87 141	14 983	1 943 257
KZN	2 067 852	111 823	10 999	2 190 674	2 114 342	61 121	13 189	2 188 652
LP	1 162 940	64 120	530	1 227 590	1 163 872	63 479	1 063	1 228 414
MP	819 525	37 368		856 894	817 570	37 226		854 795
NW	679 473	18 744		698 217	684 103	17 856		701 959
NC	212 117	3 863	2 433	218 412	212 271	4 236	2 176	218 684
WC	925 063	11 081	732	936 876	928 082	11 950	732	940 764
National	9 608 683	369 457	33 737	10 011 878	9 674 680	313 532	33 798	10 022 010
National 2015	9 496 392	308 033	16 065	9 820 490	9 563 280	294 325	13 028	9 870 633

Source: General Household Survey 2017(GHS), DBE own calculations

The data used to generate **Tables 2 and 3** is from the GHS which is a sample-based survey of 22 000 households, conducted annually. Given that the reported percentage was based on the sample, these are estimates of the true population statistics. The provisioning of both Languages and Mathematics workbooks has been approximately 96% since 2014. The minor decreases of 0.7% for access to Mathematics workbooks and 0.3% for access to Language workbooks are not statistically significant, and this should be considered when interpreting sample data. It would therefore not be correct to speculate about reasons for a decline between 2015 and 2017 since the magnitude of the difference is small and we cannot conclude with statistical confidence that there was even a difference. **Table 3** provides the numbers for the percentages reported in **Table 2**. The absolute numbers provided are also estimates based on a smaller sample. Therefore, in interpreting the data, comparison to the actual enrolment of learners in the grades referred to should be limited; the exact numbers may be an over-estimated or under-estimated value.

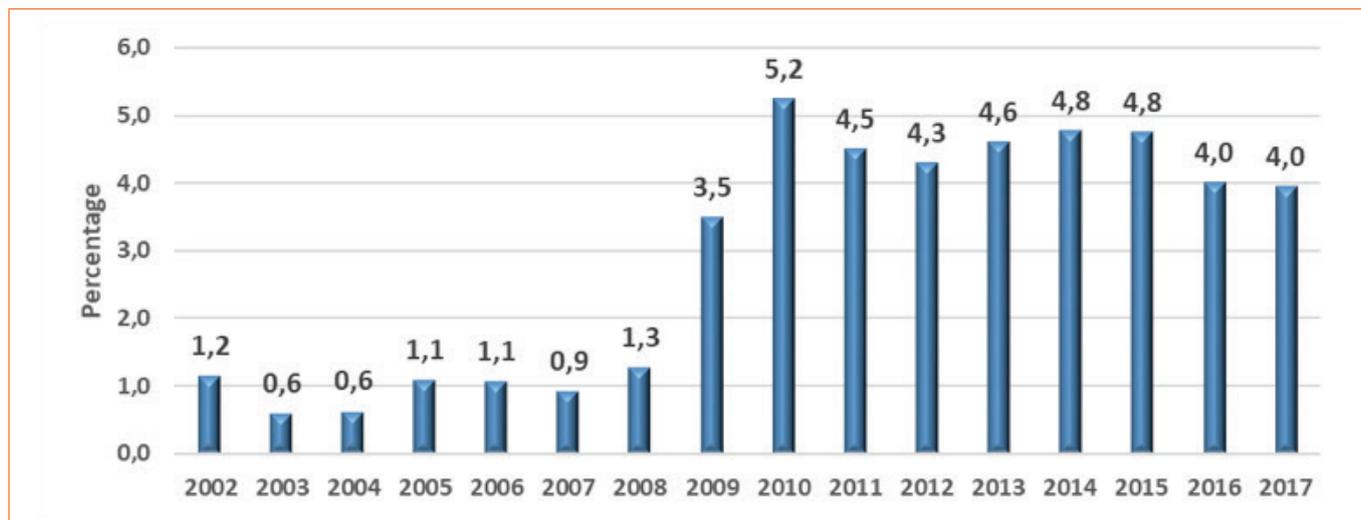
The ability to access education for many South African learners is hampered amongst other reasons by the significantly long distances they must travel to get to school. As per **Table 4** below, it is evident that between 2009 and 2017, there has been a slight drop in terms of percentage of learners from 15.4 to 11 per cent walking to school. However, in KwaZulu-Natal, across the years, there are consistently high numbers of learners walking to schools. The Department, together with the Department of Transport and the Department of Planning, Monitoring and Evaluation, is currently busy with an implementation evaluation of the Learner Transport Programme. The evaluation is expected to provide insight on how the learner transport service can be improved to ensure that more learners attend school regularly, arriving safely and on time. The evaluation also seeks to provide clarity in terms of where the function should lie and potential funding mechanisms for the programme. It is anticipated that the evaluation will be completed early in 2019.

Table 4: Percentage of 7 to 15-year-old children walking to school for more than 30 minutes by province, 2009-2017

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017
EC	14.8	16.3	13.0	13.1	17.3	13.4	13.9	11.3	11.4
FS	10.9	10.9	9.8	7.8	9.7	7.3	9.0	8.4	8.0
GP	12.2	6.0	5.4	5.4	6.9	3.8	4.5	5.4	4.8
KZN	28.0	26.5	24.6	23.7	24.0	23.5	23.4	21.3	20.9
LP	11.4	14.8	12.3	12.2	9.6	10.2	10.6	10.4	8.6
MP	12.6	12.5	7.8	9.5	7.6	7.9	6.0	8.7	9.6
NW	10.9	11.6	14.6	15.5	12.0	10.1	11.4	10.8	11.0
NC	5.8	3.9	5.4	9.1	9.8	9.3	9.4	7.0	5.7
WC	3.2	2.6	3.1	1.8	3.0	1.3	1.0	3.8	1.6
National	15.4	14.8	13.1	13.1	13.5	12.0	12.2	11.7	11.0

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

Figure 3: Percentage of children with disabilities as total percent of children attending schools, 2002-2017

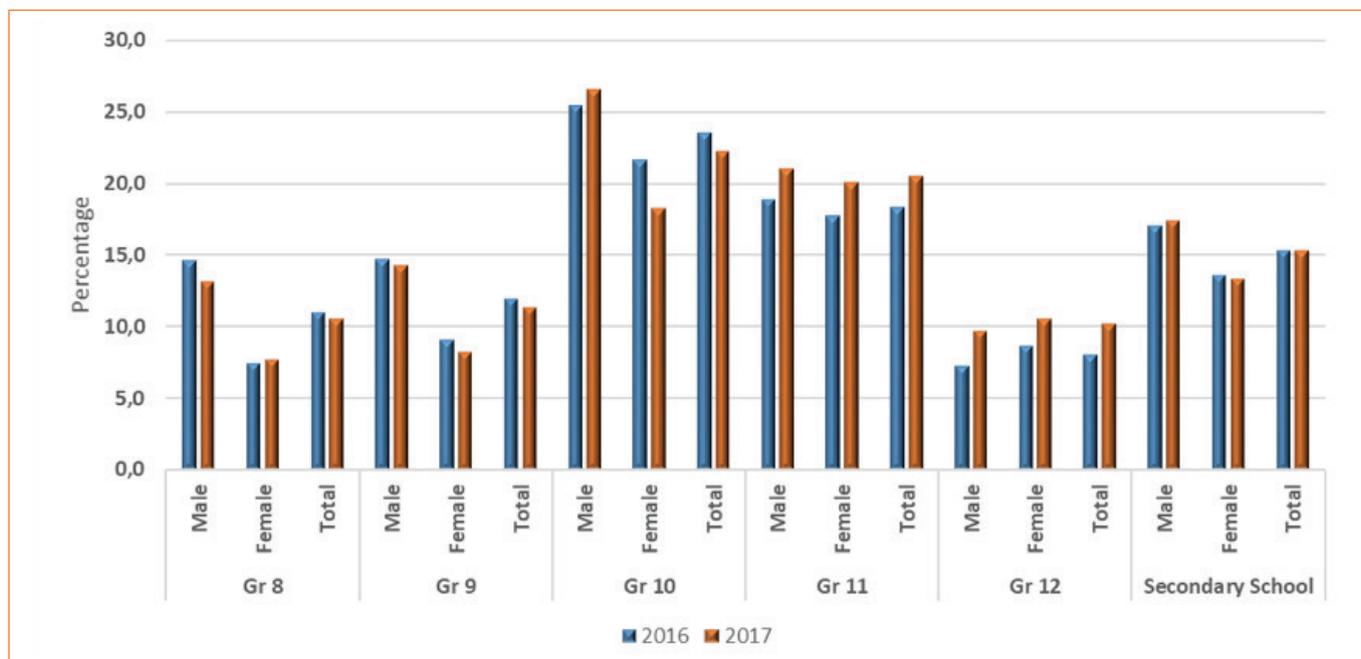


Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Note: The Jump from 2009 is due to change in classification of one been disabled.

Figure 3 above provides a sense of the proportion of our children who have a disability. In 2017, an estimated 4 percent of learners in schools were disabled. In 2009, the definition was changed to the United Nations (UN) definition that classifies a disability using six (6) categories (these include any impairment with regards to seeing, hearing, walking, communicating, and memory and concentration). Using this definition, an individual is classified as disabled if the individual experiences ‘some difficulty’ in two (2) or more of the six (6) functions, or has ‘a lot of difficulty or is unable to do’ one (1) or more of the functions. The change of definition is largely what accounts for the increase in the percentage of children with a disability that occurred in 2009. School participation rates for children with disabilities still lag slightly behind those of other children in South Africa, especially amongst 16-18-year-olds, but progress has been made in recent years.

Figure 4: Percentage of repeaters in secondary education by gender, 2016-2017

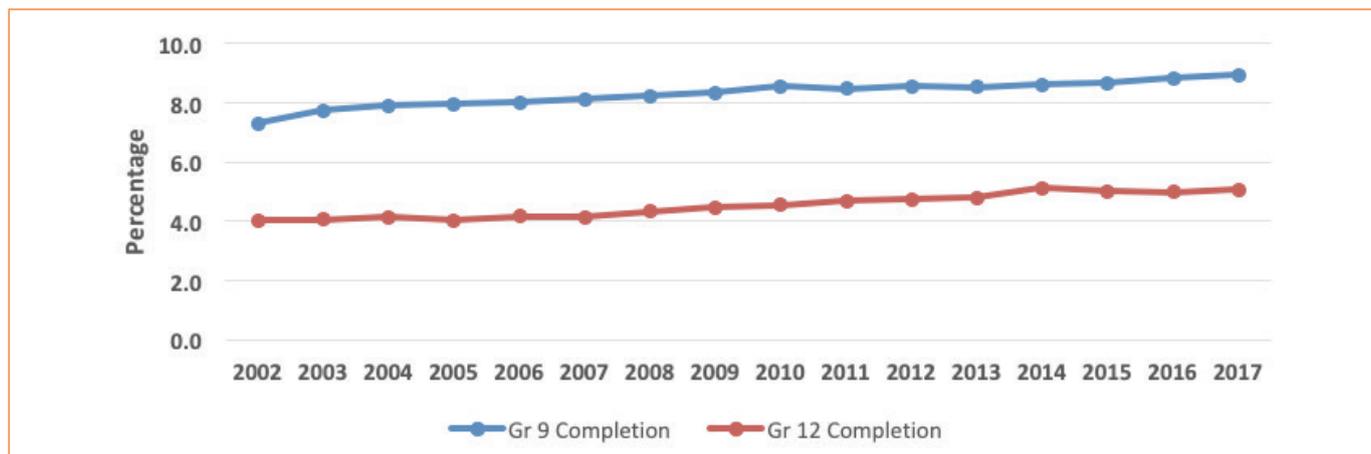


Source: General Household Survey (GHS), DBE own calculations

Grade repetition is a conceptually important measure of education, since it is both an outcome of a previous failure, and a predictor of subsequent failure. Learner repetition has been consistently below 9% across Grade 1 to Grade 7 and increasing significantly to approximately 11% on average in Grade 8 and Grade 12. As per **Figure 4** above, the highest repetition rates however are found in Grade 10 at 22% and Grade 11 at 21%. There is no significant difference between 2016 and 2017. Grade repetition is expected to be used to afford underachieving learners with an opportunity to master the content of their current grade and acquire developmentally appropriate skills. This is specifically relevant in the Further Education and Training (FET) phase as the outcomes from this phase determines post-schooling outcomes and labour market access. The completion of Grade 12, as well as higher education, is directly related to employment outcomes.

Overall performance of the Basic Education Sector

Figure 5: Grade 9 and 12 attainments, 2002-2017



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

Note: Grade 9 completion is shown for 19 to 21-year-olds and Grade 12 completion is shown for 22 to 25-year-olds.

Figure 5 above shows that since 2002, there has been a steady increase in individuals who complete Grade 9 and 12 amongst the youth.

The National Senior Certificate Examinations 2018

In 2018, 512 735 learners wrote the NSC Examinations and the number of learners who passed from the Class of 2018 was 400 761 (78.2%). This represents an improvement of 3.1 percentage points from the 75.1% achieved in the 2017 NSC Examinations. The Class of 2018 is the first to be introduced to twelve (12) new subject offerings, comprising South African Sign Language (Home Language); as well as Civil Technologies; Mechanical Technologies; and Electrical Technologies – each with three subjects; as well as Technical Mathematics and Technical Science.

Table 5: Comparison of 2017 and 2018 NSC Examination Overall performance

Province	2018			2017		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	67 733	46 393	70.6	67 648	43 981	65.0
Free State	24 914	21 806	87.5	25 130	21 631	86.1
Gauteng	94 870	83 406	87.9	97 284	82 826	85.1
KwaZulu-Natal	116 152	88 485	76.2	124 317	90 589	72.9
Limpopo	76 730	53 254	69.4	83 228	54 625	65.6
Mpumalanga	44 612	35 225	79.0	48 483	36 273	74.8
North West	29 061	23 578	81.1	30 792	24 462	79.4

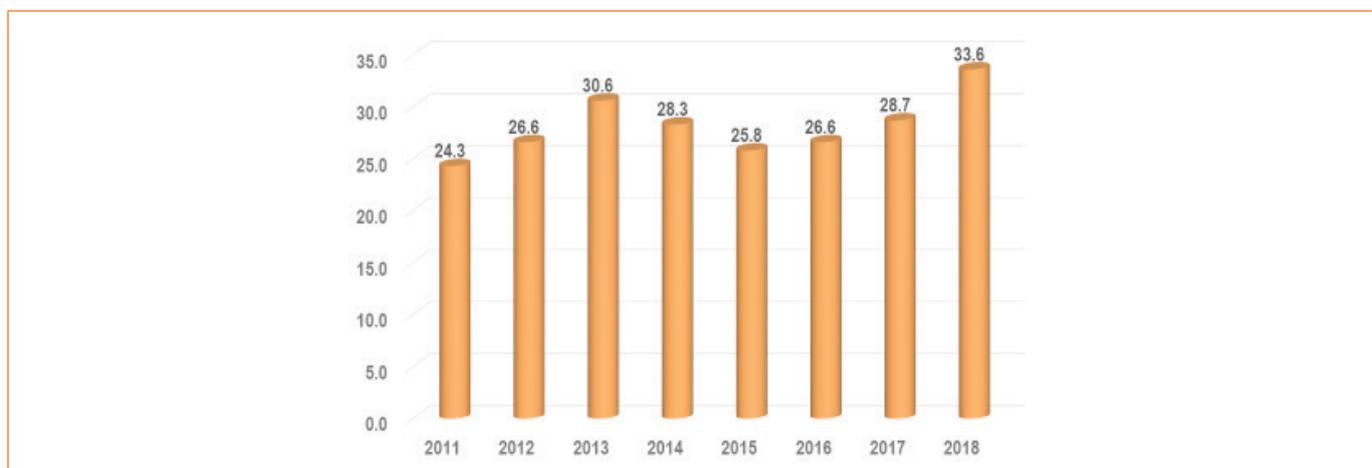
Province	2018			2017		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Northern Cape	9 909	7 264	73.3	8 735	6 608	75.6
Western Cape	50 754	41 350	81.5	48 867	40 440	82.8
National	512 735	400 761	78.2	534 484	401 435	75.1

Figure 6: Comparison of NSC performance 2012-2018



The NSC Examination performance has demonstrated a steady improvement since the downward trajectory of 2015, which re-affirms that the interventions put in place by the Department are beginning to yield results. Improved education policy, school management plans and commitment by principals, teachers and parents are proving to be effective in achieving improved teaching and learning outcomes.

Figure 7: Bachelor pass trends of NSC performance 2012-2018



One of the goals highlighted in the National Development Plan is to improve the number of Grade 12 learners who become eligible for a Bachelor's Programme at a higher education institution. The class of 2018 has shown a remarkable improvement in the percentage of Bachelor passes as it is the highest over the past eight (8) years.

Quality

The Department's diagnostic assessments of teaching and learning in the Foundation and Intermediate phases of schooling previously known as the Annual National Assessments (ANA), has been discontinued and replaced by the National Assessment Programme. The Department has considered historical lessons and criticisms levelled at the ANA to improve its design and efficiency and take-up by teachers. The programme will take place over a three (3) year cycle with the first-year cycle having resumed in 2018. It is made up of three (3) different yet complementary tiers of assessment programmes.

Figure 8: Systemic Evaluation

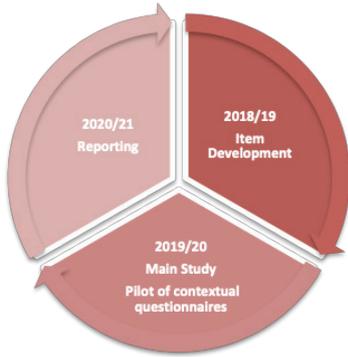
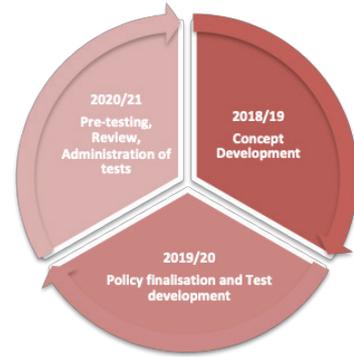


Figure 9: Diagnostic Assessment



Figure 10: Summative Assessment

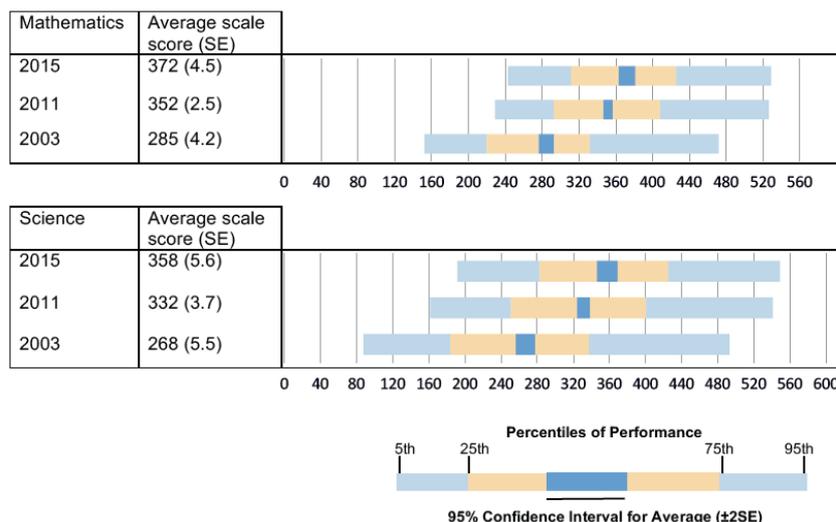


South Africa participates in three (3) international assessments of great importance. These are the Trends in International Mathematics and Science Study (TIMSS, Grade 8 Mathematics and Science), the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ, Grade 6 Reading and Mathematics), and the Progress in International Reading and Literacy Study (PIRLS, Grade 4/5).

The TIMSS 2011 Report revealed that the average national scale score for Mathematics and Science remained static over the years between 1995, 1999 and 2002.¹ Between TIMSS 2003 and 2011, the Mathematics and Science scores improved by 67 and 64 points respectively. Between 2011 and 2015, the Mathematics and Science scores improved by a further 20 and 26 points respectively.²

Figure 11 summarises South African performance by different percentiles for TIMSS 2003, 2011 and 2015 for both Mathematics and Science. Two (2) notable findings based on the trend analysis are firstly that the highest gains were achieved at the lower end of the achievement distribution i.e. those with the lowest levels of achievement are improving, and secondly, the shape and size of the distribution depicts a wide variation in scores, which in turn suggests the educational inequalities among learners. While the distribution of scores remains to be wide, it has narrowed between 2003 and 2015. South African Mathematics and Science achievement scores have improved from a ‘very low’ to a ‘low’ national average between 1995 and 2015.

Figure 11: National trends in Grade 9 Mathematics and Science achievement, 2003, 2011 and 2015 (with standard deviations)



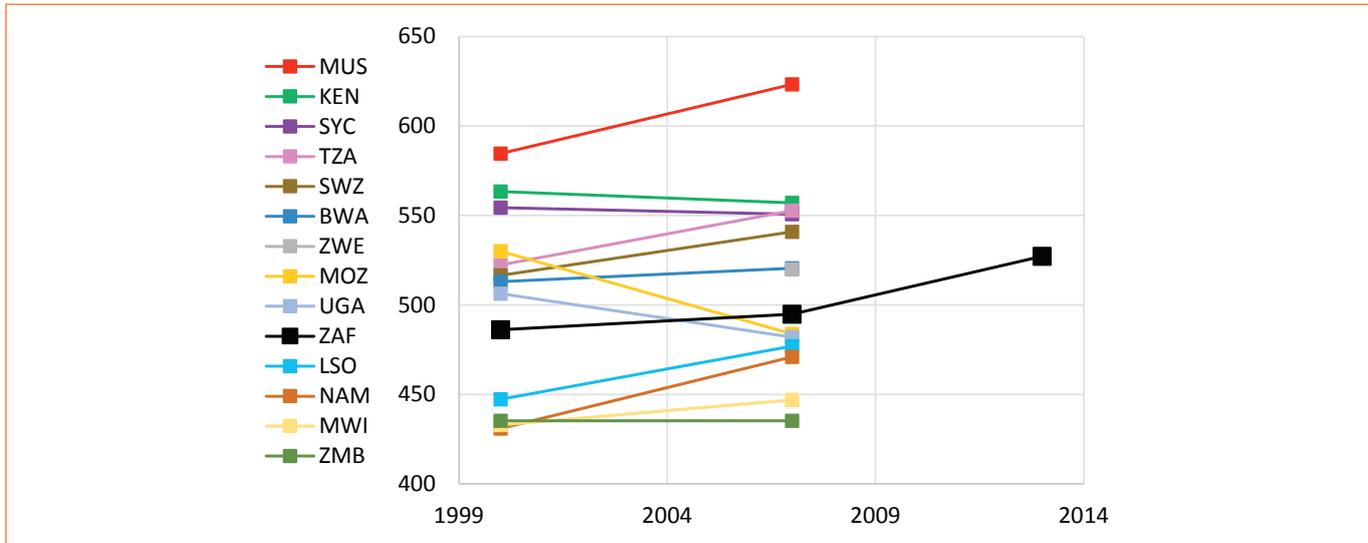
*TIMSS 2003 tested both Grade 8 and Grade 9 learners. Results reported in Figure 3.1 are based on Grade 9 learner performance.

A regional assessment of the ‘health’ of primary schools in terms of their learning outcomes, is the SACMEQ Programme, which

1 Human Science Research Council (2012) Highlights from TIMSS 2011 – The South African Perspective.
 2 Human Science Research Council (2017) TIMSS 2015 Grade 9 National Report

is concentrated on Reading and Mathematics in Grade 6. The following graph in **Figure 12** displays the SACMEQ Mathematics trends for 14 countries.³

Figure 12: SACMEQ Mathematics scores

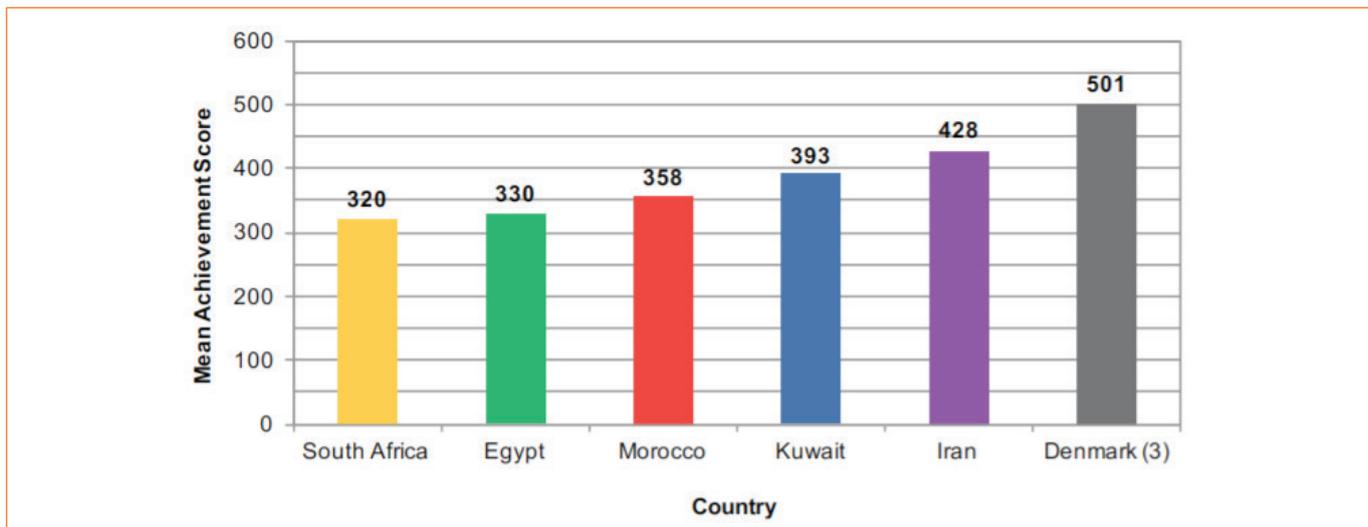


Gustafsson, M (2017) An update on improvements in schooling outcomes in South Africa, Addendum to report on progress in the schooling sector against key learner performance and attainment indicators (August 2016)

Whilst improvements in South Africa were negligible between 2000 and 2007, they were substantial and as rapid as one might expect after 2007. Against the SACMEQ centre point of 500, for the first time, learners in South Africa achieved a mean score above the centre point with 587 in Reading (63-point increase) and 587 in Mathematics (92-point increase) between 2007 and 2013.⁴ However, these gains may be overstated as more reliable estimates comparing common questions indicate a considerably lower overall improvement.

Figure 13 below presents the distribution of achievement results of the countries that participated in the PIRLS Literacy component of PIRLS 2016. These scores are depicted in relation to an average international score of 500 points.

Figure 13: South Africa Grade 4 Learner Achievement compared to other Countries participating in PIRLS Literacy 2016



³ Using raw scores submitted by South Africa to the office across items common across 2007 and 2013 to obtain a preliminary estimate.

⁴ Department of Basic Education (2016) SACMEQ IV Study Results, Portfolio Committee on Basic Education, 13 September 2016

Of the six (6) countries participating, South African Grade 4 learners achieved the lowest score. The study also reveals that 78% of South African children were not able to read for meaning in the language in which they were instructed in the first three (3) grades, which for most children is in their home language. These learners could not locate explicit information or reproduce information from a text at the end of Grade 4.⁵ There was no statistically significant difference in the mean scores between 2011 and 2016 in South Africa.

The response of Government to low, but improving, achievement levels in the cross-national and regional studies, particularly TIMSS and SACMEQ, has been to conduct regular national assessments at key stages. The most recent results of the TIMSS 2015 and SACMEQ IV show that the performance of South African learners is improving.⁶

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. However, South Africa is still one of the lower-performing countries in Mathematics and Science in comparison to other TIMSS participating countries. Average performance in the public-school system and among historically weaker provinces have clearly improved, but most Grade 9 learners are yet to achieve a minimum level of competency in Mathematics and Science.⁷

The 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 Reading and 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, that is, quintiles 1-3 schools. Education commentators have, however, cautioned against the comparison of SACMEQ results between 2007 and 2013, since the way in which these results were calculated during these periods are not the same.

1.2 Organisational environment

The DBE had completed the reconfiguration process of the Department. However, due to severe budgetary constraints, the Minister had decided not to proceed with the structure. The DBE will be effecting minor changes to the structure through a re-prioritisation process. The DBE does nevertheless have the capacity to implement and deliver on this plan.

The following key posts of Deputy Director-General: Finance and Administration, Chief Director: Curriculum Quality Enhancement Programmes, Chief Director: National Institute for Curriculum and Professional Development, Chief Director: Social Inclusion and Partnerships in Education and Director for Assessment and Administration have been filled. The posts of Chief Director for Curriculum Implementation and Monitoring as well as Director: Education Management Information Systems (EMIS) have been advertised and interviews have been conducted.

A total of 46 posts including posts for examiners, moderators and editors for National Senior Certificate (NSC) have been filled during the 2018/19 Financial Year. The Department's recruitment strategy of placing advertisements on the Intranet of the DBE, the DBE website, the DPSA website and in the national newspapers has yielded the results expected.

It must be noted however, that serious budgetary constraints prevent the DBE from filling other key posts. The DBE has had to appoint officials to assist with the North-West Intervention programme as well.

Capacity is also being developed 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. To this end, sixty-one (61) officials attended professional development courses to date.

The DBE has heeded Cabinet's mandate for Internship which seeks to address skills shortage, youth unemployment and unemployed graduates. The Department has recruited more than sixty-five (65) interns and continues to extend this figure over the MTEF.

5 Howie, S. J., Combrinck, C., Roux, K., Tshele, M., Mokoena, G.M., & McLeod Palane, N. (2017) PIRLS Literacy 2016 Progress in International Reading Literacy Study 2016: South African Children's Literacy Achievement. Pretoria: Centre for Evaluation and Assessment

6 Department of Basic Education (2017) Annual Report 2016/17

7 Human Science Research Council (2017) TIMSS 2015 Grade 9 National Report

The DBE is committed to providing financial aid, in the form of bursaries, to staff members who are interested in pursuing their studies. The main objective of the programme is to afford employees in the Department an opportunity to make use of formal study to equip themselves with knowledge and skills necessary for them to perform their present and future duties.

The DBE acknowledges that for the Department to deliver on its mandate, there are people who serve the Department through their different work responsibilities, and, as such, the Department has a prerogative to make their work environment a conducive one. As part of the Employee Wellness Programme, there is an in-house doctor to render medical services to internal staff members. This allows for convenience of staff to visit the doctor during the day. The DBE continues to play a supporting role in terms of assisting employees and family members with HIV-related problems. Officials are also visited whilst in hospital and receive counselling. Furthermore, officials and family members who have alcohol and drug problems, work-related and social problems are assisted through the Employee Assistance Programme.

SWOT Analysis 2019/20

The Department has attempted to minimise and address some of the threats and weaknesses as identified in the 2015/16-2019/20 Strategic Plan.

Strengths: The following internal, positive attributes of the Department have been identified:

- Institutional framework – schools, arrangements, concurrent set up;
- Communication profile – local and national: a liability also where there are provincial failures;
- Good Data available;
- High level policy; and
- Interdepartmental Collaborations.

Weaknesses: The following negative factors stop the Department from performing at optimum level:

- Human Resources – enabling performance (skills and upgrading);
- Coordination and not abrogation on substantive matters;
- Engagement with information and knowledge for better policy making;
- Interventions not always comprehensive in design or delivery;
- Managers accountability for quality in their functions and roles; and
- Quality Assurance, business process, functions.

Opportunities: The following external factors are likely to contribute to the Department's success:

- Labour peace, consultation, and dialogue following 2008 pay agreement;
- Consensus on monitoring learning achieved;
- Data and information on school level operations routinised;
- Pre-schooling a basic education responsibility from now on; and
- Classroom and school level practices in a package – linked to teacher development and support, learner support and curriculum enrichment.

Threats: The following external factors have the potential to harm the Department:

- Unequal capacity, endowment, and outcomes at provincial level;
- Short versus medium term implementation requirements - holistic reform takes long time, visible needs;
- Compliance culture in Government that can take the focus off Service Delivery and outcomes;
- Capacity to implement in a complex environment not always present; and
- Economy and Budget constraints.

2 Revision of Legislative and other mandates

There are no revisions

2.1 Regulations

Constitutional mandate	Brief Description
The Constitution of South Africa, 1996 (Act 108 of 1996)	The Constitution requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
The National Education Policy Act, 1996 (Act 27 of 1996) (NEPA)	The NEPA inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-Governmental forums that would collaborate in the development of a new education system. NEPA therefore provided for the formulation of national policy in both the General and Further Education and Training (FET) bands for, <i>inter alia</i> , curriculum, assessment, language, and quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, 1996 (Act 84 of 1996), as amended (SASA)	NEPA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA)	The PFMA regulates financial management in the national and provincial Governments and ensures that Government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013) (DORA)	The DORA provides for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	The Employment of Educators Act provides for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. This act and the resultant professional council, the South African Council of Educators (SACE), regulate the teaching corps.
Public Service Act, 1994 (Act 103 of 1994), as amended	This act provides for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
South African Qualifications Authority Act, 1995 (Act 58 of 1995)	The South African Qualifications Authority Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that would harness the potential of our adult learners. The design of the NQF was refined with the publication of Higher Education Qualifications Framework in <i>Government Gazette No. 928</i> , 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are under-graduate and levels 8 to 10 are postgraduate.

Pending Court Cases

1. EQUAL EDUCATION AND OTHERS V MINISTER OF BASIC EDUCATION AND OTHERS

The Applicants brought an application to set aside certain subsections of Regulation 4 of the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure. The case was heard on 11-13 March 2018 and judgment was delivered on 19 July 2018. The court ruled in favour of the Applicants. The Department has filed an application for leave to appeal.

2. CENTRE FOR CHILD LAW V MINISTER OF BASIC EDUCATION

The Applicants applied for amongst others the following orders:

- (i) That a circular issued by the Eastern Cape Education Department be set aside. The circular indicated that Norms and standards, post-provisioning allocation and NSNP transfers to schools in the Eastern Cape will be based only on learner numbers where valid identity, permit or passport numbers have been captured in the SASAMS system;
- (ii) Directing that no learner may be excluded from a public school on the basis that he or she does not have an identity number, permit or passport; and
- (iii) Directing the Respondents and all public schools to admit a learner who does not have a South African identity number, passport or permit number provided that such learner provides valid proof of identity and where such proof is not obtainable, a sworn statement or an affidavit in a format prescribed by the Respondents that may be acceptable.

The Respondents filed their answering affidavit on 25 August 2017. The matter has not yet been set down for hearing.

3 Overview of 2019/2020 Budget and MTEF Estimates

3.1 Expenditure Estimates

Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1 Administration	386 475	418 301	435 072	472 145	496 253	527 200	558 457
2 Curriculum Policy, Support and Monitoring	1 797 740	1 826 691	1 731 097	1 867 116	1 988 959	2 103 324	2 217 665
3 Teachers, Education Human Resources and Institutional Development	1 163 548	1 177 397	1 243 823	1 313 041	1 366 199	1 442 562	1 523 186
4 Planning, Information and Assessment	11 511 906	11 719 953	12 785 811	12 938 313	13 144 331	13 876 693	15 364 222
5. Educational Enrichment Services	5 936 456	6 333 722	6 736 153	7 108 968	7 508 789	8 037 869	8 525 846
TOTAL	20 796 125	21 476 064	22 931 956	23 699 583	24 504 531	25 987 648	28 189 376

3.2 Relating expenditure trends to strategic outcome-oriented goals

The Department of Basic Education is responsible for Outcome 1 (quality basic education) of Government's 2014-2019 Medium Term Strategic Framework. Over the 2019/20 Financial Year as well as the medium-term period, the Department will focus on: improving school infrastructure; improving curriculum delivery; increasing the number of learners completing Grade 12; providing educational opportunities to learners with severe to profound intellectual disabilities; ensuring the adequate supply of quality teachers; assessing the quality of teaching and learning; and continuing the National School Nutrition Programme.

Improving school infrastructure

In ensuring that all schools have access to water, sanitation, electricity and safe structures as per the minimum Norms and Standards for Public Schools, infrastructure is a priority over the medium-term. The Department has revised the target date for this objective as the previous date of November 2016, was not met.

The Department expects to have replaced 59 inappropriate and unsafe schools with newly built schools and to provide water to 227 schools and sanitation to 219 schools.

Improving curriculum delivery

Ensuring access to high quality learning and teaching support materials is key to improving curriculum delivery. The Department's efforts to improve curriculum delivery over the 2019/20 Financial Year will therefore focus on providing well-designed printed and digital content to teachers and learners, expanding access to and improving the use of ICT at schools, and providing teachers with support and the tools they need to be effective.

In its efforts to improve the quality of curriculum for Grades R to 9, the Department will monitor and support the Implementation of Curriculum and Assessment Policy (CAPS); develop Reading Norms to improve Reading and Literacy/Language outcomes in Grades R to 9; use the Early Grade Reading Assessment (EGRA) diagnostic report to improve reading proficiency in Grades 1 to 3; implement the Incremental Introduction of African Languages (IIAL) Strategy Sector Plan 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 in Grades R to 9; and conduct oversight visits to monitor special intervention programmes to improve learner performance.

The Department has developed a Nation Reading Diagnostics Assessment tool to assist teachers in measuring the reading progress of learners at different intervals in Grades 1 to 3. The tool will help track and monitor learners' reading ability, and seeks to improve learners' reading proficiency levels in the Foundation Phase in under-performing rural and township schools throughout the country. The Early Grade Reading Assessment (EGRA) implementation will be expanded incrementally to 6 000 schools in 2019-2020 in Grades 1 to 3 in all 11 official languages offered as the Language of Learning and Teaching (LoLT) and English First Additional Language (EFAL) nationally. A total of R13 000 0000 has been allocated to roll out the EGRA in under-performing rural and township schools in targeted districts. The EGRA roll-out will be supported with the provisioning of EGRA Toolkits (Teacher Guide and Learner Assessment Charts), teacher training workshops and monitoring and evaluation by national, provincial and district officials every quarter. An estimated 700 000 learners will benefit from the programme.

The Department plans to print and distribute about 60 000 million workbooks which will be delivered to more than 23 000 public schools, at a projected cost of **R3.710 billion** over the MTEF period, through the Curriculum and Quality Enhancement Programme. This will include the development of 344 titles of Home Language (Grades 1 to 6) in 11 languages; English First Additional Language (Grade 1 to 6); Mathematics (Grades 1 to 3) in 11 languages; Mathematics (Grades 4 to 9) in English and Afrikaans; Life Skills (Grades 1 to 3) in 11 languages and Grade R in 11 languages. As part of the ongoing process of quality assurance, these workbooks are edited on a yearly basis and based on inputs from schools. The DBE will also continue to develop workbooks for other content subjects such as IIAL, Afrikaans First Additional Language (FAL), Natural Science and Technology. The workbooks contain activities that ensure learners work to the required standard, and assist teachers in planning their work so that the curriculum can be completed on time.

The Department will continue to support Mathematics, Science and Technology (MST) subjects across all schools by: finalising the MST Strategy; monitoring the implementation of the MST Strategy and the Mathematics framework; monitoring the training sessions in GET Mathematics; monitoring the implementation of lesson plans in Mathematics in the GET and FET bands and Physical Sciences and Technology (GET); monitoring of CAPS implementation in Technical Schools; monitoring the training of teachers in Technical subjects; and developing Teacher Guides in Technical Maths and Technical Sciences.

To improve access to and the use of ICT in basic education, the Department provided training on ICT integration to the following: Provincial officials, Subject advisors, Teacher Centre Managers and e-Learning Specialists. This will be further complemented by ICT professional development for principals and teachers on how to integrate a Learning Management System into education. A total of R10 million will be allocated to the procurement and provision of the offline e-Library solutions to 100 schools for teaching and learning. The e-Library solution will consist of the following 20 WIFI-enabled tablets, one (1) Teacher laptop, one (1) Mini content server, DBE (GET/FET) digital content, Classroom Management Software and a Mobile charging trolley. Furthermore, the DBE will upgrade the online teaching and learning solution to be mobile friendly. The DBE will finalise the budget for the upgrading of the solution.

In addition, to expand broad-band and connectivity towards Special Need schools, the DBE, in collaboration in Department of Telecommunications and Postal Services (DTPS) and Independent Communications Authority of South Africa (ICASA), will provide 100 of the 453 Special Need schools with ICT infrastructure and connectivity as part of the Universal Service and Access Obligations (USAO) initiative. The ICT solution will be determined by the categories of the disabilities in each school. The Department will ensure that schools effectively implement the Inclusive Education policy and have access to specialised support.

Increasing the number of learners completing Grade 12 (matric)

To increase the number of young people obtaining a matric, and increase learner retention, the Department, through the Second Chance Matric Programme, will continue to provide support to learners who are upgrading their matric qualification or who did not meet the requirements of the National Senior Certificate (NSC), by providing access to quality resources and lessons with the intention of giving those learners a second chance in improving their lives. The programme plans to enrol, by 2019/20, 30 000 learners who qualify to write the relevant examinations.

Supporting learners with intellectual disabilities

The Department, through the Learners with Severe to Profound Intellectual Disability (LSPID) Grant, will monitor: capacity building for LSPID officials and teachers; outreach service support provided to learners; the management of selected schools' and centre databases; and human resource provisioning specific to Inclusive Education. Through this programme, 6 654 learners will be supported in the 2019/20 Financial Year.

Improving the quality and equity of education in rural schools

The Department will co-ordinate a multi-disciplinary approach in supporting rural schools to provide quality education by: managing the development, implementation and evaluation of policy, regulations, strategies, and programmes; creating, utilising and maintaining an index or tool for the classification of rural schools; monitoring and supporting activities within the sector that relate to rural education; co-ordinating and facilitating the finalisation and implementation of the Rural Education Policy; co-ordinating research on the Rural Education Project; co-ordinating inter-departmental and sectoral programmes; developing and implementing a strategy to promote the utilisation of data to enhance quality and efficiency; and leveraging sectoral initiatives and interventions in support of rural schools and schools with multi-grade classes.

Assessing the quality of teaching and learning

The Department aims to ensure that the Education Sector assesses the quality of teaching and learning, and provides remedial action in identified areas to improve learning outcomes in Numeracy and Literacy. The *National Assessments and Public Examinations* provides: standardised national assessments for Grade 3, 6 and 9 learners; the provision of diagnostic assessment items for the GET Band; administers credible public examinations in Grade 12 and ensures quality School-Based Assessment in Grade 12. This provides reliable data on learner performance to support the improvement of the quality of basic education.

The Department provides the Education Sector with reliable data on learner performance through high quality national assessments at key transitional grades at regular intervals in the GET band, in selected subjects. The Department achieves its mandate by successfully conducting systemic assessments designed for measuring progress on defined learning outcomes in the South African context and in relation to international trends. The Department utilises data from its national and international systemic assessments to further design diagnostic and summative assessment tools that will enable teachers to improve the quality of their school-based assessment. A key indicator will be the 250 Language and Mathematics test items developed in a year for Grades 3, 6 and 9, so that high quality assessment tools required for either systemic, diagnostic and summative purposes may be developed with high quality and precision.

The Annual National Assessments (ANA), the Department's diagnostic of teaching and learning in the Foundation and Intermediate phases of schooling, have been discontinued and replaced by the National Assessment Programme which has considered historical lessons and criticisms levelled at the ANA to improve its design and efficiency and take-up by teachers. The programme is made up of three (3) different yet complementary tiers of assessment programmes:

- The **Systemic Evaluation (SE)** programme that takes place on a 3-year cycle in Grades 3, 6, and 9. The first cycle commenced in 2018 and will end in 2020. Over this 3-year period, the evaluation cycle involves test development, questionnaire development, field testing of instruments and process, refinement, training, administration, analysis, verification and report writing. Linked to roll out of systemic evaluations, is a commitment for the Department to participate in international assessments (TIMSS, PIRLS, SACMEQ) and system component surveys (TALIS). These international programmes have an implementation cycle of 4-5 years and within this cycle, payments are made towards annual participation subscriptions and the project work done by research institutions (e.g. HSRC).
- The **Diagnostic Assessment** programme comprises supplying assessment tools, manuals, digital applications, and exemplar test and test items to support and strengthen teachers' classroom assessments.
- The **Summative Assessment** programme comprises the setting and processing of an end-of-year examinations in selected grades and subjects, and providing electronic applications (e.g. TARMII) to support teachers in accessing high quality test items and generating tests. This exercise will involve the development of examination papers, examination guidelines on conduct and administration, and the synchronisation of IT systems to support and process results.

With regards to the Early Grade Reading Assessment (EGRA), R30 million has been allocated for its implementation over the MTEF period. Phase 1 of the EGRA was implemented in 2015-2017 in 1 000 schools and 120 000 learners in Grades 1 to 3 benefitted. In 2017-18, the EGRA was rolled p-out in 1670 schools and 180 000 learners individual reading proficiency levels have been measured in both LoLT and EFAL at the end of each term of each grade. Approximately 20 000 Foundation Phase teachers nationally have been capacitated to utilise the EGRA Toolkit since 2015. The EGRA implementation has been monitored since 2015 through school visits and desktop monitoring.

The Department's plans for the 2019/20 Financial Year also include: facilitating the quality assurance of School-Based Assessment (SBA) in the FET band; facilitating the high quality and standardised marking of the NSC; the provision of a reliable instrument for the NSC; and the provision of reliable data and feedback on the NSC examinations.

Ensuring the adequate supply of quality teachers

Over the 2019/20 Financial Year, the Department aims to improve the supply of newly qualified teachers by providing 13 000 Funza Lushaka bursaries to prospective teachers in priority subject areas such as Mathematics, Science and Technology.

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.

In the 2019/20 Financial Year, the programme intends to monitor 110 schools on the provision of nutritious meals.

PART B: PROGRAMME AND SUB-PROGRAMME PLANS

4 Departmental Programmes: Strategic Objectives, Programme Performance Indicators and Annual Targets for 2019/20

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 Legal and Legislative Services.

Strategic Objective:

To improve the administrative and governance systems through compliance with the key legislation governing administration to support the delivery of education and to strengthen accountability.

The Programme will focus on the following during 2019/20 Financial Year:

The Administration Programme is responsible for managing the Department through the provision of strategic leadership, management and support services. The programme contributes to ensuring quality in the basic education system through effective institutional service delivery processes, planning and provisioning. The following areas of challenge (standard) were identified in the Management of Performance Assessment Tool (MPAT) 1.7:

- Evaluation;
- Planning of Implementation Programmes (pilot);
- Assessment of policies and systems to ensure professional ethics;
- Assessment of financial disclosure;
- Assessment of risk management arrangements;
- Implementation of Senior Management Services (SMS) Performance Management System (excluding HODs);
- Management of disciplinary cases; and
- Payment of suppliers.

The following remedial actions will form part of the Programme's 2019/20 focus:

- A finalised Departmental Evaluation and Research Plan which will be fully compliant with the DPME guidelines;
- A pilot of the Planning of Implementation Programmes;
- The establishment of an Ethics Committee and Ethics Officer;
- An assessment of financial disclosure for DBE officials;
- Improvement of Risk Management by:
 - Presenting the Risk Management Plan before the beginning of every financial year for approval by the Risk Committee;
 - Working with the Strategic Planning and Reporting Directorate on the Risk Management process when the Annual Performance Plan and the five-year Strategic Plan are revised; and
 - Presenting the progress report on a quarterly basis to Senior Management on the Risk Management progress.
- Managers to be trained in disciplinary process and procedures; and
- Drafting an action plan to review processes and risk mitigating plans for payment of suppliers within 30 days.

Strategic Objective Annual Targets for 2019/20

Strategic objective	Strategic plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
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	64% for level 3 and 4	58% MPAT scores at level 3 and 4	66% MPAT scores at level 3 and 4	61% MPAT scores at level 3 and 4	84% MPAT scores at level 3 and 4	86% MPAT scores at level 3 and 4	88% MPAT scores at level 3 and 4	90% MPAT scores at level 3 and 4

Programme performance indicators and annual targets for 2019/20

Performance Indicator	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department	-	99.9%	99.9%	100%	100%	100%	100%
1.1.2 Number of reports on misconduct cases resolved within 90 days	-	-	-	-	4	4	4

Quarterly targets for 2019/20

Programme Performance Indicator	Reporting period	Annual target 2019/20	Quarterly targets			
			1 st	2 nd	3 rd	4 th
1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	100%	100%	100%	100%	100%
1.1.2 Number of reports on misconduct cases resolved within 90 days	Annually	4	0	0	0	4

Reconciling Performance Targets with the Budget and MTEF 2019/20

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Ministry	28 157	31 439	32 678	30 844	31 096	33 172	35 142
Departmental Management	65 088	79 872	81 708	88 445	88 302	94 461	100 168
Corporate Services	55 727	63 853	64 864	74 763	72 084	76 695	81 166
Office of the Chief Financial Officer	64 176	62 723	63 399	73 217	87 537	93 533	99 080
Internal Audit and Risk Management	8 085	5 775	6 692	7 394	8 047	8 626	9 144
Office Accommodation	165 242	174 639	185 731	197 482	209 187	220 713	233 757
Total	386 475	418 301	435 072	472 145	496 253	527 200	558 457
Economic Classification							
Current payments	367 339	404 293	422 076	459 849	481 464	510 673	540 088
Compensation of employees	143 760	151 227	165 092	169 427	192 973	207 048	219 790
Goods and services	176 055	206 745	211 486	238 964	244 934	261 207	279 150
Computer services	17 415	21 577	20 526	28 979	24 369	25 709	27 123
Operating Lease	760	613	445	1 798	1 949	2 056	2 169
Property payments	102 211	119 011	129 775	135 470	151 781	162 624	175 015
Travel and subsistence	14 519	15 137	15 883	21 242	20 316	21 436	22 615
Interest and rent on land of which:	47 524	46 321	45 498	51 458	43 557	42 418	41 148
Transfers and subsidies	1 014	2 364	2 180	701	429	453	478
Departmental agencies and accounts	602	170	405	417	429	453	478
Foreign Government and International Organisations	-	-	-	-	-	-	-
Households	412	2 194	1 775	284	-	-	-
Payments for capital assets	18 000	11 583	10 629	11 412	14 360	16 074	17 891
Buildings and other fixed structures	14 226	7 216	8 040	8 016	9 981	11 119	12 390
Machinery and equipment	3 774	4 367	2 589	3 089	4 044	4 599	5 125
Software and other intangible assets	-	-	-	307	335	356	376
Payments for financial assets	122	61	187	183	-	-	-
Total	386 475	418 301	435 072	472 145	496 253	527 200	558 457

Performance and expenditure trends: Programme 1

The programme has been allocated R1.582 billion over the 2019 MTEF budget allocation. The expenditure has grown by 6.9% in 2015/16-2018/19 and 5.8% in 2019/20 to 2021/22 financial year, which in comparison there is a decrease of 1.1%. The bulk of the budget is for property payments for Office Accommodation, Computer services and Audit fees.

4.2 Programme 2: Curriculum Policy, Support and Monitoring

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

Sub-programmes: Programme Management: Curriculum Policy, Support and Monitoring: Curriculum Implementation and Monitoring; Curriculum and Quality Enhancement Programmes

Strategic Objectives:

- To develop and distribute digital content annually to promote e-learning in schools;
- To develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning;
- To monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R to 9 each year in order to improve teaching and learning;
- To develop and review the MST Framework to support provinces in improving learner performance in Mathematics, Science and Technology subjects;
- To develop, monitor and support the implementation of policies and programmes for improving the quality of education in rural schools;
- To provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme; and
- To ensure that learners with severe to profound intellectual disabilities access quality publicly funded education and support.

Action Plan Goals on Learner Performance

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

The Programme will focus on the following during 2019/20 Financial Year:

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 and
- The development of a costed plan for the implementation of two additional years before Grade 1.

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

- Monitor and support the Implementation of Curriculum and Assessment Policy (CAPS);
- Develop Reading Norms to improve Reading and Literacy/Language outcomes in Grades R to 9;
- Use the Early Grade Reading Assessment (EGRA) diagnostic report to improve reading proficiency in Grades 1 to 3;
- Implement the Incremental Introduction of African Languages (IIAL) Strategy Sector Plan 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 in Grades R to 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 band to strengthen access to learning and to improve learner attainment;
- Monitor and support the implementation of the National Strategy for Learner Attainment (NSLA);
- Monitor and support the implementation of the Language Framework; and
- Conduct oversight visits to monitor special intervention programmes to improve learner performance.

Learning and Teaching Support Material (LTSM)

For 2019/20, the DBE will be printing and delivering workbooks to all public schools as follows:

- Grade R workbooks in 11 Official Languages;
- Grades 1 to 3 Life skills workbooks in 11 Official Languages;
- Grades 1 to 3 Mathematics workbooks in 11 official Languages;
- Grades 1 to 6 Home Languages workbooks in 11 official Languages;
- Grades 1 to 6 English First Additional Language (FAL); and
- Grades 4 to 9 Mathematics in Afrikaans and English Languages.

Curriculum Implementation and Quality Improvement: Further Education and Training (FET) Grades 10 to 12

Mathematics, Science and Technology Improvement Strategy

The Department will strengthen the offering of MST Subjects across all schools by actioning the following indicators:

- Finalisation of the MST Strategy;
- Monitoring the implementation of the MST Strategy and the Mathematics Framework;
- Monitoring the implementation of the MST Strategy and the Mathematics Framework;
- Monitoring of the training sessions in GET Mathematics;
- Monitoring of CAPS implementation in Technical Schools;
- Monitoring the training sessions of teachers of Technical subjects;
- Supporting 100 teachers in ICT integration training;
- Supplying 100 schools with subject-specific computer hardware;
- Supplying 100 schools with subject-related software in accordance with the minimum specifications;
- Repairing, maintaining or replacing workshop equipment and machinery for Technology subjects at over 60 Technical Schools;
- Providing over 60 schools with funds for the maintenance of equipment and machinery;
- Providing over 300 schools with laboratory equipment, apparatus and consumables, including manipulatives for Mathematics;
- Supporting over 16 000 learners in co-curricular services related to Mathematics, Science and Technology;
- Supporting 500 teachers and subject advisors in Curriculum Assessment Policy Statement training;
- Supporting over 300 teachers in structured teacher development programmes specific to Mathematics, Science and Technology; and
- Train over 300 Mathematics subject advisors on the Mathematics Framework.

Information, Communication and Technology

The Department will strengthen the implementation of the ICT Strategy by executing the following:

- Providing ICT professional development for 1 000 teachers;
- Procure and provide offline solutions to 110 schools; and
- Upgrade the Online Educational Portal.

Inclusive Education

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

- Monitor and support the implementation of the 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 to 12;
- Institutionalise Curriculum Differentiation to reduce the 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; and
- Monitor and support the implementation of the Technical Occupational Stream.

The Department, through the Learners with Severe to Profound Intellectual Disability (LSPID) Grant, will be monitoring:

- Human resource provision specific to Inclusive Education. This entails monitoring the recruitment, retention and utilisation of Provincial Project Managers and Transversal Itinerant Outreach Team members who will provide outreach services to Care Centres and schools;
- Management of selected Care Centres' and schools' database;
- Capacity building of Transversal Itinerant Outreach Team Members, care-givers, teachers, therapists and officials on the Policy for the Provision of Quality Education and Support for Children with Severe to Profound Intellectual Disability (CSPID) and the implementation of the Learning Programme for the CSPID; and
- Provision of outreach services to targeted Care Centres and schools. This will entail monitoring the mentoring of care-givers and training of teachers in the implementation of the Learning Programme, provision of therapeutic and psycho-social support to the CSPID and providing LTSM and equipment to targeted Care Centres and schools.

Rural Education

The Department will co-ordinate a multi-disciplinary approach in supporting rural

schools to provide quality education by:

- Managing the development, implementation and evaluation of policy, regulations, strategies, and programmes;
- Creating, utilising and maintaining an index or tool for the classification of rural schools;
- Monitoring and supporting activities within the sector that relate to rural education;
- Co-ordinating and facilitating the finalisation and implementation of the Rural Education Policy;
- Co-ordinating research on the Rural Education Project;
- Co-ordinating inter-departmental and sectoral programmes.
- Developing and implementing a strategy to promote the utilisation of data to enhance quality and efficiency; and
- Leveraging sectoral initiatives and interventions in support of rural schools and schools with multi-grade classes.

Second Chance Matric Support Programme

The programme will focus on providing support to learners in three phases:

Phase I:

- Learners who qualify to write the supplementary examinations (Examinations written in February/March);
- Learners sitting for the Modularised Writing option for NSC, implemented annually from 2016 and the Amended Senior Certificate, that includes candidates wanting to improve their results and those who wrote the NSC but whose SBA expired (Examinations written in May/June); and

Phase II: Learners who failed to meet the NSC requirements, and part time NSC candidates including candidates wanting to improve their results. Candidates to qualify to write this examination must have a valid SBA (Examinations written in October/November).

The support to learners is provided through the development of high quality resources and access to the various platforms.

The programme will provide support for 11 high enrolment subjects: Mathematics; Mathematical Literacy; Physical Science; Agricultural Science; Life Science; History; Geography; Accounting; Economics; Business Studies; and English First Additional Language (FAL).

The programme will include the following platforms for material and lessons distribution: Printed resources; Broadcasting solution; Digital Content and off-line Content; and Face-to-face lessons at the centres.

Programme 2 Evaluations

The impact of the introduction of Grade R on learning outcomes

In 2012/13, the DPME, in partnership with the DBE, commissioned an Impact Evaluation of the Grade R Programme. The evaluation was based on a statistical method used to estimate the effect of having attended Grade R on learning outcomes later in primary school. The data analysis of the impact evaluation reflects the Grade R Programme during the years 2006 to 2011. The study found an overall positive impact of Grade R on later learning outcomes in both Language and Mathematics. The estimated benefits were somewhat greater for Language than for Mathematics, though in both cases the size of the effects were small relative to what one might have anticipated. In some schools, Grade R has contributed towards better learning, but in other schools it has not. It cannot be taken for granted that Grade R is always quality Grade R. An improvement plan based on recommendations from the report has already been approved by the Department.

CAPS Evaluation

The current South African curriculum, which is encapsulated in the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS), has been rolled out since 2011. Subsequently, the DBE, in collaboration with the DPME, commissioned an implementation evaluation of the curriculum. This evaluation was completed by an independent service provider and has recently been made publicly available on both DBE and DPME websites. The report was published in October 2017.

The purpose of the evaluation was to determine how well the new curriculum has been implemented and how to strengthen its implementation. The Department therefore requested the evaluators to consider whether teachers are properly equipped to implement CAPS, whether the systems supporting the implementation of CAPS are working and to identify other areas of implementation that the Department will need to strengthen.

The evaluation used various research methods, including a review of policy documents and research literature, interviews with teachers, principals and Government officials as well as a set of case studies in 24 schools. This consisted of 12 primary schools and 12 secondary schools sampled from all Quintile 1-3 schools in four (4) Provinces – the Eastern Cape, Gauteng, KwaZulu-Natal and Mpumalanga. These research methods were selected to provide detailed qualitative information on the perceptions

of CAPS and the dynamics affecting the implementation of the curriculum.

The following recommendations were made:

- The DBE, the DHET, SACE and universities should devise curriculum and practice standards to guide the education and work of teachers;
- The DBE must review and apply merit-based appointment and promotion policies and processes for educators;
- The DBE must work with universities, NGOs and corporate partners to conduct research on effective in-service education and training for educators;
- The DBE, in collaboration with Provincial Departments of Education (PEDs), must develop an effective programme to achieve school functionality; and
- The DBE and PEDs should develop an effective programme to support school leaders and teachers in formative assessment.

Several stakeholder workshops have been held. Management response and an Improvement Plan were developed and presented to the Cabinet. The programme managers have continued to implement the improvement plan and report to the Cabinet on progress.

Strategic objective annual targets for 2019/20

Strategic objective	Strategic plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.1 Develop and distribute digital content annually to promote e-learning in schools	100%	-	Distributed 10 Developed 05	12 off-line digital content packs delivered 27 schools monitored 6 off-line digital content resources were developed	Distribute 15 Develop 08	Distribute 18 Develop 10	Distribute 20 Develop 12	Package and Distribute 20
2.2 Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning	100%	-	100%	100%	100%	100%	100%	100%
2.3 Monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R to 9 each year in order to improve teaching and learning	EGRA: 80 Schools Reading Norms: 80 Schools IIAL: 80 Schools	-	60	50 under-performing schools monitored: 25 school visits monitored and 25 schools' desktop monitored. 20 schools monitored: 10 school visits monitored and 10 schools' desktop monitored 20 schools monitored: 10 school visits monitored and 10 schools' desktop monitored	115	140	185	230

Strategic objective	Strategic plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets			
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22	
2.4 Develop and review MST Framework to support provinces in improving learner performance in Mathematics, Science and Technology subjects	Lesson Plans for specific topics developed based on the NSC diagnostic report Teacher guides for specific topics developed based on the NSC diagnostic report	-	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans developed for: Mathematics, Natural Sciences and Technology for Grade 4-6; Technology for Grades 7 to 9; and Mathematics for Grades 10 to 12 Teacher guides developed for: Mathematics for Grades 4 to 6; Technology for Grades 7 to 9; Natural Sciences and Technology for Grades 4 to 6; and Mathematics for Grades 10 to 12 8 training sessions monitored 14 training sessions conducted 27 schools monitored	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed and monitored	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed and monitored	Monitor and support the utilisation of the MST Lesson Plans and Teacher Guides	Monitor and support the utilisation of the MST Lesson Plans and Teacher Guides	Monitor and support the utilisation of the MST Lesson Plans and Teacher Guides
2.5 Develop, monitor and support the implementation of policies and programmes for improving the quality of education in rural schools	72 schools (8 schools per province) monitored over each medium-term. One (1) Monitoring of the policy or advocacy campaign conducted in each province	-	-	The multi-grade Toolkit provided to schools with multi-grade classes. Finalise the Rural Education Policy	Monitor the implementation of the Multi-Grade Toolkit in two (2) schools per district. Advocacy campaigns on the Rural Education Policy conducted in all nine (9) provinces	Monitor the implementation of the Multi-Grade Toolkit in 72 schools in all nine (9) provinces. Conduct advocacy campaigns or consultative visits on the Rural Education Policy in all nine (9) provinces	Monitor the implementation of the Multi-Grade Toolkit in 72 schools in all nine (9) provinces Monitor the implementation of the policy in all nine (9) provinces	Monitor the implementation of the Multi-Grade Toolkit in 72 schools in all nine (9) provinces. Monitor the implementation of the policy in all nine (9) provinces	Monitor the implementation of the Multi-Grade Toolkit in 72 schools in all nine (9) provinces. Monitor the implementation of the policy in all nine (9) provinces

Strategic objective	Strategic plan target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.6	Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme	-	5 635	73 780	25 000	30 000	35 000	40 000
2.7	To ensure that learners with severe to profound intellectual disabilities access quality publicly funded education and support	-	-	-	6 654	6 654	7 054	7 054

Programme performance indicators and annual targets for 2019/20

Programme Performance Indicator	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
2.1.1	-	30	27 (3 per province)	27 (3 per province)	27 (3 per province)	27 (3 per province)	27 (3 per province)
2.1.2	-	5	6	8	10	-	-
2.2.1	97-100%	100%	100%	100%	100%	100%	100%
2.2.2	100%	100%	100%	100%	100%	100%	100%
2.2.3	100%	100%	100%	100%	100%	100%	100%
2.3.1	-	20	20	20	20	30	40
2.3.2	-	20	20	20	20	30	40
2.3.3	-	20	50	75	100	125	150
2.4.1	-	9	14	14	5	5	5
2.4.2	-	33	27	54	18	18	18
2.5.1	-	-	-	63	72	81	90
2.5.2	-	-	-	9	9	9	9
2.6.1	-	5 635	20 000	25 000	30 000	35 000	40 000
2.7.1	-	-	-	3 327	3 327	3 527	3 727

Quarterly Targets 2019/20

Programme Performance Indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1 st	2 nd	3 rd	4 th
2.1.1	Number of schools per province monitored for utilisation of ICT resources	Annually	27	0	0	0	27
2.1.2	Number of off-line digital content resources developed	Annually	10	0	0	0	10
2.2.1	Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6	Annually	100%	0	0	0	100%
2.2.2	Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9	Annually	100%	0	0	0	100%
2.2.3	Percentage of public schools with workbooks for Grade R	Annually	100%	0	0	0	100%
2.3.1	Number of schools monitored on the implementation of the reading norms	Annually	20	0	0	0	20
2.3.2	Number of schools monitored on the implementation of the Incremental Introduction to African Languages nationally	Annually	20	0	0	0	20
2.3.3	Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Annually	100	0	0	0	100
2.4.1	Number of training sessions of CAPS for Technical subjects monitored.	Quarterly	5	2	2	0	1
2.4.2	Number of Technical schools monitored for implementation of CAPS.	Quarterly	18	6	6	0	6
2.5.1	Number of schools with multi-grade classes monitored for implementing the Multi-Grade Toolkit	Quarterly	72	18	18	18	18
2.5.2	Number of advocacy campaigns conducted on the Rural Education Framework in the provinces	Quarterly	9	2	2	2	3
2.6.1	Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	Bi-annually	30 000	0	15 000	0	15 000
2.7.1	Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) using the CAPS Grade R-5 for SID and Learning Programme for C/LSPID	Annually	3 327	0	0	0	3 327

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		
	2015/16	2016/17	2017/18		2019/20	2020/2021	2021/22
Programme Management: Curriculum Policy, Support and Monitoring	2 433	3 447	2 502	4 212	2 782	2 881	3 079
Curriculum Implementation and Monitoring	505 574	440 271	269 397	328 536	384 887	411 858	432 366
Curriculum and Quality Enhancement Programmes	1 287 733	1 382 973	1 459 198	1 534 368	1 601 290	1 688 585	1 782 220
Total	1 797 740	1 826 691	1 731 097	1 867 116	1 988 959	2 103 324	2 217 665
Economic classification							
Current Payments	1 479 752	1 463 445	1 298 011	1 304 945	1 375 706	1 446 247	1 524 389
Compensation of employees	76 077	72 019	89 090	98 065	98 947	103 626	110 635
Goods and services of which:	1 403 675	1 391 426	1 208 921	1 206 880	1 276 759	1 342 621	1 413 754
Agency and support/outourced services	5 506	8 509	11 216	27 143	10 352	13 363	10 391
Inventory: Learner and teacher support material	988 726	981 531	1 018 474	1 087 934	1 151 390	1 214 299	1 280 845
Consumables: stationery, printing and office supplies	23 114	52 460	3 155	18 054	27 075	29 804	29 012
Travel and subsistence	10 279	10 586	30 056	20 489	17 864	17 681	19 226
Operating payments	349 126	296 815	83 046	3 673	1 123	981	1 096
Transfers and subsidies	317 210	362 818	431 812	558 299	612 273	656 319	692 417
Provinces and Municipalities							
Departmental agencies and accounts							
Foreign government	316 942	362 444	431 168	557 271	612 087	656 123	692 210
Non-profit institutions							
Households							
Foreign government	157	131	120	178	186	196	207
Households	111	243	534	850	-	-	-
Payments for capital assets	745	423	1 206	3 857	980	758	859
Machinery and equipment	745	423	731	656	980	758	859
Software	-	-	475	3 200	-	-	-
Payments for financial assets	33	5	68	16	-	-	-
TOTALS	1 797 740	1 826 691	1 731 097	1 867 116	1 988 959	2 103 324	2 217 665

Performance and expenditure trends: Programme 2

In this programme, no major changes have been made in terms of reprioritisation on operational budget. The Kha Ri Gude budget was utilised to fund other priorities within the Department. The project ended in 2016/17 financial year.

Expenditure Analysis on this project

Workbooks

The Department plans to print and distribute about 183 million workbooks which will be delivered to more than 22 700 public schools, at a projected cost of R3.5 billion over the MTEF period, through the Curriculum and Quality Enhancement Programme. This will include the development of 344 titles of Home Language (Grades 1 to 6) in eleven (11) languages; English First Additional Language (Grade 1-6); Mathematics (Grades 1 to 3) in eleven (11) languages; Mathematics (Grades 4 to 9) in English and Afrikaans; Life Skills (Grades 1 to 3) in eleven (11) languages and Grade R in eleven (11) languages was completed. As part of the ongoing process of quality assurance, these workbooks are edited on a yearly basis and based on inputs from schools. The DBE will also continue to develop workbooks for other content subjects such as IIAL, Afrikaans FAL, Natural Science and Technology.

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

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

Sub-programmes: Programme Management: Teachers, Education Human Resources and Institutional Development: Education Human Resources Management; Education Human Resources Development; and Curriculum and Professional Development

Strategic Objectives:

- To monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability;
- To identify and recruit the youth from all provinces for the Funza Lushaka Bursary annually in order to increase the supply of young teachers in the education system;
- To monitor the content knowledge of teachers in Mathematics, English First Additional Language, Physical Sciences and Accounting through Diagnostic Self-Assessments;
- To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators; and
- To monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.

Action Plan Goals on Teacher Supply, Development and Utilisation

- Goal 14 ► Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
- Goal 15 ► Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
- Goal 16 ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Goal 17 ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- Goal 18 ► Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- Goal 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.

The Programme will focus on the following during 2019/20 financial year:

- Performance management of educators (school- and office-based) and school evaluations)
- Teacher Recruitment, Placement, Deployment and Utilisation
 - Monitor the implementation of the post provisioning norms focusing on compliance with policy;
 - Monitoring and support the placement of Funza Lushaka bursary graduates in posts at schools;
 - Monitoring the filling of vacant substantive educator posts at schools and the filling of promotional posts;
 - Monitoring the rate of placement of young and qualified educators; and
 - Strengthening the placement processes of Funza Lushaka graduates in all provinces.
- To improve the monitoring of school effectiveness and accountability through School management and governance;
- To improve the recruitment and placement of educators into the education system;
- To improve needs identification for teachers through diagnostic testing; and
- To improve the capacity of teachers through delivery of effective teacher development programmes.

Programme 3 Evaluations

The Funza Lushaka Bursary Programme Implementation Evaluation

In October 2013, the DBE, in partnership with the DPME, commissioned an evaluation of the Funza Lushaka Bursary Programme (FLBP). The FLBP was established in 2007 as a merit-bursary with the goal of attracting greater numbers of students into Initial Teacher Education (ITE) Programmes in South African universities.

The FLBP implementation evaluation was designed to obtain information about whether the programme is operating as intended, evaluating the appropriateness of programme design for the policy context, determining the effectiveness of the programme in relation to its key deliverables, and its overall operational efficiency. The evaluation makes an assessment about programme sustainability, and points to future considerations for future evaluation of the programme impact. The evaluation focuses on the programme from 2007-2012 during which 23 392 students were funded under the programme, representing on average 15% of the total ITE enrolment over the period.

The findings of the evaluation indicated that the programme, which is considered a Government success story, is performing well. The overall recommendation was that the DBE should retain the programme as it is an effective policy instrument to address supply requirements of qualified teachers in areas of scarce skills and should be sustained by Government, along with the improvements recommended in the report. Out of the 15 recommendations only two (2) had financial implications. Management response and an Improvement Plan were developed and presented to the Cabinet. The DBE has implemented the recommendations and findings and continues to present to the Cabinet.

Strategic objective annual targets for 2019/2020 to 2021/2022

Strategic objective	Strategic Plan Target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
3.1 To monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability	90% of 4 000 schools sampled each year	-	2 000 sampled schools	96.9% (1 938) of the surveyed SGBs were found to be functional 86% (1720) of the 2 000 surveyed schools were found to have functional basic management documents	80% of 2 000 sampled schools	2 000	2 000	2 000
3.2 To identify and recruit the youth from all provinces for the Funza Lushaka Bursary annually in order to increase the supply of young teachers in the education system	66 000 Funza Lushaka bursary awards to students (2015/16-2019/20)	13 980	14 343	15 134	13 500	13 000	12 500	12 500
3.3 To monitor the content knowledge of teachers in Mathematics, English First Additional Language, Physical Sciences and Accounting through Diagnostic Self-Assessments	105 000 teachers	1 140	4 134	8 057 teachers assessed in both paper- based as well as computer-based tests 648 teachers tested on both paper-based as well as computer- based tests 393 teachers tested only through the paper-based means. 3670 teachers were tested through paper -based as well as computer-based system	8 000	10 000	12 000	14 000
3.4 To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators	IQMS and PMDS implementation monitored in 6 provinces annually	-	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored	6 PEDs monitored (IQMS, & PMDS)	6	6	6
3.5 To monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers	The process of post provisioning in each province evaluated at least once every year	-	Monitor all nine (9) PEDs	9 PEDs monitored	Monitor all nine (9) PEDs	9	9	9

Programme performance indicators and annual targets for 2019/20

Programme Performance Indicator	Audited/Actual performance				Estimated performance 2018/19	Medium-term targets		
	2015/16	2016/17	2017/18	2019/20		2020/21	2021/22	
3.1.1	84 % of sampled SGBs	91.9% of 2000 sampled SGBs	70% of 2000 sampled SGBs	80% of 2000 sampled SGBs	80% of 2000 Sampled SGBs	90 % of 2000 sampled SGBs	50 % of 2 000 sampled SGBs	
3.1.2	-	90.5% of the 2000 sampled schools	70% of the 2000 sampled schools	80% of the 2000 sampled schools	80% of the 2000 sampled schools	100% of the 2 000 sampled schools	100% of the 2 000 sampled schools	
3.2.1	13 980	14 343	13 500	13 500	13 500	12 500	12 500	
3.3.1	-	-	-	-	-	4	4	
3.3.2	-	-	-	-	-	4	4	
3.3.3	-	-	-	-	-	4	4	
3.3.4	-	-	-	-	-	4	4	
3.4.1	-	18 schools in 6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	6	9	
3.4.2	-	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	6	9	
3.5.1	-	All nine (9) PEDs	All nine (9) PEDs	All nine (9) PEDs	All nine (9) PEDs	9	9	

Quarterly targets for 2019/2020

Programme Performance Indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1 st	2 nd	3 rd	4 th
3.1.1	Percentage of SGBs that meet minimum criteria in terms of effectiveness.	Annually	80% of 2000 sampled SGBs	0	0	0	80% of 2000 sampled SGBs
3.1.2	Percentage of schools producing the minimum set of management documents at a required standard.	Annually	90% of 2000 sampled SGBs	0	0	0	90% of 2000 sampled schools.
3.2.1	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	Annually	13 000	0	0	0	13 000
3.3.1	Number of EFAL diagnostic analysis reports produced.	Annually	4	1	1	1	1
3.3.2	Number of Physical Science diagnostic analysis reports produced	Annually	4	1	1	1	1
3.3.3	Number of Accounting diagnostic analysis reports produced	Annually	4	1	1	1	1
3.3.4	Number of Mathematics diagnostic analysis reports produced	Annually	4	1	1	1	1
3.4.1	Number of PEDs monitored on the implementation of IQMS	Quarterly	6	2	2	1	1
3.4.2	Number of PEDs monitored on the implementation of EMS: PMDS	Quarterly	6	1	3	1	1
3.5.1	Number of PEDs that had their post-provisioning process assessed for compliance with the post-provisioning norms and standards	Annually	9	0	0	0	9

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		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Programme Management: Teachers, Education Human Resources and Institutional Development	2 508	2 428	1 569	3 132	1 973	2 107	2 248
Education Human Resources Management	137 249	75 790	61 116	64 750	68 575	72 875	77 541
Education Human Resources Development	1 012 096	1 089 931	1 170 153	1 230 183	1 279 447	1 350 356	1 425 088
Curriculum and Professional Development Unit	11 695	9 248	10 985	14 976	16 204	17 224	18 309
Total	1 163 548	1 177 397	1 243 823	1 313 041	1 366 199	1 442 562	1 523 186
Economic classification							
Current payments	87 877	112 298	121 197	121 115	105 082	112 184	119 637
Compensation of employees	69 017	71 411	65 189	70 173	75 246	80 606	86 324
Goods and services of which:	18 860	40 887	56 008	50 942	29 836	31 578	33 313
Communication (G&S)	359	4 465	245	353	569	600	633
Consultants and special services: business and advisory services	900	-	230	-	-	-	-
Consumables: stationery, printing and office supplies	819	575	937	941	1 044	1 101	1 161
Travel and subsistence	8 929	19 756	14 774	20 034	19 806	20 895	22 045
Transfers and subsidies	1 075 280	1 064 685	1 122 129	1 191 482	1 260 716	1 329 955	1 403 103
Provinces and Municipalities	66 275	-	-	-	-	-	-
Departmental agencies and accounts		5 000	9 743	16 000	20 000	21 100	22 261
Foreign government	17 706	15 717	14 757	15 579	16 445	17 249	18 198
Non-profit institutions	-	-	-	-	-	-	-
Households	991 299	1 043 968	1 097 629	1 159 903	1 224 271	1 291 606	1 362 644
Payments for capital assets	281	223	438	428	401	423	447
Machinery and equipment	281	223	438	428	401	423	447
Payments for financial assets	110	191	59	16	-	-	-
Total	1 163 548	1 177 397	1 243 823	1 313 041	1 366 199	1 442 562	1 523 186

Performance and expenditure trends: Programme 3

The programme normally experiences budget pressure towards the National Teacher Awards which was previously funded through the EU funding. Since the Departmental operation is at pressure, it was not feasible to reprioritise from this project. During 2017, Estimate of National Expenditure, an amount of R45.7 million, was reprioritised towards South African Council for Educators.

The National Development Plan requires the broadening of the Funza Lushaka Bursary Programme to address teacher shortages in African Languages, Mathematics, Science, Technology, Inclusive Education and Technical subjects. The NDP further states there are shortages in the Foundation Phase and Early Childhood Development, as well as in specific geographic areas such as rural schools. The Funza Lushaka Bursary Programme has evolved from being a financial aid programme for students in its early years to a programme used by the DBE and the Basic Education Sector to address critical teacher shortages in specified subject areas and school Phases. The launch of the modernised Funza Lushaka online application system during 2018/19 strengthens the capability of the bursary programme to ensure the critical teacher shortages in specified subject areas and Phases are addressed.

Funza Lushaka

In 2018, the South African Government introduced “free higher education” for poor and working-class families earning less than R 350 000 gross household. This new funding arrangement will be phased-in over a five (5) year period for university students. In spite of this, it remains imperative for the Basic Education Sector to have access to a bursary fund that can be used in a focussed way to address teacher shortages in specific subject areas and phases but also for other key initiatives such as the Three Streams Model, African Language Teachers, Inclusive Education priorities including Braille, SASL, other special needs, Early Childhood Care and Education, teacher librarians as well as addressing the recommendations of the Ministerial Task Team on History. A central feature of the Funza Lushaka bursary is its merit-based criteria that distinguishes it from bursaries with a focus on financial aid. The Funza Lushaka Bursary Programme is currently funding 200 students who are following School-Based Initial Teacher Education Programmes (Internships) such as the Department of Basic Education (DBE)’s and the Independent Schools’ Association of Southern Africa (ISASA)’s Internship Programme, as well as the ELMA Foundation Internship Programmes in the Thabo Mofutsanyane District of the Free State. These programmes are starting to show positive results in terms of quality. A recent evaluation of the DBE/ISASA Programme recommended that the model could be scaled to a point where it could be adopted as mainstream teacher training practice. Linking the successes of the DBE/ISASA Internship Programme and the ELMA Foundation Internship Programmes with new initiatives in the DBE such as the Rural Education Access Programme will require a continued demand for Funza Lushaka bursaries.

These bursaries are provided through the National Student Financial Aid Scheme, funded by transfers from the department in the Education Human Resources Development sub-programme in the *Teachers, Education Human Resources and Institutional Development* programme.

4.4 Programme 4: Planning, Information and Assessment

Programme Purpose: Promote quality and effective service delivery in the basic education system through Planning, Information and Assessment.

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

Strategic Objectives:

- To 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;
- To provide basic infrastructure services (water, sanitation and electricity) and to 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 the utilisation of a standardised school administration system, designed to assist with school management and reporting to a national information system on an ongoing basis; and
- To mentor and assess the performance of districts and district officials on an annual basis in order to strengthen the capacity of districts to support schools.

Action Plan Goals on Physical, Financial Planning and District Support

- 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.
- Goal 27 ► Improve the frequency and quality of the monitoring and support provided to schools by district offices, partly through better use of e-Education.

The Programme will focus on the following during 2019/20 Financial Year:

National Assessment

The National Assessment provides the Education Sector with reliable data on learner performance through high quality national assessments at key transitional grades at regular intervals in the GET band, in selected subjects. The Department achieves its mandate by successfully conducting systemic assessments designed for measuring progress on defined learning outcomes in the South African context and in relation to international trends. The Department utilises data from its national and international systemic assessments to further design diagnostic and summative assessment tools that will enable teachers to improve the quality of their School-Based Assessment. A key indicator for the Department is the number of Language and Mathematics test items developed in a year, so that high quality assessment tools required for systemic, diagnostic and summative purposes may be developed with high quality and precision.

Examinations and Assessment in Schools

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

Examination Administration

- Manage the administration of the Examination and Assessment Computer systems;
- Manage the development, maintenance and enhancement of Examination and Assessment Computer systems;
- Manage Data relating to Examination and Assessment; and
- Manage the Certification relating to NSC and SC.

Educational Management Information Systems (EMIS)

The Education Management Information Systems (EMIS) is an integrated system of education management information systems that facilitates planning and management at all levels. The overall aim of an information system is to facilitate more efficient management of the education system to make the activities of the Education Departments more transparent and to ensure greater accountability about the use of public resources. The main activities of Education Management Information System are as follows:

- To ensure that basic education policies are developed into well-functioning processes and systems;
- To develop standardised business processes for data collection;
- To promote the development and maintenance of systems to support the integrated education management information system and e-Administration;

- To monitor data upload, process, and maintain repository of all EMIS datasets, current and historical, via the Learner Unit Record Information and Tracking System (LURITS);
- To store updated information on the Education Sector and make such information accessible to users in real-time for planning and reporting (BI and GIS);
- To provide an administration system to schools and manage a single source of data entry from schools (South African School Administration and Management System (SA-SAMS));
- To provide support and training on the SA-SAMS;
- To establish, manage and monitor external stakeholder relations on data and EMIS matters;
- To establish process to remove potential ghost employees or learners from the Education system; and
- To provide support in monitoring implementation of system policy, standards and models.

Financial Planning and Provincial Budget Monitoring

The Department will ensure the effective monitoring of PEDs' budgets and spending are in line with their Annual Performance Plans (APPS) and Strategic Plans. The Education Norms and Standards for funding policies are developed and monitored to improve the quality of education.

- To ensure the effective monitoring of the PEDs' budgets and spending in line with the APPs and Strategic Plans;
- To ensure education priorities are funded by PEDs to improve the quality of education;
- To ensure that Education Norms and Standards funding policies are developed and monitored;
- To provide support to the DBE and the PEDs; and
- To monitor and support the PEDs relating to the merger and closure of non-viable of schools.

Economic Analysis

To promote and support optimal budgeting processes as well as to monitor and evaluate the utilisation of resources in the basic Education Sector.

- To monitor and evaluate the allocation and utilisation of financial resources in education by PEDs;
- To facilitate standard and uniform reporting formats and programme structures of PEDs;
- To assess future financial needs of education in relation to policy; and
- To ensure the country's basic education's expenditure reporting obligations adhere to UIS.

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, the 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 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.

Provincial Audit Monitoring (Sector)

The main aim is to assist Education Departments in improving sector audit outcomes by providing advice, interventions and developing recommendations for enhancement or improvement to the governance, risk management and control processes. The Sector Audit Report and individual Auditor-General of South Africa's management reports are used to support, advise and provide interventions aimed at the following controls:

- (a) the information systems environment;
- (b) the reliability and integrity of financial and operational information;

- (c) the effectiveness of operations;
- (d) safeguarding of assets; and
- (e) compliance with laws, regulations and controls.

The aim is aligned to Section 4 of National Education Policy Act, No 27 of 1996 which requires that the Minister shall determine national policy for the planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation and well-being of the Education Sector and may determine national policy for the organisation, management and governance of the national education system and Chapter 9 of the Medium Term Strategic Framework for the period 2014 -2019 which requires that there should be a responsive, accountable, effective and efficient Government system.

National Education Collaboration Trust (NECT)

The following programmes inform the work of the NECT: District Improvement; National Reading Coalition; Systemic Intervention (SA-SAMS); Innovation; Education DialogueSA and Monitoring and Evaluation. Three (3) of these programmes are done in collaboration with the DBE.

District Improvement Programme

The work of the NECT, in collaboration with the DBE, is informed by the six (6) themes presented in the Education Collaboration Framework (ECF) which guide its programme design and interventions.

Professionalisation of the teaching service:

- Train 60 000 teachers in Grade 1-9 English First Additional Language (EFAL), Mathematics and Grade 8-9 Natural Science across five (5) provinces;
- Train 180 teachers across 30 schools in Grade 1-3 Mathematics; and
- Train 60 teachers across ten (10) schools across Mpumalanga in the two (2) new Home Languages (siSwati and isiNdebele), Grade 10-12 EFAL, Mathematics and Science and Grade 4-7 Natural Science/Technology.

Supporting courageous leadership:

- Train 200 Circuit Managers across the Eastern Cape and the North West and 15 000 School Management Teams (SMTs) across five (5) provinces in the Curriculum Management module; and
- Train 100 Circuit Managers and 972 SMTs across six (6) trial districts in School Culture and Data use and School Improvement Planning modules.

Improving the resourcing of education:

Enhancing support for learners and promoting their well-being:

- Support the DBE to develop methodology for mapping service providers at provincial level.

Improving Government capacity to deliver on its mandate

- District Fundamentals of Performance (FOP): Support the DBE to train all PEDs on the roll-out of district self-assessments, development and monitoring of district development plans and support the DBE to monitor the implementation of District development plans; and

Subject Advisor research: Literature review; nine (9) focus groups across all provinces; nine (9) case studies across all provinces and collect data on Subject Advisors using profiling tool across all provinces.

National Reading Coalition Programme

The National Reading Coalition Programme plans to:

- Hold round table and dialogue discussions with stakeholders involved in reading;
- Develop an operational plan with NGOs/Stakeholders in addressing challenges as per value chain model;
- Roll-Out Implementation to provinces;
- Fundraising for each value chain area;
- Development of an advocacy strategy for continuous engagements with the public and the Education Sector;
- Develop a Monitoring and Evaluation strategy to monitor and report on progress and challenges in the implementation of reading initiatives nationally

The Primary School Reading Improvement Programme (PSRIP) plans to:

- Train 120 Foundation Phase (FP) and 120 Intermediate Phase (IP) Subject Advisers in PSRIP reading methodology and pedagogy;
- Train 4 200 FP and 4 500 Intermediate Phase teachers across all provinces;
- Train 2 250 SMT members from project schools; and
- Develop Foundation Phase and Intermediate Phase resources to support the teaching of reading.

Systemic Intervention (SA-SAMS)

- Resource management;
- Design of system completed (product backlog);
- Development and testing of system;
- Change management;
- Training;
- Communication and marketing; and
- Technical readiness of pilot sites.

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

Project Management

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 Rural Education Assistants Project (REAP) 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 the obligations emerging from the UNESCO General Conference 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 implementation of the amended *Policy on the Organisation, Roles and Responsibilities of Education Districts* and the capacity of district offices to support schools;
- Ensure that the right people are appointed in the right roles and monitor the filling of critical vacancies in districts;
- Track the provision of tools of trade for district officials to ensure that the officials can do their work;
- Regularly engage with districts through the Ministerial meetings as a platform of sharing good practice and to tackle challenges in the sector;
- Monitor the planning and delivery of selected priorities and assist the PEDs with these;
- Work with provinces to ensure that provincial initiatives are aligned with national priorities;
- Provide institutional support to PEDs for their effective delivery; and
- Oversee the partnership established with business and social partners through the National Education Collaboration Trust (NECT) to improve learning outcomes by rolling out interventions in selected districts.

Over and above the activities stated above, retired mentors will be appointed and paired with district officials for mentoring based on the identified needs of under-performing districts.

National Education Evaluation and Development Unit (NEEDU)

Through NEEDU, the Department will continue to:

- Provide feedback to the system on the effectiveness of the national and provincial strategies and programmes that seek to address the challenges that are clearly described in the Action Plan to 2019: *Towards the Realisation of Schooling 2030*, and recommending programmes that work which can be rolled-out on scale; and
- Drive a strong improvement agenda for schools and the system grounded in evidence from research and practice, and couched in terms of improvements in measurable schooling targets, especially in Literacy, Numeracy and Science (as envisaged in the National Development Plan).

Strategic objective annual targets for 2019/20

Strategic objective	Strategic Plan Target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
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 periodically	GET test items in Language and Mathematics NSC Examination Report; NSC Schools' Statistics Report; NSC Diagnostic report in selected subjects; and NSC Schools Subject report.	<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"> NA Diagnostic test items 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 366 question papers set annually for NSC and SC 	3 485 test items developed 4 Reports were produced	<ul style="list-style-type: none"> NA Diagnostic test items 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"> GET test items in Language and Mathematics provided NSC Examinations Report NSC overall School Performance Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report 	<ul style="list-style-type: none"> GET test items in Language and Mathematics provided NSC Examinations Report NSC overall School Performance Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report 	<ul style="list-style-type: none"> GET test items in Language and Mathematics provided NSC Examinations Report NSC overall School Performance 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.	Question papers set annually for NSC and SC Total: 1912 for all projects combined (these figures start from 2015/16) Schools:178 Sanitation: 370 Water: 739 Electricity:625	-	366 question papers set annually for NSC and SC Total 35: Schools: 16; Sanitation: 9; Water: 10; Electricity: 0	376 question papers set	Question papers set annually for NSC and SC	Question papers set annually for NSC and SC	Question papers set annually for NSC and SC	Question papers set annually for NSC and SC

Strategic objective	Strategic Plan Target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
4.3 To promote the functionality of schools through the utilisation of a standardised school administration system, designed to assist with school management and reporting to a national information system on an ongoing basis.	<p>100%.</p> <ul style="list-style-type: none"> SA-SAMS will be implemented in all public schools to assist schools with reporting on school, learner and educator data at least quarterly. 9 provinces monitored by DBE officials for implementation of LURITS annually. 	88.4%	95.9%	98.5% 22029/22 364	98%	98%	98% (including WC)	
4.4 Mentor and assess the performance of districts and district officials on an annual basis in order to strengthen the capacity of districts to support schools	<p>All targeted districts supported on the mentoring programme. All District managers assessed against the set criteria. 75% school principals satisfied with district support</p>	-	All targeted districts supported	52 An improvement plan has been developed 80% (4/5)	All targeted districts supported	9 provinces monitored	9 provinces monitored	All targeted districts supported

Programme performance indicators and annual targets for 2019/20

Programme Performance Indicator	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/2022
4.1.1 Number of General Education and Training (GET) Test items in Language and Mathematics for Grade 3,6 and 9 developed	-	701 items were developed for both Language and Mathematics for Grades 3, 6 and 9.	3 485 test items developed	200 test items developed in Grades 3,6 and 9 Mathematics and Languages	250 test items developed in Grades 3,6 and 9 Mathematics and Languages	300 test items developed in Grades 3,6 and 9 Mathematics and Languages	300 test items developed in Grades 3,6 and 9 Mathematics and Languages
4.1.2. Number of NSC reports produced	<ul style="list-style-type: none"> Four reports produced: Diagnostic report School Performance Report School Subject Report Technical Report. 	<ul style="list-style-type: none"> Reports and 1 information booklet were produced Examinations report Schools' performance report Schools' subject report Diagnostic Report Information booklet Report on the 2016 SC 	<ul style="list-style-type: none"> NSC Examination Report NSC Schools Statistics Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report 	<ul style="list-style-type: none"> NSC Examination Report NSC Schools Statistics Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report 	<ul style="list-style-type: none"> NSC Examination Report NSC Schools Statistics Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report 	<ul style="list-style-type: none"> NSC Examination Report NSC Schools Statistics Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report 	<ul style="list-style-type: none"> NSC Examination Report NSC Schools Statistics Report; NSC Diagnostic Report in selected subjects; NSC Schools Subject Report
4.1.3. Number of question papers set annually for NSC and SC	-	366 question papers set annually for NSC and SC	376 question papers set	260 question papers set annually for NSC and SC	290 question papers set annually for NSC and SC	290 question papers set annually for NSC and SC	290 question papers set annually for NSC and SC
4.2.1. Number of new schools built and completed through ASIDI	-	16	12	50	40	31	29
4.2.2. Number of schools provided with sanitation facilities through ASIDI.	-	9	29	286	717	691	995
4.2.3. Number of schools provided with water through ASIDI.	-	10	43	220	225	125	0
4.2.4. Number of schools provided with electricity through ASIDI.	-	0 in 2016/17 306 in total	17	-	-	-	-
4.3.1 Percentage of public schools using the standardised school administration system, SA-SAMS for reporting.	All quarters –88.4% 21 233 using SA-SAMS/ 24 030 total no. of schools	95.9% 21 354/22 269	98%	98%	98%	98 %	98% (including WC)

8 The scope of work that was allocated to be implemented through the ASIDI programme on the electricity sub-programme has been completed. Any outstanding schools that were not part of the programme are implemented through the programme by provinces

Programme Performance Indicator	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/2022
4.3.2 Number of provinces monitored by DBE officials for implementation of LURITS annually.	-	-	-	1 report covering 9 provinces monitored	9	9	9
4.4.1. Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	36	36	30	30	30	35	35
4.4.2. Percentage of school principals rating the support services of districts as being satisfactory	69.3% 629 principals rated support as satisfactory/ 908 principals participated in the survey	72% 511/708	An improvement plan	71%	0	75%	0
4.4.3. Percentage of District Directors that have undergone competency assessment prior to their appointment	65.4% 53 District Managers assessed/ 81 districts	74% 52/70	85%	90%	90%	95%	95%
4.4.4. Percentage of underperforming schools visited at least twice a year by district officials for monitoring and support purposes	-	-	-	-	60%	70%	80%

Quarterly targets for 2019/2020

Programme Performance Indicator		Reporting period	Annual target 2019/20	Quarterly targets			
				1 st	2 nd	3 rd	4 th
4.1.1	Number of General Education and Training (GET) Test items in Language and Mathematics for Grades 3,6 and 9 developed	Annually	250	0	0	0	250
4.1.2	Number of NSC reports produced	Annually	4	0	0	0	4
4.1.3	Number of question papers set annually for NSC and SC	Annually	290	0	0	0	290
4.2.1.	Number of new schools built and completed through ASIDI	Quarterly	40	8	5	12	15
4.2.2.	Number of schools provided with sanitation facilities through ASIDI	Quarterly	717	120	147	210	240
4.2.3.	Number of schools provided with water through ASIDI	Quarterly	225	147	25	35	18
4.3.1	Percentage of public schools using the standardised school administration system, SA-SAMS for reporting	Annually	98%	0	0	0	98 %
4.3.2	Number of provinces monitored by DBE officials for implementation of LURITS annually	Annually	9	0	0	0	9
4.4.1.	Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	30	0	0	0	30
4.4.2.	Percentage of school principals rating the support services of districts as being satisfactory	Biennial	0	0	0	0	0
4.4.3.	Percentage of District Directors that have undergone competency assessment prior to their appointment	Annually	90%	0	0	0	90%
4.4.4	Percentage of underperforming schools visited at least twice a year by district officials for monitoring and support purposes	Annually	60%	0	0	0	60%

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		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
Programme Management: Planning Information and Assessment	3 100	2 963	3 490	3 371	3 556	3 797	3 995
Information Management Systems	39 704	47 068	96 173	46 975	44 751	57 511	58 049
School Infrastructure	10 985 280	11 257 963	12 262 272	12 379 004	12 545 910	13 236 601	14 667 866
National Assessments and Public Examination	377 131	289 205	282 403	356 431	392 153	412 012	458 634
National Education Evaluation and Development Unit	25 580	26 185	20 669	20 154	19 150	20 285	21 236
Planning and Delivery Oversight Unit	81 111	96 569	120 804	132 378	138 811	146 487	154 442
Total	11 511 906	11 719 953	12 785 811	12 938 313	13 144 331	13 876 693	15 364 222
Economic Classification							
Current Payments	612 435	531 872	410 695	484 766	50 737	517 071	567 917
Compensation of employees	119 782	126 111	116 796	131 748	133 601	147 127	157 165
Goods and Services of which:	492 653	405 761	293 899	353 018	376 136	369 944	410 752
Computer services	47 865	50 675	44 352	58 499	52 963	63 978	64 947
Consultants: business and advisory services	120 287	167 667	162 072	131 427	129 943	109 770	117 164
Consumables: stationery, printing and office supplies	21 531	2 458	2 875	26 286	18 488	18 054	19 047
Travel and subsistence	53 166	64 428	56 422	88 275	107 809	109 211	115 218

Sub-Programme	Audited Outcomes R'000		Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2015/16	2016/17		2017/18	2019/20	2020/21
Transfers and subsidies	9 530 823	10 131 882	10 696 477	10 331 755	11 730 417	12 604 922
Provinces and municipalities	9 354 443	9 933 282	10 467 276	10 093 563	11 466 632	12 326 629
Departmental agencies and accounts	112 705	118 678	124 612	128 543	142 012	149 822
Foreign government	3 135	3 348	3 335	3 295	3 480	3 873
Non-profit institutions	60 000	76 120	99 959	105 984	111 945	124 598
Households	540	454	1 295	370	-	-
Payments for capital assets	1 368 609	1 051 061	1 622 724	2 121 755	1 629 205	2 191 383
Buildings	1 368 285	772 683	1 617 716	2 121 045	1 628 591	2 190 735
Other Fixed Structures	-	276 852	-	-	-	-
Machinery and equipment	324	1 526	1 063	710	614	648
Software and other intangible assets	-	-	3 945	-	-	-
Payments for financial assets	39	5 138	55 915	37	-	-
Total	11 511 906	11 719 953	12 785 811	12 938 313	13 876 693	15 364 222

Performance and expenditure trends: Programme 4

Education Infrastructure Grant and ASIDI

The Education Infrastructure Grant Allocation is reduced to R35.3 billion, or 44.7%, over the MTEF period. These funds are to be used to build new schools, upgrade and maintain existing infrastructure, and provide school furniture. Over the MTEF period, R8.8 billion has been shifted from the Education Infrastructure Grant, of which R7.3 billion is shifted back to the School Infrastructure Backlogs Indirect Grant for the completion of the current ASIDI projects, and R1.5 billion has been reprioritised from the remaining unallocated portion of the Education Infrastructure Grant for the maintenance of school infrastructure, to ensure that all schools are repaired and functioning as intended to meet the basic infrastructure norms and standards. The allocation is ensuring that all infrastructure projects are planned and funded in line with cost-control measures introduced over the construction of new schools and additional buildings at existing schools. The Department expects to have replaced 50 inappropriate and unsafe schools with newly built schools and to provide water to 325 schools and sanitation to 286 schools.

Challenges of School Infrastructure Backlog:

- Poor performance by the Professional Service Providers resulting in inferior quality of work which had to be redone;
- The process of rationalisation and mergers of schools on the ASIDI programme also contributed to the set targets not being achieved; and
- Construction works disruptions due to community unrest.

National Assessment

1. A systemic evaluation (SE) that takes place on a three (3) year cycle in Grades 3, 6, and 9. The first cycle commenced in 2018 and will end in 2020. Over this 3-year period, the evaluation cycle involves test development, questionnaire development, field testing of instruments and process, refinement, training, administration, analysis, verification, and report writing. Cost drivers attached to these processes (e.g. work done by service providers) are scaled according to phases and proportional payments are made on a quarterly period. Linked to roll out of systemic evaluations, is a commitment for the DBE to participate in international assessments (TIMSS, PIRLS, SACMEQ) and system component surveys (TALIS). These international programmes have an implementation cycle of 4-5 years and within this cycle, payments are made towards annual participation subscriptions and the project work done by research institutions (e.g. HSRC).
2. A diagnostic assessment programme comprises supplying assessment tools, manuals, digital applications, exemplar tests and test items to support and strengthen teachers' classroom assessments. The cost drivers in this exercise are from experts that developed these materials and the cost of packaging and distributing these materials to PEDs.
3. A summative assessment programme comprising the setting and processing of an end-of-year examinations in selected grades and subjects, and providing electronic applications (e.g. TARMII) to support teachers in accessing high quality test items and generating tests. The cost drivers for this exercise involve the development of examination papers, examination guidelines on conduct and administration, and the synchronisation of IT systems to support and process results

Table 6: 3-year National Assessment cycle

	2018/19	2019/20	2020/21
Systemic Evaluation	<ul style="list-style-type: none"> • Conceptual Document (finalisation of model) <p>Item Development</p> <ul style="list-style-type: none"> • Versioning of Items • Item Review • Pretesting of Items • Printing, packing and Distribution of Items • Test Administration • Analysis and Capture of item responses • Reports 	<ul style="list-style-type: none"> • Refinement of items • Finalisation of test forms <p>Main Study</p> <ul style="list-style-type: none"> • Printing, packing and Distribution • Appointment of Service Provider-Test Administration • Monitoring of test Administration • Analysis and Capture <p>Pilot of Contextual Questionnaires</p> <ul style="list-style-type: none"> • Appointment of Service Provider (Design and Development) • Refinement and finalisation 	<ul style="list-style-type: none"> • Reporting • Dissemination • Intervention Strategies
Diagnostic Test Items	<ul style="list-style-type: none"> • Development of Items • Grades 3, 6 and 9 • Language and Mathematics • Versioning in 11 languages • Item Review • Finalisation of items • Package and distribution to provinces 	<ul style="list-style-type: none"> • Development of Items • Grades 3, 6 and 9 • Language and Mathematics • Versioning in 11 languages • Item Review • Finalisation of items • Package and distribution to provinces 	<ul style="list-style-type: none"> • Development of Items • Grades 3, 6 and 9 • Language and Mathematics • Versioning in 11 languages • Item Review • Finalisation of items • Package and distribution to provinces
Grade 9 Summative Assessment	<ul style="list-style-type: none"> • Conceptual development for GET summative tests 	<ul style="list-style-type: none"> • Policy Finalisation • Test Development (Selected Subjects) 	<ul style="list-style-type: none"> • Pre- testing of Items • Versioning of Items • Review of items • Finalisation of items • Printing, packing and distribution • Administration of items • Refinement of items • Test Finalisation • Administration of G9 Summative Tests

Table 7: Cost of NAP breakdown

	2019/20	2020/21	2021/22
Cost of NAP breakdown	R 97 765 702	R 120 745 613	R 132 820 174

4.5 Programme 5: Educational Enrichment Services

Programme Purpose: Monitor and support provinces to implement Care and Support programmes for learning and teaching.

Sub-programmes: 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;
- To promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning;
- To monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments; and
- To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and school support staff.

Action Plan Goal on Learner Well-Being

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

The Programme will focus on the following during 2019/20 financial year:

- Monitor the provision of the National Schools Nutrition Programme in public schools;
- Implement the National School Deworming Programme in NSNP schools;
- Promote and monitor the participation of learners in extra-mural activities;
- Promote gender equity programmes in schools;
- Promote the implementation of social cohesion programmes in schools;
- Promote safe and violence-free schools;
- Contribute to the reduction of new HIV and TB infections in schools and education departments, as well as learner pregnancy in schools;
- Mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators;
- Promote the psychological, mental and social well-being of learners in schools; and
- Expand the provision of school health services in schools.

Care and Support in Schools

The reciprocal relationship between education and health is well documented. Education is a key determinant of better health outcomes, but it is well known that health and social issues experienced early on can compromise access, retention and achievement within the education system. Societal problems such as poverty, illness, drug and substance use manifest in schools and impact negatively on the attainment of good educational outcomes.

The Action Plan to 2019: *Towards the Realisation of Schooling 2030*, the roadmap for improving the quality of basic education, recognises the centrality of teacher and learner well-being. The work of the Department is intended to enhance the learning environment, as well as learner and educator well-being, for optimum learning and teaching. Early identification of barriers to learning is essential to facilitate access to a holistic package of health and social support programmes through partnerships with other Government departments, civil society and partners.

In its quest to improve its programmes on learner wellness, the Department is also strengthening the Psycho-social 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 Psycho-social Support Services (PSS).

For the Financial Year 2019/20, the Department will:

- Monitor the provision of the National School Nutrition Programme in public schools;
- Implement the National School Deworming Programme in NSNP schools;
- Work with provinces to institutionalise and implement the strategy on Psycho-social Support in Basic Education;
- Popularise the Screening Identification and Support (SIAS) Policy process for PSS. The Department has developed a poster to guide the system to use the existing SIAS Policy to address the PSS needs of learners. The Policy is currently used to identify learning barriers;
- Monitor and support the cascading of the provincial training on supporting traumatised learners;
- Support the training of Learner Support Agents on PSS. The Learner Support Agents who are placed in schools through the HIV and AIDS Life Skills Education Programme are also being trained on the SIAS approach to PSS;
- Provide guidance towards the development of a standardised annual Conditional Grant Framework and nine (9) provincial specific annual business plans for the HIV and AIDS Life Skills Education Programme;
- Work with the Department of Health (DOH) and partners to expand the Deworming Programme to reach all primary public schools and to progressively provide school health services including a package of sexual and reproductive health services; and
- Strengthen the provision of Comprehensive Sexuality Education in Life Orientation and through co-curricular means and implement the DBE National Policy on HIV, STIs and TB.

School Safety

The Department will monitor and support the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools across 70 education districts. The intention is to ensure that the learning environment is characterised not only by good quality education, but that is also safe and free from insecurity and threats of violence.

The Department is committed to preventing, managing and responding to safety incidents, and in so doing, to creating a safe and supportive learning and teaching environment. 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 procedures 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 that strengthen the implementation of the NSSF include addressing bullying in schools, learner road safety, implementing the DBE-SAPS Protocols, addressing 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 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 behaviour 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.

Social Cohesion

Since 1994, South Africa has faced 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 educational needs of learners in the 21st century is becoming dramatically different given the conditions and challenges we are facing as a nation and as a society. This prompts the education system to bear a responsibility in building a peace-loving society, with a shared sense of national identity and greater social cohesion. Thus, inculcating a sense of values at school is intended to help young people achieve higher levels of moral judgement. We also believe that education does not exist simply to serve the market, but to serve society, and that means instilling in pupils and students a broad sense of values that can emerge only from a balanced exposure to the Humanities as well as the Sciences.

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 extra-curricular 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 and implementing the oral history programme 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 iNkosi 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.

The strategies and the Multi-stakeholder approach applied in implementing the above is founded on the notion that the Constitution expresses South Africans' shared aspirations, and the moral and ethical direction they have set for the future. The latter resonates well within the six (6) Pillars and objectives of the National Development Plan. It is the intention of the DBE to make the NDP vision of a society based on equity, justice and freedom a reality.

National School Nutrition Programme (NSNP) Implementation Evaluation

The National School Nutrition Programme (NSNP) aims to improve the health and nutritional status of the poorest learners in South Africa. Its main objective is to enhance learning by providing a nutritious meal daily and on time. The programme is of great strategic importance: it involves a large financial commitment from Government and reaches over nine (9) million learners. Given this, an implementation evaluation was commissioned by the DPME, in collaboration with the DBE, and was conducted by an independent service provider. The evaluation was concluded in October 2016. The evaluation assessed whether the NSNP is being implemented in a way that is likely to result in significant health and educational benefits.

The implementation evaluation employed a mixed methods design. The following data collection methods were used: a document and literature review; refinement of the NSNP's theory of change (ToC) and development of a log frame; interviews with 44 key stakeholders at national, provincial and district level; surveys with principals, NSNP Co-ordinators, Volunteer Food Handlers (VFHs), School Governing Body (SGB) members and learners, and observations in a representative sample of 267 primary and special schools; survey interviews with a sample of 26 NSNP service providers from across all provinces; and analysis of cost and output data.

The recommendations for policy, management, implementation as well as further research were:

- Improving relevance and appropriateness by integrating the NSNP more closely with other health, feeding and nutrition programmes;
- Improving programme effectiveness by ensuring that food is served by 10:00 am and preferably at the start of the school day;
- Improving fidelity and efficiency by developing norms and standards for staffing and resources required for the implementation of the NSNP;
- Additional benefits such as the Volunteer Food Handlers' (VFHs') stipend could be increased in line with the minimum stipend for Social Sector EPWP workers; and
- Improve sustainability and upscaling by ensuring continued commitment from Government of core funding for the NSNP.

Several stakeholder workshops have been held. Management response and an Improvement Plan were developed and presented to the Cabinet. The programme managers continue to implement the improvement plan and report to the Cabinet on the progress.

Strategic objectives and annual targets for 2019/20

Strategic objective	Strategic Plan Target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	81 Districts	Monitored identified schools in 35 Districts on the provision of nutritious meals	Monitored identified schools in 43 Districts on the provision of nutritious meals	205	63 Districts	70 Districts	70 Districts	70 Districts
5.2 To 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"> • SASCE • School Sport Events • Spelling Bee • Reading Clubs • Jamborees • iNkosi Albert Luthuli Oral History • Moot Court 	-	<ul style="list-style-type: none"> • SASCE • School Sport Events • Spelling Bee • Reading clubs • Moot Court programme • iNkosi Albert Luthuli Oral History • Bill of Responsibility programmes 	837 trained in SASCE programmes 6 523 participated in social cohesion programmes	<ul style="list-style-type: none"> • SASCE • Schools Sport Events • Spelling Bee • Reading clubs • Moot court programme • iNkosi Albert Luthuli Oral History • Competition • Bill of Responsibility programmes 	<ul style="list-style-type: none"> • SASCE • Schools Sport Events • Spelling Bee • Reading clubs • Moot Court Programme • iNkosi Albert Luthuli Oral History • Competition • Bill of Responsibility programmes 	<ul style="list-style-type: none"> • SASCE • Schools Sport Events • Spelling Bee • Reading clubs • Moot Court Programme • iNkosi Albert Luthuli Oral History • Competition • Bill of Responsibility programmes • Jamboree for Future Choices • TRC Financial Assistance Program • GEM/BEM 	<ul style="list-style-type: none"> • SASCE • Schools Sport Events • Spelling Bee • Reading clubs • Moot Court Programme • iNkosi Albert Luthuli Oral History • Competition • Bill of Responsibility programmes • Jamboree for Future Choices • TRC Financial Assistance Program • GEM/BEM
5.3 To monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments	185 Hot Spot schools monitored	-	Monitor implementation of the NSSF in Hot Spot Schools	47	Monitor implementation of the NSSF in Hot Spot Schools	Monitor implementation of the NSSF in Hot Spot Schools	Monitor implementation of the NSSF in Hot Spot Schools	Monitor implementation of the NSSF in Hot Spot Schools

Strategic objective	Strategic Plan Target	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
		2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
5.4 To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and school support staff	9 approved annual business plans	-	-	-	-	9 approved annual business plans	9 approved annual business plans	9 approved annual business plans

Programme performance indicators and annual targets for 2019/20

Programme Performance Indicator	Audited/Actual performance			Estimated performance 2018/19	Medium-term targets		
	2015/16	2016/17	2017/18		2019/20	2020/21	2021/22
5.1.1. Number of schools monitored for the provision of nutritious meals	-	151	130	110	110	115	115
5.2.1. Number of professionals trained in SASCE programmes	-	1 082	900	900	900	900	900
5.2.2. Number of learners, teachers, officials, SGBs, parents and community organisation members participating in social cohesion and gender equity programmes	5 843	5 924	6 000	7 000	7 500	8 000	8 500
5.3.1. Number of Hot Spot Schools monitored towards implementation of the NSSF	46	48	46	47	48	48	39
5.4.1. Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	-	-	-	-	9	9	9

QUARTELY TARGETS FOR 2019/2020

Programme Performance Indicator		Reporting period	Annual Target 2019/20	Quarterly targets			
				1 st	2 nd	3 rd	4 th
5.1.1.	Number of schools monitored for the provision of nutritious meals	Quarterly	110	30	50	10	20
5.2.1.	Number of professionals trained in SASCE programmes	Annually	900	0	0	0	900
5.2.2.	Number of learners, teachers, officials, SGBs, parents and community organisation members participating in social cohesion and gender equity programmes.	Quarterly	7 500	2 000	2 500	500	2 500
5.3.1.	Number of Hot Spot Schools monitored towards implementation of the NSSF	Quarterly	48	12	12	12	12
5.4.1	Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	Annually	9	9	0	0	0

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			
	2015/16	2016/17		2017/18	2019/20	2020/21	2021/22
Programme Management: Educational Enrichment Services	2 191	3 062	15 290	3 715	3 880	4 264	4 475
Partnership in Education	17 686	22 014	24 107	30 627	31 224	33 935	35 736
Care and Support in Schools	5 916 579	6 308 646	6 696 756	7 074 626	7 473 665	7 999 670	8 485 635
Total	5 936 456	6 333 722	6 736 153	7 108 968	7 508 789	8 037 869	8 525 846
Economic classification							
Current payments	41 909	49 499	51 909	62 839	65 610	70 836	74 464
Compensation of employees	30 836	33 607	36 343	41 177	45 984	49 372	52 008
Goods and services	11 073	15 892	15 566	21 662	19 626	21 464	22 456
Minor Assets	6	8	19	63	40	45	47
Agency and Support/outourced services	262	764	1 271	-	-	-	-
Consumables : stationery, printing and office supplies	529	758	529	1 361	1 095	1 261	1 235
Travel and subsistence	6 196	7 727	7 129	12 547	10 960	12 051	12 457
Transfers and subsidies	5 894 235	6 284 014	6 677 786	7 045 719	7 442 735	7 966 618	8 450 958
Provinces and municipalities	5 894 111	6 283 842	6 671 621	7 045 314	7 442 666	7 966 545	8 450 880
Non-profit institutions	55	58	6 061	65	69	73	78
Household	69	114	104	340	-	-	-
Payments for capital assets	102	203	374	410	444	415	424
Machinery and Equipment	102	203	358	410	444	415	424
Software and other intangible assets	-	-	-	-	-	-	-
Payments for financial assets	210	6	6 084	-	-	-	-
Total	5 936 456	6 333 722	6 736 153	7 108 968	7 508 789	8 037 869	8 525 846

Sub-Programme	Audited Outcomes R'000		Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2015/16	2016/17		2017/18	2019/20	2020/21
Details of selected transfers and subsidies						
Current	-					
Transfers	5 894 111	6 283 842	6 671 621	7 045 307	7 966 545	8 450 880
National School Nutrition Programme	5 685 381	6 059 655	6 426 313	6 802 072	7 695 901	8 165 351
HIV and AIDS (Life Skills Educators) Grant	208 730	224 187	245 308	243 235	270 644	285 529
Current	55	58	6 061	65	73	77
Child line South Africa	55	58	61	65	73	78
Historic School Restoration PRJ	-	-	6 000	-	-	-

Performance and Expenditure Trends: Programme 5

The **HIV and AIDS Life Skills Education Programme** aims to contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and school support staff, targeting 15 700 schools in the 2018/2019 financial year. The total allocation of R243 235m was equitably shared amongst the nine (9) provinces with the bulk of the budget allocated to KwaZulu-Natal, the Eastern Cape and Gauteng provinces. Funding is transferred incrementally over the four quarters (10% in Quarter 1; 30% in Quarter 2; 40% in Quarter 3; and 20% in the last quarter with the last tranche released in January 2019). Expenditure as at the third quarter (December 2018) was R90.72% of the transferred funds, which represents 72.58%.

Table 8: The funds allocated for the 2019 MTEF

Provinces	Column A	Column B	
	Allocation	MTEF Estimates	
	2019/20	2020/21	2021/22
	R'000	R'000	R'000
Eastern Cape	45 455	47 878	50 512
Free State	14 148	14 853	15 670
Gauteng	37 907	39 869	42 062
KwaZulu-Natal	62 155	65 450	69 050
Limpopo	29 124	31 137	32 850
Mpumalanga	21 919	22 994	24 259
Northern Cape	5 594	5 794	6 113
North West	18 849	19 791	20 880
Western Cape	21 800	22 878	24 137
Unallocated	-	-	-
Total	256 951	270 644	285 533

The **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 2019/20 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 was 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 were identified in consultation with the Provincial Education Departments (PEDs).

The ASIDI programme has been implemented throughout the country and has not gone without challenges as there were issues with poor performance from Implementing Agents, Professional Service Providers, and Project Management. In addressing challenges faced, the Department has ensured that all targets that have not been met are being prioritised in the MTEF.

For the 2019/20 Financial Year, there are 40 schools, 134 sanitations and 225 water projects to be completed.

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 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; and To reduce the vulnerability of children to HIV, TB and Sexually Transmitted Infections (STIs), with a 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 to improve teachers' content knowledge of Mathematics and Physical Science.
Performance indicator	Percentage of Grade 12 learners achieving 50% or more in Mathematics Percentage of Grade 12 learners achieving 50% or more in Physical Science.
Continuation	The grant will be reviewed on an ongoing basis.
Motivation	Over the MTEF period, the grant will focus on strengthening the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

5.2.4 Education Infrastructure Conditional Grant to Provinces

Purpose	To help accelerate the 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	Number of new schools completed and ready for occupation (includes replacement schools) Number of additional specialist rooms built in public ordinary schools (includes replacement schools).
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 2018/2019 financial year.
Motivation	The grant has been awarded to eradicate the basic safety norms backlog in schools to ensure that schools reach basic functionality levels.

5.2.6 Learners with Severe to Profound Intellectual Disability (LSPID) Grant

Purpose	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to Children with Severe to Profound Intellectual Disability (CSPID)
Performance indicator	<ul style="list-style-type: none"> Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who utilise the Learning Programme for C/LSPID Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) with access to therapeutic and psycho-social support services that will enable them to improve their participation in learning
Continuation	The grant will be reviewed on an ongoing basis but the current MTEF allocation projections are for the 2019/20 and 2020/21 financial years.
Motivation	To improve access to quality basic education for children with Severe to Profound Intellectual Disability in conditions that ensure dignity, promote self-reliance and facilitate active participation in the community.

5.2 Public entities

Name of public entity	Mandate	Outputs	Current annual budget (R'000)
South African Council of Educators (SACE)	SACE has a legislated mandate to strengthen and uphold the teaching profession, including the development of professional standards for the teaching profession in South Africa, as contemplated in the South African Council for Educators Act, No. 31 of 2000.	<ul style="list-style-type: none"> • Register professionally qualified educators; and • Develop the profession and promote standards of professional ethics. 	R103.4 million
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; and • Provide reliable and credible leadership and guidance in standard setting and quality assurance. 	R177.6 million

5.3 Public-Private Partnerships

Name of PPP	Purpose	Outputs	Current value of agreement (R thousand)	Date when agreement expires
Dept. of Education PPP	Finance, design, construct and maintain the head office of the DBE.	As per schedule 3 part 2 of the PPP agreement.	R 6,415,811,684	Feb. 2035

The PPP or Public-Private Partnership agreement is in year eight (8) of a twenty-five (25) year contract, whereby a Consortium has taken the responsibility to manage the building on behalf of the Department. The operational phase continues to proceed satisfactorily with a real spirit of partnership that is prevails between the two parties. Monthly Steering Committee meetings and weekly operations meetings are held to discuss challenges and to facilitate co-operation.

PART D: ANNEXURES

Updates to the Department of Basic Education Strategic Plan 2015-2020

Kha Ri Gude Mass Literacy Programme

The Department made minor revisions to the 2015/16 – 2019/20 Strategic Plan due to the discontinuation of the Kha Ri Gude Mass Literacy Programme. The Kha Ri Gude Mass Literacy Programme was started in 2008 and has reached the target that was set. The 2016/17 Financial Year marked the end of the programme.

The Department has appointed a Task Team that is currently writing a close-out report. The report will establish whether the programme has reached its own targets as set out at the initial planning; made an impact in the lives of adult learners and volunteers; and if there were any lessons learnt that may be replicated in other similar programmes. The final report will be submitted at the end of the 2018/19 Financial Year to key international and national stakeholders including UNESCO, Stats SA, and the National Treasury.

Table 9 below presents the changes to the Strategic Plan 2015-2020 in relation to the Strategic Objectives. These changes have resulted in the change in actual Strategic Objectives and in some instances to the numbering. In Table 1 below, the Strategic Objectives as outlined in the Strategic Plan 2015-2020 are presented in the left column, the amended Strategic Objectives as outlined in the APP 2019/20 in the middle column and effected change/reason in the right column.

Table 9: Changes to Strategic Objectives

Strategic Plan 2015-2020: Strategic Objectives	APP 2019/20: Strategic Objectives	Effected Change/Reason
Programme 2: Curriculum Policy, Support and Monitoring.		
2.5 Deliver the Kha Ri Gude Mass literacy programme to reduce the number of illiterate adults by 4,7 million by end of 2016/17	2.5 Develop, monitor and support the implementation of policies and programmes for improving the quality of education in rural schools.	Kha Ri Gude Mass Literacy Programme discontinued
None	2.6 Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric	New Strategic Objective to align with new focus
None	2.7 To ensure that learners with Severe to Profound Intellectual Disability access quality publicly funded education and support.	New Strategic Objective to the new Grant being rolled out in the MTEF
Programme 3: Teachers, Education Human Resources and Institutional Development		
3.3 Administer 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 content knowledge of teachers in Mathematics, English First Additional Language, Physical Sciences and Accounting through Diagnostic Assessments	This has been revised
Programme 5: Educational Enrichment Services		
None	5.4 To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and school support staff	New strategic objective in response to the new indicator dealing with HIV/AIDS

Table 10: Technical Indicator Description of New Strategic Objectives

Strategic Objective details	2.6 Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme
Short definition	The Matric Second Chance Matric 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 Matric 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

Rural Education

The Department continues to focus on Rural Education for the 2019/20 financial year and the remainder of the current Medium-Term. The Department aims to improve the quality and equity of education in rural schools through improving Literacy, Numeracy and Reading skills.

The 2018/19 Performance Indicator: Number of advocacy campaigns conducted on the Rural Education Policy in the Provinces has been revised to “Number of advocacy campaigns conducted on the Rural Education Framework in the provinces”

Inclusive Education

The Department will continue to provide support to learners with intellectual disabilities through the Learners with Profound Intellectual Disability (LSPID) Grant which was rolled-out from 2018/19 financial year. The strategic objective of the Department is to ensure that learners with Severe to Profound Intellectual Disability access quality public funded education and support.

Educational Enrichment Services

Strategic Objective Title	5.4 To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enabling environment for learners, educators and school support staff
Short definition	Impact mitigation of the HIV and TB infections in schools
Purpose/Importance	To address social and structural drivers of Human Immunodeficiency Virus (HIV), Sexually Transmitted Infections (STIs) and Tuberculosis (TB) prevention, care and impact
Source/Collection of data	Provincial quarterly and annual reports
Means of Verification	DBE Quarterly, annual reports and monitoring reports
Method of calculation	N/A
Data limitations	N/A
Type of strategic objective	
Calculation type	N/A
Reporting cycle	Quarterly and annually
New Strategic Objective	Yes
Desired performance	Effective implementation of the HIV and AIDS Life Skills Education Programme
Strategic Objective responsibility	Branch S

ANNEXURE B: Technical Indicator Descriptions

PROGRAMME 1: ADMINISTRATION

Indicator Title	1.1.1. Percentage of valid invoices paid within 30 days upon receipt by the Department.
Short definition	To ensure all valid invoice received by the Department are paid within 30 days of receipt from the suppliers
Purpose/Importance	To enable suppliers to have sufficient funding to operate their business and to comply with PFMA [Section 38(1)(f) and Treasury regulations 8.2.3]
Source/Collection of data	Accrual report for invoices not paid. Quarterly reports for all invoices received and paid by the Department.
Means of Verification	Data sourced from the Basic Accounting System (BAS)
Method of calculation	<u>Total number of invoices paid within 30 days of receipt by the institution/</u> Total number of invoices received by the institution X100 for reporting period
Data limitations	None
Type of indicator	Output
Calculation type	Non –cumulative
Reporting cycle	Quarterly
New indicator	Slightly changed
Desired performance	All invoices received and paid within 30 days
Indicator responsibility	Branch A: Finance and Administration

Indicator details	1.1.2 Number of reports on misconduct cases resolved within 90 days
Short definition	The indicator measures the number of reports on misconduct cases submitted to the Department of Public Service and Administration (DPSA) within the financial year. Misconduct refers to the transgression of the code of conduct by an official in which case a disciplinary action was instituted for such act. This includes both progressive and formal disciplinary actions as outlined in Resolution 1 of 2003- Clause 7.2(a)- and Chapter 7, clause 2.7. (2)(b) of the SMS Handbook
Purpose/importance	To ensure consequence management as well as the serving of justice within the prescribed period

Source/collection of data	Approved list of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/institute a disciplinary process. Approved list of those cases resolved by the Directorate: Labour Relations PERSAL reports
Means of Verification	Quarterly misconduct reports submitted to the DPSA
Method of calculation	Count the number of reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	Slightly changed
Desired performance	Four reports submitted per year
Indicator responsibility	Branch A: Finance and Administration

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Indicator Title	2.1.1. Number of schools per province monitored for utilisation of ICT resources
Short definition	To monitor all nine provinces on the utilisation of ICT resources in schools. The monitoring will include a visit to the provincial head 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 status of ICT implementation in each of the provinces.
Source/Collection of data	Completed monitoring tools Consolidated monitoring status report
Means of Verification	Signed monitoring instruments by principals and PEDs
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: Year-End
Reporting cycle	Annually
New indicator	No
Desired performance	All schools have access to ICT resources.
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.1.2. Number of off-line digital content resources developed
Short definition	Digital content will be developed when pre-existing quality-assured content is converted into digital content format (e-formats) such as eBook or ePub and the final product submitted to DBE.
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 or sourced off-line digital content resources
Means of Verification	Check the actual date of development
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative: 8 titles of e-textbooks will be developed
Reporting cycle	Annually
New indicator	No
Desired performance	All schools with ICT infrastructure are provided with digital content.
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.2.1. Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6.												
Short definition	Public Schools refers to schools offering Grades 1 to 6 and which have placed Home Language workbook orders according to the provincial data submitted to DBE. Grade 1-6 workbooks are produced and delivered as follows: <table border="1"> <thead> <tr> <th>Item</th> <th>Description</th> <th colspan="2">Delivery Plan</th> </tr> </thead> <tbody> <tr> <td>Volume 1</td> <td>Volume 2</td> <td></td> <td></td> </tr> <tr> <td>Grades 1 to 6</td> <td>Home Languages</td> <td>Oct -Nov 2019</td> <td>Jan - Feb 2020</td> </tr> </tbody> </table>	Item	Description	Delivery Plan		Volume 1	Volume 2			Grades 1 to 6	Home Languages	Oct -Nov 2019	Jan - Feb 2020
Item	Description	Delivery Plan											
Volume 1	Volume 2												
Grades 1 to 6	Home Languages	Oct -Nov 2019	Jan - Feb 2020										
Purpose/Importance	To improve languages outcomes in Grades 1 to 6.												
Source/Collection of data	Approved copies of workbooks Proof of deliveries												
Means of Verification	DBE consolidated list of schools that placed order for Grades 1 to 6 Home Languages workbooks. DBE consolidated list of schools in which Grades 1 to 6 Home Languages workbooks were delivered with hyperlinks to the delivery note.												
Method of calculation	<u>Total number of public ordinary schools provided with Home Language workbooks/</u> Total number public ordinary schools that have ordered Grade 1-6 workbooks X 100.												
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing order on items not provided by DBE; Schools changing Language of Teaching and Learning after placement of workbook order; provinces submitting outdated data on learner numbers per grade; Omission of some grades or schools on the data submitted.												
Type of indicator	Output												
Calculation type	Non-cumulative: based on the time specified under short definition												
Reporting cycle	Annually												
New indicator	No												
Desired performance	Public schools with Grades 1 to 6 which have placed orders have access to Home Language workbooks in the correct language.												
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring												

Indicator Title	2.2.2. Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9												
Short definition	Public Schools refers to schools offering Grades 1 to 9 and which have placed Mathematics workbook orders according to the provincial data submitted to DBE. Grade 1-9 workbooks are produced and delivered are as follows: <table border="1"> <thead> <tr> <th>Item</th> <th>Description</th> <th colspan="2">Delivery Plan</th> </tr> </thead> <tbody> <tr> <td>Volume 1</td> <td>Volume 2</td> <td></td> <td></td> </tr> <tr> <td>Grades 1 to 9</td> <td>Mathematics</td> <td>Oct -Nov 2019</td> <td>Jan - Feb 2020</td> </tr> </tbody> </table>	Item	Description	Delivery Plan		Volume 1	Volume 2			Grades 1 to 9	Mathematics	Oct -Nov 2019	Jan - Feb 2020
Item	Description	Delivery Plan											
Volume 1	Volume 2												
Grades 1 to 9	Mathematics	Oct -Nov 2019	Jan - Feb 2020										
Purpose/Importance	To improve Mathematical outcomes in Grades 1 to 9												
Source/Collection of data	Approved copies of workbooks Proof of deliveries												
Means of Verification	DBE consolidated list of schools that placed order for Grade 1 to 9 Mathematics workbooks. DBE consolidated list of schools in which Grades 1 to 9 Mathematics workbooks were delivered with hyperlinks to the delivery note.												

Method of calculation	<u>Total number of public ordinary schools provided with Mathematics workbooks/</u> Total number of public ordinary schools that have ordered Grade 1-9 workbooks X 100.
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing order on items not provided by DBE; Schools changing Language of Teaching and Learning after placement of workbook order; provinces submitting outdated data on learner numbers per grade; Omission of some grades or schools on the data submitted.
Type of indicator	Output
Calculation type	Non-cumulative: based on the time specified under short definition
Reporting cycle	Annually
New indicator	No
Desired performance	Public schools with Grades 1 to 9 which have placed orders have access to Mathematics workbooks.
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.2.3 Percentage public schools with workbooks for Grade R.															
Short definition	Public Schools refer to schools offering Grade R and which have placed workbook orders according to the provincial data submitted to DBE. Grade R workbooks are produced and delivered as Volume 1-4 as follows: <table border="1"> <thead> <tr> <th>Grades</th> <th>Description</th> <th>Delivery Plan</th> </tr> </thead> <tbody> <tr> <td>Book 1</td> <td>Oct – Nov 2019</td> <td></td> </tr> <tr> <td>Grade R</td> <td>Book 2</td> <td></td> </tr> <tr> <td>Book 3</td> <td>Jan – Feb 2020</td> <td></td> </tr> <tr> <td>Book 4</td> <td></td> <td></td> </tr> </tbody> </table>	Grades	Description	Delivery Plan	Book 1	Oct – Nov 2019		Grade R	Book 2		Book 3	Jan – Feb 2020		Book 4		
Grades	Description	Delivery Plan														
Book 1	Oct – Nov 2019															
Grade R	Book 2															
Book 3	Jan – Feb 2020															
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															
Means of Verification	DBE consolidated list of schools that placed order for Grade R workbooks. DBE consolidated list of schools in which Grade R workbooks were delivered with hyperlinks to the delivery note.															
Method of calculation	<u>Total number of public ordinary schools provided with Grade R workbooks/</u> Total number of public ordinary schools that have ordered Grade R workbooks X 100.															
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing order on items not provided by DBE; Schools changing Language of Teaching and Learning after place workbook order; provinces submitting outdated data on learner number per grade; Omission of some grades or schools on the data submitted															
Type of indicator	Output															
Calculation type	Non-Cumulative: based on the time specified under short definition.															
Reporting cycle	Annually															
New indicator	No															
Desired performance	Public schools with Grade R and which placed workbook orders have access to workbooks															
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring															

Indicator Title	2.3.1 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 desktop monitoring will be used. 10 School visits will be conducted and 10 schools will be evaluated using desktop monitoring. The desktop monitoring tool will be emailed to the schools.
Purpose/Importance	Reading norms are aimed at improving Reading and Literacy outcomes in Grades R to 9.
Source/Collection of data	Completed monitoring tools Consolidated monitoring status report
Means of Verification	The evaluation form used for the school visits will have a school stamp with the date of the visit and will be signed off by the school principal and DBE official conducting the school visit. The desktop evaluation form will have a school stamp with a date and will be signed off by the school principal. The evaluation form will be verified by the District official by completing the relevant sections on the evaluation tool during their school visits and will submit to DBE.
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which the DBE cannot confirm the accuracy thereof.
Type of indicator	Output
Calculation type	Cumulative: Year End
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: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.3.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL) nationally
Short definition	The IIAL strategy is aimed at promoting the utilisation of previously marginalised African Languages in public schools that are not implementing an African Language in Grades 1 to 9. School visits and desktop monitoring will be used. 10 School visits will be conducted and 10 schools will be evaluated using desktop monitoring. The desk top monitoring tool will be emailed to the schools.
Purpose/Importance	The IIAL is aimed at enhancing multilingualism and social cohesion.
Source/Collection of data	Completed monitoring tools Consolidated monitoring status report
Means of Verification	The evaluation form used for the school visits will have a school stamp with the date of the visit and will be signed off by the school principal and DBE official conducting the school visit. The desktop evaluation form will have a school stamp with a date and will be signed off by the school principal. The evaluation form will be verified by the District official by completing the relevant sections on the evaluation tool during their school visits and will submit to DBE.
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which the DBE cannot confirm the accuracy thereof
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	To achieve the targets in the Action Plan to 2019: <i>Towards the realisation of Schooling 2030</i>
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.3.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).
Short definition	EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. The monitoring will focus on Grades 2 and 3 classes. Monitoring will be done through school visits and desktop analysis.
Purpose/Importance	The EGRA is aimed at improving Reading and Literacy outcomes in Grades R to 9.
Source/Collection of data	Completed monitoring tools Consolidated monitoring status report
Means of Verification	The evaluation form used for the school visits will have a school stamp with the date of the visit and will be signed off by the school principal and DBE official conducting the school visit. The desktop evaluation form will have a school stamp with a date and will be signed off by the school principal. The evaluation form will be verified by the District official by completing the relevant sections on the evaluation tool during their school visits and will submit to DBE.
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which the DBE cannot confirm the accuracy thereof
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan to 2019: <i>Towards the realisation of Schooling 2030</i>
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.4.1 Number of training sessions of CAPS for Technical subjects monitored
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 in preparation for implementation of the new curriculum.
Purpose/Importance	To improve teaching of Technical subjects in schools
Source/Collection of data	Completed monitoring tools Attendance registers of the training sessions Consolidated monitoring status report
Means of Verification	Information is obtained through monitoring visits
Method of calculation	Count the number of training sessions conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Improvement of implementation of the training for CAPS for Technical Schools
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.4.2 Number of Technical Schools monitored for implementation of CAPS.
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.
Purpose/Importance	To assess the extent of implementation of the CAPS for Technical Schools at identified schools.
Source/Collection of data	Completed monitoring tools Copy of school log books for the visits Approved list of all the schools visited per quarter. Consolidated monitoring status report
Means of Verification	Information is obtained through monitoring visits
Method of calculation	Count the number of actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Improvement of implementation of the CAPS for Technical Schools.
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.5.1. Number of schools with multi-grade classes monitored for implementing the Multi-Grade Toolkit
Short definition	The Multi-Grade Toolkit is a resource that was developed to support curriculum delivery in schools with multi-grade classes. The Multi-Grade Toolkit caters for all subjects in the General Education Band from Grades 1 to 9.
Purpose/Importance	To provide teachers with multi-grade Annual Teaching Plans, lesson plans and assessment tasks geared to enhance the mediation of the Curriculum in schools with multi-grade classes.
Source/Collection of data	Completed monitoring instruments Approved list of schools monitored per quarter Consolidated monitoring status report
Means of Verification	Completed monitoring instruments signed off and stamped by the school, and an annual report
Method of calculation	Clarify on source and collection of data
Data limitations	Provinces will also provide data on schools monitored
Type of indicator	Output
Calculation type	Cumulative: Year-End
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	To achieve improved curriculum coverage in schools with multi-grade classes
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.5.2. Number of advocacy campaigns conducted on the Rural Education Framework in the provinces
Short definition	The Rural Education Framework has been developed aimed at improving the quality of education in rural areas.
Purpose/Importance	To improve the quality of education in small rural schools and to ensure that the provisioning of education is responsive to the needs of learners in rural areas.
Source/Collection of data	Attendance registers Reports on conducted campaigns in the provinces
Means of Verification	Completed registers and an annual report.
Method of calculation	Count the number of campaigns conducted.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year-End
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Improved quality of education in rural schools, schools with multi-grade classes, and in small schools.
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

Indicator Title	2.6.1. Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year
Short definition	Subject passes towards a NSC or extended SC by accessing resources from the Second Chance Matric Programme which provides the following models of support: <ul style="list-style-type: none"> • Direct tuition • Radio and television broadcasting • Online Digital Programme (DBE Cloud and Vodacom E School) • Print resources These learners include: <ul style="list-style-type: none"> • Supplementary learners (including those who did not meet the NSC requirements for Diploma or Degree pass) who will sit for the March examinations • Progressed learners who modularised and will sit for the June examinations • Candidates writing the extended Senior Certificate in June • 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	Approved list of learners enrolled on the examinations database Approved list of results of learners , who have achieved subject passes towards a Bachelor's, diploma, or certificate verdict towards NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12.
Means of Verification	NSC Data from Exams
Method of calculation	Count the number of learners who have subject passes through the Second Chance Support for NSC and amended 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/website and Vodacom E School, District offices, and Data from Broadcasters which is not learner specific. • Learners accessing support unable to provide examination or ID numbers at venues. • The target achieved in the fourth quarter emanates from the supplementary examinations which are written in February/ March of the 2019/20 academic year. However, results are only available in May 2020. • Out of school candidates do not take all subjects but a few subjects a year and will therefore not necessarily 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	Cumulative: Year-End
Reporting cycle	Bi-annually
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: Curriculum Policy, Learning Support and Monitoring

Indicator title	2.7.1. Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) using the CAPS Grade R-5 for SID and Learning Programme for C/LSPID
Short definitions	A number of children with Severe to Profound Intellectual Disability enrolled in special care centres and schools do not always have access to quality education as available Curriculum does not always respond to their learning and developmental needs.
Purpose of indicator	This indicator is intended to show an improvement in the number of children/learners with Severe to Profound Intellectual Disability in care centres and schools using the CAPS Grade R-5 for SID and Learning Programme for C/LSPID.
Source/Collection of data	Approved list of learners using the CAPS Grade R-5 for SID and Learning Programme for C/LSPID
Means of Verification	Data from EMIS
Method of calculation	Count the number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who are learning and developing through the use of the CAPS Grade R-5 for SID and Learning Programme for C/LSPID.
Data limitations	Enrolment in Care Centres fluctuates due to socio-economic factors. This has an impact on data collection and reporting.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New Indicator	Yes
Desired performance	An increase in the number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who are learning and developing through the use of the CAPS Grade R-5 for SID and Learning Programme for C/LSPID
Indicator responsibility	Branch C: Curriculum Policy, Learning Support and Monitoring

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

Indicator Title	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness.
Short definition	<p>The South African Schools Act, 84 1996 prescribes roles and responsibilities for School Governing Bodies (SGB). An SGB is regarded as being functional and effective if it scores an average of 60% of its allocated functions. The following categories are used to determine the effectiveness of SGBs:</p> <ul style="list-style-type: none"> a) Policies; b) Meetings; c) School assets; d) School's finances; and e) Curriculum matters <p>Each category has weighed sub-questions to determine effectiveness.</p>
Purpose/Importance	To measure the effectiveness of SGBs in schools.
Source/Collection of data	<p>Completed survey tools</p> <p>Approved list of visited sampled schools</p> <p>Approved list of schools that meet the minimum criteria</p>
Means of Verification	Survey using a monitoring tool
Method of calculation	<p><u>Total number of schools sampled that meet the minimum criteria</u></p> <p>Total number of schools sampled</p> <p>X 100</p>
Data limitations	Reliability of data from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All schools should have effective SGBs operating within legislation to support effective teaching and learning.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.
Short definition	<p>The minimum set of management document are basic documents viewed to be mandatory for the effectiveness of management processes in any school. The main documents comprise 16 items divided into 3 categories namely, management documents, registers and governance documents. The listed compulsory management documents are:</p> <p>a) Annual Academic Performance Report;</p> <p>b) School Improvement Plan (short term);</p> <p>c) School Development Plan (long term);</p> <p>d) School Timetable;</p> <p>e) Classroom Timetables;</p> <p>f) Teacher’s Personal Timetables; and g) Quarterly Learner Achievement Data.</p> <p>Listed compulsory registers that every school must have are:</p> <p>a) Admission Register;</p> <p>b) Educator Daily Attendance Register;</p> <p>c) Learner Attendance Register;</p> <p>d) Educator Leave Register;</p> <p>e) Period Registers;</p> <p>f) School Assets Register; and g) LTSM Assets Register.</p> <p>Documents from the governance section. These are:</p> <p>a) Audited Financial Statements; and</p> <p>b) Approved School Budget</p>
Purpose/Importance	To ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
Source/Collection of data	<p>Completed survey tools</p> <p>Approved list of sampled schools</p> <p>Approved list of schools with minimum set of management documents</p>
Means of Verification	Survey using a monitoring tool
Method of calculation	<p><u>Total number of schools from the sample selected found to be functional by having produced the basic set of documents /</u></p> <p>Total number of schools surveyed</p> <p>X 100</p>
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: Teachers, Education Human Resources and Institutional Development

Indicator Title	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 students selected according to the criteria set.
Purpose/Importance	To measure the number of beneficiaries of the Funza Lushaka Bursary programme.
Source/Collection of data	An approved list of beneficiaries of Funza Lushaka Programme
Means of Verification	<ul style="list-style-type: none"> • Application for bursaries • Proof of registration from the university
Method of calculation	Count 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
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the bursary to train more graduates for the education profession.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.3.1 Number of EFAL diagnostic analysis reports produced
Short definition	Quarterly diagnostic reports will be written and analysed. These reports will consist of online Siyavula assessments and from PEDs' NSLA pre- and post-tests.
Purpose/Importance	To measure the teacher's content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	National quarterly reports comprising of nine (9) PEDs' quarterly reports
Means of Verification	Generated tests Marked scripts
Method of calculation	Count the number of national quarterly reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Slightly changed
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.3.2 Number of Physical Science diagnostic analysis reports produced
Short definition	Quarterly diagnostic reports will be written and analysed. These reports will consist of online Siyavula assessments and from PEDs' NSLA pre- and post-tests.
Purpose/Importance	To measure the teacher's content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	National quarterly reports comprising of nine (9) PEDs' quarterly reports
Means of Verification	Generated tests Marked scripts
Method of calculation	Count the number of national quarterly reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Slightly changed
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.3.3 Number of Accounting diagnostic analysis reports produced
Short definition	Quarterly diagnostic reports will be written and analysed. These reports will consist of online Siyavula assessments and from PEDs' NSLA pre- and post-tests.
Purpose/Importance	To measure the teacher's content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	National quarterly reports comprising of nine (9) PEDs' quarterly reports
Means of Verification	Generated tests Marked scripts
Method of calculation	Count the number of national quarterly reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Slightly changed
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.3.4 Number of Mathematics diagnostic analysis reports produced
Short definition	Quarterly diagnostic reports will be written and analysed. These reports will consist of online Siyavula assessments and from PEDs' NSLA pre- and post-tests.
Purpose/Importance	To measure the teacher's content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	National quarterly reports comprising of nine (9) PEDs' quarterly reports
Means of Verification	Generated tests Marked scripts
Method of calculation	Count the number of national quarterly reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Slightly changed
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.4.1 Number of PEDs 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 in a minimum of three schools, a district office and the provincial office in each of the 6 identified PEDs.
Purpose/Importance	To monitor the implementation of IQMS in PEDs, to strengthen the accountability of school-based educators.
Source/Collection of data	Completed monitoring instruments developed by DBE for IQMS implementation Approved list of schools monitored per quarter
Means of Verification	Onsite signed, stamped monitoring reports and attendance registers.
Method of calculation	Count the number PEDs monitored
Data limitations	Incomplete information and non-availability of summative evaluation reports at schools, district and provincial office.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Teacher performance and learner achievement improves through enhanced implementation of IQMS.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.4.2 Number of PEDs monitored on the implementation of PMDS
Short definition	The purpose of Education Management Service (EMS): Performance Management and Development System (PMDS) is to evaluate office-based educators' performance and to identify specific needs for development. Monitoring of the implementation of the EMS: PMDS processes and procedures will be conducted in the provincial office and 1 district office in each of the 6 PEDs. A random sampling method will be used to select the district to be monitored.
Purpose/Importance	To monitor the implementation of EMS: PMDS in PEDs, to strengthen the accountability of office-based educators.
Source/Collection of data	Completed monitoring instruments developed by DBE for EMS: PMDS implementation Approved list of provincial officials evaluated. Approved list of district officials evaluated
Means of Verification	Onsite signed, stamped monitoring reports and attendance registers.
Method of calculation	Count the number of PEDs monitored
Data limitations	Incomplete information and non-availability of Annual Appraisal Reports in PEDs.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Educator performance and learner achievement improves through enhanced implementation of EMS: PMDS.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.5.1. Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards
Short definition	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. 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 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.
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	Signed-off PED post-provisioning plans Approved consolidated monitoring implementation report
Means of Verification	On-site signed Attendance Registers Formal sessions/meetings held with PED officials responsible for implementation wherein an approved template is administered to collect data
Method of calculation	Count the number of PEDs assessed.
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: Teachers, Education Human Resources and Institutional Development

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

Indicator Title	4.1.1 Number of General Education and Training (GET) Test items in Language and Mathematics for Grades 3, 6 and 9 developed.
Short definition	The pool of test items prepared in a year, so that a full test may be drawn from such a pool of items. A total of 250 test items will be produced in Languages and Mathematics for Grades 3, 6 and 9. The test items go through a process of setting and moderation.
Purpose/importance	Tests will be used to evaluate progress with the attainment of Learning Outcomes
Source/collection of data	A list of items produced per grade Proof of moderation of 250 test items produced
Means of Verification	Moderator will produce a count of test items, which will be verified by the responsible manager
Method of calculation	Count the number of test items produced
Data limitations	The actual tests will not be provided until the final test is written.
Type of indicator	Output
Calculation type	Non-cumulative. Test 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 database of test items
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator Title	4.1.2 Number of NSC reports produced.
Short definition	The NSC reports will contain data on learner performance obtained through the National Senior Certificate examination. The reports will be in the form of learner performance that is analysed at National, Provincial, District, School level and analysed diagnostically in selected subjects.
Purpose/importance	To provide data on learner performance at the end of 12 years of schooling and identify the area of weakness.
Source/collection of data	National NSC reports on learner performance (database hosted by SITA mainframe).
Means of Verification	Learner performance data is approved by Umalusi The examination process is monitored on a regular basis.
Method of calculation	Count the number of NSC Reports produced
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: Planning, Information and Assessments

Indicator Title	4.1.3 Number of question papers set annually for the NSC and SC
Short definition	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. Question papers are finally approved by Umalusi.
Purpose/importance	Question papers are set nationally to ensure a national standard for the issue of the National Senior Certificate (NSC)
Source/collection of data	Number of question papers set Copies of Question papers set for the academic year in question
Means of Verification	Umalusi provides a list of question papers approved
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	Administration of valid and credible NSC examination.
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator Title	4.2.1 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 are conducive to effective teaching and learning
Source/Collection of data	Practical Completion Certificates Lists of schools built from inappropriate material
Means of Verification	Receive Practical Completion (PC) Certificates from Implementing Agents (IA)
Method of calculation	Count the number of schools that have reached practical completion.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools provided with appropriate building
Indicator responsibility	Branch I: Infrastructure

Indicator Title	4.2.2 Number of schools provided with sanitation facilities through ASIDI
Short definition	Number of public ordinary schools that are provided with different types of sanitation facilities based on assessment of the location of the school. This would determine the type of sanitation provided. The types of sanitation that are provided are: <ul style="list-style-type: none"> • Water borne sanitation • Septic or Conservancy Tank system • Ventilated Improved Pit Latrine • Composting Toilets • Small Bore Sewer Reticulation
Purpose/Importance	To determine the number of schools that meets the basic sanitation standards.
Source/Collection of data	Practical Completion Certificates List of schools that have reached practical completion in provision of sanitation
Means of Verification	Receive Practical Completion (PC) Certificates from Implementing Agents (IA)
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	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools to comply with nationally determined minimum sanitation standards.
Indicator responsibility	Branch I: Infrastructure

Indicator Title	4.2.3 Number of schools provided with water through ASIDI.
Short definition	Number of public ordinary schools provided with different types of water facilities such as: <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	Practical Completion Certificates List of schools that have reached practical completion in provision of water facilities.
Means of Verification	Receive Practical Completion (PC) Certificates from Implementing Agents (IA)
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	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools to be provided with water.
Indicator responsibility	Branch I: Infrastructure

Indicator Title	4.3.1 Percentage of public schools using the standardised school administration system, SA- SAMS for reporting.
Short definition	South African School Administration and Management System (SA-SAMS) is a cost effective, easy to use and a fully integrated computer application that assists schools with their administrative, management and governance information needs. The application is provided at no cost to schools in the country. 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 standardised application, it is designed to capture and record unit school administrative data and is the primary source of information in LURITS. SA_ SAMS also assists schools with quarterly or ad hoc reporting as required by the circuit/district, provincial and the DBE. The percentage will be drawn from a population of all the public schools except those schools in the Western Cape as the province is currently not using SA-SAMS for reporting.
Purpose/Importance	To measure the improvement in the provision of data collected from schools.
Source/Collection of data	A summary report of all provinces for public schools using SA-SAMS. Consolidated National list of all schools using SA-SAMS (numerator) Consolidated National list of schools provided by provinces (masterlist)(denominator) An analysis of the quality of information as reported by DQA.
Means of Verification	<ul style="list-style-type: none"> List of schools generated by “SA-SAMS indicator tool” showing applicable data that will indicate the quality of data from the school databases On request: Databases and signed off deployment forms submitted with database
Method of calculation	<u>Total number of public schools reporting using SA-SAMS/</u> Total number of public schools (reported by provinces) excluding the Western Cape X 100. This indicator will be measured using the school year and not the financial year. In this case the 2019 school year will be used. Denominator will only include operational public schools from the Provincial Master list.
Data limitations	Currently the Western Cape does not report through the SA-SAMS. Therefore, no reports will be received from Western Cape.
Type of Indicator	Output
Calculation type	Non-cumulative: A new school may be reported every year at the end of academic year (31 st December).
Reporting cycle	Annually
New Indicator	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.
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator Title	4.3.2 Number of provinces monitored by DBE officials for implementation of LURITS annually
Short definition	Number of provinces monitored by DBE officials for the implementation of Education Management Information Systems (EMIS) priorities and processes as per the provincial approved business plan.
Purpose/Importance	To measure performance of provinces in implementation of LURITS, to identify areas where provinces are struggling, with the DBE providing support and training.
Source/Collection of data	Monitoring visits schedule Completed monitoring tools One (1) national monitoring report Nine (9) provincial reports.
Means of Verification	10 Reports (1 National Report and 9 PEDs Individual Reports)
Method of calculation	Total number of provinces visited by DBE officials for monitoring purpose at least once a year.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	Yes
Desired performance	All provincial EMIS offices visited by DBE officials for monitoring, support and training purpose at least once a year.
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator Title	4.4.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.
Short definition	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 underperforming districts are taken through a mentoring programme. The mentor holds sessions with the mentee and sometimes with officials in the district office. DBE has the prerogative also to lead the mentoring programme through workshops and seminars of affected districts and circuits. Districts performing below the national benchmark in the NSC refer to districts performing below 65% in the NSC results.
Purpose/Importance	To assist districts to perform optimally and support their schools to improve learning outcomes.
Source/Collection of data	Annual Report from mentors. Records of mentoring sessions. This may be one- on-one sessions, or group sessions in the form of workshops, seminars and other forms of contact sessions
Means of Verification	Attendance registers of district directors and district officials attending a mentoring session/workshop/seminar.
Method of calculation	Count the number of district officials mentored.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
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 PDOU: Planning and Delivery Oversight Unit

Indicator Title	4.4.2 Percentage of school principals rating the support services of districts as being satisfactory.
Short definition	Percentage of school principals rating the support services of districts as being satisfactory.
Purpose/Importance	To measure how principals view the support provided to their schools by school- facing district officials, e.g. Circuit Managers and Subject Advisors.
Source/Collection of data	List of school principals participating in the survey Criteria for rating as satisfactory
Means of Verification	Completed survey
Method of calculation	$\frac{\text{Total number of school principals expressing satisfaction/}}{\text{Total number of principals participating in the survey}} \times 100.$
Data limitations	Schools not participating resulting in low response rate for reporting.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Biennial
New indicator	No
Desired performance	Schools must get optimum support from education districts, especially in areas of management and governance, curriculum provision as well as learner welfare, to ensure that all schools provide quality basic education across the province. At least 95% of principals should rate the support received as satisfactory.
Indicator responsibility	Branch PDOU: Planning and Delivery Oversight Unit

Indicator Title	4.4.3 Percentage of District Directors that have undergone competency assessment prior to their appointment.
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. The assessments will be targeted at district directors appointed during the Annual Performance Plan year under review. District Directors appointed permanently but have not undergone the competency assessment and those appointed temporarily in acting positions may undergo the competency assessment as part of their professional development.
Purpose/Importance	To establish a baseline and database of the competency of District Directors for support and capacity building.
Source/Collection of data	Appointment letters List of participating District Directors (Appointed/Assessed).
Means of Verification	<ul style="list-style-type: none"> • PERSAL printouts • Individual Competency Assessment reports.
Method of calculation	$\frac{\text{Total number of District Directors assessed /}}{\text{Total number of District Directors appointed in 2019/20}} \times 100.$
Data limitations	Non-appointments/Delay in filling vacant District Director posts or incumbents appointed in acting positions
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	Slightly changed
Desired performance	Baseline of District Directors' competencies established; and, support and capacity building provided based on the competency assessment outcomes.
Indicator responsibility	Branch PDOU: Planning and Delivery Oversight Unit

Indicator Title	4.4.4 Percentage of underperforming schools visited at least twice a year by District officials for monitoring and support purposes.
Short definition	Monitor, through school visits, the provision of support to primary and secondary schools that have been declared as underperforming in terms of Section 58B of the South African Schools Act (SASA), Act No. 84 of 1996.
Purpose/Importance	To monitor and provide support to schools to improve learner performance and the overall achievement of learning outcomes.
Source/Collection of data	Letters declaring underperforming schools List of underperforming schools Quarterly school visit reports
Means of Verification	<ul style="list-style-type: none"> • Statistical report of visited schools • Sample verification monitoring reports
Method of calculation	<u>Total number of underperforming schools visited /</u> Total number of declared underperforming schools X100.
Data limitations	Lack of adequate tools of trade and delayed/non-filling of critical school facing District officials, e.g. Circuit managers or Subject advisors.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	At least 60% of underperforming schools
Indicator responsibility	Branch PDOU: Planning and Delivery Oversight Unit

PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

Indicator Title	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	Completed schools monitoring tools Approved list of schools monitored per quarter
Means of Verification	Completed Schools Monitoring Tools with the school stamp and the date, signed by both the school principal or his/her designate and the NSNP monitor
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
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: Social Mobilisation and Support Services

Indicator Title	5.2.1 Number of professionals trained in the 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>The development programme implemented is for the following professionals:</p> <p>Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score/adjudicate choristers who ascend the stage during a formal singing competition. This leg also feeds into the data-capturers, whom, when the need arises, can also be trained.</p> <p>Conductors: Conductors are based in schools, training learners (choirs) on the current music syllabus to prepare them for the Eisteddfod.</p>
Purpose/Importance	To capacitate and develop professionals to ensure sustainability of the Eisteddfod programme
Source/Collection of data	Attendance registers
Means of Verification	Signed attendance registers of all participants with contact details
Method of calculation	Count the number of attendees
Data limitations	None
Type of indicator	Input
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	An increased pool of professionals trained to deliver the programme
Indicator responsibility	Branch S: Social Mobilisation and Support Services

Indicator Title	5.2.2 Number of learners, teachers, officials, SGBs, parents and community organisation members participating in social cohesion and gender equity programmes.
Short definition	<p>Total number of learners, teachers, officials and SGBs, parents and community organisations who participate in citizenship, human rights and responsibilities education, constitutional values activities and commemoration of Significant Historical Events, co-ordinated in collaboration with other stakeholders. Social Cohesion Programmes include:</p> <ul style="list-style-type: none"> • Moot Court programme; • iNkosi Albert Luthuli Oral History Competition; • Youth Citizen Action Programme (YCAP); • National Heritage Council (NHC) Programmes; • Bill of Responsibility programmes; • Jamboree for Future Choices; • TRC Financial Assistance Programme; • GEM/BEM; and • Dialogues on sexual abuse and harassment in schools
Purpose/Importance	These activities aim to entrench social values, inclusivity and cohesion and promote knowledge and understanding of rights and responsibilities, Constitutional values, oral history, heritage and culture.
Source/Collection of data	<p>Participation registers of learners, teachers, officials, SGBs, parents and community organisation members</p> <p>Approved lists of participants</p>
Means of Verification	Signed attendance registers, learner list from schools signed by DBE official, Provincial Official or School Principal, proof of payment.
Method of calculation	Count the number of participants

Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End.
Reporting cycle	Quarterly
New indicator	No
Desired performance	All learners, educators, officials, community members, SGBs, parents and community organisations participate and are involved in the social cohesion and nation building activities.
Indicator responsibility	Branch S: Social Mobilisation and Support Services

Indicator Title	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	Completed monitoring tools Approved lists of schools monitored School visitors' register signed
Means of Verification	The monitoring tool has a signature and / or stamp, including date of the monitoring visit.
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Reduction in the number of Hot Spot Schools
Indicator responsibility	Branch S: Social Mobilisation and Support Services

Indicator Title	5.4.1 Number of PED's with approved annual business plans for the HIV/AIDS Life Skills Education Programme
Short definition	This indicator measures the oversight and management function of the DBE towards the development and approval of provincial business plans
Purpose/Importance	To provide guidance towards the development of a standardised Annual Conditional Grant Framework and nine (9) provincial specific Annual Business Plans for the HIV and AIDS Life Skills Education Programme.
Source/Collection of data	Completed monitoring tools Consolidated monitoring status report Agenda and Minutes of the Inter-provincial meetings
Means of Verification	Approved annual provincial business plans
Method of calculation	Count the number of approved business plans
Data limitations	N/A
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Improved implementation of activities in the approved provincial business plans
Indicator responsibility	Branch S: Social Mobilisation and Support Services



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