Department of Basic Education

ANNUAL PERFORMANCE PLAN

2021/22

March 2021

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

NDP 2030

Contents

List of Figures

List of Tables

List of Acronyms

AGSA	Auditor-General of South Africa
AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessments
APP	Annual Performance Plan
ASIDI	Accelerated School Infrastructure Delivery Initiative
BBBEE	Broad-Based Black Economic Empowerment
BELA	Basic Education Laws Amendment Bill
C/LPID	Children/Learners with Profound Intellectual Disability
CAPS	Curriculum and Assessment Policy Statement
COVID-19	Coronavirus Disease 2019
CPTD	Continuous Professional Teacher Development
CSE	Comprehensive Sexuality Education
CSPID	Children with Severe to Profound Intellectual Disabilities
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DTDCs	District Teacher Development Centres
ECD	Early Childhood Development
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
EGRS	Early Grade Reading Study
EMIS	Education Management Information Systems
EMS: PMDS	Education Management Service: Performance Management and Development System
FAL	First Additional Language
FET	Further Education and Training
FLBP	Funza Lushaka Bursary Programme
GEC	General Education Certificate
GET	General Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Departments Committee
HIV	Human Immunodeficiency Virus
HR	Human Resource
HRD	Human Resource Development
ICTs	Information and Communication Technologies

IIAL	Incremental Introduction of African Languages
ISHP	Integrated School Health Programme
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
LTSMs	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MEC	Member of the Executive Council
MPSA	Ministry for Public Service and Administration
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NAF	National Assessment Framework
NCS	National Curriculum Statement
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEPA	National Education Policy Act
NIDS	National Income Dynamics Study
NIDS-CRAM	National Income Dynamics Study - Coronavirus Rapid Mobile Survey
NLTP	National Learner Transport Programme
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
PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PGCE	Post-Graduate Certificate in Education
PIRLS	Progress in International Reading Literacy Study
PTDIs	Provincial Teacher Development Institutes
QMS	Quality Management System
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SAFE	Sanitation Appropriate For Education
SAPS	South African Police Service
SASA	South African Schools Act
SASCE	South African Schools Choral Eisteddfod

SA-SAMS	South African School Administration and Management System
SC	Senior Certificate
SCMP	Second Chance Matric Programme
SDGs	Sustainable Development Goals
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SES	Socio-Economic Status
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment and Support
SITA	State Information Technology Agency
SMS	Senior Management Service
SMT	School Management Team
SOEs	State-Owned Enterprises
SoNA	State of the Nation Address
SRH	Sexual and Reproductive Health
Stats SA	Statistics South Africa
STIs	Sexually Transmitted Infections
SWOT	Strengths, Weaknesses, Opportunities and Threats
TB	Tuberculosis
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UN	United Nations

Executive Authority Statement

It is without doubt that the 2020 academic year, will be remembered as the year that, not only presented major health challenges, but a year when the entire world was engulfed by the by the novel COVID-19 pandemic. Government, with its education departments and its strategic partners, worked very hard to strike a balance between saving lives and the 2020 academic year.

The prevalence of the COVID-19 pandemic in 2020 has resulted in changes in the education sector landscape. In the history of education, schools have only closed for holidays as per the school calendar but 2020 has been an exception with more learning days lost. There is no doubt that the Matric Class of 2020 faced unparalleled disruptions to their schooling and learning schedules since March 2020. Due to the COVID-19 national lockdown, South Africa's 13 million learners, including some 1,2 million matriculants, fell behind on the curriculum coverage and they risked severe skills deficiency well beyond 2030 if no catch-up programme succeeded.

It is within this context that the Department of Basic Education (DBE) launched the Woza Matrics 2020 Catch-Up Campaign, which was a unique partnership to provide academic support to the Class of 2020. Most importantly, about 400 000 of these Matric learners were Second Chance Matric Programme (SCMP) learners. The innovative Woza Matrics 2020 Catch-Up Campaign provided examination preparation support to all matriculants. We also provided much-needed guidance on managing stress and anxiety, thus promoting the well-being of our learners.

The Class of 2020 was offered targeted support aimed at ensuring that all learners receive maximum opportunities to succeed. Schools also provided specific learner support programmes to address specific performance results or trends.

South Africa, working in tandem with the international community, faced the storm and we are beyond the COVID-19 peak. We are at this stage because, right from the beginning, we adopted a 'whole of government' and 'whole of society' approach to the measures employed to arrest the spread of the virus. As the head of the World Health Organisation (WHO) stressed, we have to do everything in our power, both as individuals and as the government, to prevent the resurgence of this deadly pandemic.

As a society, we have to realise that we must learn to coexist with the virus. Our best response remains non-pharmaceutical measures such as the correct wearing of face masks, regularly washing hands and other methods as there is still no cure. This approach informed our novel hard national lockdown enacted earlier, followed by the risk-adjusted strategy of easing restrictions. This cautious approach contributed significantly to limiting the spread of the coronavirus and helped us buy time to build capacities for case management.

However, we remain at risk. Our mammoth task now is the mobilisation of society for the behavioural change needed as we ramp up non-pharmaceutical interventions as a new way to coexist with the virus. The Department launched the WhatsApp TeacherConnect platform in 2020, as a tool to be used by the education sector for daily reporting. This tool is a real-time, chat-based COVID-19 self-assessment, learning and mentorship platform for the entire school community (teachers, learners, parents and administrative/ support staff). It also affords users the ability to connect and provide learning, mentoring and tracking through real-time dashboards.

This innovative platform integrates with the HealthCheck – the national Department of Health COVID-19 self-screening initiative. The HealthCheck is a novel COVID-19 digital risk assessment and mapping tool. It allows for early detection, mapping, management and pre-screening of all COVID-19 cases. With school communities expected to do a quick and convenient daily symptom check, the HealthCheck, integrated with the TeacherConnect platform, will provide a much-needed early-warning system to help keep our schools functioning at the optimum level.

The government remains steadfast in its belief that there is a need to balance saving lives and livelihoods. Yet saving lives takes priority. We have both moral as well as constitutional obligations to save lives, first and foremost.

The total number of candidates, who registered for the 2020 NSC exams was 725 034, comprising 607 226 full-time candidates, and 117 808 part-time candidates. In addition to the full-time and part-time candidates who enrolled for the 2020 NSC exams, we combined the November 2020 NSC examinations with the June 2020 Senior Certificate, and June 2020 NSC exams. This increased the number of candidates who wrote the combined 2020 November exams to a record of *more than a million* (1 0 54 321) candidates.

The 2020 NSC overall pass rate, *with the progressed learners included*, stands at *76.2%* – a decline of *5.1%* from the record pass of 81.3% achieved by the Class of 2019.

The overall number of candidates who achieved Bachelor passes is 210 820 – an improvement of *13.3%* from 2019. This represents *36.4%* of the total number of candidates, who wrote the 2020 NSC exams.

Of the 65 499 progressed learners who wrote the requisite *seven subjects* during the 2020 NSC examinations, 24 244 passed and 3 026 achieved Bachelor passes.

A total of 1 757 learners with special education needs passed the 2020 exams and 943 achieved Bachelor passes.

The DBE plays an oversight, monitoring and supportive role to the Provincial Education Departments (PEDs) and, as such, develops policies for PEDs to implement. These priorities inform our work in the sector and especially our interactions with provinces through interprovincial fora on implementing various policies to improve the quality of basic education.

In the previous budget votes, I reported that the Council of Education Ministers (CEM) had approved the cardinal sector priorities intended to lay a solid foundation for a quality and efficient education system, as well as to continue contributing to providing permanent solutions to the architecture of the education and training system of our country.

a)   Improving **foundational skills** of Numeracy and Literacy, especially reading, which should be underpinned by a **Reading Revolution**.

Over the past couple of years, the DBE initiated several efforts to improve reading knowledge, teaching and classroom practice, drawing from the research conducted through the DBE's Early Grade Reading Studies (EGRS) and the Early Grade Reading Assessment (EGRA). Some of the recent work emerging from this has been the development and release of a National Framework for the Teaching of Reading in African Languages in the Foundation Phase. This framework aims to guide and improve teacher practice in reading for African languages in the early grades.

The DBE is creating reading benchmarks for African languages and English First Additional Language (EFAL) for the early grades, drawing on both regional and international experience. The first language benchmarks to be released will be for the Nguni languages since they can be developed from existing data. The focus in the Foundation Phase is now shifting to issues of learning quality. In the next three years, 30 schools will be monitored for home languages in which Literacy Grades 1–3 Lesson Plans have been developed for terms 1 to 4. The Department will continue to print and deliver Mathematics and Home Language workbooks for learners in Grades R–9 to enhance learning and teaching and deliver around 174 million workbooks to over 23 000 public schools over the medium term. Over the Medium-Term Expenditure Framework (MTEF), the DBE will monitor 54 schools on the implementation of reading norms, and a further 54 schools will be monitored on the implementation of the EGRA.

b)   Immediate **implementation of a curriculum** with skills and competencies for a changing world in all public schools (Three-Stream Model, Fourth Industrial Revolution, entrepreneurship, focus schools, etc.).

The DBE has developed the Coding and Robotics Curriculum for Grades R–9, which was repackaged to ensure proper sequencing and seamless progression from one phase to the next. The repackaging process was completed in 2020.

In partnership with the Department of Communications and Digital Technologies, the DBE has identified 152 sites in 76 education districts to be equipped with virtual classroom infrastructure. Through this initiative, the Sector will fully embrace the digital revolution of remote learning. Districts will be able to benefit through curriculum specialists' streamed lessons on digital platforms.

The process of incrementally refocusing the teaching and learning of the previously marginalised African languages in South African schools has led to the introduction of KiSwahili as a Second Additional Language (SAL) in Grades 4–12 in 90 schools (10 per province). The Curriculum and Assessment Policy Statement (CAPS) for Kiswahili SAL for Grades 4–9 has been versioned and the Kiswahili Toolkit has been developed for the respective grades.

In the next three years, 54 technical schools will be monitored for the implementation of the CAPS. Nationally, 540 schools will be monitored for implementing compulsory entrepreneurship education and 54 schools will be monitored for piloting and implementing the Coding and Robotics curriculum. Annual Sector Reports will be produced on the establishment of focus schools per PED. A total of 81 schools will be monitored for utilisation of Information and Communication Technology (ICT) resources and 307 special schools will be provided with access to electronic devices. The DBE aims to provide occupationally oriented curricula for 21 subjects to 74 Schools of Skill and 13 subjects to 103 ordinary schools over the MTEF (to pilot in 2021 and 2022).

c)   Deal decisively with **quality and efficiency** through the implementation of **standardised assessments** to reduce failure, repetition and dropout rates and introduce multiple qualifications such as the General Education Certificate (GEC) before the Grade 12 exit qualification.

The policy framework for the introduction of the GEC has been drafted and submitted to Umalusi for review and approval. Work has been commissioned on a blueprint for assessment options that will inform learners, teachers, parents and the system about the suitability of learners to undertake an academic, vocational or occupational track in senior secondary schools (Grades 10–12).

The Department has drafted a National Assessment Framework (NAF) that will serve to coordinate all assessments conducted in the General and Further Education and Training Bands. A basket of purpose-driven assessments from school entry (Grade R) to Grade 9 has been designed for implementation during the Sixth Administration.

A significant intervention of the NAF is the roll-out of the Systemic Evaluation initiative, targeted at establishing key learner competencies in Mathematics and Languages at the end of Grades 3, 6 and 9 and determining the enabling school and system support factors that contribute to the improvement of learning outcomes. The DBE will work towards implementing the first cycle of the Systemic Evaluation, which is scheduled for administration in 2022.

These assessment programmes and our participation in international benchmark assessments (such as the Trends in International Mathematics and Science Study 2019, Progress in International Reading Literacy Study 2021 and Southern and Eastern Africa Consortium for Monitoring Educational Quality V), will be implemented according to our current MTSF, and the Department will be able to provide regular reports on progress in the Sector. In addition, the assessments and public examination system in the Further Education and Training (FET) Band are also being reviewed so that they can be aligned with the NAF.

The Trends in International Mathematics and Science Study (TIMSS) 2019 results were released on 8 December 2020. Through the Examinations and Assessments Unit, the Department will facilitate the quality assurance of School-Based Assessment (SBA) in the FET Band and facilitate the high quality and standardised marking of the National Senior Certificate (NSC), provision of the reliable instrument for the NSC and provision of reliable data and feedback on the NSC examinations.

The NAF replaces the Annual National Assessment (ANA) as an indicator reflecting performance objectives. The programmes linked to the NAF will enable a National Report on the monitoring of learning outcomes to be generated each year over the MTEF. The Department will produce a National Report on learning outcomes linked to the NAF.

d)   Urgent implementation of **two years of Early Childhood Development (ECD)** before Grade 1, and the **migration of the ECD delivery of 0 to 4-year-olds** from the Department of Social Development (DSD) to the DBE.

To cater for the two years of ECD prior to Grade 1, section 3 of the South African Schools Act, 1996 (Act 84 of 1996) on compulsory attendance is being amended through the Basic Education Laws Amendment (BELA) Bill to cater for compulsory attendance in Grade RR by learners turning five years of age and Grade R by learners turning six years of age.

The Government Technical Advisory Centre (GTAC) is supporting the DBE and DSD to ensure a smooth and seamless relocation of ECD delivery from the DSD to the DBE; firstly, by conducting the ECD function diagnostic assessment to determine the resources connected to the ECD function in DSD at the national and provincial levels, and any data and assets associated with the ECD function; and secondly, by conducting a readiness assessment for the DBE to receive the ECD function at both national and provincial levels. The diagnostic report was completed at the end of September 2020.

Over the MTEF, the Department will facilitate the following activities as part of the ECD function shift:
• Amendment of the Children's Act;
• Approval of the funding model;
• Approved report on the national census conducted on ECD centres;
• A report on the investigation into the ECD service delivery model and its workforce implications; and
• Operationalise an online National Qualifications Framework (NQF) Level 4 ECD qualification platform.

e)   Complete an integrated **Infrastructure Development Plan** informed by infrastructure delivery and regular maintenance which is resourced.

The School Infrastructure Backlogs Grant is meant 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. Through the Accelerated School Infrastructure Delivery Initiative (ASIDI), the Department will build a total of 81 new schools over the MTEF, provide sanitation to 1 750 schools and provide water to 100 schools.

f)   Work with the departments of Sport and Recreation, Arts and Culture, Health, and the South African Police Services, to teach and promote **Social Cohesion, Health and School Safety**.

The Department implements enrichment and school safety programmes in collaboration with various partners and government departments. These programmes promote physical activity, literacy, arts and culture through education enrichment.

Over the MTEF, the Department will use allocated resources to monitor and support the implementation of sport, social cohesion, arts and culture and school safety programmes in districts and also host national enrichment programmes that support learners. Plans are underway to initiate the school breakfast programme in priority/ nodal districts. A total of 375 schools will be monitored on the provision of nutritious meals.

The Department will monitor the implementation of the School Safety, Social Cohesion and Sports and Enrichment programmes in 75 education districts. Due to the limited number of professionals such as social workers and psychologists in the sector, the Department will continue to build the capacity of learner support agents (LSAs) through the implementation of the Guide for Learner Support Agents (LSAs) and Schools on Providing Psychosocial Support to Learners. Additional skills will be provided to LSAs through a partnership to provide training on the Common Elements Treatment Approach (CETA) in 2021.

The HIV and AIDS Life Skills Education conditional grant is utilised to support the implementation of the DBE's National Policy on HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for Learners, Educators and Support Staff in South African Public Schools.

Signature --
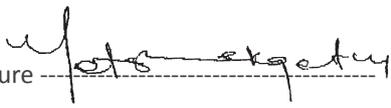
Executive Authority of Basic Education

Accounting Officer Statement

2020/21 has been the most challenging year in the education sector, calling for urgent measures and innovation to deal with the COVID-19 pandemic. The positive change that the COVID-19 brought about was to fast-track digital learning and virtual teaching around the globe. The importance of training teachers and providing them with skills for the 21st century is greater than ever before.

The DBE has committed to support learners and teachers through curriculum recovery as well as psychosocial wellness to be able to cope with the effects of the COVID-19 pandemic. Learning from the 2020 experiences, the sector is more than ready to face the 2021/22 financial year with diverse strategies and plans to ensure that learning time is not lost. The school calendar for 2021 has been gazetted and reflects curriculum recovery plans.

The 2020/21 financial year saw high-level inter-governmental planning and collaboration as well collaboration with the private sector and civil society. Despite COVID-19, the DBE has maintained its focus, strengthened Inclusive Education and improved learning outcomes for children with special needs.

During the development of the 5-year Strategic Plan 2020/21–2024/25, the Department developed outcomes that it will achieve to contribute to the impact statement:

• Maintain and develop the **system of policies**, including the **curriculum** and **assessment**, governing the basic education sector to advance a **quality** and **inclusive**, **safe** and **healthy** basic education system.

The output indicators contributing to this outcome cover the ECD function shift, infrastructure in schools, monitoring of the CAPS and the implementation of the curriculum focusing on skills for a changing world.

In support of expanded ECD, a total of 81 670 practitioners completed the in-service training through the online training courses. The DBE has completed the diagnostic report on the ECD function shift. The Early Learning National Assessment (ELNA) pilot study was conducted in 2020. The Department will complete the amendment of the Children's Act, develop a report on the funding models and conduct the census on ECD centres.

The CAPS for Coding and Robotics for Grade R–9 has been submitted to Umalusi for evaluation and quality assurance as well as for approval for gazetting for public comments. In the new financial year, schools will be monitored when piloting the Coding and Robotics curriculum.

In 2021/22, 18 technical schools will be monitored for implementation of CAPS. 45 000 learners will be targeted for obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year. A total of 3 727 Children/Learners with Profound Intellectual Disability (C/LPID) are expected to be using the Learning Programme for C/LPID. A total of eight districts will be monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12. Nationally,135 schools, (15 per province), will be monitored for implementing compulsory entrepreneurship education. 18 schools (2 per piloting Province) will be monitored for piloting the Coding and Robotics curriculum.

In terms of provision of infrastructure, 21 new schools will be built and completed through the ASIDI,1 000 schools will be provided with sanitation facilities through the ASIDI and Sanitation Appropriate for Education (SAFE) programmes and 100 schools will be provided with water through the ASIDI.

Over and above monitoring conducted by PEDs, the DBE will monitor the provision of nutritious meals at 120 schools. A total of 75 districts will be monitored and supported in the implementation of the National School Safety Framework (NSSF), social cohesion, sport and enrichment programmes. A total of 8 000 learners, educators, parents, School Governing Bodies (SGBs) and other education stakeholders are targeted to be reached through social cohesion programmes.

- Maintain and **develop information** and other **systems** which enable transformation and an **efficient** and **accountable sector**.

The relevant section for the assessments is National Assessments that also deals with the National Assessment Framework (NAF). The indicators that contribute to this output include assessments to measure learning outcomes and the international assessments to monitor trends in learner achievement in Mathematics, Science and Reading.

The TIMSS 2019 results were released on 8 December 2020. During the 2021/22 financial year, the Department will produce a National Report on learning outcomes linked to the NAF.

Based on a sample of 1 000 schools, it is estimated that 95% of SGBs will meet the minimum criteria in terms of effectiveness, and that 100% of these 1 000 sampled schools will produce the minimum set of management documents at a required standard. A total of 11 500 Funza Lushaka bursaries will be awarded to students enrolled for Initial Teacher Education. 500 General Education and Training (GET) test items will be developed in Language and Mathematics for Grades 3, 6 and 9, and 294 question papers will be set for the June and November examinations. It is envisaged that 98% of public schools will be using the South African School Administration System (SA-SAMS). The DBE is working on the modernisation of the SA-SAMS in partnership with the National Education Collaboration Trust (NECT).

- Maintain and develop knowledge, **monitoring** and **research** functions to advance more evidence-driven **planning**, instruction and delivery.

The DBE has consolidated and published a research repository on the DBE website. The repository contains sector-specific research commissioned and conducted within the DBE and the research topics are grouped into themes. The research repository will be updated with the emerging topics.

The DBE has also put together a research agenda to guide and coordinate research undertaken in the sector during the 2019–2024 medium-term period. The agenda sets out the main research questions which are priorities for the Department and the sector as a whole for the next five years. The research agenda will be updated with the reviewed MTSF, taking into consideration the disruptions caused by the COVID-19 pandemic in the teaching and learning space.

The DBE will monitor the implementation of reading norms at 18 schools and the implementation of the Incremental Introduction to African Languages (IIAL) at a further 18 schools. The implementation of the EGRA will be monitored at 18 schools. A total of 32 schools with multi-grade classes will be monitored for their implementation of the multi-grade toolkit. The DBE will produce annual sector reports on the implementation of the National Reading Plan and the availability of readers in public schools.

- Advance the development of **innovative** and **high-quality educational** materials.

Quality reading material, if used effectively, can enhance the effectiveness of teachers in the classroom along with effective ICT infrastructure. The Department will continue to provide support to learners and teachers to enhance learning outcomes through the DBE workbooks for Grades R–9. The Department plans to print and deliver an estimated 58 million workbooks for learners in Grades R–9 for the 2021 academic year.

During 2021/22, three schools per province, 27 in total, will be monitored on utilisation of ICT resources. The DBE will monitor 10 schools for home languages in which Literacy Grades 1–3 lesson plans have been developed for terms 1 to 4. A target of 307 schools with access to electronic devices has been set.

- Conduct **strategic interventions** to assist and develop **provincial education systems**.

The DBE provides oversight, monitoring and support to the PEDs as guided by section 8 (1) of the National Education Policy Act (NEPA),1996 (Act 27 of 1996).The Minister shall direct that the standards of education provision, delivery and performance throughout the Republic be monitored and evaluated by the Department annually or at other specified intervals, with the objective of assessing progress in complying with the provisions of the Constitution and with national education policy, particularly as determined in section 3 (3). In this regard, the monitoring systems have been put in place for the sector to track priority areas. The Standardised Output Indicators (SOIs) have been developed in consultation with the PEDs to ensure uniformity in the sector and to align to government priorities, namely the MTSF. The DBE will continue to ensure uniformity in the sector in terms of tracking the priorities.

The DBE will compile annual sector reports on the number of teachers trained on inclusion, the number of learners in public special schools and the percentage of public special schools serving as resource centres. All PEDs will be monitored on both the implementation of the Performance Management System for school-based educators as well as the Education Management Service: Performance Management and Development System (EMS: PMDS). It is envisaged that at least 60 officials from districts that achieved below the national benchmark in the NSC will participate in a mentoring programme in 2021/22. 96% of District Directors will undergo competency assessment prior to their appointment. District officials will visit 80% of underperforming schools at least twice a year by for monitoring and support purposes. Teacher development will be conducted as per district improvement plans in 60 districts.

- Communicate information to, and **partner with, relevant stakeholders** in better ways.

The Minister has convened quarterly engagements with District Directors to discuss how the education system could be improved, starting from the school level. The strategies discussed at these meetings have yielded results in District Management and the support that Districts provide to schools is improving. Three (3) District Director forums will be held in 2021/22. The Department holds a Basic Education Lekgotla in January of every year, which is attended by the PEDs, teacher unions, school governing body organisations, learner organisations, non-governmental organisations (NGOs), academics and international guest speakers.

Signature_____

Accounting Officer of Basic Education

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

• Was developed by the management of the Department of Basic Education under the guidance of Minister AM Motshekga.

• Takes into account all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible.

• Accurately reflects the impacts, outcomes and outputs that the Department of Basic Education will endeavour to achieve over the period 2020/21.

Vacant
Deputy Director-General: Curriculum Policy, Support and Monitoring

Ms S Geyer
Deputy Director-General: Planning and Delivery Oversight Unit and

Vacant
Deputy Director-General: Office of the Director-General

Mr SG Padayachee
Deputy Director-General: Teachers, Education Human Resources and Institutional Development

Dr GC Whittle
Deputy Director-General: Educational Enrichment Services

Mr D Van der Westhuijzen
Deputy Director-General: Infrastructure

Official Sign-Off

Vacant

Deputy Director-General: Business Intelligence
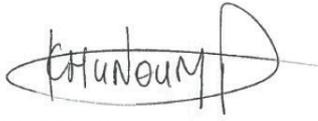
Mr PRM Khunou

Deputy Director-General: Finance and Administration (Chief Financial Officer)

Dr MR Mhaule

Deputy Minister of Basic Education

Approved by:
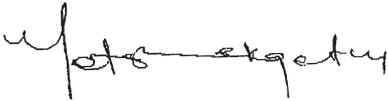
Mrs AM Motshekga, MP

Minister of Basic Education

Part A: Our Mandate

1. Updates to the relevant legislative and policy mandates

a) The Constitution of South Africa, 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.

b) The National Education Policy Act, 1996 (Act 27 of 1996) (NEPA). The NEPA inscribed into law the policies, 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.

c) South African Schools Act, 1996 (Act 84 of 1996). The SASA 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 15 years.

d) 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.

e) South African Council for Educators Act, 2000 (Act 31 of 2000). This Act and the resultant professional council, the South African Council for Educators (SACE), regulate the teaching corps.

f) General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001) (GENFETQA). The GENFETQA provides for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council.

g) 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.

h) The Division of Revenue Act, 2013 (Act 2 of 2013) (DoRA). The DoRA provides for the equitable division of revenue raised nationally and provincially.

i) Public Service Act, 1994 (Act 103 of 1994) (PSA). The PSA 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.

2. Updates to Institutional Policies and Strategies

Basic Education Laws Amendment (BELA) Bill. The DBE has concluded the consultations with the National Economic Development and Labour Council (NEDLAC). The NEDLAC Development Chamber had constituted a Task Team to peruse the Bill and engage with the Department. The DBE and NEDLAC convened seven meetings during the consultation process. After the receipt of the final NEDLAC Report on 21 October 2020, the draft BELA Bill was sent to the Office of the State Law Advisors for a pre-certification opinion. It was also sent to the Presidency for the Socio-Economic Impact System certification.

Regulations pertaining to Special School hostel. The Task Team is looking into the costing of the draft regulations in relation to the provision of infrastructure and the staff component of the hostel facility. Once the process to cost the regulations is finalised, the Task Team will engage National Treasury on the cost implication of the hostel facility.

Admission Policy. The Draft Admission Policy was developed with the assistance of the Department of Home Affairs (DHA) on issues pertaining to undocumented foreign learners. Following the Phakamisa judgement, the DHA was afforded a second opportunity to peruse and submit comments on the revised draft. The DHA supports the revised Draft Admission Policy. The Draft Admission Policy has been referred to the HEDCOM Legal Sub-committee for comments and inputs. A Socio-Economic Impact Assessment System (SEIAS) will be conducted after all stakeholders have been given opportunities to make submissions before requesting the Minister to publish the Draft Admission Policy to call for comments.

Regulations relating to minimum uniform norms and standards for public school infrastructure. The draft amendment to the regulations relating to minimum uniform norms and standards for public school infrastructure has been referred to the HEDCOM Sub-committee on Physical Planning for comments and inputs. Major stakeholders will be afforded an opportunity to comment before the draft is sent out for the public consultation process. The SEIAS will be conducted after the consolidation of comments from stakeholders.

Other Policies, Notices and Circulars:

a) Published directives for the phased-in reopening of schools; and

b) Perusal and submission of comments on leave directives.

Sector Plan: Action Plan to 2024. The *Action Plan to 2024: Towards the Realisation of Schooling 2030* was reviewed and updates made to align it better to the MTSF 2019–2024 and to highlight the COVID-19 impact on learning and teaching. This sector plan was published on the DBE website.

MTSF 2019-2024 Revision. The MTSF is a government 5-year programme of action. The MTSF 2019-2024 is led by the Presidency and the Department of Planning, Monitoring and Evaluation (DPME). The DMPE has submitted the MTSF revisions for Cabinet Approval. The details of the revisions are captured on Annexure A (Amendments to the Strategic Plans). Substantial work has been done through working with the Provincial Education Departments to strengthen the MTSF alignment in the sector. In this regard, 7 PEDs have formally adopted the 2021/22 Standardised Output Indicators and the two remaining provinces are Western Cape and Mpumalanga. To deepen the focus in the sector, the DBE will continue to work on the following areas:

a) Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools.

b) Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training.

c) Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering and computing.

COVID-19 impacted on the implementation of the MTSF and most of the government's programmes. The impact of COVID-19 coincided with an economy already in recession, which has worsened in-year. The key is to learn lessons from the pandemic and to improve the delivery capability of the state to support recovery. The intention is to integrate all key plans into a results-

based framework through the MTSF. This will assist with coordination and ensure that important interventions and milestones are monitored to support delivery and accountability. Due to the impact of COVID-19, the School Infrastructure Backlog Grant (SIBG) budget was reduced resulting in reduced targets for new schools built,59 over the MTEF, provision of sanitation 1 750 over the MTEF and water 100 for 2021/22.

The National Treasury has reduced the SCMP budget allocations over the next three-financial years: 2021/2022; 2022/23 and 2023/24. As a result of budget cuts, the Department has reduced learner targets from 60 000 in each of the three financial years, to 45 000 in 2021/22, 50 000 in 2022/23, and 55 000 in 2023/24. The budget cuts will hamper the Department's ability to effectively: facilitate support through face-to-face classes in Provinces; supply LTSM resources to all registered learners; coordinate the skills development programmes for the NEET Group; and to cater for people with disabilities.

Over the MTEF, R3.6 billion has been allocated in the Curriculum Enhancement Programme. Due to cabinet reductions, for the 2022 academic year and beyond, the DBE will not be able to print and distribute workbooks to schools for Grades 1 to 3 Life skills workbooks to quintiles 4 and 5 schools due to Cabinet having approved reductions amounting to R93 million over the MTEF period on allocations for workbooks.

3.   Updates to Relevant Court Rulings

EQUAL EDUCATION V MINISTER OF BASIC EDUCATION AND OTHERS

The Department received a court application on 12 June 2020 for an order that the decision of the Minister that the National School Nutrition Programme (NSNP) would not be rolled out to all learners when public schools re-opened be declared to be unlawful and set aside. Furthermore, the court was requested to grant a structural interdict that the Minister and Members of the Executive Council (MECs) file a plan with the court within ten days of the court order to indicate how the NSNP would be rolled out to public schools and to learners who attend school at home. The court was also requested to order, as part of the structural interdict, that the Minister and MECs provide a report on the progress with regard to the roll-out of the NSNP to public schools within fifteen days following the court order and every fifteen days thereafter. The judgement was delivered on 17 July 2020 and the structural interdict was granted.

The court directed that the Minister, within ten days of the court order, file a plan with the court under oath and provide a copy to the Applicants, showing how she will ensure that the MECs carry out their duties without delay with regard to the roll-out of the NSNP to learners at school and those that study away from school at home. The plan must also specifically indicate:

(i)   what steps she has taken to ensure that MECs provide food to all qualifying learners during the State of Disaster without delay;

(ii)   what further steps she will take in that regard; and

(iii)   when she will take each step.

In addition to the above, the Minister must file a report under oath every fifteen days from the date of the order until the order is discharged by the court on the steps she has taken to give effect to the order.

The court also directed MECs to file a plan and programme with the court under oath, within ten days of the order, on how they will comply with their duties. This plan must specifically indicate:

(i)   in respect of each school under their jurisdiction, when the qualifying learners will receive a daily meal under the NSNP, whether they are at school or studying at home as a result of the COVID-19 pandemic;

(ii)   what steps they have taken to achieve this;

(iii)   what further steps they have taken to implement that plan and programme; and

(iv)   when each such step will be taken.

MECs are also required to file a progress report under oath with the court within fifteen days of the order setting out the steps they have taken to implement the plan and programme, when they took such steps and how many learners in each district of their area of jurisdiction are receiving and how many are not receiving a daily meal in terms of the NSNP.

The court order required the plan to be filed within ten court days of the order. The Department complied with the order and filed the plan on 31 July 2020.The first report was submitted to the court and the Applicants on 7 August 2020.The second and third progress reports were filed on 31 August 2020 and 21 September 2020 respectively.

CENTRE FOR CHILD LAW V MINISTER OF BASIC EDUCATION

The Applicant is the Centre for Child Law. The Applicant applied for an order that the Directions issued by the Minister on 23 June 2020 be declared invalid to the extent that they did not provide for the following:

(i)   Guidelines for learners with severe and profound mental disabilities, physical disabilities and learners who have epilepsy;

(ii)   Additional infrastructure capacity to ensure social distancing for learners at special school hostels; and

(iii)   That learners with special education needs should be provided with learning and teaching support material and assistive devices.

The Department entered into negotiations with the Applicant and it was agreed that the Directions be amended to include the aspects indicated in the application.

In terms of the settlement agreement, which was made an order of court on 4 August 2020, the DBE must amend the Directions within three weeks of the order to include the aspects agreed in the settlement agreement. The DBE thereafter had an additional three weeks to consult with stakeholders and to publish the Directions.

In terms of the court order, the Department had to revise the Directions to provide guidelines for learners with physical disabilities, intellectual disabilities, epilepsy and severe to profound intellectual disabilities ('the excluded categories'); and prepare a draft amendment to paragraph 9 of the Directions to:

(i)   address the readiness to open of special school hostels which cater for the excluded categories;

(ii)   remove the requirement that special school hostels are required to close in their entirety leading to no learner being permitted on the premises of a hostel once it exceeds the number of learners who can be accommodated while observing the social distancing rules;

(iii)   make provision for additional infrastructure capacity to be provided to special school hostels where alternatives do not provide for the reasonable accommodation needs of learners with disabilities residing in school hostels;

(iv)   prepare a draft amendment of the Department of Basic Education Guidelines for Schools on Maintaining Hygiene during the COVID-19 pandemic ('the DBE Guidelines') to provide measures designed to ensure the health and safety of learners with disabilities at schools, hostels and offices; and

(v)   prepare a draft amendment to sub-paragraph 8(8) of the Directions to provide guidance to the Heads of Department to ensure that learners with disabilities who are not able to return to school are provided with appropriate learning and teaching support material, assistive (i.e. education-specific) devices and therapeutic services to access basic education while they remain at home.

The Directions were published in Government Gazette No. 43715 of 15 September 2020.

Part B: Our Strategic Focus

4.   Updated Situation Analysis

The strategic direction of the Department is derived from the government's plans and priorities, namely the National Development Plan (NDP), Medium-Term Strategic Framework (MTSF) and the State of the Nation Address (SoNA). Furthermore, the strategy of the Department is guided by the NEPA, the draft sector plan '*Action Plan to 2024'* and the sector priorities and the Minister of Basic Education's budget speeches.

4.1   External Environment Analysis

4.1.1   Introduction

This situational analysis begins by considering the longer term-historical context which remains an important backdrop for planning going forward. A Theory of Change for how educational improvements will happen is presented below. This serves to highlight a number of critical areas to focus on during planning. Thereafter, a situational analysis of the various phases of schooling is provided: Early Childhood Development, the Foundation Phase, the Intermediate and Senior Phases, and the Further Education and Training Phase. The themes of redress, access, quality, equity, inclusivity and efficiency are used to focus the discussion of each phase. Key areas of innovation are also considered. Lessons from research and evaluations are incorporated throughout the analysis. It should also be noted that the General Household Survey (GHS) School Management Survey are used as data sources, due to one-year time lag for GHS and two-year lag for SMS, data is for the previous years.

Finally, the implications of the COVID-19 pandemic for the basic education sector situation and planning are considered. Since March 2020, the majority of countries in the world have experienced school closures due to the COVID-19 pandemic and this has had dramatic implications for schooling.

4.1.2   Historical Context

The apartheid legacy of division by race and language is still strong and is reinforced by economic inequalities in the democratic era. The schooling system has a critical role to play in healing the divisions of the past, fostering a sense of South African nationhood and, above all, providing education opportunities that will break down the deep inequalities that pervade South African society.

It is increasingly recognised that part of the current challenge relates to what has been referred to as the work of decolonising education. This understanding should guide a process of healing that affirms equality, undoes the marginalisation of African culture and privileging of values brought about by colonisation and apartheid, and moves beyond the confines of a Eurocentric world view and curriculum.

Apartheid education was characterised not only by the racial segregation of learners, but also segregated education for learners with disabilities and, for the majority of black learners with disabilities, education only up to the equivalent of Grade 7. Segregated education also characterised the training of teachers, where different 'racial' groups of teachers experienced training that was different in terms of its resourcing, quality and ideological thrust. Individual teachers, teacher unions, universities, NGOs and governments have done much work over the years to erode the apartheid teacher training legacy through in-service training programmes and the promotion of common values. Yet, this apartheid legacy persists and will need to be considered in the design of in-service training and in the way training programmes target teachers for many years to come.

Per learner spending by the state under apartheid was highly unequal and differentiated by race and ethnicity. Even towards the end of apartheid, in 1994, spending on every white learner was still about 4,5 times higher than on a black African learner. Public spending per learner was only fully equalised around 2000. However, the legacy of inequality with respect to many years of unequal expenditure remains, both in terms of backlogs in physical capital (such as school buildings) and human capital

(largely due to the unequal teacher training legacy mentioned above). Allowing school fees in public schools has often been referred to as the cost of maintaining an inclusive public school system serving a broad range of South African society. Indeed, by developing country standards, the size of South Africa's independent school sector is small. These historical factors make South Africa's school funding system complex and unique in many ways. A key challenge will continue to be improving equality in a public school system that operates within a highly unequal society. Reducing inequality in basic education, especially with respect to the skills learners leave school with, is fundamental to bringing about a more equal society. A priority is also to provide inclusive education that enables everyone to participate effectively in a free society.

The legacy of land dispossession and forced resettlement has shaped the human geography of South Africa and influenced the location of schools. Schools in former 'homelands' account for just under half of all public school enrolments and face a particular form of poverty characterised by the inaccessibility of public facilities and jobs. To a large degree, quintiles 1 to 3 of the five socio-economic quintiles cover the schools in question, meaning that many of the quintile-specific interventions by government are attempts to address the specific needs of rural schools.

The legacy of colonialism persists through the dominance of colonial languages. In South Africa, English, though only spoken by about 4% of public school learners as a home language[1], is the predominant language of the textbooks used in classrooms, as well as in the system's policy documents. There is compelling research indicating that young children learn best if, during the first few years of their schooling, key concepts, especially literacy and reading skills, are taught in their home language. But beyond these pedagogical considerations, promoting all languages in the education system is a matter of national pride and of liberation.

Finally, South Africa has inherited a tradition of associating success (and value) in education with a university qualification. While university studies are obviously valuable, alternative educational pathways have not received the focus they deserve. In particular, vocational training options within schools and beyond basic education were not sufficiently available and when available, were undervalued by many teachers and parents. This is partly a symptom of the history of unequal access to both university and vocational training under apartheid and the legacy of race-based job reservation. Today, in the National Senior Certificate examinations, white learners are six times as likely as black African learners to take one or more of the four key technical subjects.[2] Going forward, there is a need to provide learners with better access to vocationally-oriented subjects and for schools to play a more proactive role in alerting the youth to new training and job opportunities so as to move away from the notion of university studies as the sole post-school study option.

4.1.3   Our Education Theory of Change

In developing our plans, our assumptions of improvement in learning outcomes over the last two decades have been disrupted as a result of COVID-19. However, our commitment to quality education and to reducing inequality through schools remains. Schools' safety, health and nutrition are now more important than ever. Effective teaching and maintaining ECD participation and learning outcomes are extremely important to overcome the effects of COVID-19 in our sector and in our country. We know that the social and economic impacts of the pandemic will affect communities, teachers, learners and parents. We have to improve learners' opportunities in life and in the future in spite of COVID-19.

Interdepartmental collaborations have been particularly useful, including the partnership with the Department of Health on learner well-being, and the Department of Social Development on ECD and provision of support to vulnerable learners.

Developing a theory of change can be an extremely detailed and complex process, even when only looking at a single programme or policy. Therefore, a theory of change for the entire basic education system will inevitably be a simplification of reality, yet also a useful tool to understand and explain important processes that facilitate educational change. The diagram below depicts the DBE's understanding of how better-quality schooling will be achieved.

---

1   Analysis of 2016 Community Survey microdata.
2   Engineering Graphics and Design, Civil Technology, Electrical Technology, and Mechanical Technology.

Department of Basic Education

Figure 1: Theory of Change

A THEORY OF CHANGE FOR QUALITY BASIC EDUCATION
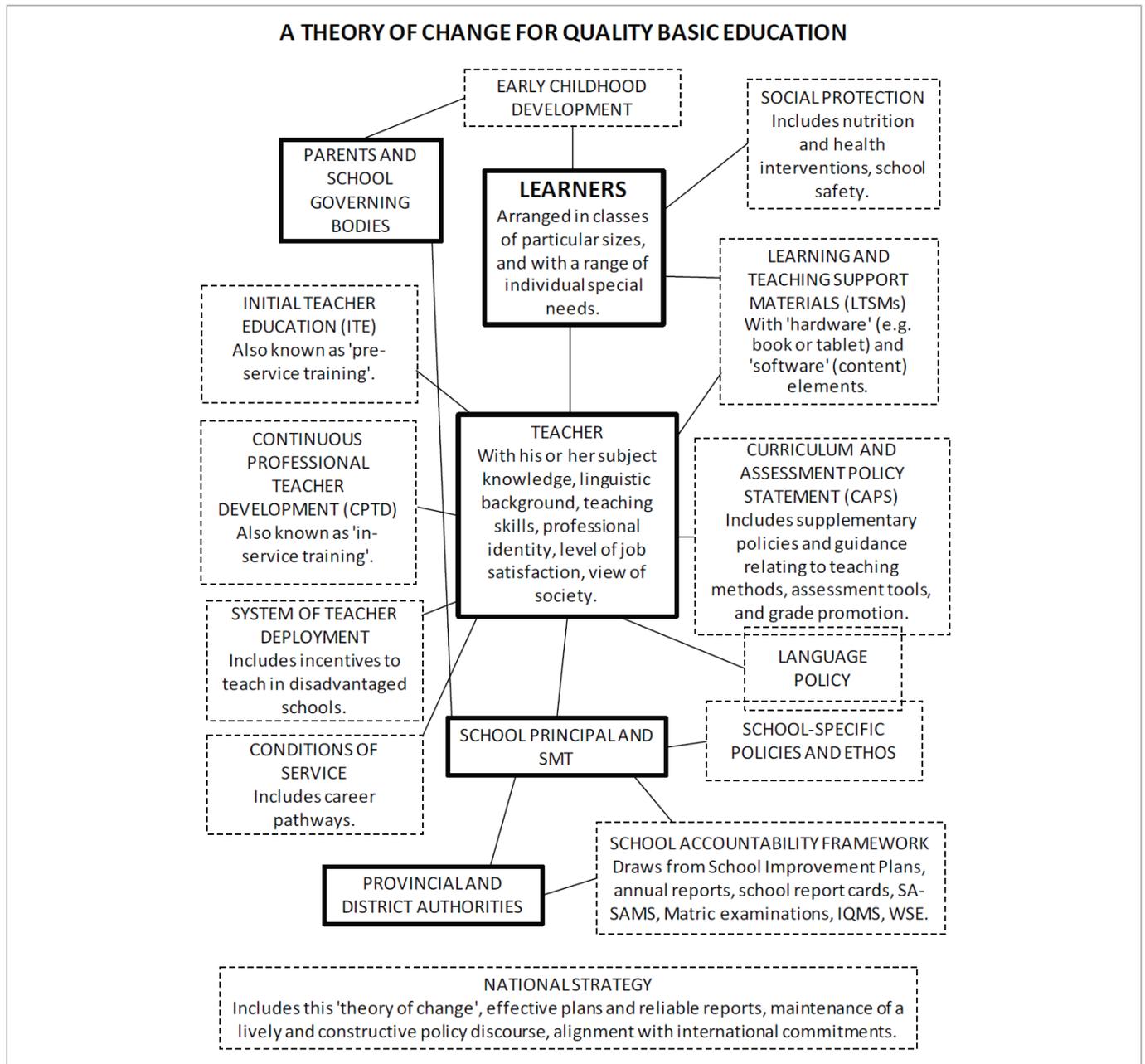
The theory of change is about improving learning in a manner that improves the learner's opportunities in life through the acquisition of foundational language and numeracy competencies and, beyond that, specific subject knowledge and life skills. Figure 1 is deliberately a simplification of what is a far more complex system. The following points will assist in clarifying some of the complexities either simplified or omitted from the diagram.

Direct change factors

School infrastructure was excluded, partly because the evidence on the impact of specific classroom designs on learning is mixed and partly because basic elements of school infrastructure such as decent toilets have relevance beyond the matter of effective learning, as they also involve the fulfilment of basic human rights.

ECD is intentionally at the top of the diagram, reflecting increasing evidence of the importance of health and psychosocial interventions during a child's earliest years for subsequent learning in school. For example, at the most basic level, around one-fifth of children have suffered stunting due to poor nutrition, which could result in lasting impairments in their ability to learn.

Once in school, a learner's chances of learning are strongly influenced by three key classroom factors: the capabilities of the teacher, the availability of Learning and Teaching Support Materials (LTSMs) and class size. Moreover, particularly for learners from poorer households, a nutritional meal provided by the school plays a major role in learning ability.

Initial Teacher Education (ITE) is meant to provide teachers with the professional grounding needed for effective teaching. There is some evidence to suggest that this element of the system has improved in the last two decades. However, around two-thirds of teachers currently working in public schools received their initial professional training before the reforms of the early 2000s, and it is only around 2038 that we expect all teachers to have a post-reform ITE background. This makes it especially important to offer Continuous Professional Teacher Development (CPTD) to enable teachers to update their skills, in part because teaching methods evolve as new technologies emerge.

The availability of effective LTSMs relies in part on investments in the development of good content and in part on funding, distribution systems and technologies that make texts accessible to learners. The development of LTSMs is not a straightforward matter, and not all LTSMs are equally effective in different linguistic, socio-economic and cultural contexts. The positive impacts of LTSMs are likely to be enhanced if learners take materials home. It is also important for teacher support strategies to help teachers to integrate the effective use of LTSMs into their lessons.

While there is important research from around the world showing that changing average class sizes only makes a small difference to what learners learn, it must be noted that this research tends to deal with class sizes that are much lower than in many South African schools. The large size of South African classes is particularly worrying at the primary level where individualised attention to learners is important. According to TIMSS data, one in seven Grade 5 learners is in a class with 50 or more learners.

Indirect change factors

Other elements in the diagram may not impact as directly on the classroom as the elements referred to above, but they remain vital change factors.

South Africa's conditions of service for educators are determined nationally. These conditions play a large role in influencing who chooses to take up teaching as a profession and whether the best teachers remain in the public system. It is important to develop clear and logical career pathways for teachers, including opportunities for advancement with respect to pay, responsibilities and professional self-fulfilment. Much work is needed to improve existing career pathways; for instance, through a better focus on the role of senior teaching positions such as those of school-based 'Heads of Department', and a more transparent process of promotion into management posts. Budget constraints in recent years have underlined the importance of better costing methods and better cost projections to inform conditions of service and career pathway policies.

The system of teacher deployment includes the 'post-provisioning' policy governing how enrolment numbers are used to generate each school's entitlement to publicly paid educator posts, and a complex system of redeployment which moves 'excess' teachers with fewer years of experience first, giving these teachers some say as to where they move, and schools some say as to who they appoint as a new teacher. The system works better in some provinces than in others. A crucial element of any deployment system should be incentives to teach in disadvantaged schools. While policy for such incentives exists, it is not widely implemented and is due for review.

The CAPS describes what should be taught in each subject and grade and, to some extent, how. It moreover explains how teachers and schools should assess learners. There are aspects of the CAPS that need to be expanded, including a critical need to provide Foundation Phase teachers with better guidance and materials to help them teach reading. Improving the availability of good assessment tools for teachers is a critical area. Schools need better formative assessment (assessment for learning) in schools throughout the school year, in addition to the summative assessments of learning that often occur twice a year.

Learners who speak one of the nine indigenous African languages at home generally experience a dual disadvantage: not only do they usually begin learning in an unfamiliar language in Grade 4, usually English, they also tend to come from more socio-economically disadvantaged households. To facilitate a better transition in the Language of Learning and Teaching (LoLT), more support will be needed to improve the teaching of English First Additional Language (EFAL) in the Foundation Phase. Perhaps even more importantly, more support will be needed to improve the teaching of Home Language Literacy in the Foundation Phase because it is a child's home language skills that are used to learn a second language. Furthermore, the DBE will investigate ways to ensure that the home language resources of children are drawn upon to a greater extent in Grade 4 and beyond. This is aimed at allowing language to be viewed as a positive resource to help our children learn rather than a barrier to learning.

Principals, supported by their School Management Teams (SMTs), need to play a stronger instructional leadership role as agents of change in the schooling system. Managers need to pay more attention to how teachers teach and how academic improvement over time for the school as a whole is monitored, keeping in mind that the national improvement in learning outcomes envisaged by the NDP is the sum of improvements brought about in each of several thousand schools across the country.

While schools are accountable to districts and the provincial authorities, there is a need for a holistic school accountability framework to bring together the various strands and identify critical gaps to effect educational improvement. Existing school accountability elements include the annual school improvement plan, school annual report, the increasing use of the SA-SAMS and the Whole School Evaluation (WSE) programme run in certain provinces.

The DBE is introducing a Grade 9 GEC, as proposed by a Ministerial Task Team in 2014. The primary purpose of the GEC would be to facilitate subject choices beyond Grade 9 and articulation between schools and TVET colleges as a low-stakes feature of the school accountability system.

Strengthening the accountability of the approximately 14 800 public primary schools with no grade above Grade 7 and their principals remains a key challenge. The NDP notes the need for 'reliable measures' of primary school performance. A 2017 agreement with teacher unions focuses on establishing the Systemic Evaluation programme that would include testing samples of Grades 3, 6 and 9 learners every year. This would permit highly accurate monitoring of whether learning outcomes were improving at provincial and national levels. This sample-based testing is likely to produce more accurate system-level trends than a testing system covering every school. There would still be a need to monitor the levels of performance and trends of all primary schools with reasonable accuracy.

Depending on the definition of poverty used, between a quarter and half of South Africa's learners come from poor households. Poverty involves many factors impacting negatively on learning, including an inability to pay for transport to school or for a school uniform, weak capacity of parents or caregivers to provide educational support and a variety of social problems in the home. Policies dealing with nutrition, scholar transport, safety in schools and the identification of especially vulnerable children, among others, contribute to the social protection offered by the schooling system to mitigate the effects of poverty.

Districts play a critical role in managing support to schools and teachers and the accountability of schools. Their support functions span many areas depicted in the diagram above, including professional teacher development, teacher deployment, LTSMs and school governing bodies. As emphasised in the NDP, districts and schools are mutually accountable. Schools are accountable to districts for effective use of the available resources and districts are accountable to schools for providing quality support services.

A national strategy to bring about quality basic education is needed, as articulated in the NDP and the DBE's Action Plan. The national strategy must be a living one, characterised by a lively and constructive policy discourse, informed by reliable information produced by government and non-government players. All this could profoundly influence the mood in the sector and trust between stakeholders, which inevitably impact on what happens in schools and classrooms. The key element which the DBE will prioritise is the new Systemic Evaluation programme that was expected to become fully operational in 2020. This programme focuses not just on learning outcomes, but also on the multitude of contextual factors. Importantly, the programme will enable South Africa to report against the United Nations (UN) Sustainable Development Goals (SDG) indicators dealing with the attainment of proficiency levels among children.

4.1.4   The Demographic and Spending Trends

A large increase in Grade 1 enrolments, particularly in 2011, followed by a large Grade 2 increase in 2012, and so on up the grades, were reflections of serious and unexpected demographic shifts. It is now clear that the number of births per year rose to a new level during the 2003–2005 period. The reasons for this are not fully understood, but the evidence suggests the principal cause was easier access to antiretroviral treatment. Whatever the cause, the schooling system had to deal with an unexpectedly large inflow of children. For instance, Grades 1–3 enrolments increased by 12% between 2010 and 2017, while Grades 4–7 enrolments increased by 10% between 2013 and 2017. In addition to these, large enrolment increases were seen in Grades 10–12, not as a result of the rise in births, but due to lower dropout rates from the upper secondary level.

4.1.5   Inclusivity

The NDP envisages an education system that will build an "inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities" (NDP, p. 296). The DBE aligns itself with the social justice principles of access, redress, equity, efficiency, quality and inclusivity. Our policy obligations include the establishment of effective management, policy, planning and monitoring capacity to guide and support the development of an inclusive education and training system. This includes ensuring that learning difficulties are not only perceived as residing within a learner, but also within various aspects of the system. Table 1 shows that progress has been made in ensuring inclusivity in the basic education system. Learning losses due to COVID-19 threaten the improving picture of equity in the schooling system.

Table 1: Access to Education for Learners with Disabilities

Growth Area	2002	2018
Number of special schools	295	501 (447 Public, 54 Independent)
Learner enrolment in special schools	64 000	93 699
Number of full-service schools	30	848
Number of learners with disabilities in public ordinary schools	77 000	121 461
Number of children with severe to profound intellectual disability supported in special care centres	Implementation started in 2018	6 654

Source: EMIS data for 2019.

4.1.6   Early Childhood Development

With the President's recent pronouncements about the migration of more ECD services to the DBE, this sub-sector became a top priority for the next five years. It is important to note that expanded access to ECD opportunities has been an area of redress where much was achieved in the last two decades. Schools-based Grade R attendance of the aged 5 cohort increased from 13% to 72% between 1999 and 2017. Tables 2 and 3 below indicate substantial improvements in attendance of ECD facilities of 3 to 4-year-olds and 5 to 6-year-olds since 2009. However, more work clearly needs to be done in certain provinces, especially KwaZulu-Natal and the Northern Cape, to improve access to ECD opportunities among 3 to 4-year-olds. The loss of household income and jobs as a result of the COVID-19 pandemic could reduce the numbers of learners participating in ECD. This is a risk that has to be mitigated against.

Table 2: Percentage of 3 to 4-year-olds attending ECD Facilities by Province, 2009–2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
WC	44,1	54,8	53,7	59,1	62,5	61,9	61,7	54,6	61,4	68,4
EC	56,7	57,0	59,3	63,1	62,1	66,0	58,5	56,9	63,0	64,3
NW	38,8	37,3	42,1	46,2	53,8	60,4	51,4	62,4	53,8	58,5
FS	62,8	53,7	66,1	71,5	82,8	80,0	76,8	67,8	78,4	73,1
KZN	39,9	42,0	39,6	41,5	54,4	58,3	51,8	49,2	46,7	45,1
NC	39,1	46,6	49,1	55,8	56,1	55,3	59,6	55,6	58,5	54,0
GP	66,6	66,4	67,2	73,3	79,7	83,2	80,0	76,8	76,3	76,1
MPU	46,7	50,1	54,0	51,0	56,7	53,5	54,6	61,4	58,5	62,9
LP	54,4	56,4	65,1	65,0	68,3	68,9	69,7	68,0	70,4	71,6
Total	**50,9**	**53,4**	**55,8**	**58,9**	**64,7**	**66,6**	**63,3**	**61,0**	**62,4**	**63,7**

Sources: Statistics South Africa, General Household Survey (GHS), DBE own calculation.

Table 3: Percentage of 5 to 6-year-olds attending Educational Institutions by Province, 2009–2018

Province	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EC	89,6	94,7	93,9	94,9	95,2	95,3	94,0	95,8	96,1	93,1
FS	90,6	86,8	88,7	92,0	91,2	93,7	92,2	94,1	95,9	98,2
GT	87,6	91,5	90,0	90,5	90,2	91,9	94,6	93,1	94,5	92,1
KZN	81,9	89,1	87,3	86,4	88,9	92,0	89,5	88,8	89,5	89,2
LP	95,5	97,6	96,7	96,2	97,6	95,9	97,1	97,0	98,6	97,7
MP	88,7	82,9	90,9	91,5	87,9	92,7	92,5	94,3	91,8	90,2
NC	80,9	87,9	86,9	81,2	91,0	88,5	85,8	89,4	90,0	87,6
NW	77,0	83,5	90,4	93,0	90,2	86,4	91,3	92,7	86,8	91,1
WC	87,0	81,3	83,9	83,6	83,9	81,8	85,7	90,9	83,9	85,2
National	**86.8**	**89,6**	**90,1**	**90,3**	**90,6**	**91,5**	**92,1**	**92,9**	**92,4**	**91,6**

Sources: Statistics South Africa, General Household Survey (GHS), DBE own calculation.

Figure 2 indicates that, in most provinces, educational attendance among 5 to 6-year-olds is not lagging too much for children with a disability, although more work needs to be done in Mpumalanga.

Figure 2: Percentage of 5 to 6-year-olds with Disabilities and those without Disabilities attending Educational Institutions by Province, 2014–2018

	EC	FS	GT	KZN	LP	MP	NC	NW	WC
Not disable	93,9	94,6	91,3	89,4	96,7	93,4	90,5	89,6	85,2
Disable	90,7	89,5	85,4	81,6	92,8	69,0	83,5	84,3	80,4
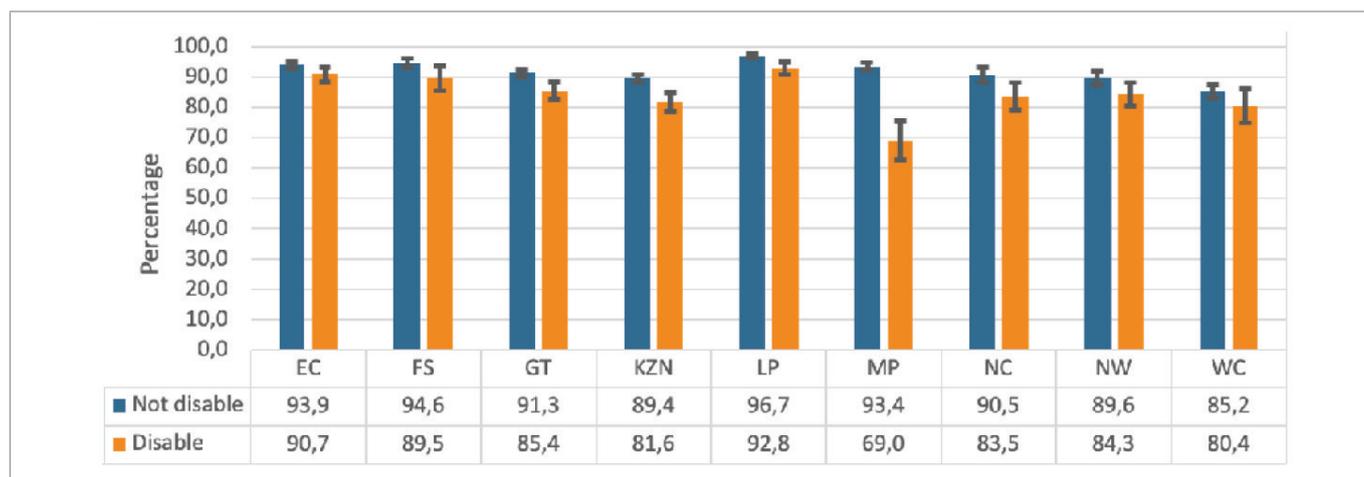
Sources: Statistics South Africa, General Household Survey (GHS), DBE own calculations. Note: Data for 2014 to 2018 was pooled to overcome small sample challenges.

There have been concerns about the quality of both Grade R and pre-schooling. An evaluation of schools-based Grade R as it existed in the 2005–2011 period was commissioned by the government and published. This evaluation revealed a low impact of Grade R in quintile 1–3 schools. The quality of school-based Grade R is likely to have improved in subsequent years following the introduction of national workbooks and other materials in this grade, but the variable quality of Grade R remains a crucial equity concern going forward.

4.1.7   Foundation Phase

Participation in Foundation Phase schooling has now become nearly universal in South Africa. About 99% of children 7 to 13 years old attend school, according to 2018 GHS data. Primary school completion rates are now estimated to be about 95%, as Table 4 below shows. These achievements can be attributed to a number of pro-poor schooling policies and programmes, such as no-fee schooling and the NSNP. The percentage of learners benefiting from the NSNP increased from around 70% in 2010 to around 82% in 2018. The highest proportions of learners benefiting from the NSNP are from those provinces regarded as mostly rural and where the nutrition need is the greatest.

Table 4: Percentage of 16 to 18-year-olds who have completed Grade 7 and above by Population Group, 2009–2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
African/Black	89,7	91,0	92,0	92,4	93,7	94,0	94,0	93,6	94,7	94,5
Coloured	94,9	97,2	95,6	97,4	95,4	94,6	95,2	94,5	95,2	95,5
Indian/Asian	99,2	97,8	98,1	100,0	96,5	97,8	96,1	98,3	100,0	100,0
White	98,2	98,2	97,0	98,9	99,2	99,8	98,7	100,0	100,0	98,9
Total	**90,9**	**92,2**	**92,8**	**93,4**	**94,2**	**94,4**	**94,4**	**94,1**	**95,2**	**94,9**

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

The focus in the Foundation Phase is now shifting to issues of learning quality. In particular, it is being recognised that foundational learning in literacy and numeracy, which is essential for later learning, is lacking in many schools. The PIRLS of 2016 and the TIMSS of 2015 provided internationally respected measures of learning trends over time and these studies indicated that large proportions of South African children reach Grade 4 without having learned to read for meaning and Grade 5 without achieving basic numeracy proficiency. These outcomes at Grade 4 and 5 are a reflection of the quality challenges that persist in the Foundation Phase.

Evidence has been mounting globally of the importance of reading acquisition of children in the initial grades and which interventions would best improve the situation. Ground-breaking research in South Africa – the EGRS – was undertaken in recent years by the DBE, working with partner organisations, to produce South Africa-specific knowledge about early grade reading. The study confirmed that better reading skills among learners could be achieved through better materials (specifically lesson plans and graded reading materials in the African languages) and teacher training in how to implement the curriculum. Importantly, the EGRS tested various in-service teacher training methods and concluded that certain approaches involving some individualised coaching were preferable and not prohibitively costly. Details on the EGRS were made available in a series of published reports. Initiatives to scale up the implementation of what was found to work through the EGRS are being incorporated into a newly developed sector reading plan.

A combination of rising learner enrolments and above-inflation wage increases in recent years has put the basic education sector under tremendous financial pressure. One effect of this has been to worsen learner-educator ratios, especially in primary schools. A related matter is that grade repetition rates remain high, even in the Foundation Phase. In Grade 1 around 15% of learners are repeating, while the figure is around 10% for Grades 2 and 3. Grade repetition contributes significantly to higher class sizes. Several South African education experts have argued that making learners repeat in the Foundation Phase does more harm than good. It has been suggested that experiences in countries such as Brazil, which have recently opted for automatic grade promotion at the primary level, should be examined.

4.1.8   Intermediate and Senior Phases

Participation in the Intermediate and Senior Phases of schooling has increased in recent years and this has served to reduce historical inequalities. Table 5 shows that Grade 9 completion rates have continued to increase since 2009 with a narrowing of the gaps between population groups.

Table 5: Percentage of 19 to 21-year-olds who have completed Grade 9 and above by Population Group, 2009–2018

Population Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
African	81,5	84,3	83,5	84,7	84,7	85,3	86,0	87,8	89,0	89,8
Coloured	86,4	84,7	86,7	84,6	82,1	82,5	83,3	87,9	87,7	89,0
Indian	98,2	97,8	93,5	94,4	93,4	99,5	100,0	100,0	100,0	96,2
White	99,6	99,9	96,1	97,5	95,7	98,2	96,2	96,9	98,6	96,7
Total	**83,4**	**85,7**	**84,8**	**85,8**	**85,4**	**86,2**	**86,7**	**88,6**	**89,6**	**90,2**

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

At the heart of development in the schooling sector must obviously be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, have improved for many years.

The following graph outlines past achievements and what government targets envisage for the future, in terms of the TIMSS[3] Grade 9 mathematics tests. When ambitious TIMSS targets extending to 2025 in Action Plan to 2014 were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world. This put South Africa on track to achieve its long-range TIMSS targets. By 2019, South Africa had reached almost exactly Botswana's 2015 level of performance (Botswana also tests Grade 9, but did not participate in TIMSS 2019). Assuming that past improvement trends continue, South Africa is set to reach, by around 2025, a level of performance seen in Grade 8 in Thailand in 2015, and would surpass Malaysia's 2019 level by 2030. These further improvements are of course not guaranteed, especially in the context of the COVID-19 pandemic, but sustained dedication to the activities outlined in the DBE's plans, and the NDP, would improve the chances of reaching the targetsFigure 3: Past and envisaged educational quality trend for South Africa

---

3   Trends in International Mathematics and Science Study.

Figure 3: Past and envisaged educational quality trend for South Africa
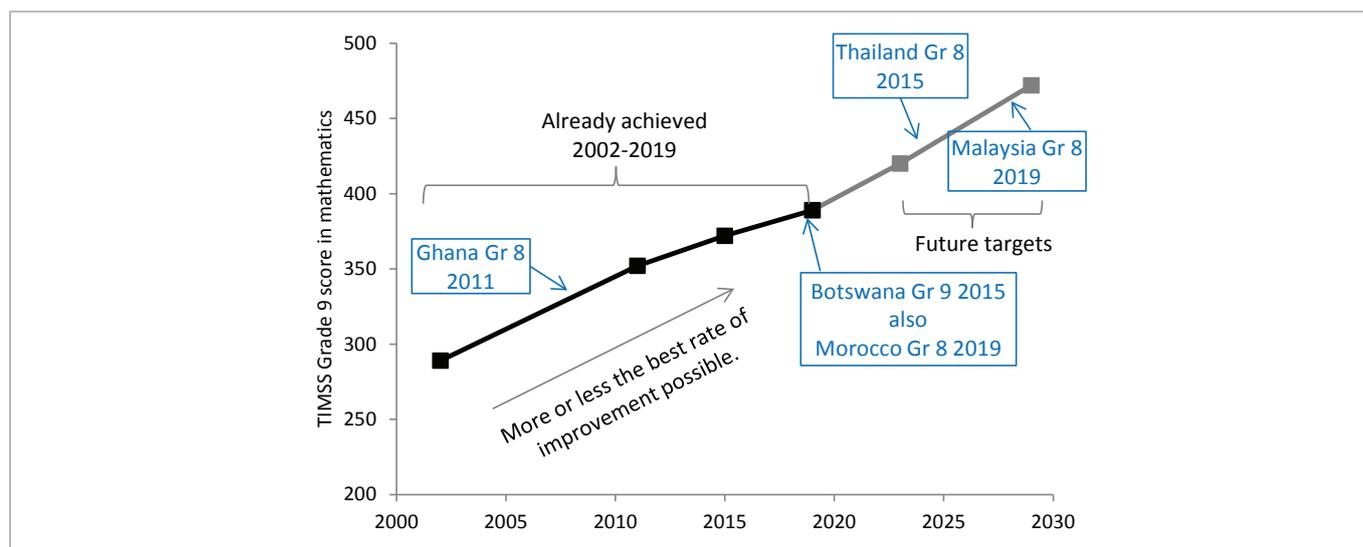
Sources: Points indicated in the graph, South African and other, are from official TIMSS reports, with one exception, namely the 2002 Grade 9 figure for South Africa, which are from South Africa's own 2011 TIMSS report.

Note: All the South Africa points refer to Grade 9. The 2002 Grade 8 average was 264, 21 points below the Grade 9 average for the same year, but this Grade 8 figure is not reflected in the graph. The 2023 target of 420 is from the 2019 to 2024 MTSF five-year plan. The 2029 target of 472 appears in Action Plan to 2019.

TIMSS science results reveal similar patterns to TIMSS mathematics. As shown in the Department of Basic Education's *Action Plan to 2024,* South Africa's TIMSS **gains have been strongest among the most disadvantaged learners**, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators.

Improvements in Grade 12 in the long run depends on what happens at the primary level now. **SACMEQ**[4] **and PIRLS**[5] **results at the primary level** are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to past improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS mathematics improvements in Grade 9 for 2002 to 2019 came to 0.07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 mathematics, according to SACMEQ, came to a similar 0.06 standard deviations a year. The figure for PIRLS Grade 4 reading, following a PIRLS correction detailed in *Action Plan to 2024*, for the period 2006 to 2016, is 0.07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Disappointingly, the 2015 to 2019 **TIMSS Grade 4 mathematics trend** displayed no improvement. This is the most recent trend available from the international programmes at the primary level. This is concerning. The reasons behind this absence of progress are being investigated by the DBE.

Although it is impossible in any scientific way to attribute these improvements to specific interventions and social trends, new policies and successes in implementing these policies indicate five likely drivers of change in the sector:

(1)   Increasing access to Grade R and pre-school below Grade R;

(2)   The CAPS tools designed to facilitate the implementation of the curriculum in the classroom;

(3)   Better access of learners to high-quality books, such as the national workbooks;

(4)   More focused assessment practices; and

(5)   Improved subject knowledge among newly graduated teachers.

While further improvements in learning outcomes are of course not guaranteed, sustained dedication to the activities described below and outlined in sector plans and the NDP would aid the chances of sustained improvement.

---

4   Southern and Eastern Africa Consortium for Monitoring Educational Quality. See in particular Department of Basic Education (2017a).
5   Progress in International Reading Literacy Study.

Improvement factor 1: Increased access to Grade R and pre-school below Grade R.

See the discussion of ECD in section 4.1.6 above.

Improvement factor 2: CAPS tools designed to facilitate the implementation of the curriculum in the classroom.

The CAPS is a set of guides introduced into the schooling system between 2012 and 2014 and intended to clarify exactly what had to be taught in the various subjects and grades. The CAPS provided certainty, whereas the previous curriculum documents introduced in 2002 were arguably too vague and difficult to interpret. In 2017, the Department of Planning, Monitoring and Evaluation (DPME) released an evaluation of the implementation of the CAPS which reported that the great majority of the users of the guides found them superior to preceding guides. An earlier 2014 evaluation by Umalusi had arrived at similar conclusions. Both reports support the probability that teachers' access to better curriculum documentation accompanied by training was a likely factor behind the improvements in learning outcomes described above.

Improvement factor 3: Better access among learners to high-quality books, such as the national workbooks.

Any notion that textbooks are unimportant, not uncommonly held fifteen years ago, has been abandoned. Not only is the CAPS very clear about the importance of textbooks, but the percentage of teachers reporting that they use a textbook as their main classroom resource for teaching Mathematics has increased from a worryingly low 30% in 2002 to 70% in 2011, according to the TIMSS[6]. The General Household Survey (GHS) of Stats SA points towards a consistent decline in the percentage of learners who lack books, from 20% in 2002 to 4% in 2017. The GHS has included additional questions on access to books in schools since 2013, with responses indicating that access to national workbooks improved from around 83% of Grades 1–9 learners in 2013 to 96% in 2017, with similar trends across the grades.

This was achieved by prioritising budgets for LTSMs, including the so-called school allocation. The government has focused strongly on lowering book prices, in particular where books are bought in bulk. South Africa's successes in achieving particularly low unit costs for workbooks without compromising on quality has been acknowledged by UNESCO. Moreover, national and provincial systems for delivering materials to schools have been strengthened.

Despite these improvements, access to books still falls short of the ideal of 100% for all learners. In Grades 10–12, the percentage of learners accessing textbooks in all their subjects remained at around 78% between 2013 and 2017, according to the GHS. According to the 2017 School Monitoring Survey, a survey aimed specifically at monitoring progress against indicators put forward in *Action Plan to 2019: Towards the Realisation of Schooling 2030*, 83% of Grade 9 learners and around 84% of Grade 12 learners had access to a Mathematics textbook.

Improvement factor 4: More focused assessment practices.

Assessment as a tool for improving teaching and learning has evolved over the last ten years and important lessons have been learned that will help to shape the way forward. The CAPS distinguishes between informal and formal assessment activities, with the latter category comprising assessment tasks, tests and examinations. The CAPS also provides considerable guidance on how teachers should conduct assessments; guidance that was reinforced through an intensive process of CAPS training in the 2011–2014 years. The curriculum guides introduced in 2002 that preceding the CAPS had provided far less guidance on assessments.

Systemic assessments are assessments without any direct implications for individual learners, for instance with regard to grade promotion, but which help managers and planners understand the relative academic performance of schools, districts, provinces or the country as a whole. In 2015, South Africa ended its participation in the international Annual National Assessments (ANA) covering Grades 1 to 6 and Grade 9. This was due to disagreements among stakeholders and particularly between the government and teacher unions about the purpose of the ANA. During the four (4) years in which the ANA was implemented, it played a major role in bringing the quality of learning and teaching to the fore in the national debates and at a local level. School principals, parents and district officials were able to compare the quality of learning across schools, the primary schools

---

6 From analysis of the TIMSS microdata. Unfortunately, the TIMSS 2015 data does not allow for this statistic to be calculated.

in particular, in ways that had not previously been possible. Following an intensive evaluation of the strengths and weaknesses of the ANA, stakeholders reached consensus on the specific problems in the design of ANA that should be avoided in future. The newly designed Systemic Evaluation that will be implemented in 2021 will provide an important opportunity to again use assessments to stimulate a focus on learning throughout the school system.

Improvement factor 5: Improved subject knowledge among newly graduated teachers.

Despite some concerns around the quality and relevance of Initial Teacher Education at universities, there are indications that younger teachers are being better equipped to teach than older peers who received their initial training in the previous system. Specifically, the results from mathematics and language tests written by teachers as part of the SEACMEQ in 2007 and 2013 showed that younger teachers displayed a considerably higher level of subject knowledge than older teachers. In policy terms, this pattern suggests that moving all teacher education from colleges to universities in the late 1990s was an effective change.

4.1.9   Grade Repetition

Grade repetition remains an efficiency challenge in the system and this is especially so for boys. The General Household Surveys indicate higher levels of grade repetition by boys in all grades except Grades 11 and 12. This is probably both a reflection of, and a contributing factor towards, the overall underperformance of males relative to females in South African education.

Figure 4: Percentage of Repeaters by Grade and Gender, 2018

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			Prmary level					Secondary level				
Male	6,4	7,4	7,3	9,4	6,2	7,0	7,6	14,3	13,5	22,0	16,7	11,5
Female	4,7	4,8	5,4	5,9	3,6	4,0	5,8	8,6	8,3	16,8	16,2	10,2
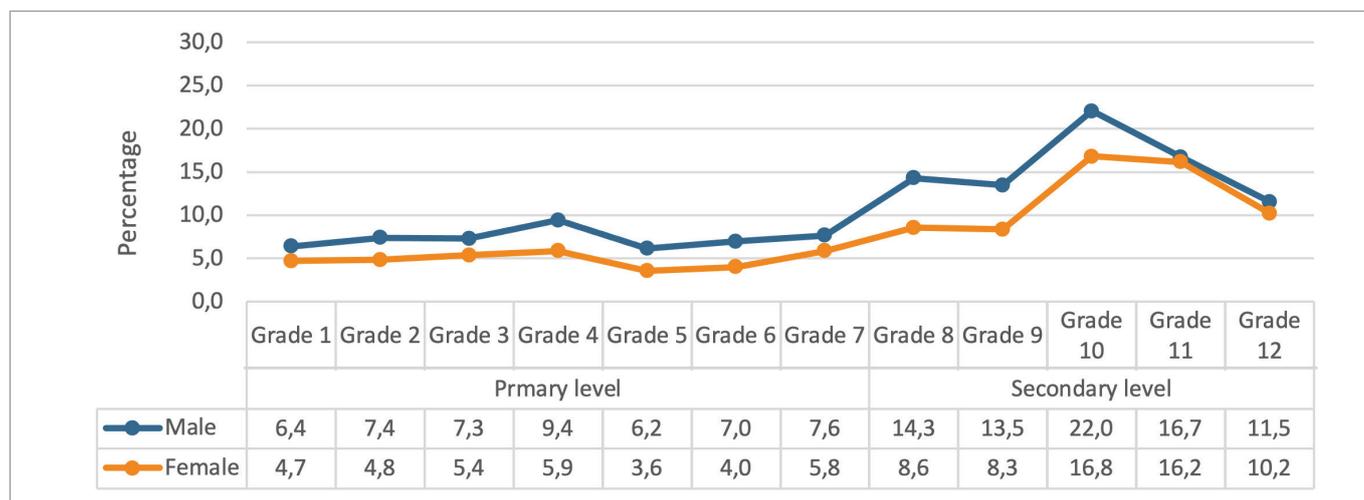
Sources: Statistics South Africa, General Household Survey (GHS), DBE own calculations.

The DBE has begun consultations with stakeholders on the possible introduction of a Grade 9 GEC, as proposed by a Ministerial Task Team in 2014. Its primary purpose would be to facilitate subject choices beyond Grade 9 and articulation between schools and TVET colleges. However, should the GEC be introduced, information generated by the new national examinations should feature within the school accountability system. This would be of particular relevance for the approximately 2 300 public schools, mainly in the Eastern Cape, whose highest grade is currently Grade 9.[7]

4.1.10   National Senior Certificate (Further Education and Training Band)

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelors-level pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower Diploma-level pass. For example, in 2019 65% of these learners obtained the Diploma-level pass. This permitted an additional 145 000 learners from the class of 2019 to study for a Diploma at a university. Overall then, 81% of those who obtained the NSC as full-time students in 2019 have qualified to study at a university. Similar patterns are seen in 2020.

---

7   Areas in the Eastern Cape where these schools are common also have separate schools catering only for Grades 10 to 12.

Both indicators shown in Figure 5 have displayed a general upward trend for the last twenty or so years. The increase in Bachelors-level passes, at 3,6% a year, has been the strongest. Youths qualifying for entry into a Bachelors programme at a university has increased from around 100 000 in 1994, to around 165 000 in recent years. These figures are from the public examination system only and exclude, above all, the approximately 10 000 a year Bachelors-level passes emerging from the Independent Examinations Board (IEB) system.

Figure 5: NSC and Bachelor-Level Increases since 1994
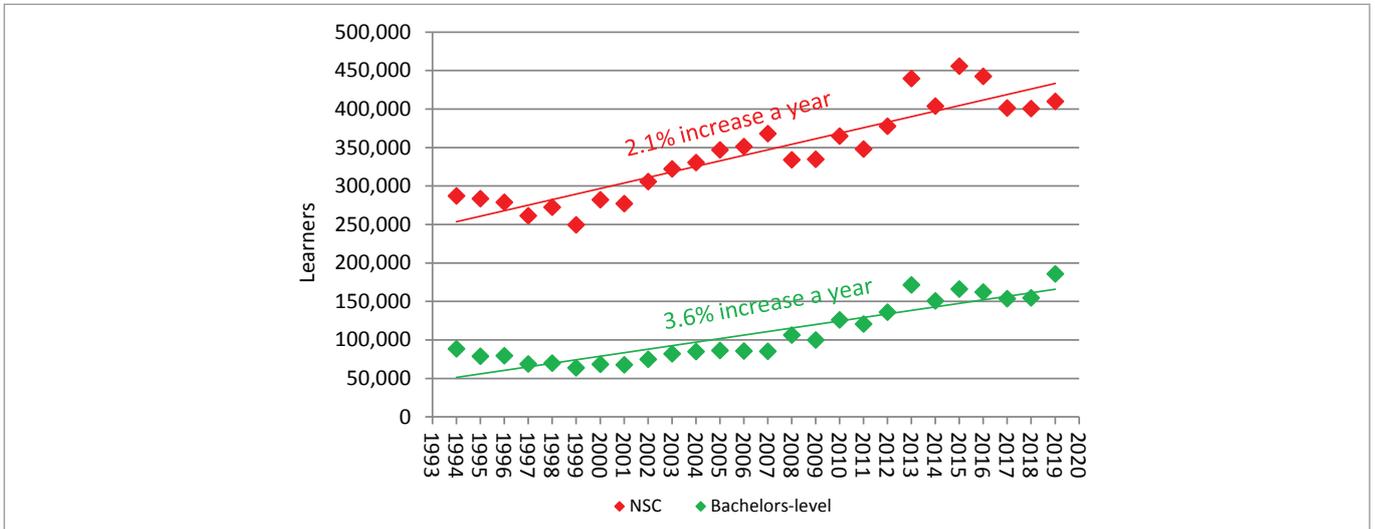
Note: Prior to 2008, a Bachelors-level pass was referred to as a Matriculation Exemption. Values reflect only results of full-time candidates.

Figure 5 under-states the progress made by reflecting just qualifications received by full-time examination candidates after the first sitting of the examinations. In addition, a further 30 000 'Matrics' have been obtained annually in recent years through other avenues which have become increasingly available, including part-time studies, and improvements of past results through supplementary examinations. Among the 30 000 are some approximately 6 000 recipients of the Amended Senior Certificate, which carries exactly the same status as the NSC in the National Qualifications Framework.

Stats SA data collected from households confirms the rise in the number of youths obtaining the NSC. Specifically, the percentage of youths successfully completing Grade 12 has increased from about 45% in 2005, to around 57% in 2019 (very similar statistics are obtained from the National Income Dynamics Study [NIDS] data of the Department of Planning, Monitoring and Evaluation [DPME]).

Figure 6: Grade 12 Attainment among Youths according to Household Data
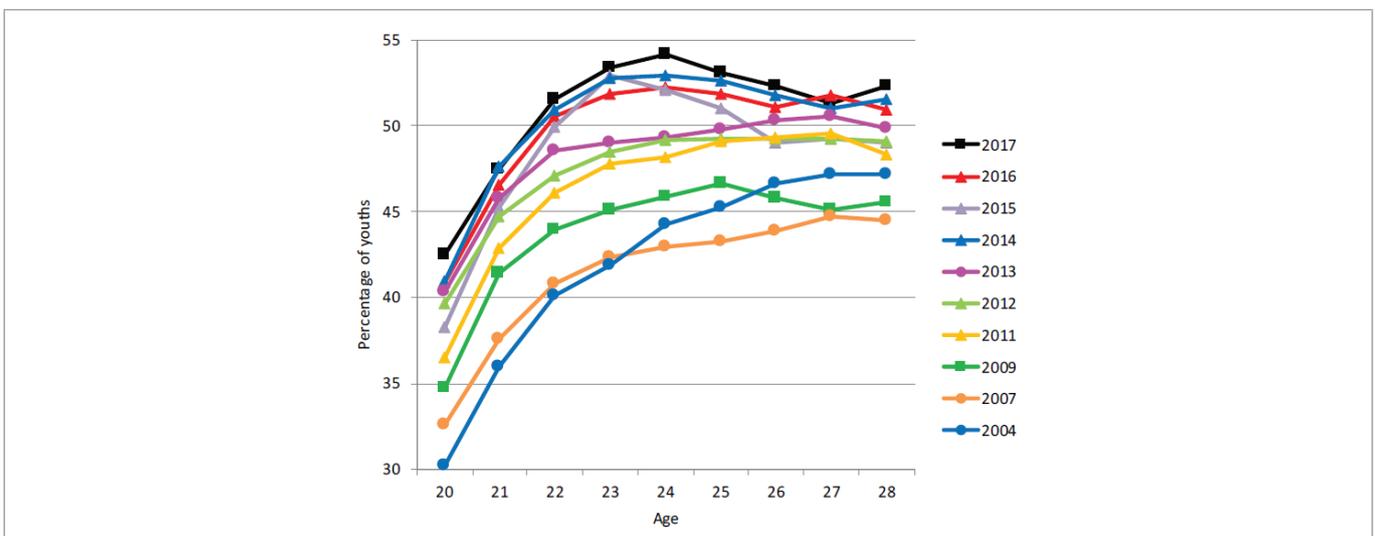
Source: Stats SA's General Household Surveys.

The government's targets envisaged 270 000 Bachelor-level NSC passes per year by 2019, with the number rising to 435 000 by 2030. The NDP set a target of 425 000 university graduates produced annually by 2030. While the 4,3% annual increase in the number of Bachelor-level NSCs takes the country closer to these targets, roughly double that increase is needed between 2019 and 2030 if the 2030 targets are to be reached.

4.1.11   e-Education

The use of modern ICTs in the delivery of schooling – e-Education – is an important area of innovation to be focused on in the next five years. A 2018 study facilitated by the NECT brought together the insights of several foreign and local experts and around 1 200 district and school personnel, led to seven 'high priority' recommendations:

1.   Enhance the links across education goals, metrics and data down to the school level and tailor them to the provincial context;

2.   Create mechanisms for accountability for data accuracy;

3.   Accelerate the roll-out of Operation Phakisa of ICT infrastructure and improve data affordability;

4.   Create dedicated roles with strong specialist ICT and data analysis capabilities;

5.   Define and implement a public-private collaboration framework;

6.   Build a robust ICT landscape of data systems and EdTech tools; and

7.   Define data and system interoperability standards.

The study found that growth in the use of SA-SAMS by schools and better organised provincial and national warehousing of SA-SAMS data have had tangible benefits in the forms of less duplication in the submission of data and the introduction of online tools through which schools and districts can visualise important statistics. Crucially, the study found that managers, for instance in districts, are becoming increasingly aware of how data can contribute to better planning and management. Progress was largely achieved through modalities of development involving public-private partnerships. The Data-Driven Districts (DDD) initiative, involving the education departments, the Dell Foundation and other stakeholders, provided valuable lessons on how to harness technology, but also on how partners can work together to advance e-Education.

But, the study also found that South Africa lacked a sufficiently clear and widely understood e-Education strategy. Quality assurance of data was still not what it should be, which meant that certain statistics, such as those on learner attendance and assessment results, were too often unreliable and difficult to interpret. Above all, new approaches and technologies were not being fully utilised to monitor and understand learning outcomes.

4.1.12   EdTech

With regard to EdTech, or the use in the classroom of technology for learning, the above study did not cover important innovations by the DBE to produce more dynamic and digital learning materials. Building on the successes of the national workbooks and Siyavula textbooks developed within the *Action Plan to 2019: Towards the Realisation of Schooling 2030*, the DBE worked with partners such as the Sasol Inzalo Foundation to produce a greater variety of materials that could be freely copied and distributed. Many of the national workbooks have been converted to interactive digital materials and are being piloted. While interactive materials make it easier for different learners to proceed at different paces, assess themselves and repeat certain tasks in line with their learning needs, migration to such materials requires careful planning and testing to ensure that materials work as they should and that teachers are properly trained in their use. Much of the innovation currently occurring involves the production of non-copyrighted materials, which lowers costs and could greatly facilitate the move towards e-Education.

There has been slow progress in the availability of computers in schools. The 2015 TIMSS data confirms that around half of Grade 5 and Grade 9 learners can access computers or tablets in school. This puts South Africa roughly on par with other middle-income countries at the primary level, but well below the average for these countries at the lower secondary level. Moreover, improvements between the 2011 and 2015 waves of the TIMSS were strong in most developing countries but negligible in South Africa.

The 2017 School Monitoring Survey roughly concurs with the TIMSS data. In public schools, 64% of Grade 12 learners are in schools that have computer laboratories. This figure obscures the fact that distribution remains skewed in favour of the historically and economically advantaged, being 93% for quintile 5 and 40% for quintile 1. Inter-provincial differences are also large with, for instance, 91% in the Free State (a particularly successful province in this regard) but only 25% in Limpopo.

The percentage of Grade 12 learners who take one of the two computer subjects, Computer Applications Technology and Information Technology, has remained around 6% for many years – 20% in quintile 5 against 2% in quintile 1. While there are now many technology and curriculum options to follow beyond the traditional computer subjects and the traditional computer lab, the importance of these formats for bringing technology innovation into historically disadvantaged schools should not be underestimated. They offer proven routes to skills in areas such as computer programming and can serve as a first step towards technology innovation for schools that have experienced very little of it. Moreover, there are clearly 'low-hanging fruits' in the form of historically disadvantaged secondary schools that have computer laboratories but do not formally offer any computer subject – around a third of quintile 1–3 secondary schools fall into this category. The intervention required here is mostly support to existing teachers so that they can offer these subjects, or the appointment of suitably qualified teachers.

Figure 7 illustrates statistics emerging from the School Monitoring Survey on computer labs for both the secondary and primary levels.

Figure 7: Access to Computer Labs in Schools, 2017
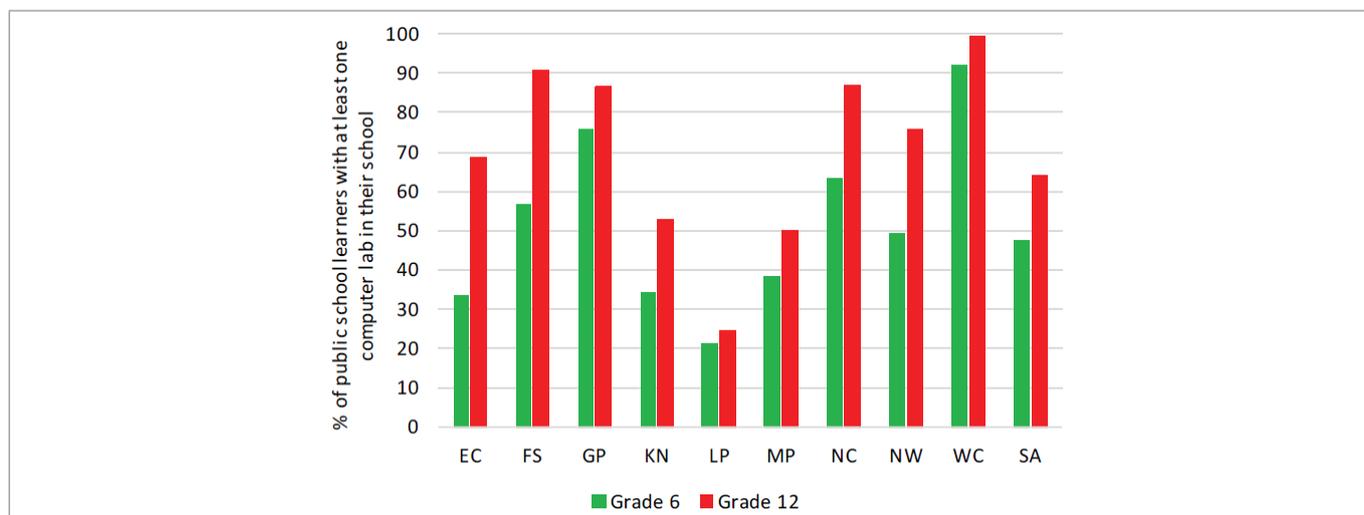
Source: Analysis of School Monitoring Survey microdata.

There has been a great improvement in the percentage of the population in the country as a whole accessing the internet. In 2007, internet access was slightly below the middle-income country average at 8%, while in 2017, access was at 56% and slightly exceeded the global average.[8] Yet, progress with regard to internet access in schools has been slow. According to the School Monitoring Survey, in 2017, access by secondary school principals, teachers and learners to the internet was 68%, 59% and 21% respectively. These figures are clearly lower than they should be for e-Education to become a reality across all schools. The NDP states that "the most crucial enabler of ICT [in schools] is high-speed broadband". While quality schooling without the internet is possible, not having access to this important resource, means learners are less prepared for the world of work and post-school studies.

4.1.13 The pro-poor nature of schooling in South Africa

Schools play an important role in mitigating poverty. Improving the quality of learning is the foremost way in which the schooling system can combat poverty. In particular, better levels of literacy and numeracy come with better opportunities for youths after they leave school. Moreover, the international evidence points to a strong link between educational improvement and enhanced economic growth in future years. In addition, school-based interventions can to some extent offset the effects of poverty experienced by existing learners.

---

8   The World Development Indicators dataset of the World Bank (accessed May 2019) shows the middle-income country averages being 9% and 45% for the two years. In the case of the indicator on fixed broadband subscriptions, South Africa performed well below the middle-income average in all recent years.

The abolition of school fees from most South African schools, beginning in 2007, was part of a worldwide movement to remove barriers to schooling experienced by poor households. Unaffordable fees have in the past been cited as a key barrier to schooling by respondents to the General Household Survey. However, the percentage of respondents citing this complaint has been steadily reducing in recent years, no doubt as a result of the introduction of 'no fee' schooling in South Africa. Despite exceptional budget pressures in provincial education departments since around 2011, the percentage of learners not paying schools, according to household survey data, has continued to increase. The risk that insufficient public funding would result in costs being passed on to households thus seems to have been averted.

Another important pro-poor contribution is made by the National School Nutrition Programme (NSNP). This programme covers around 80% of learners, well above the percentage of learners who can be considered poor. The NSNP may partly explain why, despite the increase in the population below the 'food poverty line' since 2011, hunger in the population has remained unchanged – at least until the onset of the COVID-19 pandemic.

The National Learner Transport Programme (NLTP) has been in place for more than a decade, and provides for the provision of subsidized transport to learners who walk more than five kilometres to schools. The programme covers learners from grade R to grade 12 and prioritizes primary school learners and learners with disabilities.

The Departments of Basic Education and Health are jointly implementing the Integrated School Health Programme. The programme offers a comprehensive and integrated package of school health services including sexual and reproductive health services for older learners. The Health Services Package for the ISHP includes a large component of health education for each of the four school phases (such as how to lead a healthy lifestyle and drug and substance abuse awareness), health screening (such as screening for vision, hearing, oral health and tuberculosis) and onsite services (such as deworming and immunization).

Taken together, these pro-poor policies and programmes to support vulnerable learners make a significant contribution to reducing the education expenses incurred by poor households and to provide full access to educational opportunities and support to vulnerable learners.

4.1.14 Note on the COVID-19 pandemic

The enormous costs of the COVID-19 pandemic for society, the economy and education are now becoming clear. The effects of the pandemic will remain for years. The pandemic does not remove any of the priorities outlined in our five-year plans. However, it delays the point at which certain milestones can be reached, for budgetary and other reasons. Moreover, the pandemic reshapes to some extent and makes even more urgent existing priorities.

The overall goal of the various actors in the basic education sector must remain to improve the quality of learning outcomes and reduce educational inequalities. South Africa has been on an upward trajectory for around two decades in terms of the skills acquired by learners. This has profound and positive implications for South Africa's future. The momentum of this improvement cannot be lost as a result of the pandemic.

In fact, we can think of illiteracy among our primary school learners almost in the way we have learnt to think about the coronavirus. It is a scourge which must be eliminated, by identifying 'hotspots' where children are not learning as they should be and intervening to ensure that people's futures are not compromised.

COVID-19 is unlikely to disappear quickly and beyond that there is a high likelihood that we could be struck by another pandemic. In future, the basic education system should be better prepared for this risk. Good nutrition and hygiene are the backbone of effective learning, especially for younger learners. The NSNP needs to be better prepared to ensure that food continues to be available to learners from poor households, even during school closures. Understanding pandemics and basic hygiene should feature more strongly in the Life Orientation curriculum. There need to be emergency plans that school managers are familiar with and that can be put into effect at relatively short notice. School infrastructure needs to support hygiene. An uninterrupted supply of water, which has not been a reality for all schools, needs to be prioritised.

Lastly, the COVID-19 pandemic has brought to the fore the weakness of ICT infrastructure in many schools and gaps with regard to digital content for learners and educators. South Africa is behind many similar countries in this regard. This gap must be closed. Learners, particularly those at the secondary level facing important national examinations, should become more accustomed to using online resources. If teachers are accustomed to using these resources, it becomes easier for this to be realised among learners. Technology innovation is important, whether or not we are faced with a health crisis.

4.1.15 School closures and learning losses[9]

The actual learning losses suffered by children due to disruptions such as school closures can be considered to be higher than those attributed to the number of days schools are closed. For these projections, we have inflated the values by 25%. Thus 40 days of school closures would result in the loss of 50 days' worth of learning in line with the evidence from developing and developed countries. What is not clear in the data is whether learning losses seen immediately after learners return to school, worsen, stay the same, or shrink, over time. Two South African pandemic-induced scenarios are worth noting, one where learning losses remain unchanged for the rest of each learner's schooling, another where there is a catching up to the pre- pandemic trajectory after three years. Without catching up, the skills of Grade 12 graduates would be lower than in the no-pandemic scenario for a decade up to 2031. In contrast, the catching up scenario takes the quality of graduates back to the no-pandemic trend in 2023.

Figure 8: Projected impacts of COVID on Grade 12
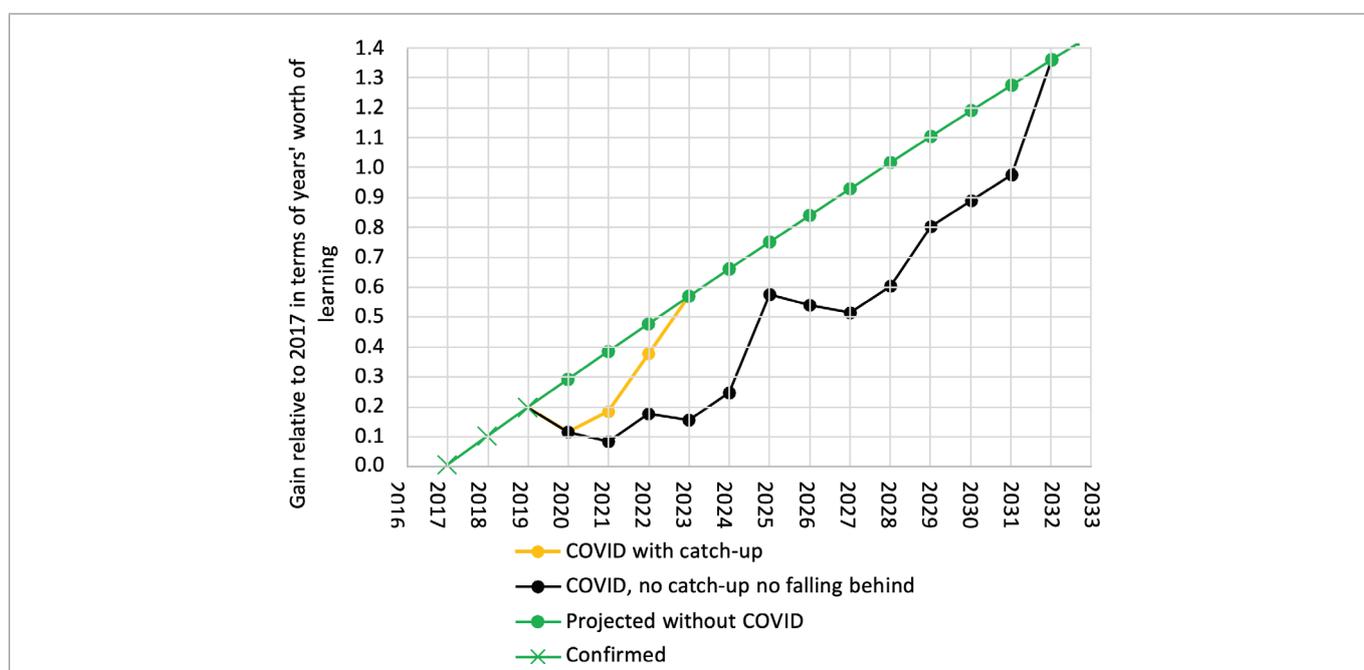
Source: Gustafsson, M. & Nuga Deliwe, C. (2020) How is COVID-19 pandemic affecting educational quality in South Africa? Evidence to date and future risks.

Even this is a worrying loss, but much better than negative pandemic-related quality impacts being felt for a whole decade. Catching up for lost time is possible, either through well-designed system- wide interventions, including the partial cancellation of holidays beyond 2020, or through more effective work of individual teachers and schools. Learning losses are inevitable, but they can be reduced if schools use the relatively long school year effectively, as South Africa's school year is relatively long by international standards.

---

9 The policy brief draws from the full paper:
 Gustafsson, M. & Nuga Deliwe, C. (2020) How is COVID-19 pandemic affecting educational quality in South Africa? Evidence to date and future risks.

Figure **9: Impacts of COVID on the** lower primary reading trend
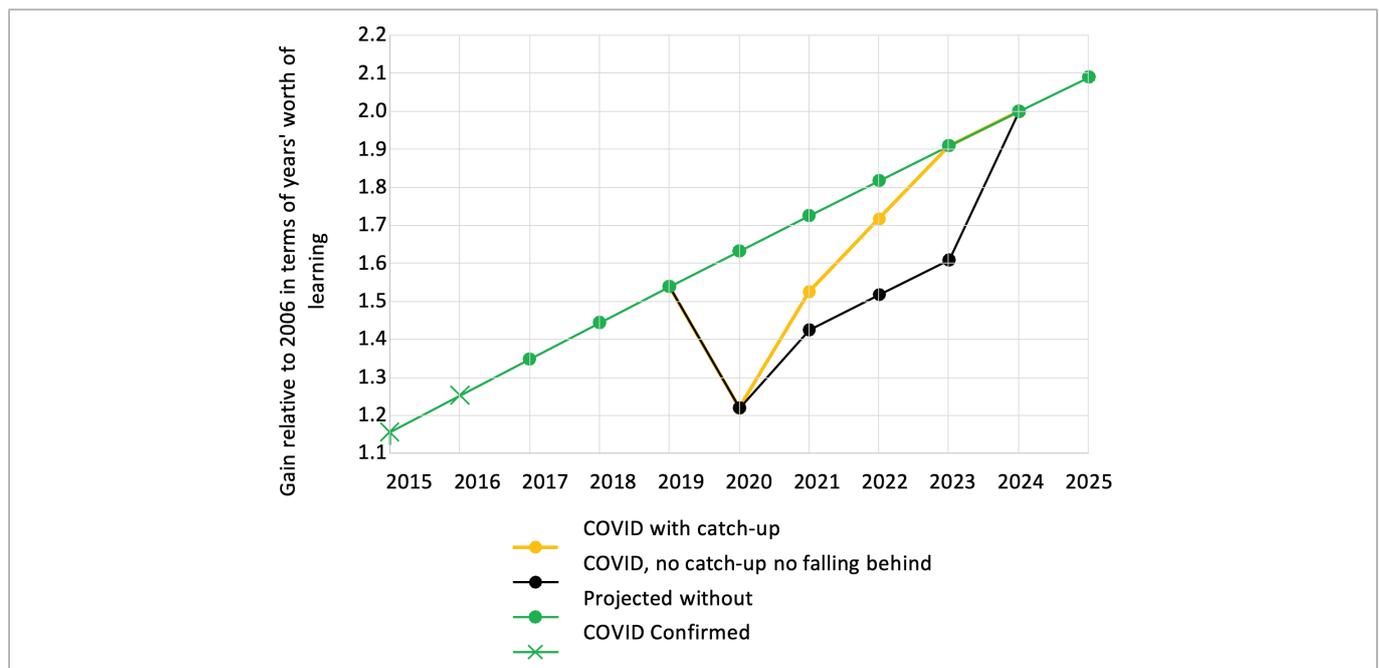
Source: Gustafsson, M. & Nuga Deliwe, C. (2020) How is COVID-19 pandemic affecting educational quality in South Africa? Evidence to date and future risks.

With COVID-19, Grade 4 learners will reach the previously projected levels only four years later, in 2024 as long as dedicated catch-up programmes are in place. We will only know where reading levels in the country are in 2022, when the results of PIRLS 2021 are released. At this stage, we will tell how close we are to the green line in Figure 9, which signifies pre-COVID-19 learning projections.

Policy options: What can policymakers do about the effects of COVID-19 on schools in South Africa?

a)   Dealing with education shocks: schools and poverty alleviation: Better targeting and monitoring of the resources of the National School Nutrition Programme (NSNP) is more important than ever in addressing the high levels of hunger in the country, especially as the NIDS-CRAM data show that half of the households surveyed have not been able to feed their children properly since April 2020. Improving the provision of food to children is essential.

b)   Protect drivers of improvement in learning as budget cuts loom: Spending on non-personnel recurrent items by education departments, which includes spending on books and other materials, could easily be affected   by the expected budget cuts Pre-school participation is also likely to suffer due to household income losses which will impact negatively on learning losses in subsequent grades

c)   Innovation 1: Use COVID-19 to innovate and scale up what works in classrooms. The guidance from global bodies such as UNESCO focusses on the need to use the pandemic as an opportunity to accelerate necessary innovation to facilitate the achievement of SDG targets around learning outcomes. Innovation had already been occurring in South Africa before the pandemic, and this work should continue.

d)   Innovation 2: Build more effective school accountability systems linked to improvement: The National Development Plan offers an excellent framework for building more effective school accountability systems. Such systems, which must be fair and take into account the socio- economic contexts of schools, have been shown around the world to be a prerequisite for educational progress, yet they remain weak in South Africa. Data systems are essential in a post- COVID schooling system, but they need to be more responsive, more accurate, with faster turn- around times.

Attendance rates during phased school reopening

School closures have played a significant role in international responses to reduce the spread of COVID-19. By the start of September 2020, only 46 countries (representing a decline of 76% since April 2020) had COVID-19 school closures. In South Africa, schools were closed on 18 March and a phased reopening process was later followed. Analysis of the National Income Dynamics Study - Coronavirus Rapid Mobile Survey (NIDS-CRAM) data[10] provided valuable insights into the effects of the lockdown on school attendance and parent attitudes to attending school during the pandemic. At the time of the second wave of NIDS-CRAM data collection (July 2020), only four grades (6, 7, 11 and 12 – from this point on referred to as 'open' grades) were officially 'permitted' to return to school, although provisions were made for deviations from the phased return based on a school's ability to comply with COVID-19 guidelines and approvals by the provincial Head of Department.

Under ordinary circumstances, more than 11,3 million children aged 7–17 attend school every day and about 2% of learners are absent from school on an average day (General Household Survey 2018, Stats SA). Estimates using the NIDS-CRAM Wave 2 data collected between 13 and 30 July 2020 indicated that 76% of children attending 'open' grades had attended school in the previous seven days. This is significantly lower than usual. Figure 10 shows that Grade 12s had the highest estimated attendance rate at 88% and attendance was lowest for Grade 6 at 61,4%.

Attendance among 'closed' grades ranged from an estimated 10,5% (Grade 9) to 26,1% (Grade 10). On average, 20,6% of 'closed' grade learners are estimated to have been attending school in July 2020. School monitoring data collected from a sample of 611 school principals across eight provinces (excluding the Western Cape) between 1 and 10 July indicated an average school absence rate of 17%, and 80% of school principals reported absence rates of 25% and lower.

A relationship between attendance among 'closed' grades and the Socio-Economic Status (SES) of learners' households emerges from the NIDS-CRAM Wave 2 data. Figure 11 shows that, among the bottom 80% of households, attendance rates for learners in 'closed' grades ranged between 14% and 19%, while it was an estimated 49% for the richest 10% of households. This may be indicative of the relative attendance of private schools and well-resourced public schools among this group of households, or school preparedness to receive learners, or 'attendance' by means of non-contact online sessions. The data has worrying implications for the potential widening of educational inequalities.

Figure 10: Estimated attendance rates by grade from 13–30 July 2020
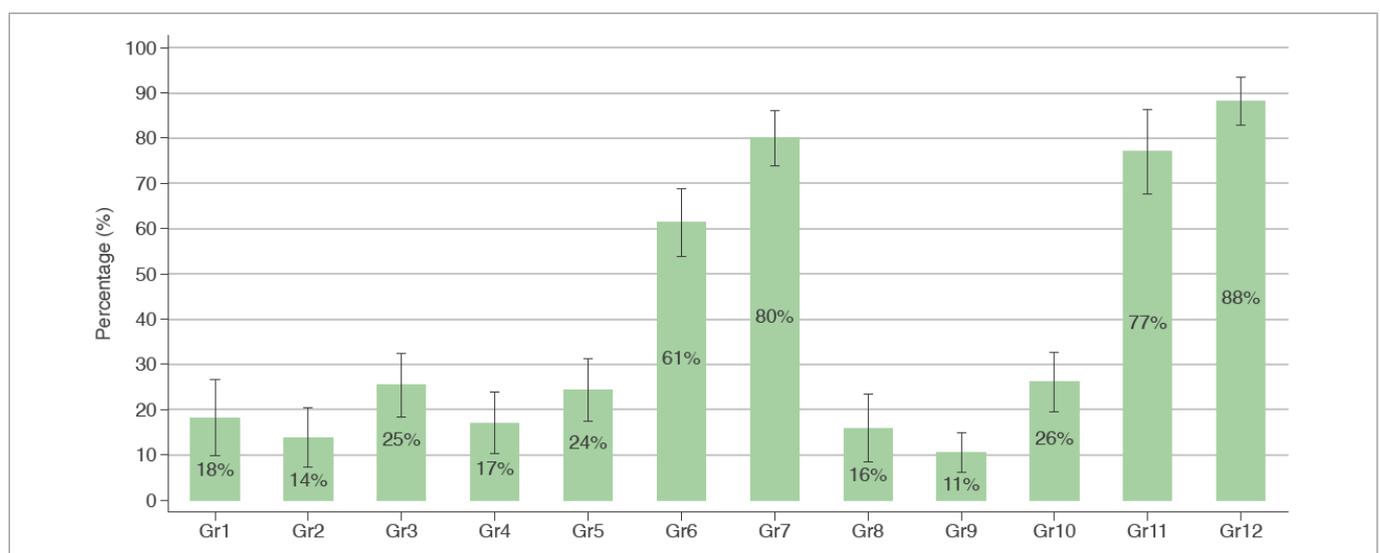
Source: Mohohlwane, N., Taylor, S. and Shepherd, D. 2020. COVID-19 and basic education: Evaluating the initial impact of the return to schooling.

---

10   The analysis in the section draws on work by Mohohlwane, N., Taylor, S. and Shepherd, D. 2020. *COVID-19 and basic education: Evaluating the initial impact of the return to schooling.* Available at https://cramsurvey.org/reports/#wave-2

Figure 11: Estimated attendance rates by Socio-Economic Status (SES) (per capita household income quintile/decile) in July
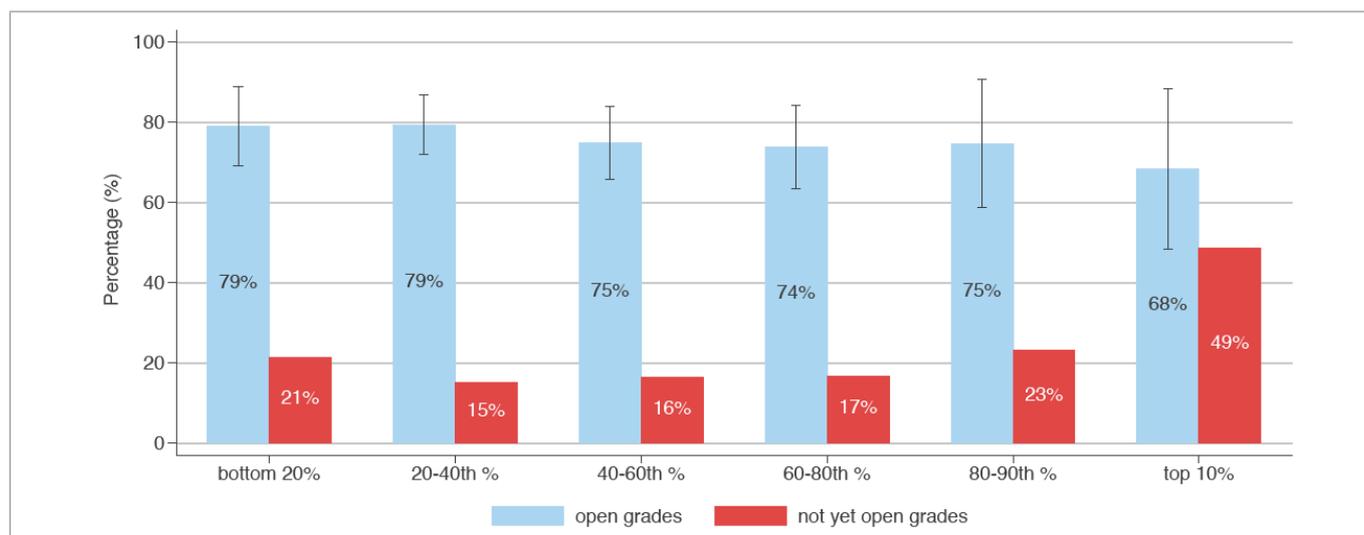
Source: Mohohlwane, N., Taylor, S. and Shepherd, D. 2020. COVID-19 and basic education: Evaluating the initial impact of the return to schooling.

The National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM) also investigated how worried adults were about children in their households returning to school. A possibly surprising finding was that reported school attendance rates did not differ significantly between those who reported being "very worried" and other respondents – at least among children in grades that were already 'open'. Even if they were concerned, most parents still decided to send their children to school.

The readiness of schools to reopen and risks of higher coronavirus transmissions

The reopening of schools has been an enormous logistical undertaking that has involved progressive development and publication of a series of plans, guidelines, protocols and interventions. School orientation to a new way of operating has taken place in a context of significant fear, uncertainty and opposition to opening schools.

The DBE school monitoring exercise conducted in 611 schools across eight provinces at the beginning of July 2020 found that, compared to a similar monitoring exercise conducted a month earlier, levels of readiness were higher in all thematic areas of the tool. The biggest improvements were observed in the areas of curriculum adaptation and orientation to the new protocols. Although this can be regarded as a significant achievement, several inequalities and vulnerabilities in the school system have been exposed, in particular, difficulties around water and sanitation and the urgency to address these. Prior to the reopening of schools, 3 500 schools were classified as having water challenges. By 5 July 2020, 2 175 schools had been supplied with water tanks.

The Eastern Cape registered the lowest levels of school readiness in both the June and July school monitoring. It is worth noting that estimates from the NIDS-CRAM Wave 2 data also showed attendance to be the lowest in the Eastern Cape. Conversely, attendance rates among all 'open' grades in the Free State, the province showing the highest level of readiness, were estimated to be 90%. DBE school monitoring also indicated average school readiness to be highest among quintile 5 schools at 94%. Attendance rates might therefore reflect not only the decisions of households to send children to school but also the readiness of the system to have schools open and compliant with the new protocols.

Although school readiness is important to monitor and attendance rates provide evidence of support for, and the effectiveness of, school opening, what really matters is the extent to which the opening of schools has contributed to an unacceptable spread of COVID-19 infections. The limited South African data relevant to this question seems consistent with international evidence that children are, firstly, less likely to become infected with COVID-19 than adults and, secondly, very unlikely to become seriously ill from COVID-19 (Munro and Roland, 2020). Thirdly, although further analysis is required, children are usually not the ones who spread COVID-19 to adults in schools and homes (Munro and Faust, 2020). Finally, school openings (or closures) have not significantly contributed to (or mitigated) the spread of COVID-19 (European Centre for Disease Prevention and Control, 2020).

Figure 12: Average levels of school readiness by thematic area in early July
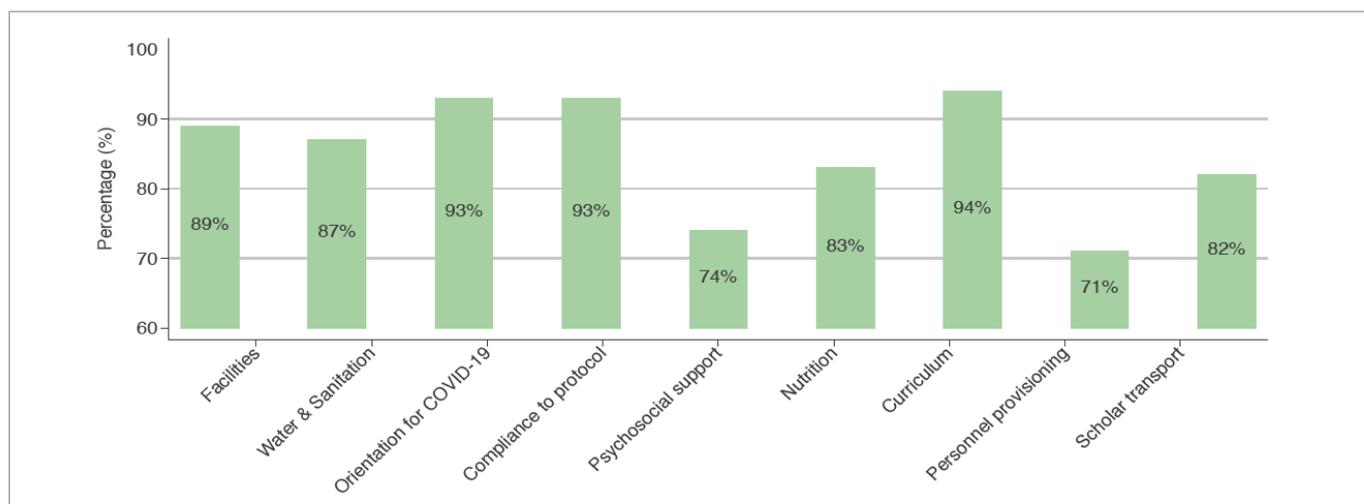
The need to recover learning in the year to come

Now that schools are open, they should remain open. In light of the low health risk posed by school openings and the high risks posed by school closures, it is crucial that schools now remain open and that access to nutrition and learning be given the highest priority. Moreover, the DBE will be working with provinces and schools to minimise further losses in teaching time through timetabling. Both the official regulations that are developed and reviewed and the specific solutions implemented by schools should strive to minimise the losses in contact time for learners. More lenient regulations and solutions (i.e. more teaching time) may be appropriate for younger learners (Foundation Phase) where the risk of contracting and spreading COVID-19 is especially low.

The Department will also aim to strengthen communication with parents. The high levels of anxiety observed among parents suggests that many parents are not yet aware of the low risk that COVID-19 poses to children. This message needs to be foregrounded in government communications, while still emphasising the need for adherence to new hygiene protocols at school. The evidence and rationale for decisions need to be clear and detailed, yet also accessible to multiple audiences.

4.1.16 The DBE response to the relevant observations by United Nations and African Union Committees

Children's Rights: Section 28 of the Constitution of the Republic of South Africa, 1996, provides in subsection (1) (f)(ii) that every child has the right not to be required or permitted to perform work or provide services that place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development. To realise the above constitutional imperative, the legislature enacted the South African Schools Act 1996 (Act No. 84 of 1996) (SASA) which provides in section 3(1) that:

• Subject to this Act and any applicable provincial law, every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such learner reaches the age of fifteen years or the ninth grade, whichever occurs first; and

• To further ensure that the right to education is realised section 5(1) of the SASA provides that a public school must admit learners and serve their educational requirements without unfairly discriminating in any way.

White Paper on the Rights of Persons with Disabilities (2015): With the promulgation of the White Paper on the Rights of Persons with Disabilities (WPRPD) on 09 Dec 2015, certain obligations have been assigned to the Department of Basic Education in the Implementation Matrix (2015-2030). In response to the country obligations, significant steps have and continue to be taken to ensure that the WPRPD is effectively implemented to equitably respond to the needs of all vulnerable children, including children with disabilities.

4.2   Internal Environment

The Department embarked on a realignment process during the latter part of 2019, with the aim of:
• Repositioning the DBE to deliver on the priorities of the Sixth Administration;
• Accommodating new mandates and responsibilities;
• Bringing families of functions together; and
• Reducing the overload from some line functions.

This process was finalised within the DBE when the Minister signed off on the realigned structure on 4 March 2020, whereafter the structure was submitted to the Ministry for Public Service and Administration (MPSA) for concurrence.

The Department is structured in eight Branches to ensure that it achieves its strategic mandates. The Branches are:
• Infrastructure;
• Office of the Director-General;
• Business Intelligence;
• Curriculum Policy, Support and Monitoring;
• Teachers, Education Human Resources and Institutional Development;
• Delivery and Support;
• Educational Enrichment Services; and
• Finance and Administration.

Despite severe budgetary cuts over the MTEF period, the DBE has filled key critical posts to ensure service delivery. The Department has a staff establishment of 713.

With regard to compliance with the BBBEE Act, the ABEE rate verification agency was appointed to conduct the BBBEE certification process. The verification has not yet been concluded.

Table 6: Status quo regarding women, children, youth and people with disabilities in the Department

Category	Percentage of total
Women SMS posts	37% of the total staff
Women MMS posts	54% of the total staff
Youth	26% of the total staff
People with disabilities	1,2% of the total staff

4.3   SWOT Analysis

As a national Department that is mandated to lead the sector in terms of capacity for planning, implementation, monitoring and evaluation, the DBE has to have the internal resources, skills and mechanisms to ensure that its leadership results in quality basic education outcomes. The following presents an overview of the current capacity of the Department, reflected against the organisational strengths, weaknesses and challenges that were identified in the 2020/21–2024/25 Strategic Plan.

Strengths

The Department has well-developed systems and administrative data on its operations in terms of finances, human resources, examinations and textbooks. Consistent leadership has also ensured stability in the portfolio. The DBE benefits from political and administrative leadership with extensive experience at all levels in the issues of curriculum, teacher development and assessment.

Even after three cycles of curriculum reform, stability prevails in the system and attention is turning to the vexing issue of how to coordinate efforts within the sector to improve learning outcomes. The maturity of the organisation means that it is now

interrogating the depth and extent of monitoring, which is evolving from mere inspection visits to more in-depth examinations of school-level success indicators, information and strategies for improving instruction. School-level monitoring reflects more on learning and teaching than on asset management and visible compliance with education laws and policies. The role of the national Department has evolved from actively monitoring schools to determining the parameters for monitoring, although there are still issues related to aligning the logistics and interventions associated with these visits between school, district, province and national levels.

Labour peace has characterised recent years. Efforts to improve consultation, dialogue and public narratives include the establishment of various visible partnerships with the United Nations International Children's Emergency Fund (UNICEF), the NECT, National Reading Coalition and other structures to bring together public, private and civil society interests in education development. Inter-departmental collaborations have been particularly useful, including the partnership with the Department of Health on learner well-being, and the Department of Social Development on ECD and provision of support to vulnerable learners.

The education sector has a well-established institutional framework, including schools, and concurrent arrangements determining the responsibilities for service delivery and oversight according to the NEPA. Innovations in provinces are highlighted in these interprovincial and intergovernmental interactions, facilitated by the shift to a focus on learning. The Action Plan developed by the DBE requires an integrated approach to education provisioning, which has been seen in the realignment and re-examination of several Departmental structures. The use of data, information and analyses to inform policy making has, in recent years, grown through the work of the Department. The Department has developed several progress reports drawn from administrative, special-purpose surveys and rigorous evaluations of the implementation and the performance of key programmes. These reports included programmes on teacher bursaries, nutrition and how to improve and support early grade reading and provision at the classroom level.

Communication with the public has improved with the development of a comprehensive communication profile, with a solid social media presence and interactions intended to communicate policy positions and progress, based on the research and analytical reports produced by the planning, monitoring and research functions in the Department. The good working relationship with PEDs, Government Departments and SOEs has placed the Department at a better position in terms of the support system.

Weaknesses

Organisations need sufficient time and opportunity to reflect on the attention needed in the systems, resources, capacity, skills and knowledge to effect change. The interventions in weak provincial administrative systems have meant that capacity in the national Department has been stretched, especially in the support functions. An example is non-existence of IT systems for recording and monitoring infrastructure provisioning.

The skills and capacity of the personnel filling the positions should be aligned to the organisational mandate which is determined by the NEPA. The monitoring and evaluation functions in all programmes require strengthening as does operational planning to meet output, process and outcome expectations in the Department and in the sector.

The limited use of evidence and substantive information to design comprehensive programmes means that programme design, delivery and outcomes are sometimes not optimal and the spirit of public service delivery is lacking. To remedy this, the Department needs to engage in a series of introspective reflections on cultures and values in the organisation in relation to inclusion, diversity, gender sensitivity and creating an effective working environment.

While recognising the need for consequence management, the role of managers as leaders in guiding the organisation is highlighted in the Department's work in practice and engagement with the needs of the public and organisational mandates. Root cause analysis of organisational problems will be conducted to improve organisational functioning. Better engagement by managers on Departmental mandates will assist in communication and processing to create the context for skills, knowledge and people development.

Opportunities

The strong institutional framework of the sector allows the potential impact on education outcomes to be further leveraged through the migration and transfer of the ECD function from the DSD. This migration provides an opportunity to contribute even more to the education, skills and social mobility of South Africa's people, after the introduction of a publicly funded Reception year by the DBE. The ECD migration is not just an administrative phenomenon involving health, education, social, civil society and municipal players and providers. It presents an opportunity to develop institutional configurations for seamless service delivery that meets the health, education and social development needs of young children at all stages of development.

Provincial developments show that the schooling system has matured and PEDs have begun to examine their learning outcomes in relation to the quality of support and development of instructional practices throughout schooling and especially in the early grades. This extensive examination aims to identify challenges to improving and achieving curriculum, assessment and teacher development practices and outcomes in schools.

Threats

The prevalence of COVID-19 has impacted on the education system, resulting in learning days lost. The system experiences internal pressures including weak instruction, weak learning and weak school functionality. Unequal capacity, endowment and outcomes at the provincial level result in imbalanced development and reduced capability to withstand shocks, including the recent slowdown in economic growth and budget cuts.

The pressures of poverty, inequality and unemployment have led to more focus on the post-school opportunities that follow basic education. Post-schooling sector funding has already started crowding out government budgets with the promise of fee-free tertiary education persisting in the public discourse.

Capacity, resources and systems need to be more effectively mobilised to support the actions that will improve and support instruction in our schools, districts and departments. Oversight needs to be focused on ensuring that these supportive actions work in practice, not just in theory. Lack of institutional capacity to develop systems for administration in the public sector threatens future and present delivery, and a compliance culture that uses information for reporting on short-term performance instead of long-term development outcomes threatens the capacity of the state.

4.4 Overview of 2021/2022 Budget and MTEF Estimates

Table 7: Overview of 2021/2022 Budget and MTEF Estimates

	Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
1	Administration	435 072	471 919	509 389	510 774	523 198	531 121	538 414
2	Curriculum Policy, Support and Monitoring	1 731 097	1 802 191	1 880 880	1 844 089	2 034 347	2 069 537	2 084 265
3	Teachers, Education Human Resources and Institutional Development	1 243 823	1 297 611	1 367 945	1 415 666	1 448 059	1 493 625	1 500 273
4	Planning, Information and Assessment	12 785 811	12 734 639	12 586 411	11 702 252	14 580 177	15 260 705	15 485 048
5	Educational Enrichment Services	6 736 153	7 108 407	7 506 938	7 922 191	8 432 297	8 819 684	9 196 038
	TOTAL	22 931 956	23 414 767	23 851 563	23 394 972	27 018 078	28 174 672	28 804 038

5. Institutional Programme Performance Information

5.1 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 (CFO); Internal Audit and Risk Management; Legal and Legislative Services; and Office Accommodation.

Outcomes, Outputs, Performance Indicators and Targets

Table 8: Programme 1: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance	Annual Targets / MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that administration, planning and Human Resource (HR) systems evolve to deal with and support emerging priorities of the national Department	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department	Quarterly	99,91% 36 246/ 36 277	99,05% 1 459/ 1 473	99,55% (35 327/ 35 485)	100%	100%	100%	100%
		1.1.2 Number of reports on misconduct cases resolved within 90 days	Quarterly	No new disciplinary cases were received during this financial year	100% 2/ 2	4	4	4	4	4
		1.1.3 Number of capacity-building programmes offered to DBE officials	Annually	-	-	-	10	12	14	14
		1.2.1 Annual Performance Plan (APP) approved by 31 March each financial year	Annually	-	-	-	2021/22 APP approved by March 2021	2022/23 APP approved by March 2022	2023/24 APP approved by March 2023	2024/25 APP approved by March 2024
		1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter	Quarterly	-	-	-	4	4	4	4

Indicators, Annual and Quarterly Targets

Table 9: Programme 1: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
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	Quarterly	4	1	1	1	1
1.1.3 Number of capacity-building programmes offered to DBE officials	Annually	12	0	0	0	12
1.2.1 Annual Performance Plan (APP) approved by 31 March each financial year	Annually	2022/23 APP approved by March 2022	-	-	-	2022/23 APP approved by March 2022
1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter	Quarterly	4	1	1	1	1

Explanation of planned performance over the medium-term period

The **Programme: Administration** 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 Administration Programme will focus on the following deliverables during the 2021/22 financial year.

Although there is no indicator included on the implementation of MPAT recommendations, the following areas have been included in the Performance Agreement of the Director-General (Accounting Officer): Governance; Human Resources; Administration plans of MTSF. The DBE also reports to DPSA on SMS Performance Agreements signed.

To improve on efficiency of governance including improvement in departmental audit outcomes, though there is no indicator, processes are in place to work towards an unqualified audit opinion through the 2019/20 Audit Action Plan. The approach to the Quarterly Branch reviews has also been changed to get Branches to commit on how they will address the performance information issues identified and sent to them prior allowing enough time to prepare responses and report back during the review session. This has proved useful in ownership and accountability within Branches of the Department.

Capacity compliance and Governance of the Public Sector as per the MPAT standards last implemented. These have been internalised.

Internal Audit, Risk Management and Forensic Investigations

Internal Audit

Internal Audit provides reasonable assurance on internal control, risk management and governance processes that management has established.

- Audits will be conducted, and value-adding recommendations made and discussed with management.
- The audit report will be issued for completed projects on a quarterly basis. A report will be provided on the completed audits as per the approved risk-based audit coverage plan.
- The Directorate will report on the audit committee's activities, meetings held in each quarter to review internal audit and external audit activities, and will monitor management implementation of corrective action.

Risk Management

The risk management process in the Department will be facilitated by working with Branches to ensure that they update their risk registers regularly and effectively manage risks. The risk management activities are planned and documented in the Risk Implementation Plan. The Department will report on a quarterly basis on progress as per the approved plan on the updated risk registers, risk assessment workshops and sessions held with Branches or line function units. A report on the Risk Committee activities will also be provided on a quarterly basis.

Forensic Investigations

The Department will conduct investigations of reported allegations of irregular, fruitless and wasteful expenditure and financial mismanagement, corruption or fraud. A report on completed investigations will be provided on a quarterly basis and the activities of the investigation committee meeting and investigation unit as per the approved implementation plan.

Coordination and Secretariat Support Activities

The Department's 2021/22 activities will include providing administrative, coordination and secretariat support services to the following governance structures:

• Social Protection, Community and Human Development (SPCHD) Cluster (11) meetings;

• SPCHD Technical Working Group (11);

• Council of Education Ministers (5);

• Heads of Education Departments Committee (6);

• Ministerial Management (5); and

• Senior Management (SM) (17).

Further activities will involve meetings with stakeholders such as Teacher Unions, School Governing Body (SGB) Associations and Principal Associations.

Office of the Director-General (ODG)

The Office of the Director-General is mandated to liaise with the Portfolio and Select Committees on Basic Education, monitor developments in other relevant parliamentary committees like Higher Education, Health and Sports, and Arts and Culture, and regularly report to the Department. Functions include:

• Managing all parliamentary questions and other parliamentary obligations of the Department, including the tabling of the budget, strategic plan and the annual report.

• Perusing and communicating Portfolio Committee (PC) and Select Committee (SC) programmes and ensuring Departmental presentations in parliamentary events (meetings and oversight).

• Having regular meetings with relevant Members of Parliament (including chairpersons or individual members of relevant Portfolio Committees).

• Writing briefing documents for the Department on parliamentary developments.

• Supporting the Director-General in his oversight role by conducting engagements with different stakeholders in the education sector as well as monitoring Matric spring and winter classes, among others, in PEDs.

• Identifying, developing and maintaining strategic stakeholder relationships and retaining the support and involvement of stakeholders that are critical to the success of the DBE.

Media Liaison and National and Provincial Communication

The Department will write and distribute relevant content to promote the DBE's activities and policies, as well as act as a liaison between the sector, the public and the media space to ensure that the brand of the Department remains relevant.

Strategic Planning, Research and Evaluation

Institutional Planning

An Annual Performance Plan (APP) highlights what the Department intends to implement in a financial year and during the MTEF, to implement and achieve its Strategic Plan's objectives, goals and outcomes. The APP details performance indicators and targets for budget programmes and sub-programmes where relevant and ensures the accountability of the Department to the oversight structures.

Institutional and Sector Reporting

The Department will submit the Quarterly Performance Reports timeously to the DPME via the electronic Quarterly Performance Reporting System (eQPRS) and to the National Treasury. These reports will subsequently be presented at the Portfolio Committee as scheduled. The quarters 1–3 and bi-annual 2019–2024 MTSF reports will be submitted to the DPME and Cabinet as per reporting guidelines to be revised by the DPME. The reports contributing to other priorities will also be submitted to the lead departments as required.

DBE Annual Report

In terms of Chapter 1 of the Public Service Regulations and the prescription of the Minister of Public Service and Administration, all departments within the public service are required to publish annual reports. The DBE Annual Report for 2020/21 will be tabled in Parliament in September 2021 and will thereafter be presented to the Portfolio Committee on Basic Education.

Sector Alignment

The HEDCOM Sub-committee on Planning, Monitoring and Evaluation will convene standard and special meetings with the Auditor-General of South Africa (AGSA) and DPME to improve and strengthen alignment in the sector and address key challenges. The HEDCOM sub-committee meetings serve as a platform for guiding the sector and sharing priorities and planning requirements in preparation for the financial year.

Service Delivery Improvement Plan (SDIP)

The approved SDIP report will be submitted to the Department of Public Service and Administration (DPSA) every quarter to ensure improved service delivery. Quarterly review meetings on Service Standards will be held between the DBE and DPSA. The Annual Service Delivery Improvement Plan Report will be submitted to the Annual National Service Delivery Improvement Forum, DPSA and Cabinet.

Office of the CFO

The Office of the CFO is responsible for Departmental financial management through the provision of budgetary planning, provisioning and procurement, expenditure management as well as accounting services. In addition, the Office of the CFO is responsible for providing legal and legislative services as well as human resources services within the Department.

Corporate Services

The DBE has prioritised the appointment of women at Senior Management Service (SMS) level to comply with the DPSA directive of a ratio of 50% women to 50% men. The DBE ratio at SMS level is presently 37% women to 63% men. The DBE is making determined efforts to accelerate the appointment of women at SMS level by elevating the discussion to broad management

meetings on a monthly basis and providing statistics. Interview panels are given the statistics. It must be noted, however, that the DBE has done extremely well at the Middle Management Service (MMS) level, as the ratio is presently 54% women to 46% men. Women at MMS level are being prepared to move into SMS positions through professional development programmes. All advertisements indicate that the employment decisions will be informed by the Employment Equity Plan of the Department and that it is the intention of the DBE to promote equity (race, gender and disability) through the filling of posts.

As designated, 1,2% of the DBE staff are disabled employees. The DBE has not met the DPSA target of 2% employment of people with disabilities. The application of the DPSA target of 2% for disability is a challenge at the DBE as at all other departments, and there is a need to clarify the definition of disability. Advertisements of the DBE always indicate that people with disability would be given preference, but we cannot be sure how many qualifying people are applying for these posts. Furthermore, since candidates do not indicate their disability on application forms, it becomes difficult to shortlist 'differently-abled' candidates. A positive aspect is that there are no physical barriers to appointment at the new state-of-the-art DBE building which accommodates people with disability.

The DBE is considering a more vigorous approach to recruiting people with disability. The DBE will identify posts most suited to people with disability and headhunt suitable candidates, including positions for the blind as call centre and switchboard operators, administration work for the deaf in terms of working in the registry, etc. This will entail working with organisations representing the disabled like the South African Council for the Blind, National Organisation of the Blind (NOBSA), Deaf Federation of South Africa (DEAFSA), Higher Education Disability Services Association as well as the full-service schools within education. The DBE's Inclusive Education Directorate will consider establishing a database of candidates to be used within the sector and made available to other departments as well. It is hoped that the DPSA will initiate a campaign to encourage job applications from people with disabilities and facilitate the declaration of disabilities in the public service.

The DBE has planned between 10 and 14 capacity-building programmes for the MTEF period. These programmes will target officials who have identified programmes for their professional development as well as officials who have identified programmes to assist them in areas of deficiency (skills and competencies required to deliver on their strategic objectives and APP targets). These will have been identified during their performance assessments.

The DBE has identified capacity training as a key intervention for staff as the DBE must be in a position to deliver on its mandates. Officials who require professional development to execute their duties and responsibilities are given the opportunity to identify courses that will equip them with the necessary skills and competencies to achieve the strategic objectives of the DBE. Capacity training is also based on the performance assessment of officials. Where the supervisor and the official are in agreement that certain courses will assist the official to perform duties proficiently and achieve the set APP targets, these are incorporated as part of the official's Personal Development Plan (PDP).

Programme Resource Considerations

The DBE utilises the training budget allocated for the capacity-building programmes. The budget emanates from the Skills Development Act levy. The filling of critical posts as well as service delivery will be impacted by the preliminary budget cuts.

Table 10: Programme 1: 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		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Ministry	32 678	34 738	43 786	27 312	37 518	34 050	35 704
Departmental management	81 708	99 238	99 120	85 888	93 977	94 157	93 429
Corporate Services	64 864	67 206	78 234	76 388	73 355	76 118	78 384
Office of the Chief Financial Officer	63 399	68 326	78 301	92 383	85 680	87 559	89 762
Internal Audit and Risk Management	6 692	6 629	6 253	8 626	7 572	7 744	8 111
Office accommodation	185 731	195 782	203 695	220 177	225 096	231 493	233 024
Total	**435 072**	**471 919**	**509 389**	**510 774**	**523 198**	**531 121**	**538 414**
Economic Classification							
Current Payments	**422 076**	**457 867**	**491 193**	**489 954**	**504 856**	**511 748**	**518 208**
Compensation of employees	165 092	175 182	190 610	194 061	196 086	195 560	200 042
Goods and services	211 486	238 106	257 026	253 475	269 252	275 635	277 457
Computer services	20 526	26 183	21 087	25 973	24 133	24 582	24 675
Operating lease	445	610	709	2 056	2 085	2 120	2 128
Property payments	129 775	140 347	148 739	162 624	168 708	173 162	173 827
Travel and subsistence	15 883	21 386	28 029	15 138	29 047	29 592	30 463
Other	44 857	49 580	58 462	47 684	45 279	46 179	46 364
Interest and rent on land of which:	**45 498**	**44 579**	**43 557**	**42 418**	**39 518**	**40 553**	**40 709**
Transfers and subsidies	**2 180**	**891**	**3 272**	**753**	**459**	**472**	**474**
Departmental agencies and accounts	405	417	429	453	459	472	474
Foreign government and international organisations	-	-	-	-	-	-	-
Households	1 775	474	2 844	300	-	-	-
Payments for capital assets	**10 629**	**12 929**	**14 880**	**20 067**	**17 883**	**18 901**	**19 732**
Buildings and other fixed structures	8 040	8 958	9 981	11 119	12 390	13 099	13 676
Machinery and equipment	2 589	3 971	4 463	8 599	5 125	5 420	5 658
Software and other intangible assets	-	-	436	349	368	382	398
Payments for financial assets	**187**	**232**	**43**	**-**	**-**	**-**	**-**
Total	**435 072**	**471 919**	**509 389**	**510 774**	**523 198**	**531 121**	**538 414**

5.2 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 Implementation and Monitoring; Curriculum and Quality Enhancement Programmes.

Action Plan Goals on Learner Performance

Goal 1 ► Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum Language and Numeracy competencies for Grade 3.

Goal 2 ► Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum Language and Mathematics competencies for Grade 6.

Goal 3 ► Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum Language and Mathematics competencies for Grade 9.

Goal 4 ► Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.

Goal 5 ► Increase the number of Grade 12 learners who pass Mathematics.

Goal 6 ► Increase the number of Grade 12 learners who pass Physical Science.

Goal 7 ► Improve the average performance of Grade 6 learners in Languages.

Goal 8 ► Improve the average performance of Grade 6 learners in Mathematics.

Goal 9 ► Improve the average performance of Grade 8 learners in Mathematics.

Goal10 ► Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.

Goal 11 ► Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

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

Goal 13 ► Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

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.

Outcomes, Outputs, Performance Indicators and Targets

Table 11: Programme 2: Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited/ Actual Performance			Estimated Performance	Annual Targets / MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 1: Maintain and develop the system of policies, including curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies and the curriculum evolve to deal with emerging priorities, including those relating to ECD, inclusive education, 21st-century skills, and the support and monitoring of learning outcomes	2.1.1 Number of technical schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	Quarterly	27 schools monitored	54	18	18	18	18	18
		2.1.2 Number of learners per year obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the SCMP	Bi-annually	73 780	64 062	40 531 \n\n NSC: 963 \n SC: 39 568	60 000	45 000	50 000	55 000
		2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/LPID) using the Learning Programme for C/LPID	Annually	-	6 416	8 855 Profound Intellectual Disability (PID); 4 308 Severe Intellectual Disability (SID): 4 547	3 527	3 727	3 927	4 127
		2.1.4 An Annual Sector Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Annually	-	-	-	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention
		2.1.5 A National Report is produced on the amended legislation to regulate the new ECD landscape	Annually	-	-	-	A joint submission for determination on the ECD function shift is submitted to the Minister of Public Service and Administration	Approved National Report on the amended legislation to regulate the new ECD landscape	-	-
		2.1.6 A National Report is produced on the development of a new funding model for ECD	Annually	-	-	-	Report on investigation into ECD funding models	Approved National Report on the development of a new funding model for ECD	Approved National Report on piloting the new funding model.	Approved National Report on the implementation of the new funding model

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited/ Actual Performance			Estimated Performance	Annual Targets / MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		2.1.7 A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Annually	-	-	-	Preparations for ECD census is concluded	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Approved National Report on the integration of ECD data into EMIS	Approved National Report on the implementation of the updated DBE EMIS which includes ECD data
		2.1.8 A National Report is produced on developing and operationalising an Early Childhood Development (ECD) Human Resource Development (HRD) Plan	Annually	-	-	-	Report on ECD service delivery model and its workforce implications	Approved National Report on the development of a new ECD service delivery model and its workforce implications	Approved National Report on piloting the new service delivery model and its workforce implications	Approved National Report on the approved service delivery and HR model.
		2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	-	-	-	8	8	8	15
		2.1.10 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor-level passes	Annually	-	-	-	3	9	9	9
		2.1.11 Number of schools monitored for implementing compulsory entrepreneurship education	Annually	-	-	-	90 (10 per province)	135 (15 per province)	180 (20 per province)	225 (25 per province)
		2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC)	Annually	-	-	-	Approved Annual Sector Report on the implementation of the GEC	Approved Annual Sector Report on the implementation of the GEC	Approved Annual Sector Report on the implementation of the GEC	Approved Annual Sector Report on the implementation of the GEC
		2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream	Annually	-	-	-	An approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	Approved Annual Sector Report on Schools that implement the Technical Occupational Stream in 2022/23	Approved Annual Sector Report on Schools that implement the Technical Occupational Stream in 2023/24
		2.1.14 Number of schools monitored for piloting the Coding and Robotics curriculum	Annually	-	-	-	-	18 schools (2 per piloting province)	18 schools (2 per piloting province)	18 schools (2 per piloting province)

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited/ Actual Performance			Estimated Performance			MTEF Period
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery	Ensure that national decisions relating to innovations in areas such as reading and language acquisition are informed by sound evidence	2.2.1 Number of schools monitored on the implementation of the reading norms	Annually	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored	22	20	10	18	18	18
		2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Annually	20 schools monitored: 10 school visits monitored and 10 schools desktop-monitored	20	20	10	18	18	18
		2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Annually	50 underperforming schools monitored: 25 school visits monitored and 25 schools desktop-monitored	92	100	10	18	18	18
		2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit	Annually	-	142	72	10	32	32	32
		2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	Annually	-	-	-	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan
		2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Annually	-	-	-	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited/ Actual Performance			Estimated Performance	Annual Targets	MTEF Period	
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 4: Advance the development of innovative and high-quality educational materials	Promote the use of evidence in materials development through a stronger use of emerging technologies	2.3.1 Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources	Annually	27 schools monitored	27	27	27 (3 per province)	27 (3 per province)	27 (3 per province)	27 (3 per province)
		2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1–6 per year, after having placed an order	Annually	100% Volume 1 and Volume 2 Grades 1–6 Home Language workbooks were delivered to 100% schools	Volume 1: 100% (17 316/17 316) Volume 2: 100% (17 341/17 341)	100% (17 236/ 17 236)	100%	100%	100%	100%
		2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1–9 per year, after having placed an order	Annually	100% Volume 1 and Volume 2 Grades 1–9 Mathematics workbooks were delivered to 100% schools	Volume 1: 100% (23 223/23 223) Volume 2: 100% (23 201/23 201)	100% (23 177/ 23 177)	100%	100%	100%	100%
		2.3.4 Percentage of public schools with workbooks for learners in Grade R per year, after having placed an order	Annually	100% Terms 1–4 Grade R workbooks were delivered to 100% schools	100% (16 347/16 347)	100% (16 317/16 317)	100%	100%	100%	100%
		2.3.5 An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Annually				Approved Annual Sector Report on the learners provided with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the learners provided with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the learners provided with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the learners provided with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12
		2.3.6 The number of schools monitored for home languages in which Literacy Grades 1–3 Lesson Plans have been developed for terms 1-4.	Annually	-	-	-	10	10	10	10
		2.3.7 Number of special schools with access to electronic devices	Annually	-	-	-	140	307	0	0
		2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices	Annually	-	-	-	-	Approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices	Approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices	Approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited/ Actual Performance			Annual Targets	MTEF Period		
				2017/18	2018/19	2019/20	Estimated Performance 2020/21	2021/22	2022/23	2023/24
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Continue with the strategic use and monitoring of conditional grants and other funds to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goal	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Annually	-	-	-	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion
		2.4.2 An Annual Sector Report is produced on the number of learners in public special schools	Annually	-	-	-	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools
		2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres	Annually	-	-	-	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the monitoring of public special schools serving as resource centres
		2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED	Annually	-	-	-	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED

Indicators, Annual and Quarterly Targets

Table 12: Programme 2: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.1.1 Number of technical schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS)	Quarterly	18	6	6	0	6
2.1.2 Number of learners per year obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the SCMP	Bi-annually	45 000	0	20 000	0	25 000
2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/LPID) using the Learning Programme for C/LPID	Annually	3 727	0	0	0	3 727
2.1.4 An Annual Sector Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Annually	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	0	0	0	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention
2.1.5 A National Report is produced on the amended legislation to regulate the new ECD landscape	Annually	Approved National Report on the amended legislation to regulate the new ECD landscape	0	0	0	Approved National Report on the amended legislation to regulate the new ECD landscape
2.1.6 A National Report is produced on the development of a new funding model for ECD	Annually	Approved National Report on the development of a new funding model for ECD	0	0	0	Approved National Report on the development of a new funding model for ECD
2.1.7 A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Annually	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	0	0	0	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS
2.1.8 A National Report is produced on developing and operationalising an Early Childhood Development (ECD) Human Resource Development (HRD) Plan	Annually	Approved National Report on the development of a new ECD service delivery model and its workforce implications	0	0	0	Approved National Report on the development of a new ECD service delivery model and its workforce implications
2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	8	0	0	0	8
2.1.10 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor-level passes	Annually	9	0	0	0	9
2.1.11 Number of schools monitored for implementing compulsory entrepreneurship education	Annually	135 (15 per province)	0	0	0	135 (15 per province)
2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC)	Annually	Approved Annual Sector Report on the implementation of the GEC	0	0	0	Approved Annual Sector Report on the implementation of the GEC
2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream	Annually	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	0	0	0	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22
2.1.14 Number of schools monitored for piloting the Coding and Robotics curriculum	Annually	18 schools (2 per piloting province)	0	0	0	18 schools (2 per piloting province)
2.2.1 Number of schools monitored on the implementation of the reading norms	Annually	18	0	0	0	18

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Annually	18	0	0	0	18
2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Annually	18	0	0	0	18
2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit	Annually	32	0	0	0	32
2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	Annually	Approved Annual Sector Report on the implementation of the National Reading Plan	0	0	0	Approved Annual Sector Report on the implementation of the National Reading Plan
2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Annually	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	0	0	0	Approved Annual Sector Report on the number of public schools monitored on the availability of readers
2.3.1 Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources	Annually	27 (3 per province)	0	0	0	27 (3 per province)
2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1–6 per year, after having placed an order	Annually	100%	0	0	0	100%
2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1–9 per year, after having placed an order	Annually	100%	0	0	0	100%
2.3.4 Percentage of public schools with workbooks for learners in Grade R per year, after having placed an order	Annually	100%	0	0	0	100%
2.3.5 An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Annually	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	0	0	0	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12
2.3.6 The number of schools monitored for home languages in which Literacy Grades 1–3 Lesson Plans have been developed for terms 1–4	Annually	10	0	0	0	10
2.3.7 Number of special schools with access to electronic devices	Annually	307	0	0	0	307
2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices	Annually	Approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices	0	0	0	Approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices
2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Annually	Approved Annual Sector Report on the number of teachers trained on inclusion	0	0	0	Approved Annual Sector Report on the number of teachers trained on inclusion
2.4.2 An Annual Sector Report is produced on the number of learners in public special schools	Annually	Approved Annual Sector Report on the number of learners in public special schools	0	0	0	Approved Annual Sector Report on the number of learners in public special schools
2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres	Annually	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	0	0	0	Approved Annual Sector Report on the percentage of public special schools serving as resource centres
2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED	Annually	Approved Annual Sector Report on the establishment of focus schools per PED	0	0	0	Approved Annual Sector Report on the establishment of focus schools per PED

Explanation of planned performance over the medium-term period

The Programme: Curriculum Policy, Support and Monitoring will focus on the following priority areas during the 2021/22 financial year.

The DBE will pilot the Coding and Robotics Curriculum for Grade R–9. This curriculum will equip learners with the digital skills required to occupy jobs of the future and will enable them to function effectively in the changing world. This new and exciting curriculum includes artificial intelligence, virtual reality, 3D printing and advanced manufacturing, among others. The Department will also accelerate the establishment of focus schools along the key economic corridors as part of our Skills Development Drive. These include Technical Schools, Agricultural Schools, Hi-Tech Schools, Aviation Schools and Maritime Schools. Through the Mathematics, Science and Technology (MST) Directorate, the Department plans to increase participation and performance in the MST subjects.

The Workbook Project was introduced by the DBE to improve learner performance in numeracy/ mathematics and literacy. Workbooks have been of great assistance to learners over the years as learners are able to practice activities with the assistance of parents or guardians. The DBE will continue the printing and distribution of workbooks in the coming years as this particularly assists poor learners in rural schools. The workbooks are another strategy that addresses the availability of equitable resources between urban and rural schools. The DBE will work towards gradually making them available to learners in an electronic format.

The Department, through the Second Chance Matric Programme (SCMP) introduced in 2016, aims to provide support to adult learners who are upgrading or who did not meet the pass requirements of the NSC examinations or Amended Senior Certificate. The programme will continue to provide support through four platforms: face-to-face classes at the selected centres; broadcasting of educational lessons; provision of LTSM (hard copies); and provision of online resources. The programme will be expanded to cater for the 'Not in Education, Employment or Training' (NEET) group by providing opportunities for unemployed youth to access the skills development programmes that will make them employable or help them start-up businesses. The Department will build partnerships with key stakeholders to implement the skills development programmes.

Over the next three years, the SCMP will also be expanded to assist adults with disabilities to achieve subject passes towards a matric qualification and to access the skills development programmes. The SCMP will cater for adults with disabilities by facilitating the development and provision of the proper LTSMs and assistive devices that will enable them to learn effectively. Furthermore, the SCMP will facilitate the establishment of a national virtual school that will be accessible at no cost to learners through different media platforms at any time of the day and night. The SCMP will also procure a service provider to develop an electronic system to strengthen the management and administration of the programme.

Improving matric completion rates

The SCMP responds to the NDP's injunction that retention rates should be improved and drop-out rates reduced. The programme provides support to learners who are upgrading or who did not meet the pass requirements of the NSC examinations. This is done by providing access to quality resources. The outputs of the programme are registering learners, procurement and delivery of e-Resources and administering of support to registered learners.

The programme will cater for learners with disabilities in the 2021 academic year. The Department will use the existing 23 special schools for the blind and 43 schools for the deaf that are allocated nationally. The programme for people with disabilities will adopt the same approach of allowing learners to attend after hours and over weekends. The target of 45 000 learners for 2021/22 includes learners with disabilities.

The programme is facilitating the establishment of more than 100 face-to-face centres and appointment of more than 800 teachers and 80 centre managers to teach after school hours and over weekends. The centres will be located in all nine provinces in densely populated areas where there are high numbers of learners who could not achieve a matric pass. The electronic systems will be a web-based solution that allows multi-users to upload information about the textbooks and administration documents (e.g. attendance registers), facilitate communication between teachers and track the performance of each learner. The programme will provide support in gateway subjects and 11 home languages.

The SCMP procures and delivers LTSM and other e-resources for learners through the PEDs. In addition, the programme also provides support to learners through various platforms that include television and radio broadcasting, provision of online resources through the SCMP website and installation of Content Access Point devices in selected centres that do not have access to the internet.

The SCMP will conduct roadshows in provinces to raise awareness about the programme among out-of-school youth and members of the public. During the roadshows, other entities such as Sector Education and Training Authorities (SETAs), Khetha Career Awareness, National Youth Development Agency, National Student Financial Aid Scheme (NSFAS) and institutions of higher learning will be invited to provide information on careers and other opportunities available to out-of-school youth.

The SCMP has established partnerships with Vodacom Foundation, UNISA Centres, DHET and public libraries to utilise their centres for out-of-school youth to get the information about registration and to access the freely available resources provided through the programme.

The budget cut will not have a huge impact over the MTEF. Paying teachers and printing learning materials are priorities. The programme is partnering with different entities to promote advocacy and public awareness in communities. Through collaboration with partners, advocacy campaigns will be shared.

The targets for the SCMP in the next three years are 45 000 learners (2021/22), 50 000 (2022/23) and 55 000 (2023/24).

Curriculum Implementation and Quality Improvement:

Further Education and Training (FET) Grades 10 to 12

The Department, through the FET programme, aims to monitor and support the implementation of the CAPS for subjects in the FET Band in Grades 10–12. The development of relevant curriculum and assessment-related policy and the effective implementation thereof are among the key mandates of the FET programme. The overarching aim of the development of, support for and monitoring of the implementation of the curriculum in the FET Band is to improve learning outcomes.

Curriculum implementation and management

The Department aims to implement occupationally oriented curricula for 21 subjects in 74 schools of skill in 2021 for year 1 to 4 learners. The occupationally oriented curricula for 13 subjects will be piloted in 2021 and 2022 in 103 ordinary schools for Grade 8–9 learners.

The Department will implement the three-year curriculum recovery plan to recover the learning losses that were incurred in 2020 due to COVID-19. The trimmed and reorganised Annual Teaching Plans (ATPs) for each subject in Grades R–11 will be implemented over the MTEF to mitigate the further effects of COVID-19.

As part of building the capacity of teachers to accommodate the diverse learning needs of learners, 6 900 teachers will be trained on the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) over the MTEF period, as follows: 2 000 in 2021/22; 2 300 in 2022/23; and 2 600 in 2023/24.

Contribution of outputs to the achievement of outcomes

The indicators in the programme contribute to improved school readiness of children through Proclamation of legislation for Early Childhood Development; funding model and Human Resource Plan.

10-year-old learners enrolled in publicly funded schools read for meaning will be achieved through the EGRA, monitoring the availability of readers in schools and the development of lesson plans in home languages. Training of teachers on inclusion ensures that learners with special needs are catered for.

Programme Resource Considerations

As part of ensuring access to formal educational programmes for learners with disabilities, financial resources will be provided for learners with profound intellectual disabilities in special care centres and schools over the MTEF period (2021/22: R242 760 000; 2022/23: R249 431 000; 2023/24: R279 033 000).

Second Chance Matric Programme

Over the next three financial years (the current MTEF period), the Department will coordinate support to adult learners to achieve subject passes towards the NSC or amended Senior Certificate through the SCMP. The SCMP will deliver five key desirables, namely: support of registered learners preparing to write the May/ June and October/ November examinations; facilitation of the skills development programmes; expansion of the programme to cater for people with disabilities and inmates; organisation of career outreach events; and, the establishment of partnerships with higher education institutions and other entities.

The first key SCMP deliverable is to support 150 000 registered learners to achieve subject passes towards NSC and amended SC over the next three years. The learners will attend face-to-face classes at more than 300 centres in all provinces. The programme will contract 300 senior teachers to serve as centre managers and more than 7 000 subject teachers will be hired to teach at the centres after hours and over weekends. An estimated R35 million will be utilised to pay centre managers and teachers. Registered learners will be provided with the LTSM (hard copies) and other e-resources at the centres. It is estimated that printing the state-owned LTSM will cost R19 million. During the year, the programme will facilitate the development of study guides for the occupational subjects, which it is estimated will cost R14 million over a three-year period.

The programme will make the LTSM e-resources available to learners through the online and broadcast channels. The LTSM e-resources will be available online through the SCMP website. The Programme will provide Content Access Point devices in areas where there is no electricity or internet. Learners will also access the educational programmes through different television channels and radio broadcasts. The provision of LTSM e-resources through online and broadcast media will cost the Department R3 million over the next three years.

The second key deliverable is the facilitation of the skills development programmes. Through partnerships, the Department will facilitate the provision of skills development programmes to more than 5 000 unemployed youth who fall into the NEET category to equip youth with skills that will make them employable or able to start up their own businesses. It is estimated that the facilitation of the skills development programmes may cost R9 million over a three-year period.

The third key deliverable is the expansion of the programme to cater for people with disabilities and inmates. The programme will work with the Departments of Youth, Women and People with Disabilities and Correctional Services. The programme aims to assist 500 people with disabilities and 1 000 inmates to achieve subject passes in the 2021 academic year. It is planned that the programme will contract teachers to teach at the selected special schools that serve as matric examination centres. The other major cost for catering to people with disabilities will be the procurement of relevant LTSM and assistive devices for learners and teachers. The support for inmate learners will be through the provision of LTSM. It is estimated that this key deliverable will cost R10 million over a three-year period.

The fourth key deliverable is the organisation of career outreach events across the provinces. The purpose of the events will be to expose the NEET group to the opportunities available in the public and private sectors. Key stakeholders and organisations, including SETAs, NSFAS, NYDA, institutions of higher learning, NGOs and other state-owned entities will be invited to display and present opportunities available to the youth. Government departments such as Higher Education and Training, Employment and Labour, and Women, Youth and People with Disabilities will be invited to participate. An amount of R12 million will be utilised to fund the career outreach events.

The fifth key deliverable is the establishment of partnerships to support the activities of the SCMP. The success of the SCMP is based in forging partnerships with key stakeholders and relevant entities. The partners may support the programme to make the LTSM resources available to more learners. The plan is to strengthen the existing partnerships and build new partnerships with NGOs, universities, FET colleges, municipalities and provincial departments to increase the accessibility of the SCMP. This deliverable requires the least funding of all key deliverables to deliver.

Part of the budget will be utilised for public awareness and communication activities that include the printing of pamphlets and z-cards and payments for radio and television advertisements of the programme and its events.

Workbooks

Due to Cabinet budget reductions amounting to R93 million over the MTEF period on allocations for workbooks for the 2022 academic year and beyond, the DBE will not be able to print and distribute Grades 1 to 3 Life Skills workbooks to quintiles 4 and 5 schools.

Table 13: Programme 2: 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		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Programme Management: Curriculum Policy, Support and Monitoring	2 502	3 205	3 405	4 181	2 815	2 903	3 080
Curriculum Implementation and Monitoring	269 397	317 987	361 183	357 368	375 640	383 883	388 993
Curriculum and Quality Enhancement Programmes	1 459 198	1 480 999	1 516 292	1 482 540	1 655 892	1 682 751	1 692 192
Total	**1 731 097**	**1 802 191**	**1 880 880**	**1 844 089**	**2 034 347**	**2 069 537**	**2 084 265**
Economic classification							
Current Payments	**1 298 011**	**1 249 127**	**1 275 325**	**1 267 115**	**1 378 395**	**1 394 466**	**1 389 607**
Compensation of employees	89 090	81 602	86 319	95 051	89 691	91 180	85 095
Goods and services	1 208 921	1 167 525	1 189 006	1 172 064	1 288 704	1 303 286	1 304 512
Agency and support/ outsourced services	11 216	12 863	26 006	8 363	8 117	8 175	8 207
Inventory: Learner and teacher support material	1 018 474	1 056 330	1 044 366	1 098 415	1 179 688	1 193 623	1 188 732
Consumables: stationery, printing and office supplies	3 155	671	21 173	9 047	17 296	17 427	17 494
Travel and subsistence	30 056	33 247	40 036	19 175	27 525	27 500	33 302
Operating payments	83 046	21 231	23 791	6 781	972	984	988
Other	62 974	43 183	33 634	30 283	55 106	55 577	55 789
Transfers and subsidies	**431 812**	**552 377**	**604 617**	**576 216**	**655 093**	**674 162**	**693 708**
Provinces and Municipalities Foreign government Non-profit institutions Households	431 168	551 281	603 627	575 726	654 894	673 958	693 503
Departmental Agencies and accounts							
Foreign Government and International Organisations	120	136	173	196	199	204	205
Households	524	960	817	294	-	-	-
Payments for capital assets	**1 206**	**670**	**933**	**758**	**859**	**909**	**950**
Machinery and equipment	731	670	933	758	859	909	950
Software	**475**	-	-	-	-	-	-
Payments for financial assets	**68**	**17**	**5**	-	-	-	-
TOTALS	**1 731 097**	**1 802 191**	**1 880 880**	**1 844 089**	**2 034 347**	**2 069 537**	**2 084 265**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Details of selected transfers and subsidies							
Current							
Transfers and subsidies	**431 812**	**552 377**	**604 617**	**576 216**	**655 093**	**674 162**	**693 708**
Learners with Profound Intellectual Disability Grant	66 023	180 798	212 325	242 864	242 760	249 430	260 424
Maths, Science and Technology Grant	365 145	370 483	391 302	332 862	412 134	424 528	433 079
Current	**644**	**1 096**	**990**	**490**	**199**	**204**	**205**
Foreign Government and International Organisations	120	136	173	196	199	204	205
Households	524	960	817	294	-	-	-

5.3 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: Education Human Resources Management; Education Human Resources Development; and Curriculum and Professional Development Unit.

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.

Outcomes, Outputs, Performance Indicators and Targets

Table 14: Programme 3: Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Annual Targets		MTEF Period		
				2017/18	2018/19	2019/20	Estimated Performance 2020/21	2021/22	2022/23	2023/24	
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that governance systems evolve to deal with, and support emerging priorities, in particular those relating to teacher placement and accountability of schools	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	96,9% (1 938) of the surveyed SGBs were found to be functional	1 793 of 1 846 schools (97,1%) met the minimum criteria in terms of effectiveness	97,05% (1 941/ 2 000)	90% of 1 000 sampled schools	90% of 1 000 sampled schools	95% of 1 000 sampled schools	95% of 1 000 sampled schools	
		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	Annually	86% (1 720) of the 2 000 surveyed schools were found to have functional basic management documents	1 674 of 1 917 (87,3%) produced the minimum set of management documents	98,3% (1 966/ 2 000)	100% of 1 000 sampled schools	100% of 1 000 sampled schools	100% of 1 000 sampled schools	100% of 1 000 sampled schools	
		3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	Annually	15 134	13 070	12 954	12 500	11 500	11 800	12 000	
		3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies	Quarterly	-	-	-	4	4	4	4	
		3.1.5 Number of quarterly monitoring reports indicating the number and percentage of schools where allocated teaching posts are all filled	Quarterly	-	-	-	4	4	4	4	

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance 2020/21	Annual Targets 2021/22	MTEF Period	
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		3.1.6 An Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers	Annually	-	-	-	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery	Ensure that national decisions relating to educator conditions of service, and innovations in areas such as teacher training, development and assessments are informed by sound evidence	3.2.1 A National Report is produced on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Annually	-		-	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres
		3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Sciences and Accounting	Annually	-		-	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting
		3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards	Annually	9 PEDs monitored	9 PEDs monitored	9	9	9	9	9
		3.2.4 An Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification	Annually	-		-	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance	Annual Targets — MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of provinces to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goals	3.3.1 Number of PEDs monitored on the implementation of the Performance Management Service for school-based educators	Annually	-	-	-	9	9	9	9
		3.3.2 Number of PEDs monitored on the implementation of Education Management Service: Performance Management and Development System (EMS: PMDS)	Annually	6 PEDs monitored	6 PEDs monitored	7	9	9	9	9

Indicators, Annual and Quarterly Targets

Table 15: Programme 3: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.	Annually	90% of 1 000 sampled schools	0	0	0	90% of 1 000 sampled schools
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	Annually	100% of 1 000 sampled schools	0	0	0	100% of 1 000 sampled schools
3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	Annually	11 500	0	0	0	11 500
3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies	Quarterly	4	1	1	1	1
3.1.5 Number of quarterly monitoring reports indicating the number and percentage of schools where allocated teaching posts are all filled	Quarterly	4	1	1	1	1
3.1.6 An Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers	Annually	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	0	0	0	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers
3.2.1 A National Report is produced on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres	Annually	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	0	0	0	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres
3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Sciences and Accounting	Annually	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	0	0	0	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting
3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards	Annually	9	0	0	0	9
3.2.4 An Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification	Annually	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification	0	0	0	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification
3.3.1 Number of PEDs monitored on the implementation of the Performance Management Service for school-based educators	Annually	9	0	0	0	9
3.3.2 Number of PEDs monitored on the implementation of Education Management Service: Performance Management and Development System (EMS: PMDS)	Annually	9	0	0	0	9

Explanation of planned performance over the medium-term period

The **Programme: Teachers, Education Human Resources and Institutional Development** will focus on the following deliverables during the 2021/22 financial year.

Teacher recruitment, placement, deployment and utilisation:

• Monitor the implementation of the post-provisioning norms focusing on compliance with policy;

• Monitor and support the placement of Funza Lushaka bursary graduates in posts at schools;

• Monitor the filling of vacant substantive educator posts at schools and the filling of promotional posts;

• Monitor the rate of placement of young and qualified educators; and

• Strengthening the placement processes of Funza Lushaka graduates in all provinces.

Monitor functionality of Provincial Teachers Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs):

• Development of monitoring tools;

• Yearly monitoring programme;

• Collection of PTDIs and DTDCs completed monitoring tools;

• PEDs reports; and

• Development of a national Annual Report on the functionality of PTDIs and DTDCs.

Monitor the implementation of Teacher Development Programmes by PEDs with a special focus on EFAL, Mathematics, Physical Sciences and Accounting:

• Development of monitoring tools;

• Yearly monitoring programme;

• Monitor the implementation of programmes;

• Collection of nine PEDs' National Strategy for Learner Attainment (NSLA) quarterly reports; and

• Development of a national Annual Report on implementation of teacher development programmes by PEDs.

The Funza Lushaka Bursary Programme (FLBP) was established with the broad Departmental goal of meeting the supply and demand needs for high-quality teachers. The programme has the overall goal of providing well-qualified teachers who are able to teach in nationally identified priority areas, and who, upon completion of their funded studies, will be placed in public school posts to fulfil their contractual obligation by teaching for the same number of years as they received the bursary. In 2020, approximately 82% of Funza Lushaka bursary holders were 25 years of age or younger. A further 16% were between the ages of 26 and 30 years. More than 10 600 of the targeted 12 500 bursaries were awarded to black African youth below the age of 30. The FLBP awarded 66% of all bursaries available in 2020 to female students.

The functionality of the Provincial Teacher Institutes (PTDIs), the DTDCs as well as teacher programmes running in the provinces contributes immensely to educator capacity development. A capable, competent and confident teaching force, especially prioritising women and people with disabilities, augurs well for state capacity to deliver the required mandate.

Ensuring that all allocated teacher posts at schools are filled with the right teachers at the right time ensures that there is a teacher in front of the class at all times. This contributes to the improvement of the quality of education. The monitoring of compliance in the implementation of the post-provisioning policy is critical to ensure that there is equity and redress in the deployment of educators at schools.

The appraisal of office-based educators is guided by the ELRC Collective Agreement 3 of 2017 on the EMS: PMDS. The EMS: PMDS provides a standardised framework for managing the performance of office-based educators. It is aimed at improving employee performance in terms of quality and quantity. The DBE will monitor the implementation of the EMS: PMDS in all PEDs.

The appraisal of school-based educators is guided by the Education Labour Relations Council (ELRC) Collective Agreements 8 of 2003 and 2 of 2020 on the Integrated Quality Management System (IQMS) and Quality Management System (QMS) respectively. Both the agreements are designed to evaluate the performance levels of school-based educators in order to achieve high levels of school performance. The QMS, which will be introduced to Post Level 4 educators in 2021, requires principals to develop workplan agreements with their immediate supervisors or circuit managers. The DBE will monitor training and implementation on the IQMS and QMS in all PEDs.

The FLBP has evolved from being a financial aid programme for students to a programme used by the DBE and the basic education sector to address critical teacher shortages in specified subject areas, school phases and emerging new subject areas relevant in the 21st century. The FLBP contributes to the Department's ability to select aspirant teachers that meet the needs of the basic education sector, funding the tertiary studies of youth, 30 years and younger, as well as attracting the appropriate skills for new programmes envisaged for the basic education sector.

The Department works with PTDIs and DTDCs, which are hubs where teacher programmes can reach teachers closest to where they are working. These hubs have resource pools and electronic connectivity to enable working online as well as offline. With PEDs utilising the skills levy allocations, a wide range of teacher programmes will be implemented across provinces reaching virtually all teachers at all levels.

The post-provisioning norms remain one of the key instruments aimed at ensuring an equitable distribution of educator posts at schools. Once the posts are allocated, it is critical to ensure that they are filled. In addition to monitoring, the deployment of educators, systems and processes for the deployment of educators at schools will be monitored to ensure continuous improvement.

Based on a sample of 1 000 schools, it is estimated that 95% of SGBs will meet the minimum criteria in terms of effectiveness, and that 100% of these 1 000 sampled schools will produce the minimum set of management documents at a required standard.

Over the medium term, the Department aims to improve the supply of newly qualified teachers by providing 35 300 Funza Lushaka bursaries to prospective teachers in priority subject areas such as Mathematics, Science and Technology. A total of R4 billion has been allocated over the medium term for this. A budget cut of R253,3 million over the MTEF for the FLBP has been indicated. The budget cut means that 2 200 fewer bursaries will be awarded over the next three years.

Following the finalisation of the implementation evaluation of the FLBP, the DBE submitted progress reports to the DPME on the improvement plan every six months for two years until 31 October 2018. Fifteen recommendations were made categorised into four key areas:

• Programme administration;

• Monitoring, tracking and data management;

• Placement; and

• Sustainability and future evaluation work.

The 15 recommendations were translated into the following improvement objectives:

• To ensure the FLBP is achieving its major goals, objectives and intended outcomes;

• To improve monitoring and tracking and ensure reliable performance information and data management;

• To improve processes in support of the placement of Funza Lushaka graduates; and

• To put in place a research and evaluation agenda. This has been effected in the Department.

Programme Resource Considerations

The Department aims to increase the supply of newly qualified teachers in Mathematics, Science and Technology in different phases by providing 35 300 Funza Lushaka bursaries to prospective teachers over the medium term. The Department will approve first, second, third and fourth-year students, as well as Postgraduate Certificate in Education students enrolled for Initial Teacher Education.

Despite the budget cut reducing the number of bursaries awarded over the MTEF, some Funza Lushaka bursary recipients qualify for fee-free funding at universities and the Department expects the demand for Funza Lushaka bursaries to remain unchanged. The budget of R4 billion over the MTEF period is allocated in the Education Human Resources Development sub-programme for the NSFAS to administer as bursaries.

Table 16: Programme 3: 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		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Programme Management: Teachers, Education Human Resources and Institutional Development	1 569	2 001	1 993	1 977	2 004	2 141	2 279
Education Human Resources Management	61 116	54 456	55 828	60 195	63 520	63 852	65 090
Education Human Resources Development	1 170 153	1 226 237	1 294 055	1 339 320	1 366 551	1 410 770	1 415 111
Curriculum and Professional Development Unit	10 985	14 917	16 069	14 174	15 984	16 862	17 793
Total	**1 243 823**	**1 297 611**	**1 367 945**	**1 415 666**	**1 448 059**	**1 493 625**	**1 500 273**
Economic classification							
Current payments	**121 197**	**109 676**	**109 029**	**93 402**	**104 127**	**101 577**	**102 857**
Compensation of employees	65 189	63 760	67 687	74 536	72 127	68 725	69 857
Goods and services:	56 008	45 916	41 342	18 866	32 000	32 852	33 000
Communication (G&S)	245	314	286	600	611	628	631
Consultants and special services: business and advisory services	230	316	-	-	-	-	-
Consumables: stationery, printing and office supplies	937	518	696	1 001	1 106	1 129	1 134
Travel and subsistence	14 774	17 069	15 217	10 511	18 700	19 246	19 337
Other	39 822	27 699	25 143	6 754	11 583	11 849	11 898
Transfers and subsidies	**1 122 129**	**1 187 532**	**1 258 569**	**1 321 841**	**1 343 486**	**1 391 578**	**1 396 925**
Provinces and Municipalities	-	-	-	-	-	-	-
Departmental agencies and accounts	9 743	16 000	20 000	12 878	17 985	18 528	18 599
Foreign government	14 757	11 570	13 762	17 249	17 477	17 937	18 006
Non-profit institutions	-	-	-	-	-	-	-
Households	1 097 629	1 159 962	1 224 807	1 291 714	1 308 024	1 355 113	1 360 320
Payments for capital assets	**438**	**361**	**324**	**423**	**446**	**470**	**491**
Machinery and equipment	438	361	324	423	446	470	491
Payments for financial assets	**59**	**42**	**23**	**-**	**-**	**-**	**-**
Total	**1 243 823**	**1 297 611**	**1 367 945**	**1 415 666**	**1 448 059**	**1 493 625**	**1 500 273**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Details of selected transfers and subsidies							
Current							
Transfers	**1 122 129**	**1 187 532**	**1 258 569**	**1 321 841**	**1 343 486**	**1 391 578**	**1 396 925**
Departmental agencies and accounts (SACE)	9 743	16 000	20 000	12 878	17 985	18 528	18 599
Foreign government							
United Nations Educational, Scientific and Cultural Organisation	14 638	11 429	13 612	17 091	17 317	17 773	17 841
Association for the Development of Education in Africa	119	141	150	158	160	164	165
Current: Households							
National Student Financial Aid Scheme	1 095 792	1 159 348	1 224 271	1 291 606	1 308 024	1 355 113	1 360 320
Households	1 837	614	536	108	-	-	-

5.4 Programme 4: Planning, Information and Assessment

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

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

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.

Department of Basic Education

Outcomes, Outputs, Performance Indicators and Targets

Table 17: Programme 4: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance	Annual Targets		MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24		
Outcome 1: Maintain and develop the system of policies, including curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies and the infrastructure evolve to deal with emerging priorities, including those relating to basic services and the replacement of inappropriate structures	4.1.1 Number of new schools built and completed through ASIDI	Annually	12 schools were recorded as completed in 2017/18	21	26	24	21	30	8		
		4.1.2 Number of schools provided with sanitation facilities	Annually	29 practical completion certificates were received in 2017/18	200	103	600	1000	750	-		
		4.1.3 Number of schools provided with water facilities through ASIDI	Annually	43 practical completion certificates were received in 2017/18	199	89	100	100	-	-		

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance	MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that monitoring systems such as the South African - School Administration and Management System (SA-SAMS), and the assessment and examination systems evolve to deal with and support emerging priorities; in particular, those relating to school completion, learning outcomes and the accountability of schools	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	3 485 test items developed	328	3 461	500	500	500	500
		4.2.2 Number of NSC reports produced	Annually	4 reports were produced	4	4	4	4	4	4
		4.2.3 Number of question papers set for June and November examinations	Annually	376 question papers set	260	292	292	294	316	316
		4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	98,5% 22 029/ 22 364	98,2% 21 674/ 22 080	98,2% (21 586/ 21 976)	98%	98%	98%	98%
		4.2.5 A National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS)	Annually	97,7% 12 305 459/ 12 595 742	1 report covering 9 provinces monitored	9	Approved National Report on the number of provinces monitored for implementation of LURITS	Approved National Report on the number of provinces monitored for implementation of LURITS	Approved National Report on the number of provinces monitored for implementation of LURITS	Approved National Report on the number of provinces monitored for implementation of LURITS
		4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework (NAF)	Annually	-	-	-	Approved National Report on learning outcomes linked to the NAF	Approved National Report on learning outcomes linked to the NAF	Approved National Report on learning outcomes linked to the NAF	Approved National Report on learning outcomes linked to the NAF
		4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system.	Annually	-	-	-	Approved National Report on developing and operationalising a school readiness assessment system	Approved National Report on the First Early Learning National Assessment.	Approved National Report on the Second Early Learning National Assessment.	Approved National Report on the Third Early Learning National Assessment.

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance	Annual Targets	MTEF Period	
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of districts to advance national priorities, as well as additional interventions in all or specific districts to advance the attainment of sector-wide goals in relation to mentorship, development and support of officials at district level	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	52	76	40	33	60	60	60
		4.3.2 Percentage of school principals rating the support services of districts as being satisfactory	Biennially	Improvement Plan has been developed	75% 560/747	0	75%	0	80%	0
		4.3.3 Percentage of District Directors who have undergone competency assessment prior to their appointment	Annually	80% 4/5	100% 13/13	100% 8/8	95%	96%	97%	98%
		4.3.4 Percentage of underperforming schools monitored at least twice a year by district officials	Annually	-	-	4% (33/816)	75%	80%	85%	90%
		4.3.5 Number of District Director forums held	Annually	-	-	-	3	3	3	3
		4.3.6. Number of districts in which teacher development has been conducted as per District Improvement Plans.	Annually	-	-	-	55	60	65	65

Indicators, Annual and Quarterly Targets

Table 18: Programme 4: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
4.1.1 Number of new schools built and completed through ASIDI	Annually	21	0	0	0	21
4.1.2 Number of schools provided with sanitation facilities	Annually	1000	0	0	0	1000
4.1.3 Number of schools provided with water facilities through ASIDI	Annually	100	0	0	0	100
4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	500	0	0	0	500
4.2.2 Number of NSC reports produced	Annually	4	0	0	0	4
4.2.3 Number of question papers set for June and November examinations	Annually	294	0	0	0	294
4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	98%	0	0	0	98%
4.2.5 A National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS)	Annually	Approved National Report on the number of provinces monitored for implementation of LURITS	0	0	0	Approved National Report on the number of provinces monitored for implementation of LURITS
4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework (NAF)	Annually	Approved National Report on learning outcomes linked to the NAF	0	0	0	Approved National Report on learning outcomes linked to the NAF
4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system.	Annually	Approved National Report on the First Early Learning National Assessment.	0	0	0	Approved National Report on the First Early Learning National Assessment.
4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	60	0	0	0	60
4.3.2 Percentage of school principals rating the support services of districts as being satisfactory	Biennially	0	0	0	0	0
4.3.3 Percentage of District Directors who have undergone competency assessment prior to their appointment	Annually	96%	0	0	0	96%
4.3.4 Percentage of underperforming schools monitored at least twice a year by district officials	Annually	80%	0	0	0	80%
4.3.5 Number of District Director forums held	Annually	3	0	0	0	3
4.3.6. Number of districts in which teacher development has been conducted as per District Improvement Plans.	Annually	60	0	0	0	60

Explanation of planned performance over the medium-term period

The **Programme: Planning, Information and Assessment** will focus on the following deliverables during the 2021/22 financial year.

School Infrastructure

The Department provides a conducive learning environment by ensuring that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively. In line with Goal 24 of the *Action Plan to 2024: Towards the Realisation of Schooling 2030*, the Department also ensures that the physical infrastructure and environment of every school inspires learners to want to come to school. In this regard, the DBE intervenes through replacing schools built with inappropriate material with state-of-the-art schools funded through the School Infrastructure Backlogs Grant.

These activities are mainly carried out in the Planning, Information and Assessment programme through two grants, namely the Education Infrastructure Grant and the School Infrastructure Backlogs Grant. The Education Infrastructure Grant is a supplementary grant transferred to provinces for the provision of school infrastructure. This grant helps to accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, including district and circuit accommodation, to enhance capacity to deliver infrastructure in education and to address damages to infrastructure. The allocation over the 2021 MTEF period amounts to R30,3 billion. The School Infrastructure Backlogs Grant is meant to eradicate the Basic Safety Norms backlog in schools without water, sanitation and electricity and to replace schools constructed from inappropriate material, including mud schools. The allocation over the 2021 MTEF period amounts to R6,8 billion.

Through the ASIDI Programme, in 2021 the Department will build 21 new schools (a total of 59 schools over the MTEF) and provide water to 100 schools. A combination of the ASIDI and SAFE Programmes will provide sanitation to 1 000 schools (a total of 1 750 schools over the MTEF).

Education Management Information System (EMIS)

The basic education sector is regulated by the South African Schools Act, Act 84 of 1994, which in effect determines the DBE's Medium-Term Strategic Framework (MTSF), Standardised Output Indicators (SOIs) and Annual Performance Plans (APPs). The Minister of Basic Education is mandated to monitor and evaluate the standards of education provision, delivery and performance, which is done, to a large extent, through the use of national education statistics.

Implementation is therefore regulated by the National Education Information Policy (Gazetted in August 2004, Gazette No. 26710) in terms of Section 3(4)(a) of the National Education Policy Act (NEPA),1996 (Act 27 of 1996). The legislation embodies the vision to establish and maintain South African Education Information Systems that create a framework for:

• establishing and maintaining effective and sustainable standards governing education statistics, data and information systems;

• streamlining the provision of education information by PEDs and institutions to the public and all role players; and

• improving the flow of data and statistics between institutions, the PEDs and the DBE.

To secure data delivery, EMIS officers are mandated on all levels (national, provincial, district and school) to supply the required data for decision making, reporting, planning and for informed and accurate funding purposes.

The DBE plays an oversight, monitoring and supportive role to promote the functionality of schools through institutionalising a standardised school administration system designed to assist with school management and reporting to a national information system.

On 20 May 2016, the HEDCOM approved the abandonment of the survey method of collecting school data to make use of operational systems that include utilisation of the SA-SAMS. Schools report on learner enrolment and their performances by submitting data to their respective districts and provinces which is then stored at the provincial level in the Provincial Data Warehouses (PDW). Relevant data from schools is then uploaded from the Provincial Data Warehouses into the National Data Warehouse, known as the Learner Unit Record Information and Tracking System (LURITS). The PEDs and the DBE conduct independent data quality audits to quality assure the data collected via the transactional and management systems (SA-SAMS and LURITS). This data is used for calculation of the equitable share.

National Assessments and Public Examination

Bilingual Question Papers

In 2021, the DBE will initiate research on the feasibility of introducing bilingual question papers as part of the assessment programme in selected subjects. All stakeholders will be consulted and part of the research will entail familiarity with the specialised vocabulary used during the teaching of these subjects and the piloting of the setting of question papers in African languages in two identified subjects for the November 2021 examinations in Grade 11.

Modernisation of Public Examinations

Item Banking

The DBE is developing an advanced system of generating question papers, namely Item Banking. The system will generate question papers and marking guidelines for all public examinations in South Africa. This significant intervention will be phased in over the next few years for the GEC and NSC. The question papers and marking guidelines will be generated from a pool of items that are coded by subject area, question type, level of complexity and other pertinent item characteristics. The Terms of Reference (ToR) for the procurement of an item banking system will be finalised in the first quarter of 2021 and the tender will be advertised in the third quarter of 2021.

Electronic Marking System

Electronic marking will allow marking of the national examinations to be done online and has major advantages relating to the improved quality of marking. The DBE developed draft ToR outlining the technical and user requirement specifications for a national e-marking system. The ToR will be finalised by June 2021 and a service provider will be appointed by October 2021. The Gauteng Department of Education (GDE) piloted its e-marking system in two 2019 SC Examination subjects in July 2019. This pilot provided the opportunity for the DBE to gain insight into how the system was designed and how the manual marking systems could be adapted to the online system.

Online application of Certification

The online application will allow candidates to apply for their certificates through an electronic platform. All candidates will be able to apply online and the processing will be done by the relevant PED. This will avoid queuing at the offices of the DBE and the PEDs. The project is being piloted by the DBE and will be extended to the PEDs in 2021.

Implementation of the National Assessment Framework (NAF)

The NAF replaced the ANA as an indicator reflecting performance objectives. The NAF comprises a basket of sub-programmes that are fit for purpose. The sub-programmes comprising international benchmark studies and surveys (TIMSS, PIRLS, SEACMEQ and TALIS), systemic evaluations, the ELNA, the GEC and school-based assessment provide data on achievement levels and the monitoring of learning outcomes at regular intervals. The international benchmark studies and systemic evaluations are periodic assessments (every 3–4 years) while the ELNA and GEC are annual programmes. The programmes linked to the NAF enable a National Report on learning outcomes to be generated each year over the MTEF.

District Planning and Provincial Monitoring

Many of the weaknesses in schools are a reflection of weaknesses at the district level. The National Development Plan: Vision 2030 (NDP) envisions education districts that would have the capacity to provide targeted support to improve practices within schools and between schools and authorities. The NDP further enjoins us to "deploy multi-disciplinary support teams to work with districts in the short to medium term" (NDP, p. 310).

The *Action Plan to 2024: Towards the Realisation of Schooling 2030* requires improvement of the frequency and quality of monitoring and support services provided to schools by district offices.

The strategic approach for the Medium-Term Strategic Framework (MTSF) aims for policy and implementation stability through strengthening key interventions. The MTSF specifies a focus on "strengthening accountability and improving management at the school, community and district level" along with "tracking of learner performance through reporting and analysis to ensure appropriate feedback to learners and teachers and to benchmark performance over time".

Education districts present an opportunity to improve the quality of learning outcomes for all learners in the system. They play a central role in ensuring that all learners have access to education of a progressively high quality. This can be achieved through the impact and contribution of the following identified output indicators:

Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme. This indicator seeks to improve learner performance and the quality of NSC passes through a focused mentoring programme for district and circuit managers. The proposed mentoring programme will:

- Provide holistic support to district directors and selected circuit managers and their teams to improve educational outcomes at all levels of the system;

- Complement other management development strategies currently used by the PEDs to support education districts; and

- Serve as a pilot for the mentoring of district directors and circuit managers across the system.

Percentage of school principals rating the support services of districts as being satisfactory. District support to schools is critical because district and circuit offices are often the major and sometimes the only source of external assistance and support received by schools. District and circuit offices are, therefore, key vehicles for initiating, testing, driving and sustaining systemic reforms.

Percentage of district directors that have undergone competency assessment prior to their appointment. According to the directive of the DPSA, it is mandatory that all Senior Management Services (SMS) members appointed on or after 1 April 2015 undergo competency-based assessment. District directors have to undergo competency assessment to ensure that they possess the requisite skills and knowledge for the job. This assessment will also assist with identification of areas that require development.

Number of district director forums held. The Minister's meetings with district directors provide a strategic forum and opportunity for the Minister and the Department to interact closely with district directors. The main purpose of the meetings is to share best practices and improve learner performance in the entire system.

Number of districts in which teacher development has been conducted as per a District Improvement Plan. The indicator measures the actual number of districts with a District Improvement Plan that reflects teacher development practices. The practices include the training and support provided to teachers.

Programme Resource Considerations

School Infrastructure

The budget reductions will have a negative impact on infrastructure provision in terms of meeting the Minimum Uniform Norms and Standards for Public Schools for School Infrastructure published on 29 November 2013. The R413,3 million budget reduction in the School Infrastructure Backlogs Grant will also result in 14 schools not being built in 2022/23, thereby decreasing the target from 22 to 8. There has always been a deficit in terms of the total budget needed to eradicate the backlogs in the sector and this budget reduction has exacerbated the challenge and also negatively affected project planning for the next financial year. The budget reductions often leave a small window to introduce new projects into the implementation pipeline. The reduction might also mean that programmes for projects already in implementation will need to be revised, leading to slower progress and increasing escalation costs.

Education Management Information System (EMIS)

The DBE has entered into a Service Level Agreement with the State Information Technology Agency (SITA) to develop and maintain the SA-SAMS, the LURITS and the Business Intelligence System. Updated versions of SA-SAMS are released to PEDs for implementation in schools to support school administration, management and implementation of amended policies. The LURITS is maintained to enable PEDs to upload management data for DBE consumption. The DBE monitors the usage of SA-SAMS in public schools and also monitors the PEDs in the implementation of the LURITS. The EMIS System Development Fund is used to maintain these systems and to conduct the monitoring exercises. The Data Quality Audit Funds are used to independently assure the quality of the uploaded DBE data.

Table 19: Programme 4: 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		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Programme Management: Planning Information and Assessment	3 490	3 449	5 448	3 797	3 593	3 830	4 025
Information Management Systems	96 173	49 315	42 901	49 039	50 888	52 321	51 947
School Infrastructure	12 262 272	12 193 340	12 001 059	11 209 365	13 986 770	14 644 091	14 857 075
National Assessments and Public Examination	282 403	331 015	343 487	281 163	379 793	396 995	406 804
National Education Evaluation and Development Unit	20 669	20 114	15 955	17 015	16 020	16 185	15 689
Planning and Delivery Oversight Unit	120 804	137 406	177 561	141 873	143 113	147 283	149 508
Total	**12 785 811**	**12 734 639**	**12 586 411**	**11 702 252**	**14 580 177**	**15 260 705**	**15 485 048**
Economic Classification							
Current Payments	**410 695**	**440 059**	**588 687**	**428 915**	**595 262**	**726 327**	**733 416**
Compensation of employees	116 796	130 690	133 362	132 620	131 942	128 289	130 770
Goods and Services of which:	293 899	308 532	448 255	296 295	463 320	598 038	602 646
Computer services	44 352	59 160	52 214	49 288	62 253	64 319	64 764
Consultants: business and advisory services	162 072	133 234	284 254	129 017	191 003	284 353	280 497
Consumables: stationery, printing and office supplies	2 875	1 052	2 015	6 854	20 457	21 365	21 245
Travel and subsistence	56 422	73 482	74 557	60 702	112 046	136 503	144 614
Other	28 178	41 604	35 215	50 434	77 561	91 498	91 526
Transfers and subsidies	**10 696 477**	**10 337 231**	**10 801 341**	**9 042 780**	**11 947 618**	**12 496 021**	**13 036 724**
Provinces and municipalities	10 467 276	10 093 563	10 514 478	8 786 967	11 688 936	12 229 436	12 768 433
Departmental agencies and accounts	124 612	128 543	134 634	136 404	137 404	142 031	142 945
Foreign government	3 335	2 668	2 587	3 671	3 720	3 816	3 831
Non-profit institutions	99 959	112 064	148 595	115 738	117 558	120 738	121 515
Households	1 295	393	1 047	-	-	-	-
Payments for capital assets	**1 622 724**	**1 957 255**	**1 196 217**	**2 230 557**	**2 037 297**	**2 038 357**	**1 714 908**
Buildings	1 617 716	1 946 679	1 192 505	2 229 943	2 036 649	2 037 672	1 714 193
Other fixed structures	-	-	-	-	-	-	-
Machinery and equipment	1 063	1 563	673	614	648	685	715
Software and other intangible assets	3 945	9 013	3 039	-	-	-	-
Payments for financial assets	**55 915**	**94**	**166**	**-**	**-**	**-**	**-**
Total	**12 785 811**	**12 734 639**	**12 586 411**	**11 702 252**	**14 580 177**	**15 260 705**	**15 485 048**

5.5   Programme 5: Educational Enrichment Services

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

Sub-programmes: Programme Management: Care and Support in Schools; and Partnerships in Education.

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.

Table 20: Programme 5: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Audited /Actual Performance			Estimated Performance	MTEF Period		
				2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies relating to care and support services evolve to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion and learner health and wellness	5.1.1 Number of schools monitored for the provision of nutritious meals	Quarterly	205	135	146	115	120	125	130
		5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	Annually	-	-	9	9	9	9	9
		5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes	Quarterly	-	-	-	43	75	75	75
		5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes	Quarterly	6 523 participated in social cohesion programmes	7 511	7 510	7 500	3 000	3 500	4 000
		5.1.5 Number of districts implementing the programme on school assemblies to end school-related gender-based violence	Quarterly	-	-	-	-	75	75	75

Indicators, Annual and Quarterly Targets

Table 21: Programme 5: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
5.1.1 Number of schools monitored for the provision of nutritious meals	Quarterly	120	35	30	20	35
5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	Annually	9	0	0	0	9
5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes	Quarterly	75	22	18	20	15
5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes	Quarterly	3 000	1 000	1 000	500	500
5.1.5 Number of districts implementing the programme on school assemblies to end school related gender-based violence	Quarterly	75	22	18	20	15

Explanation of planned performance over the medium-term period

The **Programme: Educational Enrichment Services** will focus on the following delivery areas during the 2021/22 financial year:

• Monitor the provision of the NSNP in public schools;

• Implement the National School Deworming Programme in NSNP schools;

• Promote and monitor the participation of learners in extramural 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.

The deworming of learners as well as health and wellness in schools is a shared responsibility with the Department of Health. The ISHP targets are determined by DOH as the budget sits with them.

National School Nutrition Programme (NSNP)

Over the MTEF, the DBE will monitor 375 schools for the provision of nutritious meals over and above the monitoring conducted by PEDs. The DBE will provide support to schools in terms of the following areas:

• Financial management of NSNP funds;

• Compliance with the Conditional Grant Framework;

• Ensuring regular school feeding, food quality and safety;

• Examining the state of compliance to health, hygiene and safety standards;

• Examining the state of Food Garden initiatives;

• Determining the status of nutrition education; and

- Training of volunteer food handlers.

In line with the 5-year Strategic Plan, plans are afoot to initiate the school nutrition programme in priority/ nodal districts, in cooperation with PEDs. Lessons learned from the pilot project of supplying chicken livers in two provinces (Western Cape and Northern Cape) to improve the protein quality in menus will be assessed to determine a roll-out to all other provinces in the new term. National Treasury initiated the tender RT38-2020: "Supply and Delivery of the NSNP for the DBE for the periods 1 April 2020–31 March 2023", which will be further negotiated for 'buy-in' by all PEDs to improve on cost efficiencies.

With the impact of the COVID-19 pandemic on the school feeding programme and concerns regarding the health and safety of learners, maintaining the continuity of the school nutrition programme, including school feeding in the context of the pandemic, will be a priority. The health, food security and nutrition of the most vulnerable children will be prioritised over and above the increased effort to provide adequate personal protective equipment (PPEs) capacity for the frontline staff, i.e. volunteer food handlers.

Going forward, the Department will explore the introduction of other protein options and the expansion of breakfast (second meal) in priority districts. In addition, to maximise value for money, the National Treasury will be approached to advise on establishing a transversal procurement process for key NSNP foodstuffs.

School Sport and Enrichment

Sport and enrichment activities in the context of care and support are intended to support and augment curriculum implementation in and outside the school. They assist in promoting the physical, social and emotional health and wellness of learners and can provide useful diversions from undesirable and destructive behaviour on the part of learners outside of school hours. They are also a critical catalyst in fostering social cohesion, team building and youth development, as well as individual and group discipline. These activities also stimulate learners' enthusiasm for learning and build basic skills that support the academic curriculum.

Beyond the classroom, after-school programmes allow vulnerable learners to form healthy relationships with supportive peers and adults and develop community networks. This paves the way for learners to achieve academically and the presence of positive role models can support the healthy development of learners, resulting in extending opportunities for holistic development.

The Department is implementing the following enrichment programmes in collaboration with various partners: The National Spelling Bee and Reading Clubs, the South African Schools Choral Eisteddfod (SASCE) and the National School Sport Programmes, however the SASCE has been put on hold for the 2021/22 Financial Year due to COVID-19 pandemic. These programmes promote physical activity, literacy, arts and culture through education enrichment.

School Safety

The Department will monitor the implementation of the school safety, social cohesion and sports and enrichment programmes in 75 education districts. The intention is to ensure that the learning environment is characterised not only by good quality education, but 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, creating a safe and supportive learning and teaching 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 School Safety, Social Cohesion and Sports and Enrichment initiatives;

- programmes that promote learner road safety;

- programmes that implement the Revised DBE-SAPS Protocols, addressing violence in schools;

- the roll-out of training on Disaster and Risk Management in schools for learners with disabilities;

- implementing protocols to deal with incidences of corporal punishment in schools and promote Positive Discipline initiatives; and lastly,

- programmes that implement UNESCO's International Declaration on E-safety Standards (cyberbullying).

Social Cohesion and Equity in Education

The Department is collaborating with key stakeholders in developing and implementing social cohesion and equity programmes, including gender equity. These programmes represent a collective agreement between learners, educators, parents and other education stakeholders on how to address major issues in the country through a united effort.

Despite positive strides since 1994, the South African society remains divided. The privileges attached to race, class, space and gender have not yet been fully reversed. The social, psychological and geographic elements of colonialism and apartheid continue to shape the lives and outlook of learners. In addition, the gender dynamics in communities influence gendered behavioural patterns that may lead to school-related gender-based violence, which must be addressed.

Through social cohesion and equity programmes, the DBE, business, government, labour and civil society agree to work together to bring about future change. The purpose is to reaffirm the importance of human dignity, equality, freedom, peace and security as well as the respect for the rule of law and human rights as inscribed in the South African Constitution.

The social cohesion and equity programmes aim at promoting social inclusion, equality, national unity, social cohesion and nation building. The strategic thrust of the programmes focuses on:

- Advancing constitutional democracy, human rights and equality;

- Promoting non-racialism, non-sexism, equity and human solidarity;

- Addressing School-related Gender-based Violence

- Building unity in schools, as well as within the region, across the continent and the international community; and

- Encouraging the healing of individuals and communities.

The programmes take forward the NDP which advocates the need for such programmes in education, given the economic and socio-historical divisions that still persist across society, especially along racial and gender lines. The NDP is clear that exclusion, and the associated poverty and lack of opportunity, undermines social cohesion. There is a need for programming that will lead to the meaningful social inclusion of those disproportionately disadvantaged by discrimination, prejudice, colonialism and apartheid through the active promotion of access and redress.

Psychosocial Support

The Department promotes the psychological, mental and social well-being of learners in schools. There are already high prevalence rates of anxiety disorders, post-traumatic stress disorder, depression and conduct disorder among children. Over and above this, South Africa is experiencing a serious challenge of COVID-19 infections across all ages. This has an adverse impact on children and schools as well as on education as a whole.

Due to the limited number of professionals such as social workers and psychologists in the sector, the Department will continue to build the capacity of learner support agents through the implementation of the Guide for Learner Support Agents (LSAs) and Schools on Providing Psychosocial Support to Learners.

Additional skills will be provided to LSAs through a partnership planned for 2021 to provide training on the Common Elements Treatment Approach (CETA). The Department continues to fund Childline's telephone counselling service (call centre). UNICEF

has made additional funds available to Childline to strengthen their call centre across all provinces. The call centre number continues to be popularised in the sector.

The Department will also share the Basic Counselling Manual with PEDs to implement as needed and is collaborating further with the NECT on its COVID-19 Responders' Guide.

HIV and Aids Life Skills Education Programme

The main objective of the programme is to integrate HIV/AIDS and relevant life skills (using sexuality education as a basis) into the school curriculum as a strategy to prevent and mitigate the spread of HIV, as well as to provide care and support for learners, educators and school support staff that are infected and affected by HIV and AIDS. The programme aims to implement and sustain a holistic approach to HIV and AIDS as well as life skills education in all primary and secondary schools to assist learners to acquire knowledge, develop skills and establish values to make informed and responsible choices and to live healthy and balanced lifestyles.

Studies conducted in 2017 confirmed that the lowest HIV infection rate can be found among children within the 2–14 years age cohort. Prevention programmes are required to maintain the low prevalence of HIV in this age group. A 4,0% prevalence rate increase among boys and 0,2% increase among girls are noted. It is necessary to prioritise interventions that focus on boys to address the challenge. In addition, a concerted effort is still required to address the high HIV prevalence rate among girls.

In order to align the HIV and AIDS Life Skills Education Programme with the National Strategic Plan for HIV, STIs and Tuberculosis (TB) 2017–2022 (NSP 2017–2022), the programme also includes the prevention of TB, due to the high co-infection rate of TB with HIV. Evidence has shown that 40% of the TB caseload is among children who live in high-burden settings, and that children may suffer severe morbidity and mortality. The 2013 survey of the Southern and Eastern Africa Consortium for Monitoring of Educational Quality (SEACMEQ) revealed that Grade 6 educators' TB knowledge was 68,5%, while just under a third (31,0%) achieved desirable levels of knowledge. The Grade 6 learners' TB knowledge was 73,5% while 14% achieved desirable levels of knowledge. The low level of educators' knowledge of TB is a concern as this indicates that learners obtain their knowledge of TB from other sources.

The HIV and AIDS Life Skills Education conditional grant is utilised to support the implementation of the DBE's National Policy on HIV, STIs and TB for Learners, Educators and Support Staff in South African Public Schools through activities targeting the following focal areas and applying the agreed budget allocation per focal area:

• Training educators to implement Comprehensive Sexuality Education (CSE) and TB prevention programmes for learners to be able to protect themselves from HIV and TB, COVID-19 and the associated key drivers, including alcohol and drug use, and prioritising schools located in areas with a high burden of HIV and TB infections;

• Capacitating SMTs and SGBs to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that CSE and TB education is implemented for all learners in schools, and that there is access to comprehensive sexual and reproductive health and TB services;

• Provision of CSE, access to sexual and reproductive health and TB services implemented in secondary schools, including a focus on prevention of alcohol and drug use, learner pregnancy and COVID-19 among learners;

• Provision of care and support through the appointment of LSAs to support vulnerable learners, prioritising primary schools, using the Care and Support for Teaching and Learning (CSTL) framework;

• Provision of CAPS and COVID-19-compliant materials, including materials for learners with barriers to learning, and school policy packs; and

• Hosting advocacy and social mobilisation events with learners, educators and school community members on policies and programmes.

Programme Resource Considerations

The sub-programme: *Partnership in Education* is responsible for the implementation of School Sport and other enrichment in programmes; promotion of Social Cohesion and Safety in Schools. The sub-programme oversees and monitors the implementation of projects such as: The South African Schools Choral Eisteddfod (SASCE), School Sport Leagues, Safety Schools, Bullying Prevention, Building Social Cohesion in Schools and Communities, iNkosi Albert Luthuli Oral History Competition, and gender-based violence and femicide, among others. The allocated financial resources will enable the sub-programme to implement, monitor and achieve planned activities. The sub-programme is further able to implement all its planned programmes due to strong partnerships established with business and other social partners.

The sub-programme: *Care and Support in Education* is responsible for the following:

National School Nutrition Programme (NSNP)

The earmarked funds are adequate for the Department's oversight role on the NSNP. The NSNP Conditional Grant, however, is inadequate for providing the following key elements: a nutritious meal that is socially acceptable since funding is not enough to add more protein alternatives; adequate kitchens and catering equipment; a minimum wage for Volunteer Food Handlers (VFH) who prepare meals for learners; adequate human resources for monitoring programme implementation at District level. The recent budget cut on compensation is exacerbating this problem.

Health Promotion

To ensure the health and wellness of learners and educators, the Department will use the allocated funds to monitor the implementation of Health Promotion programmes and support the implementation of the DBE National Policy HIV, STIs and TB, and the DBE Policy on the Prevention and Management of Learner Pregnancy, through the provision of curriculum aligned LTSM (policy pack) and supporting policy advocacy at all levels.

To support Comprehensive Sexuality Education (CSE) activities, the Department will work with partners to support stakeholder orientations, teacher training and place Leaner Support Agents (LSAs) in schools to improve linkages to health and social services selected school through the MTEF in the HIV high priority districts.

Basic Education Employment Initiative (BEEI)

The R6,8 billion of the allocation has been disbursed to PEDs as a once-off add-on to Equitable Share for various projects, including the Education Assistants Programme (Educ AP), child care workers, janitors, caretakers, reading, cleaners and screeners. Through this employment initiative, education assistants will be deployed in schools to ensure continued learning and teaching in a safe environment. A portion of the funding will be used to support the saving of SGB posts at fee-paying schools and posts at government-subsidised independent schools. The remaining R1,2 million is earmarked for project management, monitoring and oversight by the DBE.

Table 22: Programme 5: 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		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Programme Management: Educational Enrichment Services	15 290	3 348	3 287	4 764	3 907	4 083	4 111
Partnership in Education	24 107	31 714	31 214	32 773	35 541	37 830	38 710
Care and Support in Schools	6 696 756	7 073 345	7 472 437	7 884 654	8 392 849	8 777 771	9 153 217
Total	**6 736 153**	**7 108 407**	**7 506 938**	**7 922 191**	**8 432 297**	**8 819 684**	**9 196 038**
Economic classification							
Current payments	**51 909**	**62 592**	**63 964**	68 423	74 612	73 968	74 890
Compensation of employees	36 343	39 986	43 597	51 637	48 165	48 976	49 803
Goods and services	15 566	22 606	20 367	16 786	26 447	24 992	25 087
Minor Assets	19	31	16	45	44	46	46
Agency and support/ outsourced services	1 271	645	1 472	-	-	-	-
Consumables: stationery, printing and office supplies	529	586	398	1 261	948	1 285	1 290
Travel and subsistence	7 129	9 742	8 992	9 003	15 542	13 855	13 906
Other	6 618	11 602	9 489	6 477	9 913	9 806	9 845
Transfers and subsidies	**6 677 786**	**7 045 390**	**7 442 735**	**7 853 353**	**8 357 261**	**8 745 268**	**9 120 681**
Provinces and municipalities	6 671 621	7 045 314	7 442 666	7 852 982	8 357 183	8 745 186	9 120 595
Non-profit institutions	6 061	65	69	73	78	82	86
Household	104	11	-	298	-	-	-
Payments for capital assets	**374**	**381**	**236**	**415**	**424**	**448**	**467**
Machinery and equipment	358	381	236	415	424	448	467
Software and other intangible assets	16	-	-	-	-	-	-
Payments for financial assets	6 084	44	3	-	-	-	-
Total	**6 736 153**	**7 108 407**	**7 506 938**	**7 922 191**	**8 432 297**	**8 819 684**	**9 196 038**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Details of selected transfers and subsidies							
Current							
Transfers	**6 677 786**	**7 045 390**	**7 442 735**	**7 853 353**	**8 357 261**	**8 745 268**	**9 120 681**
National School Nutrition Programme	6 426 313	6 802 079	7 185 715	7 665 887	8 115 269	8 504 132	8 878 942
HIV and AIDS (Life Skills Educators) Grant	245 308	243 235	256 951	187 095	241 914	241 054	241 653
Current	**6 165**	**76**	**69**	**371**	**78**	**82**	**86**
Childline South Africa	61	65	69	73	78	82	86
Historic School Restoration PRJ	6 000	-	-	-	-	-	-
Household	104	11	-	298	-	-	-

6. Updated Key Risks

Table 23: Updated Key Risks

Outcome	Risk Description	Mitigation Strategy
1 Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system.	Inadequate capacity to deliver on mandates.	Capacity building and additional resources provided.
	Insufficient budget to implement required mandate (unfunded mandate or inadequately funded mandate).	Reprioritisation of projects within the Department.
	Data not in a secure environment.	Invest in data security system.
	Dependencies on service providers	Recruit personnel with the scarce skills.
	Lack of capacity to analyse, interpret, and take actions on the basis of data in the sector at school, district, provincial and national levels.	Build capacity within the organisation to do better data analytics and support programme managers to use this information.
	Inability to timeously deliver infrastructure for schools (ASIDI and EIG).	Systems are in place to monitor Implementing Agents. Penalties are charged for late delivery of Infrastructure Projects. Engineers appointed to address delivery problems.
	Loss of teaching and learning time due to the COVID-19 pandemic.	Curriculum recovery plan and trimming of curriculum.
	Incidences of violence in schools.	The DBE monitors the implementation of the National School Safety Framework.
2 Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.	Ineffective centralised data management.	Explore the option of acquiring an off-shelf Information Management System through SITA.
3 Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	Lack of coordinated research process within the sector.	The DBE published the Research Repository and agenda. Update the research repository and research agenda annually. Host research seminars/ indabas to allow researchers from the government and universities to share research outputs.
4 Advance the development of innovative and high-quality educational materials.	Lack of budget for making the existing workbooks and textbooks interactive.	The Department is sourcing partners to sponsor the digitisation of workbooks and textbooks.
	Lack of budget for digitisation of inclusive education materials.	The Department will invite private sector and non-governmental organisations for partnership or sponsorship
5 Conduct strategic interventions to assist and develop provincial education systems.	Norms and standards for provincial monitoring.	The process to develop standard operating procedures is underway.
6 Communicate information to, and partner with, relevant stakeholders in better ways.	Inadequate systemic stakeholder management.	The Department strengthened communication with stakeholders in 2020/21 through media briefings, providing information on various topics.

7.   Public Entities

Table 24: Public Entities

Name of Public Entity	Mandate	Outcomes	Current Annual Budget R'000
South African Council for Educators (SACE)	To provide for the registration of educators, manage a system for their continuing professional development, and set, protect and maintain the professional and ethical standards.	Efficient and effective governance. Fit-to-practice registered educators and lecturers. Improved teacher competence. Improved teacher professionalism.	R17 985
Umalusi	National Qualifications Framework Act (Act 67 of 2008); and General and Further Education and Training Quality Assurance (GENFETQA) (Act 58 of 2001).	Efficient and effective administrative systems. Enhanced educational standards.	R137 404

Infrastructure Projects

The table below outlines infrastructure projects that will be implemented during the medium-term period.

Table 25: Infrastructure Projects

No.	Programme	Project description	Outputs	Total estimated cost
1	ASIDI	Inappropriate Structures	New School	R700 000 000
2	ASIDI	Water supply	Appropriate water supply	R100 000 000
3	ASIDI & SAFE	Sanitation	Appropriate sanitation	R1 300 000 000

The table below outlines the schools that will be implemented during the medium-term period.

Table 26: List of ASIDI schools implemented

No.	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total estimated cost	Current year expenditure
1	NONTUTHUZELOCOMBINED SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	R 17 700 000,00	R 0 ,00
2	ZANENDYEBO SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	R 15 500 000,00	R 0 ,00
3	BHAYI SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	R 25 470 000,00	R 0 ,00
4	GCINISIZWE PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	R 17 500 000,00	R 0 ,00
5	KWANTABANKULU SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	R 14 000 000,00	R 0 ,00
6	ZANOKANYO JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	January 2022	R 15 000 000,00	R 0 ,00
7	MELIBUWA SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 40 000 000,00	R 0 ,00
8	NOGWAZA SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 31 300 000,00	R 0 ,00
9	WODEHOUSE JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 39 700 000,00	R 0 ,00
10	ZWELIHLANGENE PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 42 600 000,00	R 0 ,00
11	NGOZI SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 47 400 000,00	R 0 ,00
12	GQINA SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 38 800 000,00	R 0 ,00
13	SIWALI JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 63 700 000,00	R 0 ,00
14	ZWELIKHANYILE JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	November 2022	R 28 900 000,00	R 0 ,00
15	LUZIE DRIFT JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	June 2020	December 2021	R 66 000 000,00	R 46 291 000,00
16	KIDSTON JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	July 2020	August 2021	R 74 000 000,00	R 3 588 000,
17	DUMEZWENI SENIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	June 2020	June 2022	R 76 700 000,00	R6 798 000,00
18	PHATHILIZWE JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2020	July 2021	R 74 500 000,00	R0,00
19	SOLOMZI JUNIOR SECONDARY SCHOOL	ASIDI	Inappropriate	New School	March 2021	August 2022	R 62 300 000,00	R0,00
20	RIVERVIEW PRIMARY SCHOOL	ASIDI	Inappropriate	New School	June 2021	July 2022	R 17 300 000,00	R0,0
21	MATSHANENG JUNIOR PRIMARY SCHOOL	ASIDI	Inappropriate	New School	June 2020	July 2021	R 44 000 000,00	R0,00

8. Public Private Partnerships

The Public-Private Partnership (PPP) agreement for the provision of a fully serviced head office for the Department is in year 10 of a 25-year agreement with the Private Party, Sethekgo. The PPP agreement effectively prescribes the timeframes for delivery and the service specifications required. The private party and all its contractors comply with the Black Economic Empowerment (BEE) requirements and all required insurance is in place. The monthly unitary payments made to the private party are correctly classified and calculated, as stipulated by the PPP agreement. All performance and service failures are considered in calculating possible performance and availability deductions.

Table 27: Public-Private Partnership

PPP	Purpose	Outputs	Current Value of Agreement	End Date of Agreement
Department. of Basic Education PPP	Finance, design, construction, operation and maintenance of the new head office accommodation	Operational and facilities management services as set forth in the Service Specifications.	R737 703 930	February 2035

Part D: Technical Indicator Descriptions (TID)

Programme 1: Administration

Indicator Title	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.
Definition	To ensure that all valid invoices received by the DBE are paid within 30 days of receipt from the suppliers. Valid invoices refers to invoices that meet Treasury regulations (Section 8.2.3) and PFMA as well as Income Tax Act requirements
Source of data	Data sourced from the Basic Accounting System (BAS).
Method of Calculation/ Assessment	<u>Total number of valid invoices paid within 30 days of receipt by the institution</u> Total number of valid invoices received and paid by the institution Multiply by 100
Means of Verification	• Accrual report for invoices not paid. • Quarterly reports for all invoices received and paid by the DBE.
Data limitations	Suppliers not submitting invoices on time.
Assumptions	There is sufficient budget to pay service providers.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Cumulative: year-end
Reporting cycle	Quarterly
Desired performance	All invoices received are paid within 30 days.
Indicator responsibility	Lead – Branch A: Finance and Administration Support – not applicable

Indicator Title	1.1.2 Number of reports on misconduct cases resolved within 90 days.
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.
Source of data	Signed list of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/ institute a disciplinary process. Signed list of those cases resolved by the Directorate: Labour Relations. Personnel Salary System (PERSAL) reports.
Method of Calculation/ Assessment	Count the number of reports produced.
Means of Verification	• Quarterly misconduct reports submitted to the DPSA.
Data limitations	Resolution time may be extended beyond 90 days.
Assumptions	People report misconduct cases.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Cumulative: year-end
Reporting cycle	Quarterly
Desired performance	All misconduct cases are resolved within 90 days.
Indicator responsibility	Lead – Branch A: Finance and Administration Support – not applicable

Indicator Title	1.1.3 Number of capacity-building programmes offered to DBE officials.
Definition	The indicator measures the number of capacity-building programmes offered to DBE officials within the financial year.
Source of data	Records of capacity-building programmes conducted.
Method of Calculation/ Assessment	Count the number of capacity-building programmes offered to DBE officials.
Means of Verification	• Attendance registers per programme conducted.
Data limitations	No officials attending in a particular quarter.
Assumptions	The DBE will appoint new officials who will undergo the Compulsory Induction Programme. DBE officials will request capacity-building programmes for professional development. Some training will be done online. Some training will be done via Teams/ Zoom.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Ten capacity-building programmes per year (DBE officials are offered and attend capacity-building programmes that are appropriate for their identified training needs and contribute to their development).
Indicator responsibility	Lead – Branch A: Finance and Administration Support – not applicable

Indicator Title	1.2.1 Annual Performance Plan (APP) approved by 31 March each financial year
Definition	This indicator measures the APP production process from the first draft until the plan is approved by 31 March of each year.
	Approval is given by the Minister of Basic Education.
	The process of developing the plan for any financial year occurs in the preceding financial year. For example, the 2021/22 APP is approved around March 2021, however, the process of development takes place in the 2020/21 financial year.
Source of data	Draft APP: the DBE's letter of submission to the DPME (October 2020).
	Final APP: the DBE's letter of submission to the DPME (March 2021)
Method of Calculation/ Assessment	No calculations required – proof of tabling as per Parliamentary Calendar.
Means of Verification	• A copy of the APP that reflects the signature of the Minister of Basic Education.
Data limitations	Time lag of one year. For any given financial year (x), the APP must be developed and approved in the prior year (x-1); e.g. the 2021/22 APP is developed in 2020/21 and approved before 31 March 2021.
Assumptions	None
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To develop the APP in accordance with the PFMA and the applicable DPME framework and National Treasury requirements, and have it approved before implementation.
Indicator responsibility	Lead – Branch B: Business Intelligence
	Support – not applicable

Indicator Title	1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter
Definition	These are quarterly performance reports that are produced every quarter against targets set in the APP. For annual targets, progress is narrated to reflect the milestones reached. Note that the 4th quarterly report of the previous financial year is produced in April of the new financial year; e.g. in April 2020, the DBE produced the 4th quarterly report for 2019/20 as the first quarterly output in the 2020/21 financial year.
Source of data	Submission letter to the DPME.
Method of Calculation/ Assessment	No calculation required - proof of submission within 30 days of the quarter's end.
Means of Verification	A copy of each of the four quarterly performance reports that reflect the signature of the Director-General of the DBE appended to the Accounting Officer's Foreword.
Data limitations	The quarterly report of quarter X is reported in quarter X+1. Therefore, the fourth quarterly report of 2019/20 was reported in the first quarter of 2020/21
Assumptions	None
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Cumulative: year-end
Reporting cycle	Quarterly
Desired performance	To develop and submit four quarterly performance reports in accordance with the DPME and National Treasury requirements.
Indicator responsibility	Lead – Branch B: Business Intelligence Support – not applicable

Programme 2: Curriculum Policy, Support and Monitoring

Indicator Title	2.1.1 Number of technical schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).
Definition	The number of technical high schools/ secondary schools offering Grade 10–12 will be desktop-monitored on the implementation of the CAPS for Technical Schools. Monitoring is conducted to assess the progress made with implementation of the CAPS for Technical Schools and to institute improvement plans where applicable.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of technical schools monitored for implementation of the CAPS.
Means of Verification	Completed monitoring tools. Signed list of schools monitored per quarter with dates monitored. Consolidated monitoring status annual report.
Data limitations	None
Assumptions	Implementation of the CAPS takes place as planned.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Cumulative: year-end
Reporting cycle	Quarterly
Desired performance	Improvement of implementation of the CAPS for Technical Schools.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	2.1.2 Number of learners per year obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the SCMP
Definition	Subject passes towards an NSC or extended SC by accessing resources from the Second Chance Matric Programme (SCMP), which provides the following models of support: • Face-to-face classes in selected centres throughout the country. • Radio and television broadcasting. • Online and offline digital programme (DBE Cloud and Vodacom E School). • Print resources. These learners include: • Supplementary learners (including those who did not meet the NSC requirements for a Diploma or Degree pass). • Progressed learners who modularised and will sit for the May/ June examinations. • Candidates writing the extended Senior Certificate in May/ June. • Part-time NSC candidates writing the November examinations (including candidates upgrading their pass status). • Adult who have Grade 7 or equivalent and wish to achieve the matric qualifications.
Source of data	NSC and SC Database sourced from the DBE examinations.
Method of Calculation/ Assessment	Count the number of learners who have achieved subject passes towards obtaining the NSC and amended SC, using the examinations database supported through the SCMP.
Means of Verification	• Signed list of learners enrolled on the examinations database. • Signed list of results of learners who achieved subject passes towards a Bachelor, diploma or certificate towards the NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12.
Data limitations	• The DBE is reliant on data from external sources – Examinations Database, registration of learners, data from the DBE Cloud/ website and Vodacom E School, District offices, and data from broadcasters that is not learner-specific. • Learners accessing support unable to provide examination or ID numbers at venues. • The target achieved in the 4th quarter emanates from the supplementary examinations which were written in February/ March of the 2020/21 academic year. However, results were only available in May 2021. • Out-of-school candidates do not take all subjects but a few subjects a year and will therefore not necessary obtain an NSC in one year. However, their subject passes are still an achievement as they are credited towards the qualification. • Learners accessing the broadcast lessons on television and radio and those who access the available online resources.
Assumptions	All learners who register and sit for the May/June and October/November examinations each year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: will be applicable in 2021
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Cumulative: year-end
Reporting cycle	Bi-annually
Desired performance	High number of learners passing the NSC and extended SC or upgraded NSC pass that will improve opportunities at tertiary institutions.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator title	2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/LPID) using the Learning Programme for C/LPID.
Definitions	A number of children with profound intellectual disability enrolled in special care centres and schools do not always have access to quality education as the available curriculum does not always respond to their learning and developmental needs.
Source of data	Data sourced from EMIS.
Method of Calculation/ Assessment	Count the number of Children/Learners with Profound Intellectual Disability (C/LPID) who are learning and developing through the use of the Learning Programme for C/LPID.
Means of Verification	• Signed list of children/ learners using the Learning Programme for C/LPID.
Data limitations	Enrolment in Care Centres fluctuates due to socio-economic factors. This has an impact on data collection and reporting.
Assumptions	The transversal itinerant outreach team members will support the implementation of the Learning Programme for C/LPID.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	An increase in the number of Children/Learners with Profound Intellectual Disability (C/LPID) who are learning and developing through the Learning Programme for C/LPID.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch B: Business Intelligence

Indicator title	2.1.4 An Annual Sector Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention.
Definitions	Although a significant number of teachers and officials have been trained in the implementation of the Policy on SIAS, implementation has not had the expected impact as a mechanism for early identification and intervention.
Source/Collection of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of calculation	• One Annual Sector Report is produced on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention. • Nine PED reports substantiating the Annual Sector Report
Means of verification	An Annual Sector Report is produced on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention.
Data limitations	None
Assumptions	All schools implement the SIAS Policy.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Enhanced institutionalisation of the Policy on SIAS as a mechanism for early identification and intervention in schools.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch S: Educational Enrichment Services

Indicator Title	2.1.5 A National Report is produced on the amended legislation to regulate the new ECD landscape
Definition	The new functions which the Minister of Basic Education will receive from the Children's Act necessitate the amendment of the Children's Act through a Presidential Proclamation.
Source of data	Signed Presidential Proclamation
Method of Calculation/ Assessment	A National Report is produced on the amended legislation to regulate the new ECD landscape
Means of verification	• A National Report is produced on the amended legislation to regulate the new ECD landscape
Data limitations	Turnaround time for the amendment of the legislation
Assumptions	Functions are transferred to the Minister of Basic Education through a Presidential Proclamation
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for People with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	There is clarity on roles and responsibilities in the ECD sector, with the Minister of Basic Education responsible for leading the sector.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – Branch A: Finance and Administration

Indicator Title	2.1.6 A National Report is produced on the development of a new funding model for ECD
Definition	The disbursement of public funds for ECD delivery is done through a range of different modalities. The national report will investigate the most appropriate funding model/s for future subsidy disbursements by the DBE.
Source of data	Signed report on the investigation into ECD funding models
Method of Calculation/ Assessment	A National Report is produced on the development of a new funding model for ECD
Means of verification	• A National Report is produced on the development of a new funding model for ECD
Data limitations	None
Assumptions	There is a budget available to implement the approved model. The budget for ECD services has been transferred to the DBE.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	The model will provide adequate resources as well as effective mechanisms to disburse funds to implement a quality ECD programme.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – Branch A: Finance and Administration

Indicator Title	2.1.7 A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS
Definition	Currently no data exists on the number of ECD programmes that are being delivered in the country, and the number of children who are attending these programmes. The ECD census will collect the baseline information on the number of programmes, practitioners and children. This information will be used to integrate data on ECD into the EMIS system.
Source of data	Database with information collected during the ECD census.
Method of Calculation/ Assessment	A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS
Means of verification	• A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS
Data limitations	Currently no comprehensive data exist on ECD provisioning.
Assumptions	Procurement of a service provider happens without delay. Data collection for the pilot can happen in 2021.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	If the information is accurate, this will assist in increasing access to quality ECD services, particularly those in the poorest and most vulnerable communities.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A database exists with all ECD programmes and the number of children that attend these programmes. A system is in place to update the database annually.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – Branch B: Business Intelligence

Indicator Title	2.1.8 A National Report is produced on developing and operationalising an Early Childhood Development (ECD) Human Resource Development (HRD) Plan
Definition	The ECD strategic workforce plan will centre on the particular service delivery model that the DBE will follow in ECD provisioning, where different stakeholders each have their specific function to fulfil and clearly defined roles and responsibilities
Source of data	Report on ECD service delivery model and its workforce implications
Method of Calculation/ Assessment	A National Report is produced on the development of a new ECD service delivery model and its workforce implications
Means of verification	• A National Report is produced on the development of a new ECD service delivery model and its workforce implications
Data limitations	Information is not submitted by PEDs and the Department of Social Development. ECD census was not conducted. An ECD Baseline assessment was not conducted.
Assumptions	There is an agreed service delivery model.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: The execution of the HRD plan will assist in increasing access to quality ECD services, particularly those in the poorest and most vulnerable communities. The services will be delivered by appropriately qualified and competent practitioners. Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All ECD practitioners are appropriately qualified to deliver a quality service.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.
Definition	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statement (NCS) in all subjects for the Further Education and Training (FET) band. Subject-specific monitoring tools to be developed. Monitoring could be both virtual and on-site at a sample of schools in identified districts to determine the extent to which the curriculum is implemented, identify gaps in implementation and areas of support required.
Source of data	Information is obtained through virtual and/or in-person monitoring.
Method of Calculation/ Assessment	Count the number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.
Means of verification	• Completed monitoring tools. • Signed list of districts monitored with dates monitored. • Consolidated monitoring status annual report.
Data limitations	Service delivery protests might impact the collection of data on monitoring of the NCS implementation. Teacher union disengagements with the employer might hinder the collection of data on monitoring of the NCS implementation. Lockdown restrictions on travel and health and safety protocols might affect on-site monitoring
Assumptions	Monitoring of schools in districts will improve learner performance and accountability in the district.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	The quality of learning and teaching in identified subjects will improve.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To improve the quality of teaching to impact on learner performance in identified subjects.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	2.1.10 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor-level passes.
Definition	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statements (NCS) in all subjects for the Further Education and Training (FET) band. The number of Bachelor-level passes per subject obtained is an indicator of the quality of learning and teaching. Extra-support classes provided in provinces are one of the interventions used to increase the number of Bachelor-level passes per subject. Subject specialists monitor a sample of extra-support classes/ centres in provinces. The quality of the intervention is assessed against a monitoring instrument to judge the effectiveness of the interventions and identify best practices for sharing among the provinces. The monitoring could be both on site and/or virtual.
Source of data	Information is obtained either through desktop and/or on-site monitoring.
Method of Calculation/ Assessment	Count the number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor-level passes.
Means of verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy. Not all subjects are offered during extra-support classes. Data on certain subjects might not be available. Lockdown restrictions on travel and health and safety protocols might affect on site monitoring
Assumptions	Monitoring will increase the number of Bachelor-level passes in identified subjects in Grade 12.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Learners who are vulnerable are supported to achieve excellence in passing Grade 12. Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To increase the Bachelor-level passes in Grade 12.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	2.1.11 Number of schools monitored for implementing compulsory entrepreneurship education.
Definition	Entrepreneurship education is aimed at incrementally infusing project-based learning in the 'Project' assessment task in Section 4 of the Curriculum and Assessment Policy Statements from Grades R–12 through the Entrepreneurship, Employability and Education Programme. The purpose of the Entrepreneurship, Employability and Education Programme is to develop entrepreneurial skills and competencies of learners and teachers; and to strengthen project-based teaching and learning.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored for implementing compulsory entrepreneurship education.
Means of verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	Some of the data is dependent on information from districts and provinces of which the DBE cannot confirm the accuracy.
Assumptions	All schools implement entrepreneurship education.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To improve the implementation of project-based learning.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch ODG: Office of the Director-General

Indicator Title	2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC).
Definition	The GEC is the qualification at level 1 on the National Qualifications Framework (NQF) that is intended to formally recognise achievements of learners at the end of the compulsory phase of schooling (GET).
Source of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of Calculation/ Assessment	An Annual Sector Report is produced on the implementation of the GEC.
Means of verification	• One Annual Sector Report is produced on the implementation of the GEC. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	Data on learner performance from internally assessed subjects at a school level.
Assumptions	Successful implementation of the GEC.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Provision of guidance regarding the articulation of Grade 9 learners into the three learning pathways from Grade 10.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream.
Definition	An Annual Sector Report will be produced on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22.
Source of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of Calculation/ Assessment	An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream.
Means of verification	• One Annual Sector Report is produced on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	There is a set of Schools of Skills and public ordinary schools in which implementation and piloting will take place.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Public ordinary schools implementing the Technical Occupational Stream.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch D: Delivery and Support

Indicator Title	2.1.14 Number of schools monitored for piloting the Coding and Robotics. curriculum
Definition	The DBE has introduced the subject of Coding and Robotics to develop digital skills in learners in line with the demands of the fourth industrial revolution. The subject will be taught from Grade R–9.
Source of data	School monitoring tools
Method of Calculation/ Assessment	Count the number of schools monitored for piloting the Coding and Robotics curriculum.
Means of verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	This is a new subject that may not yet be catered for in the school timetables.
Assumptions	It is assumed that schools will be ready for the pilot phase.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Learners are equipped with the digital skills needed to function in the 21st century.
Indicator Responsibility	Lead – Branch C: MST & e-Learning Support – not applicable

Indicator Title	2.2.1 Number of schools monitored on the implementation of the reading norms.
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 the Curriculum for Home Language and First Additional Language for Grades R–9. Desktop monitoring will be used. Ten schools will be evaluated using desktop monitoring. The desktop monitoring tool will be emailed to the schools.
Source of data	Information is obtained through desktop monitoring.
	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 monitoring and will be submitted to the DBE.
Method of Calculation/ Assessment	Count the number of schools monitored on the implementation of the reading norms.
Means of Verification	• Completed monitoring tools.
	• Signed list of schools monitored per quarter with dates monitored.
	• Consolidated monitoring status annual report.
Data limitations	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy.
Assumptions	Every learner can read fluently and with meaning in their Home Language and First Additional Language.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the *Action Plan 2024: Towards the Realisation of Schooling 2030.*
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring
	Support – not applicable

Indicator Title	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).
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 1–9. Desktop monitoring will be used. Ten schools will be evaluated using desktop monitoring. The desktop monitoring tool will be emailed to the schools.
Source of data	Information is obtained through desktop monitoring. 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 monitoring and will submit to the DBE.
Method of Calculation/ Assessment	Count the number of schools monitored on the implementation of the IIAL.
Means of Verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy.
Assumptions	All schools offer a previously marginalised official African language.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To achieve the targets in the *Action Plan 2024: Towards the Realisation of Schooling 2030.*
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).
Definition	The EGRA is a diagnostic reading assessment 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 desktop analysis.
Source of data	Information is obtained through desktop monitoring.
	The desktop monitoring instruments will have a school stamp with a date and will be signed off by School Principal or delegated official from the school.
	The evaluation form will be verified by the District official by completing the relevant sections on the evaluation tool during their school monitoring and submitting to the DBE.
Method of Calculation/ Assessment	Count the number of underperforming schools monitored on the implementation of the EGRA.
Means of Verification	• Completed monitoring tools
	• Signed list of schools monitored per quarter with dates monitored.
	• Consolidated monitoring status annual report.
Data limitations	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy.
Assumptions	Every learner can read fluently and with meaning in their Home Language and First Additional Language.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the *Action Plan 2024: Towards the Realisation of Schooling 2030.*
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring
	Support – not applicable

Indicator Title	2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.
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 1–9.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.
Means of Verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	Provinces will also provide data on schools monitored.
Assumptions	All schools with multi-grade classes have the multi-grade toolkit.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To achieve improved curriculum coverage in schools with multi-grade classes.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan
Definition	The National Reading Plan for primary schools is aimed at improving performance in reading for Grades R–6.
Source of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of Calculation/ Assessment	An Annual Sector Report is produced on the implementation of the National Reading Plan.
Means of verification	• One Annual Sector Report is produced on the implementation of the National Reading Plan. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	All schools implement the National Reading Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To improve reading proficiency levels in public schools.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch S, Branch T and ODG

Indicator Title	2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.
Definition	'Public schools' refer to schools within PEDs. Public schools receive financial allocations, part of which is used to procure readers for learners themselves, or centrally at the provincial level.
Source of data	Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports
Method of Calculation/ Assessment	An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.
Means of verification	• One Annual Sector Report is produced on the number of public schools monitored on the availability of readers. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	Readers are procured by the school/ province. Readers are retrieved from learners each year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Type of indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All (100%) of sampled public schools that are monitored have access to textbooks.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	2.3.1 Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources.
Definition	To monitor all nine provinces on the utilisation of ICT resources in schools. The monitoring will include three identified schools in each province. Three schools in each province will be drawn from ongoing ICT projects.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored for utilisation of ICT resources.
Means of Verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	None
Assumptions	All schools are provided with ICT resources.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools have access to ICT resources.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	2.3.2 Percentage of public schools provided with Home Language workbooks for learners in Grades 1–6 per year, after having placed an order.
Definition	'Public schools' refers to schools offering Grades 1–6 and that have placed Home Language workbook orders according to the provincial data submitted to the DBE. Grade 1–6 workbooks are produced and delivered as follows: | Item	Description	Delivery Plan
---	---	---
Volume 1	Grades 1–6 Home Languages	Oct-Nov 2021
Volume 2	Grades 1–6 Home Languages	Jan-Feb 2022	
Source of data	The DBE consolidated a list of schools that placed an order for Grades 1–6 Home Languages workbooks. The DBE consolidated a list of schools to which Grades 1–6 Home Languages workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Home Language workbooks Denominator: Total number of public ordinary schools that ordered Grade 1–6 workbooks Multiply by 100
Means of Verification	• Signed copies of workbooks. • Signed proof of deliveries. • Signed list of schools that placed an order
Data limitations	Late learner admission; rationalisation/ merging of small schools; schools placing an order on items not provided by the DBE; schools changing the Language of Learning and Teaching (LoLT) after placement of workbook order; provinces submitting outdated data on learner numbers per grade; omission of some grades or schools on the data submitted.
Assumptions	The LoLT for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grades 1–6 which have placed orders have access to Home Language workbooks in the correct language.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	2.3.3 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1–9 per year, after having placed an order.
Definition	Public schools refer to schools offering Grades 1–9 that have placed Mathematics workbook orders according to the provincial data submitted to the DBE.
	Grade 1–9 workbooks are produced and delivered as follows:

Item	Description	Delivery Plan
Volume 1	Grades 1–9 Mathematics	Oct-Nov 2021
Volume 2	Grades 1–9 Mathematics	Jan-Feb 2022

Source of data	The DBE consolidated a list of schools that placed an order for Grade 1–9 Mathematics workbooks.
	The DBE consolidated a list of schools in which Grades 1–9 Mathematics workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Mathematics workbooks
	Denominator: Total number of public ordinary schools that have ordered Grade 1–9 workbooks
	Multiply by 100
Means of Verification	• Signed copies of workbooks.
	• Signed proof of deliveries.
	• Signed list of schools that placed an order
Data limitations	Late learner admission; rationalisation/ merging of small schools; schools placing an order on items not provided by the DBE; schools changing the Language of Teaching and Learning (LoLT) after placement of workbook order; provinces submitting outdated data on learner numbers per grade; omission of some grades or schools on the data submitted.
Assumptions	The LoLT for schools submitted by provinces does not change.
	The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grades 1–9 which have placed orders have access to Mathematics workbooks.
Indicator responsibility	Lead – Branch D: Delivery and Support
	Support – not applicable

Indicator Title	2.3.4 Percentage of public schools provided with workbooks for learners in Grades R per year, after having placed an order.
Definition	'Public Schools' refers to schools offering Grade R and that have placed workbook orders according to the provincial data submitted to the DBE. Grade R workbooks are produced and delivered as Volume 1–4 as follows:

Item	Description	Delivery Plan
Book 1	For use during term 1 of the academic year	Oct-Nov 2021
Book 2	For use during term 2 of the academic year	Oct-Nov 2021
Book 3	For use during term 3 of the academic year	Jan-Feb 2022
Book 4	For use during term 4 of the academic year	Jan-Feb 2022

Source of data	The DBE consolidated a list of schools that placed an order for Grade R workbooks. The DBE consolidated a list of schools in which Grade R workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grade R workbooks Denominator: Total number of public ordinary schools that have ordered Grade R workbooks Multiply by 100
Means of Verification	• Signed copies of workbooks. • Signed proof of deliveries. • Signed list of schools that placed an order
Data limitations	Late learner admission; rationalisation/ merging of small schools; schools placing an order on items not provided by the DBE; schools changing the Language of Teaching and Learning (LoLT) after place workbook order; provinces submitting outdated data on learner number per grade; omission of some grades or schools on the data submitted.
Assumptions	The LoLT for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grade R and that placed workbook orders have access to workbooks.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	2.3.5 An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12
Definition	'Public schools', which refers to schools owned by PEDs, receive a financial allocation to purchase textbooks, or textbook procurement is done centrally at provincial level. Each year at the start of the academic year, provinces procure top-up textbooks to address shortages.
Source of data	An Annual Sector Report will be produced by the DBE but the data will be collected from individual PED reports.
Method of Calculation/ Assessment	An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12
Means of Verification	• One Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12 • Nine PED reports substantiating the Annual Sector Report.
Data Limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	Textbooks are used by learners over a period of five years. At the end of each year, the school retrieves and reports to provinces the number of textbooks in good condition and places orders to replace shortages.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All (100%) of sampled public schools have access to textbooks in Grades 3, 6, 9 and 12.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	2.3.6 The number of schools monitored for home languages in which Literacy Grades 1–3 lesson plans have been developed for terms 1–4.
Definition	Lesson plans are curriculum resources which facilitate the implementation of the CAPS that will enable the teacher to teach the language skills, namely, Listening and Speaking, Phonics, Reading and Comprehension, Writing and Handwriting in a systematic and integrated way from week to week in a term in each grade.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored for home languages in which Literacy Grades 1–3 lesson plans have been developed for terms 1–4.
Means of verification	• Sample lesson plans for terms 1–4 in all 11 languages. • Completed monitoring tools. • Signed list of schools monitored per quarter with dates monitored. • Consolidated monitoring status annual report.
Data limitations	None
Assumptions	All schools have Literacy Grades 1–3 Lesson Plans for home languages.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Lesson plans provided to track curriculum coverage in all the 11 languages which are offered as the Language of Learning and Teaching (LoLT).
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	2.3.7 Number of special schools with access to electronic devices.
Definition	The DBE has developed a comprehensive plan to deliver LTSM on devices to all schools starting with special schools followed by multi-grade and farm schools, quintile 1–5 schools.
Source of data	Information is sourced from schools that received the devices.
Method of Calculation/ Assessment	Count the number of special schools with access to electronic devices.
Means of verification	• Signed list of recipient schools. • Signed proof of deliveries.
Data limitations	None
Assumptions	Network operators will deliver the resources.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Curriculum delivery at all special schools are supported through the use of technology.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices
Definition	ICT devices includes Computers, Laptops and Tablets procured for the use by teachers and learners to support teaching and learning in public ordinary schools.
Source of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of Calculation / Assessment	An Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices
Means of verification	• One Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	It is assumed that PEDs will have plans to supply both teachers and learners with ICT devices
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for People with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired performance	Access to ICT Devices by both teachers and learners will be increased and curriculum delivery is supported through the use of technology.
Indicator Responsibility	Lead – Branch D: Delivery and Support

Indicator title	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion
Short definitions	Training on inclusion includes training on Braille, Autism, South African Sign Language, psychosocial issues, and others.
Source/ Collection of data	Annual Sector Report will be produced by the DBE but the data will be collected from individual PED reports.
Method of calculation	An Annual Sector Report is produced on the number of teachers trained on inclusion.
Means of verification	• One Annual Sector Report is produced on the number of teachers trained on inclusion. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	All teachers teaching learners with disabilities are trained in specialised areas of inclusion.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All teachers teaching in special schools will receive appropriate training on inclusion.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch T: Teachers, Education Human Resources and Institutional Development

Indicator title	2.4.2 An Annual Sector Report is produced on the number of learners in public special schools
Short definition	An Annual Sector Report will be produced on the number of learners admitted to public special schools.
Source/ Collection of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports
Method of calculation	An Annual Sector Report is produced on the number of learners in public special schools.
Means of verification	• One Annual Sector Report is produced on the number of learners in public special schools. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	There is continuous admission of learners to and in public special schools.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All learners eligible for admission to public special schools have access.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch B: Business Intelligence

Indicator title	2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.
Short definitions	A special school resource centre is a special school that has been designated and capacitated to serve as a resource to provide support to other schools in its neighbourhood.
Source/ Collection of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of calculation	An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.
Means of verification	• One Annual Sector Report is produced on the percentage of public special schools serving as resource centres. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	PEDs will convert public special schools into specials schools as resource centres.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All the PEDs have designated special schools serving as resource centres.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch S: Educational Enrichment Services

Indicator Title	2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED.
Definition	As part of the skills for the changing world, the DBE is promoting the establishment of focused schools/ schools of specialisation across all provinces in line with economic development zones. These schools are intended to respond to the demand for specific skills. Eleven types of focus schools/ schools of specialisations have been identified.
Source of data	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
Method of Calculation/ Assessment	An Annual Sector Report is produced on the establishment of focus schools per PED.
Means of verification	• One Annual Sector Report is produced on the establishment of focus schools per PED. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	PEDs may not submit data for the consolidation of the National Report.
Assumptions	Provinces will have plans for the establishment of focus schools.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Type of indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Schools focused on teaching and promoting specific groups of subjects are established throughout the country.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Programme 3: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.
Definition	The South African Schools Act, Act 84 of 1996, prescribes roles and responsibilities for SGBs. 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: a) Policies; b) Meetings; c) School assets; d) School finances; and e) Curriculum matters. Each category has weighted sub-questions to determine effectiveness.
Source of data	Information is obtained through an electronic survey.
Method of Calculation/ Assessment	Numerator: Total number of schools sampled that meet the minimum criteria Denominator: Total number of schools sampled Multiply by 100
Means of Verification	• Completed survey tools. • Signed list of sampled schools. • Signed list of schools that meet the minimum criteria.
Data limitations	Reliability of data from schools.
Assumptions	The survey will be conducted according to the Management Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools should have effective SGBs operating within the legislation to support effective teaching and learning.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.
Definition	The minimum set of management documents are basic documents viewed to be mandatory for the effectiveness of management processes in any school. The main documents comprise 16 items divided into three categories, namely, management documents, registers and governance documents. The listed compulsory management documents are: a) Annual Academic Performance Report; b) School Improvement Plan (short term); c) School Development Plan (long term); d) School Timetable; e) Classroom Timetables; f) Teacher's Personal Timetables; and g) Quarterly Learner Achievement Data. Listed compulsory registers that every school must have are: a) Admission Register; b) Educator Daily Attendance Register; c) Learner Attendance Register; d) Educator Leave Register; e) Period Registers; f) School Assets Register; and g) LTSM Assets Register. Documents from the governance section are: a) Audited Financial Statements; and b) Approved School Budget.
Source of data	Information is obtained through an electronic survey.
Method of Calculation/ Assessment	Numerator: Total number of schools from the sample selected found to be functional by having produced the basic set of documents Denominator: Total number of schools surveyed Multiply by 100
Means of Verification	• Completed survey tools. • Signed list of sampled schools. • Signed list of schools with a minimum set of management documents.
Data limitations	Officials conducting the survey may not interpret the findings in a uniform manner.
Assumptions	The survey will be conducted according to the Management Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools must be able to produce minimum management documents.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year.
Definition	Number of Funza Lushaka bursaries awarded for Initial Teacher Education students in the first, second, third and fourth-year, as well as Postgraduate Certificate in Education (PGCE), and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (BEd. or BCom, BSc, B Tech, BSoc Sc, followed by a PGCE).
	The bursaries are awarded to students (identified through ID numbers), meaning that the lists with names of students selected is according to the criteria set.
Source of data	Application for bursaries.
	Proof of registration from the university.
Method of Calculation/ Assessment	Count the number of Funza Lushaka bursaries awarded to enrolled Initial Teacher Education students in the first, second, third and fourth-year, as well as PGCE students, and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions.
Means of Verification	• Signed list of Funza Lushaka bursary programme awarded beneficiaries enrolled for initial teacher education per year from the DBE.
Data limitations	As a result of fee changes in institutions, bursary recipients who fail to register, cancel the bursary or decline the bursary, or become deceased, the number of students awarded the bursary may not be the exact number enrolled.
Assumptions	The list of awarded beneficiaries of the Funza Lushaka bursary programme is based on the database of applications received per year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To utilise the bursary to train more graduates for the education profession.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development
	Support – not applicable

Indicator Title	3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies.
Definition	A quarterly monitoring report will track progress on the rate of appointment of Funza Lushaka graduates overall, and the rate of their appointment within six months of completion of their studies. Elements of the report will, at least, include: • The total number of allocated graduates eligible for placement per province. • Total number of graduates placed during the reporting quarter and the year to date. • Total number and percentage of graduates placed within six months within the reporting quarter and the year to date. 'Placed' is defined as securing an appointment at a school in a permanent capacity as captured on PERSAL. Reporting will be according to the academic year.
Source of data	PERSAL downloads obtained from National Treasury (PERSAL) The Funza Lushaka database of graduates eligible for placement PED Monthly Reports.
Method of Calculation / Assessment	Count the number of signed quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six months upon confirmation that the bursar has completed studies.
Means of verification	• Four signed quarterly monitoring reports.
Data Limitations	Capturing of appointments on PERSAL and changing of the nature of appointment e.g. from temporary to permanent, may delay and thus affect the accuracy of numbers across quarters. That is, the sum of reported quarterly totals may not reconcile with updated annual totals.
Assumptions	Appointments on PERSAL are accurately captured in terms of the critical fields such as the nature of appointment and date of appointment.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Improvement in Funza Lushaka graduate placement rates.
Indicator Responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.1.5 Number of quarterly monitoring reports indicating the number and percentage of schools where allocated teaching posts are all filled.
Definition	A quarterly monitoring report will track the extent of the filling of vacant posts at schools focusing on the extent to which schools fill their allocated posts. The elements of the report will at least include the following: • The total number of schools per province. • The total number and percentage of schools per province where all allocated posts are filled.
Source of data	PERSAL downloads obtained from National Treasury (PERSAL). Data of allocated posts to schools as per the post establishment tables. PED aggregated quarterly reports.
Method of Calculation/ Assessment	Count the number of signed quarterly monitoring reports indicating the number and percentage of schools where allocated teaching posts are all filled.
Means of verification	• Four signed quarterly monitoring reports.
Data limitations	Reporting will rely on PERSAL and there may be discrepancies between the post establishments captured on PERSAL and those reflected on the actual post establishments distributed to schools. Educators not allocated to the correct pay point or component.
Assumptions	All PEDs declare final school post establishments and load them on PERSAL.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Timeous filling of vacant posts in schools.
Indicator Responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.1.6 An Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.
Definition	The total number of educators aged 30 and below possessing a minimum qualification level of REQV13 who were appointed in posts during the financial year. The type of appointments made includes: • Permanent appointment. • Temporary appointment: occupying a vacant position usually for a year or two. • Relief appointment: occupying a post of a permanent teacher who is temporarily not at school due to conditions such as ill-health, maternity leave, suspension, etc. • Part-time: permanently appointed but only working for a limited number of hours. The report will, at least, include: • Main reporting elements: Number of educators, qualification (REQV) level, and age. • Basic demographics – Province, Gender, Race.
Source of data	PERSAL downloads obtained from National Treasury (PERSAL)
Method of Calculation/ Assessment	An Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.
Means of verification	• One Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	Data is not always readily available at the time of reporting (up to a one-month lag).
Assumptions	Appointments details captured on PERSAL are accurate.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A signed report covering all basic elements.
Indicator Responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.2.1 A National Report is produced on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres.
Definition	Annual desktop monitoring report on the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres. The functionality report will cover the availability of centre managers, CPTD programmes offered in the quarters, availability of ICTs and connectivity and human resources, challenges and recommendations.
Source of data	List of Provincial Teacher Development Institutes and District Teacher Development Centres that submitted their reports.
Method of Calculation/ Assessment	A National Report is produced on the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.
Means of Verification	• A National Report is produced on the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.
Data limitations	None
Assumptions	All nine PEDs will implement the national desktop monitoring tool to report.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increased functionality of PTDIs and DTDCs to enhance quality education.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting.
Definition	An annual desktop monitoring report will be compiled on the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting.
Source of data	Information is obtained from PEDs' quarterly reports.
Method of Calculation/ Assessment	A National Report is produced on the implementation of Teacher Development Programmes in the four subjects.
Means of Verification	• A National Report is produced on the implementation of Teacher Development Programmes in the four subjects.
Data limitations	None
Assumptions	All PEDs will be submitting the NSLA reports.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increased teacher support to enhance quality education generally and in the four subjects, particularly.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards.
Definition	The monitoring of the implementation of the Norms and Standards is done both at the 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 a 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.
Source of data	Virtual sessions/ meetings held with PED officials responsible for implementation wherein an approved template is administered to collect data.
Method of Calculation/ Assessment	Count the number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards.
Means of Verification	• Signed PED post-provisioning plans.
	• Signed consolidated monitoring implementation report.
Data limitations	None
Assumptions	PEDs issue staff establishments for the following academic year to schools in the fourth quarter of the preceding academic year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All PEDs have their implementation processes assessed.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development
	Support – not applicable

Indicator Title	3.2.4 An Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification
Definition	A collated Annual Sector Report produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification.
Source of data	Appointments on PERSAL and reports from PEDs for those practitioners either employed by SGBs or not properly reflected on PERSAL.
Method of Calculation/ Assessment	An Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification.
Means of verification	• One Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification. • Nine PED reports substantiating the Annual Sector Report.
Data limitations	Data is not always readily available.
Assumptions	Qualifications should be those that appear on the policy for minimum requirements for teacher qualification for holders to be qualified Grade R teachers.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Increased number of appropriately qualified Grade R teachers to implement compulsory Grade R.
Indicator Responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.3.1 Number of PEDs monitored on the implementation of the Performance Management Service for school-based educators
Definition	The appraisal of school-based educators is guided by Collective Agreements 8 of 2003 and 2 of 2020 on the Integrated Quality Management System (IQMS) and Quality Management System (QMS) respectively. These are performance management systems designed to evaluate educators to achieve high levels of school performance. For the 2020 academic year, the QMS will be implemented only by school principals while educators on Post Levels 1–3 will continue with the implementation of the IQMS. The DBE will monitor the implementation of the two collective agreements in all PEDs.
Source of data	Information is obtained through desktop or on-site monitoring.
Method of Calculation/ Assessment	Count the number of PEDs monitored on the implementation of the Performance Management System for school-based educators
Means of Verification	• Completed monitoring tools. • Signed lists of provinces, district offices and schools monitored with dates monitored. • Consolidated monitoring status annual report.
Data limitations	Incomplete information and non-availability of summative evaluation reports at schools, district and provincial offices.
Assumptions	PEDs have mechanisms in place to monitor the implementation of the performance management system for school-based educators. School principals ensure that the IQMS is implemented uniformly and effectively. Circuit Managers ensure that the QMS is implemented uniformly and effectively by school principals. Evidence on the implementation of the IQMS and QMS is available at schools, district and head office.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Teacher performance and learner achievement improves through the implementation of IQMS and QMS.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Indicator Title	3.3.2 Number of PEDs monitored on the implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS).
Definition	The EMS: PMDS provides a standardised framework for managing the performance of office-based educators. As a performance management system, it is aimed at improving employee performance in terms of quality and quantity. The DBE monitors the implementation of the EMS: PMDS in all PEDs.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of PEDs monitored on the implementation of EMS: PMDS.
Means of Verification	• Completed monitoring tools. • Signed list of provincial officials evaluated. • Signed list of district officials evaluated. • Consolidated monitoring status annual report.
Data limitations	Incomplete information and non-availability of Mid-Year Reviews and Annual Appraisal Reports in PEDs.
Assumptions	PEDs have mechanisms in place to monitor the implementation of EMS: PMDS.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Educator performance and learner achievement improve through the enhanced implementation of EMS: PMDS.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development Support – not applicable

Programme 4: Planning, Information and Assessment

Indicator Title	4.1.1 Number of new schools built and completed through ASIDI.
Definition	This indicator measures the total number of public schools where a contractor was appointed and the construction work has progressed to achieve practical completion in a given year through ASIDI. This indicator applies to both new and replacement schools. Practical completion means the stage of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. The works can be completed as a whole or in sections.
Source of data	Practical Completion (PC) Certificates received from Implementing Agents (IAs).
Method of Calculation/ Assessment	Count the number of schools that have reached practical completion.
Means of Verification	• Practical Completion Certificates. • Signed list of schools that have reached practical completion.
Data limitations	Vandalism and natural disasters may lead to more schools not meeting minimum infrastructure standards.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All children to have access to public schools with basic services and appropriate infrastructure.
Indicator responsibility	Lead – Branch I: Infrastructure Support – not applicable

Indicator Title	4.1.2 Number of schools provided with sanitation facilities.
Definition	This indicator measures the total number of public schools where a contractor was appointed and the construction work has progressed to achieve practical completion in a given year.
	This measure applies to existing schools and excludes new schools. Sanitation refers to all kinds of toilets including water-borne and dry sanitation.
	Practical completion means the stage of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. The works can be completed as a whole or in sections.
Source of data	Practical Completion (PC) Certificates received from Implementing Agents (IAs).
Method of Calculation/ Assessment	Count the number of schools provided with sanitation facilities that have reached practical completion.
Means of Verification	• Practical Completion Certificates.
	• Signed list of schools that have reached practical completion in provision of sanitation.
Data limitations	Vandalism and natural disasters may lead to more schools not meeting minimum sanitation standards.
Assumptions	All schools must have access to sanitation in line with the Norms and Standards for School Infrastructure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public schools to have access to sanitation facilities.
Indicator responsibility	Lead – Branch I: Infrastructure
	Support – not applicable

Indicator Title	4.1.3 Number of schools provided with water facilities through ASIDI.
Definition	This indicator measures the total number of public schools where a contractor was appointed and the construction work has progressed to achieve practical completion in a given year through ASIDI. This measure applies to existing schools and excludes new schools. These include water supply through municipal supply and groundwater supply.
	Practical completion means the stage of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. The works can be completed as a whole or in sections.
Source of data	Practical Completion (PC) Certificates received from Implementing Agents (IAs).
Method of Calculation/ Assessment	Count the number of schools provided with water facilities through ASIDI that have reached the practical completion stage.
Means of Verification	• Practical Completion Certificates.
	• Signed list of schools that have reached practical completion in provision of water facilities.
Data limitations	Delineating of roles between education departments and municipalities.
Assumptions	All schools must have access to water in line with the Norms and Standards for School Infrastructure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public schools to have access to water infrastructure.
Indicator responsibility	Lead – Branch I: Infrastructure
	Support – not applicable

Indicator Title	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.
Definition	The pool of test items prepared in a year. A total of 250 test items per subject will be produced in Languages and Mathematics for Grades 3, 6 and 9. The test items go through a process of setting and moderation.
Source of data	Excel spreadsheet with a database of test items
Method of Calculation/ Assessment	Count the number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.
Means of verification	• Signed list of test items produced. • Proof of moderation of test items produced.
Data limitations	The actual tests will not be provided until the final test is written.
Assumptions	Schools covered the curriculum as prescribed so that learners may confidently respond to the items.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Maintenance of a valid and credible database of test items.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	4.2.2 Number of NSC reports produced.
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 the national, provincial, district and school level and analysed diagnostically in selected subjects.
Source of data	National NSC reports on learner performance (database hosted by the SITA mainframe).
Method of Calculation/ Assessment	Count the number of NSC reports produced.
Means of verification	• Signed NSC reports.
Data limitations	None
Assumptions	NSC reports will provide the public, districts and schools with relevant data that will inform their classroom practice and their training needs on content.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Maintenance of a valid and credible NSC database.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	4.2.3 Number of question papers set for June and November examinations.
Definition	Examiners are appointed to 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.
Source of data	Umalusi provides a signed list of question papers.
Method of Calculation/ Assessment	Count the number of question papers set for the June and November examinations.
Means of verification	• Number of question papers set. • Copies of question papers set for the financial year in question.
Data limitations	Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.
Assumptions	Question papers will cover wide topics in the curriculum.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Administration of valid and credible examinations.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.
Definition	The SA-SAMS is a cost-effective, easy to use and 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 the DBE. As a standardised application, it is designed to capture and record unit school administrative data and is the primary source of information in the LURITS. SA-SAMS also assists schools with quarterly or ad hoc reporting as required by the circuit/ district, provincial department and the DBE. The percentage will be drawn from a population of all the public schools except schools in the Western Cape as the province is currently not using SA-SAMS for reporting.
Source of data	Information is collected through desktop monitoring tool.
Method of Calculation/ Assessment	Numerator: Total number of public schools reporting using SA-SAMS Denominator: Total number of public schools (reported by provinces) excluding Western Cape Multiply by 100 This indicator will be measured using the school year, not the financial year. In this case, the 2021 school year will be used. The denominator will only include operational public schools from the provincial master list.
Means of verification	• 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 (master list) (denominator). • An analysis of the quality of information as reported by DQA.
Data limitations	Currently, the Western Cape does not report through the SA-SAMS. Therefore, no reports will be received from the Western Cape.
Assumptions	Some schools will not be using SA-SAMS for reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative: A new school may be reported every year at the end of the academic year (31 December).
Reporting Cycle	Annually
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	Lead – Branch B: Business Intelligence Support – not applicable

Indicator Title	4.2.5 A National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS)
Definition	Number of provinces monitored by DBE officials for implementation of the EMIS priorities and processes as per the provincial approved business plan.
Source of data	Information is collected through desktop monitoring.
Method of Calculation/ Assessment	A National Report is produced on the number of provinces monitored for the implementation of the LURITS.
Means of verification	• A National Report is produced on the number of provinces monitored for the implementation of the LURITS.
Data limitations	None
Assumptions	That all PEDs are correctly implementing the EMIS Policy and Protection of Personal Information (POPI) Act when handling the data collected from schools.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All nine provincial EMISs will be monitored and supported remotely by virtual desktop mediums by DBE officials and Provincial Data Warehouses will be made available to the BE electronically.
Indicator Responsibility	Lead – Branch B: Business Intelligence Support – not applicable

Indicator Title	4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework (NAF)
Definition	A National Report on learning outcomes linked to the National Assessment Framework will provide the sector with system-wide data based on learner competencies, school functionality, teacher domains and district support.
Source of data	National surveys and assessments conducted online.
Method of Calculation/ Assessment	A National Report is produced on learning outcomes linked to the National Assessment Framework.
Means of verification	• A National Report is produced on learning outcomes linked to the National Assessment Framework.
Data Limitations	The EMIS master list is updated and correct.
Assumptions	Data collected in more than 80% of sampled schools.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A high-quality annual report published for public consumption.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – not applicable

Indicator Title	4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system.
Definition	An assessment of the proportion of Grade R-1 learners that are school ready
Source of data	Early Learning Index; SA-SAMS
Method of Calculation / Assessment	A National Report is produced on the First Early Learning National Assessment.
Means of verification	A National Report is produced on the First Early Learning National Assessment.
Data limitations	Limited interface in data systems between public and private providers.
Assumptions	Surveys are conducted as planned
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for People with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A school readiness assessment system is operational by 2024
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Not Applicable

Indicator Title	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.
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. The 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' refers to districts performing below 65% in the NSC results.
Source of data	Data sourced from the previous year's NSC examinations results to determine the participating districts and circuits
	An annual report on the mentoring programme.
Method of Calculation/ Assessment	Count the number of district officials mentored.
Means of Verification	• Screenshots of attendance of mentoring sessions. These may be one-on-one sessions, or group sessions in the form of workshops, seminars and other forms of contact sessions, e.g. virtual meetings and support
	• Annual report on the mentoring programme.
Data limitations	None
Assumptions	Identified officials in targeted districts and circuits subjecting themselves to a mentorship programme to improve learner performance.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: not applicable
	Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Support districts to improve average learner performance in the NSC above the national average.
Indicator responsibility	Lead – Branch D: Delivery and Support
	Support – not applicable

Indicator Title	4.3.2 Percentage of school principals rating the support services of districts as being satisfactory.
Definition	Percentage of school principals rating the support services of districts as being satisfactory. Satisfactory is measured using a 4-point Likert scale (1=Not useful, 2=Somewhat useful, 3=Useful, 4=Very useful). There are sets of questions on 5 areas of support expected from districts, i.e. Support visits; Curriculum and Assessment; Management and Governance; Leaner Health and Wellbeing; and COVID-19.
Source of data	Information is obtained through a Google survey form.
Method of Calculation/ Assessment	Numerator: Total number of school principals expressing satisfaction Denominator: Total number of principals participating in the survey Multiply by 100
Means of Verification	• Completed survey tools. • Signed list of school principals participating in the survey. • Criteria for rating as satisfactory.
Data limitations	Schools not participating, resulting in a low response rate for reporting.
Assumptions	Completed survey forms are received electronically from sampled school principals.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Biennially
Desired performance	Schools must receive 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 provinces. At least 95% of principals should rate the support received as satisfactory.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	4.3.3 Percentage of District Directors who have undergone competency assessment prior to their appointment.
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 who have not undergone the competency assessment and those appointed temporarily in acting positions may undergo the competency assessment as part of their professional development. Desktop monitor 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 84 of 1996.
Source of data	Information is obtained from completed competency assessments
Method of Calculation/ Assessment	Numerator: Total number of District Directors assessed Denominator: Total number of District Directors appointed in 2021/22 Multiply by 100
Means of Verification	• Appointment letters of competency assessment record • Signed list of District Directors appointments
Data limitations	Non-appointments/ Delay in filling vacant District Director posts or incumbents appointed in acting roles.
Assumptions	Individual competency assessment reports of appointed District Directors kept confidential.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All District Directors having undergone competency assessments prior to their appointments.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	4.3.4 Percentage of underperforming schools monitored at least twice a year by district officials
Definition	Monitor 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 84 of 1996.
Source of data	Information is obtained through the desktop monitoring tool.
Method of Calculation/ Assessment	Numerator: Total number of underperforming schools monitored at least twice a year by district officials Denominator: Total number of declared underperforming schools Multiply by 100
Means of Verification	• Signed list of schools monitored with dates of monitoring. • Signed list of underperforming schools per province. • Completed monitoring tools • Consolidated monitoring status annual report.
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.
Assumptions	All underperforming schools are monitored by District officials for support.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	At least 60% of underperforming schools are monitored to improve performance at schools.
Indicator responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	4.3.5 Number of District Director forums held.
Definition	The indicator measures the number of contact sessions/ meetings the Minister holds with District Directors during a financial year. The purpose of the meetings is to strengthen communication in the sector and share best practices to improve service delivery and the achievement of learner outcomes.
Source of data	Information is obtained through the online forums.
Method of Calculation/ Assessment	Count the number of District Director forums held.
Means of verification	• Annual Report on the District Director forums held. • Attendance registers. • Record of virtual meetings held.
Data Limitations	None
Assumptions	Minister's availability guaranteed for at least three online meetings in an academic year.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Three District Directors online forums successfully held annually.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Indicator Title	4.3.6. Number of districts in which teacher development has been conducted as per District Improvement Plans.
Definition	The indicator measures the actual number of districts with a District Improvement Plan that reflects teacher development practices. The practices include training and support provided to teachers.
Source of data	Information is obtained from the District Improvement Plans.
Method of Calculation/ Assessment	Count the number of districts in which teacher development has been conducted as per the District Improvement Plan.
Means of verification	• District Improvement Plans collected by District Directorate
Data Limitations	None
Assumptions	Each district has a District Improvement Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: not applicable Target for Women: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired performance	District Improvement Plans flagging the need for teacher development to take place.
Indicator Responsibility	Lead – Branch D: Delivery and Support Support – not applicable

Programme 5: Educational Enrichment Services

Indicator Title	5.1.1 Number of schools monitored for the provision of nutritious meals.
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 fruit. The schools that will be desktop-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 quintiles 4–5 that have been identified as in need of the NSNP.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored for the provision of nutritious meals.
Means of Verification	• Completed monitoring tools. • Signed list of schools monitored per quarter with dates of monitoring. • Consolidated monitoring status annual report.
Data limitations	None
Assumptions	All schools are monitored for the provision of meals.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Cumulative: year-end
Reporting cycle	Quarterly
Desired performance	All schools are serving a nutritious meal made up of a protein, starch, green/yellow/orange vegetable or a fruit.
Indicator responsibility	Lead – Branch S: Educational Enrichment Services Support – not applicable

Indicator Title	5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme.
Definition	This indicator measures the oversight and management function of the DBE towards the development and approval of provincial business plans for the HIV/AIDS Life Skills Education Programme.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of business plans approved for the HIV/AIDS Life Skills Education Programme.
Means of Verification	• Signed 2022/23 provincial business plans. • Completed monitoring reports. • Consolidated monitoring status annual report. • Agenda and signed minutes of the inter-provincial meetings.
Data limitations	None
Assumptions	All provinces will submit on time for the assessment of business plans.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for People with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved implementation of activities in the approved provincial business plans.
Indicator responsibility	Lead – Branch S: Educational Enrichment Services Support – not applicable

Indicator Title	5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes.
Definition	• The NSSF seeks to address the prevalence of crime and violence in 75 education districts.
	• The 'district' refers to the Education District.
	• 'Safety' means school safety in particular. It involves safety programmes which are aligned to local (school environment), specific and targeted interventions based on locally-identified needs. School safety also includes 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 on which data should be collected and reported.
	• 'Social Cohesion' means social norms, values, constitutional rights, democracy education and gender equity.
	• 'Sport and Enrichment' refers to school sport codes and curriculum support to mass participation in physical activity, school sport, arts and culture, academic and homework support and life skills activities.
Source of data	Information is obtained through a monitoring tool
Method of Calculation/ Assessment	Count the number of districts monitored in the implementation of the NSSF, Social Cohesion, Sport and Enrichment Programmes.
Means of verification	• Completed monitoring tools.
	• Signed list of districts monitored per quarter with dates of monitoring.
	• Consolidated monitoring status annual report.
	• Signed registers by district officials.
Data limitations	The indicator provides information as reported by schools and districts.
Assumptions	Districts are monitoring the implementation of NSSF, Social Cohesion and Sport and Enrichment Programmes.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable
	Target for Youth: Learners in public ordinary schools
	Target for People with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable
	Reflect on the spatial impact area: not applicable
Calculation Type	Cumulative: year-end
Reporting Cycle	Quarterly
Desired performance	NSSF, Social Cohesion, Sport and Enrichment Programmes are fully implemented.
Indicator Responsibility	Lead – Branch S: Educational Enrichment Services
	Support – not applicable

Indicator Title	5.1.4 Number of learners, educators, parents, SGBs and other educations stakeholders reached through social cohesion programmes.
Definition	Social Cohesion Programme includes activities such as: • Engagements on Constitutional Rights and Responsibilities, • National Schools Moot Court, • iNkosi Albert Luthuli Oral History Programme, • Youth Citizens Action Programme, • Heritage Education Schools Outreach Programme, • Commemorations of Historic Events and Significant Anniversaries, • Children's Parliament, • Jamboree to Future Choices Programme, • Girls and Boys Education Movement Programme, • Gender Empowerment Programme, • Webinars.
Source of data	Information is obtained through the implementation of social cohesion and equity activities.
Method of Calculation/ Assessment	Count the number of learners, educators, parents, SGBs and other education stakeholders participating in social cohesion programmes, physically and virtually.
Means of verification	• Signed attendance registers for face-to-face activities • Signed lists of participants for virtual activities. • Payment stubs from Financial Services for TRC Bursary Payments. • Screenshots of social media posts • Signed lists of names that made reactions (likes, comments, private messages) on social media posts.
Data limitations	The social media reach is not static and therefore cumulative. Given that the engagement is virtual, it provides the number of views and shares with no lists of names. The only lists of names that can be obtained are for comments and direct messages.
Assumptions	Provinces will facilitate mass participation, arrange facilities and resources for virtual platforms and email or courier pieces of work such as essays and research projects.
Disaggregation of Beneficiaries (where applicable)	Target for Women: In-school girl children Target for Youth: In-school youth Target for People with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Calculation Type	Cumulative: year-end
Reporting Cycle	Quarterly
Desired performance	Stakeholder engagements held to promote the Constitution and its values.
Indicator Responsibility	Lead – Branch S: Educational Enrichment Services Support – Not applicable

Indicator Title	5.1.5 Number of districts implementing the programme on school assemblies to end school-related gender-based violence
Definition	Implementation of the programme on school assemblies to end school-related gender-based violence is based on an annual circular sent to schools to guide them on the framework of topics and themes to be covered in each of the assembly sessions.
Source of data	Data obtained from the district monitoring visits
Method of Calculation / Assessment	Count the number of districts implementing the programme on school assemblies to end school-related gender-based violence
Means of verification	• Completed monitoring tools • Signed list of districts monitored per quarter with dates monitored • Consolidated monitoring status annual report
Data limitations	The data will provide the number of districts implementing the programme but will not provide the reach in terms of number of learners attending each assembly session.
Assumptions	Provinces would have received the annual circular to guide the assemblies and disseminate it to districts to further disseminate to schools.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for People with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-End
Reporting Cycle	Quarterly
Desired performance	Prevention of violence in schools with particular focus on Gender-based Violence and Femicide
Indicator Responsibility	Lead – Branch S: Educational Enrichment Services Support – Not Applicable

Annexure A: Amendments to the Strategic Plan

Impact 1: Migration of ECD to be concluded by 2024; baseline for percentage of 5 year olds (Grade RR) enrolled in educational institutions by 2024, has been corrected from 2017 to 2018; school readiness system and target for learners ready has been moved from 2021 to 2022.

Impact 2: Targets for Systemic Evaluation to be determined after first assessment conducted in October 2021. The approved curriculum for coding and robotics should be in place by 2022. A new indicator has been added "Number of learners with disabilities in appropriate formal education programmes" and the target to be achieved by 2024. The target for learning outcomes in Grade 6 Maths and Reading according to the international SACMEQ has move from 2020 to 2022.

Impact 4: The Second-Chance Matric Programme has been redesigned and reconfigured to include a new indicator: "Introduce a programme to train unemployed youths in general maintenance of schools". At least 710 youth should be trained within the 71 education districts. The Three Stream Model indicator has been revised from "fully implemented by 2024" to be specific and also split into two indicators "% of Schools of Skills implementing technical-occupational curriculum and "Number of ordinary schools implementing technical-occupational curriculum" with measurable targets.

Impact 5: The whole impact has been revised from "Learners and Teachers Feel Respected and Learning Improves by 2024" to Improved Quality of Teaching and Learning Through Provision of Appropriate Infrastructure.

| Details of revision	Revision	Reasons for revision	Financial year for revision
School Readiness Tool Assessment system operational by 2021.	Target to move to 2022/23.	COVID-19 disruptions	2021/22
Coding and Robotics curriculum implemented.	Target to move to 2022/23.	COVID-19 disruptions	2021/22
Education facility management system is developed at provincial level.	Target to move to 2022/23.	The system is being tested	2021/22
GBV indicator and TID for SP	New Indicator	New Indicator	New indicator
South African School Choral Eisteddfod (SASCE)	Target to move to 2022/23.	COVID-19 disruptions	2021/22
1.2 Improve the proportion of 5-year-olds (Grade RR) enrolled in educational institutions by 2024	Baseline changes to: 5 year-olds: 85.4% (2018) Source: GHS, 2018	COVID-19 disruptions	2021/22
2.1 Improve learning outcomes in Grade 6 in critical subjects reflected through the new Systemic Evaluation by 2024	Five-Year Target: Grade 6 performance in the new Systemic Evaluation: Mathematics Literacy (targets to be determined after first assessment conducted in October 2021)	COVID-19 disruptions	2021/22
2.2 Improve learning outcomes in Grade 9 in critical subjects reflected through the new Systemic Evaluation by 2024	Five-Year Target: Grade 9 performance in the new Systemic Evaluation: Mathematics (targets to be determined after first assessment conducted in October 2021)	COVID-19 disruptions	2021/22
2.3 Improve learning outcomes in Grade 6 Mathematics according to the international SEACMEQ by 2020	Five-Year Target: Average score for Grade 6 in the SEACMEQ: Mathematics 600 by 2022	COVID-19 disruptions	2021/22
2.4 Improve learning outcomes in Grade 6 Reading according to the international SEACMEQ by 2020	Five-Year Target: Average score for Grade 6 in the SEACMEQ: Literacy 600 by 2022.	COVID-19 disruptions	2021/22
3.1 Improve the proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	Five-Year Target: Grade 3 performance in the new Systemic Evaluation: Reading (targets to be determined after first assessment conducted in October 2021)	COVID-19 disruptions	2021/22

Annexure B: Conditional Grants

Name of Grant	Purpose	Outputs	Current Annual Budget	Period of Grant
Maths, Science and Technology (MST)	To provide support and resources to schools, teachers and learners in line with the CAPS for the improvement of MST teaching and learning at selected public schools.	ICT subject-specific resources: • 300 schools supplied, with subject-specific computer hardware in accordance with the minimum specifications prescribed by the CAPS; and • 300 schools supplied with subject-related software in accordance with the minimum specifications. Workshop equipment, consumables, tools and machinery: • 200 technical schools' workshop equipment and consumables for technology subjects repaired, maintained and/or replaced in accordance with the minimum specifications; and • 200 technical schools' workshop machinery and tools for technology subjects supplied, repaired, maintained and replaced in accordance with the minimum specifications. Laboratories equipment, apparatus and consumables: • 1 000 schools supplied with Mathematics, Science and Technology kits; • 1 000 laboratories supplied with apparatus for Mathematics, Science and Technology subjects in accordance with the minimum specifications; and • 500 laboratories and workshops supplied with consumables for Mathematics, Science and Technology subjects in accordance with the minimum specifications. Learner Support: • 50 000 learners registered for participation in Mathematics, Science and Technology Olympiads/fairs/expos and other events based on a structured annual calendar, including support through learner camps and additional LTSMs such as study guides. Teacher Support: • 1 500 participants attending specific structured training and orientation for teachers and subject advisors in subject content and teaching methodologies on the CAPS for Electrical, Civil and Mechanical Technology, Technical Mathematics and Technical Sciences; and • 1 000 teachers and subject advisors attending targeted and structured training in teaching methodologies and subject content either for Mathematics, Physical, Life, Natural and Agricultural Sciences, Technology, Computer Applications Technology, Information Technology, Agricultural Management and Technology subjects.	R412 million	Annual
Human Immunodeficiency Virus, Acquired Immunodeficiency Syndrome (HIV and AIDS)	To mitigate the impact of HIV, STIs and TB by providing a caring, supportive and enabling environment for learners and educators.	• Educators trained on CSE • SMTs and SGBs trained on development policy implementation plans. • Co-curricular activities on CSE provision, access to SRH and TB services. • LSAs appointed to implement Care and Support programme. • Advocacy and social mobilisation events hosted. • LTSMs to support policy implementation and COVID-19 response printed.	R241 million	Annual

| Name of Grant	Purpose	Outputs	Current Annual Budget	Period of Grant
Education Infrastructure Grant (EIG)	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, including district and circuit accommodation. To enhance capacity to deliver infrastructure in education To address damage to infrastructure. To address achievement of the targets set out in the minimum norms and standards for school infrastructure.	• Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. • Number of existing schools' infrastructure upgraded and rehabilitated. • Number of new and existing schools maintained. • Number of work opportunities created. • Number of new special schools provided, and existing special and full-service schools upgraded and maintained.	R11,6 billion	Annual
School Infrastructure Backlogs Grant (SIBG)	Eradication of all inappropriate school infrastructure. Provision of water, sanitation and electricity to schools.	• Number of inappropriate schools replaced and provided with related school furniture. • Number of schools provided with water. • Number of schools provided with sanitation.	R2,2 billion	Annual
National School Nutrition Programme (NSNP)	To provide nutritious meals to targeted schools	21 000 schools that prepare nutritious meals for learners	R8 115 269 000	Annual

Name of Grant	Purpose	Outputs	Current Annual Budget	Period of Grant
Learners with Profound Intellectual Disabilities Grant	To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to children with severe to profound intellectual disabilities (SPID).	Human resources specific to inclusive education through the recruitment of key staff on permanent posts. These are: • Nine deputy chief education specialists as provincial grant managers; and • 245 transversal itinerant outreach team members recruited to guide and support curriculum delivery and provide therapeutic support in special care centres and targeted schools. Database of selected schools and special care centres: This includes Information of 518 special care centres that support children with severe to profound intellectual disabilities: • Disaggregated data on care giving staff in care centres; • Disaggregated data on children enrolled in special care centres; • Disaggregated data of CSPID enrolled in targeted special care centres and schools who are using the Learning Programme for CSPID; • Disaggregated data from special care centres who have been placed in schools; • Disaggregated data on learners with SID who are awaiting placement in schools and those who because of age cannot be placed in schools participating in basic non-accredited skills, such as gardening, beadwork and cooking; and • Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for CSPID, and other programmes that support delivery of the Learning Programme. This will entail training of: • 245 transversal itinerant outreach team members; • 2970 care givers; • 1928 special school teachers; • 408 in-service therapists; and • 510 officials Outreach services provided will include: • Providing outreach services to 12 185 children/ learners with severe to profound intellectual disability; • Facilitating the use of the Learning Programme by children/ learners with severe to profound intellectual disabilities in 518 special care centres and 115 schools through: • Conducting assessment of children to determine their intellectual functioning and level of support need; • Conducting a baseline assessment for LPID; • Assessing performance of learners using the learning programme for LPID; • Preparing and submitting mark schedules and report cards; • Facilitating the development of basic non-accredited skills, such as gardening, beadwork, cooking among learners with SID who are awaiting placement in schools and those because of age cannot be placed in schools; • Providing psychosocial and other therapeutic services; • Providing LTSM to special care centres and schools; • Providing assistive devices to CSPID when required; • Providing storage containers to store procured LTSM in selected special care centres where storage is inadequate; • Providing support to schools that have enrolled learners referred from special care centres; and • Providing support to learners from special care centres enrolled in schools.	R242 760 000	Annual
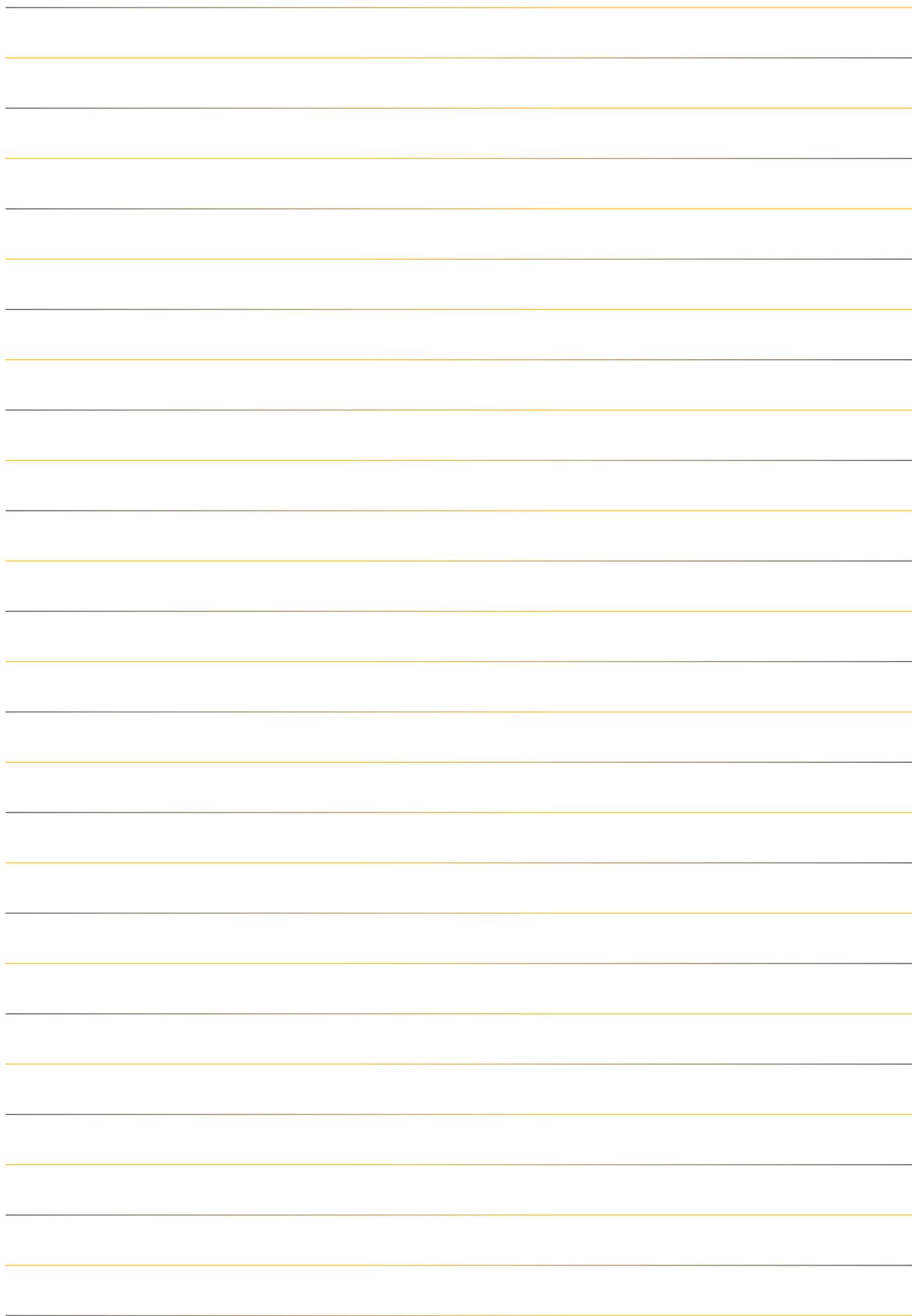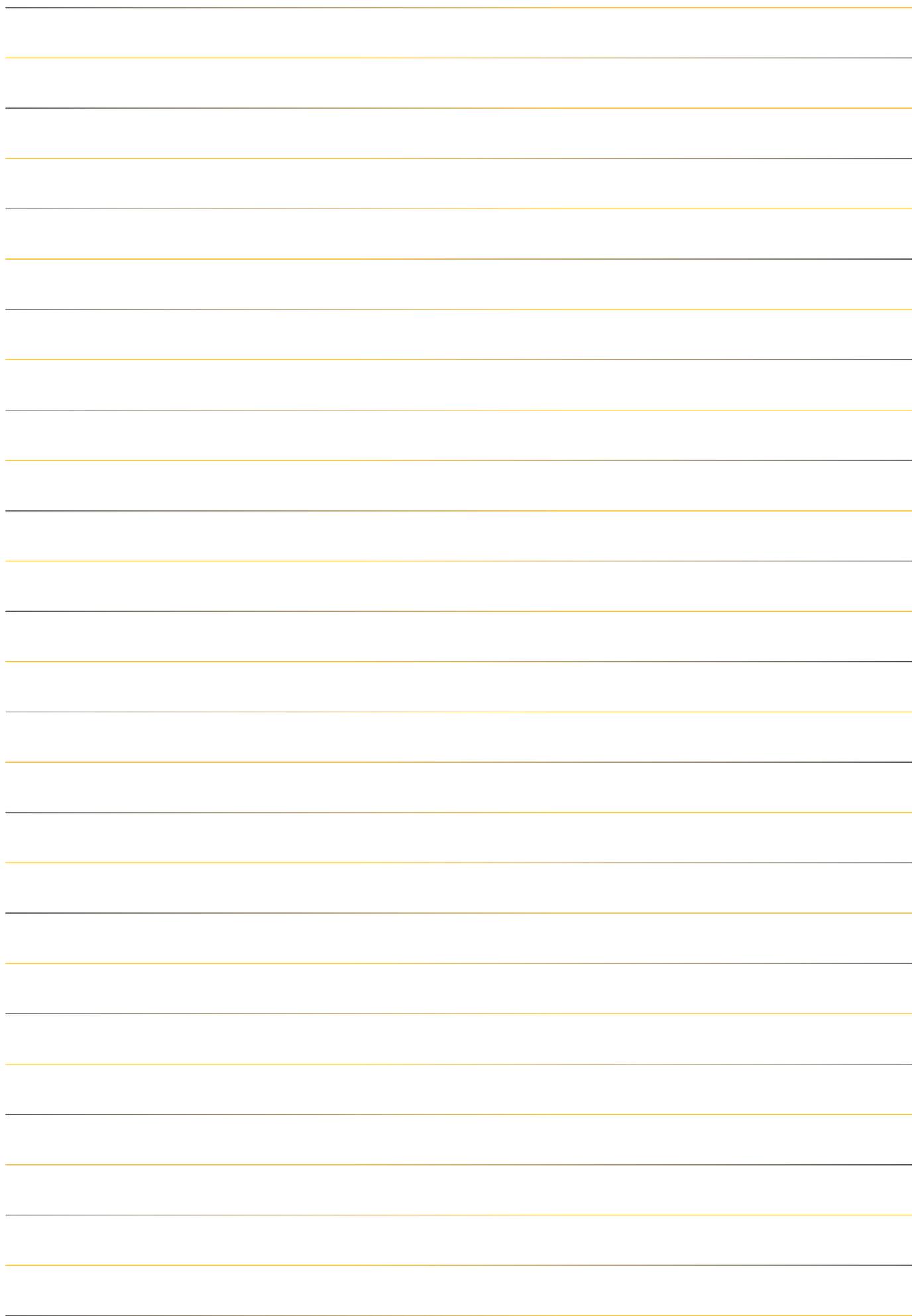
Website:	**Facebook:**	**Twitter:**
www.education.gov.za	www.facebook.com/BasicEd	www.twitter.com/dbe_sa